Progression Policy (Degree Programmes)

POLICY DETAILS	
Policy Category	Academic
Version Number	V4
Approving Authority	Results Consortium Executive Team
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Author	Quality Manager
Owner (if different from above)	Principal
Version Changes	1. Partner university academic regulations take precedence over this policy (1.3, 6.1). 2. Purpose linked to OfS conditions B3 and B4 (1.4); levels aligned to Level 3 to Level 6 (1.2). 3. Description of degree credits corrected (5.1); numbering error in 5.5 corrected. 4. Right to be told in writing, to respond and to appeal before withdrawal; partner university informed (7.4). 5. New section 8: returning to study after a study restriction, as promised in 1.2.
Related Policies / Procedures	Partner university academic regulations 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	October 2026

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 ('the College') has a policy of planning student progression to ensure that academic standards are met and that the value of qualifications awarded is in line with sector-recognised subject benchmarks and the requirements of its partner universities.

1.2 The policy sets out how a student can progress from Level 3 (where a programme includes a Foundation Year) to Level 6. It addresses:

- how progress is monitored
- whether sufficient academic progress is being made by individual students
- how the College applies restrictions to students who experience repeated difficulties in successfully completing their programme
- how students can apply to return to a programme following a study restriction (section 8).

1.3 Each degree programme is delivered in partnership with a university, whose academic regulations govern progression and awards. Where this policy differs from the partner university's regulations, the university's regulations apply.

1.4 This policy supports the College's compliance with the Office for Students (OfS) conditions of registration, in particular condition B3 (student outcomes) and condition B4 (assessment and awards).

2. Scope

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

3. Definitions

3.1 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.

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

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

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

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

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

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

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

3.9 Extenuating Circumstances: Serious and documented situations beyond the student's control that can affect academic performance.

3.10 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 and 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 and 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 Honours degrees are Level 6 qualifications typically made up of 360 credits, with 120 credits at each of Levels 4, 5 and 6. Some degrees include a Foundation Year at Level 3 before the first year of undergraduate 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 states the modules that must or can be studied. It also states 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 or the award.

5.3 The criteria for the award of credits, and an explanation of how the award of credit can 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 before the module starts.

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 is capped at the pass mark of 40%. Students can only have assessment evidence reassessed once.

5.5 A student has not successfully completed a module if they:

5.5.1 withdraw from the programme

5.5.2 defer from the module after it begins

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

5.6 To progress to the next stage of the programme, a student must have achieved the credits required by the partner university's regulations.

5.7 Progression decisions are made by the Assessment Board, which also decides the period during which resit and deferral assessments must be attempted. When the period has expired, the right to retrieve failure by resit or deferral assessment also expires, unless the Board decides that, because of valid extenuating circumstances, the period must be extended. The Assessment Board decides whether a retake is 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

6.1 The credit requirements for undergraduate qualifications delivered by the College align with the Framework for Higher Education Qualifications (FHEQ). Where the partner university's regulations set different requirements, the university's regulations apply.

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

6.3 Bachelor's Degree: 300 credits at Levels 4, 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.

6.4 Bachelor's Degree with Honours: 360 credits at Levels 4,5 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, monitors the progress of all students.

7.2 Students who have not attempted two consecutive modules, and do not have extenuating circumstances with relevant documentation, are 'at risk' of not making sufficient academic progress and must be contacted to agree a plan to improve their study. They can continue into the next semester to follow the plan.

7.3 Students who have a low attendance rate or who do not engage with the programme are at risk of not making sufficient academic progress and are contacted in line with the Attendance and Engagement Policy.

7.4 A student's status can be terminated, with withdrawal from the programme, if the student is not making sufficient academic progress as defined in this policy and the Attendance and Engagement Policy. Before this happens, the student must be told in writing and given the opportunity to respond. The student can appeal the decision under the Academic Appeals Policy. The partner university must be informed of any withdrawal.

8. Returning to Study after a Study Restriction

8.1 Decisions on whether a student whose study has been restricted, or who has been withdrawn, can return to study are made under the regulations of the partner university. The College supports the student with their application and passes it to the university.

8.2 Any appeal against the decision is made under the partner university's academic appeals procedure.