



Academic Regulations

POSTGRADUATE PROGRAMMES

2024-25

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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.

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 programme validation. The Programme approval and validation procedures are set out in the College's Programme and Module Approval and Amendment policy, which articulates the mechanisms that exist to ensure the maintenance of academic standards and the quality of the student learning experience.

Scope of these Regulations

These Regulations apply to all student cohorts on programmes leading to a Rose Bruford College of Theatre and Performance validated award with effect from 2024/25 academic year.¹

They sit along the general regulations, policies and procedures available on the College's Document Resource and Information Service (DoRIS).

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

Aegrotat

Exceptional award of credit to a student although they may have missed all or part a module or assessment through illness or other Extenuating Circumstances.

¹ Prior to 1 August 2017, the College operated transitional regulations reflecting that awards of the College had previously been awarded by the University of Manchester. Awards studied under the validation of the University of Manchester were made under the relevant University of Manchester regulations in-place at the time.

Assessment component	An individual piece of work or a collection of pieces of work that forms a summative assessment.
Attempt	The number of times a student can take a module. This is normally a first attempt and then one subsequent attempt where assessment has not been successfully passed and therefore credit cannot be awarded (see Retake and Retrieval below).
Award	Rose Buford College qualification given to student following the successful completion of an approved programme of study.
Borderline	Where a student is eligible to be considered for a higher classification than that achieved based on the weighted average of their contributing marks. Borderline decisions are automatically made based on whether a student has achieved a stated qualifying weighted average and a preponderance of credit in the higher-class band at the stated level.
Co-requisite module	A co-requisite module must be studied simultaneously with, or before, another designated module within a programme of study.
Condoned Failure	The decision taken by an Examination 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 45-49.
Credit	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).
Examination Board	An Examination Board is held for each Programme to receive the results of students from Assessment Boards and to receive and consider the recommendations of the Extenuating Circumstances Committee and to agree the classification of degrees.
Exit award	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 they are registered.
Learning outcome/Learning Theme	What a learner is expected to know, understand and be able to demonstrate after completing a defined element of study. From September 2023 with the exception of Validated Institution provision, undergraduate College awards normally use learning themes, rather than learning outcomes.

AQSC	Academic Quality and Standards Committee. The Committee charged by Academic Board with responsibility for overseeing matters relating to learning and teaching and quality assurance and enhancement.
Major modification	A change or amendment to a programme of study or module that may significantly alter programme or module aims or learning themes/outcomes at programme or module level. It might also include the introduction of new modules within a programme, a change to or addition of mode of study or significant changes to assessment or other programme regulations.
Minor modification	A change or amendment to a programme of study or module that does not significantly affect aims or learning outcomes/themes. This might also include a reduction in the number of optional modules, 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
Module	A self-contained, formally structured, credit-bearing unit of study with explicit learning outcomes/themes.
Module specification	A document that defines key characteristics of a module, and includes learning outcomes/themes, modes of teaching and learning, and assessment schemes.
Pre-requisite module	A pre-requisite module is one that must be successfully completed before progressing to another designated module or stage within a programme of study.
Programme	A schedule of academic study and assessment which leads to an Rose Buford College award.
Programme Assessment Boards	A Board for each programme which considers the assessment marks of all students and the recommendations of the Extenuating Circumstances Committee, following the programme of study for agreement and for recommendation to the appropriate Examination Board.
Programme specification	A document that defines key characteristics of an award, including learning outcomes/themes, models of teaching and learning, assessment schemes, and how individual modules relate to qualification levels and contribute to the classification of awards.
Qualification level	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.
Quality Assurance Agency (QAA)	QAA is the independent expert quality body for higher education across the UK.

Recognition of Prior Learning (RPCL/RPEL)	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)
Retake	In the event a student fails a module or modules outright, the Examination Board may require the student to retake 'repeat' that module or module including attendance at scheduled sessions or classes and all assessment tasks.
Retrieval	A piece of assessed work that allows students to recover credit in the event they fail an assessment. The task will re-assess the same intended learning outcomes/themes as the failed component(s).
Retrievals Board	The College Committee responsible on behalf of Examinations Boards for considering and agreeing progression of students required to retrieve or retake modules or module components.
Trailing	Permission to retrieve failed assessments or modules while engaging in the next level of study.
Validation	The formal process whereby a new programme of study is critically appraised by Rose Bruford College 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 following as applicable to the individual award:
 - [Office for Students Sector Recognised Standards](#)
 - [Framework for Higher Education Qualifications \(FHEQ\)](#)
 - [UK Quality Code for Higher Education](#)
 - [The QAA Degree characteristics statements](#)
 - [QAA Subject Benchmark Statements](#)
 - [Higher Education Credit Framework](#)
 - Any requirements of Professional, Statutory or Regulatory Bodies (PSRBs)

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 of 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/themes for a module.

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

Rose Bruford College's practice is that each module should normally correspond to a multiple of 20 credits i.e. to 40, 60 etc credits, but that exceptions can be made where Academic Board are satisfied that there is good reason to do so.

Credits (CATs)	Credits (ECTs) ²	Notional Study time (hours)	Notional Study FT time (weeks)
20	10	200	5
30	15	300	7.5
40	20	400	10
50	25	500	12.5
60	30	600	15

² 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.

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/themes.
 - ii. A student will only be assigned credit after demonstrating through assessment that they have achieved the stated learning outcomes/themes.
 - iii. Credit cannot be normally assigned if no assessment has taken place or if the assessment has not been properly conducted.
 - iv. The number of credit 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 Extenuating Circumstances Committee, the Examination Board 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 Framework for Higher Education Qualifications has eight levels. Rose Bruford College can award credit at levels 4-7.
6. Postgraduate programmes consist of between 60 and 240 credits depending on the qualification awarded

Awards framework

7. Rose Bruford College currently confers the following awards:

FHEQ Level	Award	Minimum credit required for the award	ECTS	Minimum credits at ³ 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	360	180	90	45

³ 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.

	Degrees with Honours				
7	Postgraduate Certificate	60	30	60	30
7	Postgraduate Diploma	120	60	120	60
7	Masters of Arts	180	90	180	90
7	Masters of Fine Art (MFA)	240	120	240	120

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 sector recognised standards, such as the principles and precepts of the 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 for 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.
17. The full policy and procedures for validating new programmes including required approval documents along with additional guidance can be found in the Programme and Module Approval & Amendment Policy of the College.
18. Validated programmes of study are required to undergo a form of annual monitoring and a full periodic review normally at a maximum of 5-yearly intervals. Monitoring and review ensure that the health and currency of the programme are allowed and AQSC and Academic Board to satisfy themselves that the standard of education is being met.

Programme modification

19. Once approved, programmes remain in continuous approval. 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. The procedures to make changes to programmes and modules can be found in the Programme and Module Approval and Amendment Policy.

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 review of the programme.

Programme suspension or withdrawal

22. The detailed policy procedures and required documentation relating to programme suspension and withdrawal can be found in the Programme and Module Approval and Amendment Policy – Part C Programme Suspension/Withdrawal.

Admissions to postgraduate programmes

23. 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 [here](#).
24. An applicant wishing to join a postgraduate degree programme at Rose Bruford College should satisfy or expect to meet our general requirements for entry, as well as the specific requirements of their chosen programme. The College's Admissions Criteria is agreed each year and is published on the web page for the relevant programme.

Appeals and complaints regarding the admissions process

25. While the College seeks operate clear and impartial admissions and selection processes, the College 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 available [here](#).

Recognising Prior Learning

26. 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. The College's full policy, process and limits on recognising such prior learning is available [here](#). The College's policy on Student Transfer Arrangements is available [here](#).

- 26.1 The limits on Recognition of Prior Learning at PG level are as follows:

Programme	Credits	Permissible RPL
PGCert	60	N/A
PGDip	120	30 Credits
MA	180	60 credits (excluding the final dissertation project)
MFA	240	60 credits (excluding the final dissertation project)

- 26.2 The following exceptions to the limits for Recognition of Prior Learning have previously been approved by Academic Board, for the specific programmes stated.
- 26.3 Students joining the MA Devised Theatre Performance, MFA Advanced Devising Practice, and MA Integral Movement Performance Practice will be allowed exceptionally to seek RPEL as appropriate for up to 90 credits if those credits have been accrued through successful completion of the non-accredited programmes in Devised Theatre and Performance or Integral Movement and Performance Practice with arthausberlin (formally LISPA).⁴
- 26.4 Students joining the MFA Integral Movement Performance Practice, will be allowed exceptionally to seek RPEL as appropriate for up to 120 credits.
27. A Module or modules exempted under RPL 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.
28. Credit for prior learning may not be granted the dissertation module or its equivalent of an MA or MFA programme.

Registration and patterns of study

29. The period of registration will commence on the date the student enrolls on a programme.
30. For full-time postgraduate programmes, the maximum and minimum periods of study are:

Programme	Minimum	Maximum
PGCert	6 months	1 year
PGDip	1 year	2 years
MA	13 months	25 months
MFA	2 years	4 years

31. For part-time postgraduate programmes, the maximum and minimum periods of study are :

Programme	Minimum	Maximum
PGCert	1 year	2 year
PGDip	1 year	2 years
MA	25 months	4 years
MFA	3 years	5 years

32. The period of registration may be extended if:
- the student has to retrieve or retake a part of their programme of study, see paragraphs 57-70
 - the student has been unable to study or complete a year of study due to extenuating circumstances, see paragraph 56;

- iii. the student has been given permission to take a study break as described in paragraph 34.
- 33.** 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.
- 34.** 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 Extenuating Circumstances committee on a case by case basis. College's full policy and procedures for interruption of study can be found [here](#).⁵

Module outcomes and award of credit

- 35.** A student successfully completes a module by demonstrating achievement of specified intended learning outcomes/themes.
- 36.** 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 and includes periods of study abroad.
- 37.** The forms of assessment and its weighting and timing, and the ways in which the learning outcomes/themes are to be demonstrated through assessment, are set out in the module and programme specifications which are available on DoRIS.
- 38.** The principles and policies relating to assessment and marking practices used by the College can be found [here](#).

Minimum requirements for pass

- 39.** 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 and in compliance with all regulations relating to their programme of study.
- 40.** The minimum module pass mark for Rose Bruford College postgraduate awards is 50 this minimum applies to all assessments, modules, levels and final qualifications.
- 41.** 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

⁵ **Please Note:** In line with the requirements of HESA where a student interrupts their study for more than 2 years, and they do not return to study, they will normally be automatically withdrawn from their programme, unless the Extenuating Circumstances Panel agree that exceptional circumstances exist which would require a longer period of interruption to be permitted.

components tasks will be explicitly articulated in the programme and module specifications.

42. Students who fail to achieve the pass mark at the first attempt are required to retrieve work in order to achieve the necessary credits (see paragraph 57)
43. If a student fails to achieve the 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 45-49 (see paragraph 61)
44. A module that is awarded a mark of 44 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

45. The College's full policy relating to submission of work can be found in the Assessment Policy.
46. Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.
47. Student requests for extensions to assessment deadlines can only be granted by the Programme Director and/or appropriate senior academic leader (i.e. Dean or nominee) and must be accompanied by the appropriate documentation detailed in the Extenuating Circumstances policy. Extensions may only be granted up to a maximum of two weeks.
48. Where work is submitted after a published deadline or agreed extension and there are no accepted Extenuating Circumstances (see paragraph 56) 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.
49. Late work that would have failed to achieve the pass mark of 50 (irrespective of it being late) must be retrieved in the usual way for the purposes of credit accumulation, but the mark of 0 (zero) stand.
50. 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.
51. 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, 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.
52. 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.

Assessment grading and recording of marks/grades

53. All postgraduate assessment will be graded on a scale of 0-100
54. Marks/grades will only be returned to students to students after completion of quality assurance processes (e.g. moderation and second marking etc.) as detailed in the Assessment Policy.
55. All marks and classifications are provisional until confirmed by the relevant Examination Board

Extenuating Circumstances

56. The deliberation of the Examination Board will be as fully informed as possible. Personal, medical or other Extenuating Circumstances that might have adversely affected the performance of a candidate with all necessary written evidence should be considered by the Extenuating Circumstances Committee prior to Assessment Boards, so that recommendations then made to the relevant Examination Board. The College's full policy and procedures for Extenuating Circumstances (including Extensions) can be found [here](#).

Retrieval of Work

57. 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 one third of the credits of the programme, except where a student has been barred from undertaking a retrieval as a penalty for academic misconduct. Where a student fails more than one third of the credits, they must normally retake the failed modules in attendance.
58. A student who fails to gain the pass mark of 50 for compulsory modules or components within a module at the first attempt will be required to retrieve the failed module or component.
59. Retrieval assessment tasks must be designed to assess achievement of the same intended learning outcomes/themes 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.
60. 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 module mark will be capped at the minimum pass mark (50)**. 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).
61. Retrieval work that fails to achieve the pass mark will be referred to the relevant Examination Board. Provided that the mark falls within a range of 45-49, the

Examination Board may **condone the failure** and award credit accordingly up to a **maximum of 40 credits at any level**.

Please note that condonement can only be applied after a retrieval (second) attempt has been made.

62. Pass/fail competency-based elements may be retrieved at any point up to the appropriate Examination Board for that Level.
63. Work which is summited late and fails must be retrieved in the usual way. The retrieved work must be of a pass standard (50%) 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 48-49).

Timing of retrieval

64. Retrieval will normally take place at the earliest available opportunity and where practicable in time for the student to progress through an Examination Board in time for the start of the next academic year.
65. Where there is insufficient time for completion of the retrieval task before the Examination Board, or the Programme Director deems it would not be in students best interests, the retrieval task will be set over an appropriate period to the specific task post Examination Board. The Examination Board 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.
66. A Retrievals Board will be convened to allow for consideration of marks and make progression and qualification decisions for students who are required to retrieve work.

Retrieval of practical work

67. 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/themes;
 - ii. at the discretion of the Examinations Board, in-line with the limits on trailed credit (normally 40 credits), trail the retrieval task;

Retaking failed work

68. For the purposes of these regulations, a retake is defined as the requirement by an Examination Board, in the event 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.

69. A student who fails to gain 60 credits per level 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.
70. The maximum mark that can be awarded for a retaken module is the pass mark for that module.

Marks and classification of awards

71.

Classification	MA/MFA	PGCert	PGDip
Distinction	70-100		
Merit	60-69		
Pass	50-59	50-100	50-100

72. Examination Boards will consider a range of marks from qualifying modules in determining final classification.
73. **Postgraduate Certificates** and **Postgraduate Diplomas** as exit awards are not classified but awarded as pass qualifications only.
74. 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

75. Borderline Consideration affects those students whose overall mark is on the threshold of either Merit or Distinction.

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

Move to Distinction	<ul style="list-style-type: none"> i. the overall mark for the award is at least 68% and module marks equivalent to 90 credits for MA and 120 Credits for MFA are in the higher class ii. no mark lower than 60
Move to merit	<ul style="list-style-type: none"> i. the overall mark for the award is at least 58% and module marks equivalent to 90 credits for MA and 120 Credits for MFA are in the higher class ii. no mark lower than 50

76. There is no borderline consideration for a fail to pass award.

Please note: Borderline decisions are not discretionary but rely on the achievement of sufficient credit in the appropriate class band.

Where a student's final classification is within 0.5 of the next classification boundary (i.e. 59.5, 69.5) it will not be subject to the Borderline requirements above but will

instead be automatically be regarded as though rounded up to the nearest integer and the higher classification awarded. Marks will not be adjusted to reflect this change.

Academic misconduct

77. The College's full policy and procedures relating to Academic Misconduct (including plagiarism) can be found [here](#). This details the 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 AI, paid services, bribery or sabotage.
78. The penalties for academic misconduct vary depending on the level of study and the seriousness of the misconduct.
79. At level 7, all cases of alleged academic misconduct must be referred to an Academic Panel.
80. The constitution and conduct of the Academic Panel are detailed in the Academic Misconduct Policy and Procedures.
81. Students have the right to appeal any decision made by the Academic Panel as outlined in the Academic Misconduct policy.

External Examiners

82. 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.
83. The appointment of External Examiners is the responsibility of Academic Board.
84. External Examiners are ex officio members of their relevant Examinations Boards.
85. The role, rights and responsibilities of External Examiners is detailed in the College's External Examiners Handbook.
86. Every programme leading to an award of College will be considered by an Examination Board whose constitution and terms of reference will be consistent with those outlined in the College's Committee Handbook approved annually.
87. The purpose of the Examination Boards to receive the results of students from Assessment Boards and to receive and consider the recommendations of the Extenuating Circumstances Committee and to agree the classification of degrees
88. 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 Examination Board acting within its terms of reference and in accordance with these regulations. However, an Examination Board 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.

Validated Partners delivering programmes of study leading to an award of the College must hold Examination Boards that are constituted in-line with the requirements of the College's Committee Handbook. These Examination Boards must operate under these regulations.

Academic Appeals

89. 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 Colleges Student Academic Appeals policy and procedures, which can be found [here](#).
90. Appeals may only be made on the grounds outlined in the policy and must be made within the stated time limits.
91. Appeals will be heard by the Examinations Appeals Board as constituted within the Academic Appeals Policy.

Conferment of awards and degree certificates

92. 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 (or equivalent) of the College
 - vi. the date on which the award was conferred