



London's  
International  
Drama School

**Rose  
Bruford  
College**

of Theatre  
& Performance

# Academic Regulations

**UNDERGRADUATE PROGRAMMES  
(including Integrated Masters)**

This version 0.5.4

## Contents

Introduction .....	2
Glossary .....	3
General .....	6
Credit Framework.....	6
Awards framework .....	7
Title of taught awards.....	8
Programme approval, modification and withdrawal .....	9
Admissions to undergraduate programmes.....	10
Appeals and complaints regarding the admissions process.....	11
Recognising Prior Learning .....	12
Registration and patterns of study .....	12
Module outcomes and award of credit.....	13
Minimum requirements for pass.....	14
Submission of assessed work and consequences of late submission .....	14
Assessment, grading and recording of marks .....	15
Mitigating circumstances.....	15
Retrieval of Work.....	16
Retaking failed work .....	17
Trailing of credit.....	17
Progression .....	18
Marks and classification of awards.....	18
Borderline consideration .....	19
Academic misconduct.....	19
External Examiners .....	20
Academic Appeals.....	21
Conferment of awards and degree certificates.....	22
The Handbook of Academic Policies and Procedures .....	22

## Introduction

### **The Awarding Body**

Rose Bruford College of Theatre and Performance (the College) has the power granted by Privy Council to confer academic awards and academic credit on individuals who have successfully completed programmes of study approved by the College.

Rose Bruford College of Theatre and Performance is the awarding body and the qualifications awarded are Rose Bruford College qualifications.

Approval of the Academic Regulations, Policies and Procedures associated with the power to grant those awards is the sole responsibility of the Academic Board. These Regulations are reviewed periodically by the Learning Quality and Standards Committee that submits recommendations for any modifications to the College's Academic Board.

### **Responsibility for Academic Standards**

The final responsibility for the academic standard of awards of Rose Bruford College of Theatre and Performance rests with the Academic Board.

The academic standards for a programme leading to the conferment of a Rose Bruford College award are set at the point of validation. The approval and validation procedures are set out in the College's Programme Approval Policies and Practices document, which articulates the mechanisms that exist to ensure the maintenance of academic standards and enhancement of the quality of the student learning experience.

### **Scope of these Regulations**

These Regulations apply to all new student cohorts on programmes leading to a Rose Bruford College of Theatre and Performance validated award with effect from 1st August 2017. They sit alongside the general regulations, policies and procedures documents contained within the Handbook of Academic Policies and Procedures (the [HAPP](#)) available on the College's Document Resource and Information Service (DoRIS), which also form part of these regulations.

[For students registered before 1 August 2017, the College will operate transitional regulations, which mirror the University of Manchester regulations under which they originally registered. However, students may opt for the award to be made by Rose Bruford College of Theatre and Performance. The transitional regulations will also apply to individual students who are returning to their programme of study after an approved break from their studies.]

Students who are transferring to a new or different programme will be registered on the RBC regulations.

These Regulations will be referenced in the documentation for each validated programme of study, together with any specific requirements from professional, statutory or regulatory bodies.

### **Exceptional Variation to these regulations**

Any exceptional variation to the Academic Regulations contained in this document is at the sole discretion of Academic Board.

## Glossary

<b>Aegrotat</b>	Exceptional award of credit to a student although they may have missed all or part a module or assessment through illness or other mitigating circumstances.
<b>Assessment component</b>	An individual piece of work or a collection of pieces of work that forms a summative assessment.
<b>Award</b>	Rose Buford College qualification given to student following the successful completion of an approved programme of study.
<b>Co-requisite module</b>	A co-requisite module must be studied simultaneously with another designated module within a programme of study.
<b>Condoned Failure</b>	The decision taken by an Examinations Board awarding student credit following a second failed attempt at a module or assessment task. This is permissible only if the mark awarded is between the range of 35-39.
<b>Credit</b>	A means of quantifying and recognising learning, expressed as 'numbers of credits' at a specific credit level. Within this document it is assumed that one credit represents 10 notional hours of learning (including individual study).
<b>Board of Examiners</b>	A Board of Examiners is held for each School to receive the results of students from Assessment Boards, and to receive and consider the recommendations of the Mitigating Circumstances Committee and to agree the classification of degrees.
<b>Exit award</b>	A lower award than one for which the student is registered. Such an award may be conferred if a student completes part of, but not all, of the requirements of the programme for which he or she is registered.
<b>The HAPP</b>	The Handbook of Academic Policies and Procedures. This is an umbrella name for all the College's policies and procedures that also form part of the regulatory framework. Individual policies are available on the College's Document, Resource and Information System (DoRIS).
<b>Intended learning outcome</b>	What a learner is expected to know, understand and be able to demonstrate after completing a defined element of study.
<b>LQSC</b>	Learning Quality and Standards Committee. The Committee charged by Academic Board with responsibility for overseeing matter relating to learning and teaching and quality assurance and enhancement.
<b>Major modification</b>	A change or amendment to a programme of study that may significantly alter learning outcomes at programme or module level. It might also include the introduction of new compulsory modules within a programme, a change to or addition of mode

of study or significant changes to assessment or other programme regulations.

<b>Minor modification</b>	A change or amendment to the curriculum content that does not affect aims or learning outcomes. This might also include change of module title, minor changes to teaching or delivery methods or changes to the assessment of individual modules, including the balance between different types of assessment within a module.
<b>Module</b>	A self-contained, formally structured, credit-bearing unit of study with explicit learning outcomes.
<b>Module specification</b>	A document that defines key characteristics of a module, and includes learning outcomes, modes of teaching and learning, and assessment schemes.
<b>Pre-requisite module</b>	A pre-requisite module is one that must be successfully completed before progressing to another designated module or stage within a programme of study.
<b>Programme</b>	A schedule of academic study and assessment which leads to a Rose Buford College of Theatre and Performance award
<b>Programme Assessment Boards</b>	College Committees for each programme which considers the assessment marks of all students and the recommendations of the Mitigating Circumstance Committee, following the programme of study for agreement and for recommendation to the appropriate Examination Board.
<b>Programme specification</b>	A document that defines key characteristics of an award, including learning outcomes, models of teaching and learning, assessment schemes, and how individual modules relate to qualification levels and contribute to the classification of awards.
<b>Qualification level</b>	One of a series of defined points in the UK Framework for Higher Education Qualifications. They are numbered in ascending order. Qualifications at the same qualification level share characteristics and require similar achievement.
<b>Quality Assurance Agency (QAA)</b>	The UK government-appointed agency that safeguards the quality and standard of the higher education awards offered by UK universities. Rose Bruford College of Theatre and Performance operates within and complies with the UK Quality Code published by QAA and is subject to its scrutiny.
<b>Recognition of Prior Learning (RPL/RPEL)</b>	Assessment of prior learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications and/or personal and career development. RPL includes Recognition of Certificated Prior Learning (RCPL), Recognition of Prior Experiential Learning (RPEL)

<b>Retake</b>	In the event of a student failing a module or modules outright, the Examination Board may require the student to retake that module or module including attendance at scheduled sessions or classes and all assessment tasks.
<b>Retrieval</b>	A piece of assessed work that allows students to recover credit in the event of the student failing an assessment. The task will re-assess the same intended learning outcomes as the failed component(s).
<b>Retrievals Board</b>	The College Committee responsible on behalf of Examination Boards for considering and agreeing progression of students required to retrieve or retake modules or module components.
<b>Trailing</b>	Permission to retrieve failed assessments or modules while engaging in the next level of study.
<b>Validation</b>	The formal process whereby a new programme of study is critically appraised by a panel of peers in order to establish that it meets the requirements for approval.

# The Rose Bruford College Awards Framework

## General

1. Rose Bruford College awards are designed with reference to the Framework for Higher Education Qualifications contained within Part A of the QAA UK Quality Code for Higher Education (the Quality Code). This contains a set of generic learning outcomes and skills expected of holders of Rose Bruford College validated awards. Additionally consideration is given to appropriate benchmark statements published and reviewed periodically by the QAA.

## Credit Framework

2. **Credit** is a measure of modules and programmes of study according to the volume of student work required. In line with nationally accepted norms, one credit corresponds to a notional ten hours of student workload comprising all activities required to achieve the intended learning outcomes of a programme, including formal study, assessment, and independent learning. Therefore, notional learning time for a 'standard' full-time academic year is 1200 hours at undergraduate qualification level and 1800 hours at postgraduate qualification level.

Credit is awarded to students who have demonstrated that they have attained the specified learning outcomes for a module.

The size of a **module** is determined by its credit value.

Rose Bruford College's practice is to validate undergraduate modules of 20, 30 or 40 credits,<sup>1</sup>

Credits (CATs)	Credits (ECTs) <sup>2</sup>	Notional Study time (hours)	Notional Study FT time (weeks)
20	10	200	5
30	15	300	7.5
40	20	400	10

3. The assignment of credit to learning should be understood in the following terms:
  - i. Credit is allocated to a learning activity on the basis of its stated intended learning outcomes.
  - ii. A student will only be assigned credit after demonstrating through assessment that they have achieved the stated learning outcomes.

---

<sup>1</sup> During the transition from the University of Manchester's Regulations to Rose Bruford College's Regulations, existing smaller modules may continue. Programmes will be required to revalidate according to the modular framework outlined in 2 for students beginning their studies after 2017.

<sup>2</sup> ECT (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore if a module is worth 20 UK credits, this will equate to 10 ECT.

- iii. Credit cannot be normally assigned if no assessment has taken place or if the assessment has not been properly conducted (see para 4).
  - iv. The number of credits assigned is independent of the standards (grades awarded). Students achieving higher standards will not be allocated more credit. The higher standard will be reflected in the grade and classification of the pass.
4. If a student is prevented by illness or other circumstances from completing a module or its assessment and provided the matter has been considered by the Mitigating Circumstances Committee, the Boards of Examiners may consider awarding credit for that module on the basis of work completed to date (aegrotat). The module will not be awarded a mark but will be graded as a pass and the mark will be excluded from the calculation of the overall mark for the level.
  5. **Level** describes the intellectual demands of modules and programmes of study. A module will be assigned a level corresponding to the typical demands of successive years of a full-time programme of study. In total, the QAA Framework for Higher Education Qualifications has eight levels. Rose Bruford College can award credit at levels 4-7 (See table 1 below).
  6. Each level of an undergraduate programme normally consists of a total of 120 credits.

## Awards framework

### Rose Bruford College Awards

7. Rose Bruford College currently confers the following awards:

FHEQ Level	Award	Minimum credit required for the award	ECTS	Minimum credits at <sup>3</sup> the level of qualification required for an award	ECTS
4	Certificates of Higher Education (CertHE)	120	60	90	45
5	Diplomas of Higher Education (DipHE)	240	120	90	45
6	Ordinary Bachelors Degree	300	150	60	30
6	Bachelors Degrees with Honours	360	180	90	45
7	Postgraduate Certificate	60	30	60	30
7	Postgraduate Diploma	60	120/60	120	60
6/7	Integrated Masters Degrees <sup>4</sup>	480	240	90	45
7	Masters Degrees	180	90	180	90
7	Masters of Fine Art (MFA)	240	120	240	120

<sup>3</sup> The column titled 'minimum credits at the level of qualification required for an award' is to be used when making awards only and is not to be used for the purpose of deciding progression.

<sup>4</sup> Integrated masters degrees are advance Bachelors Degree awards

8. Students must meet all requirements set out in the programme specification before a qualification is awarded.

### **Exit Awards**

9. Programmes must make provision for exit awards at intermediate stages, for which clear learning outcomes must be stated and laid out in programme specifications approved by Rose Bruford College in the validation process.
10. All students who exit prior to completion of the programme on which they registered will receive an exit award if they have achieved the appropriate amount of credit for that award.

### **Aegrotat and posthumous awards**

11. Should a student be prevented by illness, or other circumstances, from completing the final assessed component(s) of a programme, the Examination Board, having considered the relevant evidence (including medical certification) may make a recommendation that an aegrotat award be made. Such exceptions are limited to students who are permanently unable to continue their studies and are registered for the final module that would complete a qualification, and have been assessed on at least part of the module. The Examination Board must be satisfied that the student's prior performance shows beyond reasonable doubt that they would have passed but for the illness, or other circumstances.
12. Posthumous awards are permitted for all programmes. Such awards are based on past performance and determined by the Examination Board based on the level achieved by the students and are awarded without classification.

### **Title of taught awards**

13. The authority to approve titles of degrees lies with Academic Board.
14. The title of a programme or award will normally follow the convention outlined below:
  - i. The Title "X" signifies that at least two thirds of the credits of the programme relate directly to the subject X;
  - ii. The title "X and Y" signifies that the distinct subjects X and Y each comprise more than one third of the credit of the programme and of the credits in the final year;
  - iii. The title "X with Y" signifies either: subject X is studied with subject Y, where Y comprises at least one quarter but no more than one third of the credits of the programme and of the credits in the final year; **or** that subject X is combined with a substantial period of study Y (typically one academic year) away from the College.
  - iv. The titles "X (with Y) or "X(Y)" may be used to indicate pathways or specialisms within subject X

## **Programme approval, modification and withdrawal**

### **Programme approval**

15. All new programmes of study which are credit-bearing and result in the conferment of a Rose Bruford College award are required to undergo a formal approval process, normally referred to as validation. This ensures that the design, development and approval of new programmes is rigorous and transparent and ensures alignment with the principles and precepts of the QAA's Framework for Higher Education Qualifications, the UK Quality Code for Higher Education, relevant benchmark statements and any PSRB requirements. The process involves academic and support staff at all levels and seeks qualified external input from both academic and industry professionals.
16. The final decision to validate a new programme of study rests with Academic Board. No other body within the institution has the power to approve any credit-bearing programme that results in the conferment of a Rose Bruford College award. Academic Board will only consider recommendations to validate programmes which have been through the process of:
  - i. outline programme approval of NPP1 documentation overseen by the Academic Development Committee
  - ii. submission of full validation documentation (NPP2) overseen by the Learning Quality and Standards Committee
  - iii. a Validation Event.
17. The full policy and procedures for validating new programmes including required approval documents (NPP1 and NPP2) along with additional guidance can be found in the HAPP.
18. Validated programmes of study are required to undergo annual monitoring and a full periodic review at a maximum of 5-yearly intervals. Monitoring and review ensure that the health and currency of the programme and allow LQSC and Academic Board to satisfy themselves that the standard of education is being met.

### **Programme modification**

19. Once approved, programmes remain in continuous approval until their next scheduled periodic review. However, there may be justification for making modifications to programmes. Modifications must be controlled to ensure that they do not compromise the validated programme's aims and learning outcomes or undermine the contract entered into with students at the point of admission.
20. Such modification may be considered minor or major. Minor modifications require the approval of LQSC. Major modifications require the approval of Academic Board. The detailed policy procedures and required documentation can be found in the HAPP].
21. In approving changes, major or minor, the College must be mindful of the cumulative effect of a significant number of individual changes to programmes over a period of time. Should it be deemed necessary, this could require a full periodic or extraordinary review of the programme.

## Programme suspension or withdrawal

22. The decision to suspend a programme of study which is credit-bearing and results in the conferment of a Rose Bruford College award rests with Academic Board.
23. The College will automatically seek to close any programme which has not had a student registered upon it for three years, unless it is possible to demonstrate likely future recruitment of viable numbers of students onto the programme. This includes the closure of programmes which were validated but for three academic years have not recruited any students since validation.<sup>5</sup>
24. The College may also consider closure of a programme where recruitment is too small to cover the cost of delivery. The policy also covers programme closures which involve the replacement of a programme with a new one.
25. Suspension of a programme may be considered rather than closure, if there is an ongoing review of the programme, or there are reasons why the programme is not able to run in a particular year – perhaps owing to staffing or other resource constraints.
26. In all cases of programme suspensions or withdrawal, Academic Board will consider the implications for existing students studying on the programme, the impact on other programmes and the effect the suspension/withdrawal will have on the students studying on those programmes.
27. The detailed policy procedures and required documentation relating to programme suspension and withdrawal can be found in the HAPP.

## Admissions to undergraduate programmes

28. The College seeks to operate an impartial and clear admissions process which gives all applicants the chance to demonstrate their suitability for their chosen programme. The College's full policy relating to Admissions, including audition and interview procedures, is available in the Handbook of Academic Policies and Procedures. All decisions on applications are taken in the context of our own policies relating to equality, opportunity and diversity and our legal obligation to comply with the Equality Act 2010.
29. An applicant wishing to enter an undergraduate degree programme at Rose Bruford College should satisfy or expect to meet the general requirements for entry, as well as the specific requirements of their chosen programme. Offers for the full-time undergraduate programmes are made using the UCAS tariff system. Applicants should normally have a **minimum** 64 UCAS tariff points, **typically** achieved in one of the following ways:
  - Passes in two GCE 'A' levels/AVCE at grade C or above
  - A Pass in a single AVCE Double Award at grade CC or above
  - A BTEC National Diploma with a merit and two passes
  - International Baccalaureate Diploma (34 points)
  - Credit carrying apprenticeships

---

<sup>5</sup> See the Policy for not operating newly-validated programmes.

- Or qualifications outside the tariff system deemed to be equivalent by the college.
30. Applications for the online undergraduate programmes are made directly to the College. Consideration is given to applicants both with and without standard entry qualifications and all applications judged individually on their own merit.
31. Offers of places are made to candidates either conditionally or unconditionally:
- Conditional offers** inform candidates of the UCAS points and/or any other specific requirement, including Tier 4 Visa requirements (see paragraph 32) they need to achieve to be accepted onto the programme of study.
- Unconditional offers** are made on the basis of results or experience already achieved. Where these meet the requirements for entry onto a programme of study then the offer may be made without any further requirements on the part of the candidate.
32. These Regulations comply with UK immigration legislation pertaining to non-EU/UK applicants that require students applying for a programme of more than 6 months duration to be in receipt of a Tier 4 visa before commencing their studies. Additionally Tier 4 visa applicants are required to meet academic progression requirements set out in the Home Office Policy Guidance document.
33. All teaching and examination is carried out in English and consequently competence in written and spoken English is a requirement. Non-EU/UK applicants for undergraduate programmes are required to hold an IELTS<sup>6</sup> with an overall minimum score of 6.0.

### Appeals and complaints regarding the admissions process

34. While the College seeks to operate clear and impartial admissions and selection processes, it also recognises that on rare occasions candidates may feel that they have valid grounds on which to appeal a decision following interview and/or audition. The College will respond to appeals or complaints as quickly and efficiently as possible as set out in the full policy and procedures relating to applicant appeals and complaints, which is available in the HAPP.
35. The College will consider an appeal or complaint from a candidate if either of the following criteria apply:
- i. Procedural irregularity, where the applicant believes that the College has not adhered to its own stated procedures;
  - ii. Where there is new material information which may have affected the decision (with adequate reasons why it was not made available at the time of application), and where that new information is significant and directly relevant to the original decision.

---

<sup>6</sup> IELTS (International English Language Testing System) is now the only Secure English language Test (SELT) recognised by UK Visas and Immigration for student requiring a Tier 4 visa.

There is no provision for appeal against the academic or professional judgement of those making the decision on the application.

36. Appeals against a selection decision should be made in writing within three weeks of the date of the reject decision or in the case of a complaint, within three weeks from the cause of the complaint as outlined in the policy document.

### Recognising Prior Learning

37. The College understands that learning may take place in a wide variety of contexts, both formal and informal, and that the skills and knowledge obtained from previous learning experiences may provide the foundation on which students can build through participation in a programme of study at Rose Bruford College
38. The College's full policy and process for recognising such prior learning is available in the HAPP. Applications for recognising prior learning will be considered only by an Academic Panel.
39. Prior learning may be certified (RPCL) or experiential (RPEL). Applications for recognition of prior learning must be accompanied by the appropriate documentary evidence outlined in the College's policy.
40. Credit may be awarded in recognition of prior learning in one of following ways:
  - i. A student may be admitted to an undergraduate programme of the College with advanced standing (i.e. direct entry to level 5). Advanced standing onto level 6 will not normally be considered but may be considered on merit on a case by case basis.
  - ii. A student may be granted exemption of attendance and assessment requirements of one or more modules at levels 4 and 5 **up to a total of 180 credits** comprising a maximum of 120 at level 4 and a maximum of 60 credits at level 5. Exemption is only awarded against modules and not elements of modules or assessment. (Temporary variation - students on BA (Hons) Theatre Studies and BA (Hons) Opera Studies programmes would be allowed exceptionally, to seek RPL as appropriate for up to 320 credits if those credits have been accrued following the validated programmes with The University of Manchester).<sup>i</sup>
41. A Module or modules exempted under RPCL or RPEL will not be awarded a mark but will be graded as a pass and the mark will be excluded from the calculation of the overall mark for the level.
42. Credit for prior learning may not be granted for the final stage (level 6) of a Bachelor's Degree.

### Registration and patterns of study

43. The period of registration will commence on the date the student enrolls on a programme.

44. For full-time undergraduate programmes, the normal period of study will be three academic years over six consecutive semesters. Students will complete 120 credits in each year of study, subject to any exemptions outlined in paragraphs 11 – 12.
45. For part-time online programmes the normal period of study will be 6 academic years over 12 consecutive semesters. It is expected that the pace of study will be such that students on average will complete 60 credits in each year of study, subject to any exemptions outlined in paragraphs 46 – 47.
46. The period of registration may be extended if:
- i. the student has to retrieve or repeat a part of their programme of study, see paragraphs 82 - 85;
  - ii. the student has been unable to study or complete a year of study owing to extenuating circumstances, see paragraph 71;
  - iii. the student has been given permission to take a study break as described in paragraph 49.
47. The minimum and maximum periods of registration to complete of a Rose Bruford College award are as follows:

	Minimum	Maximum
Full time honours degree	3 years	6 years
Part time honours degree	5 years	10 years

48. A student's registration may be terminated if the student has:
- i. committed a serious disciplinary offence or been deemed as unfit to study;
  - ii. exhausted all opportunities to remedy failure or has made insufficient progress through their programme of study at the required stage;
  - iii. formally notified the institution that they wish to discontinue their studies and so discontinue their programme;
  - iv. failed to comply with their financial commitment to the institution.
49. If a student encounters personal difficulties or situations which may seriously disrupt their studies or opportunities may arise which require extended leave, they may apply to interrupt their studies. Applications are considered by the Mitigating Circumstances Committee on a case by case basis. The College's full policy and procedures for interruption of study can be found on the HAPP.

### **Module outcomes and award of credit**

50. A student successfully completes a module by demonstrating achievement of specified intended learning outcomes
51. 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 and module specifications.
52. The forms of assessment, their weighting and timing, and the ways in which the learning outcomes are to be demonstrated through assessment, are set out in the validated module and programme specifications which are available on DoRIS and the College website.

53. The principles and policies relating to assessment and marking practices used by the College can be found in the Handbook of Academic Policies and Procedures.

### **Minimum requirements for pass**

54. To obtain a Rose Bruford College award, students are required to complete all parts of their programme's approved assessment and gain the credits for that award outlined in Section 3 and in compliance with all regulations relating to their programme of study.
55. The minimum module pass mark for Rose Bruford College undergraduate awards is 40. This minimum applies to all assessments, modules, levels and final qualifications.
56. Normally the minimum mark for a module is aggregated from any component assessment tasks. Elements that require the student to achieve the pass mark in specific components tasks will be explicitly articulated in the programme and module specifications.
57. Students who fail to achieve the module pass mark at the first attempt are required to retrieve work in order to achieve the necessary credits (see paragraphs 72-82 )
58. If a student fails to achieve the module pass mark at the second (retrieval attempt), the Examinations Board may agree to condone the failure providing the student achieves a mark with a range of 35-39. (see paragraph 76)
59. Work that is awarded a mark of 34 or less is considered an outright fail and the student will be required to retake the module(s) in full up to a total of 60 credits.

### **Submission of assessed work and consequences of late submission or no serious attempt**

60. The College's full policy relating to submission of work can be found in the Assessment Policy and Procedures in the HAPP.
61. Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.
62. Student requests for extensions to assessment deadlines can only be granted by the Programme Director and/or Head of School and must be accompanied by the appropriate documentation detailed in the Mitigating Circumstances policy. Extensions may only be granted up to a maximum of two weeks. Students on online programmes may request one deferral only per module which has to be agreed by the Online Curriculum Development Manager.
63. Where work is submitted within ten days of a published deadline or agreed extension and there are no accepted mitigating circumstances (see paragraph 71), it will be marked in the usual way for the purposes of credit accumulation and feedback, but a mark of 0 (zero) will be recorded.

64. Late work that would have failed to achieve the pass mark of 40 (irrespective of it being late) must be retrieved in the usual way for the purposes of credit accumulation, but the mark of 0 (zero) will stand.
65. Late work that fails to achieve the pass mark on retrieval (i.e. second attempt) may NOT be considered for condoned failure. In this event the module must be retrieved. (See paragraphs 83-85).
66. Where a student fails to submit work for summative assessment within ten days, or fails to engage in summative practical assessment, the work will be recorded as a zero and no credit will be awarded. If work has been submitted then further retrieval will be at the discretion of the Programme Director or Academic Programme Manager, credit will be awarded, but a mark of 0 will be recorded after retrieval. If no work has been submitted then retrieval will be required for the purposes of credit accumulation and a mark of 0 will be recorded.
67. Where there is clear evidence that there has been no serious attempt to undertake or complete summative assessments, the work will be treated as a non-submission (para 66).

### Assessment, grading and recording of marks

68. All undergraduate assessment will be graded on a scale of 0-100

Classification (Level 4)	Banding (Level 5 and 6)	Equivalent Mark Range
First	High 1 <sup>st</sup>	90-100
	Mid 1 <sup>st</sup>	80-89
	Low 1 <sup>st</sup>	70-79 <sup>ii</sup>
Upper second	High 2.1	66-69
	Mid 2.1	63-65
	Low 2.1	60-62
Lower Second	High 2.2	56-59
	Mid 2.2	53-55
	Low 2.2	50-52
Third	High 3 <sup>rd</sup>	46-49
	Mid 3 <sup>rd</sup>	43-45
	Low 3 <sup>rd</sup>	40-42
Fail	Condonable Fail	35-39
	Fail	0-34

69. Marks/grades will only be returned to students after completion of quality assurance processes (e.g. moderation and second marking etc.) as detailed in the Assessment Policy and Procedure which is available on the HAPP.
70. All marks and classifications are provisional until confirmed by the relevant Examinations Board.

### Mitigating circumstances

71. The deliberation of the Board of Examiners will be as fully informed as possible. Personal, medical or other mitigating circumstances that might have adversely affected the performance of a candidate with all necessary written evidence should be considered by the Mitigating Circumstances Committee prior to Programme Assessment and Boards of Examiners, so that recommendations can then be made to the relevant Board of Examiners. The College's full policy and procedures for Mitigating Circumstances (including extensions) can be found on the HAPP. This also includes details of required documentation.

## Retrieval of Work

72. For the purposes of these regulations, a retrieval is defined as a piece of assessed work that allows students to recover credit in the event they fail an assessment at the first attempt. Retrieval is available for all failed modules or components up to a total of 60 credits at each level, except where a student has been barred from undertaking a retrieval as a penalty for academic misconduct.
73. A student who fails to gain the pass mark of 40 for compulsory modules or compulsory components within a module at the first attempt will be required to retrieve the failed module or component.
74. Retrieval assessment tasks must be designed to assess achievement of the same intended learning outcomes but may take an alternative format. Students will normally be given a maximum of 4 weeks from the date at which the retrieval task is set to complete and submit their work.
75. Work that is retrieved in this way must achieve the pass mark or higher for the student to be awarded credit for the module, **but the mark will be capped at 40**. Where the retrieval mark does not improve upon the previous mark, the mark for the first attempt will stand (i.e. the higher of the two marks).
76. Retrieval work that fails to achieve the module pass mark will be referred to the relevant Board of Examiners. Provided that the mark falls within a range of 35-39, the Board of Examiners may **condone the failure** and award credit accordingly up to a **maximum of 40 credits at any level**.
77. Pass/fail competency-based elements may be retrieved at any point up to the appropriate Board of Examiners for that Level.
78. Work which is summited late and fails must be retrieved in the usual way. The retrieved work must be of a pass standard (40%) for credit to be awarded. However, a mark of zero will be recorded for the purposes of calculating the overall mark for that level (See paragraphs 64-65).

## Timing of retrieval

79. Retrieval will normally take place at the earliest available opportunity and where practicable in time for the student to progress through the Board of Examiners at the time originally intended.

80. Where there is insufficient time for completion of the retrieval task before the Board of Examiners, the retrieval task will be set over the summer vacation period. The Board of Examiners will note the requirement to retrieve, but will not consider the marks at this point. Students will normally be given a maximum of 4 weeks from the date at which the retrieval task is set to complete and submit their work.
81. A joint Retrievals Board will be convened prior to the start of the academic year to allow for consideration of marks and to make progression and qualification decisions for students who are required to retrieve work over this period.

### **Retrieval of practical work**

82. Where assessment is based wholly or partly on practical submission, it may not be possible to retrieve at the point of failure. In such cases either:
  - i. the student may be required to undertake an alternative form of assessment which allows the student to demonstrate the intended learning outcomes;
  - ii. at the discretion of the Examinations Board trail the retrieval task (see paragraphs 86 - 88)

### **Retrieval of failed work**

83. For the purposes of these regulations, a retake is defined as the requirement by a Board of Examiners, in the event that a student fails a module or modules outright, that the student should repeat that module or module including attendance at scheduled sessions or classes and all assessment tasks.
84. A student who fails to gain 60 credits at the first attempt will be required to retake the failed modules including full attendance at scheduled classes/sessions at the appropriate point in the following year
85. If a student is required to retake a module or level, they will be marked as a first attempt, but no further options to retrieve or retake will be permitted

### **Trailing of credit**

86. For the purposes of these regulations, trailing is defined as permission to retrieve failed assessments or modules while engaging in the next level of study.
87. If it is not possible to retrieve a module or component at level 4 or level 5, students may at the discretion of the Board of Examiners trail up to a maximum of 40 credits which will be completed during level 5 or 6.
88. If the Board of Examiners determines that trailing in this way would be detrimental to the student or is impractical for reasons of timetabling etc., the student may be required to retake the failed modules at the appropriate point in the following year before beginning the next level.

## Progression

89. Progression between levels is based on credit accumulation. Each level of an undergraduate programme consists of a total of 120 credits.
90. A student will progress from one level to the next of an undergraduate programme, if either they:
- achieve the minimum pass in modules detailed in the programme specification totalling 120 credits at first or second (retrieval) attempt;  
**or**
  - achieve the pass mark in individual modules totalling at least 80 credits for that level at first or second attempt and have not more than 40 credits of condoned failure  
**or**
  - achieve the pass mark in individual modules totalling at least 80 credits for that level at first or second attempt with no more than 40 trailing credits

The table below<sup>7</sup> illustrates application (assumes 20 credit modules across a programme)

1 <sup>st</sup> attempt	Retrieval (2 <sup>nd</sup> attempt)	Condoned failure	Trail/retake
<b>CREDITS</b>			
120			
100	20		
100		20	
100			20
80	40		
80		40	
80			40
80	20	20	
80	20		20
80		20	20
60	60		
60	40	20	
60		40	20
60	20	40	
60		20	40
60	20	20	20

91. A student who fails 60 credits after the second (retrieval) attempt(s) will be deemed to have failed the level; and will be required to retake and pass those modules in the following year in order to progress (see paragraphs 83-85)

## Marks and classification of awards

92. **Honours and Combined Masters Degrees** are classified as:

<sup>7</sup> Probably for an appendix

**First class:** Aggregate mark of 70 or above  
**Upper Second class:** Aggregate mark between 60 and 69  
**Lower Second class:** Aggregate mark between 50 and 59  
**Third class:** Aggregate mark between 40 and 49

- 93. Examination Boards will consider a range of marks from qualifying years in determining final classification (See Schedules 1-3 Appendix 1)
- 94. **Ordinary Degree and, Diplomas and Certificates of Higher Education** are not classified but awarded as pass qualifications only. This applies whether the award is made as a qualifying or exit award.
- 95. Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

### Borderline consideration

- 96. Borderline Consideration affects those level 6 students whose overall mark is on the threshold of the next classification above that which would routinely apply. In the application of Borderline Consideration, the Examination Board will consider the marks achieved in all qualifying modules (levels 5 and 6). Borderline Consideration will not apply if there is a mark lower than two classifications below the higher classification being considered.

Having satisfied the above conditions, candidates who are eligible for Borderline Consideration are automatically moved into the higher classification if the following applies:

<b>Move to first (1) class if:</b>	<ul style="list-style-type: none"> <li>i. the overall mark for the final year is at least 68% and module marks equivalent to 90 credits are in the higher class of which 60 credits must be at level 6 and,</li> <li>ii. no mark lower than 50</li> </ul>
<b>Move to upper second (2.1) class if:</b>	<ul style="list-style-type: none"> <li>i. the overall mark for the final year is at least 58% and module marks equivalent to 90 credits are in the higher class of which 60 credits must be at level 6 and,</li> <li>ii. no mark lower than 40</li> </ul>
<b>Move to lower second (2.2) class if</b>	<ul style="list-style-type: none"> <li>i. the overall mark for the final year is at least 48% and module marks equivalent to 90 credits are in the higher class of which 60 credits must be at level 6 and,</li> <li>ii. no mark lower than 40</li> </ul>

- 97. There is no borderline consideration for a third class degree and therefore a candidate will only automatically be assigned to a third (III) if the overall mark for the final year is 40% or above.

### Academic misconduct

98. The College's full policy and procedures relating to Academic Misconduct (including plagiarism) can be found on the HAPP. This details how the College defines academic misconduct which could include, but is not limited to plagiarism (including self-plagiarism), collusion, presentation of misleading material, cheating and the use of paid services, bribery or sabotage.
99. The penalties for academic misconduct vary depending on the level of study and the seriousness of the misconduct.
100. At levels 4 and 5, provided that the preliminary consideration finds that the misconduct was inadvertent or an example of poor academic practice, first offences will be managed within the programme as a tutorial matter. Subsequent offences or first offences where the preliminary consideration finds that the misconduct was deliberate will be referred to an Academic Panel.
101. At level 6, all cases of alleged academic misconduct must be referred to an Academic Panel.
102. The constitution and conduct of the Academic Panel are detailed in the Academic Misconduct Policy and Procedures.
103. If the student admits misconduct or misconduct is proven, the Academic Panel may, depending on the severity of the misconduct, issue a reprimand and warning about future conduct or recommend to the Examinations Board one or more of the penalties:
- i. that a mark of 40 (or the pass mark whichever is the lower) awarded for the component or module in question
  - ii. that a mark of 0 is awarded for the component of assessment in question;
  - iii. that a mark of 0 is awarded for the module in question
  - iv. that a mark of 0 is awarded for module in question and marks for all other modules at that level will be kept at the minimum pass mark
  - v. that a limitation is placed on progression and award
  - vi. termination of the student's studies
104. Student have the right to appeal any decision made by the Academic Panel as outlined in section C of the Academic Misconduct policy and procedures. Appeals will be heard by the Examinations Appeal Board (see paragraphs 117-119).

### **External Examiners**

105. Each programme of study leading to a validated award of the College will have an External Examiner who provides the College with impartial and independent advice, as well as comment on the standards at Rose Bruford College, and on student achievement in relation to these standards.
106. The appointment of External Examiners is the responsibility of Academic Board who appoint based on the criteria and process outlined in the College's External Examiners' policy and procedure within the HAPP.
107. The term of office for External Examiners is four academic years. Appointments normally start on 1 October and terminate in December to allow the External

Examiner to attend any resit boards required. Exceptional extensions to appointments (normally for one year), require the approval of Academic Board.

108. External Examiners are ex officio members of their relevant Examinations Boards.
109. The role, rights and responsibilities of External Examiners is detailed in the College's External Examiners' policy and procedure.
110. Every programme leading to a validated award of the College will be considered by a Board of Examiners whose constitution and terms of reference are outlined in the College's Committee Handbook and which is approved annually by Academic Board and the College Board of Governors.
111. The purpose of the Board of Examiners is to receive the results of students from Assessment Boards, to receive and consider the recommendations of the Mitigating Circumstances Committee, and to agree the classification of degrees.
112. No other body has authority to confer an award of the College, nor determine progression, nor to amend the decision of an approved and properly constituted Board of Examiners acting within its terms of reference and in accordance with these regulations. However, a Board of Examiners may be required to review a decision, or may have that decision annulled by an Examinations Appeals Board under the provisions of the Student Academic Appeals procedure. (see paragraphs 113 - 119).

## Academic Appeals

113. The College seeks to ensure fairness and impartiality in its assessment and examination processes. However, all students have the right to appeal against the decision of an Examination Board under the provision of these Regulations as set out in the College's Student Academic Appeals policy and procedures, which can be found in the HAPP.
114. Appeals may only be made on the grounds outlined in the section A of the policy and must be made within the time limits outlined in section B.
115. An application for a review may be made only on the grounds alleging:
  - i. there existed circumstances affecting the student's performance which, for good reason, the examiners may not have been aware when the decision was taken, and that may have had a material effect on the decision;
  - ii. there was a material administrative error or procedural irregularity in the assessment process or in putting into effect the regulations for the programme of study such as to cause significant doubt as to whether the decision might have been different if the error or irregularity had not occurred;
  - iii. that there is evidence of prejudice, bias, discrimination or of inadequate assessment on the part of one or more of the Examiners;
  - iv. the disproportionate nature of a penalty, (e.g. in cases of academic misconduct).

116. There is no provision for appeal on any ground which:
- i. disputes an academic judgement which was arrived at following due process and it should therefore be noted that: **there is no provision for appeal against the academic judgement of the Examiners;**
  - ii. has already been considered and rejected by the Mitigation Circumstances Committee unless additional evidence in support of the original mitigation claim is provided for the purpose of the appeal and there is a valid reason why the additional evidence was not submitted with the original special circumstances claim;
  - iii. could have been considered by the College Examination Board if the student had given notice to have it considered before the Board met and the student has no valid reason for having failed to give such notice or;
  - iv. claims that academic performance was adversely affected by ill-health, where there is no medical evidence certified by a recognised medical practitioner, GP or hospital consultant or other evidence deemed appropriate by the College Examinations Board to support the application
117. Appeals will be heard by the Examinations Appeals Board. The full terms of reference are outlined in the College's Committee Handbook and which is approved annually by Academic Board and the College Board of Governors.
118. The purpose of the Examinations Appeals Board is to consider appeals from students in respect of decisions emanating from Examination Boards and decisions relating to academic misconduct in accordance with the grounds for appeal set out in these Regulations and relevant Policies and Procedures.
119. The decision of the Examinations Appeals Board is final and there is no further internal process for hearing academic appeals. However, a student may be able to complain to the Office of the Independent Adjudicator for Higher Education (OIA), provided the complaint is eligible under its rules and once all internal procedures have been concluded.

### **Conferment of awards and degree certificates**

120. The certificate of an award conferred by Rose Bruford College of Theatre and Performance shall record:
- i. the name of the College together with, if appropriate, the name of any other institution sharing responsibility for the student's course of study or research
  - ii. the student's full legal name as given at the time of last registration
  - iii. the title of the award as approved by the Academic Board for the purposes of the certificate
  - iv. an indication of any classification
  - v. the signature of the Principal and Registrar of the College
  - vi. the date on which the award was conferred

### **The Handbook of Academic Policies and Procedures**

121. The Handbook of Academic Policies and Procedures (the HAPP) is the name used by the College for the collection of key policy, procedural and regulatory documents. The Handbook is structured to align with the QAA Quality Code for Higher Education and contains policy and procedural documents, flowcharts, student guidance leaflets and editable MS Word forms where necessary.

The following documents within the HAPP are an integral part of these regulations and should be consulted alongside them:

**Document Name**

Academic Misconduct - Policy and Procedures  
Academic Monitoring and review Overview  
Admissions – Applicant Appeals  
Admissions - Policy and Procedures  
Anti-Bullying and Anti-Harassment Policy and Procedures  
Assessment Policy and Procedures 2  
Disclosure Policy  
Drugs and Alcohol  
External Examiners  
Fitness to Study  
Interruption of Study Policy  
Mitigating Circumstances and Extensions - Policy and Procedures  
New Programme Approval - Procedure 20130121 Ver 1.0.pdf  
Procedure for agreeing study abroad arrangements  
Programme and Module Modification - Flowchart  
Programme and Module Modification Form  
Programme Suspension and Withdrawal - Flowchart  
Programme Suspension and Withdrawal - Form  
Programme Suspension and Withdrawal - Guidance  
Recognition of Prior Learning - Policy and Procedures  
Removing student from Collaborative Projects  
Student Academic Appeals  
Student Attendance and Academic Engagement  
Student Complaints  
Student Disciplinary  
Student Transfer to another Programme of Study

---

<sup>i</sup> Temporary variation to regulation agreed by Academic Board at its meeting on 3 May 2017.

<sup>ii</sup> Amendments agreed by Academic Board on 17 October 2017