



# Regulations for Taught Awards

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APPROVED BY ACADEMIC BOARD  
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# Contents

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1	Scope of the Regulations for Taught Awards.....	5
2	Assessment Overview.....	5
	Boards of Examiners.....	5
	Award of a Qualification and Credit.....	6
	Chair’s action.....	6
	External Examiners.....	7
	Examiner status.....	8
	Affiliate Examiner Status.....	8
3	Awards at Level 7.....	8
	The Award of a Taught Master’s Degree.....	8
	The Award of Integrated Master’s Degree.....	9
	The Award of Postgraduate Diploma.....	11
	The Award of Postgraduate Diploma in Education.....	11
	The Award of Postgraduate Certificate.....	12
	The Award of Postgraduate Certificate in Education.....	12
4	Awards at Level 6.....	13
	Pass at Level 6.....	13
	The Award of Bachelor’s Degree with Honours.....	13
	The Award of Bachelor’s Degree with Honours, where the degree comprises 480 credits.....	14
	The Award of Ordinary Degree.....	15
	Professional Graduate Certificate in Education.....	15
	The Award of Graduate Diploma.....	15
	The Award of Graduate Certificate.....	16
5	Awards at Level 5.....	16
	Pass at Level 5.....	16
	The Award of Diploma of Higher Education.....	16
	The Award of Foundation Degree.....	17
	The Award of Higher National Diploma.....	17
6	Awards at Level 4.....	18
	Pass at Level 4.....	18
	The Award of Certificate of Higher Education.....	18

The Award of Higher National Certificate .....	19
7    Level 0 .....	20
Foundation Years .....	20
8    University Certificates .....	20
9    University Diplomas .....	20
10   Arrangements for Examinations (including Time-Constrained Assessments) .....	20
Location of examinations .....	20
The Use of Translation Dictionaries .....	21
The Use of Dictionaries for Special Circumstances .....	21
The Use of Dictionaries in Foreign Language Programmes .....	21
Treatment of a Student Found using Unapproved Dictionaries .....	21
The Use of an Amanuensis .....	22
Examination resources .....	22
Security and data protection in examinations .....	23
Emergency requiring the evacuation of an examination room .....	23
Special arrangements for University examinations .....	24
11   Marking Arrangements .....	24
Anonymous Marking .....	24
Second Sample Marking and Double Marking .....	24
Moderation .....	25
Marking illegible scripts .....	25
Late Submission of Assessed Work .....	26
Plagiarism .....	26
Module Feedback .....	26
12   Recognition of Prior Learning .....	27
Advanced Standing .....	27
Recognition of Prior Certificated Learning .....	28
Award of credit through the Recognition of Prior Experiential Learning .....	29
13   Assessment and Reassessment .....	30
Definitions regarding Assessment and Reassessment .....	30
Assessment .....	30
Formal Examinations and Assessment where Attendance is Required .....	31
Reassessment for undergraduate students, including Integrated Master's Degrees ...	31
Reassessment for postgraduate students .....	32

Capping of marks following reassessment .....	33
Repeats for postgraduate students.....	33
Form of reassessment .....	34
Reassessment of placements .....	35
Extenuating Circumstances.....	35
Cases where coursework exceeds the prescribed length .....	35
14 Arrangements for Module Assessment .....	36
The Module Boards of Examiners .....	36
Scaling of Marks .....	36
Pass Mark for Modules .....	38
Determination of Module Marks .....	38
Rounding of Marks for Modules.....	38
Classification of Modules.....	38
15 Arrangements for Progression and Award .....	38
The Progression and Award Boards of Examiners.....	38
Recommendations open to a Progression and Award Board of Examiners .....	39
Progression .....	40
Compensation .....	40
Trail and Progress .....	41
16 Academic appeals .....	43

## 1 Scope of the Regulations for Taught Awards

- 1.1 This document, the Regulations for Taught Awards, together with the *General Regulations for the Conferment of Awards* and the *Regulations for Research Degrees*, supersedes the Regulation and Credit Framework for the Conferment of Awards.
- 1.2 This document, together with any Special Regulations, sets out the Regulations governing all taught awards at the University, except where a student is registered under the University's *Outgoing Regulations*, or the *Postgraduate Initial Teacher Education Framework*, in which case, they will be subject to those regulations.
- 1.3 Students registered for the Award of Doctorate in Education are subject to the regulations set out in this document for all taught elements of their award, except where there are Special Regulations.
- 1.4 Unless clearly indicated otherwise, the Regulations apply to all programmes of study which lead to an Award, or to the award of credit, by Canterbury Christ Church University [the University], wherever they are delivered.
- 1.5 Unless clearly indicated otherwise, these Regulations apply to all students registered at the University, irrespective of the date of registration. Where there is a previously approved Regulation or Special Regulation that confers any additional rights on a student due to the date of the student's initial registration, and continuing registration, on a programme, the student may rely upon this Regulation or Special Regulation.
- 1.6 Where specific regulations are approved to apply to students registered on a programme after a certain date, this is clearly indicated.
- 1.7 Where specific regulations are approved to apply to particular groups of students after a certain date, this is clearly indicated.
- 1.8 The University may publish operational procedural documents supporting the implementation of these Regulations. These operational procedural documents provide detailed information for staff on applying the Regulations. If there is any conflict of interpretation between these Regulations and the procedural documents, these Regulations have precedence subject to any interpretation being in favour of the student.

Students registered on the University's Outgoing Regulations should be referred to the [Outgoing Regulations](#).

## 2 Assessment Overview

### Boards of Examiners

- 2.1 There will be Boards of Examiners as follows:

- (i) Progression and Award Board of Examiners, which will oversee the award of a University qualification and student progression between Levels and between Stages.
  - (ii) Module Boards of Examiners, which will oversee Module assessment.
- 2.2 All Board of Examiners will ensure that the assessment process is operated in a fair and reliable manner, making use of agreed assessment criteria and in line with the University's Regulations and including the following procedural documents:
- (i) *Academic and Fitness to Practice Appeals;*
  - (ii) *Academic Misconduct;*
  - (iii) *Operational Procedures for Anonymous Marking;*
  - (iv) *External Examiners for Taught Programmes;*
  - (v) *Extenuating Circumstances Procedures;*
  - (vi) *Online Assessment;*
  - (vii) *Plagiarism Procedures;*
  - (viii) *Procedures for Formal Examinations;*
  - (ix) *Marking Procedures.*

#### **Award of a Qualification and Credit**

- 2.3 The award of a Qualification and the award of Credit must be approved by Academic Board on the recommendation of the Progression and Award Board of Examiners.
- 2.4 A Board of Examiners has no discretion to recommend to Academic Board that a Qualification or Credit is awarded, or that classification of an Award is raised, other than where a recommendation is made notwithstanding the Regulations.

#### **Chair's action**

- 2.5 A Board of Examiners can resolve to delegate to the Chair the authority to take action where, following appropriate involvement by the External Examiner:
- (i) there has been full discussion of an assessment matter and a full course of action has been identified, and the Chair is asked to confirm that the assessment process is complete;
  - (ii) subsequent to the Board clear evidence of an administrative error has been discovered;
  - (iii) subsequent to the Board, a student presents substantive evidence to support a Extenuating Circumstances Request, which has been reviewed and accepted by the relevant Extenuating Circumstances Request Review Panel;
  - (iv) there has been an academic appeal which has been upheld.

- 2.6 All Chair's Actions must be minuted and reported to the next meeting of the Board of Examiners.

### **External Examiners**

- 2.7 External Examiners must be allocated to Module Boards of Examiners and Progression and Award Boards of Examiners and be permitted to participate in these Boards in line with the University's procedures for *External Examiners for Taught Programmes*.
- 2.8 External Examiners for taught programmes, are, in their expert judgment, required to report whether or not:
- (i) the University is maintaining the threshold academic standards for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements;
  - (ii) the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the institution's policies and regulations;
  - (iii) the academic standards and the achievements of students are comparable with those in other higher education institutions of which the External Examiners have experience.
- 2.9 All External Examiners must be invited to attend the Board of Examiners for the Module Award Boards and Progression and Award Board allocated to them, including reassessment Boards of Examiners.
- 2.10 No meeting of a Board of Examiners shall take place in the absence of an External Examiner if that External Examiner indicates a wish to be present at the agreed meeting.
- 2.11 The marks for a Module shall not be changed at a meeting of a Module Board of Examiners as a result of review by an External Examiner of one or more components of assessment, unless the assessed work of all students undertaking the component(s) of assessment is reconsidered.
- 2.12 External Examiners must endorse the outcomes of assessments before the publication of results.
- 2.13 In circumstances where an External Examiner is unwilling to endorse a pass list or similar document:
- (i) attempts must be made by the Board of Examiners to address the concerns of the External Examiner, and the outcome will be reported to the External Examiner, to the Board of Examiners and to the Academic Board;
  - (ii) where the concern cannot be resolved by the relevant Board of Examiners, the External Examiner will be required to make a written report to the Vice-Chancellor and Principal (or nominee) who will resolve the matter on behalf of the Academic Board.

- 2.14 The independence of External Examiners in making judgements about the examination process and award of qualifications is guaranteed, and no External Examiner shall be dismissed for exercising judgement.

#### **Examiner status**

- 2.15 The following will have Examiner Status:
- (i) all academic staff that are permanent, or on fixed or fractional contracts;
  - (ii) individuals so determined by Academic Board, providing that the individual has undertaken appropriate training, induction and mentoring;
  - (iii) those granted Affiliate Examiner Status, subject to limitations.
- 2.16 Only those with Examiner Status can:
- (i) be members of the Board of Examiners for an award bearing programme of study approved by the University;
  - (ii) mark examinable work, except in the instance of (a) approved practice assessors, and (b) where the Academic Board determines otherwise.

#### **Affiliate Examiner Status**

- 2.17 The following are eligible for Affiliate Examiner Status:
- (i) staff employed by the University on hourly paid contracts (sessional staff);
  - (ii) staff associated with the University, but not employed by it, who provide a sufficiently large contribution to a programme that they are also appropriately involved in examining;
  - (iii) approved staff teaching on collaborative programmes.
- 2.18 Recognition of Affiliate Examiner Status is given for a specific programme or subject area only.
- 2.19 Those with Affiliate Examiner Status may not second sample mark or double mark the examinable work that has been first marked by an Examiner with Affiliate Examiner Status.
- 2.20 Those with Affiliate Examiner Status may not act as a moderator.

### **3 Awards at Level 7**

#### **The Award of a Taught Master's Degree**

- 3.1 A Board of Examiners may recommend that a student be awarded a Master's degree:
- (i) with Distinction; OR
  - (ii) with Merit; OR
  - (iii) with Pass.

- 3.2 To qualify for a taught Master's degree (other than an Integrated Master's Degree), a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
  - (ii) pass at least 180 credits at Level 7.
- 3.3 For a taught Master's degree (other than an Integrated Master's Degree), where a student passes the award and:
- (i) achieves a Distinction in the best 120 credits OR achieves a Distinction in the 60 credits that are not part of the Postgraduate Diploma curriculum the award of Distinction will be made;
  - (ii) does not achieve a Distinction, but EITHER achieves a Merit or higher in the best 120 credits OR achieves Merit in the 60 credits that are not part of the Postgraduate Diploma curriculum, the award of Merit will be made.

#### **The Award of Integrated Master's Degree**

- 3.4 A Board of Examiners may recommend that a student be awarded an Integrated Master's Degree:
- (i) with First Class Honours, OR
  - (ii) with Upper Second Class Honours, OR
  - (iii) with Lower Second Class Honours, OR
  - (iv) with Third Class Honours.
- 3.5 To qualify for an Integrated Master's Degree with honours a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
  - (ii) pass at least 480 credits, of which 120 credits must be at Level 6 and 120 must be at level 7;
  - (iii) pass Level 5;
  - (iv) pass Level 4.
- 3.6 In calculating the Integrated Master's Degree classification:
- (i) the classification will be derived from the average mark of the best 100 credits at Level 5, the average mark of the best 100 credits at Level 6 and the average mark of the 120 credits at Level 7;
  - (ii) the average mark at Level 7 will be combined with the average mark at Level 6 and the average mark at Level 5 in the ratio 50:30:20, and rounded to the nearest integer.
- 3.7 For the Integrated Master's Degree, where a student passes the award and:

- (i) the final average mark is 70%-100% the award of First Class Honours will be made;
  - (ii) the final average mark is 60%-69% the award of Upper Second Class Honours will be made;
  - (iii) the final average mark is 50%-59% the award of Lower Second Class Honours will be made;
  - (iv) the final average mark is 40%-49% the award of Third Class Honours will be made.
- 3.8 In order to progress from Level 5 to Level 6 of an Integrated Master's Degree, a student must achieve an average mark of at least 50% in the best 100 credits at Level 5, unless there are Special Regulations, except for programmes accredited by the IMechE, the IET and the IChemE.
- 3.9 In order to progress from Level 5 to Level 6 of an Integrated Master's Degree in a programme accredited by the IMechE, the IET and the IChemE, a student must achieve an average mark of at least 50% for all 120 credits at Level 5.
- 3.10 A student who wishes to enter on to an Integrated Master's Degree through the Recognition of Prior Certificated Learning must, in addition to meeting the Level 5 Programme Learning Outcomes of the Integrated Master's Degree, achieve an equivalent of achievement of 50% at Level 5 that meets the requirement of their accrediting body.
- 3.11 A student registered for the Award of Integrated Master's Degree with Honours is eligible for compensation in line with the University's Regulations for taught awards, unless excluded by Special Regulations, except for programmes accredited by the IMechE, the IET and the IChemE.
- (i) The University's undergraduate requirements for compensation apply to Levels 4, 5 and 6 of an Integrated Master's Award.
  - (ii) The University's postgraduate requirements for compensation apply to Level 7 of an Integrated Master's Award.
- 3.12 For programmes accredited by the IMechE, the IET and the IChemE:
- (i) the application of compensation is limited to once in the final year of the award, for a total of 20 credits, which cannot include compensation for part of the 40 credit project;
  - (ii) the automatic awarding of compensation following a referral is waived and students will be offered the opportunity to undertake a reassessment except where a maximum of 20 credits of compensation would be applied in the final year of the award, in which case compensation will be awarded.
- 3.13 A student registered for the Award of Bachelor's Degree with Honours is eligible to trail and progress in line with the University's Regulations for taught awards at Level 4, unless excluded by Special Regulations, but trail and progress is not permitted at Levels 5 and 6.

### **The Award of Postgraduate Diploma**

- 3.14 A Board of Examiners may recommend that a student be awarded a Postgraduate Diploma:
- (i) with Distinction; OR
  - (ii) with Merit; OR
  - (iii) with Pass.
- 3.15 To qualify for a Postgraduate Diploma, a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
  - (ii) pass modules to the value of 120 credits at Level 7.
- 3.16 For the Postgraduate Diploma (except where there is advanced standing of more than 40 credits), where a student passes the award and:
- (i) achieves a distinction in the best 80 credits the award of Distinction will be made.
  - (ii) does not achieve a Distinction, but achieves a Merit or higher in the best 80 credits the award of Merit will be made.
- 3.17 For the Postgraduate Diploma where there is advanced standing of more than 40 credits (and there are no arrangements to import marks), where a student passes the award and:
- (i) achieves a Distinction in the best 60 credits the award of Distinction will be made.
  - (ii) does not achieve a Distinction in the best 60 credits, but achieves a Merit or higher in the best 60 credits the award of Merit will be made.
- 3.18 For the Postgraduate Diploma where there are arrangements to import marks, arrangements for classification will be set out in Special Regulations.

### **The Award of Postgraduate Diploma in Education**

- 3.19 A Board of Examiners may recommend that a student be awarded a Postgraduate Diploma in Education:
- (i) with Distinction; OR
  - (ii) with Merit; OR
  - (iii) with Pass.
- 3.20 For the Postgraduate Diploma in Education (except where there is advanced standing of 60 credits), where a student passes the award and:
- (i) achieves a distinction in the best 90 credits the award of Distinction will be made.

- (ii) does not achieve a Distinction, but achieves a Merit or higher in the best 90 credits the award of Merit will be made.

3.21 For the Postgraduate Diploma in Education, where there is advanced standing of 60 credits (and there are no arrangements to import marks), where a student passes the award and:

- (i) achieves a Distinction in the best 60 credits the award of Distinction will be made.
- (ii) does not achieve a Distinction in the best 60 credits, but achieves a Merit or higher in the best 60 credits the award of Merit will be made.

#### **The Award of Postgraduate Certificate**

3.22 A Board of Examiners may recommend that a student be awarded a Postgraduate Certificate:

- (i) with Pass.

3.23 To qualify for a Postgraduate Certificate, a student must:

- (i) complete satisfactorily the requirements of the award on which they are registered;
- (ii) pass modules to the value of 60 credits at Level 7.

#### **The Award of Postgraduate Certificate in Education**

3.24 A Board of Examiners may recommend that a student be awarded a Postgraduate Certificate in Education:

- (i) with Distinction, OR
- (ii) with Pass.

3.25 To qualify for a Postgraduate Certificate in Education, students must:

- (i) pass modules to the value of 60 credits, of which 40 credits must be passed at level 7, and the remainder may be passed at level 6;
- (ii) complete successfully any required professional placement, including the submission of the requisite evidence to support the professional placement, whether such evidence is required before, during or after the completion of the placement.

3.26 For the Postgraduate Certificate in Education, where a student passes the award and:

- (i) achieves an average mark of at least 70% across the best two modules at level 7, where neither of these modules has a module mark of lower than 60%, the award of Distinction will be made.

## 4 Awards at Level 6

### Pass at Level 6

- 4.1 To pass Level 6 of an Award in the FHEQ, except for the Graduate Certificate and the Ordinary Degree, a Student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
  - (ii) pass Levels 4 and 5;
  - (iii) pass modules to the value of 120 credits at Level 6;
  - (iv) have a final average mark of at least 40%, derived from the 120 credits at Level 6.

### The Award of Bachelor's Degree with Honours

- 4.2 A Board of Examiners may recommend that a student be awarded a Bachelor's Degree
- (i) with First Class Honours, OR
  - (ii) with Upper Second Class Honours, OR
  - (iii) with Lower Second Class Honours, OR
  - (iv) with Third Class Honours.
- 4.3 To qualify for a Bachelor's degree with honours a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
  - (ii) pass at least 360 credits, of which 120 credits must be at Level 6;
  - (iii) pass Level 5;
  - (iv) pass Level 4.
- 4.4 In calculating the Honours Degree classification, except where the student enters Level 6 with advanced standing:
- (i) the classification will be derived from the average mark of the best 100 credits at Level 5 and the average mark of the best 100 credits at Level 6;
  - (ii) the average mark at Level 6 will be combined with the average mark at Level 5 in the ratio 60:40, and rounded to the nearest integer.
- 4.5 For the Honours Degree classification where the student enters Level 6 with advanced standing, the degree classification is based on the average module mark, weighted to credit size, of the best 100 credits at Level 6.
- 4.6 For the Honours Degree, where a student passes the award and:
- (i) the final average mark is 70%-100% the award of First Class Honours will be made;

- (ii) the final average mark is 60%-69% the award of Upper Second Class Honours will be made;
  - (iii) the final average mark is 50%-59% the award of Lower Second Class Honours will be made;
  - (iv) the final average mark is 40%-49% the award of Third Class Honours will be made.
- 4.7 A student registered for the Award of Bachelor's Degree with Honours is eligible for compensation in line with the University's Regulations for taught awards, unless excluded by Special Regulations.
- 4.8 A student registered for the Award of Bachelor's Degree with Honours is eligible to trail and progress in line with the University's Regulations for taught awards, unless excluded by Special Regulations.

**The Award of Bachelor's Degree with Honours, where the degree comprises 480 credits**

- 4.9 The degree will be classified as follows, except where the student enters Level 6 with advanced standing, the arrangements for classification of the award will be the same as that for an undergraduate programme, except:
- (i) the average marks of the best 100 credits at Level 5 will comprise 10 per cent of the marks used for classification;
  - (ii) the average marks of the best 100 credits at Level 6, Stage 1 will comprise 30 per cent of the marks used for classification;
  - (iii) the average marks of the best 100 credits at Level 6, Stage 2 will comprise 60 per cent of the marks used for classification.
- 4.10 Where the student enters Level 6 with advanced standing, the arrangements for classification of the award will be the same as that for an undergraduate award of 360 credits, except:
- (i) the average marks of the best 100 credits at Level 6, Stage 1 will account for 40 per cent of the marks used for classification;
  - (ii) the average marks of the best 100 credits at Level 6, Stage 2 will account for 60 per cent of the marks used for classification.
- 4.11 A student who does not achieve Level 6, Stage 2 of the award, but achieves Level 6, Stage 1 of the award will be eligible for a named honours degree, which is differentiated from the named award at the completion of Level 6, Stage 2.
- 4.12 Where a student does not achieve Level 6, Stage 2 of the award, but successfully achieves Level 6, Stage 1 of the award, the arrangements for the classification of the award will be those for an undergraduate award with 360 credits.
- 4.13 A student registered for the Award of Bachelor's Degree with Honours where the degree comprises 480 credits is eligible for compensation in line with the University's Regulations for taught awards, unless excluded by Special Regulations.

- 4.14 A student registered for the Award of Bachelor's Degree with Honours where the degree comprises 480 credits is eligible to trail and progress in line with the University's Regulations for taught awards, unless excluded by Special Regulations.

#### **The Award of Ordinary Degree**

- 4.15 A Board of Examiners may recommend that a student be awarded an Ordinary Degree.
- 4.16 To qualify for an Ordinary Degree a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
  - (ii) pass 60 credits at Level 6;
  - (iii) pass Level 5;
  - (iv) pass Level 4.
- 4.17 A student registered for the Award of Ordinary Degree is eligible for compensation in line with the University's Regulations for taught awards, unless excluded by Special Regulations.
- 4.18 A student registered for the Award of Ordinary Degree is eligible to trail and progress in line with the University's Regulations for taught awards, unless excluded by Special Regulations.

#### **Professional Graduate Certificate in Education**

- 4.19 A Board of Examiners may recommend that a student be awarded a Professional Graduate Certificate in Education.
- 4.20 To qualify for a Professional Graduate Certificate in Education a student must:
- (i) pass modules to the value of 60 credits, of which at least 40 credits must be passed at Level 6, and the remainder must be passed at least at Level 6
  - (ii) complete successfully any required professional placement, including the submission of the requisite evidence to support the professional placement, whether such evidence is required before, during or after the completion of the placement.

#### **The Award of Graduate Diploma**

- 4.21 A Board of Examiners may recommend that a student be awarded a Graduate Diploma.
- 4.22 To qualify for a Graduate Diploma, a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
  - (ii) pass 120 credits at Level 6;

- (iii) have entered the programme with an Undergraduate Degree at least at Level 6.

4.23 A student registered for the Award of Graduate Diploma is eligible for compensation in line with the University's Regulations for taught awards, unless excluded by Special Regulations.

#### **The Award of Graduate Certificate**

4.24 A Board of Examiners may recommend that a student be awarded a Graduate Certificate.

4.25 To qualify for a Graduate Certificate, a student must:

- (i) complete satisfactorily the requirements of the award on which they are registered;
- (ii) pass 60 credits of which at least 40 credits must be at Level 6 and 20 may be at Level 5;
- (iii) have entered the programme with an Undergraduate Degree at least at Level 6.

### **5 Awards at Level 5**

#### **Pass at Level 5**

5.1 To pass Level 5 of an Award in the FHEQ, a student must:

- (i) complete satisfactorily the requirements of the award on which they are registered;
- (i) pass Level 4;
- (ii) pass modules to the value of 120 credits at Level 5 or above;
- (iii) have a final average mark of at least 40%, derived from the 120 credits comprising the award.

#### **The Award of Diploma of Higher Education**

5.2 A Board of Examiners may recommend that a student be awarded a Diploma of Higher Education.

5.3 To qualify for a Diploma of Higher Education a student must:

- (i) complete satisfactorily the requirements of the award on which they are registered;
- (ii) pass at least 240 credits, of which 120 credits must be at Level 5 or above;
- (iii) pass Level 4.

- 5.4 A student registered for the Award of Diploma of Higher Education is eligible for compensation in line with the University's Regulations for taught awards, unless excluded by Special Regulations.
- 5.5 A student registered for the Award of Diploma of Higher Education is eligible to trail and progress in line with the University's Regulations for taught awards, unless excluded by Special Regulations.

#### **The Award of Foundation Degree**

- 5.6 A Board of Examiners may recommend that a student be awarded a Foundation Degree:
- (i) with Distinction; OR
  - (ii) with Merit; OR
  - (iii) with a Pass.
- 5.7 To qualify for a Foundation Degree a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
  - (ii) pass at least 240 credits, of which 120 credits must be at Level 5;
  - (iii) pass Level 4.
- 5.8 The classification will be:
- (i) based on the average rounded mark for the best 100 credits at Level 5, where all modules are graded.
- 5.9 For the Foundation Degree, where a student passes the award and:
- (i) the final average mark is 70%-100% the award of Distinction will be made;
  - (ii) the final average mark is 60%-69% the award of Merit will be made.
  - (iii) the final average mark is 40%-59% the award of Pass will be made.
- 5.10 A student registered for the Award of Foundation Degree is eligible for compensation in line with the University's Regulations for Taught Awards, unless excluded by Special Regulations.
- 5.11 A student registered for the Award of Foundation Degree is eligible to trail and progress in line with the University's Regulations for Taught Awards, unless excluded by Special Regulations.

#### **The Award of Higher National Diploma**

- 5.12 A Board of Examiners may recommend that a student be awarded a Higher National Diploma:
- (i) with Distinction, OR
  - (ii) with Merit, OR

- (iii) with a Pass.
- 5.13 To qualify for a Higher National Diploma a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
  - (ii) pass at least 240 credits, of which 120 credits must be at Level 5;
  - (iii) pass Level 4.
- 5.14 The Merit classification will be:
- (i) made only where 100 credits or more at Level 5 are graded (as opposed to Pass/Fail);
  - (ii) based on the average rounded mark for the best 100 credits at Level 5, where all modules are graded;
  - (iii) based on the rounded mark for the best 100 credits that are graded, where 20 credits are Pass/Fail.
- 5.15 For the Higher National Diploma, where a student passes the award and:
- (i) the final average mark is 70%-100% the award of Distinction will be made;
  - (ii) the final average mark is 60%-69% the award of Merit will be made;
  - (iii) the final average mark is 40%-59% the award of Pass will be made.
- 5.16 A student registered for the Award of Higher National Diploma is eligible for compensation in line with the University's Regulations for taught awards, unless excluded by Special Regulations.
- 5.17 A student registered for the Award of Higher National Diploma is eligible to trail and progress in line with the University's Regulations for taught awards, unless excluded by Special Regulations.

## **6 Awards at Level 4**

### **Pass at Level 4**

- 6.1 To pass Level 4 of an Award in the FHEQ, a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
  - (ii) pass modules to the value of 120 credits at Level 4 or above;
  - (iii) have a final average mark of at least 40%, derived from the 120 credits comprising the award.

### **The Award of Certificate of Higher Education**

- 6.2 A Board of Examiners may recommend that a student be awarded a Certificate of Higher Education.

- 6.3 To qualify for a Certificate of Higher Education a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
  - (ii) pass modules to the value of 120 credits at Level 4 or above.
- 6.4 A student registered for the Award of Certificate of Higher Education is eligible for compensation in line with the University's Regulations for taught awards, unless excluded by Special Regulations.

#### **The Award of Higher National Certificate**

- 6.5 A Board of Examiners may recommend that a student be awarded a Higher National Certificate:
- (i) with Distinction; OR
  - (ii) with Merit; OR
  - (iii) with a Pass.
- 6.6 To qualify for a Higher National Certificate with the award of Pass, a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
  - (ii) pass modules to the value of 120 credits at Level 4 or above.
- 6.7 The classification will be:
- (i) made only where 100 credits or more at Level 4 are graded (as opposed to Pass/Fail);
  - (ii) based on the average rounded mark for the best 100 credits at Level 5, where all modules are graded;
  - (iii) based on the rounded mark for the best 100 credits at Level 5 that are graded, where 20 credits are Pass/Fail.
- 6.8 For the Higher National Certificate, where a student passes the award and:
- (i) the final average mark is 70%-100%, the award of Distinction will be made;
  - (ii) the final average mark is 60%-69%, the award of Merit will be made;
  - (iii) the final average mark is 40%-59%, the award of Pass will be made.
- 6.9 A student registered for the Award of Higher National Certificate is eligible for compensation in line with the University's Regulations for taught awards, unless excluded by Special Regulations.

## **7 Level 0**

### **Foundation Years**

7.1 A Board of Examiners may recommend that a student has successfully completed a Foundation Year and may progress to Level 4.

7.2 To pass a Foundation Year, a student must:

- (i) complete satisfactorily the requirements of the award on which they are registered;
- (ii) pass all Foundation Year modules.

7.3 Compensation is allowed in a Foundation Year.

## **8 University Certificates**

8.1 A University Diploma may be offered at Level 4, 5, 6 and 7.

8.2 To qualify for a University Certificate at Level 5, a student must:

- (i) complete satisfactorily the requirements of the Short Course on which they are registered;
- (ii) pass modules to the value of 40 credits or complete a short course of study comprising 400 hours of learning at the Level of the Short Course.

## **9 University Diplomas**

9.1 A University Diploma may be offered at Levels 5 and 6.

9.2 To qualify for a University Diploma a student must:

- (i) complete satisfactorily the requirements of the Course on which they are registered;
- (ii) pass modules to the value of 60 credits at the Level of the Course;
- (iii) have a final average mark of at least 40%, derived from the 60 credits.

## **10 Arrangements for Examinations (including Time-Constrained Assessments)**

### **Location of examinations**

10.1 All venues for examinations must be suitable for the prevention of examination misconduct.

10.2 Examinations taken at more than one location must be held concurrently, except, where:

- (i) a student is required, for academic reasons associated with the programme, to be in residence outside the University at the time of the examination;

OR

- (ii) there are exceptional circumstances, supported by appropriate documentary evidence, in which instance any additional cost involved in arranging the examinations will normally be borne by the student.

- 10.3 All University examinations must be appropriately invigilated.
- 10.4 Where examinations are not held concurrently extended invigilation procedures are put in place.

#### **The Use of Translation Dictionaries**

- 10.5 A student whose first language is not English may apply to use a Translation Dictionary during any time-constrained assessment.
- 10.6 A Translation Dictionary is defined as a dictionary that contains translations only and does not contain extensive definitions, formulae tables or diagrams).
- 10.7 The Procedures by which a student may be allowed a Translation Dictionary are set out in the University's [Procedures for Formal Examinations](#) and must be followed.
- 10.8 Any student found using a dictionary other than under the above provisions will be regarded as academic misconduct.
- 10.9 Any dictionaries that appear to transgress these provisions will be retained by the invigilator, as specified in the University's procedures for [Academic Misconduct](#).

#### **The Use of Dictionaries for Special Circumstances**

- 10.10 If a student is granted special examination facilities arising from conditions such as dyslexia, the use of a dictionary (English, foreign language or bilingual) may be considered where appropriate, but must be approved in advance, and the edition approved must not contain any technical data of potential use to the student. This approval must be agreed by Planning and Academic Administration.

#### **The Use of Dictionaries in Foreign Language Programmes**

- 10.11 Where the subject of a module or a programme of study is a foreign language, no special dictionary arrangements are available for non-native speakers of English.

#### **Treatment of a Student Found using Unapproved Dictionaries**

- 10.12 A student found using unapproved dictionary will be treated under the University procedures for [Academic Misconduct](#) in the following circumstances:
  - (i) a student is found to be using a dictionary in an examination where dictionaries are not permitted by the examination rubric, and special permission has not been granted to the student for the use of a translation dictionary;
  - (ii) a student is found to be using a dictionary other than that permitted by the rules of the examination, or found to be using a dictionary other than that permitted by special agreement of Planning and Academic Administration;

- (iii) a student is found to be using a dictionary containing annotations and concealed notes that may be used for cheating.

### **The Use of an Amanuensis**

- 10.13 A request for an amanuensis must be submitted to Planning and Academic Administration, who may approve it on a stand-alone or continuing basis.
- 10.14 The amanuensis must not have a personal connection to the student, other than as a regular amanuensis or carer.
- 10.15 The amanuensis must not prompt the student for choice of words, or otherwise indicate in any way a belief or opinion regarding the answer.
- 10.16 The amanuensis must not use short-hand writing and must record answers in the language in which the assessment has been set.
- 10.17 Dictionaries may not be used by the student or the amanuensis, except where approved by Planning and Academic Administration, due to special circumstances.

### **Examination resources**

- 10.18 A Board of Examiners may permit students to bring into the examination additional resources for some papers, as stipulated in the question paper rubric, including such additional resources as set texts, case studies, dictionaries and music scores.
- 10.19 Where a Board of Examiners permits students to bring into the examination additional resources, students must be informed in writing at least four weeks before the commencement of the examination period, that:
  - (i) the responsibility for bringing any materials stipulated as required for the examination is theirs, and
  - (ii) possession of unauthorised material, including non-authorised resources, in the examination, whether for intended use or not, constitutes an infringement which will be subject to penalty.
- 10.20 Where a dictionary is permitted for all students, this will apply to native and non-native speakers of English alike, and:
  - (i) will be in the language of assessment for all students;
  - (ii) will not preclude an application for a Translation Dictionary.
- 10.21 Where additional resources, including dictionaries, are permitted for all students, they will be subject to inspection by the staff of the Examinations Office and the invigilators before, or at any time during the course of the Examination.
- 10.22 It will be considered an infringement of regulations deliberately to introduce any materials other than those permitted into the examination room, and the following will be treated under the University procedures for [Academic Misconduct](#):
  - (i) bringing into the Examination additional resources are not stipulated in the rubric for the examination

- (ii) concealing notes and making annotations that may be used for cheating in permitted additional resources.

### **Security and data protection in examinations**

- 10.23 All electronic and paper copies of assessments or assessment materials must be kept securely stored at all times.
- 10.24 Any security failures, such as lost drafts, missing disks or other breaches in security, will require a new paper to be set.
- 10.25 In the administration of examinations, the University will adhere to University's *Data Protection Policy*.
- 10.26 Assessed work including all examinations, coursework, attendance records and feedback must be kept for six months after the meeting of the relevant Board of Examiners. Thereafter, it may be disposed of in line with the University Document Retention Strategy.
- 10.27 The University will not return personal data consisting of information recorded by students during an examination. "Examination" means an academic, professional or other examination used for determining the knowledge, intelligence, skill or ability of a student and may include an examination consisting of an assessment of the student's performance while undertaking work or any other activity. The exception is assessments submitted as designated course work.

### **Emergency requiring the evacuation of an examination room**

- 10.28 In the event that a disturbance to a timed examination lasts longer than 30 minutes, the examination will be considered abandoned.
- 10.29 Arrangements will be made for the setting of an alternative examination at a later date if this is judged appropriate by the Board of Examiners. The duration of the examination before the disturbance, and the level of the examination will influence the decision relating to such alternative arrangements. The timing of the alternative examination is to be agreed by the Board of Examiners after consultation with the Director of Planning and Academic Administration. Normally, the examination will be held at the next possible opportunity.
- 10.30 Any alternative examination will have the status of an assessment attempt for all the students recorded as present at the examination. The Board will consider students absent from the examination in the usual manner.
- 10.31 Students will be informed of the results of the examination, and may decline the offer of the alternative examination. In these circumstances, the marks awarded will be recorded as the confirmed mark. Otherwise, the marks obtained in the alternative examination will be confirmed, and the marks obtained from the abandoned examination cancelled.

## **Special arrangements for University examinations**

- 10.32 Special arrangements for an examination of a student with a disability or an injury may be permitted.
- 10.33 Special arrangements for an examination may be made as a standing arrangement or for a single, specified assessment.
- 10.34 An application, supported by evidence, must be made to Planning and Academic Administration two weeks in advance of an examination.
- 10.35 The following special arrangements are permitted:
- (i) the provision of additional time for the completion of a paper and/or for rest breaks;
  - (ii) reading, or having read to the student, the paper prior to the start of the examination and their answers read back to them;
  - (iii) the provision of special facilities, or an amanuensis, a computer or a tape recording machine;
  - (iv) varying the mode of the assessment.
- 10.36 A student who requests special arrangements must submit appropriate evidence, as set out in the University's Extenuating Circumstances Policy, in advance of any special arrangement being made.
- 10.37 There will be no retrospective consideration given for evidence submitted later, outside permitted extenuating circumstances requests.
- 10.38 The Registry may, in an emergency, make special arrangements in line with standard procedures for the examination.

## **11 Marking Arrangements**

### **Anonymous Marking**

- 11.1 All written examination scripts are to be marked anonymously.

### **Second Sample Marking and Double Marking**

- 11.2 All assessed work must be second marked in line with the procedures set out in the University's [Marking Procedures Guide](#), either by:
- (i) Second sample marking;
  - (ii) Double marking.
- 11.3 Double Marking, whereby every piece of assessment reviewed, is required in the following circumstances:
- (i) where a piece of work is undertaken only by a single student, such as independent study, dissertation, negotiated module assessment;

- (ii) where it is impossible to revisit the assessment that is not part of a sample performance and exhibition, or where a piece of work is taken only by a single student;
  - (iii) where, because of a requirement of an external regulatory body, the programme validation imposes Double marking and binds the Board of Examiners to adopt the practice as a policy decision;
  - (iv) where the Academic Board requires Double marking to take place;
  - (v) where the second sample marking for a unit of assessment indicates significant inconsistencies in the marking, systematic deviations from the marking criteria or inappropriate feedback to students.
- 11.4 In the case of a disagreement following double marking, between two double markers, and a resolution with the first marker and second sample marker is not possible, the Chair of the Board of Examiners will appoint a senior member of staff to review the work of the whole cohort and whose marks will be those reported to the Board of Examiners.
- 11.5 Except where Double Marking is required, the Second Sample Marker will, for each component of assessment, review a sample of (a) ten pieces of the submitted pieces of work, or (b) 20 per cent of the submitted work, whichever is the greater.

#### **Moderation**

- 11.6 Where there is more than one pair of first and second internal markers, all assessed work will be moderated by a third marker in line with the procedures set out in the University's [Marking Procedures Guide](#).
- 11.7 The second marker will, for each component of assessment review a sample of at least (a) five pieces of the submitted pieces of work, or (b) 10 per cent of the submitted work, whichever is the greater, and will include a sample of work from of all first markers.
- 11.8 Moderation may not be undertaken by Affiliate Examiners.
- 11.9 Where a moderator believes that marking has been applied inappropriately and a resolution with the first and second markers is not possible, the Chair of the Board of Examiners will appoint a senior member of staff, who will review the work of the whole cohort and whose marks will be those reported to the Board of Examiners.

#### **Marking illegible scripts**

- 11.10 An illegible script, either in its entirety or in part, is one that is not possible for an examiner to decipher in such a way that a fair assessment can be made.
- 11.11 At least three examiners must ascertain that they have failed to decipher the script before work is treated as illegible.
- 11.12 An indication of work deemed to be illegible should be made on the script.
- 11.13 No marks shall be given or deducted for work deemed illegible.

11.14 If, as a result of decisions on illegibility, a piece of work does not attract sufficient marks to pass, the work will be treated in line with the University's reassessment regulations.

#### **Late Submission of Assessed Work**

11.15 A student must fulfil all the assessment requirements of the programme by such dates as may be prescribed.

11.16 In the case of late submission of course work for a component of assessment without an approved extenuating circumstance (including when the course work is graded on a pass/fail basis and it is possible to give a numerical mark), the work will be penalised.

11.17 The penalty to be applied by all programmes, will be 5% (of the eligible marks) per day, for up to 7 days, after which a mark of 0 will be recorded, unless,

EITHER:

(i) a special regulation has been approved by Academic Board

OR

(ii) the course work is graded on a pass/fail basis and it is not possible to give a numerical mark, in which case the late submission of work without an approved extenuating circumstance will be recorded as a fail.

11.18 Where a request is made for a Special Regulation:

(i) this will normally be as a result of professional body or employer expectations;

11.19 The application of any penalties will be made after the work has been first and second marked to ensure the transparency of the process.

11.20 All work that is penalised because of late submission will be subject to the normal reassessment regulations.

11.21 Where the penalty is applied to a reassessment it will be applied to the marked assessment before the cap of the pass mark is applied.

#### **Plagiarism**

11.22 The University prohibits plagiarism, as defined in the University's *Policy on Plagiarism*.

11.23 Accusations of plagiarism will be investigated and dealt with under the procedures that are set out in the University's *Policy on Plagiarism*, which must be applied in full.

11.24 The findings of plagiarism investigations are binding on relevant Boards of Examiners.

#### **Module Feedback**

11.25 Formal feedback on assessed work must be provided to students in line with the University's agreed procedures as set out in the University's *Timely Feedback Policy*.

- 11.26 Feedback must be provided in line with the University's [Marking Procedures Guide](#).
- 11.27 The first internal examiner for a module is responsible for feedback to students. The second internal examiner and any internal moderator will not be responsible for providing feedback to students.

## 12 Recognition of Prior Learning

- 12.1 Recognition of Prior Learning [RPL] may take one of three forms:
- (i) Advanced Standing, defined as the use of a prior certificated award to gain entry to a programme at a level or stage of study later than the normal entry point;
  - (ii) Recognition of Prior Certificated Learning [RPCL], defined as the use of prior certificated credits to gain exemption from specific module(s) within a University programme of study;
  - (iii) Recognition of Prior Experiential Learning [RPEL].
- 12.2 Decisions regarding RPL are a matter of academic judgement.
- 12.3 RPL can only be awarded on the basis of original documentation, and excludes the submission of copies.

### Advanced Standing

- 12.4 An applicant may enter a programme with advanced standing, where:
- (i) they hold an appropriate award at the level of advanced standing, from a UK institution with degree-awarding powers;
- OR
- (ii) they hold an appropriate award at the level of advanced standing, from an international institution with equivalent standing;
- OR
- (iii) they hold an award from a UK awarding organisation or professional body;
- AND
- (iv) appropriate mapping has taken place to ensure that the award enables the student to demonstrate that they have met the Intended Learning Outcomes at the point of entry.
- 12.5 Achievement used for Advanced Standing must have occurred during the previous five years, except where it is being used for an Apprenticeship. The five-year period is from the date that the award was made.
- 12.6 The limit for Advanced Standing is as follows:
- (i) Advanced Standing is excluded from a Level 4 award;
  - (ii) the maximum limit for Advanced Standing for a Level 5 award is an award of 120 credits;

- (iii) the maximum limit for an undergraduate degree is an award of 240 credits;
  - (iv) Advanced Standing is excluded from a Graduate Certificate;
  - (v) the maximum limit for Advanced Standing for a Graduate Diploma is an award of 60 credits;
  - (vi) Advanced Standing is excluded from a PGCert;
  - (vii) the maximum limit for Advanced Standing for a PgDip is an award of 60 credits;
  - (viii) the maximum limit for Advanced Standing for a Master's Degree is an award of 120 credits.
- 12.7 If the award is a recognised UK University qualification, the mapping for Advanced Standing needs to confirm only that appropriate subject matter has been covered.
- 12.8 If the award is from an international institution or a non-UK University awarding body, the mapping for Advanced Standing must demonstrate that the Intended Learning Outcomes of the stage of the programme for which Advanced Standing is being sought, are met in full, at the appropriate level.
- 12.9 Where a non-UK University award has a standard or prescribed content, the University may approve a standard mapping arrangement, as part of the programme specification, rather than mapping each individual application.
- 12.10 No University credit will be awarded for Advanced Standing.
- 12.11 No marks from the imported award will be used by the University for the classification of any award.
- 12.12 Where Advanced Standing forms part of an Articulation Agreement, there must be mapping of the intended learning outcomes of the imported award and the University award.

### **Recognition of Prior Certificated Learning**

- 12.13 A student may apply to import credit, taken at a higher education institution, into a University award for which they are registered, in the following circumstances:
- (i) RPCL is not excluded from the Award by Special Regulations
  - (ii) the RPCL is at the stage at which the student enters the programme, unless specified otherwise in Special Regulations;
  - (iii) RPCL does not exceed 50 per cent of an award, including any exit award, or any percentage set out in Special Regulations;
  - (iv) the RPCL is at the level of the module for which it is being substituted;
  - (v) the credit appropriate mapping has taken place to ensure that the award enables the student to demonstrate that they have met the Intended Learning Outcomes of the module for which it is being substituted.

- 12.14 Achievement used for RPCL must have occurred during the previous five years, except where it is being used for an Apprenticeship. The five-year period is from the date that the award was made.
- 12.15 A student who has already entered a programme with Advanced Standing cannot be awarded RPCL if collectively the Advanced Standing and RPCL exceeds 50 per cent of the Award.
- 12.16 The mapping for RPCL must demonstrate that the learning outcomes of the module against which RPCL is sought, are met in full, at the appropriate level. This mapping must be approved by the Board of Examiners.
- 12.17 The mark from the imported credit by RPCL cannot be used unless specified in Special Regulations.
- 12.18 RPCL does not result in the award of credits by the University, unless a Special Regulation that allows credit to be awarded has been approved.
- 12.19 The same credit or award can be used only once. This does not prevent an award which comprises RPCL being used for future Advanced Standing on one occasion.
- 12.20 Where RPCL is used, marks or grades are not used for the classification of student performance, except where Special Regulations have been agreed by the Academic Board.

#### **Award of credit through the Recognition of Prior Experiential Learning**

- 12.21 A student may apply to demonstrate achievement for a University award for which they are registered, in the following circumstances:
- (i) RPEL is not excluded from the Award by Special Regulations;
  - (ii) RPEL does not exceed 50 per cent of an award, including any exit award, or any percentage set out in Special Regulations.
- 12.22 RPEL is awarded on the basis of learning acquired through reflecting on experience.
- 12.23 A student will be allowed to demonstrate achievement by RPEL, unless RPEL is excluded by Special Regulations from an Award.
- 12.24 Where a student has Advanced Standing and/or exemption through RPCL, RPEL cannot be awarded where collectively the Advanced Standing and/or RPCL and RPEL exceeds 50 per cent of the Award, unless a Special Regulation that raises the limit for RPEL has been approved.
- 12.25 The achievement used for RPEL must have occurred during the previous five years, except where it is being used for an Apprenticeship.
- 12.26 In order to be awarded credit through RPEL, a student must submit a Portfolio that demonstrates that they have met the Intended Learning Outcomes of that part of a programme, at the appropriate level.
- 12.27 The Portfolio must include:

- (i) a statement of the Intended Learning Outcomes, from which the student is seeking exemption;
- (ii) the student's written reflection and evaluation of evidence being produced to support the claim for RPEL;
- (iii) the evidence needed to substantiate a claim for the recognition of experiential learning.

12.28 The evidence produced to support a claim for RPEL may include some or all of the following:

- (i) a Curriculum Vitae;
- (ii) testimonials;
- (iii) evidence of achievement from the work-place, volunteering and similar activities, such as reports and presentations;
- (iv) evidence of certificated learning that is (a) at a lower academic level than at the one for which exemption is being sought, or (b) that is at the appropriate level but that five years has elapsed since the award was made.

12.29 The University will award credit as the result of the successful RPEL.

12.30 The credit for RPEL is awarded by the University on the recommendation of the Board of Examiners.

## 13 Assessment and Reassessment

### Definitions regarding Assessment and Reassessment

- 13.1 Where a component of assessment is not passed and a student is eligible for reassessment, the student will be recorded as "referred" in that **component of assessment**.
- 13.2 Where a student has not passed a module, either because the pass mark has not been reached or because there are Special Regulations that require the student to pass all components of assessment and one or more components of assessment have not been passed, and the student has not yet exhausted all opportunities for reassessment, the student will be recorded as "referred" in a **module**.
- 13.3 Where the Board of Examiners approves a delay in the completion of the first assessment attempt of a component of assessment as a result of extenuating circumstances or as the result of an approved delay to placement, a student will be recorded as "deferred" in that component of assessment.

### Assessment

- 13.4 Each module will be assessed by one or more components of assessment.
- 13.5 Where there is more than one component of assessment, the weighting of each component of assessment will be set out in the module descriptor.

- 13.6 Except where a module is graded pass/fail, a module mark will be calculated using the weighting specified in the module descriptor.
- 13.7 Where the student achieves a pass mark or higher for a module but not all components of assessment have been passed, the student will be deemed to have passed the module at that mark, unless Special Regulations determine that all components of assessment must be passed.

#### **Formal Examinations and Assessment where Attendance is Required**

- 13.8 Where attendance at examinations and assessments associated with the approved programme of study is required, and any candidate who fails to be present for such an examination or assessment at the time and place published by Planning & Academic Administration, Placement or Work-based Learning Setting, or Partner Institution, will be deemed to have failed in that part of the examination, unless they have approved extenuating circumstances, as set out in the University's [Extenuating Circumstances](#) policy.
- 13.9 All students are required to undertake examinations at the location so appointed.
- 13.10 Only those authorized by the University to do so may enter an examination room.

#### **Reassessment for undergraduate students, including Integrated Master's Degrees**

- 13.11 A student may not be reassessed in passed credit.
- 13.12 Where a component of assessment has not been passed, either because the module pass mark has not been achieved, or because all components of assessment must be passed, a student has a right to a first reassessment opportunity in all referred components of assessment, except where the regulations in 13.45 apply.
- 13.13 Where a component of assessment has not been passed after the first opportunity for reassessment, a student has a right to a second reassessment opportunity in all referred components of assessment, only where:
- (i) the student has submitted an assessment in the previous assessment period;  
AND
  - (ii) the regulations in 13.45 do not apply.
- 13.14 A student who requires reassessment must be reassessed in the closest formal reassessment period available to them.
- 13.15 A student who, on the first assessment attempt, fails more than 60 credits, is required to undertake reassessment with attendance in the subsequent academic period.
- 13.16 Where a student achieves a pass mark but Special Regulations determine that all components of assessment must be passed, and a student does not pass all components of assessment, the student will be required to take reassessment of

those components of assessment that have not been passed in order to pass the module.

- 13.17 Where a student passes one or more components of assessment but does not pass the module, the student will be allowed reassessment only in the referred component(s) of assessment.
- 13.18 Where a student takes and does not pass a component of assessment in which the student has previously been “referred”, the mark recorded and used by the Board of Examiners shall be the highest mark obtained by the student in the component of assessment.
- 13.19 Where, following reassessment, a student passes one or more components of assessment, the mark for those component(s) of assessment will be capped at the pass mark.
- 13.20 Where a student passes a “referred” module following reassessment, the marks used to calculate the module mark will be the mark of the reassessed component (capped at the pass mark) and the original mark for any components passed at the first assessment attempt.
- 13.21 A student who is referred in the first reassessment before the next academic year and who does not qualify to progress under compensation or trail and progress will be recommended to undertake reassessment with attendance in the next academic year.
- 13.22 A student who has not passed a stage will not be allowed to progress to the next stage of their programme, unless compensation is applied or the student has been allowed to trail and progress.

### **Reassessment for postgraduate students**

The regulations in paragraph 13.23-13.27 relating to reassessment apply to:

- all students who are registered on a Level 7 award, other than an Integrated Master’s Degree, prior to September 2019.

- 13.23 The Board of Examiners will normally offer each referred student a single opportunity to make good the relevant component of assessment.
- 13.24 A student who in the view of the Board of Examiners fails the reassessment will be recorded as having “failed” the module.
- 13.25 Where a student takes and fails an assessment which that student has previously failed, the mark recorded and used by the Board of Examiners shall be the highest mark obtained by the student in the assessment.
- 13.26 A student who has failed a module will not be allowed to progress to the next stage of his or her programme and will be recorded as having failed the stage.
- 13.27 A student does not have the right to reassessment. The Board of Examiners may refuse a referred student an opportunity to make good a failed module assessment,

but there must be full discussion of the reason why such an opportunity is being withheld, to which discussion the External Examiner must be party, and the reasons why the assessment opportunity is being refused must be recorded in full in the minutes of the Board of Examiners.

### **Capping of marks following reassessment**

The regulations in paragraph 13.28 relating to the capping of components of assessment apply to all students excepting:

- students who are registered on a Level 7 award, other than an Integrated Master's Degree, prior to September 2019;
- students who are registered on the Doctorate of Education.

13.28 For students at Levels 0, 4, 5, 6 and for the Integrated Master's Degree at Level 7, where a student passes a "referred" module following reassessment, the marks used to calculate the module mark will be the capped mark of the reassessed components and the original mark for any components passed at the first assessment attempt.

The regulations in paragraph 13.29-13.30 relating to the capping of components of assessment applies to:

- students who are registered on a Level 7 award, other than an Integrated Master's Degree prior to September 2019.

13.29 For students at Level 7, except for the Integrated Master's Degree, where a student passes a "referred" module following reassessment, the mark for the module will be capped at the pass mark of 50%, unless the module assessment strategy requires that all components of assessment must be passed.

13.30 Where the module assessment strategy requires that all components of assessment must be passed:

- (i) if the student does not achieve an average mark of 50% at the first assessment, the module will be capped at 50%;
- (ii) if the student does achieve an average mark of 50% at the first assessment, but does not pass all components of assessment, the marks used to calculate the module mark will be the capped mark of the reassessed components and the original mark for any components passed at the first assessment attempt.

### **Repeats for postgraduate students**

The regulations in paragraph 13.31-13.37 relating to repeats apply to:

- all students who are registered on a Level 7 award, other than an Integrated Master's Degree, prior to September 2019.

- 13.31 The Board of Examiners may offer a postgraduate student who has failed the stage of a programme, the opportunity to make good the stage by repeating that stage. This offer is subject to confirmation by the University that a place is available to the student and that the student concerned is eligible to take up the place, and is not barred from doing so by visa requirements in the case of international students, or for other reasons identified by the University. Where the offer is made to repeat the year, the Board of Examiners will record this as “recommended”.
- 13.32 A student who successfully passes a repeat module at the first attempt will be awarded the grade or mark that he or she has earned.
- 13.33 A student who fails a repeat module at the first attempt may be referred in that module and allowed a reassessment, which if successful will be recorded at the pass mark.
- 13.34 A student will be allowed by the Board of Examiners to repeat a stage on one occasion only.
- 13.35 Subject to professional requirements, there is no limit on a number of stages that may be repeated.
- 13.36 A student does not have a right to repeat a stage. The Board of Examiners may refuse a referred student an opportunity to make good a failed stage, but there must be full discussion of the reason why such an opportunity is being withheld, to which discussion the External Examiner must be party, and the reasons why the repeat opportunity is being refused must be recorded in full in the minutes of the Board of Examiners. Grounds for refusal may include availability of places and/or the availability of placement opportunities.
- 13.37 A student who has been refused a repeat of a stage by a Board of Examiners may request an appeal in line with the University’s [Academic and Fitness to Practise Appeals](#) Procedure.

#### **Form of reassessment**

- 13.38 A student is entitled to submit the same piece of work in an improved form as a form of reassessment rather than having to undertake a new piece of work, except where:
- (i) The reassessment is in a form of a formal examination;
  - (ii) The form of reassessment is incapable of resubmission such as laboratory work or group presentations;
  - (iii) There are special regulations.
- 13.39 Where a student is not entitled to submit the same piece of work in an improved form this must be made clear to the student in the student handbook.
- 13.40 Where the submission of the same piece of work in an improved form is excluded, students will be permitted to be reassessed by a different form than undertaken for the original assessment as set in the definitive programme document.

### **Reassessment of placements**

- 13.41 A student will only be allowed to have a maximum of two attendances at a placement.
- 13.42 A student will only be allowed to attend a placement for the purposes of reassessment, if they need to do so in order to undertake the reassessment.
- 13.43 Where a student is required to attend a placement in order to undertake a reassessment, reassessment can only be offered where suitable placement opportunities are available.
- 13.44 Where a student is required to attend a placement for the purposes of reassessment, they will be able to do so on one occasion only.
- 13.45 Where a placement is only able to offer a single summative assessment of the required practice competencies, a student will be limited to one reassessment opportunity in the subsequent placement attendance.
- 13.46 Where a placement is able to offer more than one summative assessment of the required practice competencies, the standard two reassessment opportunities will apply.
- (i) The first reassessment opportunity will take place within the first placement and the second reassessment opportunity will take place in the second placement attendance.
  - (ii) A student will only be able to be assessed summatively in the required practice competencies twice in a single placement attendance and three times in total (one assessment and two reassessment opportunities).

### **Extenuating Circumstances**

- 13.47 The University recognises the need to make allowance for extenuating circumstances that affect a student's ability to perform in assessment.
- 13.48 Decisions relating to extenuating circumstances will be determined following the procedures that are set out in the University's [\*Extenuating Circumstances\*](#) Policy, which must be applied in full.

### **Cases where coursework exceeds the prescribed length**

- 13.49 Where a dissertation or other coursework exceeds the prescribed length by more than 10% (or by any amount where precision is required due to the nature of assessment e.g. writing in a set poetic form) a penalty reduction in marks of 10% (of the eligible marks) will be applied, except where alternative requirements are set out in Special Regulations.

## 14 Arrangements for Module Assessment

### The Module Boards of Examiners

#### 14.1 The Module Board of Examiners will:

- (i) consider the performance of students on modules;
- (ii) confirm the marks achieved by students on modules;
- (iii) award credit for the achievement of students on modules;
- (iv) award credit for prior experiential learning;
- (v) take account of the decisions made by Extenuating Circumstances Request panels;
- (vi) take account of the agreed outcomes of investigations into cases of plagiarism or academic misconduct;
- (vii) apply the Scaling of Marks policy in exceptional cases and in line with the procedures set out in the University's regulations;
- (viii) assure the appropriate standards for the modules;
- (ix) ensure that the assessment process at a module level is operated in a fair and reliable manner making use of agreed assessment criteria and in line with the University's Regulations and Assessment Procedures;
- (x) where appropriate, to nominate students for prizes and awards and to report them to the relevant Progression and Award Board. All Board of Examiners will operate in line with the University's [\*Procedures for the Operation of Boards of Examiners\*](#).

#### 14.2 For each student, the Module Board of Examiners will recommend to the Academic Board that:

- (i) a student can be awarded credit and a grade for a module;
- OR
- (ii) a student should be referred in a module;
- OR
- (iii) a student should be deferred in a module.

### Scaling of Marks

#### 14.3 The Board of Examiners may permit the scaling of marks by the Board of Examiners as a tool to rectify a significant error in the assessment process.

#### 14.4 The scaling of marks should only be considered where there is significant error in the assessment process, which is clearly identified, which would mean that the assessment type or delivery was flawed, and when all other means to rectify the problem have been explored and discounted.

- 14.5 Scaling can take place in either direction but when scaling down, the student will be offered the opportunity to accept the scaled mark or to be reassessed in the assessment which will be treated as a first assessment attempt. A student must be informed of their pre- and post-scale mark before they make their decision.
- 14.6 The scaling of marks must apply to all students undertaking the assessment on the same occasion.
- 14.7 The scaling of marks must always maintain the ranked position of each student within a specific assessment. Norm-referencing is not permitted as a means of marking assessment.
- 14.8 Prior to the scaling of marks by Boards of Examiners, the method that is intended to be employed must be agreed by the relevant Chair of the Board of Examiners and the External Examiner(s), and approved for use by the Senior Pro Vice-Chancellor (Education, Enhancement and Student Experience) prior to application.
- 14.9 The application to the Senior Pro Vice-Chancellor (Education, Enhancement and Student Experience) must set out the methodology to be applied, supported by an impact analysis. This should take place at the earliest possible opportunity to ensure consistency and allow monitoring of use and decision making.
- 14.10 Scaling must not advantage or disadvantage a subset of students. Any scaling function applied to a set of marks must, not be used in a way that reverses the rank order of any pair of students. The definition of any scaling function used must encompass the full range of raw marks from 0 to 100% for example, 'Add 3 marks to all students' or 'multiply all marks by a factor of 0.75'. It would not be acceptable to partially scale, for example, 'add three marks to all fails'. Scaling must apply to all students undertaking the same assessment at the same time.
- 14.11 The use of scaling must be made transparent to students. The details must be recorded in the Board of Examiner minutes and students fully informed.
- 14.12 Scaling can be applied to any work, not just an examination, where there has been a flaw in the assessment process.
- 14.13 Examples of where scaling might be applied are as follows:
- (i) a misprinted examination paper;
  - (ii) an incorrect formula in an examination paper;
  - (iii) in a practical examination, an instrumental malfunction not obvious at the time of the examination;
  - (iv) a mistake in an examination paper;
  - (v) the incorrect length of time given to complete an examination.
- 14.14 The approaches used to scale the marks should be discussed at the Board of Examiners, clearly documented in the Board of Examiner minutes and students fully informed of its use.

### **Pass Mark for Modules**

- 14.15 The pass mark for a module at Levels 0, 4, 5 and 6 is 40%.
- 14.16 The pass mark for a module at Level 7 is 50%.
- 14.17 The pass mark for a module at Level 8 is 50%.

### **Determination of Module Marks**

- 14.18 A module mark is determined by calculating the weighted average of the marks of each component of assessment, except where a component of assessment is graded pass/fail.
- 14.19 Where a component of assessment is graded pass/fail, the method for determining the module mark will be set out in Special Regulations.

### **Rounding of Marks for Modules**

- 14.20 Rounding at Levels 0, 4, 5, 6 and for the Integrated Master's Awards at Level 7 is applied as follows:
  - (i) For the purposes of determining whether a module has been passed, a module mark is rounded.
  - (ii) For the purpose of determining the classification of an award, module marks are not rounded.
- 14.21 Rounding at Level 7, except for the Integrated Master's Award, is applied as follows:
  - (i) For the purposes of determining whether a module has been passed and for the purpose of determining the classification of an award, a module mark is rounded.

### **Classification of Modules**

- 14.22 Modules at Levels 0, 4, 5 and 6 are not classified.
- 14.23 Modules at Level 7, except for the Integrated Master's Degree, are classified prior to the determination of the overall class of the award.
- 14.24 Where a student passes the module and:
  - (i) the final average mark is 70%-100% the award of Distinction will be made;
  - (ii) the final average mark is 60%-69%, the award of Merit will be made;

## **15 Arrangements for Progression and Award**

### **The Progression and Award Boards of Examiners**

- 15.1 The Progression and Award Board of Examiners will:

- (i) consider the overall profile of marks for each student and recommend students for awards or make recommendations for a course of action in the case of failure;
- (ii) make recommendations about students, not in their final year, with regard to progression or make recommendations for a course of action in the case of a student not being eligible to progress to the next level;
- (iii) confirm arrangements regarding the timing of reassessment where required;
- (iv) award credit to students on modules passed by compensation;
- (v) ensure that the assessment process at a programme level is operated in a fair and reliable manner making use of agreed degree classification criteria and in line with the University's Regulations and assessment procedures;
- (vi) assure the appropriate standards for the awards;
- (vii) consider any issues relating to the delivery of modules in the context of the programme(s) as reported from Module Boards;
- (viii) where appropriate, to recommend student awards and prizes for programmes, taking in to account any recommendations made by the Module Boards.

#### **Recommendations open to a Progression and Award Board of Examiners**

15.2 For each student, the Progression and Award Board of Examiners will recommend to the Academic Board that:

- (i) an award be made on the completion of the student's programme;
- OR
- (ii) an award be made and a recommendation be made to an external body for professional accreditation or licence to practice;
- OR
- (iii) the student be permitted to proceed to the next stage of the programme for which the student is registered;
- OR
- (iv) where the student has not passed the award or stage, the student be permitted to take reassessments as specified by the Board of Examiners in compliance with the Regulations on assessments and reassessments;
- OR
- (v) where a student has not passed the award or stage but is eligible for trail and progress, a student may progress to a subsequent level or stage and undertake reassessment at the next possible opportunity, which is the next assessment or reassessment period;

OR

(vi) the student be permitted to proceed to an appropriate stage of a different programme as specified by the Board of Examiners;

OR

(vii) the student be awarded an alternative award prescribed within the relevant Special Regulations for the programme, with or without further assessment;

OR

(viii) the student withdraws from the programme with the award of any credit gained.

15.3 In the case of a taught postgraduate programme only, recommend that an award be made subject to certain minor corrections carried out to the satisfaction of the internal examiners to a dissertation or thesis within three months of the official notification to the student of the recommendations of the examiners.

### **Progression**

15.4 Student progression from one Level to the next or from one Stage to the next must be approved by Academic Board on the recommendation of a Progression and Award Board of Examiners.

15.5 If a student has not met the requirements to progress to the next Level or Stage of a programme, the Progression and Award Board of Examiners has no discretion to recommend to Academic Board that a student is allowed to progress other than where a recommendation is made notwithstanding the Regulations.

15.6 A student who has not passed a module having exhausted all reassessment opportunities, will be recorded as having "failed" the module.

15.7 A student who has not passed a Level or Stage and has exhausted all reassessment opportunities, will be recorded as having "failed" the Level or Stage.

### **Compensation**

The regulations in paragraphs 15.8 – 15.14 relating to compensation apply to all students except those:

- where there is a Special Regulation that excludes Compensation from a Programme of Study;
- who are registered on a University Certificate;
- who are registered on a University Diploma;
- who are registered on a Graduate Certificate;
- who are registered on programmes at Level 7;
- who are registered on programmes at Level 8.

- 15.8 A student studying for an undergraduate award may have compensation for a maximum of 20 credits at each level, except where compensation is excluded by Special Regulations.
- 15.9 A Board of Examiners will apply compensation and permit a student to progress to the next level or gain an award if the student has:
- (i) Passed modules to the value of at least 100 credits AND
  - (ii) Obtained a mark of at least 30% in any referred module AND
  - (iii) Obtained an average mark of at least 40% for all 120 credits studied.
- 15.10 The mark for a compensated module on a transcript will be recorded at the achieved mark and denoted as a Compensated Pass (i.e. CP). A student who has been compensated for a module with a mark of 32, would have the mark listed on their transcript as 32CP.
- 15.11 Compensation is to be applied at the first possible opportunity.
- 15.12 A student will be awarded the credits for a compensated module.
- 15.13 If compensation is applied, no reassessment opportunity will be granted for the failed module(s).
- 15.14 Where modules that are classified as 'pass/fail only' are included in a classified award, the arrangements for classification will be set out in the Special Regulations, which in the case of awards at Level 5 and Level 6 must demonstrate how compensation will be applied.

### **Trail and Progress**

The regulations in paragraphs 15.15 – 15.21 relating to Trail and Progress:

- apply only to Levels 4 and 5;
- do not apply to Foundation Years.

- 15.15 In order to progress from one level of an award to the subsequent level of the award, a student must pass all the modules that comprise the level of award at which they are studying, unless one of the exceptions set out in 15.16, 15.17 and 15.20 applies.
- 15.16 A student on a Level 4 programme that comprises the first stage of an award at Level 5 of 240 credits, or the first stage of an award at Level 6 of 360 credits may trail and progress to Level 5 of the programme where:
- EITHER
- (i) the student has passed 100 credits and is deferred or referred in 20 credits but has not yet had the opportunity to exhaust all reassessment opportunities for the credits because either (a) the first reassessment opportunity has been taken but not passed or (b) there are extenuating circumstances that have prevented the first assessment/reassessment opportunity from being taken;

OR

- (ii) the student has passed 80 credits, is deferred or referred in up to 40 credits, has achieved an average mark of 30% in each of the modules comprising the 40 credits but has not yet had the opportunity to exhaust all reassessment opportunities for the credits because either (a) the first reassessment opportunity has been taken but not passed or (b) there are extenuating circumstances that have prevented the first assessment/reassessment opportunity from being taken;

AND

- (iii) the course of action in respect to either 15.16(i) or 15.16(ii) is not prohibited by a Special Regulation.

15.17 A student permitted to trail and progress to Level 5, who does not pass the referred credit by the end of Level 5, but who passes 120 credits at Level 5, either directly or through compensation, will be permitted to progress to Level 6, where they will be eligible for an ordinary degree.

15.18 A student may not trail and progress into a placement year or a year abroad unless it forms a part of the named award for which they registered.

15.19 A student on a Bachelor's Degree may trail and progress from Level 5 to Level 6 (or the next stage of the programme where there is a placement year) of the programme where:

EITHER

- (i) the student has passed 220 credits and is deferred or referred in 20 credits, but has not yet had the opportunity to exhaust all reassessment opportunities for the credits as a result of extenuating circumstances;

OR

- (ii) the student has passed 200 credits, is deferred or referred in up to 40 credits, has achieved an average mark of 30% in each of the modules comprising the 40 credits, but has not yet had the opportunity to exhaust all reassessment opportunities for the referred credits as a result of extenuating circumstances;

AND

- (iii) the course of action in respect to either 15.19(i) or 15.19(ii) is not prohibited by a Special Regulation.

15.20 A student permitted to trail and progress to Level 6, who does not pass the referred credit by the end of Level 6, either directly or through compensation, will not be permitted to receive the target award at Level 6.

- (i) Where the student has not exhausted any reassessment opportunity, the student may undertake any outstanding reassessment opportunities.
- (ii) Where a student has exhausted the reassessment opportunities, the student will be required to withdraw and will be entitled to any award and/or credits that have been gained.

15.21 A Special Regulation will only be approved to exclude the rights of students, as set out in 15.16, 15.17 and 15.20 above, where there is clear evidence at validation that this is required to meet appropriate employer expectation or the requirements of Professional, Statutory and Regulatory Bodies.

## 16 Academic appeals

16.1 An academic appeal is defined as a request for a review of the decision-making of an academic or professional body (for example, a Board of Examiners, an Extenuating Circumstances Panel or a Panel established to investigate plagiarism or other academic misconduct) charged with making academic decisions on progression, assessment, extenuating circumstances, academic conduct or awards.

16.2 A student may not appeal against the academic or professional judgement of the examiners or panel members.

16.3 A student may appeal against a decision of an academic body other than a fitness to practise panel or professional suitability panel where specific, satisfactory evidence can be produced by a student that:

(i) a Board of Examiners could have recommended that the student, following failure, be permitted to take further assessments but did not so recommend without good cause;

AND/OR

(ii) written extenuating circumstances evidence was appropriately submitted but not properly considered in accordance with the procedures approved by Academic Board;

AND/OR

(iii) there had been a material administrative error that had not been properly remedied and had a detrimental impact;

AND/OR

(iv) the assessments had not been conducted in accordance with the current Regulation and Credit Framework for the Conferment of Awards, or with the Special Regulations for the programme;

(v) the student has valid and specific grounds for claiming that there is substantial independent written evidence, from a qualified professional, directly relevant to performance in assessment *and* that such evidence:

- shows the student performance to have been materially affected; AND
- is, for demonstrable reasons, of a sort which the student could not reasonably have been expected to submit at the appropriate time under the University's extenuating circumstances procedures; AND
- has not been previously received and reviewed by the university; AND

- relates to one or more assessment/s recent enough to have been considered when the Board of Examiners or other academic body last made a decision relating to the student.

16.4 A candidate may appeal against the decision of a fitness to practise panel or professional suitability panel where satisfactory evidence can be produced by a student that:

- (i) written extenuating circumstances evidence was appropriately submitted but not properly considered in accordance with the procedures approved by Academic Board;

AND/OR

- (ii) there had been a material administrative error that had not been remedied and had a detrimental impact.

16.5 The Academic Board will specify the arrangements, including the time limits, for appeals.