

Assessment Regulations for Undergraduate Modular Programmes

(including relevant Post-experience and Continuing Professional Development Awards)

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Assessment Regulations for Undergraduate Modular Programmes

Preamble: Applicability of the Regulations

- (i) These Assessment Regulations, which conform to and are to be interpreted within the University of Bolton's Academic Regulations on the Assessment of Students, apply to all sub-degree and undergraduate modular programmes, including any constituent pathways and modules, which lead to a University of Bolton award at or below Levels HE4, HE5 and HE6 in the Framework for Higher Education Qualifications (FHEQ) published by the Quality Assurance Agency for Higher Education (QAA). Where required or permitted by an external awarding body, these regulations will also apply to a programme of study delivered by the University which leads to an award of that body. The regulations encompass those eligible programmes of study which cross the boundaries of individual Schools, Research Centres and Central Services (hereafter referred to as Schools), or which are developed by individual students through CATS regulations, as well as any elective modules from other programmes of study which are not themselves subject to these regulations but which are taken as part of a programme which is encompassed by them.
- (ii) Any programmes of study which wish to depart from these regulations in any way must apply to have their own specific variations from these regulations considered by the Academic Board through its normal procedures of validation. Supplementary Assessment Regulations (conforming to the University's Academic Regulations on the Assessment of Students) will then define the variations from the Assessment Regulations defined below. In considering such variations the Academic Quality and Standards Committee or equivalent body, in accordance with Academic Board policy, will not accept any deviation from the structural requirements of the Assessment Regulations for Undergraduate Modular Programmes (i.e. equivalencies to the standard numbers of modules and their credit ratings) and will wish to see all programmes of study operating regulations which facilitate student choice wherever possible, both within the area concerned and from the wider range of elective provision offered within the University's modular programmes. Further, it will wish to be convinced that the rationale for the variations sought is justifiable in the light of the University's stated goal of operating all cognate programmes within a common regulatory framework.

Assessment Regulations for Undergraduate Modular Programmes

1. General Principles of Assessment

1.1 School-level Assessment Boards for Undergraduate Modular Awards

Final Awards Boards and Student Progression Boards at School level are the final boards for the determination of awards and progression respectively for those programmes which fall within their jurisdiction. They constitute the final tier for receiving results from Module Results Boards which contribute to those programmes of study falling within their jurisdiction. Student Progression Boards and Final Awards Boards will receive the grades and marks and make decisions on progression, failure, referral (including retake and repeat), deferral, or awards as appropriate. In making their judgements they will consider the decisions of Module Results Boards concerning the academic standards attained by students on their specific programmes and the modules of which they are made up. Appendix 1 provides details of the terms of reference, membership and operation of School-level Assessment Boards.

1.2 Forms of Assessment

School Assessment Boards will accept the forms of assessment which are approved for individual modules and which are specified in the relevant programme and/or module specifications as approved by the Academic Quality and Standards Committee or equivalent body through validation.

1.3 Assessment Criteria and Marks

The generic assessment criteria used by all Assessment Boards will be those which are defined in the University's Academic Regulations on the Assessment of Students and which will be adopted at School level. Where non-percentage forms of grading are in use, for example letter grades or points, they should be converted to percentages for presentation to Assessment Boards. All recommendations coming to all Assessment Boards should be formulated in accordance with these criteria and expressed in the form of a numerical mark as follows:

Grade Description		Mark	Hons Degree Class
Work of Exceptional Quality	High	80+	i
	Middle	75-79	i
	Low	70-74	i
Work of Very Good Quality	High	67-69	ii.i
	Middle	64-66	ii.i
	Low	60-63	ii.i
Work of Good Quality	High	57-59	ii.ii
	Middle	54-56	ii.ii
	Low	50-53	ii.ii
Work of Satisfactory Quality	High	47-49	iii
	Middle	44-46	iii
	Low	40-43	iii

Borderline Fail
Fail

35-39
below 35

1.4 Definitions of Assessment Criteria

The definitions of the above criteria are:

Work of Exceptional Quality

Virtually all of the relevant information/skills accurately deployed. Excellent and exceptional grasp of theoretical, conceptual, analytical and practical elements. Very effective integration of theory, practice and information in relation to the objectives of the assessment. Substantial evidence of originality and creativity as appropriate to the subject.

Work of Very Good Quality

Most of the relevant information/skills accurately deployed. Good grasp of theoretical, conceptual, analytical, practical elements. Effective integration of theory, practice and information in relation to the objectives of the assessment. Significant evidence of originality and creativity as appropriate to the subject.

Work of Good Quality

Some of the relevant information/skills accurately deployed. Adequate grasp of theoretical, conceptual, analytical and practical elements. Fair integration of theory, practice and information in relation to the objectives of the assessment. Some evidence of originality and creativity as appropriate to the subject.

Work of Satisfactory Quality

Some omissions in the deployment of information/ skills. Some grasp of theoretical, conceptual, analytical and practical elements. Limited integration of theory, practice and information in relation to the objectives of the assessment. Limited evidence of originality and creativity as appropriate to the subject.

Borderline

Deficiencies or omissions in information, skills, theoretical, conceptual, practical elements. Limited integration of these in relation to the assessed work's objectives. Some relevant content and marginal evidence of skills, knowledge or creativity which could, in the light of overall performance, constitute the basis for consideration for an overall pass grade at the examiners' discretion.

Fail

Little evidence of the information, skills, theoretical, conceptual, analytical, creative or practical elements relevant to the assessment. Mainly irrelevant and/or incorrect information provided. Scant evidence of understanding of the requirements of the assessment.

2. Assessment Regulations

2.1 Duration of Study

(expressed in academic years)

- 2.1.1 The normal planned duration of the Foundation Certificate is 1 year of full-time study (or its part-time equivalent).
- 2.1.2 The normal planned duration of the Certificate of Higher Education is 1 year of full-time study (or its part-time equivalent).
- 2.1.3 The normal planned duration of the Edexcel (BTEC) Higher National Certificate is 2 years of part-time study (or its full-time equivalent).
- 2.1.4 The normal planned duration of the Edexcel (BTEC) Higher National Diploma is 2 years of full-time study (or its part-time equivalent).
- 2.1.5 The normal planned duration of the Diploma of Higher Education is 2 years of full-time study (or its part-time equivalent).
- 2.1.6 The normal planned duration of the Foundation Degree is 2 years of full-time study (or its part-time equivalent).
- 2.1.7 The normal planned duration of the Degree/Degree with Honours is 3 years of full-time study (or its part-time equivalent).
- 2.1.8 The normal planned duration of the Sandwich Degree/Sandwich Degree with Honours is 4 years of full-time study (or its part-time equivalent).
- 2.1.9 The normal planned duration of Continuing Professional Development Awards is related to the volume of credit making up the award and will be approved at the time of validation.
- 2.1.10 The normal planned duration of the Graduate Certificate is one semester of full-time study (or its part-time equivalent).
- 2.1.11 The normal planned duration of the Graduate Diploma is one year of full-time study (or its part-time equivalent).
- 2.1.12 The normal planned duration of the Professional Diploma in Education (Level 5 Diploma in Teaching in the Lifelong Learning Sector) is one year of full-time study (or its part-time equivalent).
- 2.1.13 The normal planned duration of the Professional Graduate Diploma in Education (Level 6 Diploma in Teaching in the Lifelong Learning Sector) is one year of full-time study (or its part-time equivalent).
- 2.1.14 The maximum period of registration is normally approximately twice the normal planned duration. Assessment Boards may, having regard for the standard of the award and the course objectives and regulations, use discretion allow a student to be assessed beyond the maximum period of registration. The maximum period of registration will normally include any sabbatical periods taken out by a student.

2.2 Attendance Requirements and Submission of Assessed Work

2.2.1 In order to progress and achieve the award for which they are registered, students must attend the classes for each individual module regularly and in accordance with any compulsory attendance requirements defined for such modules. Assessment Boards will respect any such compulsory attendance requirements for individual modules in making decisions on student progression and will also have regard to the general attendance requirements of the University. The general attendance requirements of the University are specified in the University's Attendance Policy which may be found at:

<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/Documents/StudentAttendancePolicy.pdf>

Failure to abide by this requirement may result in failure in individual modules and/or failure of a stage of the programme for which they are registered.

2.2.2 It is a requirement for all students to submit and/or attend for the assessment of each component of module assessment at the dates and times prescribed. Failure to submit and/or attend without good reason, supported by written evidence, will result in the student being deemed unsatisfactory in the particular component of assessment and a mark of zero will be recorded. It is a student's responsibility to provide written evidence according to the University's procedures for the submission of Mitigating Circumstances.

2.2.3 Attendance should be recorded for all elements of a programme. Students who have attendance problems should be reported to the appropriate tutor as defined in the programme handbook for appropriate follow-up action. Students should be warned verbally at first and then if they still persist with low attendance they should be informed in writing and any sponsoring body informed. Students who do not respond to the written warning may be recommended for expulsion from their programme by an Assessment Board on academic grounds.

2.2.4 Students who fail to give formal notice in writing by the specified date of their intention to withdraw from their programme or its elements and who do not complete assessments will normally be deemed to have failed the programme or its specific elements.

2.2.5 Students must formally request permission from their Programme Leader if they wish temporarily to suspend their studies.

2.2.6 If students (by reason of absence, non-submission of work, or poor performance) do not satisfy an Assessment Board in the assessment for any modules and it is established to the satisfaction of the Board that this was due to proven illness or other circumstances found valid on production of evidence, then the Board shall use its discretion to ensure that the students are not disadvantaged or advantaged as a result.

2.2.7 In the case of coursework assessments, programme leaders have, in cases of proven illness or other circumstances found valid on production of evidence by the student, discretion to allow the assessments to be submitted late and for them to be marked as if submitted on time. The cases shall then be submitted to the Principal Lecturer responsible for Quality in the School/Centre who shall monitor and regulate the

circumstances in which short term extensions are granted. The maximum extension to be granted under these circumstances is 5 calendar days. Any request for an extension to a submission deadline must normally be made by the student, and decided upon by the programme leader, before the original submission date.

- 2.2.8 Requests for extensions for periods longer than 5 days must be made using the Mitigating Circumstances procedures.
- 2.2.9 Should a student submit coursework beyond 5 days after the original submission date then in order to be accepted it will need to be accompanied by an application for mitigating circumstances. In cases where the application is successful, the normal outcome will be a “defer” decision.
- 2.2.10 In exercising its discretion an Assessment Board may decide to allow students to be assessed as for the first time and to vary the form of assessment to be used. A Board may also, provided that there is sufficient evidence to support its judgement, deem students to have passed and, at the award level, ascribe a mark or grade to the module(s).
- 2.2.11 Students, by reason of special educational need proven by acceptable evidence, may be assessed by methods other than those approved for the programme, subject to the operation of the University’s published arrangements for such circumstances.

2.3 Penalties for the Late Submission of Assessed Work

- 2.3.1 Students who fail to submit assessments by the prescribed date without an extension being granted or without accepted Mitigating Circumstances, shall be subject to the following penalties.

Students who have had a request for an extension granted by the appropriate authority who fail to submit assessments by the negotiated date shall also be subject to the following penalties.

Notification of these penalties should be included in the programme handbook for the subjects which the students are studying. Assessment Boards will accept assessment marks which have had approved penalties applied to them.

Up to 5 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.

Up to 10 calendar days late = 20 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.

More than 10 calendar days late = 0 marks awarded.

- 2.3.2 All assessed work should be submitted as defined in the programme handbook. Extensions may be granted by programme leaders but only in exceptional circumstances and in accordance with 2.2.7 above. Coursework not submitted will be recorded as failed, except under the circumstances noted in 2.2.2 and 2.2.6.

2.3.3 Cases of persistent late submission should be brought to the attention of the Assessment Board, which shall exercise its discretion to determine the student's final results.

2.3.4 Where assessments are graded Pass/Fail only they will not be accepted beyond the deadline date for submission and will be recorded as a Fail. Students may request an extension to the original published deadline date as described in 2.2.7 above.

2.4 Penalties for Exceeding Specified Word Limits in Written Assignments

2.4.1 Tutors may choose to specify a **maximum word limit** for a written assignment (a penalty applies for exceeding this, see 2.4.5 below),

OR to specify an **indicative word length** for a written assignment (a penalty applies for exceeding this, see 2.4.6 below),

OR to specify a **guide to the word length** of a written assignment (no penalty applies for exceeding this),

OR not to provide any guidance on the number of words in a written assignment.

2.4.2 Where a **maximum word limit** or an **indicative word length** is specified for a written assignment, students shall be informed in the assignment brief of the requirement and of the penalty system to be applied if they exceed the specified number of words in the written assignment.

2.4.3 Where a **maximum word limit** or an **indicative word length** is specified for a written assignment, students shall include the number of words at the end of the assignment.

2.4.4 Any specified **maximum word limit** or **indicative word length** of a written assignment shall **not** include references cited in the text, rubric associated with tables, figures, diagrams etc, appendices and reference lists at the end of the assignment but **will** include any direct quotations.

2.4.5 Students who exceed a specified **maximum word limit** for a written assignment shall be subject to the following penalty system.

A line will be drawn across the assignment at the point of the **maximum word limit** and the assignment will be marked only up to that line.

2.4.6 Students who exceed a specified **indicative word length** for a written assignment shall be subject to the following penalty system.

Up to 10% over the specified **indicative word length** = no penalty

10 – 20% over the specified indicative word length = 5 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.

More than 20% over the indicative word length = if the assignment would normally gain a pass mark, then the final mark to be the pass mark for the assignment.

2.5 The Use of Unfair Means

Cases of suspected use of unfair means (for example, cheating or plagiarism) shall be investigated according to University regulations. Where the case is proven, a School Assessment Board (where necessary acting upon the advice of an appropriate Module Results Board), shall exercise its discretion in relation to the seriousness of the academic misdemeanour and in accordance with University Regulations on the use of Unfair Means in Assessment.

2.6 Parts and Levels within Undergraduate Modular Programmes

(see section 2.7 for progression and award requirements)

Where credit requirements at particular minimum levels are referred to below it is permissible for some of those credits to be achieved at levels higher than the specified minima. However this should not be permitted to compromise the coherence and integrity of programme design and its intended learning outcomes. Due attention must be paid to the entry standards required for the programme, the need for staged progression and the constraints imposed by any core and/or prerequisite modules and/or professional, statutory and regulatory body requirements.

2.6.1 Pre-degree programmes

The Foundation Certificate comprises a minimum of 120 credits, including at least 100 credits at Level FE3 and a maximum of 20 credits at Level FE2.

2.6.2 Undergraduate programmes

Undergraduate programmes are divided into Parts One and Two.

Part One (Certificate of Higher Education) comprises a minimum of 120 credits, including at least 100 credits at Level HE4 and a maximum of 20 credits at Level FE3.

Part Two comprises a Diploma (Level HE5) Stage and Degree (Level HE6) Stage for the purposes of defining progression and award requirements. The Diploma Stage is 120 credits and the Degree Stage comprises the remainder of the credits required for the award.

- (i) Part Two (Honours Degree) comprises a minimum of 240 credits at Levels HE5 and HE6 combined, including at least 80 credits at Level HE5 and at least 120 credits at Level HE6.
- (ii) Part Two (Ordinary Degree) comprises a minimum of 180 credits at Levels HE5 and HE6 combined, including at least 80 credits at Level HE5 and at least 60 credits at Level HE6.
- (iii) Part Two (Foundation Degree) comprises a minimum of 120 credits at Level HE5.
- (iv) Part Two (Diploma of Higher Education) comprises a minimum of 120 credits at Level HE5.
- (v) Studying any Level HE6 module(s) prior to, or concurrently with, the main diet of Level HE5 modules is subject to the normal mechanisms in place for approval of students' programmes of study. Except in exceptional circumstances and with express prior approval of the designated programme authority, no Part Two student may study

modules worth more than 40 credits at Level HE6 or above prior to, or concurrently with, the main diet of Level HE5 modules. The extent to which programme authorities permit this type of flexibility in any student's programme of study will need to be defended in the context of the student's prior achievements, the general requirement that students demonstrate intellectual progression, the need for any prerequisites to be satisfied, the particular demands of any Level HE6 dissertation or project and so on.

2.6.3 Edexcel/BTEC Higher National Programmes

- (i) Edexcel/BTEC Higher National Certificate (HNC) programmes comprise a minimum of 150 credits, including at least 100 credits at Level HE4 (Part One for progression and award requirements) and at least 30 credits at Level HE5 (Part Two for progression and award requirements). A maximum of 20 credits may be included in Part One at Level FE3.
- (ii) Edexcel/BTEC Higher National Diploma (HND) programmes comprise a minimum of 240 credits, including at least 100 credits at Level HE4 (Part One for progression and award requirements) and at least 90 credits at Level HE5 (Part Two for progression and award requirements). A maximum of 20 credits may be included in Part One at Level FE3.

2.6.4 Edexcel (BTEC) Higher National Programmes and their links with Undergraduate degree programmes

- (i) Edexcel (BTEC) higher national programmes may be designated as free standing awards in their own right and as purposely designed parts of undergraduate degree programmes. Entry into degree programmes from Higher National programmes is governed by University regulations on Credit Accumulation and Transfer and by the Academic Regulations on the Admission of Students. Under these regulations, students may be entitled to a maximum of 240 general credits for HND awards and a maximum of 180 credits (with an additional 60 for work experience or additional units) for HNC awards. Specific credits towards particular degree awards must be proposed and approved as part of the validation of individual programmes, as must any proposals to transfer mark credit from Higher Nationals to degree programmes. Normally, entry with specific credit will be to the start of the second year of a full-time three year programme or the equivalent stage of a part-time programme. However entry at points beyond the start of the second year (up to a maximum of 240 credits) can take place under the following circumstances:
 - (ii) if a student has performed outstandingly well in Higher National assessments (i.e. has achieved a defined number of merits/distinctions) acceptable to a particular degree programme;
 - (iii) if a degree programme has been specifically designed to build on Higher National qualifications and makes provision for entry direct to the third year of a full-time degree course, Higher National students may be admitted directly to the third year (or its part-time equivalent) provided that they have satisfactorily completed assessments equivalent to those required for progression from the second to the third year of the programme (or its part-time equivalent);
- (iv) there is a validated 'matricing' agreement for the acceptance of marks achieved on

Higher National modules as part of the contribution towards the stages of specific degree programmes.

- (v) Assessment Boards for Undergraduate Modular Programmes will accept marks derived from Higher National programmes towards degree awards on the basis of validated 'matricing' agreements approved within individual programme regulations. Normally, the following guidelines will apply unless particular programmes have their own matricing agreements for converting Higher National assessments into equivalent percentage marks approved via variants contained within Supplementary Assessment Regulations.

Honours Degree Class		Mark	BTEC Equivalent (Specific credit and marks towards degree awards are a matter for individual schemes)
i	High	80+	Distinction
	Middle	75-79	
	Low	70-74	
ii.i	High	67-69	Merit
	Middle	64-66	
	Low	60-63	
ii.ii	High	57-59	Merit
	Middle	54-56	
	Low	50-53	
iii	High	47-49	Pass
	Middle	44-46	
	Low	40-43	
B	Borderline	35-39	Fail (NB. some BTEC awards may permit a mark of 35% to be counted as a pass, but the module or unit may not be counted towards degree transfer credits)
F	Clear Fail	below 35	

2.6.5 Post experience and Continuing Professional Development Awards

- (i) The Graduate Certificate comprises a minimum of 60 credits at Level HE6
- (ii) The Graduate Diploma comprises a minimum of 120 credits at Level HE6
- (iii) The Foundation Certificate (of Continuing Professional Development) comprises credits taken predominantly at Level FE3 to the volume approved for particular awards at validation.
- (iv) The Certificate (of Continuing Professional Development) comprises credits taken predominantly at Level HE4 to the volume approved for particular awards at validation.
- (v) The Diploma (of Continuing Professional Development) comprises credits taken predominantly at Level HE5 to the volume approved for particular awards at validation.
- (vi) The Advanced Diploma (of Continuing Professional Development) comprises credits

taken predominantly at Level HE6 to the volume(s) approved for particular awards at validation.

2.6.6 Teacher Education Awards

- (i) The Professional Diploma in Education (Level 5 Diploma in Teaching in the Lifelong Learning Sector) comprises a minimum of 120 credits at Level HE5
- (ii) The Professional Graduate Diploma in Education (Level 6 Diploma in Teaching in the Lifelong Learning Sector) comprises a minimum of 120 credits at Level HE6

2.6.7 The Relationship between Modules, Pathways, Programmes and Awards

- (i) Modules will normally be approved as belonging to one or more Pathways within the undergraduate modular curriculum. Pathways will be designated as Pathway Types (i.e. Single, Major, Joint, Minor) and this designation will determine the number of credits a student is normally required to take when they choose a pathway type. The normal minimum and maximum number of approved credits required to define the pathway type or mode in Part One in order to proceed to that mode in Part Two will be:

Part One Credits

	Minimum (out of 120)	Maximum (out of 120)
Minor	20	40
Joint	40	60
Major	60	80
Single Subject	80	100

- (ii) The normal minimum and maximum number of approved credits required to define the pathway type or mode in Part Two will be as follows:

Part Two Credits

	Minimum (out of 240)	Maximum (out of 240)
Minor	80	80
Joint	100	120
Major	140	160
Single Subject	200	240

Programme regulations will specify the precise requirements for individual pathways.

- (iii) The credit point equivalence for the designation of the titles of awards for all programmes of study is defined in the Academic Regulations on the Operation of Programmes of Study. Titles of awards for combined programmes of study will be confirmed by Assessment Boards in accordance with the rules for the use of Combined Studies award titles given in Appendix 4 to these Regulations.
- (iv) A student will define a Programme on the basis of a choice of a single Pathway, or a

combination of Pathways, or an individually negotiated programme as their route through the undergraduate modular curriculum. The Student Programme will lead to one of the defined Awards available in accordance with University Regulations. Awards will be determined by School Assessment Boards.

2.7 Module Assessment and its Contribution to Pathways and Programmes

2.7.1 Credit, Learning Time, Assessment Norms and Pass Marks

- (i) Throughout all undergraduate modular programmes one credit is associated with ten hours of notional learning time. The distribution of the total notional learning time for a module will be part of the module specification approved at the time of validation.
- (ii) The assessment norms for modules carrying equal credit should be comparable within and across subjects and should take into account the total learning time associated with the credit value of the module. The precise requirements for individual modules will be defined at validation and will take into account the particular conventions of individual subjects.
- (iii) Assessment and progression will be based upon the marks achieved in an array of modules studied by the student including, for an honours degree, a dissertation, project or other module requiring a student to engage in independent inquiry under supervision. Each module may be assessed by a defined combination of examination and coursework assessment, examination only, or coursework assessment only which will be approved at the time of validation.
- (iv) The overall pass mark for all modules is 40 percent. The mark awarded will be made up, where specified, of the weighted average of the examination and coursework assessment marks.
- (v) Normally, students will be expected to have achieved an overall module mark of 40 percent, with no item defined in the assessment pattern for the module having a mark below 35 percent, in order to be awarded the credit for a module.
- (vi) Exceptions to the regulations on pass marks must be expressly applied for and approved as part of the variations contained within any Supplementary Assessment Regulations proposed at the time of validation of a module, although Assessment Boards may in any case use their discretion to exceptionally allow compensation between module assessments in individual cases.

2.7.2 Module Load, Extra and Repeated Modules

- (i) Students may be allowed to take modules over and above the number prescribed for their award. These modules will be known as extra modules. Normally, students will not be allowed to take extra modules at Part I. Students may be allowed to take extra modules at Part II, worth up to 40 credits (20 credits at each of Levels HE5 and HE6). However, normally, full-time students will not be allowed to take modules worth more than 80 credits per semester and part-time students no more than 100 credits per year, distributed no more unevenly across semesters than 60: 40 or 40: 60. These total limitations shall apply to students whether they are taking extra modules, as defined, and/or repeating modules (see 2.8.2 and 2.8.6 below) as permitted by 2.7 and 2.9 below.

- (ii) Where students do take extra modules and complete the assessments the marks for any core modules must be included in the calculation of the award. Otherwise the modules in which the student has received the highest marks will count towards any degree classification, provided that any specific requirements of the programme are met in terms of successful completion of core modules, prerequisites and other mandatory elements.
- (iii) All modules which a student wishes to take as extra modules and which may count towards assessment must be declared by a student at the time of module choice and be approved by the designated authority at programme level.

2.7.3 Pre-requisite Modules

Where a module is defined as a pre-requisite module, students must normally pass such a module before being allowed to proceed to take any linked further module(s). Exceptions may be allowed at the discretion of an Assessment Board, on the advice of the tutor(s) for the linked further module(s).

2.7.4 Designation of the Level of Modules

Modules may be designated as Level FE3 (Foundation), Level HE4, Level HE5, Level HE6 and Level HE7, as per the integrated credit framework for England, Wales and Northern Ireland. The HE levels correspond to Levels 4, 5, 6 and 7 respectively in the Framework for Higher Education Qualifications (FHEQ) published by the Quality Assurance Agency for Higher Education (QAA).

2.7.5 Designation of the Type of Modules

Modules may be designated as Core (compulsory) or Optional within a specific pathway. They may also be designated as Elective if they are available to any student regardless of the pathway they are taking.

2.7.6 Elective Modules

- (i) Students may take an agreed number of electives as part of their programme of study in Part One and in Part Two but shall be subject to any specific requirements and mandatory curricula for their awards which are laid down in the regulations for their programme.
- (ii) Students whose programme of study includes a module taken as an Elective from another programme of study will have such a module assessed by the appropriate module tutor concerned and this assessment will be verified by the subject external examiner.
- (iii) The results of an elective module will be transmitted from the host Module Results Board to the School Assessment Board ultimately responsible for the student's overall programme of study and be subject to that Board's assessment regulations on progression and reassessment.

2.7.7 Admission to Modules

Admission to individual modules will be at the discretion of the relevant programme authorities based upon academic grounds, and upon the minimum and maximum permissible student numbers allowable, as determined from year to year by the School concerned.

2.7.8 Changing Modules

A student may only change modules with the agreement of the Programme Leader and Module Tutors. Any such changes after a module commences may only take place in exceptional circumstances and normally within the first two weeks of the module commencing, failing which the change will not be permitted and the original module will remain on the student's record.

2.7.9 Withdrawal from Modules

A student may normally only withdraw from a module within the first two weeks of the module commencing and with the approval of the Module Tutor and Programme Leader. Withdrawal without permission and/or beyond this point without good reason will be recorded as a failure in the module (including any project or dissertation module).

2.8 Progression and Award requirements

(see section 2.5 for parts and levels within programmes)

- (i) Students will only be eligible for any particular award defined below if their qualification aim encompasses the award; each award will only be issued under the circumstances defined in the Academic Regulations on the Conferment of University Awards.
- (ii) Where credit requirements at particular minimum levels are referred to below it is permissible, with the consent of the relevant Programme authorities, for some of those credits to be achieved at levels higher than the specified minima. However this should not be permitted to compromise the coherence and integrity of programme design and its intended learning outcomes. Due attention must be paid to the entry standards required for the programme, the need for staged progression and the constraints imposed by any core and/or prerequisite modules and/or professional, statutory and regulatory body requirements.

2.8.1 Pre-degree Programmes

In order to satisfy the requirements for the successful completion of the Foundation Certificate, students must obtain a minimum of 120 credits, including at least 100 credits at Level FE3. Successful students will be eligible for an award of the Foundation Certificate.

2.8.1 Part One of Undergraduate Programmes

(encompassing the Certificate of Higher Education, Higher National Certificate, Higher National Diploma, Diploma of Higher Education, Foundation Degree, Ordinary Degree, Honours Degree).

- (i) In order to satisfy the requirements for successful completion of Part One, students

must obtain a minimum of 120 credits, including at least 100 credits at Level HE4. Successful students will be eligible for the award of the Certificate of Higher Education.

- (ii) Students will normally be required to pass all Part One modules before being allowed to proceed to Part Two, although unsatisfactory performance in modules taken in the first semester of their Part One programme shall not normally preclude a student progressing to the second semester of their programme. At the discretion of an Assessment Board, a student who has not completed Part One may be permitted to progress to Part Two and to study Part One and Part Two modules concurrently (within the overall maxima defined in 2.6.2 above), in order to fulfil progression and award requirements. A student must however normally pass any Part One pre-requisite module(s) before proceeding to study the related module(s) in Part Two.
- (iii) In permitting progression under the above circumstances however, an Assessment Board should have due regard to the limits on module load per semester when making decisions on progression (see 2.6.2 above).

2.8.3 Part Two of Undergraduate Programmes

Diploma Stage (encompassing the Higher National Certificate, Higher National Diploma, Diploma of Higher Education, Foundation Degree, Ordinary Degree, Honours Degree)

- (i) In order to satisfy the requirements for the award of the Higher National Certificate students must obtain a minimum of 150 credits, including at least 100 at Level HE4 and at least 30 at Level HE5.
- (ii) In order to satisfy the requirements for the award of the Higher National Diploma students must obtain a minimum of 240 credits, including at least 100 at Level HE4 and at least 90 at Level HE5).
- (iii) In order to satisfy the requirements for the award of the Diploma of Higher Education students must obtain a minimum of 240 credits, including at least 100 at Level HE4 and at least 120 at Level HE5.
- (iv) In order to satisfy the requirements for the award of the Foundation Degree students must obtain a minimum of 240 credits, including at least 100 at level HE4 and at least 120 at Level HE5.
- (v) Students will normally be required to pass all of modules defining their Diploma Stage before being allowed to proceed to any Degree Stage of their programme, if appropriate to their qualification aim. In certain circumstances and at the discretion of an Assessment Board, a student who has not completed the Diploma Stage may be permitted to progress to their Degree Stage and to study additional modules within the overall maxima defined in 2.6.2 above in order to fulfil progression and award requirements. A student must however normally pass any pre-requisite module(s) before proceeding to study the related module(s) in their intended Degree Stage.

Degree Stage (encompassing the Honours Degree, Ordinary Degree and Pass Degree)

- (vi) In order to satisfy the requirements for the award of a Degree with Honours, students

must obtain a minimum of 360 credits, including at least 240 credits at Levels HE5 and HE6 combined (in addition to the Part One requirements defined above). These 240 credits must include at least 120 credits at Level HE6 and at least 80 credits at Level HE5. At least 20 credits at Level HE6 must normally be achieved through the completion of a module requiring the student to engage in substantial independent enquiry such as a project, dissertation or other form of independent learning resulting in an appropriately individualised assessment representing the exercise of independent critical thinking.

- (vii) In order to satisfy the requirements for the award of a Pass Degree, students will be required to obtain a minimum of 300 credits, including at least 180 credits at Levels HE5 and HE6 combined (in addition to the Part One requirements defined above). These 180 credits must include between 80 and 120 credits at Level HE5 and between 60 and 100 credits at Level HE6. The award of a Pass Degree shall be made at the discretion of the Assessment Board normally to students who have taken the full programme of Honours modules but who have failed to meet the standard required for the award of an Honours Degree. Students who are awarded a Pass Degree following failure to obtain an Honours Degree will not be allowed to upgrade their award to Honours.
- (viii) In order to satisfy the requirements for an Ordinary Degree, students will be required to obtain a minimum of 300 credits, including at least 180 credits at Levels HE5 and HE6 combined (in addition to the Part One requirements defined above). These 180 credits must include between 80 and 120 credits at Level HE5 and between 60 and 100 credits at Level HE6, as prescribed in specific programme regulations. Students who are awarded an Ordinary Degree may be allowed to upgrade their award to Honours within the same programme of study, according to criteria defined in approved programme regulations.
- (ix) The award of an Ordinary Degree with Distinction may be made to students where their overall average mark is at least 70%, normally calculated from the marks for those modules worth at least 180 credits at Levels HE5 and HE6 combined which constitute the basis for the award of the unclassified degree.

2.8.4 Honours Classification

- (i) A student will normally be awarded the best honours classification resulting from application of the following three algorithms, where feasible:

Rule ACM20

A weighted average of the marks from modules worth a total of 200 credits at Levels HE5 and HE6 combined, including the marks from modules worth no more than 80 credits at least at Level HE5 (weighted 30 percent) and marks from modules worth at least 120 credits at Level HE6 (weighted 70 percent), which represent the best marks achieved by a student at those Levels.

Where the average falls unequivocally into one of the following bands: 48.00 - 49.99, 58.00 - 59.99, 68.00 - 69.99; and a student has achieved marks clearly in an honours classification category higher than their average for modules worth at least 110 credits, then a student shall be awarded an honours degree in the classification category one higher than that indicated by their average.

Rule ACM3

A simple average of the equally weighted marks from modules worth 240 credits at Levels HE5 and HE6 which represent the best marks achieved by a student at those Levels, including a minimum of 120 credits at Level HE6.

Where the average falls unequivocally into one of the following bands: 48.00 - 49.99, 58.00 - 59.99, 68.00 - 69.99; and a student has achieved marks clearly in an honours classification category higher than their average for modules worth at least 130 credits, then a student shall be awarded an honours degree in the classification category one higher than that indicated by their average.

Rule ACM6

A simple average of the equally weighted marks from modules worth 120 credits at Level HE6 which represent the best marks achieved by a student at that Level.

Where the average falls unequivocally into one of the following bands: 48.00 – 49.99, 58.00 – 59.99, 68.00 – 69.99; and a student has achieved marks clearly in an honours classification category higher than their average for modules worth at least 70 credits, then a student shall be awarded an honours degree in the classification category one higher than that indicated by their average.

- (ii) Where a student has marks available for fewer than 120 credits at Level HE6, honours classification shall normally be based **solely** on a simple average of the available marks for modules at Level HE6, subject to there being marks for a **minimum of 60 credits awarded by the University. Upgrading of the honours classification will not normally be available to students for whom there are marks available for fewer than 120 credits at Level HE6**, unless this is explicitly approved through one of the methods described below.
- (a) In those wholly exceptional and infrequent cases where an Assessment Board uses its discretion and academic judgement (which may only be in a student's favour) to make an award which departs from that arrived at through one of the above algorithms, then the Board shall ensure that its decision is fully justified and is recorded accordingly in the Board's minutes.
- (b) Exceptionally, Schools may propose honours degree classification algorithms which vary from those described above, for instance in order to satisfy professional body requirements, or to accommodate the need to design programmes of study which do not follow the normal pattern of credits and/or levels. The proposed variation will be the subject of an explicit programme variance request to be made to the Academic Quality and Standards Committee or equivalent body prior to programme approval (see Annex G of the Validation Handbook). Variations approved prior to the date of publication of this version of the Assessment Regulations will, where necessary, be considered for re-approval by the Head of Quality following consultation with the Chair of the relevant Final Awards Board.
- (c) Individually negotiated programmes of study may also need to apply a variation in the honours classification algorithm for particular students (e.g. for students admitted with credit for prior learning). Such individual variations should be put to the Head of Quality for approval. Agreed procedures will be implemented by the Head of Student Data Management on request from the Head of Quality, who may in any case seek approval

from the Academic Quality and Standards Committee or equivalent body as deemed appropriate.

- (iii) The underlying principle guiding approval of all variations will be that students subject to atypical honours classification algorithms will be neither advantaged nor disadvantaged compared to students whose honours classification is calculated through the normal methods described above.

2.8.5 Post-experience and Continuing Professional Development Awards

- (i) In order to satisfy the requirements for the award of the Graduate Certificate students must obtain at least 60 credits (normally including a minimum of 40 credits at least at Level HE6 and a maximum of 20 credits at Level HE5).
- (ii) In order to satisfy the requirements for the award of the Graduate Diploma students must obtain at least 120 credits (normally including a minimum of 100 credits at least at Level HE6 and a maximum of 20 credits at Level HE5).
- (iii) In order to satisfy the requirements for the award of the Foundation Certificate (of Continuing Professional Development) students must obtain at least the number of credits at the requisite level(s) (predominantly Level O (FE3), as defined in the validated programme documentation.
- (iii) In order to satisfy the requirements for the award of the Certificate (of Continuing Professional Development) students must obtain at least the number of credits at the requisite level(s) (predominantly Level HE4), as defined in the validated programme documentation.
- (iv) In order to satisfy the requirements for the award of the Diploma (of Continuing Professional Development) students must obtain at least the number of credits at the requisite level(s) (predominantly Level HE5), as defined in the validated programme documentation.
- (vi) In order to satisfy the requirements for the award of the Advanced Diploma (of Continuing Professional Development) students must obtain at least the number of credits at the requisite level(s) (predominantly Level HE6 and/or HE7), as defined in the validated programme documentation.

2.8.6 Teacher Education Awards

- (i) In order to satisfy the requirements for the award of the Professional Diploma in Education (Level 5 Diploma in Teaching in the Lifelong Learning Sector) students must obtain a minimum of 120 credits at Level HE5.
- (ii) In order to satisfy the requirements for the award of the Professional Graduate Diploma in Education (Level 6 Diploma in Teaching in the Lifelong Learning Sector) students must obtain a minimum of 120 credits at Level HE6.

2.9 The Determination of Assessment Results

Preamble

- (i) Assessment Boards will determine recommendations and decisions on students' **progression and status on their programmes of study (2.8.1)** and on the **assessment and reassessment of individual modules (2.8.2)** within the context of the University's Academic Regulations on the Assessment of Students, and will use the categories of recommendation and decision defined in these Regulations, as elaborated below. The diagram and notes at the end of section 2.8.1 provide guidance on the alternative(s) available when Assessment Boards are making recommendations and decisions on progression. The diagram at the end of section 2.8.2 provides guidance on the alternatives available when Assessment Boards are making recommendations and decisions on assessment in individual modules.
- (ii) Assessment Boards will determine recommendations and decisions for stage and final awards and their classification for those student programmes which fall within that Board's jurisdiction. They will also agree and determine recommendations and decisions on student progression, failure, referral and deferral and agree arrangements for the reassessment of students and consider the outcomes of reassessment.
- (iii) Recommendations and decisions on student status, progression and awards made by an Assessment Board will be determined within the context of the University's Academic Regulations on the Assessment of Students and will use the categories of decision referred to therein and elaborated in 2.8.1 below to determine and describe a student's progression status on their programme of study.
- (iv) Recommendations and decisions on student performance in individual modules made by an Assessment Board will be determined within the context of the University's Academic Regulations on the Assessment of Students and will use the categories of recommendation and decision referred to therein and elaborated in 2.8.2 to determine and describe a student's standing with regard to individual modules.

2.9.1 Permissible Assessment Board Outcomes relating to Recommendations and Decisions on Student Status on a Programme of Study with respect to Progression and Stage or Final Award

Complete or Proceed to Next Stage/Year

(as indicated by the student's module profile and according to any published guidance)

- i. Pass and Complete
With award of class/grade if appropriate (normally in respect of final award decision).
- ii. Pass and Proceed (or Interim Award and Proceed, if eligible) Proceed to next stage/year of programme. Decision on progression from one stage/year to another.
- iii. Proceed with Result Outstanding
Continue to next stage/year with extra requirement(s) to fulfil. Decision on progression from one stage/year to another.

Not to Proceed to Next Stage/Year

(as indicated by the student's module profile and according to any published guidance)

- iv. Defer
For bona fide reasons the student's status will be reconsidered at a subsequent meeting of the Board and within a time period determined by the Board - as if for the first time.
- v. Refer
Reassessment in unsatisfactory assessment(s) for any or all modules and within a time period determined by the Board.
- vi. Retake
Reassessment in all assessment(s) (whether unsatisfactory or not) for any or all modules and within a time period determined by the Board.
- vii. Repeat
(Re)assessment in all assessment(s) for any or all modules or for specified substitute modules with attendance at relevant classes and within a time period determined by the Board.
- viii. Fail and Finish (or Interim Award and finish if eligible)
Not to proceed or submit to any reassessment within the current course.
- ix. Fail and Finish on Pathway
Not to proceed or submit to any reassessment within the current pathway.
- x. Exclusion
To decide that a student be excluded from any specified course and/or programme(s) within the Board's jurisdiction or (subject to Academic Board approval) from the University. Circumstances are defined in the Academic Regulations on the Assessment of Students.

No Decision on Student Status

- xi. Chair's Action
A decision on the student's status cannot be determined because of absence of information and the Board delegates to the Chair responsibility for resolving the matter and arriving at a decision - the Chair will ensure that the outcome is communicated as appropriate and reported to the next meeting of the Board.

Decision i above may be qualified by one of the following statements:

Offer of Aegrotat Award

Offer of award under special circumstances (student to have the right to accept or reject the award). Circumstances are defined in the Academic Regulations on the Assessment of Students.

Offer of an Award based on existing achievement (in the light of valid reasons)

Student to have the right to accept or reject the award. Circumstances are defined in the Academic Regulations on the Assessment of Students.

A Student Progression Board or a Final Awards Board may decide that a student's profile of module results may be amended by one or more of the following processes prior to arriving at one of the decisions i-ix above:

Condonement

To decide in the light of mitigating circumstances that unsatisfactory performance in a module with a mark no lower than 35 percent does not need to be redeemed in order for the student to progress or to gain the award for which s/he is registered – mark is adjusted to 40 percent and a pass is recorded but with a note that condonement has been applied.

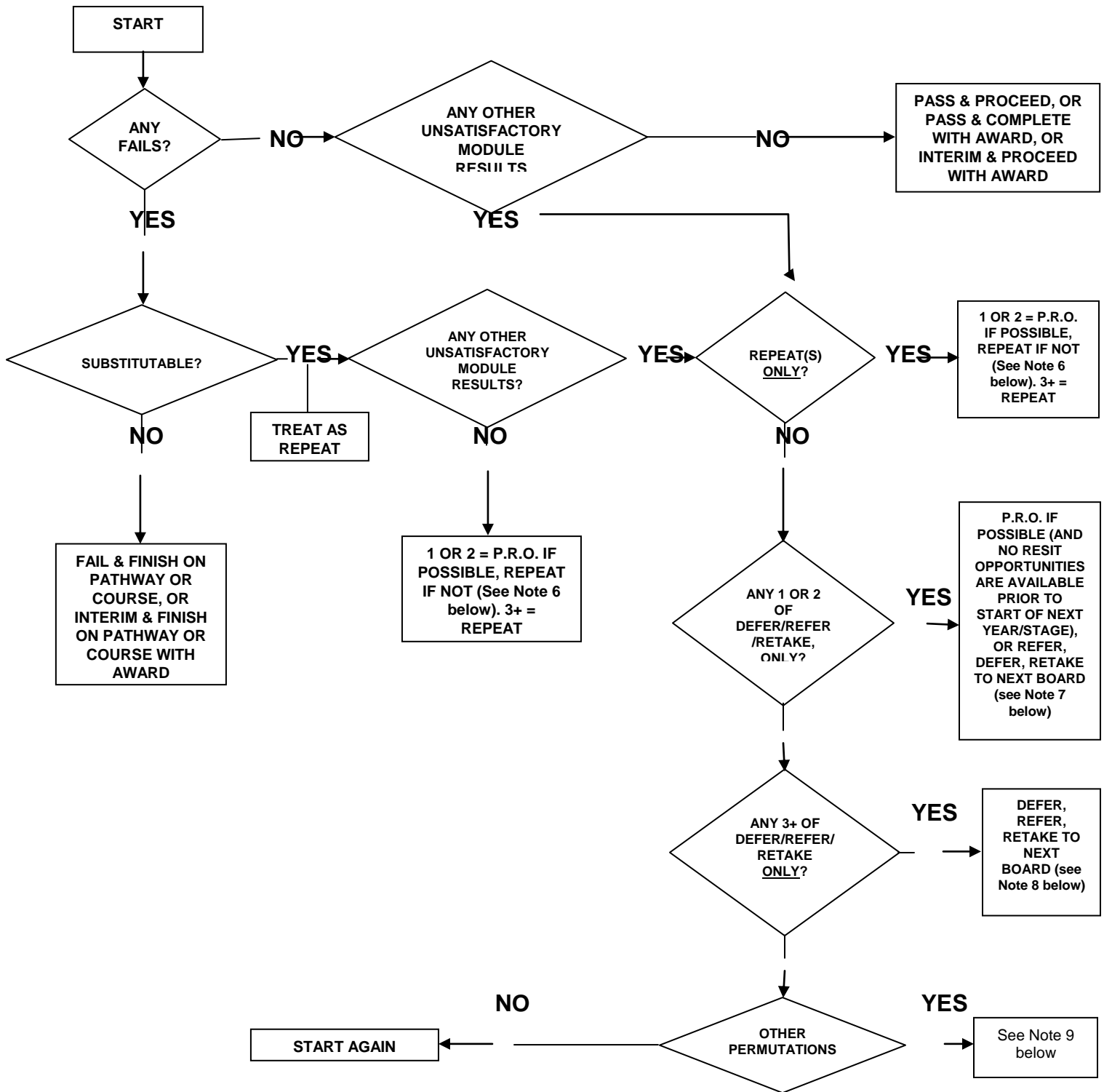
Exceptionally and with evidence of good performance elsewhere and of the record of conduct and attendance of the student, for a maximum of modules worth one sixth of the total credits constituting a particular Stage of a student's programme, when considered alongside any compensated modules.

Compensation

To decide that satisfactory overall performance (including attendance and conduct where appropriate) can compensate for unsatisfactory performance in a module with a mark no lower than 35 percent such that the positive aspects of the overall performance outweigh the area of unsatisfactory performance - mark is not adjusted and a pass is recorded and credit awarded but with a note that compensation has been applied. Discretionary and not where the module is deemed to be essential to the fulfilment of the objectives of the programme nor where there is evidence that no serious attempt has been made to fulfil the assessment requirements. A maximum of modules worth one sixth of the total credits constituting a particular Stage of a student's programme may be compensated, when considered alongside any condoned modules.

Compensation and condonement together may not exceed the credit limits stipulated for compensation or condonement by themselves. In applying either of these processes a note will be made on the student's record that condonement and/or compensation has been exercised.

GUIDANCE ON STUDENT STATUS AND PROGRESSION DECISIONS



See next page for Notes.

Notes

1. The end of a year or stage of a student's programme will normally be considered by the June/July or September (resit) board for September start students or by the February board for February start students, for full-time students.
2. Full-time students who are part way through a year or stage of programme will normally be considered by the February board (for September start students), or by the June/July or September (resit) board, (for February start students). The normal progress decision for such students will be P.R.O., with any unsatisfactory module results being made good meanwhile, where possible, and in any case considered again by the next Board.
3. For part-time students and others whose programmes have been atypical, different boards may consider end of year/stage and partial year/stage results.
4. 'Fail' here, as applied to modules, means final fail, i.e. after having used up a total of 3 assessment opportunities (first assessment (FT) and 20 credits (PT), two reassessments).
5. Modules are assumed to be 20 credits and the various numbers of module decisions referred to above are predicated on this figure. Critically, 40 credits is the normal maximum permitted to be carried from one year/stage to the next and the numbers of module decisions must be adjusted accordingly if modules with fewer or more credits are involved.
6. P.R.O. will be the likely outcome of 1 or 2 repeats if pre-requisite modules are not satisfactory; otherwise repeat will be the outcome.
7. Defer, refer, retake will be the likely outcome at the end of year/stage board if prerequisites are not satisfied and/or if there are resit opportunities available prior to the start of the next year/stage (usually in September from the June/July board); otherwise P.R.O. will be the likely outcome.
8. Any 3 of defer, refer, retake will usually have to be made good, at least in part, before allowing progression to the next year/stage, at any end of year/stage board.
9. Where one or more substitute or repeat module decisions are combined with one or more defer, refer, or retake module decisions, then the progress decision will depend on the number of each of the various module decisions, the timing of the end of year/stage board for the student concerned (June/July, September, February) and whether prerequisite modules are involved. Wherever possible, e.g. unless prerequisites are involved and/or unless a resit opportunity is available prior to the start of the next year/stage (usually in September from the June/July board), a P.R.O. decision would be preferable, as long as the limit on carrying credits is not exceeded. Otherwise, the progress decision should normally be the same as whichever module decision provides the first reassessment opportunity to the student. Individual module decisions and requirements would also be recorded and communicated to the student as part of the information provided with the overall progress decision.

2.9.2 Permissible Assessment Board Outcomes relating to Recommendations and Decisions on Assessment of Individual Modules

- i. Module Pass
Satisfactory performance - credit awarded.
- ii. Module Defer
Performance in one or more assessment(s) for this module has been adversely affected by bona fide mitigating circumstances but the student has passed any other assessment(s) for this module not so affected - assessment(s) to be taken as if for the first time (with no mark penalty) and within a time period determined by the Board.

Unsatisfactory Performance

- iii. Module Refer
Performance in one or more assessment(s) for this module is unsatisfactory - unsatisfactory module assessment(s) to be reassessed (normally with a ceiling of 40 percent on the officially recorded mark for the reassessed work) and within a time period determined by the Board. (Referred modules in which performance is subsequently unsatisfactory may be subject to a final reassessment decision (module retake or repeat), at the Board's discretion, normally with no further reassessment opportunity following any second attempt at reassessment).
- iv. Module Retake
Performance in one or more assessment(s) for this module is unsatisfactory - all module assessment(s) to be retaken whether unsatisfactory or not (normally with a ceiling of 40 percent on the officially recorded mark for the retaken work and therefore for the module) and within a time period determined by the Board. This equates to referral in all assessments (with no stipulation by the Board that a student must attend relevant classes). Retaken modules in which performance is subsequently unsatisfactory may be subject to a final reassessment decision (module refer), at the Board's discretion, normally with no further reassessment opportunity following any second attempt at reassessment).
- v. Module Repeat
Performance in one or more assessment(s) for this module is unsatisfactory and/or the student fails to meet specified attendance requirements - all module assessment(s) to be repeated with attendance at relevant classes (normally with a ceiling of 40 percent on the officially recorded mark for the repeated work and therefore for the module) and within a time period determined by the Board. Attendance at any or all of the relevant classes as specified by the Board. Repeated modules in which performance is subsequently unsatisfactory may be subject to a final reassessment decision (module refer), at the Board's discretion, normally with no further reassessment opportunity following any second attempt at reassessment.

Decisions iii-v above are considered either to be first attempts at reassessment following initial unsatisfactory performance or second and final attempts following unsatisfactory performance after a first reassessment opportunity.

- vi. Module Fail
Failure of an individual module. Not permitted any reassessment in this module. Normally a consequence of unsatisfactory performance following any final reassessment opportunity, although other circumstances can also lead to this decision.

No Decision on Module Result

vii. Chair's Action

A decision on the module result cannot be determined because of absence of information and the Board delegates to the Chair responsibility for resolving the matter and arriving at a decision. The Chair will ensure that the result is communicated as appropriate and reported to the next meeting of the Board.

Decision i above may be determined by the following:

Module Exemption

Satisfactory performance recorded on the basis of previous achievement. Normally in respect of credit awarded against the module on the basis of certified prior learning.

A Student Progression Board or a Final Awards Board may decide that a student's module result may be determined by one of the following processes prior to arriving at decision i above

Module Condonement

To decide in the light of mitigating circumstances that unsatisfactory performance in a module with a mark no lower than 35 percent does not need to be redeemed in order for the student to progress or to gain the award for which s/he is registered - mark is adjusted to 40 percent and a pass is recorded but with a note that condonement has been applied. Exceptionally and with evidence of good performance elsewhere and of the record of conduct and attendance of the student, for a maximum of modules worth one sixth of the total credits constituting a particular Stage of a student's programme, when considered alongside any compensated modules.

Module Compensation

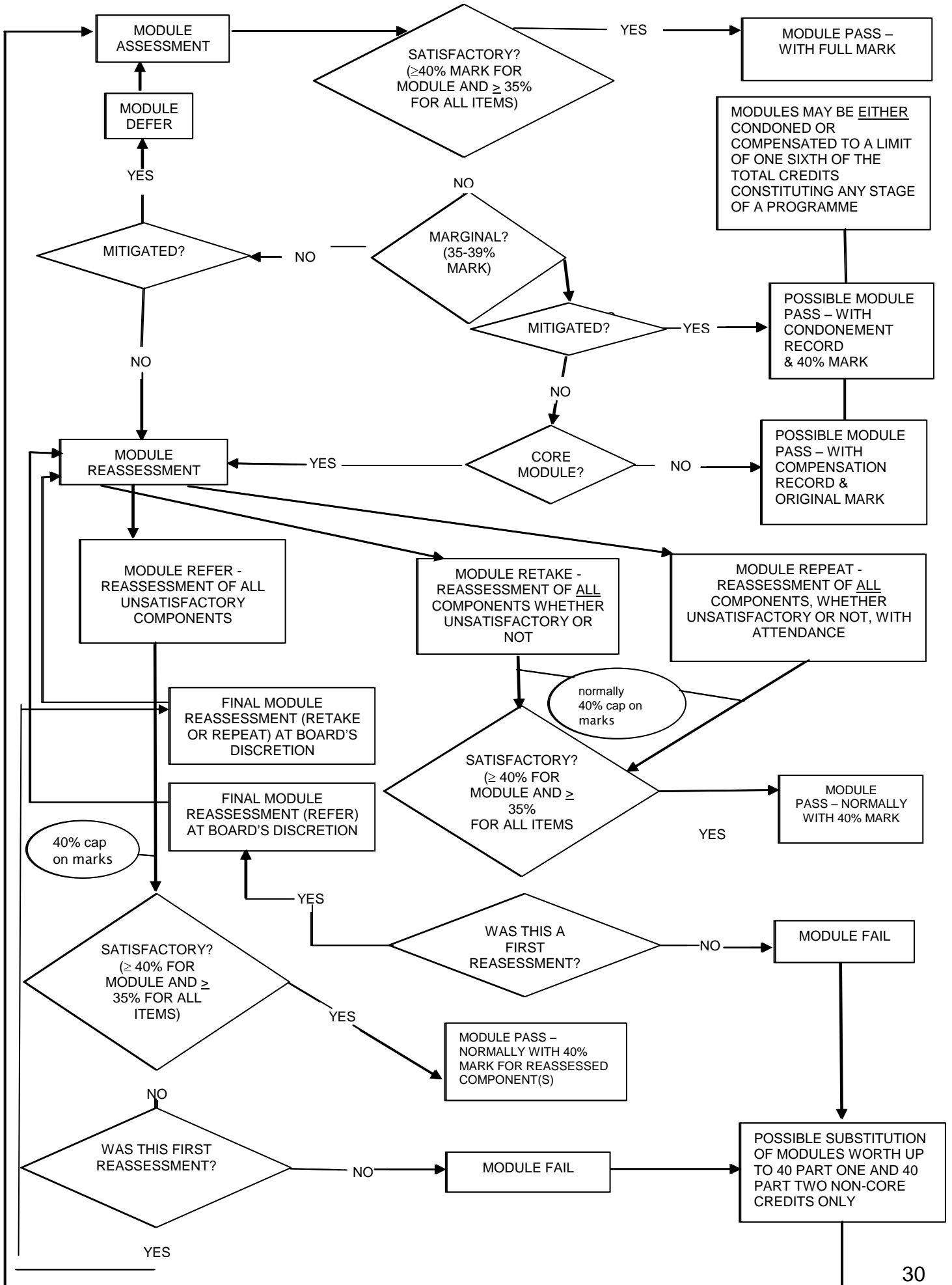
To decide that satisfactory overall performance (including attendance and conduct where appropriate) can compensate for unsatisfactory performance in a module with a mark no lower than 35 percent such that the positive aspects of the overall performance outweigh the area of failure. Mark is not adjusted and a pass is recorded and credit awarded but with a note that compensation been applied. Discretionary and not where the module is deemed to be essential to the fulfilment of the objectives of the programme nor where there is evidence that no serious attempt has been made to fulfil the assessment requirements. A maximum of modules worth one sixth of the total credits constituting a particular Stage of a student's programme may be compensated, when considered alongside any condoned modules.

Compensation and condonement together may not exceed the credit limits stipulated for compensation or condonement by themselves. In applying either of these processes a note should be made on the student's record that condonement and/or compensation has been exercised.

Moderation

To adjust marks for any or all of the assessments for a module for one or more students where such marks are out of line in comparison with others for the module or student or cohort. Normally in respect of an external examiner's scrutiny of assessments and marks.

GUIDANCE ON MODULE DECISIONS FOR ASSESSMENT BOARDS



Further Definitions of Terms for Module and Progression Decisions

2.9.3 Referral

- (i) In the case of an initial unsatisfactory performance in one or more components of module assessment, a student may be referred pending a further opportunity to be reassessed in all of the unsatisfactory component(s).
- (ii) Referred performances are considered as second attempts following initial unsatisfactory performance and a student may normally be referred once only in an individual module. The maximum mark which may normally be awarded for a referred assessment component is 40%.
- (iii) Unsatisfactory performance in referred assessments may, at the discretion of an Assessment Board, lead to a final assessment opportunity normally in the form of a 'retake' or 'repeat' module decision.
- (iv) The progression status of students who are referred in one or more modules will be determined by an Assessment Board in accordance with the definitions in Section 2.8.1, after considering the student's relevant module profile.

2.9.4 Deferral

- (i) In the case of students who are unable to complete an assessment, and/or where the assessment is materially affected by extenuating circumstances made known to an Assessment Board, the result is deferred, pending a further opportunity to undertake the assessment component.
- (ii) Deferred performances are considered as first attempts and there is no limit placed upon the reassessment mark which can be obtained.
- (iii) The progression status of students who are deferred in one or more modules will be determined by an Assessment Board in accordance with the definitions in Section 2.8.1, after considering the student's relevant module profile.

2.9.5 Retake

- (i) In the case of initial unsatisfactory performance in one or more components of module assessment, or where reassessment following initial referral is unsatisfactory, an Assessment Board may determine that a student must retake the assessments for the module, i.e. that all module assessments, including any which may previously have been satisfactory, must be retaken.
- (ii) Retakes of modules are thus either first attempts at reassessment or a final opportunity for a student to make good their unsatisfactory performance and the maximum mark which may normally be awarded for any retaken assessments is 40%.
- (iii) Referral of any retaken assessment(s) will normally be permitted once only if the student has not previously been referred in the module, as a final reassessment opportunity, at the discretion of an Assessment Board.

- (iv) The progression status of students who are required to retake the assessment for one or more modules will be determined by an Assessment Board in accordance with the definitions in Section 2.8.1, after considering the student's relevant module profile.

2.9.6 Repeat

- (i) In the case of an initial unsatisfactory performance in one or more components of module assessment, or where reassessment following initial referral is unsatisfactory, and/or where specified attendance requirements have not been met satisfactorily, an Assessment Board may determine that a student must repeat the assessment for the module, i.e. that all module assessments, including any which may previously have been satisfactory, must be repeated with attendance at relevant classes.
- (ii) Repeats of modules are thus either first attempts, at reassessment or a final opportunity for a student to make good their unsatisfactory performance and the maximum mark which may normally be awarded for any repeated assessments is 40%.
- (iii) Referral of any repeated assessments will normally be permitted once only if the student has not previously been referred in the module, as a final opportunity, at the discretion of the Assessment Board.
- (iv) The progression status of students who are required to repeat the assessment for one or more modules will be determined by an Assessment Board in accordance with the definitions in section 2.8.1, after considering the student's relevant module profile.

2.9.7 Module Fail, Fail and Finish and Exclusion

- (i) A Board may decide that a student must fail an individual module under the circumstances described in 2.8.2(vi) above.
- (ii) Where a student's performance is so unsatisfactory as to cause serious concern for his/her progress, or as to prevent completion of the registered programme of study, either because of repeated unsatisfactory performance in one or more particular modules, or because of a module profile considered by a Board to be seriously deficient, an Assessment Board may decide that it is not possible to offer the student any further (re)assessment opportunities in any (unsatisfactory) modules.
- (iii) In such cases a Board may decide that the student fail and finish the registered course and/or programme of study (possibly with a recommendation for an award, or to transfer to another programme), that the student be excluded from any specified course and/or programme(s) of study within the Board's jurisdiction, or recommend exclusion from the University on academic grounds (subject to Academic Board approval).

2.9.8 Compensation

- (i) At the discretion of a student Progression Board or Final Awards Board, satisfactory overall performance (including, where appropriate, attendance and conduct) may compensate for marginal unsatisfactory performance (35-39 percent) in a particular module at a particular level in a student's programme.

- (ii) An Assessment Board may compensate for failure in modules worth a maximum of one sixth of the total credits constituting any Stage of a student's programme. These total limitations will apply to compensation and/or condonement (as defined below) whether both or one of these processes is employed.
- (iii) Such compensation provision will not normally be applied where any module with unsatisfactory performance is deemed to be essential to the fulfilment of the objectives of the programme nor where there is evidence that no serious attempt has been made to fulfil the assessment requirements of any module with unsatisfactory performance.
- (iv) Where compensation is applied the student will be awarded the credits for the module but the module will be recorded with the original grade and with an indication that compensation has been applied.

2.9.9 Condonement

- (i) At the discretion of a Student Progression Board or a Final Awards Board, in the case of students whose performance has been affected by mitigating circumstances, a marginal failure (35-39 percent) in modules worth a maximum of one sixth of the total credits constituting any Stage of a student's programme may be condoned and the mark adjusted upwards to 40% with an indication that condonement has been applied.
- (ii) These total limitations will apply to condonement and/or compensation (as defined above) whether both or one of these processes is employed. Condonement will be influenced by evidence of good performance elsewhere and the record of conduct and attendance of the student.

2.9.10 Module Substitution

- (i) Where a student, through failure in specific modules, fails to complete the requirements for a particular award, he or she may substitute alternative modules at the discretion of an Assessment Board up to a maximum of modules worth 40 credits in Part One and modules worth 40 credits in Part Two.
- (ii) Modules which are defined as compulsory or core elements of a student's programme may not be substituted.
- (iii) At the discretion of an Assessment Board the student may receive the full value of any marks awarded in the assessment of the substitute module(s) at the first attempt and be entitled to a reassessment under the same conditions as defined in 2.9 below.

2.10 Reassessment Conditions

Preamble

Module Results Boards, Student Progression Boards and Final Awards Boards will make recommendations on the assessment, re-assessment and progression of students and on eligibility for interim and final awards. In making recommendations and decisions about reassessment the following regulations will apply. The various forms of reassessment and the conditions under which they are normally applied are outlined below and detailed in Section 2.8 above.

2.10.1 Foundation, Part One, Graduate and CPD Awards

(Foundation Certificate, Certificate of Higher Education, Higher National Certificate, Graduate Certificate and Diploma, Continuing Professional Development Awards (Foundation Certificate, Certificate, Diploma, Advanced Diploma))

- (i) Students who do not satisfy an Assessment Board that they have passed the required modules to be eligible for one of the intended awards above of may, at the Board's discretion, be reassessed in any or all of the modules in which unsatisfactory performance has been recorded. The reassessment of any module (or its specific assessment components) must take place within two years of the original assessment. A maximum mark of 40% will be awarded to any reassessed component of assessment within a module.
- (ii) Normally, following an initial unsatisfactory performance in a module, an Assessment Board may decide that a student be referred in that module, to be reassessed in the specific assessment(s) in which unsatisfactory performance has been recorded.
- (iii) Alternatively, where a student's unsatisfactory performance is deemed to warrant it an Assessment Board may decide on one or more of the following courses of action:
 - that the student must retake all of the assessment(s) for any or all of the modules within a specified period;
 - that the student must repeat any or all of the modules, and their assessment(s) within a specified period, with attendance.
- (iv) Where a student has not satisfied an Assessment Board in their initial reassessment for any referred, retaken or repeated module(s), a Board at its discretion may decide to permit a final reassessment opportunity normally in the form of a referral for any retaken or repeated modules or a retake or repeat for any referred modules. Where a student has not satisfied an Assessment Board in their final reassessment opportunity, for any referred, retaken or repeated module(s), a Board may decide on one of the following courses of action:
 - that the student must fail the module(s) and, where substitution of the failed module(s) is not possible within the regulations, to decide that the student fail and finish the registered course and/or programme of study (possibly with a recommendation for an interim award and/or transfer to another programme), or recommend exclusion from the University (subject to Academic Board approval).
- (iv) Under such circumstances an Assessment Board may decide to recommend that a Higher National Certificate student be awarded a Certificate of Higher Education, or that a Graduate Diploma student be awarded a Graduate Certificate, if validated as an interim award for this programme and if they have passed the relevant modules and acquired the required numbers of credits at the appropriate level(s). Such students will not then normally be eligible to progress within their original programme of study and/or qualification aim.

2.10.2 Part Two – Diploma and Intermediate Stage

(Higher National Diploma, Diploma of Higher Education, Foundation Degree)

- (i) Students who do not satisfy an Assessment Board that they have passed the required modules for progression and stage or final awards may, at the Board's discretion, be reassessed in any or all of the modules in which unsatisfactory performance has been recorded. The reassessment of any module must take place within two years of the original assessment. A maximum mark of 40% will be awarded to any reassessed component of assessment.
- (ii) Normally, following an initial unsatisfactory performance in a module, an Assessment Board may decide that a student be referred in that module, to be reassessed in the specific assessment(s) in which unsatisfactory performance has been recorded.
- (iii) Alternatively, where a student's unsatisfactory performance is deemed to warrant it, an Assessment Board may decide on one or more of the following courses of action:
 - that the student must retake all of the assessment(s) for any or all of the modules within a specific period;
 - that the student must repeat any or all of the modules and their assessment(s) within a specified period, with attendance.
- (iv) Where a student has not satisfied an Assessment Board in their initial reassessment for any referred, retaken or repeated module(s), a Board at its discretion may decide to permit a final reassessment opportunity normally in the form of a referral for any retaken or repeated modules, or a retake or repeat for any referred modules.
- (v) Where a student has not satisfied an Assessment Board in their final reassessment opportunity for any referred, retaken or repeated module(s), a Board may decide on the following course of action:
 - that the student must fail the module(s) and, where substitution of the failed module(s) is not possible within the regulations, to decide that the student fail and finish the registered course and/or programme of study (possibly with a recommendation for an interim award and/or transfer to another programme), or recommend exclusion from the University (subject to Academic Board approval).
- (vi) Where a student is subject to a fail and finish decision, or an exclusion, an Assessment Board may decide to recommend that the student be awarded an appropriate interim award, if validated for the programme, and for which they have successfully passed the relevant modules and acquired the required numbers of credits at the appropriate levels. Thus, Higher National Diploma students may be eligible for the award of one of the Higher National Certificate or the Certificate of Higher Education, whilst Foundation Degree and Diploma of Higher Education students may be eligible for the award of the Certificate of Higher Education. Such students will not then normally be eligible to progress within their original programme of study and/or qualification aim.

2.10.3 Part Two – Degree Stage (Ordinary Degree, Honours Degree)

- (i) Students who do not satisfy an Assessment Board that they have passed the required modules to be eligible for the award of the Ordinary Degree or Honours degree may, at the Board's discretion, be reassessed in any or all of the modules in which unsatisfactory performance has been recorded. The reassessment of any module (or its specific assessment components) must take place within two years of the original assessment. A maximum of 40% will be awarded to any reassessed component of assessment within a module.
- (ii) Normally, following an initial unsatisfactory performance in a module, an Assessment Board may decide that a student be referred in that module, to be reassessed in the specific assessment(s) in which unsatisfactory performance has been recorded.
- (iii) Alternatively, where a student's unsatisfactory performance is deemed to warrant it an Assessment Board may decide on one or more of the following courses of action:
 - that the student must retake all of the assessment(s) for any or all of the assessed modules which contribute to the final award within a specified period and with the limitation of obtaining the maximum of a lower second class honours degree, where applicable;
 - that the student must repeat any or all of the modules and their assessments within a specified period, with attendance, and with the limitation of obtaining the maximum of a lower second class honours degree, where applicable;
- (iv) Where a student has not satisfied an Assessment Board in their initial reassessment for any referred, retaken or repeated module(s), a Board at its discretion may decide to permit a final reassessment opportunity within the following limits: referred modules may be subject to a final refer or retake decision; retaken and repeated modules may be subject to a final refer decision. The class of Honours which may be obtained will be limited to a maximum of lower second class, where applicable.
- (v) Where a student has not satisfied an Assessment Board in their final reassessment opportunity for any referred, retaken or repeated module(s) a Board may decide on one of the following courses of action:
 - to award an honours degree student a pass degree, assuming that they have met the requirements specified in 2.7.3 above;
 - that the student must fail the module(s) and, where substitution of the failed module(s) is not possible within the regulations, to decide that the student fail and finish the registered course and/or programme of study, (possibly with a recommendation for an interim award and/or to transfer to another programme), or recommend exclusion from the University (subject to Academic Board approval).
- (vi) Where a student is subject to a fail and finish decision, or an exclusion, an Assessment Board may decide to recommend that the student be awarded an appropriate interim award, if validated for the programme, and for which they have successfully passed the relevant modules and acquired the required numbers of credits at the appropriate levels. Thus, Ordinary Degree students and Honours Degree students may be eligible for the award of the Diploma of Higher Education, assuming Honours Degree students

are not recommended for the award of a Pass Degree. Such students will not then normally be eligible to progress within their original programme of study and/or qualification aim.

2.11 Viva Voce Assessment

External examiners have the right to examine any candidate by viva voce in addition to the assessments specified in the programme regulations. The viva voce may be used:

- (a) to determine difficult or borderline cases, such additional assessment being used only to raise and not to lower a candidate's marks;
- (b) as an alternative or additional assessment where valid reasons for poor performance have been established.

3. Procedures for the Review of a Decision of an Assessment Board

(Full details of the University's Review procedures are given in the Examination Regulations published on the University's website and available from the Quality Assurance and Enhancement Unit).

The following is an extract from the Regulations.

3.1 Personal circumstances during the examinations

If a candidate is aware of factors, such as illness, adversely affecting performance during examinations, supporting documentary evidence should be obtained by the candidate. The Chair of the Assessment Board should be informed as soon as possible. This should normally be before the Assessment Board meeting, unless, for valid reasons, the candidate is unwilling to divulge the information in advance of a meeting of the Board.

3.2 Conduct of the Examinations

Candidates should refer to the published regulations on the conduct of examinations at the University, contained within the University's Examination Regulations, which they are required to read before an examination.

3.3 Grounds for Review

- 3.3.1 A candidate may request a review of the decision of the Assessment Board on the grounds that performance in the examination was adversely affected by illness or some other factor which the Assessment Board was unaware of because the candidate was unable or for valid reasons unwilling to divulge before the Assessment Board reached its decision. The candidate's request must be supported by medical certificates or other relevant documentary evidence.
- 3.3.2 A candidate or any other person may request a review of the Assessment Board decision on the grounds that there has been a material administrative error, or that the examinations were not conducted in accordance with the current regulations for the course, or that some other material irregularity has occurred.

- 3.3.3 A candidate may request a review either of the Assessment Board's decision about the student's use of unfair means or on the grounds that the consequential academic action is unreasonably severe within the context of the Assessment Board and Validating Body's examination and assessment regulations.
- 3.3.4 A Review Committee shall automatically be convened by the Secretary to the Academic Board to consider an Assessment Board recommendation that a student be expelled from the University for academic reasons.
- 3.3.5 A review of the decision of an Assessment Board will be concerned solely with the conduct of the examinations or with the personal circumstances of the candidate or on the use of unfair means and any academic action or recommendation on expulsion from the University. It will not be concerned with questioning the academic judgement of an Assessment Board.

4. Mitigating Circumstances

(Detailed guidance and procedures are published separately)

- 4.1 Mitigating circumstances will consist of those personal difficulties which cause exceptional interference with academic performance and which are over and above the normal difficulties experienced in life. They will be submitted by a student, supported by acceptable documentary evidence, and may be taken into account by Assessment Boards in determining the progression of students, the recommending of awards and the classification of qualifications.
- 4.2 No student shall be put in a position of unfair advantage over other students; the aim is to enable all students to be assessed on equal terms.
- 4.3 All work submitted by students for assessment shall be marked and graded on its merits without consideration of any mitigating circumstances known to the marker.
- 4.4 Mitigating circumstances will not be used by assessors or Module Results Boards to alter students' marks and/or grades.
- 4.5 Students must submit mitigating circumstances according to the separate written procedures and by the deadlines given therein.
- 4.6 Mitigating circumstances judged to be acceptable by Mitigating Circumstances Panels will be considered by Assessment Boards under the following circumstances and according to University and programme regulations:
- 4.6.1 In determining whether a student may progress to the next stage of their programme.
- 4.6.2 In determining whether a student may be offered an award, whether aegrotat or otherwise.
- 4.6.3 In determining the classification of a student's award where the student is borderline and/or there are conflicting classifications in the profile of the student's marks and grades.
- 4.6.4 In determining whether a student's assessment should be deferred to a subsequent occasion as if for the first time and without penalty.

- 4.7 Normally, mitigating circumstances will not be taken into account where the circumstances have already been allowed for (for example by virtue of special assessment arrangements). Special assessment arrangements should be pre-arranged in cases of known disability and in all cases should be agreed before any examination period begins.
- 4.8 Mitigating circumstances submitted beyond the specified deadline should normally only be considered if the student was unable, or for valid reasons unwilling, to submit them prior to the deadline.
- 4.9 Mitigating circumstances will be scrutinised by the Mitigating Circumstances Panel, noting the documentary evidence submitted, and a summary of accepted cases made available to the Assessment Boards. Access to the original evidence is restricted to the Chair, Secretary and External Examiners unless the student declares otherwise.
- 4.10 Only mitigating circumstances submitted directly by the student according to the procedures will be recorded and considered by the Mitigating Circumstances Panel and, if accepted, passed to the Assessment Boards. Tutors and other staff should advise students accordingly.
- 4.11 The Student Progression Board or Final Awards Board will consider a student's full profile of mitigating circumstances as relevant to the stage in question and which have not previously been taken into consideration. Original evidence should be available for inspection by the Chair, Secretary and External Examiners if they so desire.
- 4.12 A note should be made in the minutes of the Board and a record included for entry onto the student record system of the Board's consideration of mitigating circumstances and of the outcome of that consideration.
- 4.13 The key factors to be taken into account by the Board will be:
- 4.13.1 Whether acceptable documentary evidence has been submitted.
- 4.13.2 Whether the student has performed unexpectedly poorly in a given module or module(s).
- 4.13.3 Whether there is a significant difference between the student's performance in the period in question and their previous or later performance.
- 4.13.4 Whether poor performance correlates with the evidence provided.
- 4.14 Possible outcomes of a Board's consideration include:
- 4.14.1 Whether, where it is not possible because of the severity of the mitigating circumstances for the student to undertake further assessment, an aegrotat award may be offered under the regulations in appropriate course.
- 4.14.2 Whether the Board has sufficient evidence of a student's performance to be able to permit their progression to the next stage of a programme or to make an award (classified as appropriate), as permitted under the regulations on condonement.

- 4.14.3 Whether a student may be deferred in the assessments found to be affected by mitigating circumstances and assessed on a subsequent occasion as if for the first time and without penalty.
- 4.14.4 Whether, from the evidence available and on the balance of probabilities, there has in the Board's judgement been no material adverse impact on a student's performance, in which case the original mark(s) and/or grade(s) should be confirmed and a progression or award decision made accordingly.