

Regent European University

ASSESSMENT REGULATIONS

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1. Introduction and Scope

This document aims to set out fair and equitable rules which will support the assessment process, including outcomes, progression and award eligibility and classification.

These Assessment Regulations apply to undergraduate and postgraduate credit and award bearing courses and are intended for our students, staff, External Examiners, Collaborative Partners and external stakeholders.

This document does not apply to research degrees, nor the research phase of a Professional Doctorate degree.

The purpose of assessment is to enable students to demonstrate they have achieved the learning outcomes of the module. Boards of Examiners use student performance in these assessments to decide if they can progress to the next academic stage of study or recommend a University award.

The following principles underpin all the Assessment Regulations of the University and meet the Office for Students Conditions expectations on assessment:

- a) students are assessed effectively;
- b) each assessment is valid, reliable and inclusive;
- c) via the marking schemes ensure the effective assessment of technical proficiency in the English language, appropriately reflecting the level and content of the assessment
- d) our policy and processes of assessment will be subject to regular monitoring and review.

2. Definitions

The following definitions apply in this document:

Academic year: A defined period, normally lasting twelve months, in which the delivery of a level of study, or a portion thereof, is undertaken.

Award: Any formal qualification awarded by the University to an individual student which may be either an end qualification or an exit award

Assessment Board: A committee to agree final student marks, determine progression and award of an exit award or end qualification as outlined in The Regulations for the Organisation and Conduct of Assessment Boards.

Assessment component: An assessment component is one of the assessment items on a module from which the final mark/outcome for the module is derived. This process is commonly referred to as summative assessment.

Formative assessments (assessments which do not count towards the formal outcome of the module) are not considered to be assessment components for the purpose of these regulations.

End qualification: The target qualification for which the student is enrolled or registered.

Exit award: The highest level of award which a student achieves who has not successfully completed the end qualification.

Programme of study: A collection of modules grouped under a specific title, the details of which have been approved by Senate as leading to an appropriate end qualification and/or exit awards. A programme can also be known as a course.

Progress: Where a postgraduate student gains the full number of credits required to complete an academic stage, is deemed to have completed that stage and may start to study the next academic stage.

PSRB: A Professional, Statutory or Regulatory Body. This includes, but is not limited to, accrediting bodies and statutory bodies that deal with legal requirements and immigration.

Senate: Any reference to Senate in these regulations shall be deemed to include a reference to any committee of Senate to which Senate has delegated the relevant authority.

Stage: an amount of academic study and credit that normally corresponds to a phase of the programme as outlined in the Programme Specification.

3. Assessment and Awards

A student will be eligible to be considered for the award of the MBA degree if 90 ECTS at FHEQ level 7 have been passed or condoned, an Average Course Outcome (ACO) of 50.00% has been achieved, and all specified course and award requirements have been met.

If eligible to be considered for the award of MBA degree, the following award classification criteria will be used in sequence:

- a. The degree of Master with Distinction will be awarded to a student who has achieved an ACO of at least 70.00%;
- b. The degree of Master with Merit will be awarded to a student who has achieved an ACO of at least 60.00%;
- c. The degree of Master will be awarded to a student who has achieved an OCA of at least 50.00%.

Regent European University has a two-tier system for agreeing assessment results.

1. Module Assessment Boards confirm the marks for all students in their module, regardless of the students' specific course.

2. Boards of Examiners recommend awards and classifications, and decide on students' progression.

A student can only be recommended for a University award if they have registered for a course leading to that specific award.

If a student withdraws or is excluded, the Board of Examiners may recommend a lesser award listed in the Course Specification.

3.1 Award of Named Postgraduate Diploma

A student will be eligible to be considered for an award of a named Postgraduate Diploma, either as an intended award or as a specified exit award, if 60 ECTS of relevant units at FHEQ level 7 have been passed or condoned, and all specified course and award requirements have been met. Course specifications will identify which units are relevant to the award requirements in this context.

If eligible to be considered for the award of Postgraduate Diploma the following award classification criteria will be used in sequence:

- a. The Postgraduate Diploma with Distinction will be awarded to a student who has achieved an ACO of at least 70.00% across the relevant units;
- b. The Postgraduate Diploma with Merit will be awarded to a student who has achieved an ACO of at least 60.00% across the relevant units;
- c. The Postgraduate Diploma will be awarded to a student who has achieved an ACO of at least 50.00% across the relevant units.

3.2 Award of Named Postgraduate Certificate

A student will be eligible to be considered for an award of a named Postgraduate Certificate, either as an intended award or as a specified exit award, if 30 ECTS of relevant units at FHEQ level 7 have been passed and all specified course and award requirements have been met. Course specifications will identify which units are relevant to the award requirements in this context.

If eligible to be considered for the award of Postgraduate Certificate the following award classification criteria will be used in sequence:

- a. The Postgraduate Certificate with Distinction will be awarded to a student who has achieved an ACO of at least 70.00% across the relevant units;
- b. The Postgraduate Certificate with Merit will be awarded to a student who has achieved an ACO of at least 60.00% across the relevant units;
- c. The Postgraduate Certificate will be awarded to a student who has achieved an ACO of at

least 50.00% across the relevant units.

4. Responsibilities

It is the responsibility of the University:

- a) to assess students fairly;
- b) to design assessment tasks to minimise opportunities for mal-academic practice, including plagiarism, and ensure that students are provided with the knowledge and skills to enable good academic practice;
- c) to publish the results of students' assessments as far as they relate to progression or awards of the University;
- d) to investigate allegations of malpractice during assessment and act appropriately on the findings to consider appeals against decisions of Extenuating Circumstances, Module Assessment Boards and/or Boards of Examiners.

It is the responsibility of students to:

- a) register onto their course on its commencement and re-register at the next course stage start date;
- b) check their University email account regularly. All University-related emails will be sent to the student's University email address only;
- c) notify the Student Support service of any special needs the student wishes provision to be made for in the assessment of any module;
- d) undertake the learning activities specified for each module for which they are registered;
- e) provide any information on personal circumstances that has prevented the student from attending or submitting any assessment, through the Extenuating Circumstances mechanism, and which they wish the Module Assessment Board and/or Board of Examiners to consider;
- f) attend examinations and submit assessments, including Referrals and Deferrals, End Point Assessments as required;
- g) undertake assessments honestly and in a manner that does not attempt to gain unfair advantage;
- h) engage with feedback provided;

- i) if relevant, seek support and guidance relating to withdrawal and/or suspension, and follow the University's procedures for withdrawal and suspension of studies
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5. Submissions

All submissions are to be uploaded through Canvas, the University VLE, and will be subjected to plagiarism checks. Students must keep a digital copy of the final submission assessment which may be requested by the Module Leader at any time.

A student may upload their assessment to the VLE as many times as they like before the final deadline, including during the 48-hour extension period. However, only the last version submitted by the final deadline will be marked. Any earlier submissions will not be marked.

At times, students may face more considerable disruption to their learning and this may impact on their ability to complete their assessment, for example this may be due to a long-term health matter. In these circumstances, it is recommended that a student makes an Extenuating Circumstance request.

5.1 Extenuating Circumstances

Extenuating circumstances (ECs) are short-term, mostly unforeseen circumstances that impact a student's ability to complete their assessment by the submission deadline (including 48-hour extensions).

In such cases the University will grant an extension on the submission deadline.

Examples of instances that warrant an extended deadline are:

- serious illness or injury;
- a traumatic event (such as an accident; witnessing a crime or being victim of one; etc)
- a bereavement;
- unexpected emergencies, including those that affect immediate dependants;
- religious observance for time specific events.

Students seeking extenuating circumstances must complete an Extension Request Form and submit it via Student Support Services to the Programme Leader within 3 working days of the assessment deadline.

5.2 Late Submissions

Assessment submitted after the deadline without an approved extension, will be considered Late Submissions.

Assessment submitted within 10 working days of the original deadline date will be marked.

However, the mark for the assessment will be limited to the module pass mark, but the uncapped mark must also be shown on the coursework.

Where students with valid extenuating circumstances submit their first attempt within 10 working days of the original deadline date, the original mark will be reinstated and the cap lifted.

Assessments submitted more than 10 working days after the original deadline date will not be marked and will be recorded as a non-submission.

Late Submission (Referral / Deferral Attempts)

All Referral and/or Deferral assessments must be submitted by the published deadline date.

Resubmission deadlines for referred assessments will be communicated to students following the Assessment Board decision.

Where a student has extenuating circumstances for Referral and/or Deferral coursework, they should use the extenuating circumstances procedures.

6. Marking and Feedback

All staff involved in teaching and assessment must demonstrate good practice in assessment and providing feedback before participating in any assessment activities.

Wherever practicable, all non-examination assessments will be marked anonymously. The Module Leader must inform students whether or not non-examination assessments will be marked anonymously.

Marking schemes are criterion-referenced and enable internal assessors and External Examiners to distinguish between different categories of achievement and to justify marks awarded.

The Pass grade is 50% of the available marks.

Feedback will be provided for all forms of assessment, including examinations. It should provide an indication of the extent to which the work has met the assessment criteria and intended learning outcomes.

The minimum requirements for summative feedback are:

- a) major strengths of the work;
- b) ways in which the mark could have been improved;
- c) original mark and any penalties that have been applied (where appropriate).

Course tutors and/or Module Leaders can only begin marking assessments once the final deadline has passed.

The Module Leader will make feedback available within twenty working days for all assessment types, all courses and all delivery types, including courses delivered via distance learning.

If feedback is unexpectedly delayed, the Module Leader must inform students of the reason(s) and the date on which they will receive the feedback at the earliest opportunity. This information must also be reported to the Head of School and the Module Assessment Board.

A student who submits work after the published submission date forfeits the right to feedback on that work, unless there were valid extenuating circumstances.

7. Assessment Boards

The Assessment Board will oversee the assessment of modules, confirm marks or grades and assign credit to students studying modules within its purview in accordance with approved module specifications.

In exercising the powers provided by these Assessment Regulations, the Assessment Board will have due regard to academic standards and to the identified aims, objectives and learning outcomes of the module(s).

In respect of each module considered by the Module Assessment Board (MAB), the following have membership rights:

- a) Chair;
- b) Programme Leader;
- c) All members of staff responsible for the teaching and assessment of the module;
- d) Head of School (if applicable);
- f) Academic Registrar or their appointed representative;
- g) Subject External Examiners.

The Chair will be appointed on the authority of the Director and will be accountable to the Academic Council for ensuring that the Programme Assessment Board fulfils its responsibilities in accordance with these regulations.

The Assessment Board will meet regularly throughout the year as appropriate to the structure of the course. Academic Registry and Academic Services will be informed of these dates in advance.

All the Assessment Boards will be held virtually, unless there is a specific requirement which means they must be held in person.

8. Moderation and Quality Assurance

8.1 Moderation of Assignment Briefs

All assessments and marking schemes are approved by both the Module Leader and the assessment moderator(s) before the start of the teaching block in which they are given to students. The assessment moderator(s) may be one or more individuals or it may be an assessment approval panel. The assessment moderator(s) will scrutinise the assessment to ensure that it is of the appropriate level, matches the module descriptor and enables the relevant learning outcomes to be demonstrated.

8.2 Internal Moderation of Grades Awarded

Internal moderation is the process that provides assurance of the quality of marking and feedback. The process involves checking that the marks have been awarded fairly and consistently, and at an academic standard which is in accordance with the assessment criteria. The process also provides the opportunity to inform the enhancement of assessment and feedback practices. All summative assessments must be internally moderated; student work from each assessment in a module should be sampled.

8.3 External Moderation of Grades Awarded

External Examiners may be appointed to provide independent and impartial advice, as well as informative comment on the standards and student achievement at module and programme level. If an External Examiner is appointed, an appropriate number of samples of marked student work should be reviewed, selected from across the range of grades awarded.

9. Academic Appeals

Students who wish to challenge an academic decision related to assessment, including but not limited to final grades, assessment outcomes, or academic penalties, may submit an academic appeal in accordance with the procedures outlined in the University's Complaints and Appeals Policy.

Academic appeals must be submitted within 20 working days of the official notification of decision from the Assessment Board.

Appeals should be based on procedural irregularities, evidence of bias, or the availability of new material evidence that was not available at the time of the original assessment.

The University Complaints and Appeals Policy provides comprehensive guidance on appeal procedures, timelines, and review processes.

10. Record Keeping and Data Protection

10.1 Assessment Records

The University maintains comprehensive records of all assessment activities, including:

- Student submissions and assessment outcomes
- Marking schemes and feedback provided
- Assessment Board decisions and rationale
- Academic misconduct investigations and outcomes
- Appeals and their resolutions

10.2 Record Retention

Assessment records are retained in accordance with the University's Records Management Policy. Student assessment records, including transcripts and supporting documentation, are maintained for a minimum of six years following completion of study or withdrawal from the programme.

10.3 Data Protection Compliance

All personal data collected, processed, and stored in relation to assessment activities is handled in strict accordance with applicable data protection legislation. This section should be read in conjunction with the University's General Data Protection Policy.

Students have rights regarding their personal data, including the right to access, rectify, and in certain circumstances, erase their assessment-related information. Requests regarding personal data should be directed to the University's Data Protection Officer.

10.4 Confidentiality and Access

Assessment records are treated as confidential and access is restricted to authorized University personnel on a legitimate need-to-know basis. Information may be shared with external bodies only where required by law, regulation, or for legitimate academic purposes such as external examining or accreditation activities.

10.5 Statistical Reporting

The University may use anonymized assessment data for quality assurance, institutional reporting, and academic planning purposes. No individual student can be identified from such statistical analyses.

11. Policy Review and Development

11.1 Review Schedule

This Policy is subject to annual review to ensure continued effectiveness and compliance with relevant legislation, sector best practice, and institutional requirements. Reviews may be conducted more frequently where significant changes in law, regulation, or University operations require policy amendments.

11.2 Review Process

Policy reviews involve consultation with key stakeholders, including academic staff, student representatives, and relevant professional services. The review process considers feedback from implementation experience, external examiner reports, regulatory requirements, and sector developments.

11.3 Approval and Implementation

Policy amendments require approval by the Academic Council. Significant changes to assessment procedures will be communicated to students with appropriate notice periods to ensure fair implementation.

11.4 Version Control

The University maintains version control of this Policy, with clear documentation of changes, effective dates, and superseded versions. The current version is published on the University website and accessible to all staff and students.

12. Policy Information

Policy Owner: Academic Senate

Approved by: Academic Council

Date of Approval: [Date]

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