



Progression Policy (Degree Programmes)

POLICY DETAILS	
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Compliance Measures:	1. Renamed Introduction to Purpose 2. Added Scope section. 3. Added Definitions section. 4. Added Roles and Responsibilities 5. Corrected duplicate numbering in Section 2. 6. Added clause 2.4. 7. Corrected spelling errors. 8. Added 3. Conditions for awards: credit requirements for undergraduate qualifications align with the FHEQ. 9. Added Compliance measures: monitoring via Progress Board and Assessment Board decisions.
Related Policies / Procedures	Student Registration and Certification policy Attendance and Engagement Policy Assessment Policy Progress Board Assessment Board Extenuating Circumstances Policy Student Complaints Policy Academic Appeals Policy
Effective Date:	1 September 2025

1. Purpose

- 1.1 To deliver its strategic policy aims of excellence in: Curriculum Innovation; Learning, Teaching and Assessment; and the Student Experience, Results Consortium Ltd. (thereafter 'the College') has a policy of planning student progression to ensure that academic standards are met, the value of qualifications awarded is in line with sector-recognised subject benchmarks and validating university requirements.
- 1.2 The policy sets out how a student may progress through the levels from 4 to 6. It addresses:
 - How progress is monitored
 - Whether sufficient academic progress is being made by individual students
 - How the College applies restrictions to those students who experience repeated difficulties in successfully completing their programme.
 - How students can apply to return to a programme following a study restriction.

2. Scope

This policy applies to all undergraduate students enrolled on degree programmes delivered by the College. It applies to academic and support staff involved in monitoring student progress, managing reassessment, deferrals, withdrawal and re-entry. The policy covers progression across Levels 3 to 6.

3. Definitions

Progression: The process by which a student advances from one academic level or stage of a programme to the next, subject to meeting credit and assessment requirements.

Credit: A measure of learning achievement. One credit typically equates to 10 hours of notional learning time.

Level: A defined stage of academic study within the Framework for Higher Education Qualifications (FHEQ), e.g. Level 4 (Year 1), Level 5 (Year 2), Level 6 (Year 3).

Assessment Board: A formal body responsible for confirming module outcomes, progression decisions and awards, based on academic regulations.

Progress Board: A group responsible for monitoring student engagement and academic progress and recommending support or intervention where required.

Resit: An additional opportunity to attempt an assessment after an initial failure. Marks are normally capped.

Deferral: A formally approved postponement of an assessment attempt due to valid extenuating circumstances.

Withdrawal: The formal removal of a student from their programme, either voluntarily or due to academic or attendance-related reasons.

Extenuating Circumstances: Serious and documented situations beyond the student's control that may impact academic performance.

Foundation Year: A Level 3 year designed to prepare students for entry into an undergraduate degree at Level 4.

4. Roles and Responsibilities

Role	Responsibilities
Programme Lead	Monitor student progress in collaboration with the Progress Board and ensure resit/deferral tasks are published on the VLE
Progress Board	Monitor student progress, identify students who are at risk of not making sufficient academic progress and agree plans for intervention where required
Assessment Board	Confirm progression decisions, determine periods for resit and deferral assessments, decide on retake conditions and extend resit/deferral periods where valid extenuating circumstances apply.
Academic Staff	Deliver teaching, assess student work, flag concerns about engagement or academic progress and provide support in line with reassessment and deferral requirements.

5. Principles of Academic Progress

- 5.1 Undergraduate (UG) degrees are Level 6 qualifications typically made up of 120 credits. Some degrees include a Foundation year at Level 3 prior to the first year of UG study.
- 5.2 Students must achieve the pass mark for the module (normally a mark of 40 out of 100) and meet any other designated criteria, if applicable, to be awarded the associated credit. The Programme Specification will state the modules that must or may be studied. It will also state any additional outcomes that are not assessed for the award of credit, but which a student must demonstrate before they can be considered for progression to the next stage and/or the award
- 5.3 The criteria for the award of credits, and an explanation of how the award of credit may be affected by criteria additional to marks in an examination or other formal assessment, must be explicitly described in the relevant module specification and communicated to students in advance of the commencement of the unit.
- 5.4 If a student's assessment evidence does not meet the required standard to pass first time, they must have the opportunity to resubmit for reassessment and the grade will be capped at the pass mark of 40%. Students can only have assessment evidence reassessed once.

5.5 Students will be considered to have not successfully completed a module if they:

2.4.1 withdraw from the programme;

2.4.2 defer from the module after it begins;

2.4.3 receive a Fail after a first unsuccessful submission, followed by an unsuccessful resubmission attempt.

5.6 In order for a student to progress to the next stage of the programme they must have achieved the required credits.

5.7 Progression decisions are made by the Assessment Board who will also determine the period during which resit and deferral assessments must be attempted. When the period determined has expired, the right to retrieve failure by resit or deferral assessment also expires, unless the Board determines that, because of valid extenuating circumstances, the period should be extended. The Assessment Board will determine whether the retake should be with or without attendance.

5.8 Programme Leads must ensure that all module resit assessment tasks and deferral requirements are published on the College's Virtual Learning Environment at the start of the programme. Resit and deferral assessments must assess the learning outcomes of the module in a similar manner and mode to the original assessment and ensure that principles of academic integrity are upheld.

6. Conditions for awards

The credit requirements for undergraduate qualifications delivered by the College align with the Framework for Higher Education Qualifications (FHEQ)

6.1 Foundation Degree – 240 credits at Levels 4 and 5 or higher, of which not more than 120 are at Level 4.

6.2 Bachelor's Degree - 300 credits at Levels 4 and 5 and 6 or higher, of which not more than 120 are at Level 4 and at least 60 are at Level 6 or higher.

6.3 Bachelor's Degree with Honours – 360 credits at Levels 4 and 5 and 6 or higher, of which not more than 120 are at Level 4 and at least 120 are at Level 6 or higher.

7. Monitoring Academic Progress

7.1 The Programme Lead, together with the Progress Board, will monitor the progress of all students.

7.2 Students who have not attempted two consecutive units, and do not have extenuating circumstances with relevant documentation, will be 'at risk' of not making sufficient academic progress and they will be contacted to agree a plan to improve their study. They will be permitted to continue with the next semester to implement the plan.

- 7.3 Students who have a low attendance rate or who do not engage with the programme will be at risk of not making sufficient academic progress and they will be contacted according to the Student Attendance and Engagement Policy.
- 7.4 A student's status may be terminated, with withdrawal from the programme, if the student is not making sufficient academic progress as defined in the Attendance and Engagement Policy.