

Academic Regulations: Apprenticeship Postgraduate 20 Credit

1	Introduction, Course and Module Framework
<p>These Academic Regulations set out the rules which govern how apprenticeship courses are structured and what learners need to do to successfully complete their apprenticeship.</p>	
1.1.1	Academic Regulations must be approved by Academic Board and will be reviewed annually by them or a designated subcommittee.
1.1.2	Where a course has any additional or alternative rules set by a Professional Statutory and Regulatory Body (PSRB) or where there are specific legal or mandatory requirements, including those set by regulators or funding bodies, such as the Education and Skills Funding Agency (ESFA) and the Institute for Apprenticeships and Technical Education (ifATE), these will take priority over the University's Academic Regulations.
1.1.3	All awards offered by the University must be approved by the Board of Governors and listed in University Bye-Law No. 5 before they can be advertised.
1.1.4	<p>Any exemptions to these regulations must be formally approved by Academic Board or a designated subcommittee. A list of all approved exemptions will be held centrally.</p> <p>Exemptions will:</p> <ul style="list-style-type: none"> • apply throughout the period of validation. • be listed in the Course Specification • be published in the Course Guide.
1.1.5	In very exceptional circumstances, the Chair of the Academic Board may agree to vary the provisions of the Academic Regulations. This may include the approval of alternative forms of assessment, the variation of the academic calendar and the continuation of learners with deferred assessments.
1.2	Course Framework
<p>The course framework describes how apprenticeship courses will be structured, delivered, and monitored. Within this regulatory framework:</p>	
1.2.1	Courses will meet the academic standards set out in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) (QAA, 2014) and where relevant, a PSRB.
1.2.2	Courses will use the Credit Accumulation and Transfer System (CATS) which refers to notional learning hours and includes formal contact, assessment, guided study and independent learning. The University also recognises the European Credit Transfer System (ECTS) .
1.2.3	<p>Courses will also meet the following apprenticeship specific requirements:</p> <ul style="list-style-type: none"> • Apprenticeship Standards as defined by the Institute for Apprenticeships and Technical Education. • Higher Education in Apprenticeships Characteristics Statement • The Accountability Framework

Academic Regulations: Apprenticeship Postgraduate 20 Credit

1.2.4	Courses will be taught in English, unless the course is validated to teach learners other languages
1.2.5	Courses will be designed to ensure the effective assessment of technical proficiency in the English language, in a manner relevant to the level and content of the course, except where the course is assessing a language which is not English or could be demonstrated to be in contravention of the requirements of the Equality Act 2020.
1.2.6	<p>Courses will have a Course Specification and an Apprenticeship Delivery Calendar which must be approved through the Course Approval process and published to learners.</p> <p>The Course Specification will specify:</p> <ul style="list-style-type: none"> • The modules to be taken and which of these are “Independent study” modules. • All award titles (final and interim) • Course learning outcomes • Any additional requirements for the award. • Requirements for End Point Assessment (EPA) <p>Any variation to the Course Specification or the approved Academic Calendar for a course must be approved by Academic Board or its delegated authority in accordance with approved quality procedures.</p>
1.2.7	An Apprenticeship Delivery Calendar will be approved annually.
1.2.8	Courses will be studied over one or more academic years with each year divided into semesters. The University will publish a University Academic Calendar annually which will include dates for the current academic year and the projected calendars for the next three years (these may be subject to change).
1.2.9	<p>Courses will be approved, through the Course Approval process, to be delivered in one or more of the following Modes of Study:</p> <ul style="list-style-type: none"> • Full time – consisting of 120 taught credits and 60 credits of independent study, taught over three semesters. • Part time – consisting of up to 100 credits per academic year.
1.2.10	<p>Courses will have at least 33% difference between module diets for courses with different titles. In calculating the difference, the following will not be included:</p> <ul style="list-style-type: none"> • Independent study modules. <p>For bracketed course titles, there must be at least 20% difference between module diets.</p> <p>No two courses will have the same title.</p>
1.2.11	Courses will be made up of a specified number of credit bearing modules and will be Single Subject Specialist – in which the majority of modules are from a single subject area.
1.2.12	Through the completion of an End Point Assessment (EPA) apprenticeship courses will enable learners to demonstrate they have developed the skills knowledge and behaviours outlined in the Apprenticeship Standard.
1.2.13	Apprenticeship courses will consist of classroom-based learning in conjunction with on-the-job training with the learner’s employer.

Academic Regulations: Apprenticeship Postgraduate 20 Credit

	<p>Courses will be either:</p> <p>Integrated – where the End Point Assessment is credit bearing and is integrated into the course.</p> <p>Non-Integrated – where the End Point Assessment is non-credit bearing and is separate to the course.</p>
1.2.14	<p>Courses will be appointed an Award Board of examiners that, in accordance with the Code of Practice on Assessment Boards, will be required to confirm annually that the University regulations and the Apprenticeship Standards have been correctly applied in determining the award and any associated classification.</p>
1.2.15	<p>Courses will be reviewed through Continuous Monitoring and Improvement processes to ensure that they:</p> <ul style="list-style-type: none"> • Are up to date. • Align to the Apprenticeship Framework • Meet external regulatory and funding requirements. • Provide educational challenge. • Are coherent. • Are effectively delivered. • Are appropriate to the subject matter. • Require learners to develop relevant knowledge, skills, and behaviours. <p>Courses will be subject to periodic review within a maximum of 5 years of initial validation or the previous periodic review.</p>
1.2.16	<p>Masters Apprenticeship Degree courses will:</p> <ul style="list-style-type: none"> • include the opportunity for learners to demonstrate originality in the application of knowledge, self-direction in solution-based inquiry, comprehensive research evaluation skills and to communicate these abilities effectively. • Include 60 credits or more of Level 7 Independent study. • Specify which modules constitute Independent Study as part of validation/validation procedures. Independent study credits can be studied concurrently with taught credits.
1.3	Module Framework
<p>Modules are credit bearing, discrete units of assessed learning, at a given level with specified learning outcomes which contribute to the learning outcomes of the course.</p> <p>The module framework describes how modules will be structured, delivered, and monitored.</p>	
1.3.1	<p>Courses will be designed to deliver learning through 20 credit modules or multiples thereof.</p> <p>Formal exemptions will be required for any proposals requesting to adopt alternative module credit structures. These must be approved by Academic Board or its delegated authority.</p>
1.3.2	<p>Every module has a distinct set of learning outcomes that reflect the level of study as specified in the FHEQ. These will be listed in a Module Guide.</p> <p>The Knowledge, Skill and Behaviours as identified in the Apprenticeship standard will be mapped to the learning outcomes for the module.</p>
1.3.3	<p>Modules will be either core or option.</p> <ul style="list-style-type: none"> • Core modules are compulsory.

Academic Regulations: Apprenticeship Postgraduate 20 Credit

	<ul style="list-style-type: none"> • Option modules are available in an option pool from which the learner will choose which module(s) they wish to study. <p>The number and availability of option modules must be listed in the relevant Course Guide.</p>
1.3.4	<p>Some modules will also be:</p> <ul style="list-style-type: none"> • Pre-requisite – these must be studied and passed before a specified module at the next level may be studied. • Co-requisite - these must be studied either at the same time (i.e. same semester) or in the same academic year as another module and at the same level of study. • Prohibited – these cannot be studied in combination with other specified modules. <p>These will be clearly identified in the Course Guide</p>
1.3.5	<p>All modules will include at least one summative assessment designed to enable learners to demonstrate that the module learning outcomes have been met.</p> <p>Module Guides will include the number and type of all assessments being used.</p>
1.3.6	<p>Every module will be appointed a named External Examiner who, in accordance with the Code of Practice on Assessment Boards, will be required to confirm annually that module standards, and assessment and marking practices are sound and fair.</p>
2	Admissions
<p>These regulations include essential details about the admissions requirements by which all taught courses and modules are governed. They should be read in conjunction with the Admissions Terms and Conditions presented to applicants as part of the admissions process and Admissions Complaints process (see; https://www.wlv.ac.uk/study-here/how-to-apply/).</p> <p>In addition, ESFA Funding rules will be applied when admitting Apprentice learners</p>	
2.1.1	<p>Timely Information and advice will be provided to applicants and employers to enable informed choices to be made.</p>
2.1.2	<p>The University will inform prospective applicants and employers of any changes to funding rules that may impact the admissions process.</p>
2.1.3	<p>The University will inform prospective learners and employers as soon as possible of any significant changes to a course which may occur from the time of the offer being made and enrolment and will inform successful applicants of the arrangements for enrolment, registration, and induction.</p>
2.2	Application to the University
2.2.1	<p>All applicants to the University will be required to follow relevant apprenticeship course application processes. Applicant eligibility will be checked in line with ESFA funding rule requirements.</p>
2.2.2	<p>The University will not admit or allow the continuation of study for any person found to have made a fraudulent application and/or breached other standards and requirements specified by a PSRB (where relevant).</p>

Academic Regulations: Apprenticeship Postgraduate 20 Credit

2.2.3	Applicants who have previously been excluded from any course in the University for reasons of discipline, academic misconduct, professional misconduct, or fitness to practise will have no right to study at the University again.
2.2.4	Applicants who have previously been discontinued from any course at the University for any reason will not be permitted to return to study for a minimum of one year. At this point they may apply again to the University. Any new apprenticeship must meet the minimum duration required for an Apprenticeship (see 3.3.1). Decisions on such applications will be made on a case-by-case basis and will take into consideration the applicant's previous academic record.
2.3	Entry with Recognition of Prior Learning (RPL)
2.3.1	Learners may be admitted to the University with accredited prior learning where they have previously successfully completed relevant study at higher education level, in the UK or abroad.
2.3.2	Learners may be admitted with accredited experiential learning on the basis of relevant prior learning which has occurred outside a formal course of study, which may include in-company training or relevant work experience.
2.3.3	The assessment of prior learning will be conducted in accordance with the Guidelines for the Recognition of Prior Learning as approved by Academic Board.
2.3.4	Credits acquired from a previous University of Wolverhampton qualification may normally only be used once as RPL for entry onto any future University of Wolverhampton qualification. The credits would normally need to have been studied within the five years prior to the RPL application.
2.3.5	The total credit and level value of awarded RPL will be recorded on the learner record. Any grades associated with the previous study and/or RPL will not be individually recorded and are excluded from the final classification calculations, except where 6.2.2 applies.
2.3.6	The minimum number of University of Wolverhampton credits learners must study and pass can be found in Appendix A. All apprenticeships must adhere to the minimum Apprenticeship duration (see 3.3.1).
3	Registration and Enrolment
This section details the regulations which relate to learner registration and enrolment.	
3.1	Registration
<p>Registration is a one-time process through which a learner accepts the offer and confirms their place on a course for its duration. Learners continue to be registered on their course until they:</p> <ul style="list-style-type: none"> • Complete the course. • Withdraw. • Are discontinued or excluded by the University or • Reach the permitted maximum registration period. • Fail to meet the requirements specified in the Apprenticeship Engagement Policy. 	

Academic Regulations: Apprenticeship Postgraduate 20 Credit

3.2	Changes to Registration
3.2.1	<p>Mode of Study</p> <p>An Assessment Board can require learners to temporarily change their mode of study from full time to part time in accordance with the Progression Regulations (see 5.2.2)</p>
3.2.2	<p>To remain on an Apprenticeship, learners are not permitted to:</p> <ul style="list-style-type: none"> • Change the level of the award they are studying for to one of the validated interim awards for their course. • Exit the course with an interim award. Learners who wish to study for, or exit with, an interim award will be required to transfer to a non-apprenticeship course.
3.2.3	<p>Learners can withdraw and re-apply to join an alternative non-apprenticeship course and qualification at the same level providing they:</p> <ul style="list-style-type: none"> • Meet the entry criteria for the new course, and • can complete the new course within the maximum registration period set for the original course.
3.3	Registration Periods
<p>Registration periods define the maximum length of time that a learner can study at each level of their course. For an Apprenticeship this will include all elements that make up the Apprenticeship programme (qualification and End point assessment). The Apprenticeship Training Plan will determine how the Apprenticeship will be delivered, in line with the validated programme requirements.</p>	
3.3.1	<p>An Apprenticeship must be at least 12 months in duration (after all relevant prior learning and experience has been taken into account) in line with ESFA funding rules.</p>
3.3.2	<p>All learners who enrol on a credit rated course validated by the University of Wolverhampton will be registered for the highest award validated for that course.</p>
3.3.3	<p>Maximum registration periods will be defined for each award and interim award offered by the University. See Appendix A</p> <p>Where registration periods differ from those in Appendix A, this will be stated in the relevant Course Guide.</p>
3.3.4	<p>The maximum registration period for the lowest credit rated interim award (University Statement of Credit) is 1 academic year.</p> <p>Learners who do not achieve any credits within their first year of study will have reached the maximum registration period of an interim award and will not be permitted to continue on the course. Credits accumulated through micro-credentials are not included.</p>
3.3.5	<p>A learner's maximum registration period will be recalculated, when required, to take into consideration:</p> <ul style="list-style-type: none"> • Recognition for Prior Learning (RPL) • Changes to mode of study. • Voluntary or enforced Break in Learning (see 3.6)

Academic Regulations: Apprenticeship Postgraduate 20 Credit

	<ul style="list-style-type: none"> • Temporary Suspension of Studies • A break in learning for any of the following: <ul style="list-style-type: none"> ○ mandatory jury service ○ maternity, paternity shared parental leave or adoptive leave <p>Learners who are required by an award board to temporarily transfer to part time (5.2.2) will not have their maximum registration period re-calculated.</p>
3.3.6	<p>The maximum registration period for the academic award can be extended where there is evidence to demonstrate that exceptional circumstances, outside of the learner's control, have disrupted their progression and where there is good reason to believe that an extension would enable the learner to progress to the next level or achieve an award.</p> <p>Any extension to a maximum registration period of more than one month must be requested by either:</p> <ul style="list-style-type: none"> • the Course Leader in advance of the end of the maximum registration period or • The Conduct & Appeals Unit through the Academic Appeal or Complaints procedures. <p>All extension requests must be approved by the Director of Registry Services.</p> <p>Extensions to maximum registration periods will be granted in month long blocks and for no longer than 12 months.</p>
3.3.7	<p>Extensions to the end of a non-integrated Apprenticeship will only be permitted in exceptional circumstances.</p> <p>Any decision to extend an apprenticeship must be supported by evidence that the apprentice is up to date with off the job hours and Functional Skills study (if applicable).</p> <p>All extension requests must be approved by the Director of Registry Services on request from the Chair of the relevant award board.</p> <p>Where an extension is approved the Skills Coach reviews (minimum every 12 weeks) will continue. Learners who fail to engage with these reviews will be withdrawn.</p>
3.4	Enrolment
<p>Enrolment is the annual process through which a learner confirms their continued study, agrees to abide by all University regulations and to the terms of the Tuition Fee Liability Policy.</p>	
3.4.1	<p>Learners are responsible for ensuring that they are fully enrolled on the correct course by the published course start date (first day of learning).</p>
3.4.2	<p>The latest date for enrolment is the first working day of the third week of teaching, as specified in the academic calendar for the course.</p> <p>In exceptional circumstances, where there is evidence that the University is responsible for delaying a learner's enrolment, the deadline may be extended. All such decisions will be made on a case-by-case basis.</p>
3.4.3	<p>New learners who do not enrol within this timeframe must either:</p> <ul style="list-style-type: none"> • Request to join a future cohort (subject to appropriate checks) or • Request to be withdrawn. <p>Learners who do not do any of the above will have their registration withdrawn.</p>

Academic Regulations: Apprenticeship Postgraduate 20 Credit

3.4.4	<p>Continuing learners who do not enrol within this timeframe must either:</p> <ul style="list-style-type: none"> • Take a Break in Learning, or • Request to be withdrawn. <p>Learners who do not do any of the above will be assumed to have withdrawn from the course. Where a learner has achieved academic credit an Award Board or its delegated authority will, at the earliest opportunity, consider their eligibility for any relevant interim qualification.</p>
3.4.5	New learners must provide proof of identity as part of the enrolment process.
3.4.6	When learners enrol, they must confirm acceptance of the terms of the University Tuition Fee Policy.
3.4.7	Learners who have existing debt with the University which exceeds any annually agreed limit will not be permitted to enrol. In such cases regulation 3.4.4 will apply.
3.4.8	Learners who are not enrolled are not fully covered by relevant health and safety policies and will as a consequence be excluded from any learning activities and will not have access to a range of online facilities.
3.4.9	Any assessment submitted by a student who is not enrolled will not be considered valid and will not be marked.
3.4.10	Learners must at all times ensure that the personal information held by the University is accurate and kept up to date. This can be checked and updated during enrolment and at any other time via the learner portal.
3.4.11	<p>It is a learner's responsibility to formally notify the University through the learner portal if they want to:</p> <ul style="list-style-type: none"> - Take Break in Learning - Withdraw - Transfer to another course or another Institution. <p>And/or</p> <ul style="list-style-type: none"> - They change employer. - There are changes in their employment conditions e.g., contracted hours of work
3.5	Module Registration
<p>Module Registration is the annual process through which learners confirm which modules they intend to study in an academic year.</p>	
3.5.1	Learners must confirm which core and option (where applicable) modules they will be studying within the first three weeks of teaching of each academic year.
3.5.2	Learners can request a change to their module registration within the first two weeks of teaching. All requests for change must be approved by Registry Services.
3.5.3	Where a module has a pre-requisite (see 1.3.4) learners must ensure that they have passed this before they commence study on the next module. If the pre-requisite has not been passed credit will not be granted for any assessed work submitted.

Academic Regulations: Apprenticeship Postgraduate 20 Credit

3.5.4	Where a module has a co-requisite (see 1.3.4) learners must ensure that both modules are registered for study in the same academic year.
3.5.5	Where a course has a prohibited combination of modules (see 1.3.4) learners must ensure that they are not registered to study that combination.
3.5.6	Learners are expected to study the number of credits specified for their award or interim award (See Appendix A). Learners are not permitted to register additional modules for the purpose of studying additional credits to improve their final results/classification.
3.6	Break in Learning
A “Break in Learning” is defined as an authorised period of time when a learner chooses to, or is required to, temporarily withdraw from their studies.	
3.6.1	Learners taking a break in learning will remain registered on their course but will not be enrolled and should not attend University to study or undertake assessment.
3.6.2	Requests for a break in learning will be processed in accordance with the Break in Learning Policy and Procedure
3.6.3	Learners can apply to take a break in learning for a maximum of four semesters.
3.6.4	Learners can also apply for an additional break in learning due to: <ul style="list-style-type: none"> • Mandatory jury duty service • Maternity/Paternity/Parental/Adoptive Leave.
3.6.5	The University can require a learner to take a mandatory break if, through the provisions of the Support To Study procedure, it is decided that this is in the learner’s best interest.
3.3.6	The University can enforce a break in study through the Temporary Suspension procedure or as an outcome to the Student Code of Conduct and Disciplinary Procedure.
3.6.7	Learners can be required to fulfil specified conditions or provide specific assurances as a condition of their return to study in cases where the break in study was due to: <ul style="list-style-type: none"> • Personal/extenuating circumstances which affected the learner’s ability to study, • a decision made through any of the following procedures: <ul style="list-style-type: none"> – Support to Study – Temporary Suspension – Student Code of Conduct – University Fitness to Practice
3.6.8	In all cases of a break in learning the maximum registration period will be extended by the same amount.
3.6.9	The University cannot guarantee continuation on the same course and/or modules following a break. The University will inform learners on a break if there are material changes to their course or modules in line with the Terms and Conditions of Admission.

Academic Regulations: Apprenticeship Postgraduate 20 Credit

3.6.10	Where a learner takes a break in learning before completing a module, any summative assessment submitted will be carried forward and will contribute to the assessment result for that module when the learner returns, provided there have been no changes to the assessment requirements.
3.6.11	Where a learner takes a break in learning, there must be evidence that the learner intends to return and continue with the same learning aim. In the absence of this evidence the learner will be withdrawn. The University will maintain regular contact with learners on a break to ensure that this intention does not change during the break.
3.7	Engagement
Engagement is defined by ESFA as “active attendance and regular use of resources and learning activities including (but not exclusively) participation in scheduled events, accessing core University systems, completing all required assessments, and interacting with staff, peers, and programme learning resources”. Engagement on an apprenticeship programme includes elements of both on and off the job learning.	
3.7.1	Engagement is compulsory and will be monitored by the University in accordance with the Apprenticeship Engagement Policy and Procedure .
3.7.2	If, during the academic year a learner does not meet the minimum published requirements for engagement as specified in the Apprenticeship Engagement Policy and Procedure action will be taken in accordance with the policy which can result in the learner being withdrawn from the course. Non-engagement will also be escalated and discussed with the employer.
4	Assessment
This section details the regulations which relate to the assessment of a learner’s academic performance.	
4.1.1	To gain academic credit, a learner must demonstrate that they have achieved specified learning outcomes. Academic credit will only be awarded to learners through: <ul style="list-style-type: none"> • Accreditation of Recognition of Prior Learning (see 2.3) • Successful completion of module summative assessments that meet the specified learning outcomes.
4.1.2	Assessment Boards have delegated authority on behalf of Academic Board for ensuring regulations are correctly applied. Detail of the boards’ scope and terms of reference are in the Code of Practice on Assessment Boards.
4.2	Grading
The University uses grading schemes for recording the results of summative assessment and overall module results. These are aligned to the University Level and Mark Descriptors .	
4.2.1	All modules will have one or more summative assessments. Collectively the assessments will allow the learner to demonstrate that they have met the module learning outcomes. Assessments can be:

Academic Regulations: Apprenticeship Postgraduate 20 Credit

	<p>1) Elements – Elements will be grouped. Learners will not have to achieve a passing grade in each element but must achieve a passing grade overall for the group of elements to demonstrate that the learning outcomes have been met.</p> <p>2) Components – all components must be passed in order to pass the module overall and to demonstrate that the learning outcomes have been met. They may include elements, some of which can be failed without meaning that the learning outcomes have not been met.</p>																																	
4.2.2	Module Guides will clearly specify assessment components, and their elements where these are included, and how the overall grade will be calculated																																	
4.2.3	Where a summative assessment is made up of more than one grade the average overall grade will be calculated to a maximum of two decimal points																																	
4.2.4	Summative assessment marks will be added together (according to their weighting) to give an overall module grade.																																	
4.2.5	<p>Grades will be calculated to a maximum of two decimal points and the final overall grades will be rounded up or down as follows:</p> <ul style="list-style-type: none"> • 0.50 – 0.99 – rounded up • 0.01– 0.49 – rounded down 																																	
4.2.6	Postgraduate summative assessment and overall module results will be recorded using the following percentage grade scheme:																																	
	<table border="1"> <thead> <tr> <th>% Mark</th> <th>Performance</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>90-100%</td> <td>Outstanding</td> <td>Pass</td> </tr> <tr> <td>80-89%</td> <td>Excellent</td> <td>Pass</td> </tr> <tr> <td>70-79%</td> <td>Very Good</td> <td>Pass</td> </tr> <tr> <td>60-69%</td> <td>Good</td> <td>Pass</td> </tr> <tr> <td>50-59%</td> <td>Sufficient</td> <td>Pass</td> </tr> <tr> <td>40-49%</td> <td>Insufficient</td> <td>Fail</td> </tr> <tr> <td>0-39%</td> <td>Poor</td> <td>Fail</td> </tr> <tr> <td>0 NS</td> <td>Not Submitted</td> <td>Fail No assessment was submitted or assessment was submitted after the published deadline.</td> </tr> <tr> <td>AM</td> <td>Academic Misconduct under investigation</td> <td>Assessment submitted but grading on hold pending the outcome of Academic Misconduct procedures</td> </tr> <tr> <td>M</td> <td>Valid Extenuating Circumstances</td> <td>Extenuating Circumstances have been granted. Learner expected to submit the assessment at the next available opportunity.</td> </tr> </tbody> </table> <p>If approved during course validation, some summative assessments or modules may be recorded as Pass/Fail only.</p>	% Mark	Performance	Result	90-100%	Outstanding	Pass	80-89%	Excellent	Pass	70-79%	Very Good	Pass	60-69%	Good	Pass	50-59%	Sufficient	Pass	40-49%	Insufficient	Fail	0-39%	Poor	Fail	0 NS	Not Submitted	Fail No assessment was submitted or assessment was submitted after the published deadline.	AM	Academic Misconduct under investigation	Assessment submitted but grading on hold pending the outcome of Academic Misconduct procedures	M	Valid Extenuating Circumstances	Extenuating Circumstances have been granted. Learner expected to submit the assessment at the next available opportunity.
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4.2.7	If a learner is unable through disability or injury to be assessed by the methods specified in the Module Guide, and where PSRB requirements permit, alternative but equivalent assessments will be designed in consultation with the Faculty Enabling Tutors and Disability and Inclusion and/or through the Support to Study procedures.																																	
4.3	Fit to Sit and Extenuating Circumstances																																	

Academic Regulations: Apprenticeship Postgraduate 20 Credit

4.3.1	The University operates a Fit to Sit policy. When a learner sits/submits an assessment they are declaring through the submission process that they are fit to do so, in accordance with the University Fit to Sit and Extenuating Circumstances Policy.
4.3.2	Where a learner believes they have a valid reason (such as illness) for not submitting/sitting a summative assessment, they must follow the University Fit to Sit and Extenuating Circumstances Policy.
4.3.3	Learners with approved extenuating circumstances on the first sit of a piece of summative assessment (where that work has not been submitted) are expected to submit/sit the assessment at the next published opportunity. If they do not do so, or they fail the assessment they will be required to resit the assessment (i.e., take the assessment again). The grade for a resit assessment will be awarded in accordance with Section 4.5 of these regulations.
4.4	Late Submissions and Extensions
4.4.1	Requests for extensions will be considered in accordance with requirements specified in the Late Submissions and Extensions policy.
4.4.2	Assessments submitted after the published deadline will be considered in accordance with requirements specified in the Late Submissions and Extensions policy.
4.5	Resits and Retakes
<p>A resit provides a learner with the opportunity to take an assessment or examination again if they did not achieve a passing grade.</p> <p>A retake provides a learner with the opportunity to study a whole module again when all resit opportunities have been exhausted.</p>	
4.5.1	Learners who do not pass all of the summative assessments required to pass a module at the first attempt will be permitted to attempt the failed assessment(s) again as a resit. Learners who have achieved an overall passing grade for a group of elements will not be permitted to resit any failed individual elements.
4.5.2	Resit attempts must be taken at the first opportunity within the same academic year that the module was studied, unless valid extenuating circumstances were approved during the resit period.
4.5.3	Learners who successfully pass a resit will have their resit assessment grade capped at 50%
4.5.4	Learners who have exhausted all available resit opportunities without achieving an overall pass grade will be deemed to have failed the module. Learners who fail a module will be permitted to retake it, subject to the relevant continuation regulations (Section 5 of these regulations).
4.5.5	Learners who have not been permitted to continue to the next year of their course and are required to retake all or part of a year will be permitted to complete the retake modules but will have their status as an Apprentice suspended until they are permitted to progress to the next year of the apprenticeship.

Academic Regulations: Apprenticeship Postgraduate 20 Credit

4.5.6	The University cannot guarantee that all modules will be available to be taken again. Where a module is no longer available the learner will be required to take an alternative replacement module.
4.5.7	Learners who fail an option module may choose to study an alternative module from the options listed in the Course Guide rather than retake the module they have failed.
4.5.8	Learners who successfully pass a module they have retaken, or an alternative/replacement module will have their maximum overall module grade limited to 50%.
4.5.9	Learners are not permitted to resit assessments or retake modules in which they have achieved a passing grade unless this has been agreed through Academic Appeal or Extenuating Circumstances.
5	Continuation
Continuation regulations specify the conditions that need to be met for a learner to continue to study at the same level of their course. Decisions regarding learner continuation will be made in accordance with the terms of the Code of Practice on Assessment Boards.	
5.1.1	Learners can continue from one year to the next providing they: <ul style="list-style-type: none"> • Are in a position to recover any failure. • Have not exceeded the maximum registration for their award or any interim award. • Are fully compliant with ESFA funding rules at the time that progression is reviewed, including (but not limited to) the required number of approved “Off the Job” hours.
5.1.2	Where a learner is following a non-standard delivery pattern (such as those commencing their studies in semester 2) which does not allow sufficient time to process continuation decisions before the start of the next academic year a provisional decision will be made pending the final decision reached in accordance with the terms of the Code of Practice on Assessment Boards. The provisional decision will take into consideration the learners’ first semester results and an assessment of the likelihood of them meeting the requirements for continuation following confirmation of their second semester results. This provisional decision will enable learners to enrol pending the final decision. Learners who are subsequently found not to have met the criteria for continuation will be discontinued from that level or year of their course. This decision will be taken within four weeks of the start date of that level or year of their course.
6	Awards
6.1.1	To be eligible for an award or any interim award validated for a course learners must meet the credit requirements detailed in Appendix A.
6.1.2	Where credit has been achieved that is insufficient for an interim award, or where none exists, a University Statement of Credit will be awarded via an academic transcript.

Academic Regulations: Apprenticeship Postgraduate 20 Credit

6.2	Classification of Awards		
6.2.1	Masters Degrees will be classified where, in addition to the credit requirements, the following criteria are met:		
	Number of University of Wolverhampton credits taken on current course	Pass with Merit	Pass with Distinction
	180	At least 120 credits at 60% or above, including research project/dissertation.	At least 120 credits at 70% or above, including research project/dissertation.
	140-160	At least 100 credits at 60% or above, including research project/dissertation.	At least 100 credits at 70% or above, including research project/dissertation.
	100-120	At least 80 credits at 60% or above, including research project/dissertation.	At least 80 credits at 70% or above, including research project/dissertation.
6.2.2	Grades gained in modules owned and delivered by another educational institution will only be included in the calculation of a classification where this has been specifically approved at validation. In such cases the grades can only be used where they are no more than three grade points higher or lower than the learner's mean performance on the University of Wolverhampton modules. Where this is not the case the classification will be based on the University of Wolverhampton modules only.		
6.2.3	An Integrated Apprenticeship will be awarded upon successful completion of the degree and all associated Apprenticeship requirements. A Non-integrated Apprenticeship will be awarded upon successful completion of the degree, the separate the End Point Assessment and all associated Apprenticeship requirements.		
6.2.4	The associated degree qualification for non-integrated apprenticeships will only be conferred upon completion of the End Point Assessment (EPA).		
6.3	Interim Awards		
An Interim Award is a qualification given where a learner has completed part but not all of their full award.			
	Interim awards will only be awarded to learners who have achieved sufficient credits to be eligible for an interim award <u>and</u> :		
	<ul style="list-style-type: none"> • Chosen to exit the course without completing the full award, or • Failed to achieve the award for which they were registered within any of the relevant maximum registration periods, or • Been excluded by the University. 		
	In such cases the learner will be awarded the highest interim award available on their course, based on the credits achieved. See Appendix A.		

Academic Regulations: Apprenticeship Postgraduate 20 Credit

6.4	Aegrotat Awards
An Aegrotat award is an unclassified award that is given in exceptional circumstances to a learner who is unable to complete an award or interim award due to very exceptional circumstances.	
6.4.1	<p>An Aegrotat award can be recommended when an Award Board has incomplete evidence of the learner's performance to be able to recommend the award (or interim award) but is satisfied that, but for illness or other valid causes, the learner would have reached the standard required.</p> <p>In these circumstances, the learner (or a person duly authorised by the learner to act on their behalf) must have signified, in writing, that they are willing to accept the award and that any possibility of reassessment has been waived.</p> <p>Aegrotat awards do not carry any classification or distinction.</p>
6.4.2	An aegrotat award may be made posthumously. The Award Board will normally recommend the target award for which the learner was enrolled.
6.4.3	Aegrotat awards will not be made on programmes carrying professional body accreditation, with the exception of posthumous awards where appropriate.
6.4.4	Recommendations for Aegrotat awards must be approved by the Director of Registry Services prior to confirmation.
6.5	Revocation of Awards
6.5.1	<p>In exceptional circumstances, following an investigation, the University may at any time, on the recommendation of Director of Registry Services revoke an award and all privileges connected therewith, having determined that there is good cause to do so. This can include but is not limited to the following grounds:</p> <ul style="list-style-type: none">• Where an award is found to have been obtained by fraud or deception, including academic misconduct.• Where a graduate has not met the requirements of the award conferred, <p>Where the award has been obtained due to administrative error or irregularities in the conduct of the Award Board.</p>