



**The Open
University**

Regulations for validated awards of The Open University for institutions offering Dual Awards

Effective from 1st September 2025

Revised September 2025



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INTRODUCTION

These Regulations apply to all new student cohorts on programmes leading to an Open University (OU) validated award with effect from 1st September 2015 (or earlier if deemed appropriate by the Partner institution and the OU). The Open University is the awarding body and the qualifications awarded are OU qualifications. However, the programmes of study are developed and delivered by Partner Institutions. The Open University and its Partner Institutions have a formal relationship underpinned by the QAA's UK Quality Code for Higher Education which sets out expectations for academic standards, academic quality and information about higher education provision, and expectations of The Office for Students (OfS) Conditions of Registration the Universities' primary regulator in England. The OfS publishes their expectations for Higher Education Institutions registered in England, and these expectations extend to any institution working in partnership with the OU.

For students registered before the 1st September 2015, the regulations under which they originally registered will continue to apply.

For individual students who are either returning to their programme of study after an approved break from their studies or are transferring to a new or different programme, the regulations of the cohort to which they are returning, will apply.

These Regulations will be referenced in the documentation for each validated programme of study, together with any specific requirements from professional, statutory or regulatory bodies and/or local legislation (for non-UK Partner institutions), as agreed in the validation process for the programme.

In addition to these regulations each programme of study will have a Programme Handbook containing procedures and requirements that are specific to that programme.

GLOSSARY

| Terminology | Definition |
|--------------------------|---|
| Apprenticeships students | An apprentice is a student aged 16 or over, who must be in paid employment for the duration of their apprenticeship and will combine working with studying for a work-based, academic or combined qualification. |
| Assessment component | An individual piece of work or a collection of pieces of work that forms a summative assessment. |
| Assessment element | An assessment element is a piece of work that contributes to an assessment component. |
| Award | Open University qualification conferred to a student following the successful completion of an approved programme of study. |
| Compensation | A means of allowing marginal failure in a limited number of modules on the basis of an overall performance which is sufficient to merit the award of the qualification concerned. Credit for the failed module is normally awarded but the mark stands. Compensation can be applied to the results of a student who has failed to attain the required pass mark at undergraduate level. |
| Co-requisite module | A co-requisite module must be studied simultaneously with, or before, another designated module within a programme of study. |
| Credit | A means of quantifying and recognising learning, expressed as 'numbers of credits' at a specific credit level. Within this document it is assumed that one credit represents 10 notional hours of learning (including individual study). |

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| Credit level | An indicator of the relative complexity, depth and autonomy of learning associated with a particular module (used in credit frameworks). |
| Degree Apprenticeship/Higher Degree Apprenticeship | Higher and degree apprenticeships are available at levels 4 to 7. They combine work with study and may include a work-based, academic or combined qualification or a professional qualification relevant to the industry. Higher apprenticeships go from level 4 to 7 and are equivalent to a foundation degree and above e.g. a professional qualification. Degree apprenticeships are available at levels 6 and 7 (full Bachelor's and Master's). |
| Direct Entry | Exemption to stage of a programme without award of OU credit). Direct entry via stage exemption allows an applicant into Open University validated awards at level 5 or 6 of an undergraduate qualification on the basis of completion of an appropriate certificated qualification from a recognised UK HE programme of study. |
| Exit award | A lower award than one for which the student is registered. Such an award may be conferred if a student completes part of, but not all, of the requirements of the programme for which he or she is registered. |
| Learning outcome | What a learner is expected to know, understand and be able to demonstrate after completing a defined element of study. Learning outcomes features within the programme specification must align with module descriptors. |
| (The) Office for Students | The Office for Students (OfS) is the independent regulator of higher education in England. |
| Module | A self-contained, formally structured, credit-bearing unit of study with explicit learning outcomes. (Some institutions use the word 'course' to refer to individual modules.) |

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| Module specification | A document that defines key characteristics of a module, and includes learning outcomes, models of teaching and learning, and assessment schemes. |
| Partnership Development and Approval Process | The process through which an institution is judged to be a satisfactory environment for the presentation of programmes leading to The Open University validated awards. Approval is conferred for a period of up to five years. |
| Partner institution | An institution approved by The Open University for the delivery of validated programmes of study that lead to Open University awards. |
| Partnership Reapproval Process | The process through which an institution is critically reviewed for the purposes of confirming that it continues to meet The Open University's requirements. Reapproval is conferred for a further period of up to five years. |
| Pre-requisite module | A pre-requisite module is one that must be successfully completed before progressing to another designated module or stage within a programme of study. |
| Programme | A schedule of academic study and assessment which leads to an Open University award. |
| Programme specification | A document that defines key characteristics of an award, including learning outcomes, models of teaching and learning, assessment schemes, and how individual modules relate to qualification levels and contribute to the classification of awards. |
| Progression | The advancement (or progress) by a student from one stage of a programme to an adjacent higher stage. Such progression is the subject of regulations of the University and must be confirmed at a meeting of the Board of Examiners. |
| Qualification level | One of a series of defined points in the Further and Higher Education Qualification Framework (or Scottish Credit and |

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|-------------------------------------|---|
| | Qualifications Framework in Scotland). They are numbered in ascending order. Qualifications at the same qualification level share characteristics and require similar achievement. |
| Quality Assurance Agency (QAA) | The UK government-appointed agency that safeguards the quality and standard of the higher education awards offered by UK universities. The Quality Assurance Agency is the UK higher education sector's independent expert quality body. The Open University complies with the codes of practice defined by the QAA and utilises a range of their guidance including subject benchmarks statements, degree and Masters characteristics statements etc. |
| Recognition of Prior Learning (RPL) | Assessment of prior learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications and/or personal and career development. RPL includes Accreditation of Prior Certificated Learning (APCL), Accreditation of Prior Experiential Learning (APEL) and Accreditation of Prior Learning (APL). |
| Resit | To take again part or all failed assessments component in order to pass a module. Resit of the failed component does not require the student to participate in classes. |
| Retake | To take all assessments components of a module again, having failed a resit attempt. Retake of the failed component may require the student to participate in classes to prepare them for the second attempt. |
| Stage | A stage of programme is a collection study consisting of a total of 120 credits. In full-time programmes of study a stage is equivalent to the year of study. Stages are usually commensurate with a credit level. |

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| Validation | <p>The formal process whereby a new programme of study is critically appraised by The Open University, in order to establish that it meets the requirements for approval. Approval of a programme of study is for a period of up to five years before a further validation (re-validation) is required. Within this document references to the validation process also include the revalidation process.</p> |
|------------|--|

A. FRAMEWORK OF AWARDS

1.0 General

- 1.1 The Open University validated awards are defined with reference either to the Further and Higher Education Qualification frameworks of England, Wales, and Northern Ireland (FHEQ) or to the Scottish Credit and Qualifications Framework (SCQF), but not to both.
- 1.2 Each national qualifications framework provides a set of learning outcomes and skills expected of the holders of Open University validated awards.

2.0 Credit

- 2.1 The Open University uses a UK credit-based system for its validated awards, and it defines these awards primarily in terms of the qualification level and volume of credit required for each.
- 2.2 The main determinant for the volume of UK credit is notional learning time. This is defined as the reasonable measure of time it would take a student to achieve the learning outcomes of the activities. Total notional student learning time includes all activities required to achieve the learning outcomes of a programme, including formal study, assessment, and independent learning.
- 2.3 Notional learning time for a 'standard' full-time academic year is 1200 hours at undergraduate qualification level and 1800 hours at postgraduate qualification level. These are intended as benchmarks only, and the actual time students take to achieve the required outcomes may be shorter or longer depending on the knowledge and skills of students at entry and on their rate of progression through the programme, and the impact of any reasonable adjustments made for students with impairments.
- 2.4 At any given level, 15 UK credits or 3 US credits is equivalent to 7.5 ECTS credits.
- 2.5 Each module of a programme will be assigned a single designated credit level (module assessment is unique to a given credit level). The volume and level of

credit assigned to any one module is determined and approved by The Open University at the point of validation.

2.6 The assignment of credit to learning should be understood in the following terms:

- (a) Credit is allocated to a learning activity on the basis of its stated learning outcomes.
- (b) A student will only be assigned credit after demonstration through assessment of the achievement of the stated learning outcomes. Credit cannot be assigned if no assessment has taken place or if the assessment has not been appropriately conducted.
- (c) The number of credit points assigned is independent of the standards (grades awarded). Students achieving higher standards will not be allocated more credit points. The higher standard will be reflected in the grade and classification of the pass.

3.0 Validated Awards offered by The Open University

3.1 The Open University confers the following Validated Awards although Partner institutions do not necessarily offer programmes leading to all of these awards.

For instance, Deree - ACG does not offer postgraduate validated programmes; therefore, any references to such programmes do not apply to the Deree Graduate School.

| Award title | FHEQ Qualification level | Minimum number of credits required | Levels of credit required |
|--|---------------------------------|---|----------------------------------|
| Professional Certificate | 4 | 60 | 60 at any UG level |
| Certificate of Higher Education (CertHE) | 4 | 120 | 120 at level 4 |
| | 5 | 240 | 120 at level 5 |

| | | | |
|--|---|-----|--|
| Diploma of Higher Education (DipHE) | | | 120 at level 4 |
| Foundation degree (FD) | 5 | 240 | 120 at level 5 120 at level 4 |
| Ordinary Bachelor's degree (BA, BSc, BEd, BEng) [<i>Exit Award only</i>] | 6 | 300 | 60 at level 6 120 at level 5 120 at level 4 |
| Bachelor's degree with honours (BA(Hons), BSc(Hons), BEd, BEng, BBA, LLB (Hons ¹)) | 6 | 360 | 120 at level 6 120 at level 5 120 at level 4 |
| Bachelor of Music (BMus) | 6 | 480 | At least at 120 Level 6 No more than 120 at Level 4 Remaining credits at Levels 5 or 6 |
| Bachelor of Osteopathy (BOst) | 6 | 480 | At least 120 at Level 6. No more than 120 at Level 4 Remaining credits Levels 5 or 6 |
| Graduate Certificate | 6 | 60 | 60 at level 6 |

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|--|---|-----|---|
| (Grad Cert) | | | |
| Graduate Diploma (Grad Dip) | 6 | 120 | 120 at level 6 |
| Professional Graduate Certificate of Education* | 6 | 120 | A validated PgCE provision may have only 60 credits at FHEQ level 6, with 60 credits at a lower level. This meets the National Qualifications Framework for this type of qualification and validation is therefore permitted by the University for such qualifications. |
| Postgraduate Certificate (PgCert) | 7 | 60 | 60 at level 7 |
| Postgraduate Diploma (PgDip) | 7 | 120 | Min 90 at level 7 Max 30 at level 6 |
| Masters degree (MA, MSc, MArch, MBA, MTh, MFA*, MDes*), MEd* | 7 | 180 | Min 150 at level 7 Max 30 at level 6 |
| Integrated Masters Degree # (e.g. MEng) | 7 | 480 | See footnote # |
| Taught MPhil | 7 | 360 | Minimum 240 at level 7 Remaining credits at level 6 or above |

¹ Bachelor's degree titles of BEd and BEd (Hons) are reserved for programmes of teacher education. Initial or pre-service BEd programmes include a substantial element of teaching practice, and the normal credits of such a BEd programme will be 480. The In-service BEd is designed for students who are already qualified and experienced teachers holding a Certificate in Education or equivalent qualification. Minimum credits: 180.

* These awards have variance in structure and numbers of credits across the sector, as a result the above acts as a guideline on the number of credits which need to be included within the award.

These awards have variance in structure and number of credits depending on the award. MEng – min 120 credits at L7, min 120 credits at L6, no more than 120 credits at L4 and the remaining credits at L5 or 6.

3.2 Students must meet all requirements set out in the programme specification approved by The Open University before a qualification is awarded.

Foundation years studied as part of validated provision (60 ECTS/120 UK credits) are pass/fail and do not contribute to the final award classification.

Titles and characteristics of Programmes

A title will be given to an approved programme leading to any taught award and will not be changed without reference to The Open University.

The title will accord with the normal expectations of higher education bodies, relevant professional bodies, students and employers about the level of knowledge and skills to be expected from a person holding such a qualification.

The University recognises four types of honours degrees in named subjects:

- A. Subject or field of study degree, for example, BA (Hons)/BSc (Hons) or MA/MSc in Psychology.
- B. Major subject or field of study, with a specialist minor (where the minor subject is
- C. part of the broad-based field of study that is the major subject of the degree), for example, BA (Hons)/BSc (Hons) or MA/MSc Humanities (Music).
- D. Major subject or field of study with a supplementary minor honours subject, (where the minor subject is not part of the field of study which is the major subject of the degree), for example, BA (Hons)/BSc (Hons) or MA/MSc Computing with Psychological Studies.
- E. Joint degrees in two approximately equally-weighted subjects or fields of study, for example, BSc (Hons)/BA (Hons) or MSc/MA Philosophy and Psychological Studies.

The Open University's recommended practice for the programme titles that will appear on certificates is that simple, single-subject titles should be used whenever possible.

Where students study more than one subject, up to three separate fields of study may be identified in the title with or without the addition of 'combined studies'.

Where awards include named pathways, the University recommends a minimum requirement of 25% subject specific credits.

B. ADMISSIONS

Students registering for programmes leading to awards of The Open University must have satisfied the admissions criteria approved by The Open University at validation.

4.0 Admissions policy and procedure

ACG Admissions Process

Please refer to the relevant Admissions page on the ACG website

<https://www.acg.edu/admissions/undergraduate-admissions/>.

- 4.1 This policy should also be read in conjunction with guidance contained in section 22 covering the Recognition of Prior learning.

5.0 Appeals and complaints regarding the admissions process

- 5.1 Appeals against a decision not to admit an applicant to a programme of study leading to an Open University award are restricted to those that cite irregularity in the decision-making process (for example, failure to make a reasonable adjustment relating to a disability). The process for arbitrating such appeals is that which has been approved at Partnership Development and Approval Process/Partnership Reapproval Process. Such appeals must be initiated within four weeks of the date of the original decision.

If an applicant has a complaint about the admissions process, they may follow the Applicant Grievance Procedure, which can be found on the ACG website

C. MATTERS RELATING TO REGISTRATION

6.0 General

- 6.1 A student who is admitted for study on a programme leading to an OU validated award must be registered for that programme with the partner institution.
- 6.2 The partner institution will submit student name and contact details to The Open University solely for the purposes of recording student details and progression information. By registering with a Partner for a programme leading to an Open University validated award the student agrees to the sharing of their information with The Open University for this purpose. The Open University will not make any contact with students unless there is a specific need in relation to their studies towards an OU validated award. It is the student's responsibility to keep their personal information up to date with their institution and to notify them of any changes or errors.

7.0 Period of registration for Open University validated awards

- 7.1 The period of registration will commence on the date the student registers on a programme.
- 7.2 The minimum and maximum periods within which a student will be expected to complete the programme of study and associated assessment, including the time period for any resit assessments, should be those stated in the box below:

For an Open University award, students may remain registered with the University for a period of three years beyond the expected date of graduation. If a student wishes to complete a programme of study after this date they must re-register and pay the appropriate fee. The maximum period of registration for an Open University validated award is ten years unless the programme specification advises otherwise.

7.3 Subject to paragraph 7.5 below, a student will remain registered for the maximum period of the award or until they have achieved the award, or the registration has been terminated, whichever comes first.

7.4 The period of registration may be extended if:

- (a) the student has had to resit or retake a part of their programme of study, see Section D;
- (b) the student has been unable to study or complete a year of study due to extenuating circumstances, see Section F;
- (c) the student has been given permission to take a study break as described in Section 8 below.

7.5 A student's registration may be terminated if the student has:

- (a) committed a serious disciplinary offence or be deemed as unfit to study
- (b) exhausted all opportunities to remedy failure or has made insufficient progress through their programme of study at the required stage;
- (c) formally notified the institution that they wish to discontinue their studies and so discontinue their programme.
- (d) failed to comply with their financial commitment to the partner institution

For more information, please see Section D.

For the Open University award, the Validation Office will be responsible for notifying the University of the number and registration details of all students entering the programmes that it has validated. The Validation Office will ensure that the University is also notified of any changes to a student's initial registration.

7.6 The date of termination recognised by The Open University will be taken as the date on which a partner institution records the student's registration as terminated.

8.0 Interruption of studies

8.1 A student may apply, or be required, to take a study break for a maximum period of twelve consecutive months under the agreed procedure for reasons of ill health or other extenuating circumstances (see Section F). This may be extended in

exceptional circumstances as agreed between The Open University and the partner institution.

Interruption of studies includes army deferral for the purpose of required national military service (applicable to male students only). The Committee on Academic Standards and Policies (CASAP) is responsible for all petitions in relation to interruption of studies for any reason.

9.0 Attendance requirement

Class attendance is mandatory. Attendance and performance in class are closely correlated. For purposes of mitigating circumstances, the College allows students to miss up to 20% of class time. This applies to all modules.

Absence from a class does not exempt a student from completing the work for that class. Students who have exceeded the 20% threshold of absences for serious mitigating circumstances (see section F), will be referred by the instructor to the Registrar's Office. The Registrar will in turn inform the Committee on Academic Standards and Policies (CASAP) which, in the light of any evidence of extenuating circumstances supplied by the student, will decide whether the student must withdraw from the course and/or receive an F grade.

The only health-related mitigating circumstance acceptable for excusing absences beyond the maximum is hospitalization. It is the student's responsibility to be aware of the number of absences they have in each of their modules.

Students can find more details and the rationale for the attendance requirement in the Exam Regulations and Policies section in myACG portal.

D. ASSESSMENT, PROGRESSION, AND AWARD OF CREDIT

- 10.0 The forms of assessment and its weighting and timing, and the ways in which the learning outcomes are to be demonstrated through assessment, are set out in the module and programme specifications approved by The Open University at the point of validation.
- 10.1 Each programme handbook contains comprehensive details of the assessment scheme as approved by The Open University in the validation process.

11.0 Minimum requirements for pass

- 11.1 To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.
- 11.2 The minimum aggregate pass marks for The Open University validated awards are:
- 40% for undergraduate programmes
 - 50% for postgraduate programmes.

These minima may apply to assessment elements as stated in the wording of the module specifications, but will apply to modules, stages and qualifications.

12.0 Identification of requirements from professional, statutory and regulatory bodies

- 12.1 Additional academic regulations required by any professional, statutory or recognised regulatory body will be set out in the relevant programme specification and approved by The Open University in the validation process.

13.0 Submission of assessed work

- 13.1 Work submitted for a summative assessment component cannot be amended after submission or re-submitted.
- 13.2 Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.
- 13.3 Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff:
- Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark (for UG) and 50% pass mark (PG awards) and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0.

A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessment components concerned and will be marked as 0.

Please refer to p.51 of the Deree Undergraduate Catalog & Student Handbook, <https://www.acg.edu/wp-content/uploads/2025/09/DEREE-OU-ST-HBK-2025-2026-H2.pdf>.

14.0 Assessment scores

14.1 All undergraduate assessment will be marked on a percentage scale of 0-100.

All other undergraduate assessment will be marked on a percentage scale of 0-100.

Foundation years studied as part of validated provision (60 ECTS/120 UK credits) are pass/fail and do not contribute to the final award classification.

| % Scale Score | Performance Standard |
|----------------------|-----------------------------|
| 70+ | Excellent pass |
| 60-69 | Very Good pass |
| 50-59 | Good Pass |
| 40-49 | Pass |
| 0-39 | Fail |

14.2 All postgraduate assessment will be marked on a percentage scale of 0-100.

Taught postgraduate awards may include merit and/or distinction classification (see paragraph 18.1).

| % Scale Score | Performance Standard |
|----------------------|-----------------------------|
| 70+ | Distinction |
| 60-69 | Merit |
| 50-59 | Pass |

| | |
|------|------|
| 0-49 | Fail |
|------|------|

- 14.3 The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution's OU approved policy for moderation.
- 14.4 Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

Second Marking at ACG

A sample of all assessed work submitted for credit in validated modules and programmes leading to OU awards shall be subject to the process of second marking and review by external examiners. This policy extends to all modes of assessment and, where assessed work is not in written form, every effort should be made to apply some appropriate form of moderation. For the implementation of the College's policy on second marking, the following procedure is followed:

- The first marker will provide the rubric for the assessment of the module (faculty are expected to develop rubrics for the assessment of students, and it is the responsibility of department chairs or area coordinators to ensure that these rubrics are consistent with the programme specification and other documentation approved at validation), the grade assigned to each item of assessed work and a brief justification for this grade.
- Second markers will be selected by the department chair/area coordinator from the first marker's department, and they should be familiar with the module content. The second marker should test mark a minimum sample of 25% of completed assessments. In all cases the samples should not be lower than five.
- The sample of work for second marking will be prepared by the Registrar's Office. This sample will comprise all items that have been assigned an A grade or a grade below C (40%), and a representative selection of the remaining items of assessed

work. The sample should include at least some work that will be sent to external examiners (thereby providing them with evidence that second marking has been carried out).

- The mark should be agreed between the original instructor and the second marker. In cases where it is not possible to reach agreement, a third internal marker will be appointed by the department head or area coordinator. All items of assessment for that course should be re-marked if the third marker recommends a significant change in the grade assigned to any item of assessed work. In this event, the entire cohort will be subject to the process of re-marking.
- The second (or, in the event of a disagreement, the third) marker should prepare a brief report during the marking process to be sent to the external examiner for that course. This report should explain the basis upon which the assessed work was graded and the procedure adopted for the second (and where relevant the third) marking; provide an analysis of the distribution of marks between students and modes of assessment; identify any issues that were encountered in the assessment problems; and make recommendations for the future assessment of the course. All decisions on grades of validated courses remain provisional until they have been ratified at a meeting of the Board of Examiners.

15.0 Determining module outcomes

- 15.1 The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification and published in the Programme Handbook.
- 15.2 A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.
- 15.3 In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.
- 15.4 Where a student is registered only for a module (rather than a qualification) the resit provisions set out in 17.3 will apply.

16.0 Provision for viva voce examination

16.1 Exceptionally, viva voce examinations may be required by a Board of Examiners (with the approval of external examiners):

- (a) to confirm the progression/result status of a student;
- (b) to determine the result status of unusual or borderline cases;
- (c) when there is conflicting evidence from the various assessment components;
- (d) as an alternative or additional assessment in cases where poor performance in assessment is the result of exceptional circumstances verified through due processes.

17.0 Determining progression and qualification outcomes

17.1 Module prerequisites and co-requisites

17.1.1 The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification and approved in the validation process.

17.1.2 Progression through any programmes offered by partner institutions may require students to complete prerequisite or co-requisite modules which are set out in the programme specification and approved during the validation process.

17.2 Stage requirements

17.2.1 Each of the stages of an undergraduate programme is expected to consist of a total of 120 credits.

17.2.2 In cases where Programmes are not divided into stages (for example, most postgraduate programmes and undergraduate programmes of 120 credits or less) the provisions below apply to the whole programme.

17.2.3 In order to complete and pass a stage of a programme, a student must acquire the total credit set out in the programme specification at the approved qualification level for the award. Exceptions are restricted to those detailed in paragraph 17.5.3 below

or have been exempted through advanced standing, or through the implementation of the processes covering extenuating circumstances (see Section F).

17.2.4 The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage.

17.2.5 Where a student fails a module, the following may apply in the first instance:

- (i) Resit (see 17.3 below) – a second attempt at an assessment component following a failure at first attempt.
- (ii) Compensation (see 17.4 below) – the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.
- (iii) Retake – a second attempt of all assessment components within a module following failure at the first or resit attempt. Retake of the failed component may require the student to participate in classes to prepare them for the second attempt. This will be confirmed at the Examination Board.

17.3 Resit provision

The board of examiners may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. However, where a validated programme is discontinued, provision has to be made to ensure fair assessment opportunities for all students who have been enrolled.

17.3.1 Resit provision is subject to all the following conditions:

- (a) The maximum number of retakes allowed in a programme leading to an Open University award is 10.
- (b) A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- (c) Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.

- (d) A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module.
- (e) A student shall not be permitted to be reassessed by resit in any module that has received a pass mark, or in a component that has received a mark of 40% or above at UG or 50% PG.
- (f) The resit will normally be carried out by the same combination of written examination, coursework etc. as in the first attempt.

17.3.2 Students failing foundation modules will necessitate a complete retake of the module at the next available opportunity, as deemed by the examination board.

17.4 **Compensation**

17.4.1 Unless otherwise stated in the approved programme specification (as a result of regulatory requirements), compensation will be applied when the following conditions are met:

- a) No more than 20 credits can be compensated in any one stage of an undergraduate or postgraduate programme.
- b) Compensation is not permitted for modules within awards of less than 120 credits in total.
- c) Examination boards should assure themselves that learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification.
- d) A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.
- e) Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate programme (except in the case of MEng Level 7 where an aggregate mark of 50% has been achieved).
- f) In the case of postgraduate programmes, taking the module mark to be compensated into account, an aggregate mark of 50% has been achieved.

- g) No compensation shall be permitted for any core project/dissertation/capstone module, as defined in the programme specification.
- h) PSRB requirements may exempt certain modules from compensation – this will be articulated in the programme specifications.

A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.

As of July 2017, references to Level compensation are not applicable. Compensation within a module still applies, i.e. students that score 38/39 in one of the assessments and their overall module mark is at least 40, they may be eligible for assessment compensation. Assessment compensation is valid for the first attempt of the specific assessment only. Module resits and/or retakes are not considered for compensation. Such cases are discussed and decided upon in the relevant Board of Examiners.

Compensation is not applicable in modules where grade averaging applies.

17.5 Options for the retake of study

17.5.1 If, having exhausted all permitted compensation resit and retake opportunities, a student is still unable to pass, the Board of Examiners may, at its discretion, permit one of the following repeat options:

- (a) Partial retake as fully registered student:
 - (i) The student is not permitted to progress to the next stage of the programme but must retake the failed modules and/or components in full during the following academic year,
 - (ii) The student has full access to all facilities and support for the modules and/or components being retaken,
 - (iii) The marks that can be achieved for the modules and/or components being retaken will be capped (uncapped if extenuating circumstances have been approved) at the module and/or component pass marks,
 - (iv) The student retains the marks for the modules and/or components already passed,

- (v) No further resit opportunities are permitted.
- (b) Partial repeat for assessment only:
 - (i) As in paragraph 17.5.1(a) except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being retaken. Participation will only be allowed for relevant revision sessions and assessments.
- (c) Full retake:
 - (i) This is only permitted where the student has extenuating circumstances;
 - (ii) The student does not progress to the next stage of the programme but instead retakes all the modules in the current stage during the following academic year,
 - (iii) The student has full access to all facilities and support,
 - (iv) The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

The maximum number of retakes allowed in a programme leading to an OU award is 10. If a student fails a validated module more than two times they may be required to withdraw from the OU validated award unless the Committee on Academic Standards and Policies (CASP) has accepted the student's petition for mitigating circumstances. The final decision is made by the Board of Examiners.

Retake of a module requires the student to participate in classes to prepare them for the next attempt. Partial repeats/retakes are not applicable.

The grade replacement policy allows students to retake modules for change of failing grade. Students may replace an F grade in a module by repeating and passing the same module. **Retakes are capped at C grade (40 UK points)**. When students retake a course, they are assessed on new assessments not completed the previous time(s) they took the course.

17.5.2 Where compensation, resit, and retake opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined in Section 20 below.

17.5.3 With the approval of the Board of Examiners students may be eligible to progress to a higher stage of a programme without having completed the requisite 120 points of the lower stage. They may exceptionally be allowed to do so if either of the following conditions are applicable:

- a) A minimum of 60 credits at the lower level have been successfully completed including passes in all designated core modules.
- b) All requirements for academic prerequisites for the higher-level modules are met;
- c) Students will not be allowed to study at level 6 before having completed and passed all credits at level 4.

Or,

- d) All requirements for academic prerequisites for the higher-level modules are met;
- e) The Examination board have approved progression following a successful application for extenuating circumstances, and results are still pending in the student's profile.

The subsidiary board making progression recommendations to the Board of Examiners, should clearly record the rationale for these decisions and be prepared to articulate these at the Exam Board.

17.5.4 Institutions that offer a rolling entry system for qualifications with a high study intensity may find that the timings of examination boards do not coincide with those institutions that offer programmes within the traditional academic year. Under such circumstances, students are provisionally allowed to progress on the programmes, with the recommendation deferred until the next Board of Examiners which must be held within twelve calendar weeks. At which point the student's full profile will be considered and a formal recommendation for progression will be made (if applicable).

18.0 Grading and Classification Awards except Bachelor Honours Degrees

- 18.1 Validated taught awards, including Masters' degrees, consisting of at least 120 credits at FHEQ level 4 (SCQF 7 for Scotland) or above may be awarded with Merit or Distinction with the exception of ordinary and honours degrees where the award of Merit or Distinction will not apply.
- 18.2 For the award of Distinction, the overall aggregate mark will be 70% or above.
- 18.3 For the award of Merit, the overall aggregate mark will be 60% - 69%.
- 18.4 Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.
- 18.5 Calculation of a Foundation Degree will be based on the average mark across all modules within Stage 2 (usually Credit Level 5) and Stage 1 (usually Credit level 4) unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.
- 18.6 Calculation of a DipHE will be based on the average mark across all modules within Stage 2 (usually Credit Level 5) and Stage 1 (usually Credit level 4) unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.
- 18.6 Calculation of a CertHE will be based on the average mark across all modules within Stage 1 (usually Credit Level 4) unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.
- 18.7 Calculation of Masters Degrees, with the exception of Integrated Masters degrees, will be based on the average mark across all modules within a programme unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.
- 18.8 Calculation of Integrated Masters degrees will be based on the average of all Level 6 and Level 7 modules, weighted 50/50 respectively.

18.9 The award of PGCert cannot be awarded with Merit.

19.0 Bachelor Honours Degree Classification

19.1 Classification of bachelor degrees (including the BBA) will be based on the average mark across all modules within Stage 3 (usually Credit Level 6) and Stage 2 (usually Credit Level 5) at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

19.2 Honours degrees are classified as:

| | |
|--------------------|------------------------------------|
| First class | Aggregate mark of 70% or above |
| Upper Second class | Aggregate mark between 60% and 69% |
| Lower Second class | Aggregate mark between 50% and 59% |
| Third class | Aggregate mark between 40% and 49% |

19.3 Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

19.4 Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award. See section 22 for rules related to credit for prior learning.

19.5 Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

20.0 Provision for exit awards

- 20.1 Programmes must make provision for exit awards at intermediate stages, for which clear learning outcomes must be stated and laid out in programme specifications approved by The Open University in the validation process.
- 20.2 Where a student leaves a partner Institution with an exit award they may reapply at a later date to upgrade to a higher award on the same programme if it is still offered by the partner institution.
- 20.3 A student who has withdrawn from a programme or has exhausted all assessment attempts (as outline in sections 17.3-17.5.2 above) will automatically be considered for an exit award where sufficient credit has been accrued.

Where a student leaves with an exit award (for example, for personal reasons), then they are eligible to re-enrol on the programme at a later point (if the programme is still offered). However, if a student is withdrawn by decision of the Board of Examiners for having exhausted all resit/retake opportunities or for having more than 10 F grades, then they would not be entitled to re-enrol on the same programme. They could apply to re-enrol on a different programme, however, this would be up to the College to decide on their suitability and any possible recognition of prior learning (please refer to section 4.0 Admissions policy and procedure).

21.0 Posthumous and Aegrotat awards

- 21.1 Should a student be prevented by illness, or other circumstances, from completing the final assessed component of the programme, the board of examiners, having considered the relevant evidence (including medical certification) may make a recommendation that an Aegrotat award be made. Such exceptions are limited to students who are permanently unable to continue their studies and are registered for the final module that would complete a qualification, and have been assessed on at least part of the module. The board must be satisfied that the student's prior performance shows beyond reasonable doubt that they would have passed but for the illness, or other circumstances.
- 21.2 Posthumous awards are permitted for all programmes. The classification for such awards is based on past performance and aligned to the closest exit award (which may include a classification). Recommended to the relevant University authority

responsible for conferring validated awards on behalf of The Open University for approval.

22.0 Recognition of prior learning

Details on the recognition of prior learning may be found in pp. 30-32 of the Deree Undergraduate Catalog & Student Handbook, <https://www.acg.edu/wp-content/uploads/2025/09/DEREE-OU-ST-HBK-2025-2026-H2.pdf>.

22.1 Students who are able to demonstrate that they have already fulfilled some of the learning outcomes of the programme by means other than attendance on the planned programme, and will be able, by completing the remaining requirements, to fulfil the learning outcomes of the programme and attain the standard required for the award, may be admitted with advanced standing, thus exempting them from some modules or stages of the programme.

If the student's prior learning is not certificated, the partner institution itself will assess the student's learning directly, either by requiring the applicant to take the normal progression assessments of the programme or by some other appropriate form of assessment. This will be laid out in the Recognition of Prior Learning (RPL) policy and procedure as approved by OU at the Partnership Development and Approval Process or Partner Reapproval Process.

22.2 A student admitted on the basis of uncertificated learning and experience or through prior certified learning is subject to the same principles of admission as all other students on that programme. Subject to the requirements of any Professional, Statutory and Regulatory Body (PSRB) requirements the partner institution has discretion to admit a student with exemption from certain elements of the programme or with specific credit.

22.3 A student may be awarded recognition for prior learning (certified, experiential or uncertified), towards the requirements of a named award up to two-thirds* of the total credit requirements for that award.

At ACG all transfer credit requests are handled by the Validation Office, students must be aware that no credits can be granted for any modules at Level 6. A student,

however, may be awarded credit for prior learning towards the requirements of a named award up to 50% (not up to two-thirds) of the total credit requirements for that specific award (i.e. all Level 4 and half of Level 5 modules).

The minimum prior learning credit claim to be considered is 10 credits. Prior study to be recognized for credit transfer must have been completed within a maximum of 10 years before the start of pursuing a registered award.

- 22.4 Recognition for prior learning (certified, experiential or uncertified) is not permitted at level 6 of a Bachelor's Degree or for the thesis/dissertation/capstone module, where students are expected to complete 120 credits in order to gain the award.
- 22.5 Recognition for prior learning (certified, experiential or uncertified) is not permitted for the thesis/dissertation/capstone module on a PG programme.
- 22.6 The Partner Institution will be satisfied that an individual applicant has fulfilled some of the progression and assessment requirements of the programme by means other than attendance on the planned programme and will be able by completing the remaining requirements to fulfil the learning outcomes of the programme and attain the standard required for the award, that student may be admitted to an appropriate point in the programme.
- 22.7 **DIRECT ENTRY via stage exemption (exemption to stage of a programme without award of OU credit)**
- 22.7.1 The RPL policy allows for candidates to enter stage 2 or stage 3 of an undergraduate qualification on the basis of completion of an appropriate certificated qualification from a recognised UK HE programme of study.
- 22.7.2 With stage exemption of this kind, it will be recorded on the student's transcript that stage exemption was awarded, but credit for the stage(s) from which the student was exempted would not be transferred to OU validated awards.

The minimum prior learning credit claim to be considered is 10 credits. Prior study to be recognised for credit transfer must have been completed within a maximum of 10 years before the start of pursuing a registered award.

ACG - Deree does not apply direct entry via stage exemption.

**Two-thirds of RPL is only permitted for full, three-year bachelor's degrees (360 credits) or full Masters degrees (a minimum of 180 credits) and not sub-awards, where the maximum is 50%.*

E. ACADEMIC MISCONDUCT

23.0 Academic misconduct is defined as any improper activity or behaviour by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment. In investigating and dealing with cases of suspected misconduct, partner institutions will follow the policies and processes approved at Partnership Development and Approval Process or Partnership Reapproval Process. Any penalties arising from academic misconduct will be levied in line with the AMBeR Tariff (see section 23.4 below).

23.1 The following is a non-exhaustive list of examples of academic misconduct which will be considered under these Regulations:

23.1.1 Plagiarism: representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks, etc. This includes the unauthorised use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

Note: Where a student has an acknowledged learning disability, a proof-reader may be used to ensure that the student's meaning is not misunderstood as a result of the quality and standard of writing, unless a partner institution policy specifically prohibits this. Where permitted, a proof-reader may identify spelling and basic grammatical errors. Inaccuracies in academic content should not be corrected nor should the structure of the piece of work be changed.

23.1.2 Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously colluded on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorised another to use their work, in part or whole, and to submit it as their own.

Note: legitimate input from tutors or approved readers or scribes is not considered to be collusion.

23.1.3 Misconduct in examinations (including in-class tests).

23.1.4 Processes for dealing with Academic misconduct and the penalties

Academic Misconduct at ACG

Academic misconduct is defined as any improper activity or behaviour by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment. In investigating and dealing with cases of suspected misconduct, partner institutions will follow the policies and processes approved at Institutional (Re)-Approval. Any penalties arising from academic misconduct will be levied in line with the AMBeR Tariff.

The following is a non-exhaustive list of examples of academic misconduct which will be considered under these Regulations:

Plagiarism: Representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks, etc. This includes the unauthorised use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

Note: where a student has an acknowledged learning disability, a proof-reader may be used to ensure that the student's meaning is not misunderstood as a result of the quality and standard of writing. Inaccuracies in academic content should not be corrected nor should the structure of the piece of work be changed.

Collusion: Cooperation in order to gain an unpermitted advantage. This may occur where students have consciously colluded on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorized another to use their work, in part or whole, and to submit it as their own. Note: legitimate input from tutors or approved readers or scribes is not considered to be collusion.

Misconduct during exams: Including in-class tests.

Processes for dealing with academic misconduct and the penalties:

Academic Misconduct ACG Penalties (Adapted from Plagiarism Reference Tariff, 2015)

In deciding the seriousness of an offence, the Committee on Standing and Conduct (COSC) will take into consideration the nature of the offence, the significance of the assessment, the level of study and any evidence of deliberate attempts to avoid detection.

History

All academic integrity offences will be recorded and used to determine history.

| | |
|----------------------|-------------------|
| 1 st Time | 100 points |
| 2 nd Time | 150 points |
| 3 rd Time | 200 points |

Amount / Extent

This refers to all types of individual and collaborative, written and practical, print and electronic assignments including word processed documents, project work, presentations, spreadsheets, media projects, drawings, designs, computer code, etc.

| | |
|---|-------------------|
| Below 5% AND less than two sentences | 80 points |
| As above but with critical aspects* plagiarized | 105 points |
| Between 5% and 20% OR more than two sentences but not more than two paragraphs | 105 points |
| As above but with critical aspects* plagiarized | 130 points |
| Between 20% and 50% OR more than two paragraphs but not more than five paragraphs | 130 points |
| As above but with critical aspects* plagiarized | 160 points |
| Above 50% OR more than five paragraphs | 160 points |
| Submission purchased from essay mill or ghost-writing services | 225 points |

| | |
|--|-------------------|
| Presenting work taken (all or in part) from another without their knowledge or consent | 225 points |
| Presenting work previously submitted | 225 points |
| Unauthorized use of artificial intelligence (AI) for generating text, image or musical composition and use of AI tools for other purposes such as paraphrasing | 160 points |
| Other severe academic misconduct (e.g. cheating on examination, fabrication, falsification of data and/or references, etc. | 225 points |

* Critical aspects are key ideas and arguments that are central to the assessment. Please note that the % does not relate to Turnitin originality report.

Level / Stage

| | |
|--|-------------------|
| Stage 1 (L4 modules, or freshman/sophomore year of US degree) | 70 points |
| Stage 2 (L5 modules, or junior year of US degree) | 115 points |
| Stage 3 (L6 modules, or senior year of US degree) | 140 points |

Value / Significance of Assessment

| | |
|---|-------------------|
| Standard weighting (50% or less of module) | 30 points |
| Component weighted at more than 50% of module | 60 points |
| Final capstone project, dissertation, or other type of major assessment contributing to award | 100 points |

Additional Characteristics

| | |
|---|------------------|
| Evidence of deliberate attempt to disguise plagiarism by changing words, sentences, references or any other method to avoid detection | 40 points |
|---|------------------|

Award penalties based on the assigned points:

Penalties (Summative Work)

In all cases a formal written admonishment is given and a record made contributing to the student's previous history.

| POINTS | AVAILABLE PENALTIES (<u>SELECT ONLY ONE</u>) |
|---------|--|
| 280-329 | <ul style="list-style-type: none">• No further action beyond formal written warning• Assessment awarded 0% (mark FP) –resit** but with mark capped at 40% |
| 330-379 | <ul style="list-style-type: none">• Assessment awarded 0% (mark FP) – resit but with mark capped at 40% |
| 380-479 | <ul style="list-style-type: none">• Assessment awarded 0% (mark FP) –resit but with mark capped at 40%• Assessment awarded 0% (mark FP) - no resit allowed – module retake (if required) with mark capped at 40% |
| 480-524 | <ul style="list-style-type: none">• Assessment awarded 0% (mark FP) - no resit – module retake (if required) with mark capped at 40%• Module awarded 0% (mark F) – module retake (if required) with mark capped at 40% |
| 525-559 | <ul style="list-style-type: none">• Module awarded 0% (mark F) – module retake (if required) with mark capped at 40%• Suspension and Award classification reduced [note on Deree transcript]• Qualification reduced (e.g. Honours -> no Honours) [note on Deree transcript] |
| 560 + | <ul style="list-style-type: none">• Module awarded 0% (mark F) – module retake (if required) with mark capped at 40%• Suspension and Award classification reduced [note on Deree transcript]• Qualification reduced (e.g. Honors -> no Honours) [note on Deree transcript] |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Expulsion from institution [no re-admission allowed] [note on Deree transcript] |
|--|---|

**** Resits and retakes may only be taken where permitted within academic regulations.**

Please refer to pp. 590-592 of the Deree Undergraduate Catalog & Student Handbook, <https://www.acg.edu/wp-content/uploads/2025/09/DEREE-OU-ST-HBK-2025-2026-H2.pdf>.

Within three working days of receipt of COSC’s decision, the student has the right to lodge a formal written appeal against the decision of the committee in accordance with the Complaints Procedure (<https://www.acg.edu/wp-content/uploads/2025/07/Complaints-Procedure.pdf>).

F. EXTENUATING CIRCUMSTANCES

- 24.0 The Open University recognises that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment, or the results they obtain for an assessment. In such cases the partner institution’s extenuating circumstances procedures will be applied, as approved at Institutional Reapproval.
- 24.1 A student who is prevented from attending or completing a formal assessment component or who feels that their performance would be (or has been) seriously impaired by extenuating circumstances, may submit a deferral request. Further information is available from the partner institution.

Mitigating/extenuating circumstances

Guidelines and information for students submitting petitions to the Committee on Academic Standards and Policies (CASP)

1. What is mitigating/extenuating circumstances

Students may suffer from a chronic disease or from a sudden illness or other serious unforeseen event (health or family) which prevent them from sitting an

examination or submitting/completing an assessment by the set deadline or completing an assessment.

Generally, examples of mitigating/extenuating circumstances may include:

- i) Significant physical illness
- ii) Significant psychological issues
- iii) Severe personal difficulties
- iv) Serious illness or death of a very close relative
- v) Sudden and significant deterioration of a serious chronic medical condition
- vi) Personal serious injury
- vii) Required attendance at an educational examination that cannot be rescheduled or attendance at court.

The following DO NOT constitute mitigating/extenuating circumstance

- i) Minor illnesses (e.g. colds and their respiratory or other effects, gastroenteritis) that can be treated with common medication
- ii) Work pressure or obligations of any nature
- iii) Failure to read properly the announced time table of examinations or deadlines for the submission of assessment
- iv) Failure to save work properly in physical or electronic form or failure of the device used
- v) Religious festivals
- vi) Any event which may have been anticipated (e.g. tickets issued for travel before the announcement of final and/or ratified grades which may require participation in resits, a doctor's appointment which could be changed).

2. Evidence of Mitigating/Extenuating Circumstances & Deadlines

Submitting evidence to accompany a petition does not mean that the student's request will be automatically accepted. In any case, the Committee on Academic Standards and Policies (CASP) will take into consideration all submitted evidence as well as other academic information or documents in the student's folder in order to make a final judgment on the student's petition.

Students are advised to inform as soon as possible the Student Success Center, by e-mail or by phone, if they are going to be absent from an examination or unable to meet a deadline.

Students must meet the deadlines for petitioning to CASP. Generally, students must submit a completed Mitigating/Extenuating Circumstances form/petition to the Student Success Center, along with the appropriate documentation no later than seven (7) days after the missed examination or deadline. Certain earlier deadlines are stated below. No student request will be considered if the Mitigating/Extenuating Circumstances form or other form (e.g. Standard Petition) is submitted to the Student Success Center after the deadline.

All supporting evidence must be originals. If evidence is sent by e-mail, it must be a scanned original.

Students must fill in the Mitigating/Extenuating Circumstances form and be absolutely clear regarding their request. Also, the relevant tutors need to sign the form next to their modules. If students do not provide essential information or the request is not clear, there may be a delay in receiving an answer by CASP or even a rejection of the petition.

All documents submitted to CASP are then placed in the student's folder and are confidential.

Examples of evidence of mitigating/extenuating circumstances required by CASP:

| | |
|--|--|
| Significant physical illness or Sudden and significant deterioration of a serious chronic medical condition or Personal serious injury | Doctor's Stamped Certificate and/or Hospital Letter-Headed and Stamped Document(s); the doctor's specialty must be absolutely relevant to the student's illness (e.g. a Pulmonologist for chronic/serious respiratory infections, a Gastroenterologist for chronic/serious disorders of the gastrointestinal tract etc). No Certificates from General Practitioners (Γενικός/Ειδικευμένος Παθολόγος, Γενική Ιατρική, Ιατρός Πόνου κλπ) are accepted as enough evidence of a serious illness. |
|--|--|

| | |
|--|--|
| Significant psychological issues | Report from a Psychiatrist, Psychologist and a separate report from the College Educational Psychologist. Students are advised to meet with the College Educational Psychologist as soon as they begin seeing a specialist or when they feel they need some relevant advice. |
| Severe personal difficulties | Report from the College Educational Psychologist based on personal scientific/medical examination/judgment and/or on documentation from medical specialists. |
| Serious illness or death of a very close relative | Hospital Certificate/Report regarding the hospitalization of the very close relative. Death certificate or other official evidence. |
| Required attendance at educational examination that cannot be rescheduled or attendance at court | Official stamped and signed certificate by an Educational Institute official (e.g. a Greek university Registrar's Office (Γραμματεία) or the court of law). |

The above examples are indicative. CASP may ask for specific or additional documents before making a judgment over a student's petition.

3. False Claims or False Documentation

Students must not try to submit a false claim or false documentation because this will be considered as an attempt to gain unfair advantage. If students break this rule, they will face the consequences according to standing regulations. Any decision of CASP made on the grounds of a false claim or false documentation is void.

4. Who, How, and When to Inform about Mitigating Circumstances

a) Circumstances known to students in advance of taking an examination or submitting an assessment

Before the day of an examination or an assessment is due, students must complete a Mitigating/Extenuating Circumstances form and attach any supporting evidence. The relevant tutor needs to sign the form. Students may either submit in person or send by e-mail the form to the Student Success Center, whose staff receive and date-stamp all documents.

b) Circumstances of an unexpected nature on the day of the examination but before the beginning of the examination or on the day an assessment is due.

i. The Student Success Center must be informed by e-mail (with a copy to the relevant tutor) or by phone as soon as possible.

ii. No later than seven (7) days after the missed examination or deadline, students must submit a completed Mitigating/Extenuating Circumstances form/petition to the Student Success Center, along with the appropriate evidence (as above).

c) Circumstances of an unexpected nature during an examination.

i. During an examination if a student needs to leave the room due to a sudden deterioration of their health, the invigilator/proctor must be informed. All examination papers (even with partially completed answers or just blank) must be delivered to the invigilator/proctor. The student must seek for the medical advice from the College Nurse immediately after they leave the examination room. The College Nurse's may provide evidence to support a Mitigating/Extenuating Circumstances petition, but more evidence may be requested.

ii. No later than seven (7) days after the missed examination or deadline, students must submit a completed Mitigating/Extenuating Circumstances form/petition to the Student Success Center, along with the appropriate evidence (as above).

Information for mitigating/extenuating circumstances can be found in the Exam Regulations and Policies section in myACG portal.

24.2 Students are responsible for ensuring that the partner institution is notified of any extenuating circumstances at the time they occur and for supplying supporting documentation by the published deadline.

24.3 If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the Partner institution as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days.

24.4 Medical evidence submitted in support of a claim for extenuating circumstances should be provided by a qualified medical practitioner.

- 24.5 The Partner institution will verify the authenticity of any evidence submitted.
- 24.6 Upon receipt of recommendations from the panel or body responsible for investigating extenuating circumstances, the Board of Examiners, or its subsidiary board, will decide whether to:
- (a) provide a student with the opportunity to take the affected assessment(s) as if for the first time, allowing them to be given the full marks achieved for the examination or assessment, rather than imposing a cap;
 - (b) waive late submission penalties;
 - (c) determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;
 - (d) note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.
- 24.7 The Board of Examiners, depending on the circumstances, may exercise discretion in deciding on the particular form any reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.
- 24.8 If a student fails, without good cause, to provide the responsible body with information about extenuating circumstances within the timescales specified in the partner institution policy, the responsible body has authority to reject the request on those grounds.

G. BOARDS OF EXAMINERS

25.0 Appointment of Boards of Examiners

- 25.1 For every programme (or subject area in a Liberal Arts or Combined Studies programme) leading to a validated award of The Open University there will be a Board of Examiners whose constitution (including a note of those members

constituting a quorum) and terms of reference will have been approved by The Open University as part of the Partnership Development and Approval Process and Partnership Reapproval Process.

25.2 In the case of large modular programmes, there may be subsidiary boards with designated responsibility for a cognate group of units or subjects. Where this is the case, the relative responsibilities, powers and terms of reference of the different boards will have been approved by The Open University (as part of the Partnership Development and Approval Process and Partnership Reapproval Processprocess).

26.0 Membership of Boards of Examiners

26.1 The Academic Board (or equivalent body) of the Partner institution is required to agree the membership of Boards of Examiners, at the start of each academic year.

26.2 All External Examiner(s) for the programme/subject area will be members of the board. In the case where institutions have many External Examiner(s) only will be required to be members of the board where recommendations for awards to the relevant University authority responsible for conferring validated awards on behalf of The Open University are made.

26.3 Under no circumstances may a student of the partner institution of The Open University or studying for an award of The Open University be a member of, or attend, a Board of Examiners. A person who is otherwise qualified to be an internal examiner for a programme, for example as a member of academic staff or as an approved External Examiner, and is coincidentally registered as a student on another programme either at the same institution or elsewhere, will not be disqualified from carrying out normal examining commitments.

26.4 The Chair of the Board of Examiners will be a senior member of staff, commonly a Head of Department or Dean of Faculty, not directly involved in the delivery of the programme/subject area or the assessment of students in the programme or subject area considered by the Board of Examiners, or delegated nominee.

26.5 The Registrar (or equivalent) or a nominee at the partner institution – acting with the authority of the Secretary to the Academic Board – should normally be appointed as Secretary to the Board of Examiners.

26.6 A member of The Open University staff must be present at any Examination Board where final decisions on recommendations for an Open University award is made and where decisions about progression are made. Although not normal practice The Open University reserves the right to Chair the Board of Examiners or any subsidiary boards.

Membership, mode of operation, and terms of reference of Board of Examiners, covering, where applicable, all tiered boards.

ACG - Deree Boards of Examiners Terms of Reference, Constitution, Process & Procedures

A. Terms of Reference

1. General Purpose

1.1 Determine the appropriate outcome for each Open University (OU) registered student in each OU validated module and ratify the grades assigned to OU registered students. All decisions on grades remain provisional until they have been ratified at a meeting of the Board attended by the relevant external examiner(s).

1.2 Recommend progression to the next stage of the programme, as well as the conferment of OU validated awards to students who have fulfilled the objectives of an approved programme of study and achieved the standard required for the award.

2. Specific Purpose

2.1. Review processes and procedures for the approval of assessment tasks, examination papers and project titles, both for the initial assessment of students and any subsequent reassessments, when necessary.

2.2. Ensure that assessment tasks, examination papers and project titles are moderated by appropriate external examiners.

2.3. Review the progress of students, ensuring that they achieve the required learning outcomes taking into account the recommendations of the Committee on Academic Standards and Policies regarding students with mitigating circumstances.

2.4. Determine the form of assessment that should be offered to those students who have failed or were unable to take the assessment for acceptable reasons.

2.5. Receive and approve recommendations from the Committee on Disabilities and Learning Differences for the assessment of students with special requirements.

2.6. Act in accordance with the outcome of any appeals made through the Academic Appeals Procedure.

B. Constitution

1. Subject Boards

The following must be present:

- Chair to the board (an academic member of staff from an unrelated programme/subject area, such as a Department Chair, Area/Programme Coordinator or experienced member of the teaching staff).
- Secretary to the Board (a member of staff from an unrelated subject area).
- All staff who have taught the on the subject area modules, Department Chair and Area/Programme Coordinator (if applicable).
- The Subject External Examiner(s).
- An OU representative.

The following may be present:

- The Director of the Validation Office or nominee.

2. Progression and Award Boards (by School)

The following must be present:

- Chair to the Board (the Registrar, a Dean from an unrelated School or their nominees).
- Secretary to the Board (an administrative member of staff from an unrelated School).
- The Chief External Examiner for the School.
- An OU representative.

The following may be present:

- The Dean of the Relevant School.
- The Director of the Validation Office.
- The Director of the Registrar's Office/Associate Registrar.

C. Process

1. Each Board of Examiners is divided into two sections: the Subject Board and the Progression and Award Board.

Subject Boards convene by programme/pathway and examine student grades by module.

Award and Progression Boards convene by School and examine student progression and confer awards by programme.

2. Boards of Examiners are directly accountable to the Academic Council, the College body which assures the OU that the standards of its awards are being upheld. Boards function according to College regulations.
3. Boards of Examiners take place twice during the academic year: (a) after the Fall semester; (b) after the Spring semester.
4. All members of the Boards should be present from the beginning to the end of each meeting to safeguard fair processes for all students.
5. All Boards of Examiners discussions are confidential.
6. Student attendance is not allowed.
7. The appointment of Chairs and Secretaries is approved by the Academic Council. Chairs safeguard the regulations and bear the responsibility for the integrity and correctness of the process and results.

D. Procedures

1. Board of Examiner dates are published one year in advance by the Registrar and after they have been agreed by the OU.
2. For the Boards of Examiners, teaching staff submit samples of second-marked assessments, which are made available to External Examiners for scrutiny prior to the Board of Examiners meeting. The process is overseen by the Exam Office in collaboration with the Validation Office and the Registrar.
3. Module grade sheets, module leader reports, second markers reports, course syllabi, examination questions with answer keys and marking are made available to the External Examiners prior to the Board of Examiners. The module grade sheet includes all assessment component grades and the final module grade for each student in a module, as well as indications of Committee decisions affecting the students' grades. Sheets with student grades per programme and individual student

progress reports for graduating students is made available to the respective Award and Progression Board.

4. The Board Secretary keeps minutes of the meetings including the comments of External Examiner(s). The Chair, in collaboration with the Secretary, ensures that all members of the Board are present and that the agenda for each meeting is followed. Following the Board of Examiners, the Chair reviews the minutes for accuracy and submits them to the Validation Office. The accuracy of the minutes is confirmed by the Board at its next meeting.
5. The Secretary distributes and collects all relevant documents. The Secretary ensures that the External Examiner in the Subject Boards and the Chief External Examiner in the Award and Progression Boards sign/e-sign the ratified grade sheets, as well as the progress grade reports of the students who have been conferred an OU award. The Secretary collects the signed grade lists and submits them to the Validation Office immediately after the conclusion of the Board of Examiners.
6. The Secretary also ensures that the minutes of the previous Board meeting are approved and are submitted to the relevant School and the Validation Office.
7. The Exam Office is the central depository for all documentation regarding the Board of Examiners. Upon conclusion of the Board of Examiners, teaching staff must deliver all assessments (second-marked and non second-marked) of the OU registered students to the Exam Office for storage.
8. External Examiners report orally at the Board and submit a written report following the meeting of the Board. The report should be submitted to the OU and the College within 6 weeks of the Board, and the teaching team are required to produce a written response to this report within 6 weeks of receipt.
9. Results will not be issued to students until they have been ratified by the OU Module Results Approval and Qualifications Classification Panel (MRAQCP), and formal notice has been received that they can be released. Grades are released to students via the student web portal.
10. Students who have received a passing grade in a module, are allowed to register for the next semester or session. However, they receive full refund should withdrawal from a module be required as a result of an outcome by the Board of Examiners.

11. All matters regarding grades and statistics for the Boards are handled by the Registrar's Office.

27.0 Authority of Boards of Examiners

- 27.1 The Board of Examiners is authorised to determine the progression of students in accordance with these academic regulations and to recommend progression or the conferment of validated awards of The Open University.
- 27.2 All progression and award recommendations are made to the relevant University authority responsible for conferring validated awards on behalf of The Open University for them to ratify. The Panel is responsible for approving recommendations for module results and the award and Classification of qualifications (including partner institutions).
- 27.3 All decisions related to a student's progression, final results, and awards, will be approved by a properly constituted Board of Examiners.
- 27.4 No other body has authority to recommend conferment of an award or progression, nor to amend the decision of an approved and properly constituted Board of Examiners acting within its terms of reference and in accordance with the regulations for the programme of study. A Board of Examiners may, however, be required to review a decision, or may have that decision annulled under the Appeals procedure.

28.0 Subsidiary Boards of Examiners

- 28.1 Any subsidiary board of examiners (with designated responsibility for a cognate group of units or subjects) will include all subject-based or cognate group External Examiners.
- 28.2 The rights and duties of External Examiners on subsidiary boards are the same as those of External Examiners on the parent board except that the subsidiary board of examiners only makes recommendations to the parent board.

28.3 Subsidiary boards will exercise responsibility for assessing students but will not make decisions on progression or awards. These will remain the responsibility of the parent Board of Examiners.

28.4 Once a subsidiary board has confirmed marks or grades for a student these will not normally be varied by the parent board – although the parent board retains the authority to reach its own conclusion on the overall performance and grading of each student. It follows that, while a subsidiary board will be charged with recommending arrangements for reassessment of a failed student, only the parent board – having confirmed the fail and determined a student’s right to retrieve – can approve the reassessment arrangements.

29.0 Conditions of conferment by The Open University

29.1 The OU may approve conferment of a validated award when the following conditions are satisfied:

- (a) The student has been a registered student at a Partner institution at the time of the assessment for an award and the appropriate fee to The Open University has been paid by the institution.
- (b) Details of the student’s full name, full postal address, email address, telephone numbers, date of birth, gender, programme of study, award and all required information have been forwarded to The Open University.
- (c) The institution at which the student has been registered has confirmed that the student has completed a programme of study approved by The Open University as leading to the award being recommended.
- (d) The award has been recommended by a Board of Examiners convened, constituted and acting under regulations approved by The Open University and including all members appointed by The Open University as External Examiners for the programme.
- (e) The recommendation of the award has been signed by the Chair of the Board of Examiners, the External Examiners and The Open University’s representative at the Board of Examiners, confirming that the assessments

have been carried out in accordance with the requirements of The Open University and that the recommendations have received the written approval of the External Examiners.

H. ACADEMIC APPEALS AND COMPLAINTS

30.0 Grounds for appeal

30.1 There shall be no appeal against an assessment result determined in accordance with paragraph 15.1 above, except on the grounds that the approved policy for moderation has not been followed.

30.2 A student may appeal against a decision of a Board of Examiners made under section G 27 and 28 above, only if one or more of the following grounds apply:

- (a) Where the student provides written evidence in support of a claim that performance in the assessment was adversely affected by extenuating circumstances which the student was unable or, for valid reasons, unwilling to divulge before the Board of Examiners reached its decision; or
- (b) Where there is prima facie evidence, whether provided by the student or otherwise, that:
 - (i) there has been a material administrative error; or
 - (ii) the examinations or other assessments were not conducted in accordance with the regulations for the programme and/or special arrangements formally agreed; or
 - (iii) some other material irregularity relevant to the Board of Examiner's decision has occurred.

30.3 Disagreement with the academic judgement of a Board of Examiners cannot of itself constitute grounds for an appeal.

30.4 An appeal must be made within the time limits and in the manner prescribed in the partner institution's approved appeals procedure set out in paragraph 32 below.

- 30.5 A formal complaint is an expression of dissatisfaction with a service provided or the lack of a service. It must relate to services that students were led to believe would be provided. Students should refer to procedures set out in paragraph 32 below.
- 30.6 Where the student raises a matter of concern that does not meet the grounds for appeal under this paragraph, the matter may be dealt with as a formal complaint. Please note that, even in the event that a complaint is upheld, where there is no right of appeal, an assessment result made under paragraph 15.1, or a decision of a Board of Examiners made under section G 27 and 28 cannot be changed.

31.0 Academic Appeals and Complaints procedures

ACG Academic Appeals and Complaints Procedures

The Academic Appeals and Complaints Procedures may be found on the ACG website:

Academic Appeals Procedure:

<https://www.acg.edu/wp-content/uploads/2025/07/Academic-Appeals-Procedure.pdf>

Complaints Procedure:

<https://www.acg.edu/wp-content/uploads/2025/07/Complaints-Procedure.pdf>

32.0 Action following appeal procedures

- 32.1 The student will be sent a written statement setting out the decision that has been made and the reasons for reaching that decision, together with any actions required by the student or the partner institution to follow up and implement that decision. Partner institutions will align to Office of the Independent Adjudicator (OIA) timelines. The written statement will also include details of any further right of appeal available to the student if they remain dissatisfied with the final outcome of the institution's procedures. This will include, where applicable, the right to appeal to The Open University under paragraph 34 below.

33.0 Appeals to The Open University

33.1 There shall be a final right of appeal to The Open University against a decision of a Board of Examiners only if the appeal is against a decision related to either:

- (a) progression from one stage to another of the programme to the next; or
- (b) a final award;

and both of the following criteria are met:

- (a) all appropriate internal procedures at the partner institution have been exhausted;
- (b) there are reasonable grounds to believe that the partner institution's internal procedures and regulations for dealing with appeals were not implemented correctly or fairly.

The procedure for appealing to The Open University is set out in The Open University Handbook for Validated Awards.

I. TRANSCRIPTS, DIPLOMA SUPPLEMENTS, AND CERTIFICATES

34.0 Transcript

- 34.1 The transcript is produced by the partner institution and provides a comprehensible verifiable record of a student's learning. The standard content of a transcript is listed in Appendix 1 of these Regulations.
- 34.2 The transcript is issued to the student after each stage of their programme is completed.
- 34.3 If a student has completed only a part of a programme of study, without fulfilling the full requirements for an award, a transcript is issued.

35.0 Diploma supplement

- 35.1 The diploma supplement is issued to a student solely on the successful completion of a qualification.
- 35.2 The diploma supplement is produced by the partner institution and provides students who have completed an Open University validated award with a formal, verifiable and comprehensive record of learning and achievement. The standard content of a diploma supplement are set out in Appendix 2 to these Regulations.

36.0 Certificates

- 36.1 The Open University issues a certificate for each conferred award. The standard content of a Certificate for a validated award is set out in Appendix 3 to these Regulations.
- 36.2 Students awarded any qualification of The Open University, will be issued with a certificate in respect of that qualification in the name held in formal records at the point when the qualification is conferred. A certificate will not be amended or reissued in a different name if a change of name is notified after the date the qualification is conferred, except in the case of an error by The Open University in

recording personal details, or if a valid request is made under the Gender Recognition Act 2004. A duplicate certificate will be issued in the same name as the original certificate (unless amended as above), even if a change of name may subsequently have been notified.

Content of transcripts

Partner institutions will present the information in the format that they consider to be most appropriate. The minimum requirements for the content of transcripts of The Open University validated awards are:

- (a) Student details
- (b) Details of the qualification, including any professional, statutory or regulatory body accreditation or recognition.
- (c) Up-to-date details of learning and achievement, i.e. modules or units studied, credits awarded, marks or grades achieved and the date and year in which credits were awarded.
- (d) Up-to-date details of non-completion, including the number of attempts taken to complete a module.
- (e) Other types of learning, e.g. study abroad, work placement and work experience, accreditation of prior certificated and experiential learning, or accreditation of key skills.

Outline structure for the diploma supplement

The following information will be given in the diploma supplement:

1 Information identifying the holder of the qualification

- 1.1 Family name(s)
- 1.2 Given name(s)
- 1.3 Date of birth (day/month/year)
- 1.4 Student identification number or code (if available)

2 Information identifying the qualification

- 2.1 Name of qualification and (if applicable) title conferred (in original language)
- 2.2 Main field(s) of study for the qualification
- 2.3 Name and status of awarding institution (in original language)
- 2.4 Name, address and status of institution (if different from 2.3) delivering studies
 - a. Principal location of study (if different from 2.4 above)
- 2.5 Language(s) of instruction/examination

3 Information on the level of the qualification

- 3.1 Level of qualification
- 3.2 Official length of programme
- 3.3 Access requirements(s)

4 Information on the contents and results gained

- 4.1 Mode of study
- 4.2 Programme requirements
- 4.3 Programme details (e.g. modules or units studied) and the individual grades/marks/credits obtained
- 4.4 Grading scheme and, if available, grade distribution guidance
- 4.5 Overall classification of the qualification (in original language)

5 Information on the function of the qualification

- 5.1 Access to further study
- 5.2 Professional status (if applicable)

6 Additional information

- 6.1 Additional information
- 6.2 Further information sources

7 Certification of the supplement

7.1 Date

7.2 Signature of official certifying the diploma supplement

7.3 Capacity

7.4 Official stamp or seal of partner institution

8 Information on the higher education system

8.1 For this field, Partner institutions will adopt the standard description adopted by the rest of The Open University.

Content of certificates

A validated award certificate conferred under the Charter of The Open University records:

- (a) the name of the Partner institution at which the student has been registered, together with the name of any other institution sharing responsibility for the student's programme of study
- (b) the student's full name as given on the list of recommendations submitted to The Open University by the institution at which the student was registered. For gender reassignment, The Open University will require proof of the new identity before a new certificate is issued.
- (c) the award
- (d) the title of the programme, as approved by The Open University
- (e) the language of instruction and assessment, where this is not English
- (f) an approved endorsement, where appropriate, that the programme of study was in sandwich mode
- (g) the date the award was conferred.

The Open University validated award certificates conform with specific design requirements of The Open University.

Grade Point Average

For those partners which offer dual awards an exercise was conducted via the Partnership Development and Approval Process/Partnership Reapproval Process to demonstrate how the Grade Point Average (GPA) aligns to the calculation of the OU degree classification awarded to a student.

Grades are reported at the end of each semester and session. The following scale of UK percentage marks and US Letter Grade and quality point equivalents is used:

| UK POINTS | US LETTER GRADE | QUALITY POINTS |
|-----------|-----------------|----------------|
| 70-100 | A | 4 |
| 65-69 | A- | 3.7 |
| 60-64 | B+ | 3.5 |
| 50-59 | B | 3 |
| 45-49 | C+ | 2.5 |
| 40-44 | C | 2 |
| 0-39 | F | 0 |

The Open University Validation Partnerships

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Revised: July 2025

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