

LTC15D191

Title: *Revisions to the Regulations for Post-graduate Taught Programmes (Common Masters Framework)*
Author: David Stevens (SCI AD LT&Q)
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Issue

A revised set of Regulations for Postgraduate Taught Master's Programmes were presented at LTC on 22 June 2016. The revisions did not follow process set out in the resolution of the 11 May 2016 LTC. The ADTP took a decision on the number of level 7 credits in PGT programmes without consulting academic colleagues or the PGT regulations working group. This paper addresses the discussion that never took place.

Recommendation

University LTC are asked to recommend following the National Framework for Higher Education Qualifications and specifying that Taught Master's degrees comprise 180 credits with at least 150 at level 7 Postgraduate in the revisions to the regulations.

Resource Implications

No significant resource implications are associated with the revised regulations.

Risk Implications

No significant risk implications are associated with the revised regulations.

Equality and Diversity

The revised regulations are extremely unlikely to have any negative consequences for students with protected characteristics. The revised regulations are aimed at ensuring consistent treatment of students.

Timing of decisions

Approval by LTC will ensure that these new regulations come into force for the next academic year. Any students commencing a programme in 16/17 or completing in 17/18 will do so under the new Regulations.

Further Information

Feel free to contact David Stevens, ext. 2590, e-mail: D.Stevens@uea.ac.uk
See <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

Background

The QAA Frameworks for Higher Education Qualifications (FHEQ) of UK Degree-Awarding Bodies states that the requirement for a Taught Master's degree is 180 credits (150 at FHEQ level 7). SCI would like to have this flexibility for UEA Taught Master's Degrees, though at UEA this effectively means a minimum of 160 credits at level 7 due to the move to the eliminate 10 credit modules.

The minutes of LTC on 11 May resolved that:

“further discussion would take place on whether UG credits should or should not be permitted and a proposed outcome brought to the June LTC. The working group would take into account implications of potentially allowing a PGT student to be compensated in a module at a lower threshold than students on a UG course.”

There were no discussions with academic colleagues and there were no further meetings of the working group. The ADTP delivered a set of regulations with no further academic input.

Discussion

Learning in the sciences is more cumulative than many other disciplines (see, for example, QAA subject benchmarks). That is, each new skill needs to be built on an extremely solid foundation laid at earlier levels. At levels 6 and 7 modules are often very specialised. Different universities have different areas of high-level expertise and QAA subject benchmarks are not too prescriptive at higher levels.

Having the flexibility of a level 6 option in our PGT programmes will increase the pool of acceptable applicants. Students who have studied to level 6 at other institutions, with other specialisms, are sometimes not suitably equipped for our programs and can struggle due to a lack of appropriate background knowledge. This is particularly the case for international PGT students arriving from other educational cultures who may benefit from an opportunity to take level 6 teaching that differs in subject content, mode of delivery and learning from what they have experienced in their home institution. Allowing a level 6 option will also allow the acquisition of specialist and appropriate knowledge that is otherwise unavailable within our Master's programmes. Finally, it will allow for more efficient teaching, particularly for Schools where student numbers are under pressure. Many quality English universities use this facility (for example, Bath, Bristol, Exeter, King's College London, Lancaster, Leeds, Liverpool, Manchester, Newcastle, Sheffield, Surrey, Sussex, UCL, Warwick, York).

The ADTP set out the following reasons (in italic) for Master's awards only containing level modules. Responses from SCI follow each point (standard font).

1. *FHEQ does not constrain continuance of current practice - The University is not required to adhere to the FHEQ and are free to place our own requirements in this area – the FHEQ allows HEIs to be flexible with regard to level 6 credits, but does make this a requirement. Maintaining existing practice would not, therefore, pose any risk in terms of our overall adherence to QAA frameworks.*

We follow the FHEQ and allow level 4 modules to be taken at level 5 and level 5 modules to be taken at level 6. It seems perverse and inconsistent to not follow this practice at level 7. That we are not required to adhere to the FHEQ is not a pedagogical argument to reject this aspect of the FHEQ.

2. *Dilution of Master's levelness - Allowing PGT students to incorporate level 6 modules into Master's level awards would arguably dilute the quality and value of the award and the Master's 'brand'.*

We already award Integrated Master's degrees with only 120 credits at level 7. The proposal allows for a minimum of 150 credits at level 7, substantially greater than the Integrated Master's MSci award. Many quality institutions with stronger brands that sit above UEA in University league tables allow level 6 teaching during Master's study. It could be argued that it highlights the strength of the undergraduate brand and the responsive nature of the institution to individual needs.

3. *Co-teaching masters and undergraduate students on UG modules – implications for timetabling: target setting and the associated room bookings; UG modules clashing with PGT modules – increases restrictions on when teaching events take place.*

Whatever the outcome mixed teaching will occur (as it currently does under the co-teaching policy reviewed at the last LTC). Allowing 20 credits of level 6 study at Masters level will make this more transparent and reduce complexity with room bookings and timetabling of teaching events and examinations. Reducing the need to deliver every aspect of an MSc course at level 7 may reduce some timetable and room booking congestion with fewer modules delivered overall.

4. *Assuming that BIM regulations would apply where a PGT student takes a UG module the pass mark would be 40% for the UG module and 50% for PGT modules. This is not accommodated in the current award rule on SITS; SITS cannot accommodate 2 different pass marks within the award rule and if this were the case all awards would have to be manually calculated which is labour intensive.*

BIM does allow two different pass marks within an award rule. Integrated Master's degrees have pass marks of 40% and 50%. In any case previous regulation changes have not resulted in manual calculations. The IT systems are there to support the academic process. Furthermore, the other proposed (and approved) revisions to the Common Masters Framework will require some reprogramming of SITS rules.

5. *Another possible scenario would be if PGT students taking UG modules had their pass mark set at 50% (same as for PGT modules); if this was the case then all UG modules open to PGT students may have to be set up in SITS with 'PGT route'. This could be very confusing for students and Boards of Examiners.*

It is consistent and straightforward to have the pass mark for a level 6 module the same for UG and PGT students if level 6 teaching is allowed. Alternatively, setting the pass mark for PGT students on a level 6 module as 50% is consistent with the principle of academic progression in level of understanding of the same material and learning outcome. If this requires creating parallel variant codes of the parent Level 6 module (for which a different pass mark would be implemented) this is no different to recent practice where visiting students were enrolled onto 'C' variants of parent UG modules, and recent practice where parallel level 7 and M-level code variants of the same module ran at the same time.

6. *Compensation – if we assume that if a PGT student takes a UG module then could not be compensated for this as under BIM regulations, and would have to pass it. However, would taking a level 6 module affect the overall level of compensation available to a PGT student as this is currently calculated with all taught modules being at level 7? Currently a PGT student has to achieve an overall aggregate of 50% in the taught component at level 7 to be eligible for compensation. If a student is taking a 20 credits at level 6, then we may wish to consider reducing the amount of compensation that they would be eligible for. This would increase the complexity of the award rules considerably.*

BIM does not stop compensation for level 6 modules any more than it stops compensation of the level 7 modules under its remit. A PGT student would still have to achieve an overall aggregate of 50% in the taught component to be eligible for compensation. There is no need to make the rules on compensation any more complex.

7. *Algorithms for Pass with Merit, and Pass with Distinction, would also be affected. Would only students taking all Level 7 modules be able to achieve a 'merit' or 'distinction'?*

No. There is no reason to change the algorithms if 20 credits at level 6 is allowed.

8. *Assessments and BoEs - UG and PGT Boards – timeframes and complexities would become increasingly complex and confusing.*

In SCI already we have undergraduate (Integrated Master's) students and postgraduate Taught Masters students taking the same modules. This causes no difficulties and will continue whatever the decision.

9. *10 credit modules - If we allow 30 credits at level 6 this may impact on University's position of decreasing number of 10 credit modules, we might have to increase these.*

Absolutely not! Due to the planned elimination of 10 credit modules this effectively means that there will be a minimum of 160 credits at level 7 in our PGT programmes. However the inconsistency that the ADTP points out is in BIM where 30 credits at level 5 are allowed at level 6!

10. Parity of practice - All Schools and Faculties would need to agree to offer UG modules to PGT students to provide parity.

This is simply not case. Current undergraduate profiles have varying amounts of mixed level teaching. The course profile should depend upon the needs and nature of the student cohort and the needs and nature of the course. In a similar vein some existing programmes (UG and PGT) offer no choice, some offer limited choice and some offer extensive choice. We do not force all programmes to have identical style profiles to provide parity.

11. The student experience - PGT and UG students are already co-taught on some modules; in these cases the PGT students are still regarded as such and have separate seminars/assessments. However, in the last couple of years some Faculties have moved away from co-teaching UG and PGT students together as it was unpopular with PGT students. Where it is thought that students' learning may benefit from attending some UG lectures then suggested that they sit in on these as agreed with the Module Organiser.

In SCI PGT and UG students will always be co-taught because of the pervasive nature of Integrated Master's programmes which share teaching at Level 7. Is there any evidence that the co-teaching is unpopular in SCI?

Title: *Revisions to the Regulations for Post-graduate Taught Programmes (Common Masters Framework)*
Author: Becky Fitt (LTS) and Adam Longcroft (ADTP)
Date: June 2016
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Version: Final version
Status: Open

Issue

Members of University LTC are asked to consider a revised set of Regulations pertaining to taught post-graduate programmes. An early draft of these regulations was shared with LTC members at its May 2016 meeting. A number of issues and revisions were flagged at this meeting which were subsequently addressed, as summarised in Appendix 1. A final version of the revised Regulations is now presented to LTC for formal approval.

Recommendation

University LTC is asked to consider for approval the attached revised regulations. If approved, these will be applied to all taught post-graduate programmes in future. There is a distinction, however, in terms of timing of application between f/t and p/t students.

Full-time: The revised regulations will apply to all new f/t students commencing/continuing in 2016/17

Part-time: Those p/t students who go to Final Boards in the next academic year (Sept 16 - Aug 17) will graduate under existing 2015/16 CMF regs.

Any students commencing a programme in 16/17 or completing in 17/18 will do so under the new Regulations.

Resource Implications

No significant resource implications are associated with the revised regulations.

Risk Implications

No significant risk implications are associated with the revised regulations.

Equality and Diversity

The revised regulations are extremely unlikely to have any negative consequences for students with protected characteristics. The revised regulations are aimed at ensuring consistent treatment of students.

Timing of decisions

Approval by LTC will ensure that these new regulations come into force for the next academic year. Any students commencing a programme in 16/17 or completing in 17/18 will do so under the new Regulations.

Background

The review of the Regulations for Taught Post-Graduate programmes forms part of the LTC 5-yearly cycle of Reviews of key regulations and policies. A working group, chaired by the ADTP, was set-up at the start of the 2015/16 academic year. This had cross-Faculty academic representation and representation from DOS, LTS and the UJEAS. The minutes of the meetings of the Working Group were shared with LTC members at the May 2016 meeting so are not reproduced herein.

Discussion.

Should PGT Masters Awards contain only Master's level Credit?

There remains one key area of debate – the issue of whether UEA's Masters regulations should adhere to the FHEQ, which is relatively permissive in allowing up to 30 credits of level 6 module credits in Master's level (level 7) awards, or continue with the practice established for the last 7 years in the CMF Regulations of requiring Master's awards to contain **ONLY** level 7 Master's level modules/credit.

The ADTP's view is that **current practice should continue** – i.e. Master's awards should require and contain only level 7 credit.

There are a number of reasons for this, which are set out below:

1. FHEQ does not constrain continuance of current practice - The University is not required to adhere to the FHEQ and are free to place our own requirements in this area – the FHEQ allows HEIs to be flexible with regard to level 6 credits, but does make this a requirement. Maintaining existing practice would not, therefore, pose any risk in terms of our overall adherence to QAA frameworks.
2. Dilution of Master's levelness - Allowing PGT students to incorporate level 6 modules into Master's level awards would arguably dilute the quality and value of the award and the Master's 'brand'.
3. Co-teaching masters and undergraduate students on UG modules – implications for timetabling: target setting and the associated room bookings; UG modules clashing with PGT modules – increases restrictions on when teaching events take place.
4. Assuming that BIM regulations would apply where a PGT student takes a UG module the pass mark would be 40% for the UG module and 50% for PGT modules. This is not accommodated in the current award rule on SITS; SITS cannot accommodate 2 different pass marks within the award rule and if this were the case all awards would have to be manually calculated which is labour intensive.
5. Another possible scenario would be if PGT students taking UG modules had their pass mark set at 50% (same as for PGT modules); if this was the case then all UG modules open to PGT students may have to be set up in SITS with 'PGT route'. This could be very confusing for students and Boards of Examiners.
6. Compensation – if we assume that if a PGT student takes a UG module then could not be compensated for this as under BIM regulations, and would have to pass it. However, would taking a level 6 module affect the overall level of compensation available to a PGT student as this is currently calculated with all taught modules being at level 7? Currently a PGT student has to achieve an overall aggregate of 50% in the taught component at level 7 to be eligible for compensation. If a student is taking a 20 credits at level 6, then we may wish to consider reducing the amount of compensation that they would be eligible for. This would increase the complexity of the award rules considerably.
7. Algorithms for Pass with Merit, and Pass with Distinction, would also be affected. Would only students taking all Level 7 modules be able to achieve a 'merit' or distinction'?
8. Assessments and BoEs - UG and PGT Boards – timeframes and complexities would become increasingly complex and confusing.
9. 10 credit modules - If we allow 30 credits at level 6 this may impact on University's position of decreasing number of 10 credit modules, we might have to increase these.
10. Parity of practice - All Schools and Faculties would need to agree to offer UG modules to PGT students to provide parity.

11. The student experience - PGT and UG students are already co-taught on some modules; in these cases the PGT students are still regarded as such and have separate seminars/assessments. However, in the last couple of years some Faculties have moved away from co-teaching UG and PGT students together as it was unpopular with PGT students. Where it is thought that students' learning may benefit from attending some UG lectures then suggested that they sit in on these as agreed with the Module Organiser.

Recommended:

University LTC is therefore asked to approve that existing requirements are maintained – i.e. that Master's awards should contain only Master's level (Level 7) credits.

Attachments

Issues addressed since an early draft of the revised Regulations were considered at May LTC is attached as **Appendix 1**

A copy of the revised PGT Regulations is attached as **Appendix 2**.

Appendix 1

Issues addressed following discussion of initial version of the PGT Regulations at May LTC 2016.

Section name	Sect	Consider	Discuss/check with	Questions	Comments
Scope of Regulations	1.2	Introduction to all students commencing/continuing in 2016/17	ADTP, CS, JS, PGT Coordinators, PG EDU Officer, ARM, students	How best to notify continuing students? How treat MRes students - separate regs?	With credit-only and part-time students having 5 yrs to complete would be inefficient to keep all current students on current regs. Unable to track. Those who go to Final Boards in next academic year (Sept 16 - Aug 17) will graduate under existing 15/16 CMF regs; any students commencing a programme in 16/17 or completing in 17/18 will do so under the new Regulations.
	1.3	PGDipClinEd/PG CertClinEd	LTS, Planning	No award code in SITS?	Speak to Andrew Watson.
	1.3	MRes removed, separate regs	ADTP, CS, JS, VE	PGR office involvement?	Vivienne Easson
Course requirements	3.3	#/level of credits	ADTP, CS, JS	If add in UG credits would have to be incorporated here.	
Duration of study	4.1	Expand info under timescales - inc no more than 5 years PT	ADTP, CS, JS	Check length of study wording on prog specs - is it clear re max time allowed?	
Module enrolment	5.5	Taking UG Level 6 modules	AD(SCI), ADTP, CS, JS	SCI would like to offer up to 30 credits at UG level. Pros and cons?	Timetabling masters students on UG modules - target setting, clashing etc.? Assessments and BoEs - UG and PGT Boards - timeframes. BIM regs apply to Masters students for UG modules? No compensation for UG modules? Student experience? 30 credits does not fit with the University's position of decreasing # of 10 credit modules, say 20 credits instead (divides into 180 credits for Masters)?

					Parity across faculties get a Masters in one with UG credits and not in another? Would all Schools need to agree to do?
Module enrolment	5.7	Variation to course profile		If add in UG credits would have to be incorporated here.	Would students be able to choose from UG modules if did not like options available at PGT? Possibility of students wanting to change from PG to UG modules?
Assessment	7.5	Boundaries	PGT Coordinators, CS, JS	Wording: Stage - replace with Taught component?	No progression required as such, however, required to achieve 50% in taught component overall to be eligible for compensation.
External Examiner	8.3.1	Point i) is 2 parts	PGT Coordinators, CS, JS	Should it be separate points and have iv) instead of iii)?	
Meetings of the BoEs	8.5	2nd para		Is STUDENT portal correct, or should it be UNIVERSITY Portal?	Plus, add 'project' after 'research'.
Provision of Assessment Information	8.6	Wording re what Boards receive and how marks will be presented?	PGT Coordinators, CS, JS		
Student Progress Meeting	9.1	Change wording to reflect PGT	PGT Coordinators, CS, JS		After 1st semester (equivalent) teaching block.
Student Progress Meeting	9.4 (a)	Aggregate mark		50.00% change to 50%	

Module Assessment Board	10.4	Refers to year Long Modules	PGT Coordinators	Currently Reg 10.6, last para, add in reference to student progress meeting?	
Module Assessment Board	10.5	Marks at minimum level within modules	PGT Coordinators	Current Reg 10.4 refers, is this used?	
Module Assessment Board	10.5.4	Student Progress Board and Visiting/Exchange students - remove	PGT Coordinators	Does this situation arise for PGT students? Keep or remove?	Not in current CMF regs.
Module Assessment Board	10.8	Other amendments	CS, JS	Add in outcome of disciplinary proceedings?	Appeals included. Re discipline, e.g., changing mark to 0 following plagiarism allegation being considered post-Board.
Intermediate Assessment Board	13.2	APL	CS, JS, PGT Coordinators	Make separate point?	
Intermediate Assessment Board	13.3	Re taught component aggregate		50.00% change to 50%	
Intermediate Assessment Board	13.4 (a) iii	Compensation - level at which offered - remove reference to 45%	CS, JS, PGT Coordinators	No threshold mark to be achieved to be considered for compensation - check how would work with PGT Coordinators.	There is reference to 45% in the current regulations - Boards can use (and do) their discretion to go below 45% re 13.5.2. 45% seen as 'automatic', below that then need to look more carefully at aggregate and whether it is in student's best interests overall.
Intermediate Assessment Board	13.4 (b) iii	Remove reference to 'fail' where permit compensation	CS, JS	Wording	
Discretion to permit compensation	13.5.2 (b)	Remove reference to 'fail'	CS, JS	Wording	
Discretion to permit compensation	13.5.2 (c)	Remove reference to 'fail'	CS, JS	Wording	
Failure to complete the taught component satisfactorily	13.5.3 (b)	Change order of words to read better		Also 50.00% change to 50%	

Failure to complete the taught component satisfactorily	13.5.4 (c)	Change wording on compensation in table	CS, JS	Wording	
Reassessment of taught component	14.1	Change wording	CS, JS	Wording	
Reassessment of taught component	14.6	Calculation of module marks following reassessment	PGT Coordinators, CS, JS	Any comments?	
Consideration of extenuating circumstances at the Reassessment Board	16.3.2 (a)	Remove reference to 'any other student'	PGT Coordinators	Clarify re 'delayed assessment'	
Satisfactory completion the taught component following reassessment	16.4		PGT Coordinators	Any comments?	
Discretion to permit compensation following reassessment	16.5.1	Remove reference to 'fail'	CS, JS	Wording	
The dissertation module	17.3	Make integers throughout			
Consideration of the award	17.4	Table - change wording re compensation	CS, JS	Wording	
Consideration of the award	17.4	3 x Tables	PGT Coordinators		

Common Masters Framework Regulations

1 SCOPE OF THESE REGULATIONS

- 1.1 These Regulations govern the assessment, progression and awards for students studying on programmes leading to Postgraduate Certificates, Postgraduate Diplomas and Masters degrees.
- 1.2 These Regulations govern all students who commence on taught FHEQ level 7 courses leading to Postgraduate Certificates, Postgraduate Diplomas and Masters degrees from the academic year 2016/17.
- 1.3 These regulations govern the awards of:
Master of Arts (MA), Master of Business Administration (MBA), Master of Clinical Education (MClinEd), Master of Fine Arts (MFA), Master of Laws (LLM), Master of Science (MSc), Master of Surgery (MS), the Postgraduate Diploma (PgDip), Postgraduate Diploma in Clinical Education (PgDipClinEd), the Postgraduate Certificate (PgCert), the Postgraduate Certificate in Education (PGCE) and the Postgraduate Certificate in Clinical Education (PgCertClinEd).
- 1.4 These Regulations apply to full-time and part-time postgraduate students. Where appropriate these regulations also apply to Visiting and Credit-Only students at postgraduate level.
- 1.5 Alterations to or concessions against these Regulations may be made only with the approval of the Learning and Teaching Committee of Senate, or by named persons with delegated powers to operate on behalf of the Committee.
- 1.6 These regulations do not cover Integrated Masters or Master of Research (MRes) courses.

2 GENERAL PRECONDITIONS TO AN AWARD

In order to qualify for an award of the University a student must:

- (a) satisfy the general entrance requirements of the University and any entrance requirements relevant to the course; and
- (b) satisfactorily complete a programme of study and assessment in accordance with these Regulations and any specific criteria set out in the relevant Programme Specification.

3 COURSE REQUIREMENTS

3.1 The University shall:

- (a) publish Programme Specifications specifying the content and requirements of each course including any course-specific requirements for assessment and completion;
- (b) publish Course Profiles specifying the modules to be taken, and options available, for each course;
- (c) publish Module Outlines specifying the content and assessment for each module.

- 3.2 Students may be awarded specific credit via Accredited Prior Learning, in accordance with the University's policy:

[http://www.uea.ac.uk/calendar/section3/regs\(gen\)/apl_apel-policy](http://www.uea.ac.uk/calendar/section3/regs(gen)/apl_apel-policy)

- 3.3 Courses shall consist of:
- (a) 60 FHEQ level 7 credits for a Postgraduate Certificate
 - (b) 90 FHEQ level 7 credits for the Postgraduate Certificate in Education (PGCE)
 - (c) 120 FHEQ level 7 credits for a Postgraduate Diploma
 - (d) 180 FHEQ level 7 credits for a Masters Degree except as indicated in (e) below
 - (e) 360 FHEQ level 7 credits for a Masters of Fine Arts

3.4 Dissertation

A dissertation or research project submitted for a Masters degree (where required within the programme of study) may not incorporate, whether in the same or different form, work which has been submitted to this or any other university for a degree unless the subject of the research is an extension or continuation of research begun for such a degree. In such a case the extent of the material and the degree if any obtained should be indicated.

4 DURATION OF STUDY

- 4.1.1 All students must enrol and complete their course in accordance with the Programme Specification published by the University.
- 4.1.2 The maximum period of registration for part-time students is five years.

4.2 Extension to a period of study

- 4.2.1 The Learning and Teaching Committee of the Senate may vary or amend the requirements of these Regulations in respect of a particular student. This variation may include the extension by interruption (intercalation) or repetition or extension of the time allowed, of a student's period of study to a maximum of two years beyond the specified length of the course. In such instances, it may also impose alternative conditions and requirements.
- 4.2.2 Professional, Statutory or Regulatory bodies may impose a shorter maximum period of study, details of which are published in the relevant Programme Specification.

5 MODULE ENROLMENT

- 5.1 Students shall be required to enrol for and complete modules according to the requirements set out in the Programme Specification, Course Profile and Module Outlines, by the deadline published by the Learning and Teaching Service.
- 5.2 No student shall register for more than the credit requirement of their programme as specified in their Programme Specification.
- 5.3 No student shall register for modules that have clashing teaching events.
- 5.4 Students are not permitted to take undergraduate level (FHEQ 6 or below) modules.

- 5.5 A student seeking a late module enrolment, or change to enrolment, after Week 3 of the Autumn or Week 2 of the Spring semester must obtain prior approval of the Learning and Teaching Committee of Senate, on the recommendation of their Head of School or nominee.
- 5.6 On the recommendation of the appropriate Course Director, the Head of a student's School of Studies may vary a student's course by permitting that student to take up to 40 credits of optional modules at level 7 which are not included in the specified range of modules for a Masters Degree or Postgraduate Diploma. Such a variation shall not apply to core or compulsory modules. There may be no substitution of modules for a Postgraduate Certificate.
- 5.7 A student may be suspended from a module which has a practice element/placement pending formal investigation of the circumstances in accordance with published procedures where the Head of School decides that:
- (a) there is *prima facie* evidence that a student's behaviour has jeopardised the welfare of a subject (whether patient, pupil or client);
 - (b) and/or has contravened the relevant professional code of conduct;
 - (c) and/or the behaviour is incompatible with behaviour required by the relevant profession.

6 **STUDY AWAY FROM THE UNIVERSITY**

A student may seek approval from the Head of School to spend not more than three months of the dissertation element of the period of study at some other approved place of study or research.

7 **ASSESSMENT**

- 7.1 Each course shall have an assessment strategy, defined in its Programme Specification, linked to the learning outcomes of the course.
- 7.2 The method and timings of each assessment shall be published in Module Outlines, on the students' Portal and in examination timetables as appropriate.
- 7.3 The assessment of each module shall generate a single mark between 0% and 100%, calculated from contributing individual component marks, weighted appropriately.
- 7.4 The pass mark of a numerically marked Masters' module (level 7) shall be 50%.
- 7.5 All marks will be recorded and displayed to two decimal places. For the purposes of progression and classification (pass/merit/distinction), module, taught component and classification marks will be treated as if rounded to the nearest integer:
- (a) module marks within 0.5% of a pass mark will be awarded a pass;
 - (b) module marks within 0.5% of a higher classification grade will be awarded the higher classification;
 - (c) taught component average marks within 0.5% of the pass mark will be considered to have achieved the threshold;
 - (d) classification marks within 0.5% of a higher classification will be awarded the higher classification;
 - (e) classification marks within 0.5% of a borderline will be considered as being borderline.

- 7.6 The pass mark must be achieved at the module level. These modules are identified with a 'pass on aggregate' marks scheme.
- 7.7 Where there is a Professional, Statutory or Regulatory Body requirement to do so, each individual component of the module may be required to be passed in order to pass the module; such modules are identified with a 'pass all components' marks scheme.
- 7.8 Where appropriate, individual modules, or elements within modules, may be assessed on a Pass/Fail basis.

8 THE BOARD OF EXAMINERS

8.1 Membership of Boards of Examiners

- 8.1.1 The Board of Examiners shall comprise a Chair (who shall not be the Head of the School), external examiner(s) and at least two additional internal examiners, who are academic staff having a major responsibility for teaching and/or assessment of the modules or the course under consideration. The membership of Boards of Examiners and their subgroups must be approved by the Learning and Teaching Committee of Senate.
- 8.1.2 With the exception of the Board of Examiners for the Final Assessment, a Board may delegate its functions to a subgroup of examiners which shall include the Chair (or Deputy Chair) of the Board and at least two other internal examiners.
- 8.1.3 There shall be an Extenuating Circumstances Panel which acts an advisory group to the Board of Examiners to consider students' extenuating circumstances and the related evidence.
- 8.1.4 All members of a Board of Examiners (or one of its subgroups) are required to attend unless the Learning and Teaching Committee of Senate has approved their absence in advance. In the case of reassessment for the final degree classification, the Learning and Teaching Committee of Senate may approve the absence of the external examiners, if there is evidence that they have been appropriately consulted.
- 8.1.5 In order to inform its decisions, a Board of Examiners may invite the attendance or comments of other internal staff who are not members. Such an invitation will not confer rights of membership.

8.2 The Chair

The Chair of the Board of Examiners, with appropriate support and regulatory advice from the Secretary to the Board, shall have responsibility for:

- (a) seeking approval of the membership of the Board and its subgroups;
- (b) the production of examination papers;
- (c) marking and moderation processes and other quality assurance scrutiny, in liaison with the School Director of Teaching and Learning where necessary;
- (d) the chairing of the meetings of the Board;
- (e) ensuring that any decisions on progression, classification or the award of academic qualifications are not influenced beyond the recorded marks by a student having plagiarised and/or colluded or otherwise been disciplined;
- (f) making and recording all arrangements with external examiners, including the size and nature of the sample for moderation in accordance with University guidelines, arrangements for consultation at Reassessment Boards where required and ensuring that the views of external examiners

- are given due weight in any decisions made by the Board of Examiners which are not determined by formal vote;
- (g) considering any recommendations of the Extenuating Circumstances Panel in accordance with Regulation 11;
 - (h) the recording of decisions made by the Board of Examiners and ensuring that all members of the Board of Examiners or appointed subgroup thereof have signed the appropriate results and pass lists;
 - (i) ensuring that the Board of Examiners awards prizes in accordance with the rules approved by the Learning and Teaching Committee and available at: <http://www.uea.ac.uk/prizesandscholarships> and reports the awards to the School Board;
 - (j) ensuring compliance with the relevant Regulations;
 - (k) undertaking such other tasks as the Senate shall require.

8.3 The External Examiner

8.3.1 The role of the external examiner is to ensure that:

- i) internal marking is consistent, fairly applied and of an appropriate standard;
- ii) assessment has enabled learning outcomes to be achieved and demonstrated;
- iii) academic standards are appropriate for the level of the award;
- iv) recommendations for awards and for classification of awards are consistent, fair, fairly applied and of an appropriate standard.

8.3.2 The external examiner shall undertake duties as described in the Senate's Code of Practice for the External Examiner System for Awards (Taught Programmes):

<http://www.uea.ac.uk/learningandteaching/documents/assessment/Code+of+Practice+for+External+Examiners>

including consultation with the Chair of the Board of Examiners with regards to all arrangements, e.g. size and nature of the sample for moderation.

8.3.3 The external examiner shall attend the Final Assessment Board(s) and, where appropriate, participate in the Final Reassessment Board(s) where recommendations for awards are made and sign the appropriate pass lists

8.3.4 The external examiner shall monitor module marks and confirm whether marking standards are acceptable. The external examiner should review the marks awarded and report to the Board of Examiners as follows:

- i) where the marking standards are judged to be acceptable, that no further action is required;
- ii) where the marking standards are judged to be unacceptable, and the external examiner has drawn this to the attention of the Board before module marks have been confirmed, request that the Board shall review and amend as appropriate the marks of all the students who have taken the module or item in question. If the overall marking standards are acceptable but an individual mark appears to be inappropriate, the mark shall stand but it will be drawn to the attention of the Final Assessment Board;
- iii) where the marking standards are judged to be unacceptable, and the external examiner has drawn this to the attention of the Board after module marks have been confirmed, request that the Board shall not amend confirmed marks but shall take appropriate action to ensure that the classification of students is not compromised. This will normally involve considering the position of all borderline candidates who have taken the module or item in question and might also involve a review of further samples of work to ascertain an appropriate allowance to be made in the consideration of such borderline students.

8.4 Voting

The Board of Examiners may determine its decisions by formal vote. Where a vote is taken the decision shall go with the overall majority. The Chair shall have the casting vote.

8.5 Meetings of the Boards of Examiners

The individual meetings of the Boards of Examiners shall be scheduled at the beginning of the academic year by the Learning and Teaching Service in consultation with the Chairs of the Board of Examiners.

The dates the Board meetings are held vary depending on the course; and are influenced by the course's start and end date, its structure (taught modules plus dissertation/research project modules, or all taught modules) and its duration (up to 2 years full-time and 5 years part-time).

Dates are published on the University Portal at:

<https://portal.uea.ac.uk/learning-and-teaching/students/studying/extenuating-circumstances>

8.6 Provision of Assessment Information

8.6.1 Boards of Examiners shall receive the following:

- (i) Module marks and any contributing component marks achieved by each student taking the module;
- (ii) The aggregate mark for the taught component of the course for each student, in so far as completed, expressed as a percentage and taking weightings into account;
- (iii) Where relevant, the confirmed marks from previous Board(s).

8.6.2 Results will be presented as follows:

- (i) Marks shall be displayed to two decimal places for all marks, including module and component marks, taught component and final award marks;
- (ii) Where appropriate, modules and individual components assessed without the award of a mark shall be presented as Pass/Fail.

9 STUDENT PROGRESS MEETING

9.1 Schools may opt to hold a Student Progress Meeting after the first semester (or equivalent) block of teaching. The appropriate Board of Examiners or subgroup of Examiners shall review each student's academic progress to date and refer students whose performance is unsatisfactory to the Head of their School, or nominee, for appropriate academic guidance and advice. 9.2 The Board shall review each student's attendance record and marks achieved to date for courses which fall under its jurisdiction and take action as follows:

- (a) For all students who have taken only modules in which all the assessed work falls within the semester (or equivalent) refer to the Head of the student's School of Study, Adviser or other delegated member of academic staff any student whose aggregate mark, expressed as a percentage and taking weighting into account is below 50%, for appropriate academic guidance and advice such as consideration under General Regulation 13, Attendance, Engagement and Progress;

- (b) For any student who warrants special attention in respect of their academic performance and/or attendance record: refer to the Head of School, Adviser or other delegated member of academic staff for appropriate action such as a recommendation to change degree programme or some other action detailed by the Board.

10 MODULE ASSESSMENT BOARD

10.1 All marks are provisional until these have been confirmed by the Board of Examiners or appropriate subgroup at a Module Assessment Board.

10.2 The Board of Examiners or appropriate subgroup shall receive the marks presented for each module, and contributing components, which is being assessed and for which it is responsible.

10.3 It is the role of the Board of Examiners or appropriate subgroup to confirm that internal and external moderation has been completed and that the marking standards for the module are appropriate.

10.4 Where a module is taken over two semesters, the performance of students may be reviewed at the end of the first semester (in accordance with Regulation 9.4) and marks confirmed by the Module Assessment Board at the end of the second semester.

10.5 Adjustment of Marks

10.5.1 In exceptional circumstances, the Board of Examiners may determine that marks obtained in a component of the module should be amended by scaling. Scaling may only be undertaken with the approval of the Learning and Teaching Committee of Senate, which must be given for each assessment item for which the Board of Examiners believes that scaling is necessary. A recommendation that scaling should occur must be informed by factors other than the standard deviation and average marks for the module relative to other modules and should seek to address factors not previously addressed by internal and external moderation. Only upward scaling will be approved and the method for scaling shall be piecewise linear scaling. Any such adjustment must be made for all students who have taken the assessment in question.

10.5.2 In some circumstances it may be appropriate for the assessment item to be remarked.

10.5.3 Marks may not be adjusted for individual students. Special factors relating to an individual student's marks and performance may only be taken into account at the relevant Intermediate or Final Assessment Board meeting.

10.6 After completing the above process, the Board shall confirm all marks.

10.7 Where modules are assessed without the award of a mark the Board of Examiners shall resolve whether the student has achieved a Pass.

10.8 Marks thus confirmed by the Board of Examiners shall not normally be subject to further amendment except in the following instances:

- (a) to correct an error in recording or transcription;

- (b) as a result of an Academic Appeal by a student; in such cases the final mark shall be determined by the Board of Examiners after completion of the Academic Appeal process, if necessary at a later date;
- (c) as a result of the outcome of a disciplinary hearing.

11 EXTENUATING CIRCUMSTANCES

11.1 The Extenuating Circumstances Panel advising the Board of Examiners shall consider extenuating circumstances formally reported to it, and make recommendations to the Board, in accordance with the University's Extenuating Circumstances Regulations:

<http://www.uea.ac.uk/learningandteaching/documents/assessment>

11.2 The Board of Examiners shall formally approve the compensation or other recommendation made by the Extenuating Circumstances Panel. Any alternative arrangement shall only be approved by the Board if it is in the student's best interest.

11.3 The Extenuating Circumstances Panel advising the Board shall treat all statements of extenuating circumstances as confidential, not to be disclosed outside the meeting of the Panel. Where circumstances are particularly sensitive, students may ask that the disclosure of the information be limited.

12 DELAYED ASSESSMENT

12.1 A student may be granted a Delayed Assessment (including a Delayed Reassessment or Further Reassessment) in accordance with the University's Extenuating Circumstances Regulations:

<http://www.uea.ac.uk/learningandteaching/documents/assessment>

12.2 Students for whom a Delayed Assessment has been approved shall normally be required to take the Delayed Assessment at the earliest possible opportunity.

13 INTERMEDIATE ASSESSMENT BOARD

13.1 There will be an Intermediate Assessment Board of Examiners to consider students' confirmed module marks and overall performance to date when:

- (a) full-time students have attempted all taught modules as defined in the programme specification;
- (b) full-time students on courses that extend over more than one academic year (or its equivalent) have attempted a specified set of taught modules;
- (c) part-time or credit-only students have attempted specified taught module(s) in an academic year (or its equivalent).

13.2 At this meeting the Board of Examiners shall:

- (a) receive and consider
 - i. the confirmed marks awarded by Module Assessment Boards;
 - ii. an aggregate mark for the taught component of the course for each student, or the part of the taught component so far completed,

expressed as a percentage and taking weightings into account. Marks shall contribute to the aggregate in direct proportion to the number of credits associated with the module(s) in question. Where a course includes both numerically marked and pass/fail modules, the aggregate shall be calculated using only numerically marked modules;

- (b) note that marks used for the purpose of compiling an aggregate mark may not include any mark(s) derived from Accreditation of Prior Learning (APL) unless a concession has been granted by the Learning and Teaching Committee of Senate;
- (c) confirm whether students have satisfactorily completed the taught modules attempted by the time of the Board meeting or should be referred to reassessment in failed modules;
- (d) confirm whether students have satisfactorily completed the taught component of the course where they have completed **all** taught modules or should be considered for compensation and/or referred to reassessment in failed modules;
- (e) receive any recommendations made by the Extenuating Circumstances Panel.

13.3 In all cases, the Board may refer to the to the Head of School, Adviser or other delegated member of academic staff, any student whose aggregate mark for the taught component is below 50%, for appropriate academic guidance and advice, such as consideration under General Regulation 13, Attendance, Engagement and Progress.

13.4 Satisfactory completion of the taught component

The Board of Examiners shall confirm that a student has satisfactorily completed the taught component of the course when the student has achieved the following:

(a) For courses assessed with numerical marks:

- i. Achieved the pass mark in all taught modules;
- or**
- ii. an overall aggregate of 50%; **and**
- iii. at least the pass mark in all taught modules, except for up to 40 credits (Masters or Postgraduate Diploma) or 20 credits (Postgraduate Certificate) of taught modules, which shall be designated compensation; in accordance with Regulation 13.5.2; **and**
- iv. at least the pass mark in all modules designated core for the course and where applicable a pass in any component assessment of placement learning;

(b) For courses assessed on a pass/fail basis:

- i. A pass in all taught modules;
- ii. where applicable, a pass in any component assessment of placement learning;

- iii. where the modules comprising a course are marked wholly on a pass/fail basis the Board does not have the discretion to permit compensation.

13.5 Failure to complete the taught component satisfactorily

13.5.1 If a student has completed all the taught components of the course but has not done so satisfactorily, the Board of Examiners shall offer the option of reassessment in failed modules. In such circumstances, the student may:

- (a) either undertake reassessment in the failed modules;

Note: Where a student has failed a placement component and it is indicated that the student is unlikely to reach the appropriate standard of professional practice within the reassessment period (i.e. where there is evidence of continued and persistent failure to demonstrate professional competence within the placements(s)) the student will not be offered reassessment;

or

- (b) receive compensation at the discretion of the Board in accordance with Regulation 13.5.2, **or**
- (c) withdraw from the course and receive an award where appropriate in accordance with Regulation 13.5.4.

13.5.2 Discretion to permit compensation

On the basis of the evidence available, the Board of Examiners shall consider whether the exercise of discretion, as distinct from a reassessment opportunity, is in the best interests of the student in terms of the outcome of the course.

- (a) The Board shall receive recommendations made by the Extenuating Circumstances Panel and any information submitted to it by the Module Assessment Board(s).
- (b) **Compensation is permitted in up to 40 credits (Masters and Postgraduate Diploma) or 20 credits (Postgraduate Certificate) of taught modules in total.**
- (c) The Board does not have discretion to permit compensation where:
 - i. the modules comprising a course are marked wholly on a pass/fail basis;
 - ii. the modules are core to the course and must be passed for the student to obtain their award;
 - iii. the modules include an element or elements which students must pass in order to satisfactorily complete the module.

13.5.3 Where an Intermediate Assessment Board is considering the marks of a student who has not yet attempted all the modules comprising the taught component (for example, a part-time student or a full-time student whose course extends over more than twelve months), the Board shall:

- (a) Either offer the option of reassessment in the failed module(s) and/or required elements within a module where the mark for that element is below the pass mark; **or**
- (b) Defer a decision on reassessment, where it is in the best interests of the student, until all marks for the taught component are available for any student who has obtained an aggregate of at least 50% for the modules so far attempted and has failed (a) module(s) by a narrow margin.

13.5.4 Where the Board has offered the option of reassessment in failed module(s), the student may either:

- (a) undertake reassessment as required by the Board of Examiners; **or**
- (b) request a transfer to a Postgraduate Diploma or Postgraduate Certificate course for which the requirements may still be met, subject to the agreement of the appropriate Course Director; **or**
- (c) withdraw from the course and receive an award where appropriate as in the table in below:

PGCert numerically marked 60 credits <u>Level 7</u>	An aggregate over 60 credits of FHEQ level 7 taught modules of at least 50%	<u>AND</u> pass mark or above in 40 credits of FHEQ level 7 taught modules	<u>AND</u> at least the pass mark in designated CORE modules for the PGCert	<u>AND</u> at the Board's discretion permit compensation of up to 20 credits.	<u>AND</u> at least 30 credits towards the PGCert must have been completed at UEA
PGCert Pass/fail basis 60 credits <u>Level 7</u>	n/a	Pass in 60 credits of FHEQ level 7 taught modules	n/a	n/a	<u>AND</u> at least 30 credits towards the PGCert must have been completed at UEA
PGCert in Educational Theory Pass/fail basis 90 credits <u>Level 7</u>	n/a	Pass in 90 credits	n/a	n/a	This is an alternative award for students who successfully complete 90 credits, but who do not meet the requirements for Qualified Teacher Status; it does not confer professional status.
PGDip 120 credits <u>Level 7</u>	Aggregate over 120 level 7 credits of at least 50%	<u>AND</u> pass mark or above in 80 credits of FHEQ level 7 taught modules	<u>AND</u> at least the pass mark in CORE modules	<u>AND</u> at the Board's discretion permit compensation of up to 40 credits.	<u>AND</u> at least 60 credits towards the PGDip must have been completed at UEA

14 REASSESSMENT OF TAUGHT COMPONENT

- 14.1 Students, if not eligible for compensation or for whom compensation is not considered to be in their best interests, will be referred to reassessment in all failed components of the failed module in the form of the original assessment. Any exceptions to this may be made only with the approval of the Learning and Teaching Committee of Senate.
- 14.2 Where students are registered on courses that lead to professional registration reassessment may be offered in any component of a module where the mark in that element is below the pass mark acceptable to the professional/statutory/regulatory body.
- 14.3 Students are required to pay the appropriate reassessment fee by the deadline published by the University:

[http://www.uea.ac.uk/calendar/section3/regs\(gen\)/fees-and-charges](http://www.uea.ac.uk/calendar/section3/regs(gen)/fees-and-charges)

- 14.4 Reassessment will normally be offered on one occasion only.
- 14.5 Reassessment for each module shall be completed:
- (a) if by examination or course test, at the next scheduled sitting of examinations or course test in that module, or during the designated reassessment periods as specified by the University;
 - (b) if by coursework or project, the deadline for submission of the reassessment shall be agreed by the Board of Examiners and shall be no later than three months from the date of the relevant Assessment Board;
 - (c) if by assessment of practice, in accordance with arrangements agreed by the Board of Examiners (which may require the Board of Examiners to seek a concession from the Learning and Teaching Committee to extend the period of registration or to intercalate the student).

(Note: Reassessment of the Dissertation is covered in Regulation 17.3)

- 14.6 Module marks following reassessment are calculated as follows:
- (a) All marks achieved at reassessment are stored on the Student Record System;
 - (b) for 'Pass on Aggregate' mark schemes, the highest mark achieved for each component, whether achieved at first attempt or reassessment, is used, weighted appropriately, to calculate the overall module mark. Where the overall module mark is at or above the pass mark, following reassessment, the mark will be capped to the pass mark. This capped mark will be the mark used for completion of the taught component and classification purposes;
 - (c) for 'Pass all Components' mark scheme modules, component marks at or above the pass mark achieved at reassessment will be capped at the pass mark.

15 MODULE REASSESSMENT BOARD

A Module Reassessment meeting shall be carried out prior to the Intermediate Reassessment meeting, in accordance with Regulation 10 governing the conduct of Module Assessment Boards.

16 INTERMEDIATE REASSESSMENT BOARD

16.1 There shall be an Intermediate Reassessment Board at which the appropriate Board of Examiners or a subgroup of that Board shall:

- (a) Consider the confirmed module marks achieved for each student following their reassessment of modules forming part of the taught component;
- (b) consider whether students who have attempted all taught modules as defined in the programme specification have now satisfactorily completed the taught component of the course as set out in Regulation 13;
- (c) act as an Intermediate Assessment Board or Final Assessment Board for students who have undertaken a delayed assessment and/or who have had an approved extension for the submission of work;
- (d) consider, where the programme specification requires a student to pass all modules, whether a student has satisfactorily completed reassessment and should continue to the next component of the course, or be required to withdraw.

16.2 Confirmed marks will be presented as follows:

- (a) the original mark achieved in each module or component that was reassessed;
- (b) the actual mark achieved at Reassessment;
- (c) the overall module mark calculated following Reassessment; the capped mark will be recorded against the module (for 'Pass on Aggregate' modules) or component (for 'Pass all components' modules) for use in consideration of satisfactory completion of the taught component and classification (pass/merit/distinction) purposes.

16.3 Consideration of extenuating circumstances at the Reassessment Board

16.3.1 The Board of Examiners shall receive recommendations from the Extenuating Circumstances Panel in accordance with Regulation 11 and information from the Module Assessment Board and Intermediate Assessment Board as appropriate.

16.3.2 Where a student has been granted a delayed assessment, in accordance with the Extenuating Circumstances Regulations, the Board of Examiners shall:

- (a) require the student to intercalate and return to undergo the delayed assessment at the next available opportunity;
- (b) for all other students with extenuating circumstances the Board of Examiners shall formally approve the recommendation made by the Extenuating Circumstances Panel. Any alternative arrangement shall only be approved by the Board if it is in the student's best interest.

16.4 Satisfactory Completion of the Taught Component following Reassessment

- 16.4.1 The Board of Examiners shall use the actual mark(s) obtained from the reassessment(s) where the mark is a pass mark, or the higher of the marks obtained for the module where the student has not achieved the pass mark, for the purposes of determining whether the student has satisfactorily completed the taught component, with reference to Regulation 13.4.
- 16.4.2 Where an Intermediate Reassessment Board is reviewing the mark(s) of a student who has not yet attempted all the modules comprising the taught component (for example, part-time students and full-time students on courses lasting two years), or a credit-only student, the Board of Examiners shall confirm that a student has satisfactorily completed the module(s) so far undertaken where the student has obtained a pass mark at reassessment.

16.5 Discretion to permit compensation following reassessment

- 16.5.1 The Board shall consider the record of each reassessed student and take into account recommendations received from the Extenuating Circumstances Panel. For students who have attempted all modules comprising the taught component and have not completed the taught component satisfactorily after the Reassessment, the Board shall determine whether to permit compensation at its discretion in accordance with Regulation 13.5.2
- 16.5.2 The Board of Examiners may only permit compensation in up to 40 credits (20 credits for the Postgraduate Certificate) of taught modules across assessment and reassessment combined.
- 16.5.3 **Discretion to permit compensation may only be exercised where a student has completed all the modules comprising the taught component of the course as set out in the programme specification.**

16.6 Failure to complete the Taught Component Satisfactorily

- 16.6.1 Where a student has neither completed the taught component satisfactorily nor been permitted compensation through the discretion of the Board of Examiners, the Board shall:
- (a) recommend the award of the Postgraduate Certificate in accordance with Regulation 13.5.4 where the student would pass insufficient modules from the taught component and (where applicable) the dissertation component to qualify for the award of a Postgraduate Diploma
- OR**
- (b) require the student to transfer to a Postgraduate Diploma where the student could pass sufficient modules from the taught and (where applicable) dissertation components to qualify for the award

OR

- (c) where neither of the above is available, require the student to withdraw from the University.

16.6.2 Where the Intermediate Reassessment Board is considering the mark(s) of a student who has not yet attempted all modules comprising the taught component and who has not achieved the pass mark in (a) module(s) following reassessment, the Intermediate Reassessment Board shall:

- (a) Require the student to transfer to the Postgraduate Diploma, where the student could pass sufficient modules from the taught and (where applicable) dissertation components to qualify for the award; **or**
- (b) Require the student to transfer to the Postgraduate Certificate where the student could not pass sufficient modules from the taught and (where applicable) dissertation components to qualify for a Postgraduate Diploma, but could pass sufficient modules from the taught component to qualify for a Postgraduate Certificate; **or**
- (c) In the case of courses leading to professional registration and which comprise core modules, either require the student to transfer to a Postgraduate Certificate or Postgraduate Diploma course where one exists, or require the student to withdraw from the University and recommend an award where appropriate.

17 FINAL ASSESSMENT BOARD

17.1 There shall be a Final Assessment Board at which the Board of Examiners, including the External Examiner(s), shall consider the results of all students at the end of their period of study.

17.2.1 The Board of Examiners shall receive the results of all Assessments, and any Reassessment of the taught component modules, which count towards the award and shall:

- (a) consider the confirmed marks awarded by the Module Assessment Board for the dissertation module (where applicable) and determine whether students have satisfactorily completed the dissertation module in accordance with Regulation 17.3;
- (b) receive any recommendations made by the Extenuating Circumstances Panel;
- (c) recommend to Senate the conferment of awards to all students who have met the requirements of their course as specified in the Programme Specification and as laid out in these Regulations;
- (d) in respect of Masters Degree students who have met the requirements of their course as well as any other requirements specified in the programme specification, recommend that students have, in accordance with Regulation 17.4:
 - (i) **passed with Distinction;** or
 - (ii) **passed with Merit;** or
 - (iii) **passed.**

17.3 The Dissertation Module

17.3.1 The Board of Examiners shall confirm that a student has satisfactorily completed the dissertation module (where applicable) where the student has achieved at least the pass mark (50%) in the module as a whole.

17.3.2 In the event that a student has not completed the dissertation module satisfactorily, but has achieved a mark of at least 40% in the dissertation module, the Board of Examiners shall offer the option of reassessment in the dissertation module. In such circumstances, the student may:

- (a) Either undertake reassessment, where the deadline for resubmission shall be no later than three months from the date of the relevant Assessment Board; or
- (b) Withdraw from the course and receive a compensatory award where appropriate.

17.3.3 In the event that a student has not completed the dissertation module satisfactorily and has not achieved a mark of at least 40%, the Board of Examiners may exercise discretion to offer the option of reassessment in the dissertation module or shall require the student to withdraw from the course and receive an award where appropriate.

17.4 Consideration of the Award

17.4.1 Recommendation of awards shall be made as follows:

Masters 180 credits <u>Level 7</u>	Overall aggregate of at least 50% for whole course	<u>AND</u> the pass mark in dissertation (where taken)	<u>AND</u> at least the pass mark in CORE modules	<u>AND</u> , at the discretion of the Board of Examiners, permit compensation in up to 40 credits.	<u>AND</u> at least 90 credits, including any dissertation, must have been completed at UEA <u>AND</u> , where relevant, the student must also meet the requirements of the relevant professional, statutory or regulatory body(ies)
PGDip 120 credits <u>Level 7</u>	Aggregate over 120 level 7 credits of at least 50%		<u>AND</u> at least the pass mark in CORE modules	<u>AND</u> , at the discretion of the Board of Examiners, permit compensation in up to 40 credits	<u>AND</u> at least 60 credits (including any dissertation) towards the PGDip must have been completed at UEA <u>AND</u> , where relevant, the student must also meet the requirements of the relevant professional, statutory or regulatory body(ies)
PGCert in Education (PGCE)	Must achieve a pass in 90 level 7 credits		Must achieve a		<u>Must demonstrate achievement of the</u>

90 credits <u>Level 7</u>			pass in all modules		<u>Qualified Teacher Standards (QTS)</u>
PGCert 60 credits <u>Level 7</u> (not PGCE)	Aggregate over 60 level 7 credits of at least 50% (not including any marks or credit from a dissertation or project)		<u>AND</u> at least the pass mark in CORE modules	<u>AND</u> , at the discretion of the Board of Examiners, permit compensation in up to 20 credits	<u>AND</u> at least 30 credits towards the PGCert must have been completed at UEA <u>AND</u> , where relevant, the student must also meet the requirements of the relevant professional, statutory or regulatory body(ies)

17.4.2 Recommendation for Masters Awards with merit and with distinction, noting the convention for rounding up as stipulated in Regulation 7.5, shall be made as follows:

DISTINCTION	Overall aggregate over 180 credits of at least 70% for the whole course
MERIT	Overall aggregate over 180 credits of between 60% – 69% for the whole course

17.4.3 Consideration of students for Masters Awards within 2% of merit and distinction categories shall be as follows:

Overall aggregate over 180 credits within 2% of the borderline of the higher	PLUS	Credits	Outcome
68% - 69%		At least 50% of credits at 70% or above	Distinction
58% - 59%		At least 50% of credits at 60% or above	Merit

18 FINAL REASSESSMENT

18.1 There shall be a Final Reassessment Board at which the appropriate Board of Examiners shall review the marks achieved at reassessment in the dissertation and (where appropriate) in the taught component. At least one External Examiner shall be part of the consideration of awards. The Board shall:

- (a) determine whether students have satisfactorily completed the course as a whole following the reassessment (including any placement requirements for the course);
- (b) recommend to Senate the conferment of awards to students who have met the requirements of their course as specified in the programme specification and as laid out in these Regulations;

- (c) perform all the duties of a Final Assessment Board in respect of students who have undertaken a delayed assessment;
- (d) receive any recommendations made by the Extenuating Circumstances Panel;
- (e) where applicable, recommend a compensatory award, in accordance with Regulation 13.5.4.

18.2 The Final Reassessment Board may also act as the Intermediate and/or the Final Assessment Board for students with a delayed assessment or approved extensions to the submission deadline for coursework, projects and/or the dissertation.

18.3 Consideration of extenuating circumstances at the Final Reassessment Board

The Board of Examiners shall receive recommendations from the Extenuating Circumstances Panel in accordance with Regulations 11 and 16.3.

19 DISCLOSURE OF RESULTS

- 19.1 The deliberations of Boards of Examiners are confidential except where a student requests information about their own award via an Academic Appeal or Academic Complaint (see Regulation 19.4 below);
- 19.2 Examiners are required to make academic decisions about students' performance, and marks are a guide to examiners in making those decisions. However, other factors may be taken into account in accordance with these Regulations and students should be aware that a particular number or pattern of marks does not necessarily lead to a given result;
- 19.3 Students will be formally advised of the outcome of the consideration of their academic performance by a Board of Examiners in accordance with procedures approved by the Registrar and Secretary;
- 19.4 As part of an informal or formal Academic Appeal or Complaint the Head of School, Chair of Examiners or Secretary to the Board of Examiners, may advise an individual student of the discussions of the Board of Examiners as they relate solely to the individual student's academic performance. In this context, minutes of the relevant Board of Examiners with appropriate redactions can be released by the School to the student who has submitted an Academic Appeal or Academic Complaint without recourse to the Data Protection Act.