

# **ACADEMIC REGULATIONS**

**for Taught Degree, Diploma and Certificate Programmes**

**Academic Year 2023/24**

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## **DISCLAIMER**

*Every effort has been made to ensure that the information in these Regulations is as accurate as possible at the time of publication. It may be superseded by subsequent editions. Any changes or additions will show the date of print. Trinity Laban Conservatoire of Music and Dance accepts no responsibility regarding the accuracy of information not relating directly to the Institution.*

*Other publications and documents relating to the activities and regulations of Trinity Laban are available for viewing on Moodle.*

*Changes to a programme of study that affect current students will not normally be made without the consent of the students concerned. All programme amendments are subject to the procedures set out in the Academic Quality Handbook.*

## 1 ASSESSMENT REGULATIONS

Trinity Laban's degree programmes and related intermediate awards operate in accordance with the requirements set out in the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA) and the *Sector-Recognised Standards* published by the Office for Students (OfS).

### 1.1 PATTERN AND STRUCTURE OF ASSESSMENT

- (a) The assessment scheme and any special assessment requirements and procedures for each programme leading to an award shall be included in the Programme Specification.
- (b) Those responsible for the design and approval of programmes should consider the following:
  - (i) The range of methods used should be appropriate to the subject area. All types of assessment are considered equally valuable.
  - (ii) Assessment should enable a student to demonstrate that the Learning Outcomes for a module, Part or programme, and therefore the required standard for the award, have been achieved. The overall volume of assessment should not exceed the amount required to demonstrate the achievement of learning outcomes.
  - (iii) Each assessment component should be weighted appropriately in accordance with its content and importance.

### 1.2 ASSESSMENT BOARD

- (a) Assessment Boards are appointed on behalf of the Academic Board to make decisions on student progression, award, award of credit or withdrawal from a programme of study as a result of academic failure. They make such decisions through their consideration of student results on delegated authority from the Academic Board. An Assessment Board may be required to review a decision or have a decision annulled as a result of an academic appeal (see section 17).
- (b) For each Part of each Undergraduate and Graduate programme and each Postgraduate and Diploma programme there shall be an Assessment Board. Additional Assessment Boards may be held at other key progression points.

A meeting of an Assessment Board shall normally be held as soon as convenient after the completion of the assessment at the end of each Part of an Undergraduate or Graduate programme or each Postgraduate or Diploma programme, or where relevant key progression point.

Where necessary, a further meeting shall be held after the completion of resit procedures.

Interim Assessment Panels, Preliminary Assessment Boards and meetings to discuss results for modules shared across programmes may also be held (see section 2.3(h) of these regulations).

#### 1.2.11 Membership of Assessment Boards

- (a) The membership of the Assessment Board shall be confirmed annually by the Academic Board:
  - (i) The Assessment Board shall comprise the following voting members:
    - (a) Director of Faculty, or representative (Chair),
    - (b) Registrar, Trinity Laban, or representative,
    - (c) Registrar's nominee (Secretary)
    - (d) Assistant Directors/Dean of Music/Dance (as appropriate),

- (e) The Head(s) of Programmes or Head(s) of Department(s) (as required)
  - (f) Programme Leader for each named award to be conferred
  - (g) Programme Co-ordinators/Pathway Leaders (as appropriate)
  - (h) The External Examiner(s) (see section 5). An External Examiner is normally required to be present at meetings of an Assessment Board.  
*NB: If, in exceptional circumstances, the External Examiner cannot attend, the recommendations of the Board shall stand. In such circumstances, the views of the External Examiner shall be sought in advance and, if received, shall be reported to the Board.*
- (b) The Chair shall ensure the business is carried out efficiently and that institution and programme regulations are taken into account. All Assessment Boards will be chaired by the Director of Faculty, or by a senior member of staff acting as his/her representative.

The Secretary of the Assessment Board shall support the business of the Board before, during and after the meeting.

At the meeting of the Assessment Board the Registrar, or his/her representative, shall offer advice on the interpretation of the assessment regulations as necessary.

A person shall not normally act as an examiner on, or attend a meeting of, the Assessment Board regarding a programme where their relationship with a person registered as a student provides a conflict of interest. Any member of the Assessment Board who considers themselves to be in such a position shall seek the advice of the Chair, where possible in advance of the meeting.

#### **1.2.12 Conduct of Assessment Boards**

- (a) Preparation will be undertaken in advance of an Assessment Board. Tasks may include a data check; consideration of the statistical breakdown of marks, module performance across and between modules, possible scaling of marks and possible compensation; and preliminary discussion on any modules with poor or unusual results. A report on relevant discussions will be provided to the Assessment Board to support its decision-making.

These tasks will normally be undertaken by a Preliminary Assessment Board, attended by internal examiners, a Chair (who may be different from the Chair of the Assessment Board) and a secretary. A Preliminary Assessment Board cannot make decisions but can make recommendations to the Assessment Board.

- (b) Where modules are shared across programmes that are not considered at the same Assessment Board meeting, these results will be considered in advance by a Module Board. The Programme Leaders of all programmes involved in those modules will be involved in discussions. These discussions will not fix the module marks but will consider any discrepancies between cohorts and any possible issues associated with the module. Where it is considered to be relevant, a briefing note will be prepared for the Assessment Boards.

- (c) Quorum:

- (i) The quorum for a meeting of an Assessment Board shall be one third of the voting membership.

In the absence of a quorum the meeting must be adjourned and the lack of a quorum reported to the Registrar. The adjourned meeting shall be held with the approval of the Registrar, only after due notice has been sent to all members of the Assessment Board.

At the adjourned meeting, the business for which the original meeting was called may be completed with the consent of the Registrar in the absence of

a quorum provided that, in the case of Boards recommending awards, at least one External Examiner is present.

(d) The Assessment Board shall:

- (i) Agree the marks obtained by each student in the separate assessment components which make up the module assessment, any aggregate marks where relevant and the overall module marks and credit to be awarded.

Where, as a result of professional, statutory or regulatory body requirements, student marks have been considered by an Examination Board of the PSRB, the Assessment Board shall note the marks already considered but shall not consider them further.

Assessment Boards are encouraged to consider results anonymously.

- (ii) Consider recommendations from Mitigating Circumstances Panels (see section 13) and Academic Misconduct Panels (see section 15).
- (iii) Make decisions under delegated authority from Academic Board based on the performance of students and in accordance with the Programme Specification on the areas below:
- (a) those who pass and may proceed on their programme,
  - (b) those who shall be permitted to resit an assessment (see section 7),
  - (c) those who shall be permitted to retake or repeat (see section 7),
  - (d) those who fail and shall be required to withdraw from the programme,
  - (e) those who shall be permitted to transfer to a related programme,
  - (f) those students who shall receive an award other than that for which they were registered and assessed, including interim awards.
  - (g) those who shall be awarded Degrees, Diplomas or Certificates, and, where appropriate, the classifications for Honours, Merits or Distinctions,
- (iv) Consider initial comments from the External Examiner in advance of the written report.
- (v) Report any recommendations concerning the content, operation and assessment of the programme to the Academic Standards and Quality Board.
- (vi) Exercise discretion in a consistent manner in the following areas:
- (a) Agree compensation, resit, retake and repeat claims in accordance with section 7,
  - (b) (For accredited or regulated programmes) Apply relevant professional, statutory or regulatory body requirements in keeping with the information provided to students.

Where the exercise of discretion leads to deviation from the award or classification boundaries stated in these Regulations the Assessment Board must provide a written justification for its action in the Assessment Board minutes.

Assessment boards do not have discretion to make awards within a higher classification boundary than that determined by the aggregate mark.

(e) Chair's Action can be taken:

- (i) Where decisions are outstanding following a meeting of the Assessment Board, and the Board has given permission for the Chair to make such decisions.

- (ii) Exceptionally, where circumstances meant it was not possible for the results of a student to be considered at the meeting. The Chair will consult with the External Examiner prior to taking action.
- (f) Where a request for additional consideration has been accepted, Assessment Boards will apply section 13 of these Regulations. This may result in consequences for students that depart from those which would apply under normal circumstances.
- (g) Students have the right to appeal against a recommendation of the Assessment Board if specific grounds are met (see the Appeal Procedures for further details, available in 'Trinity Laban Policies and Procedures' on *Moodle*).
- (h) For programmes on which reassessment is permitted in-year, before the Assessment Board, Interim Assessment Panels will be held.
  - (i) Interim Assessment Panels shall normally be composed of the Programme Leader, one or more internal examiners and a secretary. There must be appropriate representation from those engaged in the internal assessment process. The external examiner is not required to be present.
  - (ii) Interim Assessment Panels:
    - (a) Make provisional recommendations on student achievement in modules completed up to a specified but non progression point,
    - (b) Exercise discretion in deciding whether and how a student can resit failed assessment(s) while continuing their studies so long as the Board also explains the implications for the student's progression in the event of resit failure.
  - (iii) Interim Assessment Panels do not:
    - (a) Make recommendations on the progression of students from one Part of the programme to another,
    - (b) Apply compensation,
    - (c) Produce outcomes against which students can appeal.
  - (iv) Communications to students will state that any results released following an Interim Assessment Panel are provisional and may be amended following discussion at an Assessment Board.
  - (v) The recommendations of an Interim Assessment Panel shall be reported to the Assessment Board for approval. Assessment Boards should only overrule the recommendations of Interim Assessment Panels where the majority of those present, including the external examiner, agree that those recommendations are not justified. In such instances clear reasons must be given and included in the minutes of the Board.

### 1.3 INTERNAL EXAMINERS

- (a) For each programme the Internal Examiners are:
  - (i) The Module/Component Leaders.
  - (ii) Any other person who has taught on the Programme and who has been appointed as an Internal Examiner by the Assessment Board.
- (b) The Internal Examiners shall:
  - (i) Prepare draft assessment papers and submit them for approval to the appropriate Programme Leader or their nominee; and subsequently to the external examiner(s) if appropriate.
  - (ii) Ensure assessment guidelines, including assessment criteria, and marking criteria are available for all assessments.
  - (iii) Conduct assessments.

- (iv) Be responsible for marking assessments and providing feedback to students in line with Trinity Laban policy.
- (v) Be available when assessments that require attendance are taking place.
- (vi) Ensure the security of any assessment questions and submissions within their possession.
- (vii) Attend meetings of the Preliminary Assessment Board.

#### **1.4 SPECIALIST ADVISERS**

- (a) Certain assessment panels in the Faculty of shall include a Specialist Adviser, as set out in the Academic Quality Handbook, who is active in the profession but not a member of the Institution's regular teaching staff.
- (b) Nominations for the appointment of Specialist Advisors shall be made by Heads of Department for approval by the Music Management Group. The Academic Standards and Quality Board shall oversee a register of Specialist Advisors.
- (c) Guidelines for the nomination and appointment of Specialist Advisors are detailed in Chapter E of the Academic Quality Handbook: <http://www.trinitylaban.ac.uk/about-us/academic-quality/academic-quality-handbook>
- (d) The Specialist Advisors shall:
  - (i) Ensure that they are thoroughly briefed on the requirements and level expectations of each assessment.
  - (ii) Provide comments on performances (and viva voces and programme notes, where they are assessed) for discussion and agreement by the panel.
  - (iii) Suggest appropriate descriptors for students' performances that are based on the relevant marking criteria, for discussion by the panel.
  - (iv) Ensure fairness in the application of the standards and criteria employed by the institution in the assessment of the performance elements of its programmes.
  - (v) Confirm that the final agreed assessment reports and marks are fair and representative records of the students' performances and the judgements of the panel on those performances.

#### **1.5 EXTERNAL EXAMINERS**

- (a) Each programme shall have an External Examiner who takes an overview of the programme. There may be additional External Examiners appointed to cover particular academic areas within a programme to ensure adequate consideration of achievement, progression and award, as determined by the Academic Board as appropriate (for example for large programmes).
- (b) External Examiners shall be appointed by the Academic Standards and Quality Board (under delegated authority from the Academic Board). Each External Examiner shall be appointed for an initial period not exceeding four years with an exceptional extension of one year if necessary to ensure continuity. The reasons for any exceptional extension will be recorded in the minutes of ASQB.
- (c) The criteria for the selection of an External Examiner are published in the Academic Quality Handbook. Where the criteria are not fully met, the Academic Standards and Quality Board may make a case for special consideration and recommendation to the Academic Board.
- (d) The External Examiner shall:
  - (i) Approve the assessments compiled by the Internal Examiners (if appropriate).



- (ii) Review assessment material agreed by the Programme Committee and aligned with that stated in the Programme Specification. External Examiners have a right to see all assessment material if they wish.
- (iii) Review the assessed work according to a scope agreed in advance.
- (iv) Attend meetings of the Assessment Board(s).
- (v) Approve decisions or recommendations of the Assessment Board(s); or, if he or she is unwilling to approve any one or more of them, to make independent representation to the Principal via the Registrar.
- (vi) Perform such other special duties as may be agreed by the Director of Faculty and the Registrar, such as participation in activities associated with periodic programme review.
- (vii) Report on the standard of the award, the standard of student performance, and the soundness and fairness of processes for the assessment and determination of awards through:
  - (a) initial comments to be considered at meetings of the Assessment Board(s),
  - (b) a written report to the Registry following the final meeting of the Assessment Board in each year of the programme. This should be submitted on the Institution's template and incorporate the initial comments made at Assessment Board meetings. This report is reviewed independently upon receipt, at which time examples of good practice, strengths or areas of potential concern that require specific response are identified.
- (viii) Be able to exercise discretion in a consistent manner in the following areas:
  - (a) The right to submit comments on any aspects of the assessment(s) to the Principal of Trinity Laban,
  - (b) By arrangement, attend any oral and practical assessment or interview in addition to those at which their attendance is agreed (see point (diii) above).
- (e) Appointments can be terminated prematurely by either side.
  - (i) Where an External Examiner wishes to interrupt for a defined period of time, interim arrangements with the same examiner, or alternative temporary appointments, may be established.
  - (ii) Where an External Examiner wishes to stand down, reasonable notice should be given. This will normally be considered to be one term, or where the resignation is received in the final term of the academic year, the end of that academic year.
  - (iii) Where the termination is instigated by Trinity Laban a recommendation must be made to the Academic Board for approval through the Academic Standards and Quality Board. The Institution can terminate the appointment on any of the following grounds:
    - (a) Discontinuation of the provision for which the examiner was appointed,
    - (b) Irretrievable breakdown in the relationship between the External Examiner and Trinity Laban,
    - (c) Persistent unavailability of the examiner to perform duties,
    - (d) New conflict of interest following a change of role for the Examiner,
    - (e) Other grounds as applicable, put forward by ASQB.

## 1.6 REQUIREMENTS TO PASS A MODULE

- (a) A module may include one or more assessment components. The methods of assessment for each component shall be set out in the Module Specification.
- (b) The module mark shall be calculated as a weighted average of the marks for the individual components. The weightings assigned to each component shall be set out in the Module Specification.
- (c) A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the Programme Specification.
- (d) In order to pass a module of a Foundation programme a student must achieve a module mark of at least 40% and must in addition satisfy any component requirement of the module as set out in the Module Specification.
- (e) In order to pass a module of an Undergraduate programme a student must achieve a module mark of at least 40% and must in addition satisfy any component requirement of the module as set out in the Module Specification.
- (f) In order to pass a module of a Graduate Programme a student must achieve a module mark of at least 40% and must in addition satisfy any component requirement of the module as shall be set out in the Module Specification.
- (g) In order to pass a module of a Postgraduate Programme a student must achieve a module mark of at least 50% and must in addition satisfy any component requirement of the module as shall be set out in the Module Specification.
- (h) The minimum pass marks assigned to each assessment component (if pass marks are assigned) cannot be lower than the minimum pass mark for the module. Students may be permitted to progress with lower marks than the pass mark where their performance in other assessment component(s) in the module justifies this. Any programme that permits this must state the rules governing its application in the Module Specification.

Where such progression is allowed, the student shall be regarded as having passed that component. The original component marks shall be retained in the record of marks and used to calculate the student's module mark.

- (i) If a minimum level of attendance is one of the requirements to pass a programme this shall be laid out in the Programme Specification and the assessment scheme for the programme or module. These requirements shall normally lead to a pass or fail and shall not contribute to overall classification
- (j) Students are expected to participate in all required assessment components in order to pass the module:
  - (i) The Academic Board must approve arrangements for participation in all forms of assessment, which shall encompass participation, late participation, alternative assessments and any extensions that may be permitted in certain circumstances, usually where a student has submitted a request for additional consideration. Such procedures shall pay due regard to the nature of the subject area and any professional, statutory or regulatory requirements.
  - (ii) A student is expected to participate in all assessments by the due date and time and using the mechanisms determined in accordance with the arrangements approved by the Academic Board (see point i(i) above).
  - (iii) Where a student:
    - (a) Participates in an assessment after the due date where a deadline has not been extended and there are no additional considerations,
    - (b) Has been given an extension but participates in the assessment after the extended date,

the assessment shall be marked in accordance with the approved procedure for late participation.

- (iv) Where a student participates in but fails to pass an assessment component or module, resit rules may apply (see section 7).
  - (v) Where a student fails to participate in a required assessment component(s) or module and has not made a valid request for additional consideration they will be deemed to have failed that component or module at the first attempt. In these circumstances Assessment Boards have the discretion to decide whether or not the student shall be permitted a resit opportunity.
  - (vi) Where there are mitigating circumstances, a request for additional consideration should be submitted to the Registry for consideration within the timescales set out in section 13.
- (k) Alternative Assessments
- (i) Where it is not possible for a student to complete an assessment due to mitigating circumstances, the Assessment Board may approve arrangements for an alternative assessment (point 13.f.iii below).
  - (iii) Where mitigating circumstances do not apply but there are other circumstances that prevent a student from taking an assessment, an alternative assessment must be approved through the Personal Study Plan procedure. In all circumstances, an alternative assessment task will only be approved on the condition that it must be an equivalent task in the sense of enabling the relevant learning outcomes to be demonstrated.

#### **1.7 REQUIREMENTS TO PASS A FOUNDATION, UNDERGRADUATE OR GRADUATE PROGRAMME**

- (a) A Part of an Undergraduate or Graduate programme is normally equated to a year of full time study.
- (b) In order pass a Part of a programme, a student should normally acquire the total credit set out in the Programme Specification at the specified level for the Award, or have been exempted as provided in section 11 of these regulations.
- (c) The credit value of each module normally determines its weighting in the aggregation of marks. Programme Specifications must state the aggregation method used for purposes of award classification.
- (d) Where a student fails a module and, therefore, a Part of a programme, the following may apply in the first instance:
  - (i) Resit (see point (e) below) – a second attempt at an assessment component or module following a failure at first attempt.
  - (ii) Compensation (see point (f) below) – the award of credit to failed module(s) on account of good performance in others.
- (e) Resit provision is subject to all the following conditions:
  - (i) The method and date of resit shall be set by the Assessment Board, Interim Assessment Panel or by Chair's action following initial consideration by the Assessment Board.
  - (ii) A student may normally resit a module only once; any variation on this shall be subject to approval as an exception and shall be specified in the Programme or Module Specification. For all modules, a maximum of two additional attempts (resit or repeat) will be available.

However, where a student fails to participate in an assessment at the first attempt and has not made a request for additional consideration, the Assessment Board has the discretion to decide whether or not they shall be

permitted a resit opportunity (see section 6(g) above). If they are not offered that opportunity they shall normally be required to withdraw.

- (iii) A student who does not complete the resit by the date specified shall not normally proceed on the programme; the Assessment Board shall require them to withdraw.
- (iv) Once an assessment has been passed or a module compensated, a resit will not be permitted for the purpose of improving the mark.
- (v) Resits can only take place after the meeting of the Assessment Board or an Interim Assessment Panel or following consideration by the Chair and the External Examiner of the Board.
- (vi) A student who successfully completes a resit shall be awarded the credit for the module. The module mark used in award calculations shall be calculated from the original marks for the component(s) that the student passed at first attempt and the minimum pass mark for the component(s) constituting the resit requirement.

Where a module consists of components that have no pass marks assigned, and where the module is subject to a resit because the overall pass mark for the module has not been achieved, the minimum pass mark for the module shall be used in the award calculations.

- (vii) A resit fee may be levied by the Institution. The level of fee will be set at the beginning of the Academic Year.
- (viii) Resit assessments for programmes in the Faculty of Music are normally scheduled for late August/early September. Resit assessments for programmes in the Faculty of Dance are scheduled either in July, or at the earliest opportunity in the next academic year. Continuing students may be provisionally registered for the next year of the programme but will be required to withdraw if they do not successfully complete a resit scheduled after the start of the Autumn term. The Assessment Board will determine the requirements for resits of group performance assessments.

(f) Compensation can only be applied if the following conditions are met:

- (i) Any compensation arrangements must be outlined in the Programme Specification.
- (ii) No more than one or more modules worth up to 20 credits or one sixth of the total credits, whichever is greater, can be compensated in a Part of an Undergraduate programme, a Foundation Certificate or a Graduate Diploma.  
No more than one or more modules worth up to 15 credits of the programme as a whole can be compensated in a Graduate Certificate.  
Any variation on this shall be subject to approval as an exception and shall be specified in the Programme or Module Specification.
- (iii) It can be demonstrated that the Learning Outcomes of the programme or Part have been satisfied.
- (iv) Normally a minimum mark of no more than 10 percentage points below the module pass mark has been achieved in the module to be compensated.
- (v) Taking the original mark to be compensated into account, an aggregate mark of at least 40% has been achieved for the Foundation programme, the Part of the Undergraduate programme, or the Graduate programme.
- (vi) Compensation cannot be awarded between module(s) taken at the first or resit attempt and module(s) taken at a retake attempt (see point (g) below).
- (vii) No compensation shall be applied by an Interim Assessment Panel and/or Module Board.

- (viii) A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. those below the pass mark) shall be retained in the record of marks and the greater of the original module mark and the minimum pass mark for the module shall be used for the purpose of calculation towards the Award.
- (g) If, having exhausted all permitted resit and compensation opportunities, a student is still unable to pass a Part, the Assessment Board may, at its discretion, permit one of the following repeat options:
- (i) Retake:
- (a) The student is not permitted to progress to the next Part of the programme but must retake the failed modules and/or components in full during the following academic year,
  - (b) The student attends the Institution, and has full access to all facilities for the modules and/or components being retaken,
  - (c) Exceptionally, a student may retake a module without attendance at the discretion of the Assessment Board. Where this is permitted, the rationale for the decision must be fully detailed in the minutes of the Assessment Board.
  - (d) The marks that can be achieved for the modules and/or components being retaken are not capped, however no resit attempt is permitted in the event of failure,
  - (e) Students retaking modules will do so at their own expense. The fee payable will be at the discretion of Trinity Laban and will be set at the beginning of the Academic Year.
  - (f) The student retains the marks for the modules and/or components already passed,
  - (g) No further resit opportunities are permitted.
- (ii) Full repeat:
1. This is normally only permitted where the student has serious mitigating circumstances and the Additional Consideration Panel recommends this approach to the Assessment Board.
  2. The student does not complete or progress to the next Part of the programme but instead repeats all the modules in the current Part during the following academic year,
  3. The student attends the Institution, and has full access to all facilities,
  4. The marks that can be achieved are not capped, and the student is entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the programme.
- (iii) Any other retake and repeat options, including completion of outstanding work in the following academic year whilst continuing with the next Part of the programme, must be dealt with via the Personal Study Plan procedure. Where these are approved the Assessment Board must make it clear that failure to pass the work being repeated will normally result in withdrawal from the programme, even if modules from the next Part of the programme have been successfully completed.
- (h) If, having exhausted all permitted resit, compensation, retake and repeat opportunities, a student still fails to meet the requirements for a particular Part of an undergraduate degree but satisfies the requirements for the previous Part, and where the previous Part is recognised as a qualification in the Programme Specification, the lower qualification will normally be awarded.

(i) Study Abroad Programme

Study abroad programmes are made up of modules/components offered on other undergraduate Trinity Laban programmes and do not lead to a formal award. Credit for individual modules and/or components will be awarded on successful completion of module/component assessments as outlined in the programme specification.

Resit provision will normally be aligned with that of the 'host' programme from which the modules are taken and is subject to the regulations outlined in point e. above.

### **1.8 REQUIREMENTS TO PASS A POSTGRADUATE PROGRAMME**

- (a) Postgraduate programmes may be divided into Parts, normally equating to a year of full time study, or they may consist of a single Part containing more than one block of study separated by key progression points. If such progression points exist they, and consequent requirements for progression, shall be laid out in the Programme Specification.
- (b) In order to pass a programme, a student should normally acquire the total credit set out in the Programme Specification at the specified level for the Award, or have been exempted as provided in section 11 of these regulations.
- (c) The credit value of each module normally determines their weighting in the aggregation of marks. Programme Specifications must state the aggregation method used for purposes of award classification.
- (d) Where a student fails component(s) and/or module(s) the following may apply in the first instance:
- (i) Resit (see point (e) below) – a second attempt at an assessment component or module following a failure at first attempt.
  - (ii) Compensation (see point (f) below) – the award of credit to failed module(s) on account of good performance in others.
- (e) Resit provision is subject to all the following conditions:
- (i) The method and date of resit shall be set by the Assessment Board or by Chair's action following initial consideration by the Board.
  - (ii) A student may normally resit a module only once; any variation on this shall be subject to approval as an exception and shall be specified in the Programme or Module Specification. For all modules, a maximum of two additional attempts (resit or repeat) will be available.  
  
However, where a student fails to participate in an assessment at the first attempt and has no mitigating circumstances the Assessment Board has the discretion to decide whether or not they shall be permitted a resit opportunity. If they are not offered that opportunity they shall normally be required to withdraw.
  - (iii) A student who does not complete the resit by the date specified shall not normally proceed on the programme; the Assessment Board shall decide that they be required to withdraw.
  - (iv) Once an assessment has been passed or a module compensated, a resit will not be permitted for the purpose of improving the mark.
  - (v) Resits can only take place after the meeting of the Assessment Board or an Interim Assessment Panel or following consideration by the Chair and the External Examiner of the Board.
  - (vi) A student who successfully completes a resit shall be awarded the credit for the module. The module mark used in award calculations shall be calculated from the original marks for the component(s) that the student passed at first

attempt and the minimum pass mark for the component(s) constituting the resit requirement.

Where a module consists of only a single component, and where that component is subject to a resit, the minimum pass mark for that component shall be taken to be the minimum pass mark for the module.

Where a module consists of components that have no pass marks assigned, and where the module is subject to a resit because the overall pass mark for the module has not been achieved, the minimum pass mark for the module shall be used in the award calculations.

- (vii) A resit fee may be levied by the Institution. The level of fee will be set at the beginning of the Academic Year.
- (viii) Resit assessments are scheduled at a suitable time after confirmation of results by the Assessment Board. The Assessment Board will determine the requirements of the resits.
- (f) Compensation can only be applied if the following conditions are met:
  - (i) Any compensation arrangements must be outlined in the Programme Specification.
  - (ii) No more than one or more modules worth up to 15 credits of the programmes as a whole may be compensated in a Postgraduate Certificate.  
  
No more than one or more modules worth up to 30 credits, may be compensated in a Postgraduate Diploma (including Professional Diploma and Artist Diploma) or Master's degree.
  - (iii) It can be demonstrated that the Learning Outcomes of the programme or, if specified, of the block of study, as a whole have been satisfied.
  - (iv) Normally a minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.
  - (v) Taking the original mark to be compensated into account, an overall aggregate mark of at least 50% has been achieved, normally excluding the project or dissertation mark.
  - (vi) Compensation cannot be awarded between module(s) taken at the first or resit attempt and module(s) taken at a retake attempt (see point (g) below).
  - (vii) No compensation shall be applied by an Interim Assessment Panel.
  - (viii) A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. those below the pass mark) shall be retained in the record of marks and the greater of the original module mark and the minimum pass mark for the module shall be used for the purpose of calculation towards the Award.
- (g) If, having exhausted all permitted resit and compensation opportunities, a student studying a Postgraduate programme is still unable to pass either the block of study or the programme the Assessment Board may, at its discretion, permit one of the following repeat options:
  - (i) Retake:
    - (a) Where a programme is made up of multiple Parts or includes key progression points, the student is not permitted to progress to the next Part or block of study until the failed modules and/or components have been retrieved,
    - (b) The student attends the Institution, and has full access to all facilities for the modules and/or components being retaken,

- (c) Exceptionally, a student may retake a module without attendance at the discretion of the Assessment Board. Where this is permitted, the rationale for the decision must be fully detailed in the minutes of the Assessment Board.
- (d) The marks that can be achieved for the modules and/or components being retaken are not capped, however no resit attempt is permitted in the event of failure,
- (e) Students retaking modules will do so at their own expense. The fee payable will be at the discretion of Trinity Laban and will be set at the beginning of the Academic Year.
- (f) The student retains the marks for the modules and/or components already passed,
- (g) No further resit opportunities are permitted.
- (i) Full repeat:
  - (a) This is normally only permitted where the student has serious mitigating circumstances and the Additional Consideration Panel recommends this approach to the Assessment Board.
  - (b) Where the normal full time duration of the programme is 12 months or less, the student must repeat the entire programme,
  - (c) Where the normal full time duration of the programme is more than 12 months and includes key progression points or multiple Parts, the student does not complete or progress to the next Part or block of study but instead repeats all the modules in the current Part or block of study during the following academic year
  - (d) The student attends the institution, and has full access to all facilities,
  - (e) The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the programme, Part or block of study.
- (ii) Any other retake and repeat options, including completion of outstanding work in the following academic year whilst continuing with the next Part of the programme, must be dealt with via the Personal Study Plan procedure. Where these are approved the Assessment Board must make it clear that failure to pass the work being repeated will normally result in withdrawal from the programme, even if modules from the next Part of the programme have been successfully completed.
- (h) If, having exhausted all permitted resit, compensation and repeat opportunities, a student still fails to meet the requirements for a particular Postgraduate Award but satisfies the requirements for an interim Postgraduate Award, and where the interim award is designated in the Programme Specification, the interim qualification will normally be awarded.

## **1.9 AWARDS OF CERTIFICATES, DIPLOMAS and DEGREES**

### **1.9.11 AWARD OF FOUNDATION CERTIFICATE**

- (a) To qualify for the award of Foundation Certificate (FCert) a student must have:
  - (i) passed modules worth at least 120 credits at Credit Level 4 or above;
  - (ii) satisfied any additional requirements set out in the Programme Specification.
- (b) The award of Certificates, Diplomas and Degrees shall be decided upon the overall aggregate calculated as a weighted average.



- (i) The minimum percentage in the overall aggregate for recommending the award of a **Foundation Certificate** shall normally be;

With Distinction	70%
With Merit	60%
Without classification	40%

1.9.12 AWARD OF CERTIFICATE OF HIGHER EDUCATION (CertHE)

- (a) To qualify for the award of Certificate of Higher Education (CertHE) a student must have:
- (i) passed modules worth at least 120 credits at Credit Level 4 or above;
- (ii) satisfied any additional requirements set out in the Programme Specification.
- (b) The award of Certificates, Diplomas and Degrees shall be decided upon the overall aggregate calculated as a weighted average.
- (i) The minimum percentage in the overall aggregate for recommending the award of a **Certificate of Higher Education** shall normally be;
- |                        |     |
|------------------------|-----|
| With Distinction       | 70% |
| With Merit             | 60% |
| Without classification | 40% |

1.9.13 AWARD OF DIPLOMA OF HIGHER EDUCATION (DipHE)

- (a) To qualify for the award of Diploma of Higher Education (DipHE) a candidate shall have:
- (i) passed modules worth at least 240 credits at Credit Level 4 or above, including at least 120 credits at Credit Level 5 or 6.
- (ii) satisfied any additional requirements set out in the Programme Specification.
- (b) The award of Certificates, Diplomas and Degrees shall be decided upon the overall aggregate calculated as a weighted average.
- (i) The minimum percentage in the overall aggregate for recommendation for the award of a **Diploma of Higher Education** shall normally be:
- |                        |     |
|------------------------|-----|
| With Distinction       | 70% |
| With Merit             | 60% |
| Without classification | 40% |

1.9.14 AWARD OF BACHELOR OF MUSIC AS AN ORDINARY DEGREE (BMUS)

- (a) To qualify for the award of Bachelor of Music (BMus) a candidate shall have:
- (i) passed modules worth at least 360 credits at Credit Level 4 or above, including at least 120 credits at Level 6.
- (ii) satisfied any additional requirements set out in the Programme Specification.
- (b) The award of Certificates, Diplomas and Degrees shall be decided upon the overall aggregate calculated as a weighted average.
- (i) The minimum percentage in the overall aggregate for recommendation for the award of a **Bachelor of Music** shall normally be:
- |                        |     |
|------------------------|-----|
| With Distinction       | 70% |
| With Merit             | 60% |
| Without classification | 40% |

1.9.15 AWARD OF BACHELOR OF MUSIC WITH HONOURS (BMUS (HONS))

- (a) To qualify for the award of the BMus (Hons) a student must have:
- (i) passed modules worth 480 credits at Credit Level 4 or above, including 240 credits at level 6;
  - (ii) satisfied any additional requirements set out in the Programme Specification.
- (b) Classification of award:
- (i) The award of BMus (Hons) shall be decided, except in the case of students joining the programme in the 3<sup>rd</sup> year (see (b)(ii) below), upon the overall aggregate taken from modules passed at Credit Levels 5 and 6, calculated as a weighted average, as outlined in the programme specification.  
  
The minimum overall aggregate percentage for recommending the award of Bachelor of Music degree at Honours level shall be determined by each Assessment Board for the final Assessment. Normally these shall be:

Class I	70%
Class II upper division	60%
Class II lower division	50%
Class III	40%
  - (ii) Students who join the programme in the 3<sup>rd</sup> year via Recognition of Prior Learning (RPL) will have credits from two years only used for the classification via a 40:60 weighting.
  - (iii) Students who have spent part of the 3<sup>rd</sup> or 4<sup>th</sup> year studying on the ERASMUS+ scheme will have the credits specified on their Learning Agreement recognised, subject to the host institution confirming that the studies have been taken and passed. The year average will be calculated on the weighted average of the credits taken at the home institution.

1.9.16 AWARD OF BACHELOR OF ARTS AS AN ORDINARY DEGREE (BA)

- (a) To qualify for the award of Bachelor of Arts (BA) a candidate shall have:
- (i) passed modules worth at least 300 credits at Credit Level 4 or above, including at least 60 credits at Level 6.
  - (ii) satisfied any additional requirements set out in the Programme Specification.
- (b) The award of Bachelor of Arts shall be awarded without classification.

1.9.17 AWARD OF BACHELOR OF ARTS WITH HONOURS (BA (HONS))

- (a) To qualify for the award of the BA (Hons), a student must have:
- (i) passed modules worth at least 360 credits at Credit Level 4 or above, including at least 90 credits at Level 6;
  - (ii) satisfied any additional requirements set out in the Programme Specification.
- (b) Classification of award:
- (i) The award of BA (Hons) shall be decided upon the overall aggregate taken from modules passed at Credit Levels 5 and 6, calculated as a weighted average, as follows:
    - Year 2 (Level 5) 20%
    - Year 3 (Level 6) 80%

The minimum percentage in the overall aggregate for recommendation for the award of Honours shall be determined by each Assessment Board for the final Assessment. Normally these shall be:

Class I	70%
Class II upper division	60%
Class II lower division	50%
Class III	40%

- (ii) Students who have spent part of the 2<sup>nd</sup> or 3<sup>rd</sup> year studying on the ERASMUS+ scheme will have the credits specified on their Learning Agreement recognised, subject to the host institution confirming that the studies have been taken and passed. The year average will be calculated on the weighted average of the credits taken at the home institution.
- (iii) Students who join the programme in the 3<sup>rd</sup> year via Recognition of Prior Learning (RPL) will be awarded a classification based entirely on the credits taken at level 6.

#### 1.9.18 AWARD OF BACHELOR OF SCIENCE AS AN ORDINARY DEGREE (BSc)

- (a) To qualify for the award of Bachelor of Science (BSc) a candidate shall have:
  - (i) passed modules worth at least 300 credits at Credit Level 4 or above, including a minimum of 60 credits at Level 6.
  - (ii) satisfied any additional requirements set out in the Programme Specification.
- (b) The award of Bachelor of Science shall be awarded without classification.

#### 1.9.19 AWARD OF BACHELOR OF SCIENCE WITH HONOURS (BSc (HONS))

- (a) To qualify for the award of the BSc (Hons), a student must have:
  - (i) passed modules worth at least 360 credits at Credit Level 4 or above, including a minimum of 90 credits at Level 6;
  - (ii) satisfied any additional requirements set out in the Programme Specification.
- (b) Classification of award:
  - (i) The award of BSc (Hons) shall be decided upon the overall aggregate taken from modules passed at Credit Levels 5 and 6, calculated as a weighted average, as follows:
    - Year 2 (Level 5) 40%
    - Year 3 (Level 6) 60%

The minimum percentage in the overall aggregate for recommendation for the award of Honours shall be determined by each Assessment Board for the final Assessment. Normally these shall be:

Class I	70%
Class II upper division	60%
Class II lower division	50%
Class III	40%

- (c) Students who have spent part of the 2<sup>nd</sup> or 3<sup>rd</sup> year studying on the ERASMUS scheme will have the credits specified on their Learning Agreement recognised, subject to the host institution confirming that the studies have been taken and passed. The year average will be calculated on the weighted average of the credits taken at the home institution.
- (d) Students who join the programme in the 3<sup>rd</sup> year via Recognition of Prior Learning (RPL) will be awarded a classification based entirely on the credits taken at level 6.

#### 1.9.20 AWARD OF CERTIFICATE OR DIPLOMA

- (a) To qualify for the award of the Certificate or Diploma a student must have:

- (i) gained or been exempted from the credit for the relevant components and modules of the programme or the programme as a whole, except as provided in section 11 of these regulations;
  - (ii) satisfied any additional requirements set out in the Programme Specification.
- (b) The award of Certificate or Diploma shall be decided upon the overall aggregate calculated as a weighted average:
- (i) The minimum percentage in the overall aggregate for recommendation for the award of a **Certificate** or Diploma shall normally be:

With Distinction	70%
With Merit	60%
Without classification	40%

#### 1.9.21 AWARD OF GRADUATE CERTIFICATE

- (a) To qualify for the award of the Graduate Certificate a student must have:
- (i) Passed modules worth at least 60 credits, including a minimum of 40 credits at level 6;
  - (ii) satisfied any additional requirements set out in the Programme Specification.
- (b) The award of Graduate Certificate shall be decided upon the overall aggregate calculated as a weighted average:
- (i) The minimum percentage in the overall aggregate for recommendation for the award of a **Graduate Certificate** shall normally be:

With Distinction	70%
With Merit	60%
Without classification	40%

#### 1.9.22 AWARD OF GRADUATE DIPLOMA

- (a) To qualify for the award of the Graduate Diploma a student must have:
- (i) passed modules worth at least 120 credits, including a minimum of 90 credits at level 6;
  - (ii) satisfied any additional requirements set out in the Programme Specification.
- (b) The award of Graduate Diploma shall be decided upon the overall aggregate calculated as a weighted average:
- (i) The minimum percentage in the overall aggregate for recommendation for the award of a **Graduate Diploma** shall normally be:

With Distinction	70%
With Merit	60%
Without classification	40%

#### 1.9.23 AWARD OF PROFESSIONAL CERTIFICATE

- (a) To qualify for the award of Professional Certificate a student must have:
- (i) passed modules worth at least 60 credits at Credit Level 7
  - (ii) satisfied any additional requirements set out in the Programme Specification
- (b) The award of Professional Certificate shall be decided upon the overall aggregate calculated as a weighted average.
- (i) The minimum percentage in the overall aggregate for recommending the award of a **Professional Certificate** shall normally be:

With Distinction	70%
With Merit	60%
Without classification	50%

#### 1.9.24 AWARD OF PROFESSIONAL DIPLOMA

- (a) To qualify for the award of Professional Diploma a student must have:
- (iii) passed modules worth at least 120 credits at Credit Level 7
  - (iv) satisfied any additional requirements set out in the Programme Specification
- (b) The award of Professional Diploma shall be decided upon the overall aggregate calculated as a weighted average.
- (i) The minimum percentage in the overall aggregate for recommending the award of a **Professional Diploma** shall normally be:

With Distinction	70%
With Merit	60%
Without classification	50%

#### 1.9.25 AWARD OF POSTGRADUATE CERTIFICATE (PGC)

- (a) To qualify for the award of Postgraduate Certificate (PGC) a student must have:
- (i) passed modules worth at least 60 credits at Credit Level 7
  - (ii) satisfied any additional requirements set out in the Programme Specification
- (b) The award of Postgraduate Certificate shall be decided upon the overall aggregate calculated as a weighted average.
- (i) The minimum percentage in the overall aggregate for recommending the award of a **Postgraduate Certificate** shall normally be:

With Distinction	70%
With Merit	60%
Without classification	50%

#### 1.9.26 AWARD OF POSTGRADUATE DIPLOMA (PGD)

- (a) To qualify for the award of the Postgraduate Diploma (PGD), a student must have:
- (i) passed modules worth at least 120 credits at Credit Level 7
  - (ii) satisfied any additional requirements set out in the Programme Specification
- (b) The award of Postgraduate Diploma shall be decided upon the overall aggregate calculated as a weighted average:
- (i) The minimum percentage in the overall aggregate for recommendation for the award of a **Postgraduate Diploma** shall normally be:

With Distinction	70%
With Merit	60%
Without classification	50%

#### 1.9.27 AWARD OF ARTIST DIPLOMA (ArtDip)

- (a) To qualify for the award of Artist Diploma a candidate shall have:
- (i) gained or been exempted from the credit for the relevant Parts of the programme or the programme as a whole, except as provided in section 11 of these regulations;

- (b) The award of Artist Diploma shall be decided upon the overall aggregate calculated as a weighted average.
- (i) The minimum percentage in the overall aggregate for recommendation for the award of an **Artist Diploma** shall normally be:
- |                        |     |
|------------------------|-----|
| With Distinction       | 70% |
| With Merit             | 60% |
| Without classification | 50% |

#### 1.9.18 AWARD OF TAUGHT MASTER'S DEGREES (MMus/MA/MSc/MFA/MEd)

- (a) The award of Master's degrees shall be decided upon the overall aggregate calculated as specified in the Programme Specification. To qualify for the award of Master of Music (MMus), Master of Arts (MA), Master of Fine Arts (MFA), Master of Science (MSc) or Master of Education (MEd) a candidate shall have:
- (i) gained or been exempted from the credit for the relevant Parts of the programme or the programme as a whole, except as provided in section 11 of these regulations. A maximum of 30 credits may be at Credit Level 6
- (ii) satisfied any additional requirements set out in the Programme Specification
- (b) The award of a Master of Music/Arts/Fine Arts/Science/Education shall be decided upon the overall aggregate calculated as a weighted average:
- (i) The minimum percentage in the overall aggregate for recommendation for the award of **Master of Music/Arts/Fine Arts/Science/Education** shall normally be:
- |                        |     |
|------------------------|-----|
| With Distinction       | 70% |
| With Merit             | 60% |
| Without classification | 50% |
- (ii) Students who have spent part of the programme studying on the ERASMUS+ scheme will have the credits specified on their Learning Agreement recognised, subject to the host institution confirming that the studies have been taken and passed. The year average will be calculated on the weighted average of the credits taken at the home institution.

#### 1.10 ROUNDING OF MARKS

- (a) For the purposes of award and classification, aggregate marks shall be rounded to the nearest whole number. Rounding will be applied to marks that are no more than 0.5% below the pass mark for a Part of a programme, or 0.5% below the lowest mark required for an award classification.

#### 1.11 LATE AND NON-SUBMISSION OF ASSESSMENTS

- (a) All assessment submissions should be made by the due date determined in accordance with arrangements approved by the Assessment Board.
- (b) Where there are mitigating circumstances, a request for additional consideration should be submitted to the Registry for consideration in accordance with the Requests for Additional Consideration Procedures.
- (c) Where there are no mitigating circumstances, a penalty shall be applied in respect of late submissions as follows:

##### 1.11.1 Penalties for late submission of coursework

- (a) The Institution operates a two-tier penalty system for late submission of coursework and in-module assessment. This regulation applies to all students registered for an award, irrespective of their level of study.

- (b) For coursework submitted late but within 24 hours or one working day of the specified deadline, 10% of the overall marks available for that component of assessment (a total of 10 marks for work marked out of 100,) will be deducted as a penalty for late submission, except for work which obtains a mark in the range 40 – 49% or 50 – 59% for postgraduate programmes, in which case the mark will be capped at the pass mark (40% or 50% respectively). Exception will be made to this regulation only if a request for additional consideration has been accepted. **NB: It is the assignment mark and not the module mark that will be capped at the pass mark.**
- (c) If any component of coursework is submitted more than 24 hours or more than one working day after the specified deadline, a mark of 0% will be awarded for the work in question, unless a request for additional consideration has been accepted. This applies to both end-of-module and in-module assignments. Late work for which no extension had been granted through the Additional Consideration Procedure may be marked in lieu of a resit attempt at the discretion of the Assessment Board or Interim Assessment Panel.
- (d) Work submitted late for assessments for which no mark is awarded (pass/fail assessments), will be graded F but may subsequently be marked in place of a resit, where a resit opportunity would normally be available.

#### 1.11.2 Limits for the late submission of coursework

- (a) Late work must be submitted at the earliest opportunity to ensure as far as possible that the work can still be marked. Requests for additional consideration should be submitted by the original assessment deadline unless there are compelling reasons for a late request, as outlined in the Requests for Additional Consideration Procedures. Late work will not normally be accepted if it is received more than 10 working days after the original coursework deadline.

### 1.12 REQUESTS FOR ADDITIONAL CONSIDERATION

- (a) Students may request additional consideration in relation to an assessment where they have been affected by mitigating circumstances. Mitigating circumstances are serious, unforeseen, or unavoidable circumstances that significantly disrupt assessment performance resulting in late or non-submission of an assessment task, or non-attendance/participation in an assessment.
- (b) If a student believes that s/he has been subject to mitigating circumstances s/he must submit a request for additional consideration (see point (c) below). This must occur within the timeframes set out in the Requests for Additional Consideration Procedure. All requests must be made before the meeting of the Assessment Board. A description of the circumstances as well as a clear explanation of their impact must be provided, and a deferral or repeat assessment is requested, must be accompanied by independent documentary evidence.
- (c) Requests for additional consideration will be considered either by the relevant officer in the Registry, or by an Additional Consideration Panel, as specified in the Requests for Additional Consideration Procedure.
- (d) The Registry will report the outcome of requests for additional consideration to the Assessment Board which is responsible for considering the student's results and for making a decision as to award or progression. The outcome of the request will be communicated to the student in writing, together with information about when the Assessment Board will meet to make a final decision on progression/award.
- (e) Based upon the outcome of the request for additional consideration, the Assessment Board will consider the most appropriate course of action from the following:
  - i) Where a request has not been accepted, no adjustment should be made and the student's results should be considered in the usual way;

- ii) Where a request been accepted as valid, the student will be normally be offered an additional opportunity to take the assessment/s. This will be either as an additional first attempt (if the request for additional consideration is related to a first attempt) or as an additional resit attempt (if the request for additional consideration is related to a resit attempt).
- iii) Where a student has attempted an assessment, either wholly or partially, prior to submitting a request for additional consideration, the mark and feedback for the original attempt will normally be withheld. If the request is accepted as valid, the original assessment attempt and any related marks will be permanently disregarded. If the request is rejected, a mark will be awarded for the original attempt.
- iv) Where the Assessment Board is satisfied that a further opportunity to take the original assessment is not possible or is wholly inappropriate, it may arrange for an alternative assessment task to be set, on the condition that it must be an equivalent task in the sense of enabling the relevant learning outcomes to be demonstrated;

In adopting any of the options set out in ii) to iv) above, the Assessment Board's decision must take account of the need to ensure parity of treatment of all students, and to avoid any action which might compromise academic standards and integrity. It must also have regard to any professional or regulatory requirements.

- (f) If a student is prevented by mitigating circumstances from completing the final assessment and will be prevented from completing the programme for the foreseeable future due to serious personal circumstances the Assessment Board may recommend to Academic Board that an Aegrotat award should be made. The Assessment Board shall be satisfied that the student would have met the appropriate standard for the award if not for the mitigating circumstances.

### 1.13 ACADEMIC MISCONDUCT

- (a) Academic misconduct is any action that produces an improper advantage for the student in relation to his/her assessment or deliberately and unnecessarily disadvantages other students. It can be committed intentionally or accidentally.  
  
Academic misconduct is different from poor academic practice, which can be dealt with within the assessment criteria.
- (b) A member of staff who suspects academic misconduct has been committed should first follow the procedures documented in the ***Trinity Laban Student Disciplinary Procedure available on Moodle*** (see [Trinity Laban Policies and Procedures](#)).
- (c) Where an allegation of academic misconduct comes to light after the Assessment Board, the Registrar and the Chair of the Assessment Board will determine whether the allegation should be investigated. If the allegation is upheld, the Academic Board may exceptionally rescind the award to enable application of the recommended penalty, following consultation with the Chair of the Assessment Board and the External Examiner.

### 1.14 RECORD AND DISCLOSURE OF ASSESSMENT RESULTS

- (a) The Assessment Board considers the spreadsheet of student marks (the 'Record of Assessment'), which shall be double-checked to ensure accuracy.
- (b) A full set of marks for all assessment components attained by a student (the 'Academic Transcript') shall be prepared for each student. This shall include:
  - (i) the decision of the Assessment Board regarding progression or classification,
  - (ii) the Part mark, where appropriate, or overall mark at the end of any programme,



- (iii) the overall module marks and any component marks.

Where corrections to this Transcript are made after the marks have been issued the student shall be notified and steps taken to ensure all consequent corrections are made, including on the student records system.

Where marks of individual assessments within modules are given to a student before their ratification by the Assessment Board they shall be accompanied by a statement that they are provisional subject to the approval of the Assessment Board.

The records of marks shall be released to the student as soon as possible after the Assessment Board.

- (c) Where a student has received sponsorship (financial assistance with fees and/or living costs from another person or institution, including UK research councils and the Student Loans Company) limited, relevant information may be disclosed to the sponsor, for example attendance details and details of overall performance. Disclosures should be made only to organisations or individuals with which the student in question has a contractual relationship. In cases where there is no formal contract between student and sponsor consent must be sought from the student before release of results is made to any potential sponsor.

The release of sensitive data to sponsors, for example when the suspension of a student's studies is permitted, requires the explicit consent of the student involved, whilst marks obtained in work placement assessments may not be disclosed to the student's sponsors or professional supervisors without the student's consent.

- (d) Where a programme leads to professional recognition, accreditation or exemption, students shall be told at point of registration that their final result will be communicated to the relevant professional body. If a professional body makes an ad hoc approach seeking the details of students with qualifications in a particular academic discipline the student's consent must be gained before details can be disclosed.
- (e) Where a student has academic debts outstanding the Assessment Board will make progression or award decisions and release marks, however certificates shall not be provided. A student whose certificate is withheld because of academic debt should be notified of this in writing at the time that the certificates for other students are distributed.
- (f) Trinity Laban will verify any award and classification to potential employers and other enquirers on receipt of a written request that shows the student's agreement to such disclosure.
- (g) Assessment Board decisions are communicated to students by letter. They may be collected from the Institution, sent in the post, emailed to students at their Trinity Laban email address or published on a secure portal or similar means.

All results agreed by the Assessment Board will be released to students individually. The publication of students' results using lists comprising student numbers or names is not permitted.

- (h) Students shall have rights of access to information relating to assessment in accordance with the General Data Protection Regulation 2018. This includes comments made on examination scripts provided in the form of a transcript, but not the scripts themselves.
- (i) In some instances, students may wish to verify their mark or marks to ensure they have been calculated correctly. This is separate from the Appeals procedure:
- (i) Only one check per assessment is permitted, and the request must be submitted no more than 28 days following publication of the official results. Contact the Registry at Trinity Laban for further information.
- (ii) Notification of the receipt of the request will normally be provided to the student within 7 days of the date on which the request was received, with a

full response provided within a further 21 days following that notification. This will consist either of a new mark, or confirmation that the mark shall remain unchanged.

- (iii) Where a change of mark has occurred, the Assessment Board shall be notified and appropriate action taken.
- (j) Student marks and work shall be retained for at least the following minimum time periods:
  - (i) Coursework, feedback and examination scripts (all formats): retain for the current academic year and one additional year.
  - (ii) Records documenting marks awarded for submitted/completed assessments, as presented to the Assessment Board, including details of the consideration of extenuating circumstances and academic misconduct: retain for current academic year, plus six further academic years.
  - (iii) Records of appeals panels and decisions: retain for current academic year, plus six further academic years.
  - (iv) Records documenting awards, classifications and marks for individual modules and assessment components: retained indefinitely.

Trinity Laban makes provision for work submitted in physical copy to be returned to students. At the end of the period of retention, retained work shall be disposed of confidentially.

### **1.15 APPEAL PROCEDURES**

- (a) Trinity Laban's Appeals and Complaints Procedures for Students can be found in the Academic Quality Handbook and on Moodle.
- (b) Advice on how to use the Trinity Laban appeals and complaints procedures is available from various sources, including the Registry Complaints Officer, Student Services Department and Academic Advisors. The Students' Union is also a source of confidential, independent support.

## **2 RECOGNITION OF PRIOR LEARNING (RPL)**

- (a) Any student registered on a taught programme leading to a Trinity Laban award who has pursued appropriate studies in this or another institution or who possesses appropriate qualifications or experience has the right to be considered for the recognition of prior learning (RPL). This means that they may be exempted from some of study for the certificate, diploma or degree.
- (b) RPL is a process by which credit is awarded for:
  - (i) learning derived from study at this or another institution which has previously been assessed and/or awarded credit (prior certificated learning).
  - (ii) learning derived from a student's life experience which has not previously been assessed and/or awarded credit (prior experiential learning).
- (c) The award of RPL is subject to the following:
  - (i) The procedures set out for the award of RPL in Chapter E of the Academic Quality Handbook have been followed.
  - (ii) The RPL panel has assessed the claim in terms of relevance, sufficiency, authenticity, currency and level and can demonstrate that the student's previously certificated or experiential learning meets all the learning outcomes stated in the Module Specification for the module for which they are to be awarded credit.

In the case of experiential learning it is the learning derived from the experience, not the experience itself, that shall be assessed.

- (iii) A written record of the process for each student is kept on the student's record.
- (d) RPL encompasses those programmes which permit direct entry to a particular progression point within a Programme. It does not encompass situations where a student has received a Trinity Laban award and is permitted by Academic Board to return to complete a higher award to which the completed credits also pertain. In these circumstances, provided that the credit already awarded remains current and the maximum period of registration for the programme has not been reached, the student can return complete the higher award as long as they rescind their original award on successful completion of the new award.
- (e) The assessment of RPL claims is a distinct process from the admissions process, even where the claims are considered at the same time as the admissions process.
- (f) The volume of credit awarded through RPL shall normally not exceed:
  - (i) Two thirds of the total credit of an Undergraduate programme.
  - (ii) One third of the total credit of a Graduate programme.
  - (iii) One half of the total credit of a Postgraduate programme.
- (g) Where it is not possible to gain exemption from a module through RPL, this will be clearly stated in the Programme specification.
- (h) Students have the right to request a review of decisions made by the RPL panel (see Chapter E of the Academic Quality Handbook).

### 3 PERIODS OF REGISTRATION AND INTERRUPTION OF STUDIES

#### (a) Periods of Registration

- (i) A programme of study must be followed continuously and completed within the maximum period of registration.
- (ii) The normal lengths and maximum periods of registration for academic programmes are set out below:

<b>Award</b>	<b>Normal length of Programme (Full-time)</b>	<b>Maximum period of Registration (Full-time)*</b>	<b>Maximum period of Registration (Part-time)*</b>
MFA	2-3 years (depending on discipline)	Normal length plus 2 years	Normal length plus 2 years
MMus	2 years	4 years	6 years
MA	1-2 years (depending on discipline)	Normal length plus 2 years	Normal length plus 2 years
MSc	1 year	3 years	4 years
MEd	1-2 years (depending on discipline)	Normal length plus 2 years	Normal length plus 2 years
Postgraduate Diploma	1 year	3 years	4 years
Postgraduate Certificate	1-2 terms	2 years	3 years
Professional Certificate or Professional Diploma	1 year	3 years	4 years

Artist Diploma	1 year	3 years	4 years
Bachelor of Music with Honours	4 years	6 years	N/A
Bachelor of Arts with Honours	3 years	5 years	N/A
BA (Hons) Foundation entry	4 years	6 years	N/A
Bachelor of Science with Honours	3 years	5 years	N/A
Graduate Diploma	1 year	3 years	4 years
Graduate Certificate/Level 6 Certificate	1 year	3 years	N/A
Foundation Certificate	1 year	3 years	N/A

- (iii) Maximum periods of registration will normally include resits, repeats and any periods of interruption of studies. A student who has reached the end of the maximum registration period without achieving their intended qualification will be awarded the highest qualification to which they are entitled by their accrued credits.
- (iv) Extensions to the maximum period of registration may be agreed by the Registrar and the Chair of the Assessment Board and the reasons recorded in the minutes of the Assessment Board.
- (v) Distance learning programmes will be subject to the maximum period of registration specified in the Programme Specification.

**(b) Interruption of Studies**

- (i) A student can apply to take an authorised break in their period of study ('Interruption of Studies') of up to one year for on-going health or personal reasons.
- (ii) If a student wishes to apply for an Interruption of Studies, they must make an application to their Programme Leader and Head of Department/Head of Studies for approval. A period of interruption may also be recommended by a Fitness to Study Panel.
- (iii) The normal maximum period of interruption is one year. In exceptional circumstances, a student may apply to extend an approved period of interruption by a further year with the agreement of the Registrar and the Chair of the Assessment Board. Following a period of interruption, a student should normally start their studies at the beginning of the equivalent term in which the interruption commenced. In certain circumstances students may re-commence their study at a different point if this is considered the most appropriate timing for them re-join the programme. This will be ascertained on a case by case basis and the rationale for the timing documented.
- (iv) Where the period of interruption is less than one full academic year, the earliest point at which the student may resume their studies is the beginning of the next academic year.
- (v) Consideration of an application for an Interruption of Studies will take account of the maximum period of registration for the programme.
- (vi) Where the teaching for one or more modules has been completed at the point of interruption, a student may apply to complete the assessments for that

module during the period of interruption. This will normally only be permitted where the nature of student's circumstances leading to the interruption would not affect their performance in the assessments. Where this is permitted, the student must attempt all the assessments for modules for which teaching has been completed.

- (vii) Where a student has resit assessments outstanding at the start of the interruption period, they must complete those resits before resuming normal study, or have a Personal Study Plan approved through the relevant procedure.
- (viii) In the event that Trinity Laban has made any change to its programmes, including the availability of particular modules, students who have interrupted their study will be fully informed of the implications for their studies on their return to the programme. Where appropriate, a student's return to the programme will be dealt with through the Personal Study Plan procedure to take account of changes to the programme during the period of interruption.

#### **4 RESEARCH DEGREE PROGRAMME**

- (a) These Academic Regulations do not apply to Master's degrees by Research or Doctoral Programmes, validated by City University London. City University's regulations for the assessment and award of research degrees are contained in Senate Regulations 23 and 24.

<http://www.city.ac.uk/about/city-information/governance/constitution/senate-regulations>

#### **5 CREDIT FRAMEWORK**

- (a) Credit is a means of qualifying and recognising learning whenever and wherever it is achieved and makes it possible to compare the level and amount of learning undertaken in different contexts.
- (b) A minimum number of credits is required for the achievement of an award, which will normally be made up of a number of modules, each with a certain number of credits attached. A specified credit level is also attached to each module and together with the number of credits, makes up the credit value of that module.
- (c) The Credit Framework is designed as a point of reference for programme development teams, ensuring that curriculum design meets national and international expectations. The number and level of credits associated with programmes and modules will be considered through the validation process.

##### **5.1 Award of Credit**

- (a) Modules are defined by their learning outcomes, level and notional hours of study within a programme. Credit is awarded to students who successfully demonstrate that they have attained the specified learning outcomes of a module. Normally, 10 notional hours of study (including contact hours, private study and assessment) are associated with 1 credit.
- (b) All elements of the programme that contribute to the final award should be contained within a credit-rated module. Work placements should be credit-rated if they are formally assessed against specified learning outcomes and contribute to the final award. Work-based learning that is not formally assessed may be incorporated as a requirement of passing a programme of study on a pass/fail basis without associated credit.

##### **5.2 Level of Credit**

- (a) Levels and credit values are described in the table below and are consistent with guidance in the Higher Education Credit Framework for England and the OfS Sector-Recognised Standards.
- (b) Credit level descriptors are used to help work out the level of learning in individual modules. Credit level descriptors are guides that help identify the relative demand,

complexity and depth of learning, and learner autonomy expected at each level, and also indicate the differences between the levels. They are general descriptions of the learning involved at a particular level; they are not specific requirements of what must be covered in a particular module, unit or programme.<sup>1</sup>

- (c) Programmes may include modules at one level below the award level where appropriate and within reasonable limits. The limits on the number of credits allowed at a lower level are outlined in the table below.
- (d) There are instances where a single module is delivered in different years/Parts of a programme. Where a module is delivered or assessed at different levels, separate module specifications are required to demonstrate the different levels of delivery, appropriate learning outcomes and assessment criteria for each level. Formally, they will be identified as separate modules. Where a module is delivered in different years but is taught and assessed at a single level, a single module specification is sufficient.

### 5.3 Credit Framework Table (taught awards only)

Qualifications	Level	Minimum Overall Credits	Minimum Credits and Level of Qualification	FQ-EHEA Cycle	ECTS Credits
Masters	7	180	150	Second cycle (end of cycle)	Minimum of 60 ECTS (but 90-120 more typical)
Postgraduate Diploma (and Professional Diploma or Artist Diploma)	7	120	90		60
Postgraduate Certificate (and Professional Certificate)	7	60	40		30
Honours Degree	6	360	90	First cycle (end of cycle)	180
Ordinary Degree	6	300	60		150
Graduate Diploma	6	120	90		60
Graduate Certificate (and Level 6 Certificate)	6	60	40		30
Foundation Degree	5	240	90	Short cycle	120
Diploma of Higher Education	5	240	90		120
Certificate of Higher Education (and level 4 Foundation Certificate)	4	120	90		60
Foundation Year	0	120	N/A		60

### 5.4 European Credit Transfer and Accumulation System (ECTS)

- (a) The European Credit Transfer and Accumulation System (ECTS) was developed to promote the international recognition of qualifications and student mobility within Europe. For the award of ECTS credits, the learning outcomes set out in the Dublin descriptors (available as an appendix to the FHEQ) must be met.
- (b) The workload for a full time student over an academic year is normally equivalent to 60 ECTS. This may be exceeded in some instances. Over a calendar year this can equate to 90 credits.

<sup>1</sup> UUK, GuildHE, QAA, 'Academic Credit in Higher Education in England – an Introduction' (QAA, 2009)

- (c) Nationally it is accepted that 1 ECTS is equivalent to 2 UK credits. The following is normally assumed:
- Normally 60 ECTS per year for an undergraduate programme and 180 ECTS per undergraduate programme overall. This total will be exceeded if the programme includes a number of UK credits which is greater than the expected norm for an undergraduate programme.
  - Normally 90 ECTS per Master's programme. This total will be exceeded if the programme includes a number of UK credits which is greater than the expected norm for a postgraduate programme.
- (d) European credits are based on credit level descriptors of a similar nature to those upon which UK credits are based. These descriptors provide generic descriptions of the achievements and abilities associated with different qualifications in a number of areas.
- (e) European credits are recorded in programme and module specifications.

## Appendix 1 Use of Discretion

There are a number of situations in which members of Assessment Boards may need to exercise the use of discretion, rather than apply a fixed rule or formula. Such situations might include:

- The application of compensation for failure in one module on account of good performance in others
- The decision to offer or not offer a resit opportunity where a student has missed the first attempt
- The decision to offer a retake opportunity (final attempt), where all permitted resit opportunities have been exhausted
- The decision to offer a full repeat where serious mitigating circumstances have affected a student's ability to engage with their programme
- The approval of an alternative assessment, where a student has been unable to take the original assessment and has made a valid request of additional consideration.

This document provides guidance on the use of discretion for Assessment Board (and sub-board) members. It is not designed to cover every eventuality, but to outline expectations surrounding the application and recording of discretionary powers.

### 1. Principles of the Use of Discretion

The provision for the use of discretion within the Assessment Regulations is designed to enable Assessment Boards to operate effectively and to apply their academic judgement in individual situations that are not easily covered by regulation.

- Assessment Boards should ensure that their use of discretion is **consistent** and should establish and agree criteria for this. These criteria should be applied consistently and equally to all students.
- Use of discretion should not be based on anecdotal information not formally available to the Assessment Board.
- Discretion must not be used in order to mitigate penalties applied as result of the late submission of work or the outcome of Academic Misconduct procedures.
- Criteria for the use of discretion set out in the Academic Regulations must be observed.
- Discretion should not be used to change marks in order to improve a student's classification or enable them to pass a programme.

### 2. Recording the Use of Discretion

The use of discretion and the associated reasons for this must be carefully documented to ensure that the Assessment Board's actions are clear in the event of an academic appeal.

- The Chair of the Assessment Board should seek agreement from all members on the criteria for the use of discretion. These criteria should be clearly recorded in the minutes of the meeting.
- Decisions based upon the use of discretion should be clearly recorded against each relevant student's profile in the Record of Assessment.
- It may be appropriate to document the reasons for not exercising discretion where it is felt that these may require clarification.

### 3. Award Classifications

Assessment Boards do not have discretion to raise an individual student's award to a higher classification boundary than suggested by their overall average grade. Where the average falls within 0.5% of a classification boundary, the higher classification will be awarded.

### 4. Compensation



Compensation is defined in the Assessment Regulations as 'the award of credit to failed modules on account of good performance in others'. The Assessment Board should agree what constitutes good performance and should apply compensation consistently.

Compensation may only be applied to modules permitted in the Programme Specification, within the limits stated in sections 7 and 8 of the Assessment Regulations.

## **5. Reassessment**

As a general principle, resit attempts (normally one resit unless otherwise stated in the Module Specification) should be offered to students failing their first attempt at an assessment, unless there are compelling reasons not to. Such reasons might include poor academic performance (i.e. failure in all or most assessments) or failure to engage with the original assessment.

Retakes of modules (the repeat of all learning and assessment associated with the module) may be offered where all resit attempts have been exhausted and it is reasonable to conclude, based on the student's profile, that he or she could achieve a pass given an additional opportunity.

Full repeats should only be offered where serious mitigating circumstances apply and will normally be recommended by the Mitigating Circumstances Panel.

## Appendix 2 Emergency Assessment Regulations

The variations to the assessment regulations set out in this appendix may be initiated with the agreement of the Academic Board in the event of an emergency or force majeure circumstances. Such circumstances are defined as being beyond the control of the Institution and may include situations such as war, riot, natural disaster or public health emergencies.

### 1. Key Principles

- 1.1. These regulations aim to both enable students to gain recognition for their achievements and to ensure that the negative impact of the disruption resulting from the emergency is taken into account. Trinity Laban will ensure that, where these regulations are invoked, academic standards will be upheld and maintained. The Registrar and Director of Academic Services has responsibility for ensuring that appropriate quality assurance measures are in place.
- 1.2. Where it is not possible to teach or assess students in the manner outlined in the programme and module specifications, alternative learning, teaching and assessment methods may be implemented. Trinity Laban will ensure that the revised methods enable students to achieve the intended learning outcomes at programme and module level wherever possible. Individual assessments may be cancelled and credit awarded, where learning outcomes are deemed to have already been evidenced in another assessment task, either in the same module or another module within the same level of a programme.
- 1.3. External Examiners' approval will be sought on changes to learning, teaching and assessment methods in advance of their implementation wherever possible. Students will also be consulted on proposed changes where the emergency situation allows.

### 2. Variations to standard assessment regulations

#### 2.1. Use of Specialist Advisors (section 4)

Where circumstances beyond the institution's control (Force Majeure) lead to a variation in the method of assessment, the requirement for external Specialist Advisors to sit on music assessment panels may be varied or removed with the agreement of the Director of Music and the Registrar.

#### 2.2. Requirements to Pass a Module (section 6)

Where circumstances beyond the Institution's control (Force Majeure) prevent delivery of all assessment components as outlined in the module specification, the method of assessment may exceptionally be varied with the approval of the Registrar, External Examiner and the Chair of the Assessment Board. In such circumstances, the weighting of assessments may also exceptionally be varied with the approval of the Registrar, External Examiner and the Chair of the Assessment Board.

Where, due to circumstances beyond the Institution's control (Force Majeure), students are not able to complete an assessment task, they may be awarded the credit for a module if they have demonstrated achievement of the module learning outcomes by successfully completing other assessment tasks. Where this applies and there are no numerical marks available, the module may be marked on a pass/fail basis. In circumstances where the learning outcomes have not been met, alternative assessment tasks may be set with the approval of the Registrar, External Examiner and the Chair of the Assessment Board.

#### 2.3. Requirements to Pass a Programme (sections 7 and 8)

The credit value of each module normally determines its weighting in the aggregation of marks used for the purposes of award classification, unless otherwise stated in the Programme Specification. This aggregation method may only be varied in the event of an emergency where, due to circumstances beyond the Institution's control (Force Majeure), it has not been possible to complete the delivery and assessment of modules as outlined in the module specification. Any emergency variation to the aggregation method for a programme must be approved by Academic Board.

A student may normally resit a module only once unless otherwise specified in the Programme or Module Specification. An additional resit attempt may be permitted by the assessment board where adjustments to assessments have been made under these Emergency Assessment Regulations due to circumstances beyond the Institution's control (Force Majeure) and there is evidence that a student or students may have been disadvantaged by the changes implemented.

Where an assessment has been varied in accordance with these Emergency Assessment Regulations due to circumstances beyond the Institution's control (Force Majeure), the requirement to award the minimum pass mark for resits shall be removed. In such circumstances the module mark shall be calculated from the actual mark(s) awarded for the resit component(s) and the original marks for the component(s) passed at first attempt.

#### 2.4. Variations to aggregation methods for the award of certificates, diplomas and degrees (section 9)

##### 2.4.1. Award of Bachelor of Music with Honours (BMus (Hons))

- b) Aggregation for students undertaking Part 2 of the programme when these regulations are invoked:

At the end of Part 4, the final average will be calculated both as outlined in section 9.5 b(i) of the standard assessment regulations and additionally as follows:

- Year 3 (Level 6(1)) 40%
- Year 4 (Level 6(2)) 60%

The award classification will be made on the basis of the highest of the two aggregate marks.

- c) Aggregation for students undertaking Part 3 of the programme when these regulations are invoked:

At the end of Part 4, the final average will be calculated both as outlined in section 9.5 b(i) of the standards assessment regulations and additionally as follows:

- Year 2 (Level 5) 10%
- Year 3 (Level 6(1)) 20%
- Year 4 (Level 6(2)) 70%

The award classification will be made on the basis of the highest of the two aggregate marks.

- d) Aggregation for students undertaking Part 4 of the programme when these regulations are invoked:

At the end of Part 4, the final average will be calculated both as outlined in section 9.5 b(i) of the standard assessment regulations and additionally as follows:

- Year 2 (Level 5) 30%
- Year 3 (Level 6(1)) 30%
- Year 4 (Level 6(2)) 40%

The award classification will be made on the basis of the highest of the two aggregate marks.

##### 2.4.2. Award of Bachelor of Arts with Honours (BA (Hons))

- a) Aggregation for students undertaking Part 2 of the programme when these regulations are invoked:

At the end of Part 3, the final average will be calculated both as outlined in section 9.7 b(i) of the standard assessment regulations and additionally entirely on the basis of the credits taken at level 6.

The award classification will be made on the basis of the highest of the two aggregate marks.

- b) Aggregation for students undertaking Part 3 of the programme when these regulations are invoked:

At the end of Part 3, the final average will be calculated as outlined in section 9.7 b(i) of the standard assessment regulations. In addition, a discounted average for Year 3 may be calculated as described in section 2.4.4 below. The award classification will be based on the greater of the discounted average and the average obtained from the normal aggregation method.

#### 2.4.3. Award of Bachelor of Science with Honours (BSc (Hons))

- a) Aggregation for students undertaking Part 2 of the programme when these regulations are invoked:

At the end of Part 3, the final average will be calculated both as outlined in section 9.9 b(i) of the standard assessment regulations and additionally entirely on the basis of the credits taken at level 6.

The award classification will be made on the basis of the highest of the two aggregate marks.

- b) Aggregation for students undertaking Part 3 of the programme when these regulations are invoked:

At the end of Part 3, the final average will be calculated as outlined in section 9.9 b(i) of the standard assessment regulations. In addition, a discounted average for Year 3 may be calculated as described in section 2.4.4 below. The award classification will be based on the greater of the discounted average and the average obtained from the normal aggregation method.

#### 2.4.4 All programmes

Modules assessed via an alternative assessment that differs significantly from that outlined in the module specification may be excluded from the aggregate grade with the approval of the assessment board. The discounted average will be weighted on the credit value of the remaining modules.

### Appendix 3 Master of Education (MEd) Qualification Descriptor

The Master of Education (MEd) qualification at Trinity Laban is awarded to students demonstrating the knowledge, skills, and values required to successfully fulfil leadership roles in participation and education.

Programmes of study leading to the award of Trinity Laban's MEd qualification must demonstrate the following characteristics in their design and delivery:

1. Programmes should have as a focus the refinement and enhancement of the professional experience as educators that students already possess.
2. The MEd qualification at Trinity Laban is aimed at students with previous work experience in participation and education, and particularly suits those who have demonstrated their potential to take on leadership responsibilities. The amount and nature of the previous work experience required will be carefully considered and explained in the programme's entry requirements and will actively inform the design of the programme. This must be at least two years' experience and will typically be higher.
3. All MEd programmes have a broad curriculum within their subject area. Students may pursue specific areas of interest in greater depth, but all students must follow a broad curriculum that enables them to understand and lead effectively in a range of professional education and participation contexts.
4. Whilst MEd programmes may have a range of creative and content-based modules, the primary focus of the programme is not a student's artistic development, but rather their development as teachers and leaders. This may include the development of their performance skills, as relevant for their development as skilled teachers.
5. Programmes should contain a major research project, rooted in education or participation, and should include research methods training.
6. Programmes must enable students to demonstrate the outcomes expected of a master's degree, as specified by the qualification descriptor in the QAA [Framework for Higher Education Qualifications](#), the [OfS Sector Recognised Standards](#) and the QAA [Characteristics Statement for a Master's Degree](#). Any focus on the practical application of learning must complement, not replace, the academic rigour and depth of a master's degree. For example, students must still demonstrate a systematic understanding of knowledge, a critical awareness of current problems at the forefront of the academic discipline, a comprehensive understanding of techniques applicable to their own research, originality in the application of knowledge and an ability to evaluate critically. Methods of teaching and assessment may differ to more traditional methods used by other types of master's degree so long as each student is able to demonstrate that they meet the module- and programme-level learning outcomes.
7. A Trinity Laban MEd curriculum will be continually under review in response to professional and policy documentation within the subject field.
8. There should be a coherent assessment strategy that blends the academic rigour typical of a taught postgraduate degree with opportunities for practical application and authentic assessment.