



SCHOOL OF
ADVANCED STUDY
UNIVERSITY
OF LONDON

Quality Assurance Framework for Postgraduate Teaching

with effect from October 2016

sas.ac.uk

QUALITY ASSURANCE FRAMEWORK

2016–17



UK Quality Assured

Reviewed 2011

The Quality Assurance Agency's mission is to safeguard standards and improve the quality of UK higher education. Its kitemark assures students that the School of Advanced Study, University of London has undergone a review and achieved a successful result through an independent quality assurance process.

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ESSENTIAL BACKGROUND

The Quality Assurance Framework should be read in conjunction with the School's

[Admissions Policy](#)
[SAS Research Ethics Policy and Procedures](#)
[Academic Misconduct Procedures](#)
[Tuition Fee Policy](#)
[Equality Scheme](#)
[Disability Statement for Students](#)
[Research Code of Good Practice](#)

And with the University of London's

Regulations www.london.ac.uk/975
Ordinance 15: Termination of Registration on Academic Grounds (other than failure in a prescribed examination)
Ordinance 16: Fitness to Study
Ordinance 17: Discipline
Ordinance 18: Suspension and Termination of Registration of Students in Debt

School of Advanced Study

Student Charter

The School is the UK's national centre for the support and promotion of research in the humanities and social sciences. Its ten research institutes at the University of London offer a unique scholarly community in which to pursue postgraduate study and research.

The Charter below sets out the rights and responsibilities of the School and its students. Additional rights and responsibilities in connection with research students are set out at the beginning of Section 5.

THE SCHOOL'S RESPONSIBILITIES

The School undertakes to

- encourage its employees to treat students and colleagues equally and respectfully

and to provide

- high standards of teaching, support, advice and guidance
- access to activities that will enhance employability and personal development
- support for student participation in academic development and programme management, including elections of representatives
- clearly defined access to library and IT facilities
- clear deadlines and timeframes – in programme handbooks – for feedback on work submitted by students.
- programme handbooks for students which detail assessment criteria, contact hours, mode of delivery
- details on examination arrangements and regulations, academic guidance and support, appeals and complaints procedures
- clear information on programme costs, payment options and deadlines

Its teaching staff undertake to

- treat students responsibly and with respect
- familiarise themselves with the Quality Assurance Framework and School supervisory practice
- keep themselves up to date with best practice in relation to teaching and supervision, including undertaking, where appropriate, training in research student supervision
- be accessible to students during term time and advise them of any absences likely to exceed two successive weeks during the vacation
- respond to emails from students within a reasonable time-frame, and generally within three working days during term-time
- keep students informed in advance about prospective periods of leave and planned supervisory arrangements during the leave
- advise students on progress in a timely fashion and warn where work is not of the appropriate standard or is being produced too slowly, and of steps which might be taken to remedy the situation
- provide constructive timely feedback in writing on all written work submitted by the student and keep copies on file
- ensure that students understand the requirements of the degree, provide guidance on the examination process, and help students to prepare
- provide students with guidance as to essential reading, including information on where this may be found, before the start of the academic year if possible, or at induction
- avoid cancelling classes or meetings unless for a completely unavoidable reason, and always advise in good time; rearrange any cancelled classes/meetings
- treat student data with integrity and be aware of responsibilities in relation to the Data Protection, Freedom of Information and Equality Acts

STUDENTS' RESPONSIBILITIES

Students undertake to:

- observe the Statutes, Ordinances and Regulations of the University of London
- treat staff and their fellow students equally and respectfully

- attend induction, read documentation provided, including regulations for their degree and student handbooks
- participate in timetabled classes, attend meetings with tutors
- obtain agreement from their tutors, in advance, for any essential absences
- take responsibility for managing their own learning: actively engaging in their course; ensuring they spend sufficient regular time in private study; participating fully in group learning activities; maintaining a record, in consultation with their supervisors, of supervisory meetings; inform supervisors promptly if circumstances arise which are likely to affect their work; discuss any teaching/supervisor problems with their supervisor(s) or with Institute Director (or other senior staff member)
- submit assessed work by stated deadlines, actively participate in feedback
- familiarise themselves with guidelines on ethical research, data protection matters, and be aware of health and safety and intellectual property implications
- make prompt payment of charges made by the institution
- support programme representatives and participate in systems which will lead to improvements in the quality of learning and teaching
- respect the physical environment of the University of London

SECTION 1

ACADEMIC STANDARDS AND QUALITY ASSURANCE

See also the Statutes, Ordinances and Regulations of the University of London

- 1.1 Degrees and diplomas based on programmes of study offered in the School of Advanced Study are awarded by the Vice-Chancellor to students registered in the School, under regulations made by, or under procedures approved by, the Collegiate Council of the University.
- 1.2 Regulation 1, Section D, 68 provides that the academic quality assurance procedures of the School shall be approved by the Collegiate Council and determines the matters that shall be included, particularly that regard shall be had to the relevant provisions of the Academic Infrastructure issued by the Quality Assurance Agency (QAA).
- 1.3 Definitions for the purposes of this Quality Assurance Framework are as follows:

‘School’ denotes the School of Advanced Study;
 ‘Board’ denotes Board of the School of Advanced Study;
 ‘Directorate’ denotes the Directorate of the School of Advanced Study;
 ‘Dean’ denotes the Dean of the School of Advanced Study;
 ‘Institute’ denotes an institute of the School of Advanced Study. There are ten institutes, as follows:

Institute of Advanced Legal Studies (IALS)
 Institute of Classical Studies (ICS)
 Institute of Commonwealth Studies (ICWS)
 Institute of English Studies (IES)
 Institute of Historical Research (IHR)
 Institute of Latin American Studies (ILAS)
 Institute of Modern Language Research (IMLR)
 Institute of Musical Research (IMR)
 Institute of Philosophy (IP)
 Warburg Institute (WBG)

‘degree’ and ‘diploma’ denote a degree and a diploma of the University of London;
 ‘student’ denotes a student proceeding to a degree or a diploma of the University, based on a programme of study offered in the School;
 ‘programme’ denotes the overall package of courses or modules and dissertation (if appropriate) taken by a student leading to a degree or diploma;
 ‘programme regulations’ denotes the regulations specific to a programme of study, supplementary to the general regulations;
 ‘programme specification’ denotes the description of a programme in terms of learning outcomes and the means by which those outcomes are achieved and demonstrated, as required by the Quality Assurance Agency (QAA);
 ‘Occasional student’ status shall be accorded to persons, not being students or external students, who are registered by the School whilst taking a module(s) but with no intention of studying for an award of the School. Such students may be registered at another institution.

- 1.4 Common acronyms are as follows:
- | | |
|------|--|
| AQSC | Academic Quality and Standards Committee |
| HDC | Higher Degrees Committee |
| RDC | Research Degrees Committee |
| RTSC | Research Training Sub-Committee |
| MCP | Mitigating Circumstances Panel |

SECTION 2

EXERCISE OF RESPONSIBILITY IN THE SCHOOL

THE BOARD

- 2.1 The Board:
- (1) shall approve and keep under review this Quality Assurance Framework
 - (2) may delegate to the School's Academic Quality and Standards Committee (AQSC) responsibility for agreeing the procedures, regulations and requirements contained or referred to herein
 - (3) shall determine procedures for approval of new programmes of study
 - (4) shall approve new programmes of study and significant changes to programmes of study
 - (6) shall review programmes of study normally at intervals not longer than five years
 - (7) shall report to the Collegiate Council as required
 - (8) shall provide information to government and other official agencies as necessary, either through the University or direct, as appropriate

ACADEMIC QUALITY AND STANDARDS COMMITTEE

- 2.2 The Academic Quality and Standards Committee (AQSC) shall constitute one representative from each teaching institute of the School; two student representatives; up to three members external to the University; the Chief Operating Officer and Registrar of the School, and the chair of the RTSC.
- 2.3 The AQSC shall exercise its responsibilities under 2.1(2) above so as to establish and maintain:
- clear principles and procedures to enable the School to carry out its responsibilities in regard to quality assurance
 - mechanisms to ensure that such principles are respected and to enable it to respond with authority on the School's behalf
 - mechanisms to ensure full and proper response to the relevant demands of the University and of government and other official agencies, including the QAA
- 2.4 AQSC will consider and recommend to the Board of the School of Advanced Study (SAS) policies and procedures necessary to maintain and enhance the academic standards and quality of all programmes of study, wherever they are delivered, taking account of local, national and international developments. Thus it will:
- 2.4.1 Consider and recommend to the Board:
- the introduction of new programmes of study leading to qualifications of the University of London
 - proposals for the termination of specific programmes of study
 - suspension of programme regulations and where necessary to review the policy implications of such requests
- 2.4.2 Consider and report on to the Board small changes to existing programmes, such as the introduction of new modules, and where necessary on any implications for School policy of such changes.
- 2.4.3 Where the Dean of the School, as chair of AQSC, considers it appropriate, small changes (such as described in 2.4.2) may be referred to the Board for its approval.
- 2.4.4 Consider and approve External Examiner nominations.
- 2.4.5 Consider the implications arising from the following matters, and make recommendations, as appropriate, to the Board:
- (i) reports from external agencies or professional bodies on the quality of the School's provision
 - (ii) periodic programme reviews
 - (iii) student evaluations and responses
 - (iv) internal audits
 - (v) summaries from external examiners' reports
 - (vi) the operation of the SAS Complaints Procedure
 - (vii) issues arising from the Staff/Student Liaison system
 - (viii) issues arising from the University of London concerning the quality of academic standards
- 2.5 AQSC shall bring to the attention of the Board such other matters as may be appropriate.
- 2.6 AQSC shall annually appoint, on the proposal of the Director of the institute concerned, a committee or committees of each institute offering a programme or programmes of study for taught Master's degrees, diplomas, or the degrees of MPhil and PhD. These committees – the Higher Degrees Committee (HDC) in

relation to taught Master's degrees and diplomas and the Research Degrees Committee (RDC) in relation to MPhil and PhD – may in some institutes be combined, and their names may vary from institute to institute. The HDC and RDC responsibilities are set out below in Section 4.

- 2.7 Where it appears to AQSC from any report by an HDC or RDC, from an external or intercollegiate examiner's report or from other information, that an institute is failing to comply with any of the requirements contained or referred to herein, or is otherwise departing significantly from good academic practice, AQSC shall request the institute to report by a prescribed date on the action taken to correct the default. In the absence of such a report, or if AQSC considers that the report received is unsatisfactory, AQSC shall refer the matter to the Dean (see 2.11 below).
- 2.8 AQSC shall report to the Board not less than twice per year on the discharge of these functions.

HIGHER DEGREES COMMITTEES (HDC)

- 2.9 An institute's HDC shall be responsible for implementation of the School's regulations and the programme regulations in relation to the programme or programmes of study offered by the institute for taught Master's degrees, certificates and diplomas (Sections 9 and 10).

RESEARCH DEGREES COMMITTEES (RDC)

- 2.10 An institute's RDC shall be responsible for implementation of the University's and the School's regulations in relation to programmes of study offered by the institute for MPhil and PhD degrees (Section 11).

THE DEAN

- 2.11 On receipt of a reference under 2.7 above, and in other cases (see 4.14) where it appears to the Dean that there is a failure or departure such as is there referred to which could significantly harm the interests of the School or of any student or class of students, the Dean, after consulting the Director of the relevant institute, and the Registrar of the School, may take such action compatible with University regulations and requirements as appears to the Dean best calculated to avert or minimise the harm, including, but not limited to, the substitution of his or her own decision for any which the relevant HDC or RDC has made or was competent to make. Any such action shall be reported by the Dean to the next meeting of the Directorate, which may confirm, vary or terminate it.

SECTION 3

PROVISION OF INFORMATION AND ADMISSION OF STUDENTS

See also Admissions Policy and the Accreditation of Prior (Experiential) Learning Policy

- 3.1 Institutes shall provide clear, accurate and up-to-date information to prospective applicants, to persons offered a place, and to students, through information on websites, prospectuses, regulations, individual letters, emails and so on. Hard copy publicity material must be checked and verified annually, along with the annual verification of online information.
- 3.2 Information may be provided in different formats at different times, as appropriate. It should include the following:
- 3.2.1 General
- the conditions for admission to a programme of study leading to a degree or other award
 - application and admissions procedures (including a commitment to respond to enquiries and applications within a stated period)
 - information and guidance for disabled students
 - fees and the payment of fees, including provision for payment by instalment; it should be stated clearly that non-payment of fees will result in de-registration; penalties for late payment should be stated
 - bursaries and scholarships, including eligibility conditions, mode of application
 - information for MPhil/PhD study should include the conditions under which 'continuation' (writing-up) fees may be payable by MPhil and PhD students
 - accommodation, careers and other student services
 - academic and non-academic support services
- 3.2.2 For postgraduate taught programmes
- programme regulations, relevant guidelines and procedures; teaching methods; information about the modules which may run, and clear details on restrictions or availability conditions
 - external examiner reports
 - programme specifications making explicit the intended outcomes of a programme in terms of knowledge, understanding, skills and other attributes. They should set out the teaching and learning methods that enable the outcomes to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements to the qualifications framework and to any subsequent professional qualifications or career
 - the conditions to be satisfied for the award of the degree and for the award of the marks of Distinction and Merit; methods and timing of assessment, including (where appropriate) the period within which students can expect coursework to be marked and returned
- 3.2.3 For MPhil/PhD programmes
- the duration of the course of study; supervision arrangements, including the name(s) of the supervisor(s); procedures for monitoring and reviewing progress, for transfer from MPhil to PhD, and for transfer to 'continuation fee' (writing-up) status
 - the code of conduct for supervisors and students
 - information about skills and research training
- 3.3 Information to accompany the offer of a place should make clear the obligations placed on and undertaken by students and should include information about the code of academic discipline, and appeals and grievance procedures (the offer of a place should state how they can be obtained if these particulars are not routinely provided).
- 3.4 Information should be given to applicants offered a place on the arrangements for enrolment, registration, induction and so on.
- 3.5 The School and the institutes should carry out inductions for students to provide information and guidance on academic organisation, the facilities available and the academic context, including, where appropriate:
- the location of the institutes within the School and the University
 - information on libraries, including entitlement and conditions of use of the Senate House Libraries (SHLs), institute libraries, and other relevant libraries
 - computer facilities
 - research and skills training
 - provision for disabled students, social, welfare, careers and advisory provision and so on

- 3.6 In all aspects of the provision of information and the admission of students, due attention must be paid to the University's Equal Opportunities policy and Data Protection guidelines, and the duties imposed on public bodies under the Equality Act.
- 3.7 All staff involved in the admissions process within the School and the institutes should be appropriately informed about policies and procedures. All academic staff involved in admissions decisions must have undergone training in diversity and equality.
- 3.8 The School should make appropriate provision for appeals in regard to admissions.

SECTION 4

QUALITY ASSURANCE PROCEDURES: POSTGRADUATE TAUGHT DEGREES

4.1 INSTITUTE HIGHER DEGREES COMMITTEES (HDC)

Membership and Constitution

The HDC shall, other than in special circumstances, be appointed by AQSC (see 2.6 above) and include:

- all the members of staff of the institute who are teachers on the taught Master's Degree programme(s) offered by the institute
- at least two persons of academic standing, who are not members of staff of the School, but who may be teachers on a programme(s) of the institute
- a student representative, elected annually by the students from among their own number, who will be present for items of non-confidential business and to provide feedback from the student body
- co-opted expertise as appropriate

4.1.2 The administrative manager of the institute, or his/her alternate, shall be in attendance for meetings of the HDC and the Director of the institute, where not a member of the HDC under 4.1.1, above, shall have the right to attend the HDC and shall receive all the papers.

4.1.3 The Secretary to the HDC shall be appointed by the Registrar of the School. The Registrar may also attend any/all meetings of the Committee or nominate a representative to attend.

4.1.4 Frequency of Meetings

The HDC shall normally meet once per term, and at least twice per academic year.

4.1.5 Responsibilities of the HDC

The HDC shall:

- (i) consider and make recommendations to the School's Academic Quality and Standards Committee (AQSC) on the following:
 - proposals for new programmes of study
 - significant changes to existing programmes of study
 - proposals for credit for courses undertaken at another institution
 - proposals for non-credit-bearing courses students may take within the University while registered for a Master's programme in the School (New programmes and significant changes in programmes of study are subject to approval by the AQSC and subsequent approval by the Board and Collegiate Council.)
- (ii) approve enhancements to existing programmes not requiring the approval of the AQSC
- (iii) determine the arrangements for the provision for credit for study and assessment undertaken at another institution or in non-degree courses within the University, where flexibility is allowed in a programme of study, and to monitor such arrangements
- (iv) monitor routinely the effectiveness of programmes of study and courses, through:
 - the monitoring of the allocation of students to tutors or advisers
 - the availability of teachers, module coordinators and programme directors for consultation by students
 - feedback from students through appropriate student representation including student surveys, staff-student liaison committees and student satisfaction questionnaires (see below)
 - reports from external examiners, external and internal reviews; opinions expressed by teaching staff, degree convenors and other staff; and reviews by the QAA or similar or successor regulatory organisations [For further guidance see section 4.8 below]
- (v) from time to time, receive reports from meetings between teachers, students and other staff, and to take action or make recommendations for action as appropriate
- (vi) appoint
 - internal examiners for each programme
 - the chair of the Board of Examiners
- (vii) make recommendations to AQSC for the appointment of external and intercollegiate examiners
- (viii) receive reports from the Board(s) of Examiners
- (ix) receive reports from external and intercollegiate examiners, and to take action or make recommendations for action as appropriate
- (x) keep under review programme specifications, guidelines and procedures for programme(s) of study, including methods for review and suspension of such guidelines and procedures and the information provided to applicants and students
- (xi) administer and assist in the preparation for the conduct of formal periodic programme reviews, at least quinquennially, and as and when required by AQSC
- (xii) report to AQSC on the implementation of recommendations of formal periodic reviews

4.2 **Parent committee reporting**

The parent committee of the HDC is the AQSC. The HDC shall transmit the minutes of its meetings to the AQSC and shall, through its minutes or otherwise, report to AQSC on the following:

- compliance with the requirement as to Boards of Examiners
- names and other relevant details of internal examiners appointed
- minutes of the relevant Examination Board(s)
- examination results and statistics in the form required
- any action taken in implementation of special procedures and grievance procedures
- any other information that AQSC may from time to time request

4.3 **Boards of Examiners ('Exam Boards')**

4.3.1 The Board(s) of Examiners shall act as (a) sub-Committee(s) to the HDC.

4.3.2 The Membership of the Board of Examiners shall be: all the teachers on the relevant programme(s), the external examiner and the intercollegiate examiner;

4.3.3 The Terms of Reference of the Board(s) of Examiners shall be received at the outset of each meeting, and are as follows:

- to monitor marking schemes and other criteria of assessment, including assessment of coursework, in order to ensure comparability and consistency between the various components of the programme
- to monitor any other information required in order to fulfil the requirement of appropriate external quality assurance organisations that the totality of the programme of study and the requirement for progression within it, and the requirement for the student to achieve a satisfactory standard overall, are met
- to ensure that assessment is, and can be demonstrated to be, fair and impartial (as by second or double marking of scripts and anonymity of candidates at written examinations) to agree and confirm the marks awarded for examination scripts and dissertations
- to allow, within its powers of discretion, candidates to re-sit all, or parts, of an examination
- to consider special cases to report in the required form to the University of London International Academy the results of candidates and any relevant special matters including the award of Distinction and Merit, or the equivalent process under successor quality assurance reporting arrangements
- to keep an accurate record of discussions and decisions made, for transmission to the HDC and for onward transmission to the AQSC

4.3.4 **Boards of Examiners for distance learning programmes**

Programmes shall have a Board of Examiners which shall consist of all tutors associated with it and an external or intercollegiate examiner who has experience of distance learning.

The terms of reference for the Board of Examiners shall be as listed as above but shall have particular regard to ensure that the academic standard of the award is demonstrably comparable to those of awards delivered in the conventional manner.

4.4 **EXTERNAL AND INTERCOLLEGIATE EXAMINERS**

4.4.1 **Nomination and appointment**

Regard shall be given to the following:

- a) only persons of seniority and experience who are able to command authority should be appointed
- b) an external/intercollegiate examiner should not normally be appointed from a department in an institution where a member of the inviting institution is serving as an examiner, although exceptions may on occasions be unavoidable; for example, in the case of subjects taught only in a very small number of institutions
- c) former members of staff shall not be appointed as at their former institutions before a lapse of at least three years or sufficient time for students taught by that member of staff to have passed through the system, whichever is the longer.

4.4.2 Persons invited to act as external/intercollegiate examiners will be invited to advise the institute if they have any connections with any candidate on, or member of academic staff involved with, the relevant course, which would make it desirable for their appointments to be reconsidered.

4.4.3 External and intercollegiate examiners will be appointed annually. After service for a period of not more than four (normally consecutive) years, or, in exceptional circumstances, for such limited extension of this period as the AQSC shall determine he/she shall not be eligible for re-appointment until after a lapse of two further years.

4.4.4 External/intercollegiate examiners wishing to resign during their period of office should write formally to the Dean, giving sufficient notice for the appointment of a replacement.

4.4.5 The termination of an external/intercollegiate examiner's appointment during his/her period of office shall rest with the Vice-Chancellor as Chairman of the Collegiate Council. This power shall only be exercised after consideration of a formal report on which the Chairman of the Board of Examiners and the Chairman of the AQSC shall have had the opportunity to comment. Grounds for such termination shall include that criteria for appointment are found to have been breached, and failure to fulfil duties in a timely way.

4.4.6 **Duties and reporting**

The duties of external and intercollegiate examiners include the requirement that they have regard to the totality of a degree programme and that they be involved in and particularly influential in the decisions relating to the award of every degree. The external and intercollegiate examiner(s) does/do not have the power of veto. The Board of Examiners, in reaching a decision which is at variance with the view of the external and intercollegiate examiners(s), must be confident of the grounds for its decision and its minutes must provide a reasoned explanation for such decision. If an external or intercollegiate examiner is not able to endorse the Board's decisions the chair of the Board and the external/intercollegiate examiner shall make written statements to the Vice-Chancellor, who will assess and if possible resolve the issue.

4.4.7 External and intercollegiate examiners' reports should assess at least the following:

- the aims and objectives of the programme of study and the appropriateness of these to the level of the award to which they lead
- the suitability of methods of teaching and the adequacy of teaching as indicated by students' performance in examination (including coursework or continuous assessment)
- the suitability of examination methods to the aims and objectives of the programme of study
- the appropriateness of marking schemes for each element of assessment, of overall marking schemes for the programme and/or of schemes for the award of Distinction and Merit
- the fairness and impartiality of assessment procedures
- the standard of internal marking in the various modes of study included in the overall examination of the programme of study
- compliance with the regulations (e.g. on double marking, blind marking, approval of question papers and dissertation titles)
- the comparability of standard of programmes of study and of standard of assessment with equivalent programmes and assessment in the same or similar disciplinary areas in the UK (or, in the case of intercollegiate examiners, comparability with Colleges of the University), or such other comparison as may be appropriate

External and intercollegiate examiners are additionally invited to highlight areas of good practice with a view to enhancing the School's programmes generally.

4.4.8 External and intercollegiate examiners are required by the University to send their reports to the University within 15 days of the final examiners' meeting.

4.4.10 The Dean receives the reports of external and intercollegiate examiners from the Registrar. The Dean will forward reports, with such comments as may be appropriate, to the Directors of the relevant institutes. It is expected that the institutes will share these reports with at least the student representatives, and ideally with all students. Where the Dean is not satisfied with the action taken or proposed to be taken by an institute in response to a report, the Dean may refer the matter to AQSC for consideration and possible action under 2.7 or, if the urgency and importance of the matter warrants it, may proceed under 2.11.

4.4.11 External examiners' reports should be placed online where possible.

4.5 **APPROVAL OF A NEW PROGRAMME OF STUDY**

4.5.1 The approval of new programmes of study shall follow the procedure determined by the Board (see section 2 above). In approving new programmes of study and carrying out reviews of existing programmes the general guidance in the QAA Codes of Practice and Academic Infrastructure shall be taken into account. The approval and review processes shall take due account of external reference points, national qualifications frameworks and any relevant national/European Union legislation. See below for specific provisions regarding approval of distance learning programmes.

4.5.2 A proposal for a new programme of study for a Master's degree must be submitted by the institute concerned to the AQSC for consideration. AQSC will forward proposals with recommendations to the Directorate for formal acceptance, if appropriate, by the School.

4.5.3 The proposal should include the following:

- (1) justification in terms of:
 - academic rationale, including the relevance of the programme in the light of developing knowledge and practice in the discipline, and the relationship of the programme with the mission and strengths of the institute

- the local context: compatibility with and enhancement of existing programmes and anticipated demand for the programme
 - the national context: comparable existing provision
 - relevance (where appropriate) to areas of professional work
- (2) statement of staffing and other resources required and available (including staff outside the institute)
- (3) statement of consultation carried out, including consultation within the School and with external advisers (e.g. external examiners, external assessors), and with students

4.5.4 The details of the proposed programme should include:

- programme structure, including alternative pathways as appropriate, with short bibliographies for each module
- programme specification, including intended learning outcomes
- scheme of assessment
- programme regulations (including number of contact hours)
- a statement of intended fee levels
- target enrolment numbers and costings
- provision for student and staff feedback
- planning and intended timetable for review of programme

4.5.5 **Approval of a New Erasmus Programme of Study**

The approval of Erasmus Schemes shall follow the procedure determined by the Board. All forms of working with other organisations to provide higher education fall within the scope of the Quality Code, Chapter B10: Managing Higher Education Provision with Others and this Chapter must therefore be referenced throughout the proposal. In addition, the proposal must take account of the QAA Characteristics Statement: Qualifications involving more than one degree-awarding body (October 2015). This can be found in Annex 4. The HDC will be responsible for monitoring the effectiveness of the Erasmus Scheme and copies of reports made will be made available to the AQSC.

4.6 **Distance learning programmes**

- 4.6.1 Final approval of such courses will only be given after taking account of the results of field testing of distance learning resources and learning materials and external peer review. Programmes will be delivered in a manner which provides a learning opportunity which gives students a fair and reasonable chance of achieving the academic standards required for successful completion.
- 4.6.2 Programmes of study offered as distance learning are designed so that the academic standard of the award is demonstrably comparable to those of awards delivered in other ways.
- 4.6.3 The School will ensure that study materials delivered through web-based channels meet specified expectations of the University of London in respect of the quality of learning support material leading to one of its awards.
- 4.6.4 The HDC will be responsible for monitoring the effectiveness of the distance learning programme. Copies of reports made will be made available to the AQSC.
- 4.6.5 In addition to the HDC's responsibilities outlined in paragraphs 4.1 and 4.2 above, the HDC shall have particular regard to the following:
- that the system delivering the programme shall be tested regularly and shall include the establishment of an adequate back-up plan in the event of the failure
 - the educational aims and intended learning outcomes of the programme delivered online are reviewed periodically for their continuing validity and relevance and for ensuring quality and academic standards
- 4.6.6 The institute will ensure that:
- clear statements are made on the expected communication between parties in the system
 - access to tutors is provided for students on a regular, sufficient and published basis regular opportunities for inter-learner discussion should take place to facilitate collaborative learning and to provide a basis for facilitating participation in the quality assurance of the programme
 - students will have an identified academic contact through email, telephone and fax who can offer constructive feedback in academic performance and authoritative guidance on their academic progression for each element of the programme
 - students will have an identified administrative contact for general enquiries and assistance
 - all enquiries from students are handled promptly and sympathetically
 - students' progress is monitored regularly the delivery of materials should be secure and reliable, and there should be a means available for confirming safe receipt
 - there are adequate safeguards against potential malpractice in regard to remote assessment

4.7 PERIODIC REVIEW OF PROGRAMMES

The School has agreed that a minimum of one, and ideally two, Master's programmes should be reviewed each year, according to a schedule agreed by the Dean; and that each programme should be reviewed at intervals of no longer than five years.

4.7.1 Aims and objectives of periodic review

The aim of periodic review is to ensure the maintenance and enhancement of high quality academic provision by assessing the quality and standards of programmes and the achievement of students.

The periodic review of programmes will ensure that:

- (i) each programme meets its stated aims and objectives and is reviewed against appropriate points of reference including the University of London criteria for degrees and the QAA's *Framework for Higher Education Qualifications*
- (ii) programmes remain up-to-date in respect of current research and developing knowledge in the appropriate disciplines
- (iii) the academic standards of awards and the quality of the learning opportunities and the student academic experience are maintained and possibilities for enhancement are identified
- (iv) the extent to which students are achieving the intended learning outcomes is evaluated
- (v) where external bodies are involved in the delivery of the teaching, that there are appropriate mechanisms in place to guarantee the maintenance of quality and standards
- (vi) the resources available, including staffing, continue to support the programme and any required enhancement to it

4.7.2 The School's periodic review process

Periodic review will be administered by the institute through its HDC, on behalf of the AQSC.

The review will take the form of an independent peer assessment by a panel of assessors appointed by the Dean on the proposal of the institute, and reporting to the Dean. Members will receive an honorarium paid by the School. The panel should comprise:

- at least one academic adviser external to the School (who may not be, or have been, an external examiner on the programme), who will normally act as chair to the panel
- at least one academic adviser external to the institute, who may be from within the School
- if appropriate, a graduate from the programme

The panel will review the documentation prepared by the institute (see below for material to be supplied to the panel). The panel will be expected to meet, although it may be possible for some members to contribute remotely.

Representatives of the current or just-graduated student cohort will be invited to have input to the review. They may be interviewed by the panel, or even invited to sit on the panel itself.

Staff may be interviewed by panel members.

The panel will be asked to report using a prescribed template.

Once the review panel has concluded its deliberations, the institute will submit a report to AQSC including the following:

- a statement on how the review was conducted and the composition of the review panel
- the institute's Self-Evaluation report
- the panel review report as submitted by the panel chair
- any response or comments the institute considers may be necessary or useful to the AQSC in its consideration of the report
- the institute's recommendations in the light of the report (namely, continuation of the programme in its current form, continuation with modifications or deletion)

From start (that is, preparation of documentation and appointment of panel) to finish (report to AQSC), the review process should not be expected to take longer than nine months.

4.7.3 Documentation for the review panel

The institute should provide the following material for the review panel:

- Self-Evaluation report (see below)
- programme specification and programme regulations
- prospectus, student handbook and other guidelines
- details of, and reports by, Intercollegiate and External Examiners over the previous five years
- statistical data for the current academic year and the previous two academic years, including:
 - programme monitoring templates
 - numbers of applications
 - total enrolments, showing, academic qualifications (or other qualifications if appropriate); the home/EU and overseas split; age, gender, ethnicity and disability
 - results obtained, including number of awards of Distinction and Merit and number of failures and non-completions

- student, alumni and employer and/or doctoral supervisor feedback, including:
 - student feedback (over three years): a synopsis of feedback, how it was collected and sampled, and how the institute has responded to it (e.g. through a course review process)
 - feedback from former students: annual graduate survey results provide this, but the institute may also seek additional feedback from former students on the value of the programme and their 'student experience'
 - feedback from employers and/or doctoral supervisors: the institute should seek views from a sample of employers and/or doctoral supervisors of graduates, as appropriate, on their perceptions of the value of the programme
- reports by QAA (if appropriate)
- an account of staff development undertaken by the course team in the preceding period
- an explanation of changes in the programme made in the previous five years (e.g. new modules, significant module changes; significant changes in assessment and marking schemes; changes in programme regulations)

4.7.4 Self-Evaluation report

The Self-Evaluation is an internal assessment, carried out by the institute, of the strengths and weaknesses of the programme and, where weaknesses are identified, an indication of how they are being addressed. It is not intended to be an exhaustive re-working of the material listed in section 4.7.3, and should be brief (eight pages maximum). The institute may set up a sub-committee to carry out and produce the Self-Evaluation report. The following points should be covered:

- (i) Rationale for the programme, including overall aims and market demand
- (ii) Assessment of the effectiveness of:
 - teaching, learning and assessment and how they support achievement of the programme and aims and learning outcomes
 - student support mechanisms, including pastoral support and the monitoring of academic progress
 - student input and the use made of student feedback
 - external input, including responsiveness to comments from external and intercollegiate examiners
 - learning resources including library and information services, staff and accommodation
 - ways in which enhancement of the provision is achieved (for instance, through development of new modules, but also innovations in teaching and learning, such as revisions in types of assessment and teaching methods) and the dissemination of good practice
- (iii) consideration of results (including non-completions) and of the achievements of students in relation to the intended learning outcomes of the programme
- (iv) discussion of any future developments, concentrating on enhancement
- (v) if applicable, the monitoring of any collaborative teaching activity

4.8 ANNUAL PROGRAMME MONITORING: GUIDELINES

4.8.1 Each programme should be kept under review throughout the year and formally monitored by the institute's HDC (or equivalent) at least annually. Ideally, the previous year's programme should be reviewed at the first HDC of the next academic year, in order to allow changes required as a result to be implemented in time for the current year's programme, if that is feasible.

4.8.2 The information used for annual programme monitoring should include:

- (i) feedback from students, specifically:
 - student surveys/questionnaires. These should, as far as possible, be anonymous and should relate to each module on the programme; be returned to the teacher(s) as feedback; and be reviewed by the Director of the institute or such person or persons as may be delegated by the Director (who should be responsible for reporting to the institute's HDC).
 - staff-student liaison committees
 - student representative committees
 - informal feedback from students
- (ii) reports from the external examiners
- (iii) results of any external and internal reviews
- (iv) opinions expressed by teaching staff (including external teaching staff), degree convenors and other staff
- (v) statistical data on the year under review, including total enrolments: the home/EU and overseas split; age, gender, ethnicity and disability; and the results obtained, including number of awards of Distinction and Merit and number of failures and non-completions

4.8.3 As far as possible, the annual monitoring should benchmark its information, using nationally-available statistics where they are available and relevant. (For instance, the national PTES student survey will allow student satisfaction to be benchmarked effectively.)

- 4.8.4 The outcome of this monitoring exercise should be formally reported, via the HDC, to the School's AQSC in the following format:

External examiners' reports: How will the institute address the comments made by the external examiners? (Or how have they already been addressed?)

Feedback from students: What are the substantive issues, if any, raised by the students in their feedback? What action, if any, will be taken to address these?

Feedback from tutors and course convenors: Does consideration need to be given to the programme (or more broadly) in order to:

- improve the quality of resources available to students?
- reflect developments in the discipline?
- maximise the academic expertise existing in the current teaching staff?
- reflect developments and changes in teaching and learning practices?
- reflect changing employer needs?
- improve students' ability to perform to their full potential by ensuring that they are sufficiently challenged and empowered to take responsibility?
- respond to student demand?
- ensure that good practice is disseminated more widely across the School?

4.9 MARKING

- 4.9.1 Grade descriptors (see Annex 1) should be included in programme handbooks. They should be supplemented, where necessary, with discipline-specific guidance.

- 4.9.2 The practice of submission of early drafts of dissertations and (in some programmes) assessed work should be clearly stated in programme handbooks, and should be consistently and transparently implemented.

- 4.9.3 All assessed work must be submitted and marked anonymously. Marking and moderation practice should be consistently applied to ensure that assessment is, and can be demonstrated to be, appropriate to the discipline being taught; suitable for the material being assessed; appropriate to the means of assessment being used; accurate, consistent, fair, and impartial. To this end, all assessed work must be double marked and should be blind double marked where feasible and appropriate. The double marking should be clearly evidenced (e.g. in the feedback provided to students, on the feedback cover sheet. This will also enable the external examiner to undertake their role).

- 4.9.4 External examiners are required to oversee the moderation process but not act as a second marker or a moderator themselves. In the event of resolving differences between markers, there should be an audit trail to show how the final mark was agreed and clear evidence that moderation has taken place, such as feedback to the student by both markers either on the piece of work itself or by a separate feedback sheet.

4.10 FEEDBACK

For the purpose of guidance, feedback must be given to students on their performance in assessed coursework, using the approved feedback coversheet. Students have a responsibility to consider feedback on their work, to seek to understand it, and to act upon it. Such feedback must be:

- (a) Timely. It is acknowledged that students benefit from feedback on their work at a time when they will be able to use it and are most likely to take notice of it – for example, during a module rather than at the end. Timescales for feedback will be set out in student handbooks and students will be notified of any changes which may take place during the course of the year. The normal expectation is that no student should wait more than 21 calendar days for the return of assessed coursework
- (b) Constructive. Constructive criticism should be the overriding feedback style. Feedback is intended to identify areas for improvement as well as commending achievement and where possible relating to learning outcomes and grades; further reading, where appropriate, should be indicated. Students should be encouraged to reflect on their own performance, as well as receiving feedback from others
- (c) Personal. Written comments should be provided for all exam scripts and coursework and be clear and legible. These should be provided in a separate document but should enable students to understand to which part of their work the comments refer. Opportunities should be made for students to discuss feedback in person with the module tutor(s), and within reason to seek clarification and further feedback
- (d) Where feedback includes a mark or grade, students must be advised that marks are provisional until confirmed by the Examination Board which may amend marks in reaching its decision. There can be no appeals concerning matters of academic judgement

SECTION 5

QUALITY ASSURANCE PROCEDURES: POSTGRADUATE RESEARCH DEGREES

RESPONSIBILITIES OF RESEARCH STUDENTS AND SUPERVISORS

The below supplements the School's Student Charter, and outlines the particular responsibilities of the School's research students, their supervisors, and the School.

The research student is expected to:

- agree with the supervisor (or the subject supervisor where more than one supervisor is appointed) the topic for research, and work on that topic
- discuss with supervisor(s) the type of guidance and form of comment found most helpful
- agree on a schedule of meetings
- take appropriate initiative in raising problems or difficulties in research
- discuss training needs and opportunities, and undertake any research training or taught course or seminar required by supervisor(s)
- produce work in accordance with the plan and schedule agreed with supervisor(s), and, in particular, submit written material in sufficient time to allow for proper comment and discussion
- keep formal records of meetings with supervisor(s) provide formal progress reports as required (normally twice a year) discuss with supervisor(s) the preparation of the thesis and decide when to submit

The supervisory team is expected to:

- give guidance on the nature of the research and the standard expected
- advise on the planning of the research programme and appropriate training, and on the relevant literature and sources
- encourage familiarity with developments in the subject
- give advice about techniques and methods
- ensure that the student is fully aware of the progress of the work in relation to the expected standard and the agreed programme
- promote awareness of ethical and legal matters relevant to research, including plagiarism
- maintain contact through regular personal supervision in arrangements agreed with the student (which may include videoconferencing, at intervals of not less than two weeks during term times in the first year of study, and provide reasonable access for consultation at other times
- direct the student to undertake research training, attend taught courses, seminars, workshops and so on as necessary
- request written work as appropriate and return it with constructive criticism and in good time
- give detailed advice on completion dates of successive stages of the work, including the transfer from MPhil to PhD, so that the whole may be submitted within the scheduled time
- arrange for the student to present work to staff/graduate seminars
- keep formal records of meetings with students write reports on the progress of the work normally at least twice a year – such reports to be considered by the RDC within the prescribed progress review procedures and to be kept in the student's record
- record milestones achieved, such as transfer from MPhil to PhD, such reports to be kept in the student's record arrange for the necessary administrative steps to be taken and ensure the student receives any help necessary

The student's institute is responsible through its RDC and by other appropriate means, for ensuring that appropriate administrative procedures are followed, including the maintenance of records of meetings (of the RDC or of other bodies or persons in the institute if appropriate) and reports concerning progress of MPhil and PhD students.

5.1 INSTITUTE RESEARCH DEGREES COMMITTEES

5.1.1 An institute registering students for MPhil or PhD must have an RDC, or should designate its HDC or a sub-group of its HDC to exercise the responsibilities appropriate to an RDC. (See above, section 4, for an outline of the constitution and terms of reference for HDCs.) In the following, 'RDC' means such a committee or sub-group.

5.1.2 Membership and constitution

The HDC shall, other than in special circumstances, be appointed by AQSC (see 2.6 above) and include:

- except as in (3) below, no fewer than three members of the academic staff of the institute who are involved in supervision for MPhil or PhD degrees

- except as in (3) below, two persons of academic standing who are not members of staff of the School
 - in the case of an institute with few academic staff or where it is otherwise impossible to meet (1) or (2) to ensure a membership of three is achieved, one of which shall be from outside the School
 - a student representative shall be present for items of non-confidential business and to provide feedback from the student body
 - such other persons as may be appropriate
- 5.1.3 Where the institute has one committee combining the functions of RDC and HDC, or where the institute designates a sub-group of its HDC to exercise the responsibilities appropriate to an RDC, the composition of the committee shall be as specified in section 4 above.
- 5.1.4 The RDC shall meet once a term or at least twice a year.
- 5.1.5 The RDC shall be responsible for:
- implementation of the University's and the School's regulations in regard to monitoring and quality assurance of programmes for the degrees of MPhil and PhD organised by the institute
 - keeping under review the areas of research available in the institute for the degrees of MPhil and PhD
 - admission of students in accordance with the procedures determined by the School (see below)
 - appointment of supervisors in accordance with the procedures determined by the School (see below)
 - implementation of the School's practices in regard to the responsibilities of students and supervisors, administrative procedures, and grievance and complaints procedures (see Section 7, below)
 - monitoring research students' progress
 - approval of transfer of a student's registration from MPhil to PhD or from PhD to MPhil in accordance with the requirements set out below (5.18–5.19)
 - approval of transfer of a student's registration to writing-up status
 - arrangements for supervision, and monitoring and review of such arrangements
 - proposal of examiners for research degrees
- 5.1.6 In carrying out its responsibilities the RDC shall have regard to the adequacy of the staffing and other resources available to support the programmes of the institute, including (but not limited to) the adequacy of readily available library resources.
- 5.1.7 The RDC shall forward its minutes to AQSC and shall, through its minutes or otherwise, report to AQSC the following:
- compliance with the requirement as to provision of information
 - any action taken in implementation of special procedures and grievance procedures
 - permission to a student to undertake off-campus study and the conditions attached (see 11.16–11.18, below)
 - fulfilment of its obligations under 5.5 above
 - any other information that AQSC may from time to time request
- 5.1.8 **Research Ethics Policy**
- The School of Advanced Study expects students undertaking a taught or research degree involving any research to comply with the research ethics policy. This can be found in Annex 2 and is also available here: http://www.sas.ac.uk/sites/default/files/files/Files/sas_research-ethics-policy-final-0416.pdf
- 5.2 **ADMISSION OF STUDENTS** (see also Admissions Policy)
- 5.2.1 Admission of MPhil/PhD students shall require the agreement of the institute's RDC. Applicants should be interviewed when possible; when this is not practical other appropriate measures must be taken. The admission procedure should normally include the nomination of a main supervisor and co-supervisor(s).
- 5.2.2 The School's procedures, involving the Registrar's oversight of application documentation, must be completed before an offer of a place is made to a prospective student.
- 5.3 **APPOINTMENT OF SUPERVISORS**
- 5.3.1 The supervisors for each student will be appointed by the institute where the student is registered, by decision of each institute's RDC.
- 5.3.2 Only in exceptional circumstances will a student be assigned to a single supervisor. A team of at least two supervisors will be appointed; the main (or 'subject') supervisor must be appointed before the student registers; the co-supervisor(s) may be appointed after registration, but within the first term of study. Monitoring and review will thus be undertaken by a supervisory team of academics with defined

responsibilities.

- 5.3.3 The School will encourage its new and less experienced supervisors to develop competence through appropriate training and mentoring. New School supervisors who have not yet supervised a thesis to successful completion may not act as sole supervisors. They should instead co-supervise with more experienced supervisors. School staff who have not supervised a thesis to completion are required to complete supervisor training in order to be eligible to supervise.
- 5.3.4 The School will encourage the continuing enhancement of relevant skills among all its academic staff engaged in supervision. Experienced School supervisors should aim to engage, once a year, in an activity which enables them to reflect on and develop their supervisory practice. This activity may take the form of informal, short, issue-focused sessions, as required.
- 5.3.5 Persons to be appointed as supervisors will normally have a PhD qualification. This requirement may be waived where the supervisor has appropriate research experience. In these circumstances, this arrangement should be agreed by both the institute RDC and ratified by the AQSC.
- 5.3.6 There must be robust arrangements in place to ensure continuity of supervision, taking into account the duration of employment contracts or contracts for service. Where a supervisor is appointed from outside the institute, this should be under a contractual relationship, affording the necessary degree of academic and administrative control. In such circumstances, the external supervisor should be furnished with all relevant documentation relating to the programme, the School and University of London regulations. Further, in these circumstances, a Supervisor of Record from within the institute should be appointed.
- 5.3.7 **Definitions and responsibilities**

(a) *Supervisor of Record*

The Supervisor of Record will usually be the Director, or another member of the academic staff of the institute with appropriate seniority and experience. The Supervisor of Record has formal responsibility for students registered in the institute in particular to ensure that students are properly supervised, that appropriate records are kept and that proper reporting is made within the institute, the School and beyond.

The Supervisor of Record may be the subject supervisor or co-supervisor of particular students in the institute. Where a student's subject (main) supervisor does not have an appropriate position in the institute (e.g. if he or she is not a full-time member of the institute's staff) the Supervisor of Record will be part of that student's supervisory team and therefore will be one of the named supervisors for the student.

The Supervisor of Record will normally chair the institute's RDC.

(b) *Main Supervisor* ('Subject' Supervisor)

The main supervisor is formally responsible for supervision of the student, with primary responsibility for the student's academic progress. The main supervisor will be one of the named supervisors and will be the normal point of contact for the student. In the case of interdisciplinary studies, two co-supervisors may have equal responsibility. However, one must always be assigned as main point of contact for the student.

In order to be eligible for appointment as a main supervisor, staff must be:

- academic staff in the institute with appropriate knowledge and experience. Part-time academic staff must have a contract of employment at the institute for not less than two days per week and for a period extending at least three years from the student's registration date
- Research fellows with appropriate knowledge and experience, on Academic-Related Research Staff grades – subject to terms of their appointment, and under similar conditions as for part-time academic staff above

(c) *Co-supervisor*

A co-supervisor is appointed to provide particular expertise, or to support the subject supervisor in other defined ways. Co-supervision allows the formal involvement of academics from Colleges and from outside the University. The proportional responsibilities of main supervisor and co-supervisor will vary according to the requirements of each case.

In order to be eligible for appointment as a co-supervisor, individuals must either

- meet the conditions described above for main supervisor

or should be

- academic staff and research fellows in Colleges of the University or other HEI, subject to satisfactory contractual agreement

- suitable persons employed in ‘academic-related’ trades and professions – e.g. British Library, British Museum, the Bar and independent researchers/scholars, subject to satisfactory contractual arrangements and formal safeguards for continuity of supervision (see above)
- academic staff and research fellows in the institute who have insufficient experience to be appointed as main supervisors

5.3.8 Whenever possible, the appointed supervisors will see the student through to completion. If the main supervisor moves to another institution, (a) supervision may be transferred to another member of staff in the original institute, or (b) the student may continue to be registered at the institute, with a member of the academic staff of the institute appointed as main supervisor and the original supervisor as co-supervisor, or (c) the student may, subject to the agreement of all parties, be transferred to the supervisor’s new institution. If the supervisor retires, or his/her fixed term contract expires, the same provisions should apply – except that option (c) may not be available.

5.3.9 Supervision meetings. The expectation is that, in their first year, students should meet one of their supervisory team at least once a fortnight during term time, and at least every four to six weeks thereafter. It is recognised that face-to-face meetings are not always possible, and other methods of personal contacts (such as telephone, email, skype, facetime and other videoconferencing) is sufficient.

5.3.10 Feedback to research students on work submitted should be provided in as timely a manner as possible and normally within 21 calendar days.

5.4 **MONITORING AND REVIEW OF RESEARCH STUDENT PROGRESS**

5.4.1 The monitoring framework should include:

- formal review at RDC of each student’s progress twice a year, at set times
- the review, normally on a recommended template, should include written reports by both student and the supervisor(s), and a formal log of the training undertaken. It is recommended that, where possible, institutes should consider also including in their RDC a review (preferably face-to-face) interview with each student at least annually
- the results of progress reviews, including an agreed action plan/target/specific task, plus deadlines, should be recorded in the minutes of the RDC and in the student’s file

5.4.2 Subject to the above framework, the institute will determine the procedures for regular formal review and report of students’ progress. The procedures and timetable should be clearly set out in the institute’s regulations and guidelines, and information should be readily available to students.

5.5 **PROGRESSION AND UPGRADING OF RESEARCH STUDENTS**

The below timetables assume a normal rate of progress and a September registration.

5.5.1 **Full-time students: year 1**

- all students are registered initially as MPhil students
- at the start of their studies, students will be required to submit a research plan to their supervisor(s) outlining the thesis topic and broad aims, projected timetable and methodology, proposed sources and initial bibliography

5.5.2 **Full-time students: progression from year 1 to year 2**

In order to progress to a second year of study, students will be required, by the end of June in year 1, to submit to their supervisor(s):

- a substantial piece of written work based on original research and at least equivalent to a chapter in length
- a brief outline of the whole thesis

The work submitted must demonstrate the student’s ability to:

- engage critically with a range of primary sources and to provide an independent interpretation of them
- synthesise information and demonstrate that it provides context for the study
- organise arguments and ideas in a logical fashion

Having considered the written work the supervisor(s) may recommend:

- that the student progress to year 2
- that the student’s registration be terminated
- deferral of a decision for an agreed period, up to a maximum of six months, to allow the student time to rectify problems identified by supervisor(s). Deferral of a decision may only take place once per candidate

The supervisory recommendation is then submitted to the RDC of the institute for consideration. All recommendations are subject to the approval of the institute’s RDC and the usual academic appeals processes of the University of London.

5.5.3 Full-time students: year 2: upgrading from MPhil to PhD

If the student is considered to have progressed quickly enough by the end of year 1, the upgrade procedure may replace the year 1 to year 2 progression procedure described above. Normally, however, at some point between the end of year 1 and the end of year 2, in order to upgrade from MPhil to PhD, students should be required to:

- submit a substantial portion of the draft thesis (usually between 25% and 50%, but some supervisors will require substantially more) to an upgrade panel for consideration
- attend an interview with an upgrade panel

The composition of the upgrade panel should be as follows:

- an external assessor
- an assessor with knowledge of the topic
- the student's supervisor(s)

Having considered the written work and performance at interview, the upgrade panel may recommend to an institute's RDC:

- that the student be upgraded to PhD registration
- that the student should be advised to proceed towards a less substantial thesis for the degree of MPhil
- that the student should be allowed to reapply for upgrading, within a specified period (not more than nine months), to allow time to rectify problems identified by the panel. Reapplication for an upgrade decision may only take place once

The upgrade panel's recommendation is then submitted to the RDC of the institute for consideration.

All recommendations are subject to the approval of the institute's RDC and the usual academic appeals processes of the University of London.

Upgrade to PhD registration is conditional upon the RDC of the institute being satisfied that the work is of a sufficiently high standard.

Deferral of the upgrade procedure may be made for six months in exceptional cases (for example, if students are away for long periods of fieldwork).

In exceptional cases, the upgrade process may allow the student to submit written work to an upgrade panel without the accompanying interview. In these cases, the panel recommendation, once it has been endorsed by the institute's RDC, must be considered by the AQSC, accompanied by (a) a statement from the supervisor(s) as to why an upgrade interview is not necessary and (b) approval from the RDC of this exemption.

5.5.4 Part-time students: progression from year 2 to year 3

In order to progress to a third year of study, students will be required, by the end of June in year 2, to submit to their supervisor(s):

- a substantial piece of written work based on original research and at least equivalent to a chapter in length (see 5.5.2 above)
- a brief outline of the whole thesis

Having considered the written work the supervisor(s) may recommend:

- that the student progress to year 3
- that the student's registration be terminated
- deferral of a decision for an agreed period, up to a maximum of six months, to allow the student time to rectify problems identified by supervisor(s). Deferral of a decision may only take place once per candidate

The supervisory recommendation is then submitted to the RDC of the institute for consideration as above.

5.5.5 Part-time students: year 3–4: upgrading from MPhil to PhD

If the student is considered to have progressed quickly enough by the end of year 2, the upgrade procedure may replace the year 2 to year 3 progression procedure described above. Normally, however, at some point during year 3 and the first half of year 4, in order to upgrade from MPhil to PhD, students should be required to:

- submit a substantial portion of the draft thesis (usually between 25% and 50%, but in some supervisors will require substantially more) to an upgrade panel for consideration
- attend an interview with an upgrade panel (for the composition of which see above, 5.5.3)

Having considered the written work and performance at interview, the upgrade panel may recommend to an institute's RDC that:

- the student be upgraded to PhD registration
- the student should be advised to proceed towards a less substantial thesis for the degree of MPhil
- the student should be allowed to reapply for upgrading, within a specified period (not more than nine months), to allow time to rectify problems identified by the panel. Reapplication for an upgrade decision may only take place once

The upgrade panel's recommendation is then submitted to the RDC of the institute for consideration as above.

Deferral of the upgrade procedure may be made to the second half of year 4 in exceptional cases (for example, if students are away for long periods of fieldwork).

In exceptional cases, the upgrade process may allow the student to submit written work to an upgrade panel without the accompanying interview (with the conditions outlined above).

SECTION 6

ACADEMIC DISCIPLINE; COMPLAINTS; HARASSMENT AND DISCRIMINATION

6.1 ACADEMIC DISCIPLINE

The following regulations form part of the agreement made by the student in accepting the offer of a place to study for a degree or diploma in the School.

6.2 Attendance and academic performance

6.2.1 Students are expected to attend regularly the scheduled classes and seminars on their programmes and to be available for consultation with tutors with reasonable notice. A student who is unable to attend a class or other arranged meeting should inform the tutor or supervisor (via the appropriate administrative officer or directly). Prolonged absence caused by sickness must be reported to the institute, and medical evidence must be provided.

6.2.2 Attendance Policy for Tier 4 students

In addition to the above, if a student on a Tier 4 visa does not attend ten expected consecutive contacts, we are required to inform the Home Office and this might lead to withdrawing our sponsorship. Expected contacts include:

- (1) Attending formal academic or pastoral care activities including:
 - (a) A lesson, lecture, tutorial or seminar;
 - (b) A test, examination or assessment board;
 - (c) A meeting with a supervisor or personal tutor;
 - (d) A research-method or research-panel meeting, writing up seminars or doctoral workshops;
 - (e) An appointment with a welfare advisor or international student advisor;

- (2) Submitting:
 - (a) Assessed or unassessed coursework; or
 - (b) An interim dissertation, coursework or report; and

- (3) Registration (for enrolment or matriculation)

The module leaders for taught programmes and PhD supervisors will keep records of attendance. A student must contact their Student Officer in Registry or their supervisor by email if they wish to request to miss a contact due, for example, to illness. This request must be authorised and will be kept on file. If they have not sought permission, the following procedures will apply:

- (1) After three missed contacts, the student will be contacted by their Student Officer or Supervisor to ascertain the reason for absence;
- (2) After six missed contacts, the student will be contacted again by the Student Officer or Supervisor to ascertain the reason for absence and to inform them that the Programme Director and Registrar will be notified;
- (3) After eight missed contacts, the student will be invited to a meeting with the Programme Director and/or Registrar to discuss their attendance;
- (4) After nine missed contacts, the student will be written to officially informing them that they must get in touch and that the Home Office will be informed if one further contact is missed.

6.3 The provisions of Ordinance 15 [Termination of Registration on Academic Grounds (other than failure in a prescribed examination)] shall apply. A student's registration may be terminated on academic grounds where his or her academic performance, progress, attendance or attainment falls below the required standard in a way that suggests that the programme of study is unlikely to be completed satisfactorily or successfully. This includes (but is not limited to) absence from classes, seminars or other required activities, failure to submit required work, submission of work significantly below the required standard, and any other factors that impede academic progress, such as lack of cooperation with a tutor or supervisor.

6.4 Lateness in submitting written work in taught Master's degrees and diplomas, without cause acceptable to the institute, will result in a penalty in the mark awarded, or in the work not being marked. The sanctions, and the conditions for their application, must be included in the relevant guidelines and communicated to students.

6.5 The Board of Examiners will receive a report on mark deductions or other penalties for late submission of work.

- 6.6 Proceedings under Ordinance 15 are not disciplinary proceedings and termination of registration is not a disciplinary sanction. If the academic grounds constitute misconduct as defined in the Code of Student Discipline: Ordinance 17), then proceedings shall be instituted under that Code. This procedure shall not be used where separate procedures are provided under other Ordinances such as those in the case of debt (which includes a failure to pay fees or other charges) or where specific conditions relating to registration are not fulfilled, leading to cancellation of registration, failure to register or failure to renew registration.
- 6.7 **Warnings about academic performance**
A student whose academic performance gives cause for concern will:
(1) receive a written warning from the programme director (or equivalent) or supervisor, including the conditions that must be satisfied to remedy performance, when the conditions must be met, and to whose satisfaction
(2) be offered counselling by his or her personal tutor or by a senior officer of the School.
- 6.8 The warning may be repeated and the conditions may be varied after further meetings with the student. A written record shall be retained of any such warning and a copy sent to the student.
- 6.9 Registration may be terminated as set out in paragraphs 6.12–6.28 below in serious cases where:
(1) a warning would not be appropriate; or
(2) a warning cannot be issued (e.g. because the student cannot be contacted); or
(3) the warning is ignored; or
(4) academic performance remains unsatisfactory after due warning has been given.
- 6.10 **Academic insufficiency caused by medical or health reasons**
If it appears, or if the student alleges, that the academic grounds for termination of registration may be brought about by medical or health reasons, including mental ill health or substance abuse, the student's institute, before commencing proceedings may seek, and may require the student to seek, professional advice. The institute may require a student to undergo a medical examination or to provide evidence from a medical practitioner.
- 6.11 The institute shall consider the evidence and medical advice and the prospects of improvement enabling completion of a programme. In the light of this advice, the institute shall consider if a period of interruption of study would be more appropriate than termination of registration. Any material available to the institute shall normally be supplied to the student.
- 6.12 **Termination of registration**
Registration in respect of institutes of the School may be terminated on academic grounds by the Dean.
- 6.13 A recommendation that registration be terminated under Ordinance 15 may be made to a Director of an institute by a programme director (or equivalent) or the student's supervisor, but only after a warning has been issued and counselling has been offered as in 6.7 above, the time for satisfying any conditions in that warning has elapsed, and in any event not less than four weeks have elapsed since the written warning was issued. Proceedings may be initiated by a Director without such a recommendation, provided that the conditions mentioned in 6.7 have been satisfied.
- 6.14 The Director may (a) summarily dismiss the recommendation, at the Director's discretion, or (b) arrange for an interview with the student.
- 6.15 The student shall be sent written notice at least ten working days in advance of the interview, including the reason for it, a copy of all relevant information received by the Director and a copy of this Ordinance. The student may be accompanied during the interview by a member of the University and will be given an opportunity to speak and ask questions.
- 6.16 The Director may require attendance at the interview of other persons from the institute (normally the student's personal tutor or supervisor) and shall consider a request from the student for attendance of other persons. The interview will be conducted at a time and place and in a manner which seems to the Director most appropriate. The interview may be conducted notwithstanding the non-attendance of any other person provided that the Director and the student are both present.
- 6.17 The Director may reach a decision without interviewing if the student cannot be contacted or fails to attend after due notice.
- 6.18 After the interview, or the date fixed for the interview if the student was absent, the Director must within five working days reach one of the following decisions:
(1) that termination of registration is not justified; or
(2) that termination of registration is not justified but there are sufficient academic grounds to justify a recommendation for termination of registration unless a particular course of action is followed, or on some future event; or

- (3) that termination of registration is justified and a recommendation will be made to the Dean for the termination forthwith of the student's registration.
- 6.19 The Director shall within ten working days of the decision inform the student of the decision either orally (in which case it shall be confirmed in writing), or in writing, stating any conditions required under 6.18(2) above.
- 6.20 Where a decision under 6.18(3) is taken, the student will be given at least ten working days to make a submission to the Dean, who will consider the submission together with the recommendation in making a decision under 6.12 above. The Director shall inform the student of the right to make such a submission at the same time as the decision under 6.18 is communicated.
- 6.21 In accordance with 6.12 above, the Dean, having considered the recommendation and any submission by the student, may either terminate the registration, refer the matter back for further consideration or determine that the matter is closed.
- 6.22 The Dean shall inform the Director and the student of the decision, and of the right of appeal.
- 6.23 A request for a review of determination by the Dean under 6.21 may be made by the student to the Vice-Chancellor. Fresh evidence may be advanced in support of a review only where it could not reasonably have been made available at the time of the interview.
- 6.24 The Vice-Chancellor shall review the case and make such enquiries, if any, as the Vice-Chancellor deems appropriate. The Vice-Chancellor shall hold an oral hearing only if the Vice-Chancellor so decides, but normally will not do so.
- 6.25 If a hearing is to be held, the student shall be sent written notice at least ten working days in advance of the hearing, including a copy of all relevant information available to the Vice-Chancellor. The student may be accompanied during the hearing by a member of the University and will be given an opportunity to speak and ask questions.
- 6.26 The Vice-Chancellor shall either:
- (1) rescind the decision to terminate registration, with or without conditions; or
 - (2) confirm the termination of registration.
- 6.27 The Vice-Chancellor's decision after the review shall be final.
- 6.28 The Vice-Chancellor shall arrange for the student to be informed of the decision within ten working days either orally (in which case it shall be confirmed in writing), or in writing. If the student's registration is not to be terminated, the communication to the student shall state any conditions the Vice-Chancellor requires.

UNIVERSITY OF LONDON STUDENT COMPLAINTS AND ACADEMIC APPEALS PROCEDURE

- 6.29 The University of London is committed to providing the highest quality service to all students. However, the University recognises that students may sometimes be dissatisfied and to improve the student experience we welcome feedback. If a student wishes to make a complaint they should follow the three step procedure outlined below.
- It is recognised that making a complaint is a serious matter and it is treated as such by the University. The University seeks to reassure any student making a complaint that it treats all complaints confidentially and that making a complaint will not influence the progress of a student's study.
- The University of London Student Complaints and Academic Appeals Procedure (hereafter referred to as 'the Procedure') complies with the University of London Ordinance 19.
- 6.30 **Student Complaint**
- The University of London regards a complaint as any expression of dissatisfaction about our action or lack of action, or the standard of service provided by us or on our behalf.
- 6.31 **Academic Appeal**
- The University of London will only consider academic appeals relating to:
- Serious circumstances affecting the student of which the Board of Examiners was not made aware when confirming the final mark
 - Procedural irregularities in the conduct of assessment
 - Evidence of prejudice or bias against the student on the part of one or more of the examiners
- Students may not challenge the academic judgements of the examiners; in other words, work submitted for assessment purposes will not be re-marked.

I. Objective of this Procedure

- i. The University of London, through this Procedure, aims to resolve any complaints or problems quickly, fairly and simply. Therefore the University encourages resolution at the informal stage (Stage One) with the members of staff directly involved.

II. Who can make a complaint

- i. Any current student of the International Programmes or School of Advanced Study
- ii. Alumni of the International Programmes or School of Advanced Study within one year of graduation.
- iii. Groups of students

III. Scope of this procedure

This procedure covers but is not limited to:

- i. Student administrative support services and lifecycle issues, such as registration, examination entry, examination arrangements, and dispatch of study materials
- ii. Issues affecting the quality of the student learning experience, for example, programme materials
- iii. Appeals against the application of the regulations (see also point iv. below)

This procedure does not cover:

- iv. Examination results – the University will not consider an appeal against the academic judgement of the Board of Examiners
- v. Disciplinary processes
- vi. Academic offences
- vii. Complaints from anonymous individuals or from an un-attributable source
- viii. Appeals against admissions decisions. There is a formal University of London admissions appeals procedure for admissions decisions. Please refer to the International Programmes or SAS admissions website for further information or contact the University of London International Academy Student Advice Centre or SAS Registry.

IV. Timescales for making a complaint

- i. There is a context to each complaint and appeal and therefore timescales may vary.
- i. After a period of 12 weeks (96 calendar days), the basis of any complaint shall normally be deemed to have lapsed

V. Support and Guidance

For students of the International Programmes, the Student Advice Centre (SAC) is able to guide students in the use of the Procedure via the portal <https://my.londoninternational.ac.uk>. For SAS students, advice and guidance is available from the Registry.

6.32 The Procedure

1. Stage One: Informal Stage

Resolution within the department where the complaint arose.

- 1.1 Complaints or feedback on any aspect of the student experience should be raised initially with the member of staff of the University with whom the student has been dealing.
- 1.2 Dealing with a complaint at this stage may involve escalation to the line manager of that functional area. It is the responsibility of the line manager to ensure that complaints relating to their department are resolved in a fair and expeditious manner.
- 1.3 A record of all correspondence and telephone calls will be maintained.
- 1.4 Where the complaint relates to the application of regulations it should normally be made to the Programme Director in the first instance in accordance with Stage One of this procedure.

2. Stage Two: Formal Complaint

The Director of Quality, Standards and Governance acting on behalf of the Pro Vice-Chancellor (International) for International Programmes students and acting on behalf of the Dean of SAS for SAS students

- 2.1 If a complaint (or appeal against the application of regulations) is not resolved at Stage One, the complainant may refer the matter in writing to the Director of Quality, Standards and Governance at ac-cpq@london.ac.uk
- 2.2 The complainant should provide details of the complaint in a clear and succinct statement together with any available and relevant evidence.
- 2.3 It is at the discretion of the Director how the complaint is investigated and determined.
- 2.4 The Director may nominate a member of staff to carry out the investigation.
- 2.5 Acknowledgement of receipt of the complaint will normally occur by email to the complainant within three working days.
- 2.6 Following investigation the complainant will receive a written response upholding or dismissing their complaint. This will be sent via email, normally within twenty working days of receipt of the complaint.

If our investigation will take longer than twenty working days, we will tell you. We will agree revised time limits with you and keep you updated on progress.

3. Stage Three: Review Stage

The Deputy Chief Executive (for SAS or International Programmes, as appropriate) with the delegated authority of the Vice-Chancellor of the University of London

- 3.1 Stage Three is used when the following criteria are satisfied:
 - i) That the policies and procedures outlined above were not followed by University of London staff;
 - ii) That evidence which could not reasonably have been made available during Stage One or Stage Two has come to light;
 - iii) That the complainant has escalated the matter within a reasonable timeframe following the conclusion of Stage Two (normally within 12 weeks)
- 3.2 If a complaint (or appeal against the application of the regulations) is not resolved at Stage Two, the complainant may refer the matter in writing to the representative of the Deputy Chief Executive (*for SAS or International Programmes, as appropriate*) at ac-stage3@london.ac.uk
- 3.3 If the criteria (noted at 3.1) are not satisfied the complainant will receive this decision in writing.
- 3.4 If the criteria (noted at 3.1) are satisfied the Complaints Resolution Panel will be convened.
- 3.5 The Complaints Resolution Panel, appointed by the Deputy Chief Executive (*for SAS or International Programmes, as appropriate*), will consist of a Chair, a member of staff from within the University of London International Programmes or SAS (where relevant) and a student member.
- 3.6 The Chair of the Complaints Resolution Panel will be independent of the University of London International Programmes and SAS.
- 3.7 No member of the Panel will have a personal or other significant interest in the case to be considered, e.g. the student's personal tutor, in order to maintain objectivity.
- 3.8 The Panel will be presented with all documents relating to the case including any statement from the complainant in order to make a decision.
- 3.9 The complainant will not be requested nor have any right to appear before the Panel.
- 3.10 The University does not permit lobbying of the Panel by the complainant or his/her representative nor will the Panel consider any such lobbying.
- 3.11 Acknowledgement of receipt of the complaint will normally occur by email to the complainant within three working days.
- 3.12 The Complaints Resolution Panel will meet within twenty working days (excluding University vacation periods) of receipt of the complaint at Stage Three if the case is determined to have met the criteria outlined in 3.1.
- 3.13 The complainant will be informed in writing of the outcome within ten working days of the meeting of the Complaints Resolution Panel.

If the panel will take longer than the agreed timescales, we will tell you. We will agree revised time limits with you and keep you updated on progress.

4. The Office of the Independent Adjudicator

- 4.1 On completion of all stages of the Procedure, the issue may be referred in writing to the Office of the Independent Adjudicator (OIA).
- 4.2 Please note that the OIA require a **Completion of Procedures letter**, which can be requested from the office of the Vice-Chancellor via Vice-Chancellor@london.ac.uk
- 4.3 For details of the OIA please see the website: <http://www.oiahe.org.uk/>

UNIVERSITY OF LONDON ADMISSIONS APPEALS PROCEDURE

6.33 Stage 1:

An appeal against an admissions decision is (re)considered by the relevant Course/Programme Director.

Stage 2:

If there is no resolution at Stage 1, the appeal is then considered under Stage 2 of the University of London Student Complaints and Academic Appeals Procedure.

Please note that the Office of the Independent Adjudicator (OIA) cannot consider complaints about admissions (<https://www.oiahe.org.uk/making-a-complaint-to-the-oia/can-the-oia-look-at-my-complaint-complaints-wizard.aspx>).

HARASSMENT AND DISCRIMINATION

- 6.34 The following paragraphs reflect the provisions of Ordinance 19: Student Complaints (Annex 2: Model Procedure on Harassment, Discrimination and Bullying of Students).
- 6.35 The University does not consider it to be acceptable for a student to be subjected to discrimination or harassment in any form by a fellow student, a member of staff, or by any other person on University premises or in connection with their study in the University. If possible, the student should make it clear to the person causing offence that their behaviour is unacceptable. If direct representation is not possible, or is not effective, the student may seek help and advice as follows.
- 6.36 The student is advised to seek a confidential interview with the person designated in the student's institute. The 'person designated' shall be the Director of the institute unless otherwise stipulated. If the Director (or other person designated) is the subject of the complaint, the person designated will be the Dean of the School. The purpose of a confidential interview is to discuss the nature of the problem and arrive at an acceptable solution. Further action will not normally be taken without the express permission of the student. However, it will usually not be possible to deal with the matter adequately if such permission is withheld.
- 6.37 If the problem is serious or has not been resolved as a result of the confidential interview, the student may make a formal complaint (as set out in Annex 1 to Ordinance 19) which will lead to the initiation of disciplinary proceedings. It will be useful for the student to keep a note of the details and dates of relevant incidents.
- 6.38 Institutes will keep lists of organisations and individuals which will provide additional help and advice, especially in more serious cases.
- 6.39 The University's 'Policy in Respect of Offences that are also Criminal Offences' is set out at Annex 1 to Ordinance 17: Code of Student Discipline. A student who is the victim of a racial, sexual or physical assault may seek help from appropriate organisations, and may report the matter to the police.

SECTION 7

GENERAL REGULATIONS FOR STUDENTS OF THE SCHOOL

- 7.1 **General**
The General Regulations in this Section apply to all programmes of study for degrees and diplomas of the University offered within the School of Advanced Study. Particular regulations for taught postgraduate degrees, and for MPhil and PhD degrees are set out above.
- 7.2 The following degrees of the University of London may be awarded on the basis of programmes of study offered in the School:
- | | |
|---------------------------|------------------------------|
| PG Certificate (PG Cert) | Master of Science (MSc) |
| PG Diploma (PG Dip) | Master of Philosophy (MPhil) |
| Master of Arts (MA) | Doctor of Philosophy (PhD) |
| Master of Research (MRes) | |
- 7.3 A person may be enrolled as an occasional student at an institute as following a programme of study or a programme of research that does not have the purpose of obtaining any degree or diploma of the University (Section 10).
- 7.4 **Amendments to programmes**
Six months' advance notice will normally be given of the commencement of a programme of study not previously offered, or a combined programme in a combination of subjects not previously offered.
- 7.5 Save in exceptional circumstances, no amendment to the regulations for a programme will be authorised later than the commencement of classes or other formal tuition in the programme for the year in which the amendment is to take place.
- 7.6 **Entrance requirements**
In order to be registered for a degree or diploma programme in the School, a candidate will normally satisfy the entrance requirements and the conditions of admission set out in sections below, as appropriate. The School does, however, recognise that some education and professional experience (APL/APEL) can be suitable preparation and proof of ability and therefore a valid route into study. See Admissions Policy.
- 7.7 An applicant for registration will be required to meet any additional entrance requirements specified in the relevant programme regulations, including language and other tests prescribed by the institute.
- 7.8 An applicant for admission to a degree or diploma programme who fails to pass a prescribed qualifying examination, other than tests falling into the categories in 7.7 above, may only re-enter for the qualifying examination by special permission of AQSC.
- 7.9 **Registration as a student of the School**
Students register at an institute in the School, except that, where a Master's programme involves collaboration with a College of the University it may be agreed between the institute and the College that a student should register at the College. Such a student shall, nevertheless, be treated in all relevant respects as if he or she were registered at the institute.
- 7.10 Application for admission must be made in a form approved by the School and must follow the procedures of the School and the institute.
- 7.11 Except with the special permission of AQSC, a student
- (1) may not register concurrently for more than one degree or diploma of the University, or for any combination of such awards, except where the student wishes to register as part of a prescribed overseas study placement
 - (2) if they have entered an examination for a degree or diploma of the University, may not register in the School for another degree or diploma until the examination requirements for the first qualification are completed
 - (3) may not be registered as a student while registered as a student for an equivalent qualification of another university or other institution
 - (4) may not enter an examination leading to an award of the University who has been admitted as a candidate for examination leading to a comparable award of another university or other institution unless he/she has pursued a different and separate curriculum
 - (5) may not change their registration circumstances / status retrospectively or during the third term of any academic year. This includes, for example, changing from full-time to part-time (and vice-versa) or changing to writing-up status. The Registry must always be notified in advance of any changes and normally within the first two weeks of term.

- (6) may not interrupt their studies retrospectively. The Registry must be notified in advance of any interruption in order for requests to interrupt to be approved at School and/or institute level as appropriate. Requests to interrupt studies are usually only considered on the basis of extenuating circumstances.
- 7.12 Notwithstanding the provisions of paragraph 7.11 above:
- (1) an institute may register for a taught Master's degree a person who is registered for a qualification at a university or comparable institution outside the UK, provided that such registration has been approved by AQSC
 - (2) special arrangements will be made on a case-by-case basis, subject to the approval of AQSC, for students registered under joint supervision ('co-tutelle') agreements with higher education institutions outside the UK – see 11.2 below
- 7.13 No person who is registered as an external student of the University or as an occasional student of another higher education institution may be registered or enrolled concurrently as a student of the School.
- 7.14 Application for registration as a Master's student must normally be made prior to 31 August in the year for which registration is intended, and in any case not later than 1 November in the year for which registration is intended.
- 7.15 **Duration of study**
A programme of study must extend over the period of time prescribed in the regulations (see below).
- 7.16 **Examination marks and notification of results**
Feedback (see also section 4.10 above)
For the purpose of guidance, feedback will normally be given to students on their performance in assessed coursework. Where feedback includes a mark or grade, students must be advised that marks are provisional until confirmed by the Examination Board which may amend marks in reaching its decision. There can be no appeals concerning matters of academic judgement.
- 7.17 Institutes will publicise and use clear assessment criteria and marking schemes, and ensure that students are aware of, and understand, the criteria that will be used. Grade descriptors (see Annex 1) should be included in programme handbooks and will be consistently implemented.
- 7.18 Every candidate will be notified by the University of the result of his/her examination.
- 7.19 A diploma under the seal of the University will subsequently be delivered by the University to successful candidates.
- 7.20 **Fees**
To be read in conjunction with the School's Tuition Fee Policy and the University's Ordinance 18: Suspension and Termination of Registration of Students in Debt
Tuition fees are normally paid to the institute where the student is registered, except as noted in 7.9 above, where fees may be paid to the institute or to the collaborating College, according to arrangements for the particular programme.
- 7.21 The procedures for payment of fees, including provision for payment by instalment, will be determined by the School. Each institute will be responsible for implementation of the procedures, which may be subject to discretionary variation in particular circumstances.
- 7.22 Full registration or continued registration is conditional on the appropriate fee being paid. Penalties for late or non payment will be as indicated in the School's Tuition Fee Policy.
- 7.23 **Student indebtedness**
In addition to the provisions of 7.22, under the terms of Ordinance 18, an institute or the School may recommend to the Dean that the registration of a student who is in tuition fee debt to the University be suspended or terminated.
- 7.24 A recommendation for suspension of registration shall include a recommendation for the conditions that must be satisfied before suspension is lifted. These shall normally include a requirement that the outstanding debt be paid in full and may include undertakings to be given about future payments or other matters. Recommendations for termination of registration will only be made in serious cases of debt.
- 7.25 The Registrar shall maintain a register of persons whose registration is suspended or has been terminated. Information on examination performance will not be withheld from a person on the register, but they will not be allowed to graduate.

7.26 Further registration for the same degree

Except where the regulations provide otherwise, a student who has been awarded a qualification by the University may enter for the same qualification in a different subject or field of study provided that on each occasion the student shall register anew and shall comply with all regulations as if he/she were entering for the first time.

7.27 Applications for exemption

Application by a student for exemption from any of the regulations normally applying must be made to the Director of the institute to which the student is attached, who will refer the matter to AQSC with a statement stating whether the Director supports the application.

7.28 Revocation of degree and other awards

The School may recommend to the Vice-Chancellor the revocation of any degree, diploma, certificate or other award granted in accordance with University Regulation 1, if it shall be discovered at any time and proved to the satisfaction of the School that:

- there was an administrative error in the award made under the appropriate regulations and procedures; or
- subsequent to award a School Board of Examiners, having taken into account information which was unavailable at the time its decision was made, determines that a candidate's classification should be altered

7.29 Allegations of examination misconduct made after the award of any degree, diploma or certificate will be considered in accordance with Annex 2 of University Regulation 1.

7.30 Suspension of regulations

Suspension of regulations will only be considered in extraordinary cases, where extraordinary is taken as meaning very unusual or remarkable and these cases cannot be dealt with by any other means. For example, where there has been unusual hardship or students have been overtaken by exceptional events and circumstances beyond their control.

7.31 Requests for the AQSC suspension of regulations must be submitted in writing to the Registrar. Any such written submission must state the reason for the request and the case in support of suspension of regulations.

7.32 All requests for suspension of regulations and the decisions by or on behalf of the AQSC shall be recorded.

7.33 Wherever practicable the opinions of the relevant Committee and any of its relevant sub-committees or the advice of their chairs shall be sought by the Registrar in preparing a case for consideration.

7.34 Suspension of regulations may be determined by the chair of the AQSC on behalf of the Committee, particularly those where an urgent decision is necessary in the interests of admission or examination of a student or group of students and where amendment of regulation is inappropriate.

SECTION 8

REGULATIONS FOR POSTGRADUATE TAUGHT DEGREES

8.1 Programmes of study

The taught postgraduate degree is intended for award on the satisfactory completion, including formal examinations (assessed coursework, written examinations, dissertation and such other forms of examination as prescribed in the relevant programme regulations), of a prescribed programme of full-time study beyond the Bachelor's degree level of at least 12 months or its equivalent in part-time study.

8.2 New programmes of study, and significant changes to programmes of study, are subject to approval (see 2.1(4) above).

8.3 The School may make provisions for credit for study undertaken by students at other institutions or in non-degree courses within the University, during their period of registration for a degree or diploma, such provisions to ensure that at least one third of the programme and assessment is undertaken in the School and that this includes the final stage of the programme and assessment.

8.4 A list of the programmes of study for taught Master's degrees offered in the School and the programme regulations for these is given at Annex 3.

8.5 Entrance requirements (see also Admissions Policy)

The normal minimum entrance qualification for registration for a Master's degree in the School is:

- an upper second class honours degree of a UK university or an overseas qualification of an equivalent standard obtained after a programme of study extending over not less than three years in a university (or educational institution of university rank), in a subject appropriate to that of the programme to be followed; *or*
- a professional or other qualification obtained by written examination and approved by AQSC as an appropriate entrance qualification for the degree in question

8.6 Applicants possessing alternative qualifications obtained by written examination may be considered by an institute. An institute may take into account experience or work, at an appropriate level, evidenced by referees and written material. The institute may require such persons to pursue the programme for a period longer than the minimum period prescribed in the programme regulations and/or may prescribe a qualifying examination for such a candidate; such additional period shall be at least one year.

8.7 Applicants must satisfy any additional entrance requirements specified in the relevant programme regulations, including language and other tests prescribed by the institute.

8.8 An applicant who fails to pass a prescribed qualifying examination, other than tests falling into the categories in 8.7 above, may only re-enter for the qualifying examination by special permission of AQSC.

8.9 Duration of programmes

Programmes of study and the examinations associated with them shall be organised so as to fall into one or both of the following categories:

- a period of full-time study which shall normally be 12 months, the examinations being completed by the end of that period
- a period of part-time study normally of two years, during which candidates will be examined in accordance with the programme regulations

8.10 Notwithstanding the above, at the start of the programme or at a later stage the institute may require a student to pursue the programme for a period longer than the normal period.

8.11 Duration of study

The maximum period of study for a taught postgraduate programme run by the School, *including* interruptions of study, and satisfactory completion of all examinations, shall be no more than three years for full time and five years for part-time students for any single continuing registration.

8.12 Interruptions of study

Except for periods of maternity leave (see 8.12.1 below), students may interrupt their studies for one year. Students may continue their interruption for one further year only (maximum permitted interruption being two years) through successful application to the AQSC. Students who have not re-enrolled or communicated their intentions towards their studies by the end of the period of interruption shall be withdrawn from the programme.

8.12.1 General Provisions for Maternity and Paternity

The School adopts a flexible approach in compliance with the Equality Act. Students are encouraged to disclose their pregnancy to a nominated staff member to enable the School to support the student.

Students are advised to inform the School about antenatal appointments where they impact attendance.

Pregnant students and their partners can use Special examination arrangements (8.24), Deferral and withdrawal from examination or part of an examination (8.25) and Mitigating circumstances procedures (8.27) with regard to issues such as pregnancy-related illness, absence due to attendance of antenatal appointments and special examination arrangements.

International students who are pregnant must inform the Student Registry of their pregnancy. The Student Registry will facilitate contact with the Home Office for immigration advice given the change in circumstances. International Students are generally not eligible to maternity leave and are most likely to be advised to return home to have the baby.

The maternity and paternity provisions in 8.12.2 and 8.12.3 are applicable to still birth and neonatal death.

8.12.2 **Maternity Leave**

Students are entitled to maternity leave following the birth of their child. The period of leave will be agreed with the student on the basis of her personal circumstances and the structure and content of her course. At a minimum, students are required to take two weeks' compulsory maternity leave.

Students must inform the SAS in writing about their decision to take maternity leave at least 15 weeks before their due date. This will allow the School sufficient time to liaise with the student regarding the length and any necessary arrangements (such as communications during leave) for the duration of their leave.

8.12.3 **Paternity and Shared Parental Leave**

Students are entitled to a two weeks (10 days) paternity leave within three months following the birth of their child.

8.12.4 **Adoption Leave**

The provisions for maternity and paternity leave are valid for adoption leave.

8.13 **Off-campus study**

A student pursuing a taught postgraduate degree programme may be allowed, at the discretion of the relevant institute and provided that the programme regulations so permit, to spend a maximum period of six months, or an equivalent period in the case of a student pursuing a part-time programme, on project work under appropriate supervision at an organisation or institution approved by the institute as having a function relevant and suitable to the field of study.

8.14 **Examination**

Schemes of examination are prescribed in the programme regulations for each programme. Examination shall involve assessed coursework or unseen written examinations, or both, and a significant piece of individual work in the form of a dissertation or report; the latter may be based on a project or fieldwork. In the following, 'examination' refers unless specified otherwise to the total schedule of assessment prescribed in the relevant programme regulations.

8.15 The unseen written examination for each module, where applicable, shall take place on one occasion each year, as specified in the programme regulations, except where a special examination is permitted in the case of illness or other acceptable cause (see 8.24 and 8.25).

8.16 The schedule for submission of assessed coursework shall be as determined in the particular programme regulations.

Candidates must pay attention to word limits. For coursework exceeding the upper word limit by at least 10%, the work will be reduced by five percentage marks, subject to a minimum mark of a minimum pass.

8.17 The dissertation or report designated in 8.14 above will be examined on one occasion only in each year and the date for submission will be specified in the programme regulations.

8.19 To be awarded a degree a candidate must have:

- completed to the satisfaction of the School the programme of study prescribed
- been examined in all parts of the examination prescribed for the programme and shown a competent knowledge in the examination as a whole

8.20 A candidate must satisfy the examiners in the examination prescribed within two years from the completion of the prescribed period of study. This two-year period may be extended at the discretion of AQSC, but in no circumstances go beyond three years.

8.21 Entry to examinations

Entries to the examination must be received by the University by the date it has specified.

8.22 Candidates are bound by the regulations in force at the time of their entry to the examination.

8.23 No student will be admitted to an unseen written examination unless the certificate (on the examination entry form) of having attended the appropriate programme of study in accordance with the regulations has been completed by the authorised person (the Director, or an officer designated by the Director) in the institute to which the student is attached.

8.24 Special examination arrangements

The University's Regulations (Regulation 1: Section E, paragraph 92) for Special Examination Arrangements apply. The procedures in the School, pending approval by the Collegiate Council, are as follows: applications are sent to the University's Special Examination Services Officer. The authorised person in the candidate's institute must normally send an application for special examination arrangements in regard to a named candidate no later than six weeks before the date of the candidate's first examination. Applications after this date will only be considered in the case of sudden illness or injury.

8.25 Deferral and withdrawal from examination or part of examination

A student may be permitted to withdraw from an examination for which they are registered, or be granted an extension to an assessment deadline, at the discretion of the Programme Director of Studies, for an extension of assessment deadline, or the Mitigating Circumstances Panel (MCP; see paragraph 8.27 for details) for all other cases, provided that they supply evidence of illness or other good cause not less than seven working days before the commencement of the first examination which they are expected to sit or before the date of submission in the case of other assessed work. Evidence should be submitted on the form provided for this purpose.

8.25.1 In exercising their discretion the Programme Director or the MCP must be satisfied that:

- (a) the illness or other good cause would render the student unfit to enter the examination or to complete the assessment by the deadline
- (b) that the illness or other good cause would either:
 - (i) have a significant and adverse impact on the student's performance in the examination or other assessment; or
 - (ii) would prevent the student from sitting the examination or prevent the student from completing or submitting the assessment within the given time-frame

8.25.2 Where the Director of Studies/MCP is satisfied that the above conditions have been met, the student will both be withdrawn from the examination and deferred or, for other assessment, a new submission deadline will be set.

8.25.3 Except as provided for in 8.25.9 below, a student who is absent from an examination for which they are registered without having been permitted to withdraw, according to the provisions of Regulation 8.25 above, will be regarded as having attempted the examination, and will be awarded a mark of zero for that examination. Such a student may, at the discretion of the relevant Board of Examiners and on the recommendation of the MCP, be permitted to attempt the examination again if the regulations for the programme permit such reassessment (see Regulation 8.41 below).

8.25.4 Except as provided for in 8.25.9 below, a student who fails to submit material for assessment or submits after the deadline and has not made a request for an extension under 8.25 above, will receive a mark which has been adjusted according to the scale of for that assessment, penalties as agreed by the AQSC:

- (i) coursework for assessment but not including the dissertation, will be subject to the deduction of marks as follows:
 - a penalty of 10% of the mark awarded for work up to one week late
 - A penalty of 20% of the mark awarded for work between one and two weeks late

When work is more than two weeks late, the penalty to be applied is at the discretion of the institute. The institute reserves the right not to accept work submitted more than two weeks late; in such cases the mark recorded will be nil.

- (i) a dissertation handed in after the deadline will be subject to the same penalties as above, except that the institute reserves the right not to accept and/or mark a dissertation that is handed in after the deadline.

Such a student may, at the discretion of the relevant Board of Examiners and on the recommendation of the MCP, be permitted to attempt the assessment again if the regulations for the programme permit such reassessment.

- 8.25.5 A student who is registered for an examination and who is absent from that examination without having been withdrawn, or who fails to submit material for assessment by the deadline without an extension, according to the provisions of Regulation 8.25 above, may be retrospectively withdrawn in that examination, or granted a retrospective extension to the assessment deadline at the discretion of the Board of Examiners on the recommendation of the MCP, provided that they provide evidence of illness or other good cause prior to the meeting of the Board of Examiners at which the results for that examination will be determined and normally within seven working days of the examination having taken place or the assessment deadline. Evidence should be submitted on the form provided for this purpose.
- 8.26 **Constitution of the Mitigating Circumstances Panel (MCP)**
The MCP will comprise the Dean or his nominee; the Registrar; an external member of the AQSC and a Director of a non-teaching institute. It will be chaired by the Dean. The panel will sit at least one week before the date of the first Examination Board held by an institute, or at any other time deemed necessary by the MCP.
- 8.27 **Mitigating circumstances procedures**
In exercising its discretion the MCP must be satisfied that:
- (a) the illness or other good cause rendered the student unfit to enter the examination or to complete and submit the assessed work by the deadline that the illness or other good cause would either:
 - (i) have had a significant and adverse impact on the student's performance in the examination or assessed work; or
 - (ii) have prevented the student from sitting the examination
- 8.27.1 Additionally, the MCP must be satisfied that the student was unable, or for valid reasons unwilling, to request to be withdrawn from the examination or to request an extension to a deadline in accordance with 8.25 above.
- 8.27.2 Where the MCP is satisfied that the above conditions have been met, it will recommend to the Board of Examiners that the student either be retrospectively withdrawn from the examination or deferred, or, for other assessment, a new submission deadline will be set.
- 8.27.3 A student who presents him or herself for an examination or submits material for assessment will be deemed to have considered themselves fit to enter that examination or to undertake the assessment within the given time-frame, and any mark achieved in that examination/assessment will stand. Exceptionally, a student who entered an examination and completed that examination, or who was present at the examination but was unable to complete the examination, or who submitted material for assessment may, at the discretion of the MCP, be retrospectively withdrawn in that examination or offered another opportunity to undertake the assessment, provided that they supply evidence of illness or other good cause prior to the meeting of the MCP, prior to the meeting of the Board of Examiners at which the results for that examination will be determined and normally within seven working days of the examination having taken place or the assessment deadline. Evidence should be submitted on the form provided for this purpose (Mitigating Circumstances Form).
- 8.27.4 In exercising its discretion the MCP must be satisfied that:
- (a) the illness or other good cause rendered the student unfit to enter the examination or to undertake the assessment, or, in the case of a student who failed to complete the examination, prevented the student from completing the examination
 - (b) the illness or other good cause had a significant and adverse impact on the student's performance in the examination/assessment
- 8.27.5 Additionally, the MCP must be satisfied that the student was, for good reason, unable at the time of entry or submission to recognise that s/he was unfit to enter the examination or undertake the assessment during the specified time-frame.
- 8.27.6 Where the MCP is satisfied that the above conditions have been met, it will recommend to the Examination Board that the student will either be retrospectively withdrawn from the examination and deferred, or, for other assessment, a replacement opportunity to submit material for assessment with a new submission deadline will be offered.
- 8.27.7 Where a student is deferred in an examination according to the provision of Regulations above, the student will be required to enter a replacement examination, where they will be examined as if for the first time (or second time if the deferred examination was itself a second attempt), normally at the next occasion when the examination is offered and the mark for the original attempt will be annulled. Where a student is deferred in an examination and required to enter a replacement examination, the Board of Examiners on advice of the MCP shall determine whether the student is required to sit the examination with or without further attendance.

- 8.278 Under no circumstances may examination marks be raised due to illness or other good cause in relation to a student's performance in an examination. However, where a candidate has submitted evidence of illness or other good cause under Regulations above, and the MCP is satisfied that the conditions for the exercise of its discretion have been met, the Board of Examiners on the advice of the MCP may, instead of retrospectively withdrawing the candidate, give the candidate special consideration under the provisions of paragraph 8.40 below.
- 8.28 Candidates will be informed of the marks obtained in those elements in which they have been examined.
- 8.29 **Illness**
Special provision for illness or other good cause is given in the withdrawal regulations (Regulation 8.25 above). Where a candidate believes that their performance has been adversely affected by circumstances beyond their control, a case, with appropriate documentation, should be submitted to the chair of the MCP prior to the meeting of the relevant Board of Examiners, using the form provided for this purpose (MCF) and normally within seven working days of the examination having taken place or the assessment deadline.
- 8.30 **Examination procedures**
Candidates at any examination by written papers taken under supervision and within a defined time limit or at any practical, oral or similar examination will be allowed to use such books, notes, instruments or other materials or aids as are specifically permitted by the institute responsible for the programme of study in question.
- 8.31 Except as provided in 8.30 above, no books, notes, instruments or other materials or aids whatsoever may be introduced into an examination room or be handled or consulted during an examination. Any such materials or aids in the possession of a candidate on entry to the examination room shall be deposited immediately with the invigilator, and any unauthorised materials or aids introduced by a candidate into the examination room must upon request be surrendered to the invigilator.
- 8.33 Any such unauthorised materials may be handed by the invigilator to the appropriate officer of the University, who may make copies thereof; the originals and all such copies may be retained by the University at its absolute discretion.
- 8.34 Candidates shall not, unless expressly so authorised, pass any information from one to another during an examination, nor shall any candidate act in collusion with another candidate or other person, copy from another candidate or engage in similar activity.
- 8.35 At any examination by written papers taken under supervision or where the programme regulations provide for part of the examination to consist of papers, essays or other work written in a candidate's own time, coursework assessment or any similar form of test, the work submitted by the candidate must be the candidate's own and any quotation from the published or unpublished work of other persons, including work published in electronic format, must be duly acknowledged. Plagiarism – the unacknowledged use of the work of another person as the student's own original work, including copying another's work or collusion with another, copying or adapting paper-based, electronic or web-based information – is an examination offence.
- 8.36 Failure to observe the provisions of 8.31 to 8.35 above will constitute an examination offence (see below).
- 8.37 Answers to examination questions must be in English unless other instructions are given in the programme regulations or in the examination question paper.
- 8.38 Examination scripts for University degrees and diplomas are the property of the University and will not be returned to the candidate.
- 8.39 In accordance with the Data Protection Act, an examiner's comment sheet should be attached to assessed written work; comments and marks should not be shown on an exam script, essay or dissertation.
- 8.40 Marking schemes for taught Master's degrees shall specify that the mark for a pass shall be 50% overall and the mark for Distinction, awarded to a candidate who has shown exceptional merit, shall be 70% overall or above, with a mark of at least 70% in the dissertation. Merit will be awarded for a mark of 65–9% overall, with a mark of at least 65% in the dissertation, with the exception of students in IALS, whose merit grade commences at 60%. Within these parameters, regulations particular to each programme will apply. See also Annex 1 (grade descriptors).
- 8.41 If the dissertation or report is otherwise adequate but requires minor amendments, the examiners may require the candidate to make, within one month, amendments specified by them, to be approved by them jointly or by one or more of their number nominated by them.

8.42 Condoned fails

A student must achieve a pass in the dissertation to be awarded the degree. However

- (a) a marginal failure in one module may be condoned at the discretion of the Examination Board provided that the overall mark for the programme is at least 50%; where the programme includes half-module units the condonation may, at the discretion of the Examination Board, be applied to two half-units
- (b) the definition of 'marginal failure' is at the discretion of the relevant Examination Board but will not normally extend to a mark below 47%; the Examination Board may condone a mark below this norm when:
 - the overall mark for the programme is at least 50%, and
 - the student achieves a mark of 60% or above in at least one significant element of the programme
- (c) the institute's HDC may determine that certain elements of a programme or of an assessed component are not eligible for condonation. This shall be noted in the programme regulations available to students and teachers
- (d) the original mark shall be recorded, with condonation noted as approved by the Examination Board

8.43 Re-entry

A candidate who does not at the first entry successfully complete an examination or intermediate part of the examination (defined as the examination required to permit a student registered part-time to proceed from one year to the next, or one stage to the next where the programme is so organised), may re-enter that examination (or intermediate part) on one occasion. Such re-entry will be subject to the agreement of the institute when it would involve further attendance at the institute, and it will be at the next following examination except where an institute has granted permission for a candidate to defer re-entry. The dates of the written examination and for the submission of an essay, report or dissertation (where required) shall be as specified in the relevant programme regulations.

8.44 The examiners may determine that a candidate who has been examined in all elements of the examination or intermediate part of the examination and who fails to satisfy the examiners may be exempt on re-entry from one or more of the following:

- one or more of the written papers
- essay/report/dissertation
- assessment of coursework
- practical examinations
- oral examinations

8.45 A candidate who is permitted to retake examinations or resubmit work for assessment under the terms set out above will not be formally registered as a student in the period leading to resubmission; however, an administration fee may be charged by the institute, at its discretion.

8.46 Examination offences

Procedures for the Consideration of Allegations of Examination Offence – School of Advanced Study (Annex 5 of Regulation 1) apply. These should be read in conjunction with the School's Procedures for dealing with Academic Misconduct.

8.47 Representations from candidates concerning examination results

Appeals against the results of examinations on academic grounds will not be considered. The University will consider representations made on the grounds of administrative error or where there is concern that the examination may not have been conducted in accordance with the relevant instructions and/or regulations.

8.48 Any representation regarding unseen written examinations should be addressed to the Director of the University of London International Academy (ULIA), or forwarded to the Director of ULIA by the institute concerned.

8.49 Any representation regarding assessed coursework or the dissertation should be addressed to the Director of the institute. The Director will investigate the matter, and will attempt to resolve it. If the matter cannot easily be resolved, it will be referred by the Director to the Board of Examiners for decision. The Board of Examiners shall be informed of all matters raised under this rubric.

POSTGRADUATE TAUGHT DEGREES BY DISTANCE LEARNING

8.50 The taught degrees offered by the School via distance learning will conform to all the regulations and ordinances as set out above, with the exception of 8.14. In addition,

- (i) the minimum entry criteria will be published in ways that are understandable in all parts of the world where the programme will be offered

- (ii) it will be made clear that English will be the language that is used for and in all tuition, materials, residential schools, counselling, examinations, assessment and administration in the University
- (iii) students should receive a clear explanation of the expectations placed upon them for study and the nature of any autonomous, collaborative or supported aspects of the learning, and the time commitment that they should be making
- (iv) the institute will clearly specify the student entitlement to learning resources and support including any assumed and required to be in place at the location of the student, and be obtained by them
- (v) students will be informed of the technical requirements for the programme and the anticipated response times from those responsible for technical support
- (vi) the schedule must make clear the sequence of the programme and the relationship between the whole programme structure and the individual modules. Students need to know when there will be an opportunity for support by tutors, and deadlines for formative and summative assessment
- (vii) students will be provided with assessment criteria as the basis on which their achievement will be judged, and the relative weightings of each module
- (viii) students should appreciate their own responsibilities in terms of responding to requests and for participation in individual or group activities. Information must be given on the ground rules and protocols for communication
- (ix) students must be given appropriate opportunities to give formal feedback on their experiences; this could include online forms and web-conferencing

POSTGRADUATE DIPLOMAS

The above general regulations apply. The below paragraphs indicate instances of variation from the above.

8.51 **Entrance requirements**

The normal minimum entrance requirement for registration for the Postgraduate Diploma is:

- (1) a second class honours degree of a UK university or an overseas qualification of an equivalent standard obtained after a programme of study extending over not less than three years in a university (or educational institution of university rank), in a subject appropriate to that of the programme to be followed; *or*
- (2) appropriate previous education and experience deemed by the institute where the student is to be registered to be equivalent to graduate standing.

8.52 **Period of study and methods of examination**

8.52.1 The minimum period of study will be as prescribed in the programme regulations for the particular diploma.

8.52.2 The programme of study shall require formal teaching and instruction, and/or project work, and shall normally involve not less than 24 hours study per week (contact hours and private study time) for a full-time programme, or the equivalent for a part-time programme.

8.52.3 Normally candidates pursuing a programme of study for a diploma will not be permitted to undertake their project work outside the School. Exceptionally, however, the programme regulations may permit this and in such a case the programme regulations shall specify the conditions in which it may be undertaken.

8.52.4 Schemes of examination are as prescribed in the programme regulations, and the examination shall take place at the time or times specified in the programme regulations.

8.52.6 The regulations on entry and re-entry to examinations, examination procedures and conduct in examinations, illness, special examination arrangements and examination offences, representations from candidates concerning examination results and so on, are all as above.

8.52.7 To be awarded a Diploma a candidate must:

- (1) have completed to the satisfaction of the examiners the programme of study prescribed
- (2) have been examined in all parts of the examination prescribed and shown a competent knowledge in the examination as a whole
- (3) satisfy the examiners in the examination prescribed within a period of two years from the satisfactory completion of the prescribed period of study, unless otherwise provided for in the particular programme regulations. This period of two years may be extended at the discretion of the AQSC

8.52.8 Marks and/or grades obtained by candidates at examinations for diplomas and certificates will routinely be issued to candidates in confidence following the examination concerned. Each candidate will be notified of the result of his/her examination by the relevant institute.

8.52.9 A diploma under the seal of the University will subsequently be delivered by the University to each candidate who has been awarded the diploma.

SECTION 9

REGULATIONS FOR MPhil AND PHD DEGREES

General

- 9.1 The criteria for award of MPhil and PhD are set out in Regulation 1: Section C, paragraphs 50–52.6 and 56–58.8 and in the University Regulations for the Degrees of MPhil and PhD. The Regulations of the School are supplementary to the University's Regulations. In case of doubt, the University Regulations shall take precedence.

Arrangements for joint degrees

- 9.2 The University regulations allow for the award of doctoral degrees jointly with institutions outside the University, including the award of degrees under arrangements for joint supervision ('co-tutelle', 'co-tutela' and so on) with institutions in other European institutions. A special memorandum of agreement is required for each joint supervision arrangement, signed on behalf of the School by the Dean and by the Director of the relevant institute. The regulations set out below will be applied or amended in accordance with the memorandum of agreement.

Examination

- 9.3 Assessment shall be by submission of a thesis and an oral examination, which shall be conducted in English (except as provided for under a joint supervision arrangement; see 9.2 above). The scope of the thesis shall be what might reasonably be expected after (for MPhil) two or at most three years, or (for PhD) three or at most four years of full-time study.
- 9.4 The thesis shall:
- (i) consist of the candidate's own account of his/her investigations, the greater proportion of which shall have been undertaken during the period of registration under supervision for the degree
 - (ii) for PhD: form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new facts and/or by the exercise of independent critical power
 - (iii) for MPhil: be either a record of original work or of an ordered and critical exposition of existing knowledge and provide evidence that the field has been surveyed thoroughly
 - (iv) be an integrated whole and present a coherent argument
 - (v) [a series of papers, whether published or otherwise, is not acceptable for submission as a thesis. Research work already published, or submitted for publication, at the time of submission of the thesis, either by the candidate alone or jointly with others, may be included in the thesis. The published papers themselves may not be included in the body of the thesis, but may be adapted to form an integral part of it and thereby make a relevant contribution to its main theme. Publications derived from the work in the thesis may be bound into the back of it as supplementary material.]
 - (vi) give a critical assessment of the relevant literature, describe the method of research and its findings, include a discussion on those findings (and, for PhD, indicate in what respects they appear to the candidate to advance the study of the subject; in so doing, demonstrate a deep and synoptic understanding of the field of study – the candidate being able to place the thesis in a wider context, showing objectivity and the capacity for judgement in complex situations and autonomous work in that field)
 - (vii) be written in English and of satisfactory literary presentation; in the case of a thesis in the field of modern foreign languages and literatures, on the application of the RDC of the institute at which the candidate is or will be registered, the AQSC, if it sees fit, may submit an application for the thesis to be written in the language of study; such request will be considered on an exceptional basis by the AQSC; if permission is granted, the thesis shall include additionally a submission of between 10,000 and 20,000 words in English which shall summarise the main arguments of the thesis
 - (viii) include a full bibliography and references
 - (ix) not exceed 60,000 words (for MPhil) or 100,000 words (for PhD); the bibliography is excluded from the word count; footnotes are included within the word count; appendices are excluded from the word count and should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish. Only in exceptional circumstances may a student apply to the Registrar for permission to exceed the word limit (normally up to a maximum of 10% over the word limit). This must be in advance of submission of the thesis (at the time of the PhD entry form submission), must be fully supported by the supervisor, who shall provide a rationale for exceeding the word limit, and the request will be forwarded to the Chair of AQSC for consideration. The student will be notified of the outcome by the Registrar or nominee.

- (x) for PhD: demonstrate research skills relevant to the thesis being presented
 - (xi) for PhD: be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals)
- 9.5.1 The greater proportion of the work submitted in a thesis must have been done after the initial registration for a research degree, except that in the case of a student accepted with exemption from part of the course of study under paragraph 1.4 of the University Regulations there shall be allowance for the fact that the student commenced his/her registration at another institution.
- 9.5.2 A candidate will not be permitted to submit as his/her thesis one which has been submitted for a degree or comparable award of this or any other university or institution, but a candidate shall not be precluded from incorporating in a thesis covering a wider field work which he/she has already submitted for a degree or comparable award of this or any other university or institution provided that he/she shall indicate on his/her entry form and also on his/her thesis any work which has been so incorporated.
- 9.5.3 A candidate must include in each copy of his/her thesis a signed declaration that the work presented in the thesis is his/her own (see also 9.5.6 below) and that the thesis presented is the one upon which the candidate expects to be examined.
- 9.5.4 A thesis must be presented for examination in a final form in typescript of print and be bound in accordance with the instructions issued by the University (see www.london.ac.uk/binding).
- 9.5.5 A request for the thesis to be submitted in A3 format and/or printed on both sides of the page shall be considered in accordance with procedures made by the School and may be approved when there is a demonstrable need.
- 9.5.6 A candidate may submit the results of work done in conjunction with his/her supervisor and/or with fellow research workers provided that the candidate states clearly his/her own personal share in the investigation and that the statement is certified by supervisor(s) (see also 9.5.3 above).
- 9.5.7 A candidate must have the title of his/her thesis approved in accordance with the procedures specified by the School.
- 9.5.8 The decision to submit a thesis in any particular form rests with the candidate alone and the outcome of the examination is determined by two or more examiners acting jointly.

Entrance requirements

- 9.6 The normal minimum entrance qualification for registration for MPhil/PhD in the School is:
- a Master's degree of a UK university or an overseas qualification of an equivalent standard in a subject appropriate to the programme to be followed; *or*
 - a professional or other qualification obtained by written examination and approved by AQSC as an appropriate entrance qualification for the degree in question; this category includes Master's degrees of a UK university other than the University of London and overseas degrees or other relevant qualifications of equivalent standard.
- 9.7 Additionally the School will accept alternative professional or other qualifications as appropriate on the advice of the potential supervisor(s) following approval by the AQSC.
- 9.8 An applicant for registration will be required to meet any additional entrance requirements specified in the relevant programme regulations, including language and other tests prescribed by the institute.
- 9.9 A candidate for a research degree will be registered initially for the MPhil degree.
- 9.10 The School may register for the MPhil or PhD degree, with exemption from part of the course of study, a person who has commenced elsewhere a relevant course of study for the MPhil/PhD or equivalent degree.

Transfer of registration from MPhil to PhD or from PhD to MPhil

- 9.11 Transfer from MPhil to PhD or from PhD to MPhil will be decided in accordance with the procedures and criteria set out in section 5 ('upgrade from MPhil to PhD') above.
- 9.12 The School may permit a student to transfer from a postgraduate taught degree to the MPhil degree, or from the MPhil degree to the PhD degree, in accordance with the conditions specified by the School, provided that no transfer of registration is permitted after entry to the examination for any one of these degrees. Registration for the degree to which transfer has been made may date from initial registration for the degree from which the transfer has been made.
- 9.13 On transfer of registration, the registration for the original degree will lapse.

Appointment of a supervisor or supervisors

9.14 See Section 6 above.

Attendance and duration of study and provision for 'off-campus' study

9.15 The requirement of the University is that the minimum length of a course of study for the degrees of MPhil and PhD shall be two calendar years of full-time study or its equivalent in part-time study.

9.16 Subject to the above minimum requirement, the institute will determine the length of the course of study for MPhil or PhD. The normal minimum period of full-fee registration in the School shall be three years full-time for PhD and two years full-time for MPhil, or the equivalent in part-time study. The maximum period of study for PhD, including interruptions, shall be six years for full time and eight years for part time students. A student's period of registration may only be extended beyond the maximum years through successful application to the AQSC. In such instances the maximum period of registration may only be extended for a period of one academic year at a time to a maximum period of no more than seven years for full time and nine years for part time students.

9.17 The student shall centre his or her academic activities on the institute, and is expected to be resident in the UK for the entire period of their research degree. Notwithstanding this requirement the minimum time a student must be resident in the UK is for the first two years (full time) or first four years (part time). Subject to this, the RDC may permit the student to spend part of the programme in 'off-campus' study in order to carry out research for his or her thesis and shall prescribe the conditions which shall apply, which shall include regular contact with his/her supervisor. The RDC shall record in its minutes the periods of off-campus study allowed to a student, and the conditions attached, which is reportable to the AQSC. The student will continue to be registered during a period of off-campus study. Such period will count towards the overall registration period, and normal fees are payable during such off-campus study.

Interruption of study

9.18 Except for periods of maternity leave (see 8.12.1 above), an institute may, on the proposal of the RDC normally following the recommendation of supervisor(s), allow an interruption in the programme of study on grounds of illness or other adequate cause for a maximum period of one year. Students may continue their interruption beyond the stated period only through successful application to the AQSC. In such cases an interruption for one further year only can be made (maximum permitted interruption being no more than two years). Students who have not re-enrolled or communicated their intentions towards their studies by the end of this period shall be withdrawn from the programme.

Continuation ('writing-up') fee

9.19 At the end of the normal period of full fee registration, where the student is in the final process of writing up or editing their thesis prior to submission for examination, but not before the fourth year (full time) or seventh year (part time) of continuous registration, the institute may permit a student to continue their registration on payment of a reduced 'continuation fee'.

9.20 Continuation fee status will not be granted before the transfer from MPhil to PhD registration.

9.21 The continuation fee shall be the same in all institutes in the School, and shall be the same for home/EU and overseas students. The fee will be no more than 25% of the standard full-time home/EU fee.

9.22 Subject to the provisions of the following paragraph, the maximum period of registration on continuation fee status will normally be 12 months; permission to continue for a further 12 months will be at the discretion of the institute. Students may continue on the 'continuation fee' beyond two years only through successful application to the AQSC. In such cases the fee can be applied for one further year only (maximum permitted time on the continuation fee being no more than three years). Students who have not submitted by the end of the third year will be returned to the relevant PhD fee. The fee charged is at the discretion of the institute but it is to be higher than the continuation fee.

9.23 The institute may require a student who has been examined and been required by the examiners to carry out corrections and/or further work on the thesis to pay the full fee or the continuation fee or such fee as the institute shall determine.

9.24 The liability for payment of fees will normally continue until the date of award of the degree.

Thesis submission

9.25 After the examination has been completed and before the degree is awarded, successful candidates are required to submit to the Registry, for lodging in the institute/School and University libraries, two copies of

their thesis, one hard-bound and one soft-bound, in accordance with the instructions in the University, if the copies of the thesis submitted for the examination did not conform with this specification.

- 9.26 Every candidate is required to present a short abstract of his/her thesis of not more than 300 words and bound with each copy of the thesis submitted. One additional loose copy of the abstract must also be provided.

Availability of theses

- 9.27 It is a requirement for the award of the degree that one copy of a successful thesis is placed in the School/institute library and one copy in Senate House Library. Where, in the opinion of the institute, the thesis includes material that is of significance for national security, arrangements may be made, with the agreement of the graduate concerned, so that the copies of the thesis placed in the public domain may have certain parts excised from them; in such cases the copies of the thesis placed in the public domain shall include an accompanying statement indicating by whom and at what location the full thesis on which the award was made may be consulted.
- 9.28 Candidates for the MPhil and PhD degrees will at the time of entry to the examination be required to sign a declaration in the following terms:
- (a) I authorise that the thesis presented by me in [year] for examination for the MPhil/PhD degree of the University of London shall, if a degree is awarded, be deposited in the library or electronic institutional repository of the School and in Senate House Library and that, subject to the condition set out in (d) below, my thesis be made available for public reference, inter-library loan and copying.
 - (b) I authorise the School or University authorities as appropriate to supply a copy of the abstract of my thesis for inclusion in any published list of theses offered for higher degrees in British universities or in any supplement thereto, or for consultation in any central file of abstracts of such theses.
 - (c) I authorise the School and the University of London Libraries or their designated agents to make a microform or digital copy of my thesis for the purposes of electronic access, inter-library loan and the supply of copies.
 - (d) I understand that before my thesis is made available for public reference, inter-library loan and copying, the following statement will have been included at the beginning of my thesis or clearly associated with any electronic version: 'The copyright of this thesis rests with the author and no quotation from it or information derived from it may be published without the prior written consent of the author'.
 - (e) I authorise the School and/or the University of London to make a microform or digital copy of my thesis in due course as the archival copy for permanent retention in substitution for the original copy.
 - (f) I warrant that this authorisation does not, to the best of my belief, infringe the rights of any third party.
 - (g) I understand that in the event of my thesis not being approved by the examiners, this declaration will become void.
- 9.29 A candidate may apply to the School for restriction of access, for a period not exceeding two years, to his/her thesis and/or the abstract of the thesis on the grounds of commercial exploitation or patenting or in very exceptional circumstances and in accordance with the procedure adopted by the College for consideration of such applications.

Submission of thesis in a foreign language

- 9.30 See 9.4 (vii) above.

VIVA VOCE EXAMINATIONS

9.31 Deferred entry to examination

The RDC shall refer to AQSC a request from a student wishing to defer entry to the examination to a date later than one calendar year after completion of the programme of study, with a statement indicating whether or not the RDC supports the request.

9.32.1 Appointment of examiners

Examiners are discussed by the RDC, to whom nominations are made by the student's supervisor. The decision is approved by the AQSC.

9.32.2 Appointment of Independent Chair for Phd Vivas

An independent Chair is appointed for all MPhil and PhD vivas.

Appointing the Chair

1. The Chair should be a member of academic staff, who is neither an examiner nor a supervisor of the student being examined;
2. The independent Chair should be selected by Research Degrees Committee;
3. The Chair must be familiar with the Quality Assurance Framework and MPhil/PhD Regulations of the University of London;
4. The Chair would normally be expected to have experience of conducting at least 3 research degree vivas as an examiner;
5. The Chair should have experience of supervising research degree students through to completion;
6. No member of staff should normally be expected to chair more than one viva per term (3 per year), to share the workload.

Role of the Chair

The role of the Chair is to be an observer and to ensure that procedures are followed properly. The Chair does not need to be a subject specialist, does not need to have read the thesis in detail and is not directly involved in examining it. Apart from making any introductory comments, the Chair will not normally play a role during the viva itself (i.e. whilst the student is being questioned by the examiners) other than to oversee the proceedings as an impartial observer. The Chair would normally only intervene if there were concerns about the nature of the questioning or the state of the student and could adjourn the viva for a short break to discuss any concerns with the examiners. The ultimate arbiter is the Chair. The Chair should remain present for the duration of the viva, including the post-viva decision making and relaying the outcome to the student. During the decision making, the Chair may provide advice on regulatory matters but not be involved in the decision on the outcome of the viva.

Responsibilities of the Chair are to ensure that:

1. The examiners are aware of, and adhere to, the University of London regulations and procedures;
2. The examiners' pre- and post-viva reports are completed in line with regulations;
3. The assessment is rigorous, fair, reliable and consistent;
4. The examiners' questioning is appropriate;
5. The candidate has an opportunity to defend the thesis.

9.33 Conduct of examination

See the University of London's Regulations for the degrees of MPhil and PhD, Regulation 1, Section E, 79–99.

9.34 Regulations for the use of video/teleconferencing for the viva voce examination

Video/teleconferencing facilities may be used in viva voce examinations only when an examiner is based at such a distance from London (normally outside the UK) that s/he is not able, for reasons of prohibitively high cost, difficulties of time or restricted mobility, to travel to the School in order to conduct or participate in a viva voce examination at an appropriate time.

9.34.1 The option of video/teleconferencing will not be available for candidates.

9.34.2 Procedures for using videoconferencing in viva voce examinations

- (a) advice should be sought, in the first instance, from the Registrar/Registry
- (b) video/teleconferencing may be used only with the written agreement of the candidate and all proposed members of the panel. This agreement should be sought and confirmed prior to the proposal being considered by the AQSC
- (c) the AQSC should be informed at the time of the appointment of the panel of examiners of the intention to use video/teleconferencing facilities in the viva voce examination. The AQSC has the right to request further information in relation to a proposal to use video/teleconferencing or to refuse a request where it feels a strong enough case has not been made. The decision of the AQSC is final. In exceptional circumstances, e.g. an emergency situation where the viva was intended to be conducted conventionally but an instant occurs which prevents this, the Dean can make the decision to proceed with a video or telephone link. The same principles will apply to this situation

- (d) where permission is granted the supervisor should appoint an independent chair to oversee the proceedings. The chair will take no part in the actual examining process. A chair can be sourced from within SAS but must have had no contact with the candidate prior to the viva
- (e) the lead supervisor is responsible for ensuring that all parties involved in the examination are informed of the details of the arrangements
- (f) any time differences between the two locations must be taken into account to ensure that the candidate is not disadvantaged by an examination taking place at an inappropriate time
- (g) when arranging video conferencing the quality of the equipment and technological infrastructure used should be taken into account. Equipment must be tested prior to the event taking place. Contingency plans are essential in the event of technology failure. The candidate must be given the opportunity to practice speaking to another party using the facilities in advance of the viva voce examination. When concluding a viva voce examination which has involved video/teleconferencing, all participants should be asked to confirm that the holding of the examination by video/teleconference has had no substantive bearing on the examination process. Examiners will be invited to comment on the conduct of the viva voce examination using the standard examiner's report form and should refer explicitly to the use of video/teleconferencing

9.35 **Timescales between submission and examination**

The normal length of time between submission of the thesis and its examination by viva voce is two to three months.

9.36 **Result of examination**

Copies of examiners' reports for MPhil and PhD degrees are transmitted to the candidate via the School Registry.

9.37 **Referral**

Should a thesis be referred for major revisions:

- the student's supervisor will be asked to (a) comment on any circumstances which may have led to the outcome and (b) describe how the student will be supported in revising the thesis
- a meeting should be arranged with an appropriate academic officer and the student's supervisor to organise a work plan for revision
- monitoring of progress on the revision should take place by the institute's RDC (or HDC)

9.38 **Appeals**

A candidate's decision to submit his/her thesis for examination is entirely his/her own and this procedure, therefore, applies only to the conduct of the examination itself. Internal candidates are reminded that problems arising during their courses of study are not grounds for appeal against the result of the examination.

9.38.1 The procedure applies to candidates for the degrees of MPhil and PhD for whom the result of the examination was that the degree was not awarded.

9.38.2 Candidates may appeal on one or more of the following grounds:

- (1) that a candidate's performance at the oral examination was affected by circumstances such as illness of which the examiners were not aware when their decision was taken and that this had produced an unfair result
- (2) that there is evidence of prejudice or of bias or of inadequate assessment on the part of one or more of the examiners such that the result of the examination should not be allowed to stand
- (3) that there were procedural irregularities in the conduct of the examination (including any instance of administrative error) of such a nature as to cause reasonable doubt as to whether the result of the examination would have been the same if they had not occurred

9.38.3 A submission under this procedure shall be made in writing by the appellant with supporting evidence (including medical certificate for paragraph 1 above) to the Registrar and must be received within two months of the date of notification to the candidate of the result of the examination.

9.38.4 The Vice-Chancellor or his/her nominee shall dismiss an appeal on the basis of the candidate's submission alone, without a hearing being held and without seeking further information, but shall do so only when the application does not, in the opinion of the Vice-Chancellor or his/her nominee, fall within the remit of this procedure or does not disclose arguable grounds.

9.38.5 Where inadequate grounds for an appeal are provided or the documentation is deemed to be defective, the Registrar will advise the appellant before paragraph 9.38.4 above is invoked.

9.38.6 The Appellate Committee shall comprise three persons, two drawn from the members of the academic staff of the School of Advanced Study, one of whom shall be appointed as chair, and one from a College

of the University. No person shall be appointed as a member of an Appellate Committee who or who has been involved in the examination concerned.

- 9.38.7 The appellant has the right to appear before the Appellate Committee. The appellant may be accompanied to the hearing and/or represented by a person of his/her choice. A person who will be accompanied and/or represented must submit to the Registrar not fewer than seven days before the date appointed for the meeting of the Committee the name, address and a description of the person accompanying/representing him/her and must state whether that person is a member of the University.
- 9.38.8 The examiners shall be invited to attend the meeting of the Appellate Committee.
- 9.38.9 The Committee shall normally conduct the proceedings in the presence of both the appellant and the examiners. The appellant and/or his/her representative have the right to be present throughout the meeting of the Appellate Committee, as have the examiners, until such time as the Committee retires to consider its findings.
- 9.38.10 The documentation with which the Committee is provided shall include:
- (1) the written submissions of the appellant and of the examiners (should they wish to make a written submission)
 - (2) the final report(s) and the preliminary independent reports of the examiners
 - (3) any other documentation either the appellant or the examiners wish to submit. In addition the Committee may request to see any other document it considers relevant to the appeal.
- 9.38.11 The procedure is for the appellant to address the Committee first and, during this part of the proceedings, he/she may call witnesses, if this has been agreed in advance. The examiners shall be invited to make any observations. Any questions by the appellant or the examiners shall be put through the chair. The appellant may make any concluding remarks. The members of the Appellate Committee may put questions to any of those present at any time during the proceedings. The chair has the discretion to vary the procedure in any case where he considers it just to do so.
- 9.38.12 The Appellate Committee shall take one of the following decisions:
- (1) to reject the appeal, in which case the result of the original examination stands
 - (2) to request the examiners to reconsider their decision. The examiners shall normally be expected to hold another oral examination before reaching a decision as to whether the result should be changed
 - (3) to determine that the original examination be cancelled and that a new examination be conducted. The new examination shall be conducted by examiners who did not take part in the original examination and were not involved in the appeal
- 9.38.13 The decision of the Appellate Committee shall be final and shall be transmitted to the appellant in writing. The Committee shall provide reasons for its decision.
- 9.38.14 When a new examination is held in accordance with paragraph 9.3 above, new examiners shall be appointed in accordance with the School's normal procedure. Two examiners should normally be appointed, or three if it is deemed appropriate, to act jointly.
- 9.38.15 The examiners should be external to the School of Advanced Study and at least one should be external to the University. Otherwise the new examination shall be conducted in accordance with the Regulations and Instructions to Examiners for the appropriate degree in force at the time the appellant originally entered the examination. The examiners may make any of the decisions open to the original examiners. The examiners will not be given any information about the previous examination except the single fact that they are conducting a new examination following appeal.
- 9.38.17 The result of the original examination having been cancelled, the result of the new examination shall be accepted.
- 9.38.18 The procedure detailed above completes the University's consideration of the matter. Attention is, however, drawn to the Office of the Independent Adjudicator for Higher Education (OIAHE). The OIAHE provides an independent scheme for the review of student complaints about a final decision of a University's disciplinary or appeal body. Full details of the OIAHE and how to make a complaint are available from the Registrar, or on the OIAHE website (<http://oiahe.org.uk>).

Examination offences

- 9.39 The University's Regulations for Proceedings in Respect of Examination Offences by Candidates for University Awards should be referred to.
- 9.40 All work submitted as part of the requirements for any examination of the University of London must be expressed in the candidate's own words and incorporate his/her own ideas and judgements. Plagiarism

is the presentation of another person's thoughts or words as though they were the candidate's own and is an examination offence. Direct quotations from the published or unpublished work of another must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in the proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism as much as does a single unacknowledged long quotation from a single source. Equally, if another person's ideas or judgements are summarised, the candidate must refer to that person in his/her text, and include the work to which reference is made in the bibliography.

9.41 Allegations of plagiarism will be considered under the appropriate procedure of the School of Advanced Study, unless the procedure specifically excludes MPhil and PhD degrees, in which case the allegation will be considered under the Regulations for Proceedings in Respect of Examination Offences by Candidates for University Awards, as will any other allegations of examination misconduct, including but not limited to:

- (1) deliberate attempts to represent falsely or unfairly the ideas or work of others
- (2) the invention or fabrication of data
- (3) the submission of work commissioned by another person

Debt

9.42 If a candidate has entered the examination for the MPhil or PhD degree, any account outstanding and with no acceptable arrangements having been made to settle it, no report will be made on the result of the examination until the same authority certifies that payment has been made in full.

SECTION 10

REGULATIONS FOR OCCASIONAL STUDENTS

- 10.1 A person may be enrolled as an occasional student at an institute as following a programme of study or a programme of research approved by the institute, such that it does not have the purpose of obtaining any degree, diploma or certificate of proficiency of the University. Occasional students are not formally students of the University.
- 10.2 An occasional student may not simultaneously be registered as a student for a degree of the University, or as an external student of the University.
- 10.3 The institute at which the occasional student is enrolled may, at its discretion, issue a certificate that he or she has completed a programme of study or a programme of research as an occasional student of the institute. If the Director of the relevant institute recommends it, such a certificate shall be issued to the student in such form as may be approved, signed by the Dean.

SECTION 11

REGULATIONS FOR COLLABORATIVE DEGREES

Introduction

- 11.1 This document is a code of good practice for the academic management of collaborative arrangements entered into by institutes of the School. It is based on the QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, and seeks to protect the standard of the University of London degree.
- 11.2 When entering into any collaboration with a partner external to the University of London, institutes should ensure that the principles in this paper are addressed in the collaborative agreement.
- 11.3 Collaborative provision is educational provision leading to an award, or to specific credit towards an award, delivered and/or supported and/or assessed through an arrangement with a partner organisation.
- 11.4 All collaborative programmes should be approved through the AQSC, School Board and Collegiate Council.

Standards

- 11.5 The School has a responsibility for the academic standards of the awards granted in the name of the University of London. Where a joint degree is being awarded, the School must be assured of the standing of the collaborating partner, and the quality and standards of its awards. The AQSC will expect to see copies of audit documents of the collaborating institution attesting to the quality of the awards made.
- 11.6 The academic standard of all awards made under a collaborative arrangement should meet the expectations of the UK academic infrastructure as embodied in the School's Quality Assurance Framework.
- 11.7 The institute and the collaborating partner should each complete a programme/module specification(s) detailing the aims, learning outcomes, teaching, learning and assessment methods of a collaborative programme of study. If modules are being modified for contribution to a joint degree/collaboration, the revised module needs to be re-approved through AQSC.
- 11.8 Collaborative arrangements should be negotiated, agreed and managed in accordance with the formally stated policies and procedures of the awarding institution. In the case of a joint degree, agreement should be negotiated in such a way that all partners maintain the integrity and standards of their degree.
- 11.9 The awarding institution(s) should inform any professional, statutory and regulatory body (PSRB), which has approved or recognised a programme that is the subject of a possible or actual collaborative arrangement, of its proposals and of any final agreements which involve the programme. No distinction should be made between provision offered directly by the awarding institution itself, on its own premises, and that offered through collaborative arrangements.

Finance and risk management

- 11.10 It is incumbent on the institute involved in the collaboration to ensure both that its financial management arrangements are strong enough to manage the risks effectively, and that the financial arrangements themselves do not jeopardise the integrity of the academic standards, quality of the provision or the interests of students.
- 11.11 Financial considerations may also have a bearing on standards and quality in matters of recruitment and progression, and in policy and practice in resourcing. The introduction of safeguards against threats to these standards should be part of the collaborative arrangement.
- 11.12 Collaborative arrangements should therefore be fully costed and accounted for accurately and fully.

The collaborating partner(s)

- 11.13 A relationship where educational objectives are well matched can enable both the partner organisation and the awarding institution to develop and achieve benefits that neither could gain alone. Incompatibility of values, outlook, objectives and methods between partners can lead to an unsatisfactory relationship with serious adverse consequences for students, programmes and awards. Institutes are required to address this principle in the narrative paper accompanying the programme specifications and costing information.

- 11.14 The School should satisfy itself of the good standing of prospective partners and of their capacity to fulfil their designated role in the arrangement. This will include:
- the public and legal standing of a prospective partner organisation in their own country
 - the standing of a prospective partner organisation in the UK determined in the light of experience of other UK institutions and from public documents such as QAA reports on collaborative arrangements with UK institutions
 - the financial stability of a prospective partner organisation
 - the ability of the prospective partner organisation to provide human and material resources to operate the programme successfully
 - the ability of the prospective partner organisation to provide appropriate and safe working environment for students on the programme

All the above principles should be addressed in the narrative paper.

- 11.15 The awarding institution is ultimately responsible for ensuring that the quality of learning opportunities offered through a collaborative arrangement is adequate to enable a student to achieve the academic standard required for its award.
- 11.16 An awarding institution which engages with another authorised awarding body jointly to provide a programme of study leading to a dual or joint academic award should be able to satisfy itself that it has the legal capacity to do so, and that the standards and quality of their awards are not jeopardised by the arrangements they have entered into with partners.
- 11.17 There should be a written and legally binding agreement or contract setting out the rights and obligations of the parties and signed by the authorised representatives of the awarding institution(s) and the partner organisation.
The agreement should include the following:
- the need to agree on the source and location of any published quality-related information that may be required (e.g. by a funding council) the need to be secure in respect of matters relating to copyright and intellectual property rights
 - specification of the role of external examiners in ensuring that the awarding institution can fulfil its responsibility for the academic standards awards
 - termination and mediation provisions and financial arrangements to be followed if the arrangement ceases specification of the legal jurisdiction under which any disputes would be resolved
 - inclusion of provisions to enable either institution to suspend or withdraw from the agreement if the other party fails to fulfil its obligations
 - specification and adequacy of the residual obligations of both parties to students on termination of the collaborative arrangement, including the obligations of the awarding institution to enable students to complete their studies leading to the award

Credit and awards

- 11.18 Institutions offering dual awards through a credit-based structure will need to be alert to the consequences of each participating institution offering credit for the same piece of work, thereby potentially doubling the credit value.
- 11.19 Students, potential students, employers and other stakeholders need to be able to satisfy themselves that awards obtained through collaboration are fully equivalent to other awards offered at a similar level by the same awarding body. The scope, coverage and assessment strategy of a collaborative programme should be described in a programme specification that refers to relevant subject benchmark statements and the level of award. This should be readily available and comprehensible to student academic staff, examiners and all other stakeholders.

Monitoring and review

- 11.20 In the case of a collaborative arrangement with a partner organisation, the institution should be able to satisfy itself that the terms and conditions that were originally approved have been, and continue to be met.
- 11.21 Regular monitoring and review, at institutional or programme levels should take place at various levels, i.e. at institute level through HDCs and at the AQSC through regular reporting. All collaborative programmes will be subject to periodic review.

Staffing

- 11.22 The quality of both teaching and other aspects of learning support is critically important for all students, irrespective of the mode of programme delivery. It is essential that students can rely on the quality of those who teach them and that their continued development is supported. The use of properly qualified staff and the effective monitoring of their proficiency are important aspects of an awarding institution's responsibility for assuring the standards and quality of its collaborative provision.
- 11.23 The School should satisfy itself that staff engaged in delivering or supporting a collaborative programme are appropriately qualified for their role. This will involve taking into consideration the existing workloads of staff prior to entering into a collaborative arrangement. The School should also assure itself that a partner organisation has effective measures to monitor and assure the proficiency of staff contributing to the programme. AQSC will expect to see the CVs of all staff involved in teaching/supervising.

Admissions

- 11.24 The School should ensure that arrangements for admission to the collaborative programme take into account the School's Admissions Policy and English language requirements.
- 11.25 In the School, the language of study and assessment will be English. Students admitted to a dual or joint degree should be admitted at or above the language requirements set.

External examining

- 11.26 The external examiner system allows an awarding institution to be sure that its academic standards are both appropriate and being safeguarded. The School should ensure that similarly robust arrangements exist in the partner organisation.
- 11.27 The School retains ultimate responsibility for the appointment and functions of its own external examiners. It must ensure that external examiners are appointed in a responsible, reliable and consistent manner. Regardless of the system in existence in the collaborating partner's country, the School expects external examiners to be appointed for all programmes. Institutes are required to detail the arrangement for external examining for all collaborative awards.

Certificates and transcripts

- 11.28 The School should ensure that the certificate and/or transcript should record the name of any partner organisation engaged in the delivery of the programme of study.

Information for students

- 11.29 The information made available to prospective students and those registered on a collaborative programme should include information to students about the appropriate channels for particular concerns, complaints and appeals, making clear the channels through which they can contact the awarding institution(s) directly. AQSC will expect to be assured of this in the covering narrative paper.
- 11.30 The School/institute should monitor regularly the information given by the partner organisation or agent to prospective students and those registered on a collaborative programme.

Minimum mark %	Maximum mark %	Grade	Mark	Description
85	100	Distinction	A+	Outstanding performance above a distinction level. Work is of exceptional quality. The highest level of knowledge and understanding is demonstrated by independence and originality in conception, the highest level of critical skill, synthesis and analysis. The work contains analysis of sufficient originality and importance to change the conventional way of approaching the subject, and its presentation is of the highest standard. The work will be well-argued, well-organised and impeccably documented, and be of publishable or near-publishable quality.
75	84	Distinction	A to A+	Excellent work, demonstrating a consistently very high level of knowledge and understanding. It shows clear evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Propositions are analysed with sufficient originality to challenge received ideas, and in a clear, sustained, relevant and focused manner. Presentation standards will be excellent.
70	74	Distinction	A- to A	Very good to excellent work, demonstrating a very good level of knowledge and understanding. Work shows strong evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Arguments are well-organised and lucid. Presentation standards together with accompanying documentation are very good.
65	69	Merit	B+	Good to very good work, showing a good level of knowledge and understanding, demonstrated by evidence of originality of in conception, a good level of critical skill, synthesis and analysis. It demonstrates use of a wide range of relevant material. Work will be well-organised, clearly argued, coherent and well- and appropriately referenced. Presentation will be of a high standard.
60	64	Pass; in IALS programmes, Merit	B	The work is of satisfactory to good standard, showing clear knowledge and understanding of relevant material, and signs of independence and originality of conception. The work exhibits sound synthesis and analysis skills, is well-structured and coherent. Presentation will be to a good standard and well-referenced.
50	59	Pass	C	The work is of an acceptable standard, demonstrating an adequate level of knowledge and understanding, some evidence of competence in synthesis and analysis, and adequate levels of presentation.
47	49	Fail	D+	Unsatisfactory work, showing a basic but incomplete level of knowledge and understanding. Important elements may be lacking, and the argument may be persistently obscure and lacking in coherence and focus.
35	46	Fail	D	Poor or very poor work, below or well below the standard required at the current stage. Work that is very or seriously flawed, displaying a lack of research and a lack of engagement with the question; incoherence or a grave misunderstanding of the topic; no signs of independence and originality in conception; little or no critical skill or ability to synthesise and analyse; very poor standards of presentation including inadequate or extremely poor referencing; short work.
25	34	Fail	E	Extremely poor work, demonstrating all the flaws outlined above.
0	24	Fail	F	Unacceptable or not submitted.

HESA (HIGHER EDUCATION STATISTICS AGENCY) DATA COLLECTION NOTICE 2016.

Note: Reference in this notice to “we” and “us” refers to the higher education provider which you attend.

Student Collection Notice

STUDENT AND LEAVER SURVEYS

Your contact details may be passed to survey contractors to carry out the [National Student Survey \(NSS\)](#) and surveys of student finances, on behalf of some of the organisations listed below under Purpose 1. These organisations and their contractors will use your details only for that purpose, and will then delete them.

After you graduate we may contact you to ask you to complete one or more surveys into the outcomes of higher education and your activities after graduation. These surveys may be undertaken by us or by another specialist organisation contracted for that purpose. If a specialist organisation is used that organisation will receive your contact details, but will only use your details for the purpose of asking you to complete the survey, and will then delete them. You may also be contacted as part of an audit to check that we or any contracted organisation have undertaken these surveys properly.

If you do not want to take part in any of these surveys, please let us know.

SUBMISSION OF YOUR INFORMATION TO THE HIGHER EDUCATION STATISTICS AGENCY (HESA) ^[1]

Every year we will send some of the information we hold about you to HESA (“your HESA information”). HESA is the official source of data about UK universities, higher education colleges, alternative HE providers, and recognised higher education courses taught at further education institutions in Wales www.hesa.ac.uk. HESA collects, and is responsible for, the database in which your HESA information is stored. HESA is a registered charity and operates on a not-for-profit basis. HESA uses your HESA information itself for its own purposes. HESA also shares information from your HESA information with third parties. It may charge other organisations to whom it provides services and data. HESA's use of your HESA information may include linking information from it to other information, as described further below. HESA information is retained indefinitely by HESA for statistical research purposes. All uses of HESA information must comply with the Data Protection Act 1998 www.legislation.gov.uk/ukpga/1998/29/contents.

Sensitive information

If you give us information about your disability status, ethnicity, sexual orientation, gender reassignment or religion these may be included in your HESA information and used to assist with monitoring equality of opportunity and eliminating unlawful discrimination in accordance with the Equality Act. Some other sensitive information is used to enable research into the provision of fair access to higher education, for example information as to whether you are a care leaver.

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PROGRAMMES OF STUDY FOR TAUGHT MASTER'S DEGREES

Programmes of study offered in the School of Advanced Study for taught Master's degrees are listed below, under the institute responsible. The learning outcomes and programme regulations are included below; full details for each programme, including programme specifications, guidelines for students etc, are available from the relevant institute.

The School has established a credit framework which allows students to register for, and obtain, postgraduate Certificates and Diplomas for some of its Master's programmes.

Institute of Advanced Legal Studies

LLM in Advanced Legislative Studies
LLM in Advanced Legislative Studies by Distance Learning
LLM in International Corporate Governance, Financial Regulation and Economic Law

Institute of Commonwealth Studies

MA in Understanding and Securing Human Rights

Institute of English Studies

MA in the History of the Book
MRes in the History of the Book

Institute of Historical Research

MA in Historical Research
MA in Garden and Landscape History

Warburg Institute

MA in Cultural and Intellectual History 1300–1650
MA in Art History, Curatorship and Renaissance Culture

INSTITUTE OF ADVANCED LEGAL STUDIES

LLM IN ADVANCED LEGISLATIVE STUDIES

Degree code: JTALS

www.sas.ac.uk/advlegislativestudies.html

The LLM is divided into two pathways: the Common Law Direction and the EU Direction.

The Common Law Direction offers the core modules 'Comparative legislative studies I and II', 'Legislative drafting I and II', 'Themes of legislative studies I and II' and dissertation.

The EU Direction offers the core module 'EU legislative studies', the Jean Monnet module 'Legislating for EU membership and accession', the module 'Theories of European integration', the joint module 'Themes of legislative studies' and dissertation.

Structure

Three two-term modules plus a dissertation of 15,000 words or two two-term modules and two one-term modules plus a dissertation of 15,000 words.

Modules

Legislative drafting

Comparative legislative studies

Themes of legislative studies

EU legislative studies

Legislating for EU membership and accession (Jean Monnet module)

Theories of European integration (Jean Monnet module)

Mode of study

12 months full-time or 24 months part-time. Part-time students take two modules in the first year of study and one module or two modules and the dissertation in the second year of study.

LLM IN ADVANCED LEGISLATIVE STUDIES BY DISTANCE LEARNING

Degree code: JTDIL

www.sas.ac.uk/advlegislativestudies.htm

The LLM in Advanced Legislative Studies by Distance Learning is based on the same principles as the IALS-based LLM ALS (see above for details).

Structure

Three two-term modules plus a dissertation of 15,000 words or two two-term modules and two one-term modules plus a dissertation of 15,000 words.

Mode of study

24 months part-time.

LLM IN INTERNATIONAL CORPORATE GOVERNANCE, FINANCIAL REGULATION & ECONOMIC LAW

Degree code: JTICG

www.sas.ac.uk/internationalcorporategovernance.html

Structure

Six term-long courses, consisting of two core modules and four electives, plus a dissertation of 15,000 words.

Core modules focus mainly on an academic analysis of the relevant legal and regulatory concepts and principles. Optional modules address the practical aspects of corporate governance and financial regulation.

Core modules

International corporate governance and transnational corporations
International capital markets law and securities regulation

Elective modules

Bank corporate governance
The law of international trade and finance
International economic law and organisation
Money laundering and financial regulation
International commercial arbitration & alternative Dispute resolution
Extraterritorial US financial regulations
UK banking & securities regulation
Comparative European banking and securities regulation
Foreign investment law and policy
Foundations of economic regulation

Mode of study

12 months full-time or 24 months part-time. Part-time students take three modules in the first year of study and three modules and the dissertation in the second year.

INSTITUTE OF COMMONWEALTH STUDIES

MA IN UNDERSTANDING AND SECURING HUMAN RIGHTS

Degree code: MTCHR

www.sas.ac.uk/humanrights.html

Structure

All students must complete three compulsory modules and three optional modules, plus a dissertation of 15,000 words. In addition, students may select the internship for additional credit.

The MA placement programme

During the programme, students gain hands-on experience by participating on voluntary placements at some 50 human rights organisations in the London area. The internship needs to be for 25 full days in order to gain extra credit, and there is a 1000 word self-assessment. The internship can be taken on an unassessed basis, in which case it is unaccredited.

Required modules*

Understanding human rights I: ideas and contexts

Securing human rights I: actors and mechanisms, skills and strategies

Translating human rights into law I: the foundations of international human rights law

Optional modules*

Understanding human rights II: genocide, gross human rights violations and reconciliation

Securing human rights II: securing human rights in development and in conflict

Translating human rights into law II: topics in international human rights law

The politics of human rights in Latin America

Researching human rights: social research methods

Business and human rights

Indigenous peoples, minorities and human rights

Citizenship and new social movements in Latin America

Human rights and everyday life in Latin America

**All modules are subject to availability*

Mode of study

12 months full-time or 24 months or 36 months part-time. Part-time students take two core modules in the first year of study and one core module and the dissertation in the second or third year of study.

LATIN AMERICA PATHWAY

Degree code: MTCHR

<http://www.sas.ac.uk/hrc/graduate-study/ma-human-rights/latin-america-pathway>

Structure

Three compulsory modules, three optional modules, and a dissertation; although, the dissertation must be focused on human rights in Latin America.

Placement programme

Students can do an internship/placement for extra credit. In order for the placement to be accredited, it would need to be for 25 full days and there is a 1000 word self-assessment. The internship can be taken on an unassessed basis, in which case it is unaccredited.

Required modules

Autumn term

The politics of human rights in Latin America

Spring term

Citizenship and new social movements in Latin America

Human rights and everyday life in Latin America

Optional modules

Autumn term

Two of the following three modules will be selected:

Understanding human rights I: ideas and contexts

Securing human rights I: actors and mechanisms, skills and strategies

Translating human rights into law I: the foundations of international human rights law

Spring term

One out of the following modules may be selected:

Understanding human rights II: genocide, gross human rights violations and reconciliation

Securing human rights II: securing human rights in development and in conflict

Translating human rights into law II: topics in international human rights law

Researching human rights: social research methods

Business and human rights

Indigenous peoples, minorities and human rights

INSTITUTE OF ENGLISH STUDIES

MA/MRES IN THE HISTORY OF THE BOOK

MA degree code: NTEHB

MRes degree code: NTRHBFT

<http://www.sas.ac.uk/graduate-study/masters-degrees/ma-history-book>

Structure

MA: Six courses, including two mandatory core courses, plus a dissertation of 15,000 words.

MRes: Three courses, plus a 30,000 word dissertation.

Students may choose courses from the London Rare Books School programme under the guidance of the Course Director and Course Tutor.

Modules

Core courses

The medieval book

Printed text in Britain and elsewhere 1450–2010

Research methodology

Courses

Digital publishing and book studies

The book in the ancient world

Textual scholarship and contemporary editorial theory

The historical reader: the practice and representation of reading 1400–1900

The serial and the book

Western book structures

The look of the book

London Rare Books School courses

The Anglo-Saxon and Carolingian book, c.600–1050

The book in the ancient world

Children's books, 1450–1820

European bookbinding, 1450–1820

A history of maps and mapping

An introduction to bibliography

The medieval book

The printed book in Europe, 1450–1830

The early modern book in England: exploring the evidence

The history and practice of hand press printing, 1450–1830

An introduction to illustration and its technologies

Modern first editions; dealing, collecting and the market

Mode of study

12 months full-time or 24 months part-time.

INSTITUTE OF HISTORICAL RESEARCH

MA/MRES IN HISTORICAL RESEARCH

MA degree code: RTIHR

<http://www.sas.ac.uk/graduate-study/masters-degrees/ma-historical-research>

MRes degree code: RTRHS

<http://www.sas.ac.uk/graduate-study/master-s-degrees/mres-historical-research>

Structure

MA: Two core modules and an option module (consisting of two option courses), plus a dissertation of 15,000 words

MRes: Two core modules and a research pathway module, plus a dissertation of 30,000 words

Modules

Core modules

Historical research skills (students are also required to take one of the IHR's short training courses as part of this module)

History in context

MA: Option module (options offered are subject to change)

Students choose two courses from a list including:

Health and welfare

Local history

Material culture

The making of the Metropolis

Death in England

MRes: Research Pathway module (pathways offered are subject to change)

Students select one research pathway, which will focus on specific skills, methodologies and historiographies, depending on the subject of their dissertation:

Local history

Digital history

History of medicine

Urban history, including the history of London

Modern history

Imperial history

Global history

Material culture

Mode of study

12 months full-time or 24 months part-time.

MA IN GARDEN AND LANDSCAPE HISTORY

Degree code: RTGLH

www.history.ac.uk/study/ma-garden-history

www.sas.ac.uk/graduate-study/master-s-degrees/ma-garden-and-landscape-history

Structure

Two core modules plus a dissertation of 15,000 words

Those wishing to pursue this course on a part-time basis can complete Modules 1 and 2 (the taught elements of the course) in their first year and Module 3, the dissertation, in their second year

Module 1 can be undertaken as a standalone unit leading to a PGCert, the credit for which can be banked should the student wish to complete the MA at a later date within a prescribed time frame

Modules

Students must complete core module 1, core module 2 (selecting three options from the six provided), and core module 3 - a 15,000 word dissertation in order to be awarded the full MA.

Module 1 is a hands-on introduction to the discipline, showcasing methods and sources for research in Garden and Landscape History with a strong practical focus. This module includes numerous visits to libraries, museums and historic gardens.

Module 2 allows students to explore in further depth the eras and aspects of Garden and Landscape History which interest them. Students elect three out of six available unit choices.

Module 3 is a supervised dissertation of 15,000 words.

Mode of study

12 months full-time or 24 months part-time.

THE WARBURG INSTITUTE

MA IN CULTURAL AND INTELLECTUAL HISTORY 1300–1650

Degree code: WTWCI

www.sas.ac.uk/culturalandintellectualhistory.html

Structure

Six one-term taught modules (four core and two from the options) plus dissertation (20–25,000 words).

Core modules

Rhetoric and Dialectic: humanist education and the use of language and its implication for Renaissance culture and discourse

Italian History: aspects of late medieval and/or Renaissance social and political history

Iconology: mythological painting, allegorical figures, historical subjects, altarpiece

Philosophy: the influence of classical philosophy in the Renaissance studied through commentaries, dialogues and letters, as well as popular works

Optional subjects may vary from year to year, and include such modules as:

Sin and sanctity in the Reformation

Art and devotion in the Renaissance

Renaissance material culture

Islamic authorities and Arabic elements in the Renaissance

Dante and the medieval transmission of the classical tradition

Sixteenth-century European literature

Music in the Later Middle Ages and the Renaissance

Mode of study

12 months full-time.

MA IN ART HISTORY, CURATORSHIP AND RENAISSANCE CULTURE

Joint programme with the National Gallery

Degree code: WTHCR

<http://www.sas.ac.uk/graduate-study/master-s-degrees/ma-art-history-curatorship-and-renaissance-culture>

Structure

All students take three core modules and two optional modules. The core modules include language and paleography classes, which will be selected following an individual language audit for each student, and are spread over two terms. The optional subjects may vary from year to year and students must select at least one in an art historical field.

Core modules:

- Language, paleographical and archive skills
- Curatorship in the National Gallery
- Art history – iconology

Optional courses:

- Renaissance material culture
- Renaissance art literature
- Art and devotion in the Renaissance
- History of Renaissance philosophy
- Sin and sanctity in the Reformation
- The transmission of the Classical Tradition in Dante
- Islamic authorities and Arabic elements in the Renaissance
- Music and the arts and sciences in the Renaissance

Mode of study

12 months full-time.



Characteristics Statement

Master's Degree

September 2015

UK Quality Code for Higher Education
Part A: Setting and maintaining academic standards

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About this Statement

This document is a Qualification Characteristics Statement about the characteristics of master's degrees. It describes the distinctive features of master's degrees in the UK. It becomes a reference point for the purposes of reviews coordinated by QAA from August 2016.

Qualification Characteristics Statements are a component of the UK Quality Code for Higher Education (the Quality Code), Part A: Setting and Maintaining Academic Standards. Expectation A1 requires that:

In order to secure threshold academic standards, degree-awarding bodies:

[...]

b) consider and take account of QAA's guidance on qualification characteristics

[...].

Characteristics Statements are closely linked to *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* (the Qualifications Frameworks)¹ (also included in Expectation A1 of the Quality Code). They complement and contextualise the information provided within the Qualifications Frameworks, providing more detail about the distinctive features of qualifications at particular levels of the frameworks and/or of qualifications at any level, which are awarded in a particular way.

As this Statement is concerned with master's degrees, it relates particularly to the 'Descriptor for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree', which is in section 4 of the Qualifications Frameworks.

This version of the Statement forms its second edition, following initial publication in 2010.

How can I use this document?

You may want to read this document if you are:

- involved in the design, delivery and review of master's programmes
- a prospective student thinking about undertaking a master's
- an employer, to find out about the knowledge and skills generally expected of master's graduates.

Explanations of unfamiliar terms used in this Statement can be found in QAA's glossary.² QAA has also published a general guide to quality assurance in higher education.³

¹ *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* can be found at: www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843.

² The QAA glossary is available at: www.qaa.ac.uk/about-us/glossary.

³ A general guide to quality assurance can be found at: www.qaa.ac.uk/assuring-standards-and-quality.

1 Context, purposes and graduate characteristics

1.1 Context

The master's degree is one of the most well-known and well-established postgraduate qualifications in UK higher education. Master's degrees in the UK are diverse and broad ranging. A wide variety of master's degrees are on offer, whose purposes can reflect both the desires and ambitions of students, and the traditions and needs of particular subjects and professions. However, despite their diversity, master's degrees all conform to a common threshold standard, which is set out in the Qualifications Frameworks.

Master's degrees may broadly be organised into three categories - 'research', 'specialised/advanced study' and 'professional/practice' - and these are explored in more detail in section 3 of this Statement. Each of these categories is based on shared characteristics, but the categories are not intended to be definitive. Some master's degrees may combine characteristics from different categories, and degrees bearing similar titles may be considered to fall within more than one category.

Master's degrees are delivered through a range of models and modes, and are often at the cutting edge of practice in terms of distance or remote learning. Flexibility in delivery is considered key to the ongoing success of master's degrees.

Some master's degrees are explicitly linked to further study through entry to a doctoral programme. In this arrangement a student progresses automatically onto a doctoral programme, provided that they achieve the master's degree outcomes to the standard required. In other cases, the degree equips successful graduates with the potential to be able to enrol for doctoral study, but entry is not guaranteed.

Where master's degrees aim to prepare students for entry to a particular field of employment, practice or profession, or for progression or transfer within it, a professional, statutory or regulatory body (PSRB) external to the provider may accredit the programme. Graduates of such programmes may be eligible for a particular professional status or may be permitted to enter a further period of practice, study or examination leading to the profession.

The UK master's degree in all its forms has been confirmed as being in alignment with European-wide guidance, in particular with the Framework for Qualifications of the European Higher Education Area (QF-EHEA).⁴ This independent verification involving colleagues from non-UK European countries, as well as from the UK, recognised UK qualifications as having Europe-wide equivalence and standing, which supports the mobility of graduates within Europe.

1.2 Purposes of the master's degree

Higher education providers may offer a master's degree with one or more of the following aims:

- enabling students to focus on a particular aspect of a broader subject area in which they have prior knowledge or experience through previous study or employment
- enabling students to focus on a particular subject area or field of study in greater depth than they encountered during the course of previous study or experience (this may include enabling students to develop knowledge of a new subject or field of study in combination with a relevant subject area in which they have prior

⁴ See: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications.

- knowledge or experience, or enabling students to undertake inter or multidisciplinary study)
- enabling students to undertake a research project on a topic within the area of interest that makes up the majority of the overall assessment
 - enabling students to learn how to conduct research and undertake training in research methods, often linked to a particular subject or field of study
 - enabling students to specialise or to become more highly specialised in an area of employment or practice related to a particular profession
 - supporting progression towards professional registration in a particular profession.

1.3 Characteristics of master's graduates

The Qualifications Frameworks level descriptor for the master's degree includes generic information about what all holders of the master's qualification are able to do, and the qualities and skills that they have (see the Qualifications Frameworks for details).

Beyond these core attributes, master's graduates are diverse, with wide-ranging strengths and abilities. This is a reflection of the diversity of master's programmes available as well as students' different aspirations, motivations, learning needs and personal circumstances.

Nonetheless, all master's degree graduates have in-depth and advanced knowledge and understanding of their subject and/or profession, informed by current practice, scholarship and research. This will include a critical awareness of current issues and developments in the subject and/or profession; critical skills; knowledge of professional responsibility, integrity and ethics; and the ability to reflect on their own progress as a learner.

Graduates of research master's are likely to be further characterised by their ability to study independently in the subject, and to use a range of techniques and research methods applicable to advanced scholarship in the subject. Graduates of specialist or advanced study master's are likely to be characterised in particular by their ability to complete a research project in the subject, which in some subjects includes a critical review of existing literature or other scholarly outputs. Meanwhile, graduates of professional or practice master's are able to apply research and critical perspectives to professional situations, both practical and theoretical, and to use a range of techniques and research methods applicable to their professional activities.

Graduates of all types of master's degrees are equipped to enter a variety of types of employment (either subject-specific or generalist) or to continue academic study at a higher level, for example a doctorate (provided that they meet the necessary entry requirements). Graduates of professional/practice master's programmes in particular possess the skills and experience necessary for some professions or areas of practice.

2 Forms of master's degrees

2.1 Forms of master's degrees

The descriptions of master's degrees, by category, that follow are intended to be indicative rather than definitive. It is recognised that master's degrees may combine characteristics from different categories and that degrees bearing similar titles may be considered to fall within more than one category.

A summary of common master's degree titles, and the categories to which they generally relate, is included in Appendix 1.

Category 1: Research master's degrees

Examples of research master's include the MPhil, MLitt and the M by Res.

Research master's degrees usually aim to prepare students for the next stage in a research career, whether pursuing a further research programme or entering research-based employment; or to enable those undertaking the programme to contribute towards research in the subject.

Programmes in this category often attract entrants with a bachelor's degree with honours in a cognate or closely related subject, or entrants who have acquired experience through work or other means that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the programme.

The following characteristics are often associated with research master's programmes.

- The student conducts a research project through independent study.
- They include research methods training, which may be provided through 'taught' content modules.
- Assessment is specific to the individual and usually requires a dissertation or thesis, or other output, such as an artefact, performance or musical composition. The thesis is commonly defended in an oral examination. Where students must successfully complete 'taught' modules are part of a research master's degree, the assessment of those components may be separate from the overall assessment.
- The programme fits the description of a research master's given in the Quality Code, *Chapter B11: Research Degrees*.

Category 2: Specialised or advanced study master's degrees

Examples of specialised or advanced study master's include the MSc, the MA, the MRes and some integrated master's (see section 2.2).

Specialised or advanced study master's degrees usually aim to prepare students for the next stage in their careers, whether that is further academic or professional study, or entering or progressing within employment of different kinds.

Programmes in this category often attract entrants who have a background in the subject or a related subject area, acquired through previous study (a bachelor's degree with honours or equivalent) and entrants who have acquired experience through work or other means that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the programme.

In the case of integrated master's degrees, students may enroll directly onto the integrated master's programme or enroll on the associated bachelor's programme in

the first instance and transfer to the master's programme after demonstrating satisfactory academic progress.

The following characteristics are often associated with specialist or advanced study programmes.

- They are usually predominantly composed of structured learning opportunities (are 'taught'). Frequently, at least a third of the programme is devoted to a research project, leading to a dissertation or the production of other output such as an artefact, performance or musical composition.
- They include research methods training, which may be provided in a range of different ways (for example, through content modules).
- In the case of integrated master's degrees, master's level study is integrated with study at honours degree level within a single programme. The first two characteristics above apply to the master's level part of the overall award.
- Related awards, such as postgraduate certificate and postgraduate diploma, will often be offered as stages in the progression to a specialised/advanced study master's degree to facilitate continuing professional development at different stages of a professional career.

Category 3: Professional or practice master's degrees

Examples of professional or practice master's include the MBA, MDiv, LL.M and MSW, post-experience MAs and MScs and some integrated master's (see section 2.2).

Professional or practice master's degrees usually aim to enable graduates to qualify for entry into a profession, subject to any further conditions required by the PSRB; or to provide development opportunities related to particular professions or employment settings.

Programmes in this category (which are not integrated programmes) often attract entrants with a bachelor's degree with honours or equivalent, or experience that may or may not be directly relevant to the particular profession. Entrants may have acquired experience through work or other means that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the programme. Some professional/practice master's will require entrants to be engaged in particular professions as a condition of entry to the programme.

The following characteristics are often associated with professional or practice master's.

- Learning tends to be structured, and programme structure may be developed in collaboration with the relevant PSRB or employer, and may include practical elements, such as fieldwork, placements or other opportunities for work-based learning, as well as a project undertaken through independent study.
- They include research methods training, which may be provided in a range of different ways (for example, through content modules).
- In the case of integrated master's degrees that fall within this type, master's level study is integrated with study at honours degree level within a single programme. The second characteristic above applies to the master's level part of the overall award.
- They may be a prerequisite for registration or entry to a profession in accordance with the requirements of the PSRB that recognises or accredits the award.
- Related awards, such as postgraduate certificate and postgraduate diploma, are often offered as stages in the progression to a professional/practice master's award to facilitate continuing professional development at different stages of a professional career.

2.2 Integrated master's degrees

Integrated master's degrees are common in science, mathematics and engineering but are also used in other subjects and delivered through a programme that combines study at the level of a bachelor's degree with honours with study at master's level during the latter stages of the programme. As such, a student usually graduates with a master's degree after a continuous four-year (or five-year in Scotland) programme of study. If a work placement is included, the time taken to complete the programme may be extended.

Integrated master's degree programmes typically include study equivalent to at least one full-time academic year at level 7 of *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ)/Scottish Credit and Qualifications Framework (SCQF) level 11 on the *The Framework for Qualifications of Higher Education Institutions in Scotland* (FQHEIS) (for example, at master's level). Thus, study at bachelor's level is integrated with study at master's level. Programmes are designed to meet the qualification descriptors in full at level 6 of the FHEQ/SCQF level 10 on the FQHEIS; and level 7 of the FHEQ/SCQF level 11 on the FQHEIS.

As the table in Appendix 1 illustrates, integrated master's degrees can occur across all three of the categories of master's described above.

There are also examples of master's degrees that are delivered through an integrated programme of study that includes a three-year doctoral degree. In such cases, a student graduates with a doctoral degree after a single, four-year (minimum) programme of study, to which they are able to progress provided that they achieve the master's degree outcomes at the required standard.

Further information on the integrated master's degree is available in the Qualifications Frameworks.

2.3 Other qualifications at master's level

Qualifications in medicine, dentistry and veterinary science

Primary qualifications in medicine, dentistry and veterinary science generally include study equivalent to at least one full-time academic year at level 7 of the FHEQ/SCQF level 11 on the FQHEIS. They are designed to meet in full the Qualifications Framework descriptors for both bachelor's degrees with honours and master's degrees, and therefore are master's level qualifications. However, for historical reasons they retain the title 'bachelor'. For further information, see the Qualifications Frameworks.

Postgraduate certificates and diplomas

While this document focuses on master's degrees, much of the information provided about master's degrees can also apply to postgraduate certificates and diplomas. These qualifications are located at the same academic level as master's degrees in the Qualifications Frameworks but involve a lower overall volume of learning (and credit where credit is used). They are often used in the context of initial and continuing professional development. Master's degrees may incorporate progression through postgraduate certificate and diploma stages.

Further information on the nature of postgraduate certificates and diplomas, and their relationship to master's degrees, is available in the Qualifications Frameworks.

3 Content, structure and delivery of master's degrees

3.1 Content

Higher education providers determine the content of a master's degree in terms of the knowledge and understanding, expertise and skills that the student is intended to acquire. Often master's degrees do not fall within traditional subject boundaries that are recognisable at previous academic levels of study; they may also be highly specialised and near the boundaries of current knowledge.

Some subject communities have developed Subject Benchmark Statements for master's awards in particular areas, which may offer guidance around programme content.⁵

3.2 Teaching and learning

Teaching and learning methods used in master's degrees are diverse. Providers have traditionally distinguished between master's degrees that are awarded on the basis of an independent, though supervised, research project undertaken by the student, and those for which structured learning contributes the majority of the material to be assessed. However, any master's degree may draw upon a combination of methods of delivery as appropriate to the programme's overall aims.

Flexible and distance learning are common, in particular for professional or practice master's.

Many master's degrees, and especially those aimed at initial or continuing professional development, involve learning that takes place in a professional or practice environment.

All master's degree involve training in research methods.

Further guidance on methods of teaching and learning may be found in Subject Benchmark Statements. Although most are aimed at bachelor's degrees with honours, the guidance on teaching and learning may also be helpful to those dealing with master's degrees. Master's degree programmes will typically feature a greater emphasis on methods involving independent study leading towards a dissertation or other project-based work.

3.3 Assessment

Assessment methods are also diverse and vary significantly depending upon the overall aims of a particular programme.

Most master's degrees include a research project, leading to the production of a dissertation or other output, but this is not the case in all master's.

Programmes assess not only academic skills but also other skills and attributes, including, where relevant, the requirements of any professional body that recognises or accredits the award. The descriptors in the Qualifications Frameworks set out the broad level of skills and competencies that master's students are expected to achieve.

As above, further guidance on methods of assessment may be found in Subject Benchmark Statements.

⁵ See: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements.

3.4 Volume of learning and credit

While the nature of a master's degree is not determined by the volume of credit associated with it (and not all UK higher education providers use credit), the allocation of credit provides information about the amount of learning and the academic demands of that learning. As such, it may assist in decisions about academic progression between programmes or from one academic level to another.

In England, Wales and Northern Ireland a master's degree will have a typical minimum of 180 credits, of which at least 150 will be at master's level on the FHEQ. For an integrated master's a credit allocation of 480 with at least 120 at master's level on the FHEQ is identified.

In Scotland, the FQHEIS identifies a minimum of 180 credits for a master's degree, of which at least 150 should be at master's level on the FQHEIS. The integrated master's has a higher overall volume of credit than similar awards in the rest of the UK, which reflects the longer, four-year bachelor's with honours degree in Scotland. In Scotland, the integrated master's typically attracts 600 credits, of which at least 120 should be at master's level on the FQHEIS.⁶

The European Credit Transfer System (ECTS), developed by the European Commission, is a system for the use of academic credit aimed at facilitating student mobility in Europe. The QF-EHEA⁷ identifies typical ECTS credit values associated with master's (second cycle) qualifications. Master's degrees have a minimum of 60 ECTS credits (120 UK credits) and typically have 90-120 ECTS credits (180-240 UK credits).⁸

For the award of ECTS credits, the learning outcomes of a qualification must be consistent with the relevant outcomes identified in the qualification descriptor for the end-of-cycle award (the 'Dublin Descriptors') set out in the QF-EHEA. For those seeking further information, a revised users' guide to ECTS was published in 2015.⁹ In addition, the UK Higher Education International Unit has published guidance on the relationship between UK arrangements for academic credit and ECTS.¹⁰

⁶ See: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/academic-credit.

⁷ Available at: www.ehea.info/Uploads/QF/050520_Framework_qualifications.pdf.

⁸ In everyday practice, as identified in the *Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England* (2008), two UK credits are equivalent to one ECTS credit.

⁹ See: http://ec.europa.eu/education/library/publications/2015/ects-users-guide_en.pdf.

¹⁰ The ECTS Users' Guide (revised 2009) is available at: http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf. The UK Higher Education Europe Unit guidance on the relationship between UK arrangements for academic credit and the European Credit Transfer and Accumulation System (ECTS) is available at: http://ec.europa.eu/education/tools/ects_en.htm.

Related guidance and further references

This Statement is a component of the Quality Code, Part A: Setting and Maintaining Academic Standards.

Those interested in the academic standards of master's degrees should read this Statement alongside other components of Part A and especially the Qualifications Frameworks. As this Statement is concerned with master's degrees, it relates particularly to the 'Descriptor for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree', which is in section 4 of the Qualifications Frameworks.

Those interested in and/or responsible for the design, delivery and review of master's programmes should read this document alongside the Quality Code, Part B: Assuring and Enhancing Academic Quality, which applies equally to undergraduate and postgraduate programmes.

Those interested in and/or responsible for the design, delivery and review of research master's programmes will find it particularly helpful to refer to the Quality Code, *Chapter B11: Research Degrees*.

Further guidelines, references and resources

ECTS Users' Guide

http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf

Framework for Qualifications of the European Higher Education Area (QF-EHEA)

www.ehea.info/Uploads/QF/050520_Framework_qualifications.pdf

QAA, *Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England* (2008)

www.qaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf

QAA, Subject Benchmark Statements

www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements

QAA Scotland, Enhancement Themes: Learning from International Practice in the Taught Postgraduate Student Experience

www.enhancementthemes.ac.uk/sheec/learning-from-international-practice/taught-postgraduate-student-experience

UK Higher Education Europe Unit, guidance on the relationship between UK arrangements for academic credit and the European Credit Transfer System (ECTS)

http://ec.europa.eu/education/tools/ects_en.htm

Appendix 1: Summary of master's degree titles

The table below contains an indicative list of some of the most commonly used award titles with their abbreviations, and brief descriptions of characteristics with which they are often associated.

The table is intended to serve as a quick reference guide to UK master's degree qualification titles. However, it is important to note that, although certain titling conventions are specified in the Qualifications Frameworks, there are no nationally agreed definitions of master's award titles. The ways in which titles are used vary depending on the degree-awarding body, and individual providers are best placed to explain their own master's degrees in detail.¹¹

For further information about titling conventions set out in the Qualifications Frameworks, see: www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf.

Full title	Abbreviation	Key characteristics
Master of Arts	MA	<p>The MA involves specialist study in a particular subject or subjects. It is most commonly associated with the arts, humanities and some social sciences.</p> <p>The title can be used across the three types of master's degree described in this Statement: research master's; specialised or advanced study master's; professional or practice master's.</p> <p>If used for a master's completed by research in a relevant subject the qualification may be titled 'MA by research'.</p> <p>If used for a master's in a specialist or advanced area of study the relevant subject is often included in the full title of the award (see below)</p> <p>If used for a professional or practice based master's the profession or type of practice may be included in the full title of the award</p> <p>Note: The following awards bear the title MA but fall outside of the scope of this document.</p> <p>The Master of Arts granted by the University of Oxford and the University of Cambridge. This is not covered by the Statement because it is not an academic qualification.</p> <p>The Master of Arts with Honours (MA (Hons)), used in some faculties in a small number of universities in Scotland for the Scottish Bachelor's Degree with Honours. This is not covered by the Statement because it relates to a bachelor's, not a master's degree</p>

¹¹ There may be exceptions where the title of an award is protected by a PSRB.

		<p>(FHEQ level 6/SCQF level 10 on the FQHEIS).</p> <p>For further information on each of these examples, please refer to the Qualifications Frameworks (section 4: Qualifications descriptors).</p>
Master of Science	MSc	<p>The MSc involves specialist study in a particular subject or subjects. It is most commonly associated with science, technology, engineering, mathematics and some social sciences.</p> <p>The title can be used across the three types of master's degree described in this Statement: research master's; specialised or advanced study master's; professional or practice master's.</p> <p>If used for a master's completed by research in a relevant subject the qualification may be titled 'MSc by research'.</p> <p>If used for a master's in a specialist or advanced area of study the relevant subject is often be included in the full title of the award (see below).</p> <p>If used for a professional or practice based master's the profession or type of practice may be included in the full title of the award.</p> <p>An alternative abbreviation used for some master of science qualifications (such as some integrated master's degrees) is MSci.</p>
Master of Research	MRes	<p>The Master of Research is a specialised or advanced study master's degree during which the student develops a deeper understanding of the core principles of research as well as the ability to conduct research.</p> <p>It is different from the Master by Research because the focus is on learning about research itself rather than studying a particular subject through research; programmes are usually oriented around structured learning.</p>
Master by Research	MbyRes or MRes or ResM	<p>The Master by Research is a research degree and is similar to MPhil and some MLitt awards (see below).</p> <p>The student spends the majority of their programme undertaking independent research with supervision and guidance. They may attend some structured courses to learn about research methods. However, it differs from the Master of Research because the focus is on a specific subject, studied through research methods.</p>

		<p>Note: As a research degree, the MRes falls within the scope of the Quality Code, <i>Chapter B11: Research Degrees</i>.</p> <p>This sets out the Expectation that all providers are required to meet to assure and enhance the quality of their research degrees. Please refer to the Quality Code, <i>Chapter B11</i> for further information.</p>
Master of Philosophy	MPhil	<p>The MPhil is a research master's degree and may be similar to the Master by Research and some MLitt awards (see above).</p> <p>The MPhil may be linked to a doctorate. Some providers may allow students to register for an MPhil as an entry qualification for a doctorate.</p> <p>Note: As a research degree, the MPhil falls within the scope of the Quality Code Part B, Chapter B11: <i>Research degrees</i>. This sets out the Expectation that all providers are required to meet to assure and enhance the quality of their research degrees. Please refer to Chapter B11 for further information.</p>
Master of Letters	MLitt	<p>The MLitt is usually but not always a research master's degree and is often similar to the master's by research and the MPhil (see above).</p> <p>Note: As a research degree, the MLitt falls within the scope of the Quality Code, <i>Chapter B11: Research Degrees</i>.</p> <p>This sets out the Expectation that all providers are required to meet to assure and enhance the quality of their research degrees. Please refer to the Quality Code, <i>Chapter B11</i> for further information.</p>
Master of [subject name]	M[abbreviated subject name]	<p>A range of master's degree titles are used that include specific subject names.</p> <p>This approach is especially common for integrated master's, where a wide range of examples exist, including the following:</p> <p>Master of Business (MBus) *Master of Chemistry (MChem) *Master of Computing (MComp) *Master of Engineering (MEng) Master of Geology (MGeol) Master of Law (MLaw) Master of Liberal Arts (MLibArts) *Master of Mathematics (MMath) *Master of Mathematics and Statistics (MMathStat) *Master of Optometry (MOptom)</p>

		<p>*Master of Physics (MPhys) *Master of Theology (MTh).</p> <p>A similar approach is used for some professional or practice master's degrees. Examples include the following:</p> <p>Master in Arts (MArt) *Master of Business Administration (MBA) Master of Design (MDes) *Master of Divinity (MDiv) Master of Education (MEd) Master of Enterprise (MEnt) Master of Fine Art (MFA) Master of Jurisprudence (MJur) Master of Midwifery (MMidwifery) Master of Music (MMus) Master of Pharmacy (MPharm) Master of Planning (MPlan) Master of Public Administration (MPA) Master of Social Work (MSW) Professional Master's (MProf).</p> <p>*Awards marked with an asterisk are discussed in more detail in the relevant Subject Benchmark Statement. The majority of these statements focus on bachelor's degrees with honours, but some also cover master's level qualifications. Please see the individual statements for further information.</p>
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Appendix 2: Members of the advisory groups for the Master's Degree Characteristics

QAA is grateful to members of the Postgraduate Advisory Group for support in revising and updating this document in 2015.

Professor Veronica Bamber	Queen Margaret University
Dr Paul Bennett	Higher Education Academy
Dr Iain Cameron	Research Councils UK
Gill Clarke	UK Council for Graduate Education
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Professor Rosemary Deem	Royal Holloway, University of London
Professor Pam Denicolo	Universities of Surrey and Reading
Shane Dowle	ARC/University of Surrey
Dr Michael Gilmore	Durham University
Louisa Green	London School of Economics
Dr Susan Grey	University of Hertfordshire
Professor Sharon Huttly	Lancaster University
Dr Janet Metcalfe	Vitae
Professor Louise Morley	University of Sussex
Professor Alan Reed	University of Greenwich
Dr Adam Wright	NUS
Dr Anne Rixom	Nottingham Trent University
Dr Julian White	White Rose University Consortium
Dr Cat Ball	Biochemical Society and Society of Biology
Dr Amanda Rouse	University of Cardiff

Membership of the external development group for *Master's Degree Characteristics* 2010 (details as published in the 2010 version).

Professor Bob Munn (Chair)	Former Vice-President (Teaching and Learning) University of Manchester
Dr Laura Bellingham	QAA
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Professor Peter Main	Director, Education and Science Institute of Physics
Professor Simon van Heyningen	Former Vice-Principal (Learning and Teaching) University of Edinburgh
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QAA1317 - Sept 2015

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Registered charity numbers 1062746 and SC037786

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This booklet is available in large print – please ask