



# Academic Regulations

UNDERGRADUATE 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.<sup>1</sup>

They sit alongside the general regulations, policies and procedures documents 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.

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<sup>1</sup> 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.

<b>Assessment component</b>	An individual piece of work or a collection of pieces of work that forms a summative assessment.
<b>Attempt</b>	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).
<b>Award</b>	Rose Buford College qualification given to student following the successful completion of an approved programme of study.
<b>Borderline</b>	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.
<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 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 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>Examination Board</b>	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.
<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 they are registered.
<b>Learning outcome/Learning theme</b>	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.
<b>AQSC</b>	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.

<b>Major modification</b>	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.
<b>Minor modification</b>	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 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/themes.
<b>Module specification</b>	A document that defines key characteristics of a module, and includes learning outcomes/themes, 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>	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.
<b>Programme specification</b>	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.
<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>	QAA is the independent expert quality body for higher education across the UK.
<b>Recognition of Prior Learning (RPCL/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 'repeat' 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/themes 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 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 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, but that exceptions can be made where Academic Board are satisfied that there is good reason to do so.

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
60	30	600	15

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<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.

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 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 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 (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	12060	120	60

<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.

7	Masters Degrees	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 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.
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 and allow 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/themes or undermine the contract entered into with students at the point of admission.
20. Such modification may be considered minor or major. The procedure 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 full 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 undergraduate 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 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. The College's Admissions Criteria is agreed each year by Academic Board and is published on the web page for the relevant programme.

### Appeals and complaints regarding the admissions process

25. 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 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.
27. The College's full policy and process for recognising such prior learning is available [here](#). The College's policy on Student Transfer Arrangements is available [here](#). The limits on the amount of RPL that can be claimed and any variations to these applicable to specific programmes, are stated below:  
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.<sup>4</sup>

28. 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.
29. Credit for prior learning may not be granted for the final stage (level 6) of a Bachelor's Degree.

## Registration and patterns of study

30. The period of registration will commence on the date the student enrolls on a programme.
31. 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.
32. 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<sup>5</sup>, subject to any exemptions outlined in paragraphs 34 – 35.<sup>6</sup> Students on online programmes may request one deferral only per module.
33. The period of registration may be extended if:
  - i. the student has to retrieve or retake a part of their programme of study, see paragraphs 70 75);
  - ii. the student has been unable to study or complete a year of study owing to extenuating circumstances, see paragraph 58;
  - iii. the student has been given permission to take a study break as described in paragraph 36.
34. 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

35. 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;

<sup>4</sup> (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>5</sup> To be consistent with HESA requirements, normally the minimum amount of credit that will be studied on a Part-time Undergraduate programme in an academic year is 30 credits, and the maximum amount of credit that will be studied on a Part-time Undergraduate programme in an academic year is 90 credits.

<sup>6</sup> As at 2024/25 Academic Year all part-time UG programmes are currently on teach out.

- 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.

36. 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. The College's full policy and procedures for interruption of study can be found [here](#).<sup>7</sup>

### Module outcomes and award of credit

- 37. A student successfully completes a module by demonstrating achievement of specified intended learning outcomes/themes.
- 38. 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. For any periods not specified within a programme specification, the maximum amount of credit which can be awarded for study abroad is 40 credits.
- 39. The forms of assessment, their 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.
- 40. The principles and policies relating to assessment and marking practices used by the College can be found [here](#).

### Minimum requirements for pass

- 41. 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 in compliance with all regulations relating to their programme of study.
- 42. The minimum module pass mark for Rose Bruford College undergraduate awards is 40.<sup>8</sup> This minimum applies to all assessments, modules, levels and final qualifications.
- 43. Normally the minimum mark for a module is aggregated from any component assessment tasks.<sup>9</sup> Elements that require the student to achieve the pass mark in specific components tasks will be explicitly articulated in the programme and module specifications.
- 44. 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 59-72)

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<sup>7</sup> 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.

<sup>8</sup> For BA (Hons) Acting and BA (Hons) Actor Musicianship, level 4 students will be given pass/fail marks for each module. A fail may be condoned if it meets the criteria specified within the programme specification.

<sup>9</sup> For BA (Hons) Acting, Actor Musicianship and European Theatre Arts, students are required to pass all elements of all modules at all levels.

- 45. 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 63)
- 46. A module 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**

- 47. The College’s full policy relating to submission of work can be found in the Assessment Policy.
- 48. Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.
- 49. 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.
- 50. Where work is submitted after a published deadline or agreed extension and there are no accepted Extenuating Circumstances (see paragraph 58), 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.
- 51. 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.
- 52. 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.
- 53. 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.
- 54. 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**

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

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

56. 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.
57. All marks and classifications are provisional until confirmed by the relevant Examination Board.

### Extenuating Circumstances

58. 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 Board, so that recommendations can then be 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

59. 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. Where a student fails more than 60 credits, they must normally retake 'repeat' the failed modules in attendance.
60. 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.
61. 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.

62. 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 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).
63. Retrieval work that fails to achieve the module pass mark will be referred to the relevant Examination Board. Provided that the mark falls within a range of 35-39, 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.**
64. Pass/fail competency-based elements may be retrieved at any point up to the appropriate Examination Board for that Level.
65. Work which is submitted late and fails to achieve the pass mark 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 50-51).

#### **Timing of retrieval**

66. Retrieval will normally take place at the earliest available opportunity<sup>10</sup> and where practicable in time for the student to progress through an Examination Board in time for the start of the next academic year.
67. Where there is insufficient time for completion of the retrieval task before the Examination Board, the retrieval task will be set over the summer vacation period. 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.
68. A Retrievals Board will be convened 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**

69. 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 Examination Board, in-line with the limits on trailed credit, trail the retrieval task (see paragraphs 73-75 )

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<sup>10</sup> For UG programmes this is normally the summer period.

## Retaking of failed work

70. 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.
71. A student who fails to gain 60 credits at the first attempt will be required to retake the failed modules in full attendance at scheduled classes/sessions at the appropriate point in the following year
72. 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

73. 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.
74. If it is not possible to retrieve a module or component at level 4 or level 5, students may at the discretion of the Examination Board trail up to a maximum of 40 credits which will be completed during level 5 or 6.

### **Please note:**

- Where credit is trailed from level 4 into level 5 it is not possible to progress to level 6 until that trailed credit has been completed.
  - Where level 5 credit is trailed into level 6 it is not possible to complete the programme, until that trailed credit has been completed.
75. If the Examination Board 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

76. Progression between levels is based on credit accumulation. Each level of an undergraduate programme consists of a total of 120 credits.
77. A student will progress from one level to the next of an undergraduate programme, if either they:
  - i. achieve the minimum pass in modules detailed in the programme specification totalling 120 credits at first or second (retrieval) attempt;**or**

- ii. 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**

- iii. 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

78. 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 70-72)

### **Marks and classification of awards**

79. **Honours Degrees** are classified as:

**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

80. Examination Boards will consider a range of marks from qualifying stages in determining final classification (where these are varied a schedule will be added to the Schedules of Considered Marks. The most up-to-date Schedule can be found [here](#)).

81. **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.

82. 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**

83. 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).<sup>11</sup> Borderline Consideration will not apply if there is a mark in the qualifying modules that is 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:<sup>12</sup>

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<sup>11</sup> For the avoidance of doubt level 4 marks do not contribute to either final classifications or the marks/credits required to meet the Borderline regulation.

<sup>12</sup> Students on BA (Hons) American Theatre Arts are subject to a varied form of borderline due to the way modules studied abroad contribute to the classification of awards. For ATA students, this means that the following thresholds are used: module marks equivalent to 80 credits are in the higher class of which 40 credits must be at level 6.

<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 <b>60 credits must be at level 6</b> 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 <b>60 credits must be at level 6</b> 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 <b>60 credits must be at level 6</b> and,</li> <li>ii. no mark lower than 40</li> </ul>

84. 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.

**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. 49.5, 59.5, 69.5) it will not be subject to the Borderline requirements above but will instead be automatically 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

85. The College's full policy and procedures relating to Academic Misconduct (including plagiarism) can be found [here](#). 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 AI, paid services, bribery or sabotage.
86. The penalties for academic misconduct vary depending on the level of study and the seriousness of the misconduct.
87. 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.
88. At level 6, all cases of alleged academic misconduct must be referred to an Academic Panel.
89. The constitution and conduct of the Academic Panel are detailed in the Academic Misconduct Policy and Procedures.

90. Students have the right to appeal any decision made by the Academic Panel as outlined in the Academic Misconduct policy.

### External Examiners

91. 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.
92. The appointment of External Examiners is the responsibility of Academic Board.
93. External Examiners are ex officio members of their relevant Examinations Boards.
94. The role, rights and responsibilities of External Examiners is detailed in the College's External Examiners' Handbook.
95. Every programme leading to an award of the College will be considered by a Examination Board whose constitution and terms of reference will be consistent with that outlined in the College's Committee Handbook approved annually.
96. The purpose of the Examination Boards is to receive the results of students from Assessment Boards, to receive and consider the recommendations of the Extenuating Circumstances Committee, and to agree the classification of degrees.
97. 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 Institutions 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 unless variations have been agreed by the Academic Board.

### Academic Appeals

98. 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 [here](#).
99. Appeals may only be made on the grounds outlined in the policy and must be made within the stated time limits.
100. Appeals will be heard by the Examinations Appeals Board as constituted within the Academic Appeals Policy.

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

101. 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
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