

**LTC17D152**

**Title:** Proposed amendments to the 2018/9 Bachelors, Integrated Masters and Certificate (BIM) Regulations  
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**Issue**

Proposed updates to the Bachelors and Integrated Masters Regulations for 2018/9. The amendments aim to improve efficiency, student engagement and clarification.

**Recommendations**

To approve the proposed amendments as set out in the attached document.

The substantive amendments are:

**Summary of significant changes for 2018/19**

1. Reference to programme specifications have been removed.
2. Module Assessment Boards have been discontinued. Marks will be confirmed by Stage Boards.
3. Clarification regarding delayed assessment and which mark counts if first attempt completed.
4. Progress Boards have been discontinued except where there is a PSRB requirement to hold them.

**Resource Implications**

None. The replacement of Progress Boards with a more proactive ongoing review of students who are not engaged/not submitting work is expected to have a net effect on resources.

**Risk Implications**

None expected. The replacement of Progress Boards with a more proactive ongoing review of students who are not engaged/not submitting work is expected to have a more positive student outcome.

**Equality and Diversity**

None expected. The regular review of the regulations is an opportunity to ensure that they are fair, consistent and clear. This helps to ensure that there are no E&D implications.

## Timing of decisions

The approval of the changes will come into effect for new students and existing students from 2018/9 except where stated.

## Further Information

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## Discussion

### Rationale for changes

1. There is no longer a requirement to publish a '**Programme Specification**' document. We will replace it with more tailored, easier to navigate information. We capture all the Programme Specification information at the point of course approval and these Programme Specifications are updated annually and published on the Learning and Teaching Service website. We know that this is not in a user-friendly format, that potential students do not access them, and that much of the information is already available through the Course Finder, Course Profiles and Module Outlines plus these BIM regulations in addition to Course Handbooks. We have undertaken a mapping exercise to ensure that all pertinent information is available to the users more transparently. We will be working with the new website Project Manager to set this up.
2. **Module Assessment Boards** stopped as separate entities last year. The marks are confirmed at the first Final or Stage Board as the first item of business. This reflects reality, where full moderation takes place before the submission of the marks. Module performances will be reviewed as part of the annual review of assessment, and will be part of the new Internal Quality Review currently under consideration.
3. **Delayed Assessment clarification.** Where students are granted a delayed assessment, marks for the original attempt will be void and the mark obtained in the delayed assessment (DA) will be used to calculate progression. Students who have requested a delayed assessment will not be permitted to keep any mark obtained from their initial assessment even if it is higher. This is to stop students who have applied for a DA waiting to see what their first sit marks are before deciding whether to use their delayed sit opportunity. If the arrangements are made for a DA which then is not used, academic and administrative staff do a lot of unnecessary work. It needs to be clear to students that they only apply for a DA where they have not had a genuine attempt already, due to their circumstances.
4. The remit of **Progress Boards** is to review attendance and submission of work and marks. However, we now have the systems in place which will allow us to review students' engagement more proactively on an ongoing basis, rather than waiting until January/February. We can put in place a system whereby LTS monitors proactively non-submission of work, referring cases to the appropriate academic role holder in the students' school for follow-up action. This will be in addition to the attendance monitoring already in place. This earlier intervention should make the outcome more successful.
5. Where there are Autumn-only visiting and exchange students, their marks will be considered by a sub-group of the Board when all the marks have been submitted, and by the end of February at the latest.

## Attachments

Draft revised BIM regulations 2018/9



**Regulations for Bachelors, Integrated Masters Awards and  
Certificates  
2018/19  
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## Regulations for Bachelors, Integrated Masters and Certificate Awards 2018/9

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### 1 SCOPE OF THESE REGULATIONS

- 1.1 These Regulations govern the assessment, progression and awards for Bachelors and Integrated Masters degree and Certificate students.
- 1.2 These regulations govern students who commence their courses at Stage 0, Stage 1 and Stage 2 (FHEQ level 3, FHEQ level 4 and FHEQ level 5) from the academic year 2013-4, onwards.
- 1.3 These Regulations govern the awards of:

Bachelor degrees: Bachelor of Arts, Bachelor of Engineering, Bachelor of Science, Bachelor of Laws and Bachelor of Medicine/Bachelor of Surgery (MBBS);

Integrated Masters degrees: Master of Chemistry, Master of Computing Science, Master of Engineering, Master of Mathematics, Master of Natural Sciences, Master of Pharmacy and Master of Sciences.

Certificate: Certificate of Higher Education in Common Law

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- 1.4 These Regulations apply to full-time and part-time undergraduate students. Where appropriate, these regulations also apply to Visiting or Exchange students studying at undergraduate 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.

### 2 GENERAL PRECONDITIONS TO AN AWARD

In order to qualify for an award of the University the 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 by the relevant Professional, Statutory and Regulatory Body (PSRB),

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### 3 COURSE REQUIREMENTS

3.1 The University shall:

- (a) publish any course-specific requirements for assessment and progression on the Learning and Teaching Service website;
- (b) publish Course Profiles specifying the modules to be taken, and optional modules available, for each course;
- (c) publish Module Outlines specifying the content and assessment for each module.

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3.2 Courses may consist entirely of compulsory modules or may be a mix of compulsory and optional modules chosen from a list of defined modules. Each module will normally be worth at least 20 credits.

3.3 Courses may contain modules which are eligible for compensation. Modules that are not eligible for compensation will be identified as Core and must be passed.

3.4 Students may be awarded specific credit via [Recognised](#) 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)

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### 3.5 Table of Awards

QUALIFICATION	LEVEL	OVERALL CREDITS TO BE STUDIED	RANGE OF CREDITS REQUIRED	NORMAL LENGTH OF PROGRAMME (Full-time unless stated)
MB BS	7	720	<ul style="list-style-type: none"> <li>Stage 1: 150 credits at level 4</li> <li>Stage 2: 150 credits at level 6</li> <li>Stage 3: 150 credits at level 6</li> <li>Stage 4: 150 credits at level 6</li> <li>Stage 5: 120 credits at level 6</li> </ul>	5 years
MB BS with a Foundation Year	7	840	<ul style="list-style-type: none"> <li>Stage 0: 120 credits at level 3</li> <li>Stage 1: 150 credits at level 4</li> <li>Stage 2: 150 credits at level 6</li> <li>Stage 3: 150 credits at level 6</li> <li>Stage 4: 150 credits at level 6</li> <li>Stage 5: 120 credits at level 6</li> </ul>	6 years
Integrated Masters degree	7	480 600 (for 5 year course)	<ul style="list-style-type: none"> <li>Stage 1: 120 credits at level 4</li> <li>Stage 2: minimum of 100 credits at level 5 and no more than 20 credits at level 4.</li> <li>Stage 3: minimum of 90 credits at level 6 and no more than 30 credits at level 5, and none at level 4 or level 7</li> <li>Stage 4: 120 credits at level 7</li> </ul>	4 years 5 years (for 5 year course)
4-year Bachelors degree	6	480	<ul style="list-style-type: none"> <li>Stage 1: 120 credits at level 4</li> <li>Stage 2: minimum of 100 credits at level 5 and no more than 20 credits at level 4</li> <li>Stage Y: 120 credits at level 5</li> <li>Stage 3: minimum of 90 credits at level 6 and no more than 30 credits at level 5, and none at level 4</li> </ul>	4 years
Bachelors degree with a Foundation Year	6	480	<ul style="list-style-type: none"> <li>Stage 0: 120 credits at level 3</li> <li>Stage 1: 120 credits at level 4</li> <li>Stage 2: minimum of 100 credits at level 5 and no more than 20 credits at level 4</li> <li>Stage 3: minimum of 90 credits at level 6 and no more than 30 credits at level 5, and none at level 4</li> </ul>	4 years (Part-time 8 years)

3-year Bachelors degree	6	360	<ul style="list-style-type: none"> <li>Stage 1: 120 credits at level 4</li> <li>Stage 2: minimum of 100 credits at level 5 and no more than 20 credits at level 4</li> <li>Stage 3: minimum of 90 credits at level 6 and no more than 30 credits at level 5, and none at level 4</li> </ul>	3 years (Part-time 6 years)
Health Sciences post-registration programmes	6	120	120 credits at level 6	All part-time; length depends on course and can vary from 1 year to 5 years.
BSc Enhanced Professional Practice	6	180	180 credits at level 6	Part-time, 5 years
BSc Midwifery (shortened programme)	6	120	120 credits at level 6	84 weeks
Social Work Specialist Practice	6	120	120 credits at level 6	Part-time, 5 years
Certificate of HE in Common Law	4, 5, 6	120	120 credits	1 year full-time
All courses			Students will not take modules at a higher level than their stage of study	

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#### 4 DURATION OF COURSE

4.1 Students must enrol for and complete the course within the timescales summarised in the table in Regulation 3.5.

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#### 4.2 Extension to a period of study

4.2.1 The Learning and Teaching Committee of Senate may vary or amend the requirements of these Regulations in respect of a particular student. This may include the extension, by interruption to or repetition 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 PSRBs may impose a shorter maximum period of study, details of which are published in the relevant course handbooks.

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4.2.3 MB BS students may not undertake any assessment or reassessment which would result in the period of registration exceeding two years beyond the specified length of the course.

4.2.4 MB BS students may intercalate after Stage 3 or 4 to complete an additional degree; these students are permitted to intercalate for a period of time equivalent to the length of the additional degree, in addition to the two years beyond the specified length of the course.

#### 5 MODULE ENROLMENT

5.1 Students shall be required to enrol for and complete modules according to the requirements set out in the Course Profile and Module Outlines, by the deadline

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published by the Learning and Teaching Service. Students shall normally enrol on 60 credits each semester and no more than 70 credits in one semester.

- 5.2 Visiting and Exchange students will normally take 60 credits in each of the semesters that they are studying at the University.
- 5.3 Part-time students will normally take no more than 80 credits in each academic year of study.
- 5.4 No student shall register for more than the credit requirement of their year of study, as specified in their [Course Profile](#).
- 5.5 No student shall register for modules that have clashing teaching events.
- 5.6 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 the prior approval of the Learning and Teaching Committee of Senate, on the recommendation of the Head of their School or nominee.
- 5.7 With the approval of the Course Director, confirming the learning outcomes of the course will still be met, a student may vary their course by a maximum of 30 credits during their period of study. Such variation shall not apply to [Core](#) ~~modules, whether compulsory or optional~~ and must comply with [Regulation 3.5](#).
- 5.8 A student may be suspended from a module including a practice element placement where a Professional Code of Conduct applies, pending formal investigation of the circumstances in accordance with published procedures, where the Head of School decides that there is *prima facie* evidence that a student's behaviour has jeopardised the welfare of a subject (whether patient, pupil or client), and/or has contravened the relevant professional code of conduct and/or the behaviour is incompatible with behaviour required by the relevant profession.

## 6 ASSESSMENT

- 6.1 Each course shall have an assessment strategy linked to the learning outcomes of the course.
- 6.2 The method and timings of each assessment shall be published in Module Outlines, on the students' Portal and in examination timetables as appropriate. Assessment timings will be in accordance with the following:
  - (a) Formal University examinations will be held at the end of the Spring Semester for those modules that are examined, except for those courses where the format or timing of the course requires assessment at other times.
  - (b) Other assessments are normally assessed within or immediately following the semester in which the module is delivered.
  - (c) Modules may be assessed at additional or alternative times, as specified in the relevant Course Handbook and/or Module Outline.

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6.3 Coursework-only variants of examined modules may be made available to Visiting and Exchange students who are studying at the University in the [autumn](#) semester only.

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6.4 The assessment of each module shall generate a single mark between 0% and 100%, calculated from contributing individual component marks, weighted appropriately.

6.5 The pass mark for undergraduate modules (levels 3 to 6) shall be 40% except where [PSRB](#) requirements stipulate a higher pass mark.

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6.6 The pass mark for [Masters'](#) modules (level 7) shall be 50%.

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6.7 All marks will be recorded and displayed to two decimal places. For the purposes of progression and classification, module, stage average 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) Stage average marks within 0.5% of a progression boundary 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;

6.8 The pass mark must be achieved at the module level. These modules are identified with a 'pass on aggregate' marks scheme.

6.9 Where there is a [PSRB](#) 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.

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6.10 Where appropriate, individual modules or components may be assessed on a Pass/Fail or Distinction/Merit/Pass/Fail basis. This includes semester abroad modules for Bachelors courses.

## 7 THE BOARD OF EXAMINERS

### 7.1 Membership of Boards of Examiners

7.1.1 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 sub-groups must be approved by the Learning and Teaching Committee of Senate.

7.1.2 With the exception of the Board of Examiners for the Final Assessment, a Board may delegate its functions to a sub-group of examiners which shall include the Chair (or Deputy Chair) of the Board and at least two other internal examiners.

- 7.1.3 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.
- 7.1.4 All members of a Board of Examiners (or one of its sub-groups) 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.
- 7.1.5 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.

## 7.2 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 sub-groups;
- (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 10;
- (h) the recording of decisions made by the Board of Examiners and ensuring that all members of the Board of Examiners or appointed sub-group 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 reports the awards to the School Board;
- (j) ensuring compliance with the relevant Regulations;
- (k) undertaking such other tasks as the Senate shall require.

### 7.3 The External Examiner

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

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

7.3.2 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/learning-and-teaching/staff/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.

7.3.3 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;

7.3.4 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:

- (a) where the marking standards are judged to be acceptable, that no further action is required;
- (b) 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;
- (c) 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.

## 7.4 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.

## 7.5 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 of Boards of Examiners are published on the Learning and Teaching Service web pages.](#)

## 7.6 Provision of Assessment Information

7.6.1 Boards of Examiners shall receive the following:

- (i) Module marks and any contributing component marks achieved by each student taking the module;
- (ii) Stage aggregate mark for each student, expressed as a percentage and taking weightings into account, for the Stage in question;
- (iii) Where relevant, the confirmed marks for the preceding Stage(s).

7.6.2 Results will be presented as follows:

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

## 8 STUDENT PROGRESS

8.1 [Students' attendance, engagement and progress will be monitored throughout the year under General Regulation 13.](#)

8.2 [A formal mid-year Progress Board may be held, by exception, if there is a PSRB requirement to formally review progress in this way. Any such Progress Board will take place after the autumn semester on a date set in accordance with Regulation 7.5.](#)

8.3 [Where Progress Boards are held, the Board of Examiners shall review each student's attendance record and marks achieved to date. For any student who warrants special attention, such as the non-submission of one or more pieces of work and/or failure in two or more assessment components, the Board shall refer the student to the Head of School, Adviser, or other delegated member of](#)

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academic staff for appropriate action such as consideration under General Regulation 13, *Attendance, Engagement and Progress*.

## 9 CONFIRMATION OF MARKS

9.1 All marks are provisional until these have been confirmed by the Board of Examiners, which shall receive the marks presented for each module, and contributing components, being assessed and for which it is responsible.

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

### 9.3 Autumn-semester Visiting Students

The Board of Examiners shall confirm marks for autumn Semester Visiting and Exchange students in accordance with Regulation 12.15 on a date set in accordance with Regulation 7.5.

### 9.4 Adjustment of Marks

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.

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

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

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

9.8 Where modules are assessed without the award of a mark the Board of Examiners shall resolve whether the student has achieved a Pass or, where applicable for certain specified assessments, a Merit or Distinction.

9.9 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) following a decision to change a mark as a result of an Academic Appeal by a student. In such cases and after completion of the Academic Appeal

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process the final mark shall be determined by the Board of Examiners, if necessary at a later date;

(c) as a result of the outcome of a disciplinary hearing.

## 10 EXTENUATING CIRCUMSTANCES

10.1 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:-

<https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Extenuating+Circumstances+-+Taught+Programmes.pdf>

10.2 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.

10.3 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.

## 11 DELAYED ASSESSMENT

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

<https://portal.uea.ac.uk/academic-calendar/general-regulations>

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

11.3 An eligible Student may opt to take compensation for the failed module rather than a Delayed Assessment.

11.4 In the case where a Delayed Assessment is approved even though the initial assessment has been attempted, the original mark for the initial assessment will be voided. The mark for the Delayed Assessment will be used to calculate progression.

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## 12 STAGE ASSESSMENT BOARD FOR NON-FINAL YEAR STUDENTS

12.1 There will be a Stage Assessment Board once students have attempted the assessment for all modules with a credit total that equates to a Stage as defined in the [Course Profile](#). At this meeting, the Board of Examiners will consider if students have successfully completed the relevant Stage of Study by reviewing all module results for the Stage.

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12.2 The Stage Assessment Board shall:

- (a) receive and consider confirmed module marks and grades completed during the relevant Stage and an aggregate mark for the Stage for each student expressed as a percentage and taking into account weightings of modules for the Stage in question;
- (b) receive from the Extenuating Circumstances Panel its recommendations regarding extenuating circumstances.

12.3 The Board of Examiners shall confirm that a student has satisfactorily completed the Stage where the student has achieved the following in the Stage in question:

- (a) at least the pass mark for all numerically-marked modules including individual components of modules and/or individual sections within examinations where required;
- (b) a Pass, Merit or Distinction where appropriate and available, in modules assessed as Pass/Fail including individual components of modules and/or individual sections within examinations where required by a PSRB;
- (c) any additional progression requirement/s for the Stage as specified by PSRBs and/or in the additional paragraphs below (12.7 to 12.10).

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#### 12.4 Compensation

A non-final year student is eligible for compensation where **all** of the following are met:

- i. The student has an overall stage aggregate equal to or above the pass mark for the stage.
- ii. The student has failed only one module, of no more than 20 credits.
- iii. The failed module is not designated as Core.

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Any such student will be referred to reassessment in the eligible module but may opt to take the compensation.

#### 12.5 Failure to complete the Stage satisfactorily

12.5.1 For a student who has failed to complete the Stage satisfactorily, the Board of Examiners shall refer the student to reassessment, except in the following circumstances:

Where a student studying at Stage 2 or above has achieved a module mark of below 20% in a Core module, the Board of Examiners shall:

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- i. For a student whose marks of below 20% are as a result of an application of a penalty for late submission or plagiarism and collusion, offer a reassessment opportunity in the affected module(s).
- ii. For any other student, consider the overall performance of the student, taking into account factors including the number of failed

modules, the student's attendance and progress to date, the level of study, any recommendations of the Extenuating Circumstances Panel, and any **PSRB** requirements, and take one of the following actions:

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1. Offer a reassessment opportunity in the affected module(s);
2. On the recommendation of the Extenuating Circumstances Panel, permit the student to repeat the year of study, either with or without a period of interruption;
3. Recommend to the Head of School that the student should not be offered a reassessment attempt. Any such student would not be permitted to be reassessed in any failed module, and would be withdrawn from the University and receive an exit award where appropriate [in accordance with Regulation 17](#).

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12.5.2 A student may not be referred to reassessment in a module until they have completed any delayed assessments in that module.

12.5.3 Where a student has delayed assessment for a module and has failed another module for which delayed assessment has not been granted, they may be referred to reassessment in the failed module.

12.6 In all cases, the Board may refer to the Head of the student's School of Studies any student who has failed 40 credits or more within the Stage, for appropriate advice and guidance, including consideration under General Regulation 13, *Attendance, Engagement and Progress*.

### 12.7 Stage Assessment for Integrated Masters Courses

12.7.1 The Board of Examiners shall confirm that a student has satisfactorily completed the Stage where the student has passed all modules [or has been awarded compensation in accordance with Regulation 12.4](#) and achieved the following Stage aggregate mark in the Stage in question:

For students [who started their course before 2016/7](#) the progression requirements are:

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Integrated Masters Course	Stage 1	Stage 2	Stage 3
<b>Master of Computing Science</b> <b>Master of Mathematics</b> <b>Master of Natural Sciences</b> <b>Master of Sciences</b>	60%	60%	60%

<b>Master of Chemistry</b>	50%	50%	50%
<b>Master of Engineering</b>	40%	60%	60%
<b>Master of Pharmacy</b>	40%	40%	40%

For students starting their course from 2016/17 the progression requirements are:

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Integrated Masters Course	Stage 1	Stage 2	Stage 3
<b>Master of Computing Science</b> <b>Master of Mathematics</b> <b>Master of Natural Sciences</b> <b>Master of Sciences</b>			
<b>Master of Chemistry</b> <b>Master of Engineering</b>	60%	60%	60%
<b>Master of Pharmacy</b>	40%	40%	40%

12.7.2 Where a student has not completed the Stage satisfactorily as specified above, the Board shall:

- (a) consider the recommendations of the Extenuating Circumstances Panel in deciding whether a student may remain on the Integrated Masters course, having passed all the modules but having not met the specific threshold for progression as detailed in [Regulation 12.7.1](#);
- (b) where there are no factors to be taken into consideration, determine whether the student can be offered the opportunity to transfer to a Bachelors degree course for which the requirements have been met, subject to the agreement of the appropriate Course Director;
- (c) where a student has failed a module, offer the student the option of reassessment in any failed module in accordance with Regulation 12.5.

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12.7.3 The Board of Examiners may not offer the option of reassessment where a student has passed a module but has not met the higher progression threshold to continue on an Integrated Masters programme.

**12.8 Stage Assessment for Stages 1 and 2 for Bachelors Courses with a Year or Semester Abroad, on Placement<sup>1</sup> or with a Year in Industry**

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12.8.1 The Board of Examiners shall confirm that a student has satisfactorily completed the Stage where the student has passed all modules and achieved the following Stage aggregate mark, or requirement of the placement provider, for the Stage in question:

Bachelors Course	Stage 1	Stage 2
UG Year Abroad	55%	55%
UG Year in Industry/ <u>Placement Year</u>	40%	40% <i>PLUS</i> meet the requirements of the placement provider (normally an interview)
UG Semester Abroad	55%	Not applicable

12.8.2 The 55% progression requirement in Stage 1 for students on a Bachelors course with a Year Abroad shall be either at the first attempt or after reassessment.

12.8.3 The 55% progression requirement in Stage 2 for students on a Bachelors course with a Year Abroad shall be at the first attempt. Students who are referred to reassessment shall not be permitted to undertake a year abroad. Students who are eligible for compensation and meet the progression requirement with the compensated mark may proceed to the year abroad.

12.8.4 The 55% progression requirement in Stage 1 for students intending to take a semester abroad in Stage 2 shall be obtained at the first attempt. Students referred to reassessment shall not be permitted to undertake a semester abroad. Students who are eligible for compensation and meet the progression requirement with the compensated mark may undertake the semester abroad.

12.8.5 Where a student has not completed the Stage satisfactorily as specified above, the Board shall:

- (a) firstly consider the recommendations of the Extenuating Circumstances Panel in deciding whether a student may remain on the Course;
- (b) where there are no factors to be taken into consideration determine whether the student can be offered the opportunity to transfer to an alternative Bachelors degree course for which the requirements have been met, subject to the agreement of the appropriate Course Director;

<sup>1</sup> [This is non-professional placements only.](#)

(c) where a student has failed a module, offer the student the option of reassessment in any failed module in accordance with Regulation 12.5.

12.8.6 The Board of Examiners may not offer the option of reassessment where a student has passed a module but has not met the higher progression threshold to continue on a Bachelors degree programme with a Year Abroad, [on placement](#) or in Industry, or the option of a Semester Abroad.

12.8.7 This regulation, requiring a higher threshold for progression, does not apply to four year language and translation studies courses with an integral year abroad, [including the BA International Relations with a Modern Language.](#)

### 12.9 Stage Assessment for Stage Y (Year Out) for Bachelors Courses with a Year Abroad, [Year on Placement](#) or Year in Industry

Where a student has not completed the stage studied abroad, [on placement](#) or in industry satisfactorily the Board shall offer the student a reassessment opportunity where this is available. If it is not available, the Board shall offer the student the opportunity to transfer to another Bachelors degree course if one is available or, alternatively, require the student to be withdrawn from the University.

### 12.10 Stage Assessment for a Semester Abroad

A [Semester Abroad](#) is assessed on a pass/fail basis. Where a student has not completed the Semester Abroad satisfactorily the Board shall offer the student a reassessment opportunity. [The method of reassessment and the requirements to pass will be detailed in the Module Outline for the School's Semester Abroad modules.](#)

### 12.11 Failure to complete the Stage satisfactorily for MB BS Courses

Where a MB BS student has not completed the Stage satisfactorily, the Board shall consider the overall performance of the student, taking into account factors including the number of failed module components, the student's attendance and progress to date, the level of study, any recommendations of the Extenuating Circumstances Panel and any Professional, Statutory or Regulatory Body requirements, and may take one of the following actions:

- (a) offer the student a reassessment opportunity in the affected module(s);
- (b) on the recommendation of the Extenuating Circumstances Panel, permit the student to repeat the year of study, either with or without an [interruption to period of study](#);
- (c) recommend to the Head of School that the student should not be offered a reassessment attempt. Any such student would not be permitted to be reassessed in any failed module, and would be withdrawn from the University and receive an exit award where appropriate (in accordance with Regulation 17).

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### 12.12 Reassessment for Professional Registration

- (a) Students registered on courses that lead to professional registration may be referred to reassessment in:
- (i) any module where the aggregate mark obtained is below the pass mark acceptable to the professional body;
  - (ii) any component of a module where the mark in that component is below the pass mark acceptable to the professional body.
- (b) In addition, where the failed module or component is a clinical/practical placement, the Board may:
- (i) modify the form and duration of the reassessment on an individual basis, to take account of any special circumstances, the needs of the student and the needs of the placement provider;
  - (ii) opt not to offer a reassessment opportunity to a student who has demonstrated a failure that, in the view of the Board, indicates that the student is unlikely to achieve a pass mark or reach the appropriate standards for professional practice within the reassessment period (i.e. where there is evidence of continued and persistent failure to demonstrate professional competence within the placement with no significant trajectory towards competence). In the event that reassessment is not offered, the student shall be required to withdraw from the course of study.

In all cases described above, the Board shall take into account the comments of external examiners and where applicable, the guidelines issued by the relevant Professional, Statutory or Regulatory body.

- (c) For students on the MB BS course whose delayed assessment arrangement requires assessment in the following academic year, students will be required to repeat the year with full attendance before attempting the delayed assessment.

### 12.13 Reassessment for Exemption from Professional Examinations

For students who have achieved the pass mark and progression requirements of the University, but who have failed to meet the requirements of a Professional, Statutory or Regulatory Body to be exempted from its professional examinations, the Board of Examiners may offer one opportunity of optional reassessment in:

- (i) any such module or modules where the aggregate mark obtained is below the pass mark acceptable to the professional body;
- (ii) any component of such a module where the mark in that component is below the pass mark acceptable to the professional body;

In such cases the marks obtained at reassessment shall be recorded for accreditation purposes but the original marks shall be used for assessment and degree classification as set out in Regulation 15.

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#### 12.14 Part-time students

- 12.14.1 The Board of Examiners shall review the marks achieved by part-time students at the end of each academic year, and shall confirm that the student has achieved the following for each module taken:
- (a) at least the pass mark for all numerically-marked modules including individual components of modules and/or individual sections within examinations where required and/or stipulated by a PSRB;
  - (b) a Pass, or Distinction where appropriate and available, in modules assessed as Pass/Fail including individual components of modules and/or individual sections within examinations where required and stipulated by a PSRB.
- 12.14.2 Where a part-time student has failed one or more modules, the Board of Examiners shall consider the student in accordance with regulation 12.5.
- 12.14.3 Part-time students eligible for reassessment should complete reassessment in the next available reassessment period (in accordance with Regulation 13) irrespective of whether the whole Stage has been completed.

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#### 12.15 Visiting and Exchange students

The Board of Examiners shall review the marks achieved by Visiting and Exchange students and confirm whether they have achieved the standards of satisfactory completion in accordance with Regulation 12.3 and report this to the home institution. In the event that a Visiting or Exchange student has not achieved the pass mark in all modules undertaken at the University, the Board of Examiners shall offer the opportunity of reassessment to the student in all failed modules.

#### 13 REASSESSMENT

- 13.1 Students eligible for reassessment will be offered a reassessment opportunity in all failed components of the failed module normally 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.
- 13.2 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)
- 13.3 Reassessment will normally be offered on one occasion only.
- 13.4 Reassessment for each module shall be completed in accordance with the timetable specified by the University.
- 13.5 Module marks following reassessment are calculated as follows:
- (i) All marks achieved at reassessment are stored on the Student Record System;

- (ii) 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 back to the pass mark. This capped mark will be the mark used for progression and classification purposes.
- (iii) 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.

13.6 In the case of ~~the~~ Semester Abroad, where practicable, reassessment should be in all failed elements and should be undertaken at the partner institution. Where this is not available the School will set a reassessment which is commensurate with the extent of the failure and which tests the learning outcomes of the Semester Abroad in accordance with Regulation 12.10.

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#### 14. STAGE REASSESSMENT BOARD

There shall be a Stage Reassessment Board at which the Board of Examiners shall consider the confirmed module marks achieved for each student following their reassessment. It may act as a Stage Assessment Board or Final Assessment Board for students who have ~~taken~~ delayed assessments.

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A Module Reassessment meeting shall be carried out immediately prior to the Stage Reassessment meeting, in accordance with Regulation 9 governing the conduct of Module Assessment Boards. ¶

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14.1 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 progression and degree classification purposes.

14.2 The Board of Examiners shall receive recommendations from the Extenuating Circumstances Panel in accordance with Regulation 10.

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14.3 The Board of Examiners shall confirm that a student has satisfactorily completed the Stage where the student has achieved the following in the Stage in question:

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- (a) at least the pass mark for all numerically-marked modules, including individual components of modules and/or individual sections within examinations where required and stipulated by a PSRB;
- (b) a Pass, or Merit or Distinction where appropriate and available, in modules assessed as Pass/Fail;

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- (c) any additional progression requirement/s for the Stage as specified by a PSRB.

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14.3.1 The Board of Examiners shall confirm that a student has satisfactorily completed the Stage where the student has met the criteria to be compensated, namely:

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- i. The student has an overall stage aggregate equal to or above the pass mark for the stage.
- ii. The student has failed only one module, of no more than 20 credits.
- iii. The failed module is not designated as Core.

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This may include students who were eligible for compensation following the Stage Board and chose not to take reassessment and those who became eligible following Reassessment.

#### 14.4 Consideration of extenuating circumstances at the Reassessment Board

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

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- (a) for a student in Stages 0, 1 or 2 who has met the required conditions, confirm provisional progression, pending passing the outstanding delayed assessment(s) or reassessment(s) in no more than one module, by the October deadline published by the Learning and Teaching Service;
- (b) for any other student, require the student to interrupt their studies and return to undergo the delayed assessment at the next available opportunity.

14.4.2 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.

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14.4.3 An eligible Student may opt to take compensation for the failed module rather than a Delayed Assessment.

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Deleted: 14.1.5. As outlined in 11.4 above in the case where a Delayed Assessment is requested even though the initial assessment has been attempted, the original mark will be voided if the request is granted. The mark for the Delayed Assessment will be used to calculate progression.¶

#### 14.5 Failure to complete the Stage satisfactorily

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Where a student has not completed the Stage satisfactorily as specified above, and there are no recommendations from the Extenuating Circumstances Panel, the Board of Examiners shall:

- (a) in the case of an Integrated Masters student, permit the student to transfer to a Bachelors degree course for which the requirements have been met;

- (b) in the case of a Bachelors degree student, permit the student to transfer to an alternative Bachelors degree course for which the requirements have been met, (for example, for a student registered on a course with a year abroad or in industry where no reassessment opportunity is available, permit transfer to a course of otherwise similar content for which a year abroad or in industry is not required. Where a reassessment opportunity is available and the student fails the reassessment the Board may offer the student the opportunity to transfer to another Bachelors degree course if one is available or, alternatively may require the student to be withdrawn from the University);
- (c) for a student registered on Actuarial Sciences with a Year in Industry, permit transfer to the 3-year Actuarial Sciences course;
- (d) in all other cases, require the student to withdraw from the University and recommend an award where appropriate.

**15 FINAL ASSESSMENT BOARD**

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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 after their final stage of study.

**15.1 Final Stage Assessment Board**

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The Board of Examiners shall confirm that a student has satisfactorily completed the Final Stage where the student has achieved the following:

- (a) at least the pass mark for numerically-marked modules including individual components of modules and/or individual sections within examinations where required and stipulated by a PSRB;
- (b) a Pass, Merit or Distinction where appropriate and available, in modules assessed as Pass/Fail;
- (c) any additional requirement/s for the Stage as specified by a PSRB;
- (d) Eligibility for compensation in one failed module, where **all** of the following are met:
  - i. The student has an overall stage aggregate equal to or above the pass mark for the stage;
  - ii. The student has failed only one module, of no more than 30 credits.
  - iii. The failed module is not designated as Core.

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**15.1.1** Final-year students who are eligible for compensation will be awarded a compensated pass in the failed module and their award classification will be based on the marks obtained; they may opt to take reassessment instead of the compensation by applying to the Learning and Teaching Service by the published deadline. Such students will be

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permitted to attend Graduation and have their degree conferred but will receive their degree parchment at the conclusion of their reassessment.

**15.1.2** Final-year students who are eligible for compensation in a module for which they have obtained a Delayed Assessment or who have an outstanding approved extension, will be considered as having completed their degree and will be awarded the compensation for that module. They can opt to take the Delayed Assessment at Reassessment rather than taking the compensation by applying to the Learning and Teaching Service by the published deadline.

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**15.2 Consideration of the Award**

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The Board shall consider the classification of Final Stage Bachelors and Integrated Masters degree students and the award of degrees to Final Stage MB BS students who have successfully completed the Final Stage, according to regulations 15.3 and 15.4 respectively.

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**15.3 Degree Classification**

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**15.3.1** The Board shall receive for each student:

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- (a) the final Module Marks contributing to the degree, together with the component marks achieved at the original attempt and any reassessment attempt.
- (b) a Stage aggregate mark for each year contributing to the final award mark, expressed as a percentage and taking credit weightings into account;
- (c) a final award mark calculated from the Stage aggregate mark for each contributing year according to the following percentage weighting:

Degree	Stage 2 %	Stage Y (if applicable) %	Stage 3 %	Stage 4 %
Bachelors 3-year degrees	40		60	
Bachelors 3-year degrees including a Semester Abroad	25		75	
Bachelors 3-year Nursing degrees	50		50	
Bachelors 4-year degrees	40	0	60	
Integrated Masters degrees	20		30	50
120 or 180 credit Level 6 degrees, including top-up degrees and courses in the			100	

Schools of Health Sciences and Social Work				
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(d) The recommendations of the Extenuating Circumstances Panel.

15.3.2 Having received and considered the information as set out above, the Board of Examiners shall assign a provisional classification to all students on the basis of their final award marks as follows:

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Classification	Abbreviation	Final Award mark
First Class Honours	I	70% - 100%
Upper Second Class Honours	II (1)	60% - 69%
Lower Second Class Honours	II (2)	50% - 59%
Third Class Honours	III	40% - 49%

15.3.3 Consideration of students within 2 per cent of a higher class

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(a) For three- and four-year Bachelors Degrees, the Board of Examiners shall recommend the higher classification for a student whose final award mark falls within 2% of the boundary for the higher classification where the following conditions are met (noting the convention of rounding up in Regulation 6.7):

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Final award mark within the 2% borderline of the higher class		Credits across the TWO counting years	OR stage aggregate mark for the final year of:	Outcome
68% - 69%	<b>PLUS</b>	At least 120 credits graded at First Class	70% or above	First Class Honours
58% - 59%		At least 120 credits graded at Upper Second Class or above	60% or above	Upper Second Class Honours
48% - 49%		At least 120 credits graded at Lower Second Class or above	50% or above	Lower Second Class Honours

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(b) For one-year Degrees consisting of only Level 6 credits, the Board of Examiners shall recommend the higher classification for a student whose final award mark falls within 2% of the boundary for the higher classification where the following conditions are met:

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Final award mark within the 2% borderline of the higher class	PLUS	Credits across the ONE counting year:	Outcome
68% - 69%		At least 60 credits graded at First Class or above	First Class Honours
58% - 59%		At least 60 credits graded at Upper Second Class or above	Upper Second Class Honours
48% - 49%		At least 60 credits graded at Lower Second Class or above	Lower Second Class Honours

**Deleted:** (noting the convention of rounding up stipulated in Regulation 6.7)

(c) For Integrated Masters Degrees, the Board of Examiners shall recommend the higher classification for a student whose final award mark falls within 2% of the boundary for the higher classification where the following conditions are met:

Final award mark within the 2% borderline of the higher class	PLUS	Credits across the THREE counting years:	OR stage aggregate mark for the final year of:	Outcome
68% - 69%		At least 180 credits graded at First Class or above including at least 60 credits at level 7	70% or above	First Class Honours
58% - 59%		At least 180 credits graded Upper Second Class or above including at least 60 credits at level 7	60% or above	Upper Second Class Honours
48% - 49%		At least 180 credits graded Lower Second Class or above including at least 60 credits at level 7 (	50% or above	Lower Second Class Honours

**Deleted:** (noting the convention of rounding up stipulated in Regulation 6.7)

15.3.4 With respect to Final Classification, the Board of Examiners shall consider the recommendations of the Extenuating Circumstances Panel.

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15.3.5 For **Starred Firsts**, the Board of Examiners shall consider the performance of all Honours degree students recommended for a first class honours degree. At its discretion, the Board may indicate with a **star** those Bachelors degree and Integrated Masters degree students whose performance displays exceptional merit, in line with the Board's published criteria. **Only students who commenced their course in 2015/16 or earlier are eligible to be considered for the award of Starred First.**

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15.3.6 Students who have not met the criteria to be awarded a degree may be eligible to be awarded an exit award in accordance with Regulation 17.

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**15.4 MB BS Degree**

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For final year students registered on the MB BS degree who have satisfied the examiners in all stages of their course, the Board shall recommend that such students have passed, passed with Merit or passed with Distinction, based on their ranking in the national Educational Performance Measure (a measure of performance in Years 1 to 4) and their final assessment, as follows:

Educational Performance Measure ranking		Final Assessment ranking	Outcome
Top 15%	<b>PLUS</b>	Top 15%	MB BS with Distinction
Top 15%		Top 16 – 25%	MB BS with Merit
Top 16 – 25%		Top 25%	MB BS with Merit
Not in top 25%			MB BS

**15.5 Award of an Aegrotat Degree**

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The Board of Examiners may recommend the award of an Aegrotat degree in cases where the Examiners are satisfied by appropriate evidence that a student would have obtained a degree but was unable to complete final assessment under the following circumstances and conditions. The Board must:

- a) be satisfied that the work done by the student shows beyond reasonable doubt **but** that the student would have passed the assessment; **and**
- b) be informed of the circumstances which must be such that:
  - i. the student is not in a position to complete the final assessment within a reasonable period of time; **and**

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the Examiners could not recommend the degree based on the range of marks available.

## 16 FINAL REASSESSMENT BOARD

The Board of Examiners shall consider for a degree (as set out under Regulation 15) those Final Stage students who were referred to reassessment, once the students' module marks have been confirmed and after the Stage Reassessment Board has confirmed that they have successfully passed the final Stage, taking into account the compensation eligibility criteria for the course. At least one External Examiner shall be part of the consideration of awards.

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## 17 EXIT AWARDS

17.1 Students who are not eligible to be awarded a degree shall be considered by the Board of Examiners, including the External Examiner(s), for the appropriate exit awards.

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17.2 In addition to the consideration of any named exit award available to students, the Board of Examiners shall consider the following exit awards:

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(i) Certificate of Higher Education

The Board of Examiners shall recommend the award of Certificate of Higher Education to students who have satisfactorily completed Stage 1, including any compensation. At least 60 credits must have been completed at UEA.

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(ii) Diploma of Higher Education

The Board of Examiners shall recommend the award of Diploma of Higher Education to students who have satisfactorily completed Stage 2, including any compensation. At least 100 credits must be at level 5 or above, and at least 120 credits must have been completed at UEA.

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17.3 Where an Integrated Masters student withdraws, or is withdrawn, from the Final Stage of an Integrated Masters award, or is not recommended for an Integrated Masters award following Final Assessment or Reassessment, the Board of Examiners shall consider the student's eligibility to receive the following exit award(s)

(i) For any student who has achieved the requirements of a Bachelors degree (360 credits at level 4 or above, including at least 90 at level 6 and 100 at level 5).

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(ii) In addition, for any student who has achieved at least 60 credits at level 7, the award of Postgraduate Certificate of Higher Education.

17.4 Students awarded an exit award from a professional course are not eligible to apply for professional registration.

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## 18 DISCLOSURE OF RESULTS

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18.1 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 18.4 below);

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18.2 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;

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18.3 Students will be formally advised of the outcome of the consideration of their academic performance by a Board of Examiners in accordance with procedures published by the Learning and Teaching Service;

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18.4 As part of an informal or formal Academic Appeal or Academic Complaint the Head of the 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 General Data Protection Regulations.

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## APPENDIX 1: COMPENSATION

Information on compensation at the level of the course can be found here on the LTS webpages

### Summary of significant changes for 2018/19

In line with changes to HE quality assurance processes nationally references to programme specifications have been removed.

Module Assessment Boards have been discontinued. Marks will be confirmed by Stage Boards

Where students are granted a delayed assessment, marks for the original attempt will be void and the mark obtained in the delayed assessment will be used to calculate progression. Students who have requested a delayed assessment will not be permitted to keep any mark obtained from their initial assessment.

Progress Boards have been discontinued except where there is a PSRB requirement to hold them.

Deleted: Summary of significant changes for 2017/18¶  
-Introduction of Compensation¶  
-Extension of Provisional Progression to include Stage 2¶  
-Introduction of reassessment requirements for failure of a Semester Abroad¶  
-Requirements for the award of an Aegrotat degree¶