

## LTC16D059

**Title:** MRes Degree and Award Regulations  
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### Issue

LTC approved the recommendations from the 2015/16 MRes Working Group (LTC15D108, 16 March 2016, Minute 101) which included a common structure for the MRes programmes for entry from 2017/18, supported by dedicated MRes Regulations. It was agreed that the PGR Service would support drafting these, in liaison with LTS and comparing them against the Common Masters Framework. LTS continues to administer MRes courses, liaising with PGR where MRes programmes form part of a Doctoral Training Partnership pathway.

As of 13 January 2017 there are 36 current students enrolled on MRes courses. Of these, 9 are on MRes Clinical Science (all full-time); 8 are on MRes Philosophy (2 full-time, 6 part-time); and 19 are on MRes Social Science Research Methods (13 full-time, 6 part-time). MRes course directors were all part of the MRes Working Group, and were asked to align their courses with the new proposals, in particular by providing a 100-credit dissertation module. There are three MRes courses currently being advertised for 2017/18:

Course	Status
MRes Clinical Science	Course structure already complies with requirement for 100-credit dissertation.
MRes Philosophy	Changes need to be approved to combine the 90-credit dissertation and 10-credit philosophy postgraduate workshop module into a single 100-credit module.
MRes Social Science Research Methods	Wide-ranging changes to the course including six new pathways to support ESRC Doctoral Training Partnership 1+3 pathways have been approved by SSF Executive on 5 January 2017 and are being considered by SSF LTQC on 18 January 2017. This includes changes to course structure to provide a 100-credit dissertation module for all twelve pathways (six existing, six new). These changes will need to come to LTC for approval following SSF LTQC consideration.

### Recommendation

The Learning and Teaching Committee is asked to approve the proposed MRes Regulations.

If approved, these will be applied to all MRes programmes in future. There is a distinction, however, in terms of timing of application between full-time and part-time students. The new MRes Regulations will apply to all new MRes students commencing in 2017/18. Continuing part-time MRes students who go to Final Boards in 2017/18 will graduate under existing 2016/17 Common Masters Framework Regulations. Any students commencing an MRes programme in 2017/18 or completing in 2018/19, will do so under the new Regulations.

### Resource Implications

There have been time implications in terms of updating courses to comply with the new structure. MRes course directors and LTS were included in the MRes Working Group and supported its recommendations.

### Risk Implications

Where courses are changed to comply with the new MRes Regulations, written notification, including advice about any alternative options that may be given, will need to be sent to applicants holding offers. Where there are changes, existing part-time students are expected to continue the original MRes programme for 2017-18.

### Equality and Diversity

Full account should be taken of part-time MRes students when re-designing any course structures.

### Timing of decisions

The proposed MRes Degree and Award Regulations are for the University Academic Calendar for 2017/18.

### Further Information

Contact Dr Vivien Easson, [v.easson@uea.ac.uk](mailto:v.easson@uea.ac.uk), extension 1835, with any queries about this report.

## **Master of Research (MRes) Degree and Award Regulations**

### **1 SCOPE OF THESE REGULATIONS**

- 1.1 These Regulations govern the assessment, progression and awards for students studying on programmes leading to the degree of Master of Research (MRes).
- 1.2 These Regulations govern all students who commence on taught FHEQ level 7 courses leading to the Master of Research degree from the academic year 2017/18.
- 1.3 These regulations govern the awards of Master of Research (MRes) only.
- 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 any other Masters level 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 180 FHEQ level 7 credits, split as:

- (a) A taught element consisting of 80 FHEQ level 7 credits;
- (b) A research dissertation element consisting of 100 FHEQ level 7 credits.

#### **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 the Master of Research degree. Such a variation shall not apply to core or compulsory modules.

## **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: <https://portal.uea.ac.uk/prizesandscholarships/university-prizes-and-scholarships> 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):

<https://portal.uea.ac.uk/ongoing-management-and-due-diligence-processes/external-examining/external-examiner-code-of-practice>

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

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 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 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 (governed by the Common Masters Framework regulations) 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	<u>n/a</u>	<u>n/a</u>	<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: <https://portal.uea.ac.uk/academic-calendar/general-regulations> and <https://portal.uea.ac.uk/finance/student-finance>.
- 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 for Taught Programmes, 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 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)
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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
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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.