# SENATE REGULATION 2: Undergraduate Programmes (2024 onwards) *(effective from September 2024 onwards for students first registering in or after September 2024)*

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**SR2 (2024 onwards) – UNDERGRADUATE PROGRAMMES (effective from September 2024 onwards for students first registering in or after September 2024)**

## A note on the application of this Regulation

*The University is currently operating two sets of regulations for undergraduate programmes and awards. This Regulation ('SR2 (2024 onwards)') applies from the academic year 2024/25 to all students on undergraduate programmes who first entered FHEQ[1] Level 4 of an undergraduate programme in or after September 2024. For students who first entered an undergraduate programme at FHEQ Level 5, these regulations will apply to students entering in or after September 2025; and for students who first entered an undergraduate programme at FHEQ Level 6, these regulations will apply for students entering in or after September 2026.*

*Paragraphs identified with a † do not apply to the Bachelor of Medicine, Bachelor of Surgery (MBBS) programme delivered by the Brunel Medical School, and Appendix F should be referred to.*

## Awards of the University

**1.** These regulations apply to awards leading to the following undergraduate qualifications of the University.

Foundation Degree

| | |
|---|---|
| FdA | Foundation Degree of Arts |
| FdSc | Foundation Degree of Science |
| FdEng | Foundation Degree of Engineering |

Honours Bachelors Degrce Tc 0 Tw 1 0 0 1 68.504 [illegible]

GradCert Graduate Certificate
GradDip Graduate Diploma

**2.** An award is a combination of a qualification with a title associated with an approved programme of study and assessment. A 'qualification' is a generic title assigned to an award, defining its level and volume of assessment. A programme of

an associated

**10.** Senate may permit programme specifications, for progression and award purposes only, to treat the credit associated with a defined assessment block as equivalent to credit at one Level higher or lower than that defined in the assessment block outline. Senate will permit credit to be counted in this way only where it is satisfied that to do so is consistent with the learning outcomes for the relevant award.

**39.** Students may, subject to approval, seek to change the programme for which they are registered, or the

expectation, unless made available on an optional basis. Where such an additional commitment of time forms part of an approved programme, the expectations placed on the students shall be set out in relevant programme documentation.

## Assessment of students

Assessments and Assessment Blocks

**45.** The arrangements for the assessment of foundation years are set out in the relevant programme specification. The following regulations pertain to assessment at FHEQ Level 4, 5 and 6, and FHEQ Level 7 assessment where this forms part of an undergraduate programme offered under these regulations.

**46.** Each element of assessment (other than those assessed on a pass / fail basis) shall be assessed as follows:

| **Indicative Mark Band** |
|---|

**49.** The overall grade in an assessment block will be determined with reference to the weightings assigned to each element of assessment in the approved outline, and in accordance with the University's Rounding Policy.

**50.** Failure to meet the requirements to achieve a pass in any element of assessment which is assessed on a pass / fail basis will result in a grade of F being assigned for the assessment block overall for that attempt, regardless of the standard achieved in the other element/s of assessment.

**51.** The designation 'core' indicates an element of assessment or assessment block in which a specified grade must be achieved or surpassed as part of the programme of study and assessment leading to a specific award, as set out in the relevant programme specification. For assessments at FHEQ Levels 4, 5 and 6, the specified grade is D-; for assessments at FHEQ Level 7 under these regulations, the specified grade is C-. A non-core assessment block for an award is one which, if taken, does not have to be passed at the specified grade, but the achieved grade must be better than F, in order for the student to be eligible for the award. For the avoidance of doubt, all grades below D- in a core element assessment shall be defined as Grade Point 1 for the purposes of transcripts. *†*

Review of progress and progression between levels of programmes: general considerations

**52.** A Board of Examiners shall normally, at the first opportunity at the end of a student's programme at each Level (below the final Level), and again following any reassessment to which the student is entitled, and at least once in each calendar year, review the progress of each student registered for a programme under these regulations. The Board of Examiners shall consider whether a student registered for an undergraduate award under these regulations has successfully completed the current Level, or their progress towards the successful completion of the Level, and take actions in accordance with Regulation 58, below.

**53.** A profile of grades for their current Level will be prepared for each student. The weighting applied to each assessment block in that profile shall be derived from its credit value (as set out in the outline of each assessment block). The requirements for progression between Levels of programmes leading to awards which are offered under these regulations are set out in an appendix to these regulations.

**54.** When considering each student's progress and whether that student may commence the next Level of a programme, the Board of Examiners may determine one of the following: *†*

**1.** that the student has satisfactorily completed the current Level in accordance with the requirements at that Level for the programme award for which they are registered and may progress to the next Level of the programme;

**2.** that the student has not satisfactorily completed the current Level but is entitled to reassessment;

**3.** that a decision regarding the completion of the Level should be deferred because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4);

**4.** that the student has not satisfactorily completed the current Level, is not entitled to reassessment (or further reassessment) and must withdraw from the programme.

**5.** that, due to extenuating circumstances the student fulfils the requirements for an aegrotat award, as set out under Senate Regulation 4;

**6.** that the student has not satisfactorily completed the final Level and is not entitled to reassessment and shall be withdrawn from the programme.

**62.**

failed to achieve grade D- or better in the assessment block(s) at the first attempt. Boards of Examiners shall set appropriate and reasonable deadlines for such reassessment on an individual student basis. *†*

**74.** Attendance and Participation

a. The University expects students to consistently attend all timetablesd sessions.
b. Teaching and assessment period dates can be found on the website.

**75.** Termination of studies for failure to participate

a. Where there is evidence that a student is fai is

## APPENDICES: REGULATIONS FOR PROGRESSION AND AWARD (Award-specific)

## APPENDIX A: Honours Bachelors Degrees

### *Progression requirements*

**A1.** The requirements for progression from the Foundation Year Yea

**A6.** A Board of Examiners may, in exceptional circumstances, exercise discretion in determining the class of degree to be recommended, when it recognises that equity of

## APPENDIX B: Integrated Masters Degrees

### *Progression requirements (Foundation Year)*

**B1.** The requirements for progression from the Foundation Year are set out in the programme specification for the relevant Integrated Masters degree programme.

### *Progression requirements (FHEQ Level 4)*

**B2.** The minimum requirement for the satisfactory completion of FHEQ Level 4 of an Integrated Masters degree is:

- No credit at Grade F;
- No more than 30 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-.

### *Progression requirements FHEQ Level 5*

**B3.** The **minimum** requirement for the satisfactory completion of FHEQ Level 5 of an Integrated Masters degree is:

- No credit at Grade F;
- No more than 30 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-;
- A minimum GPA of 9 in FHEQ Level 5.

**B4.** Any requirement for progression from FHEQ Level 5 to FHEQ Level 6 of an Integrated Masters degree which exceeds the minimum requirements shall be set out and approved in the relevant programme specification.

### *Progression requirements (FHEQ Level 6)*

**B5.** The minimum requirement for the satisfactoryprLevelo FHEQ Level 6 of aIntegratat gon.

**B8.** For an integrated masters degree, the weighting of Levels in the profile of grades and grade-point average for the determination of award and classification shall be:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/5;
- FHEQ Level 6: 2/5;
- FHEQ Level 7: 2/5.

**B9.** The requirements for the award of an integrated masters degree and for each classification of degree are defined below:

| **Integrated Masters Degree Classifications** | | |
|---|---|---|
| Class | **Standard award requirement** | **Borderline Mechanism** where student has at least 50% of grades (weighted) in **Class** or better |
| | **Minimum weighted GPA** | **Minimum weighted GPA** |
| 1st | 14 | 12.5 |
| 2.1 | 11 | 9.5 |
| 2.2 | 8 | 6.5 |
| 3rd | N/A | N/A |

Where a student's weighted GPA does meet the minimum standard award requirement for a particular classification, a strict borderline mechanism will be employed that takes into account the weighted credit volume of grades in the class (as defined above)

**B10.** A Board of Examiners may, in exceptional circumstances, exercise discretion in determining the class of degree to be recommended, when it recognises that equity of treatment of students and/or confidence in standards will be protected by the exercise of discretion. Discretion may not be exercised in determining whether to recommend the award of a 2.2 class degree. The reasons for discretionary recommendations shall be individually recorded by the Board of Examiners.

**B11.** Where a student registered for a programme leading to an integrated masters degree [illegible]

## APPENDIX C: Ordinary Bachelors Degrees

### *Progression requirements: entry to FHEQ Level 5*

**C1.** Students shall not register for FHEQ Level 4 of a programme leading to an ordinary bachelors degree.

**C2.** An honours bachelor's degree student who does not meet the requirements for progression from Level 5 to level 6 may be transferred onto an ordinary bachelor's degree if they have at level 5 a profile of 90 credits with no grade at F and no more than 30 credits at E.

**C3.** An od[(t)-6(i)12.6(nar)-5.8(y)-5.8(.)-5.8(58 61261102 Tw 1.877 0 Td[(3)(7)(.)]TJ 0.0027 Tc 0.007 Tw 0.543 0 Td[(2)0(.)]TJ 0 Tc 0 Tw 0.543 0 Td[(0

## APPENDIX D: Diploma of Higher Education and Certificate of Higher Education

### *Completion of Final Level and recommendation for award*

**D1.** A profile of credit at each Level studied shall be prepared for each student, derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block).

**D2.** The requirements for an award of Certificate of Higher Education shall be a profile of 120 Credits at FHEQ Level 4 or above, which includes:

- No credit at Grade F;
- No more than 30 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D- .

**D3.** The requirements for the award of Diploma of Higher Education shall be 240 credits which includes:

- A profile of 120 Credits at level 4 which includes:
  - No credit at Grade F;
  - No more than 30 credits achieved in Grade Band E (E+, E, E-);
  - No core credit below D-.

- A profile of 120 Credits at level 5 or above which includes:
  - No credit at Grade F;
  - No more than 30 credits achieved in Grade Band E (E+, E, E-);
  - No core credit below D-.

**E7.** Where a student registered for a programme leading to a Foundation degree does not fulfil the requirements for the award under these Regulations, the relevant Board of Examiners will normally consider the eligibility of a student for the award of a Certificate of Higher Education, as set out the programme specification for the relevant Foundation degree.

**E8.** Where, in accordance with Senate Regulation 4, a Board of Examiners determines to recommend the award of an aegrotat degree, this shall be noted on the certificate and transcript for the award. An aegrotat degree cannot be awarded with merit or distinction.

## APPENDIX F: Medical Degrees (MBBS)

**F1.** As noted throughout this Regulation, paragraphs identified with a † do not apply to the Bachelor of Medicine, Bachelor of Surgery (MBBS) programme. This Appendix defines specific regulations relating to the MBBS.

### *Assessments and Assessment Blocks*

**F2.** Completion of a level of study is recognised through an associated 120-credit assessment block, which will result in one of the following outcomes:

- Pass
- Fail

**F3.** The Competence Level for an assessment block is based on performance in all elements of assessment undertaken within the level, and students will also receive a competence level for the themes of Professional Knowledge, and Professional Skills, and Professional Values and Behaviours. Criteria for determining competence levels is provided in the MBBS Progression and Awards Policy.

**F4.** Assessment elements are marked, and map to the competence levels as

cence

level for each student within the competence themes, Knowledge, Skills and Professional Values and Behaviours. There shall be no compensation between themes. Interim competence levels will be based on performance in all elements of assessment undertaken within the academic term, combined with a review of aggregated synoptic assessment scores for each theme

**F15.** For each academic year, the Board of Examiners will ecognize students whose achievement is at a Distinction or Merit standard, according to weightings of assessments defined in the MBBS Progression and Awards Policy and the following:

| | Indicative Mark Band | Grade | End of Year Standard | |
|---|---|---|---|---|
| | 90 and above | A* | Distinction | 70-100% |
| | 80-89 | A+ | | |
| | 73-79 | A | | |
| | 70-72 | A- | | |
| | 68-69 | B+ | B- | |