

LTC11D040

Title: New Academic Model Draft Undergraduate Degree Regulations
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Issue

A revised draft of the proposed regulations to govern Undergraduate Degrees under the New Academic Model from 2013/4.

Recommendation

LTC members are asked to consider the draft regulations, noting that some areas require further clarification, and that the full regulations will come to a future meeting of LTC for approval before the end of the academic year.

Resource Implications

It is not envisaged that there would be resource implications when fully adopted. However, in this development phase there are additional costs eg the appointment of a temporary Project Officer and Tribal consultancy. In the transition phase there will be additional workload created, through the running of two regulatory frameworks.

Risk Implications

There is a risk to the University that the introduction of the new regulations will have an impact on processes and outcomes for students.

Equality and Diversity

It is not envisaged that the regulations will impact on groups with protected characteristics.

Timing of decisions

The full regulations will come to a future meeting of LTC for consideration before the end of the academic year.

Further Information

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Background

Draft 'skeleton' regulations governing the New Academic Model were published by the Learning, Teaching and Quality Office in July 2011 for comment. This updated draft version of the regulations takes into account feedback received from that consultation and from the Taught Programmes Policy Group which considered the regulations at its meeting on 19 January 2012.

Discussion

These notes accompany the draft regulations, highlighting the changes since the last version <https://www.uea.ac.uk/ltqo/taught-degree->

[programmes/Draft+regulations+new+academic+model+11+Jul+2011](#) presented to LTC on 29 June 2011.

The numbers refer to the paragraph number in the draft regulations document.

1. Scope of Regulations

- The regulations will include Graduate Diplomas, Foundation Degrees, Diplomas of HE and CertHE where these are intended awards.

2. Definitions

- This section will be expanded to include more definitions, including the change from the current Levels to the FHEQ levels.

3. General Preconditions to an Award

- Streamlined; students must 'satisfactorily complete a programme of study *and assessment* in accordance with these regulations'...

4. Course Requirements

- Rather than specifying credit requirements for every course (3-year, 4-year, MBBS, foundation degrees, Cert HEs and Dip HEs), refer to the individual Programme Specifications as the master reference documents which will specify credit requirements.
- Change to adopt FHEQ levels, and explicitly state the maximum amount of lower-level credit permitted at each stage.

5. Duration of Course

- Rather than specifying the length of every course, refer to the individual Programme Specifications as the master reference documents which will specify length of course, but retain that all courses can be extended to a maximum of two additional years (with MBBS students being permitted to intercalate for three years to complete a PhD at end of stage four).

6. Module Enrolment

- Reduce the time permitted for students to make changes to their choices without a concession from end of Week 4 to end of Week 2; thereafter changes would be approved by concession only.
- Current paragraph on the running of courses/modules being dependent on class size, accommodation and other constraints, replaced by summary of 'courses and module delivery subject to change'.
- Remove section limiting coursework in final two years (each course will have assessment strategy in its Programme Specification, justifying type of assessment, and will be approved by School/FLTQC in normal way).

7. Study Abroad and in Industry

No change

8. The Board of Examiners

- Removal of the reference to a 'Secretary, appointed by the DUS on behalf of the Registrar'

- Change the responsibility of the Chair with regard to 'the recording of marks and their presentation to the Board' to 'marking and moderation processes and other QA scrutiny'.
 - Change the awarding of prizes to become a Board of Examiners' responsibility rather than a recommendation of the Board to the School Board.
 - For External Examiners, take out detail on unacceptable marking standards and procedures to follow before/after confirmation of marks.
 - For External Examiners, replace the request for a report 'at timescales published by the University' with 'within 4 weeks of the Final Assessment meeting'.
 - The paragraph on voting slimmed down to state that the Board may vote, and that the Chair has the casting vote. The external examiners' weighting (where the majority of EE vote with the minority, the decision will go with the minority) removed.
9. Provision of Information
- Illegibility of scripts – current separate paragraphs on *sections* and *whole* scripts combined into one paragraph.
 - Marks – clarification of display of marks as agreed (integers for assessment items, to one decimal place for Stage averages and final classification marks).
 - Removal of information provided to the Board of Examiners from this section – contained in sections on the Boards themselves.
10. Module Assessment
- In the current regulations this section covers the methods of assessment (CW, WW, EX etc), pass mark, limits the weighting of cw in modules assessed by cw and exam (WW modules) plus assessment timetable (when assessment will be carried out depending on the method of assessment). Proposal is to remove this completely and put it in the Code of Practice on Assessment currently being written. Assessment will also be covered in Programme Specifications and Module Outlines.
 - Removal of the requirement for all modules to have an element of formative assessment. The promotion of formative assessment, and associated feedback, will be covered in the Code of Practice on Assessment.
11. Student Progress Meeting
- Proposal to make the meeting optional, and allow Schools to hold them over a longer, defined, period (up to the end of Week 5 in the Spring semester has been proposed by one School), although Schools of Studies are required to ensure that students' academic progress is monitored and reviewed during the academic year. Suggestion that advisers could review the marks of their advisees, and follow up those they are concerned about.
12. Autumn visiting students – new section detailing the requirements to confirm marks for autumn-only visiting students (separated out from Progress Boards, but Schools with such visiting students may want to continue with Progress Boards in the usual way). This regulation is currently written to reflect that marks' confirmation is carried out by the Board of Examiners, but confirmation may end up being carried out as the final stage of moderation, by module, rather than by the Board (see section 13).
13. Confirmation of Marks/Module Assessment Boards
- Proposal to stop holding Module Assessment Boards and replace with a robust moderation process of marks at individual assignment level (further details required

on standardising moderation/double marking/role of external examiners etc to be worked on). This doesn't preclude a review of modules, with Boxplots, module evaluation reports etc, but this can be de-coupled from the Exam Board processes and occur at a less-pressurised time (after the Exam Boards). If approved, further clarification would be required on what module information would be required, when and to whom, and what action would follow as a result.

14. Extenuating Circumstances

Tidied up to encourage students to complete a 'circumstances affecting study' form in all practicable cases, and reporting it to LTS rather than Head of School. Circs form can include support from the students' adviser or other member of academic staff (current 13.1 (b)) and shouldn't discourage students from discussing problems with adviser.

15. Good Cause/Delayed Sits

No change other than to rename Delayed First Sits to Delayed Sits, to take into account sits delayed at reassessment. This is under review, and Good Cause likely to be replaced by a concession for a delayed sit.

16. Stage Assessment

Simplification of wording

17. Reassessment

- Requirement to obtain an automatic right to reassessment.
- Students will be offered a reassessment opportunity in all failed components of a failed module. (may not have to pass all components to pass module on aggregate – student's call)

18. Final Assessment

- Added in requirement for there to be External Examiner
- Classification of degrees – the recommendation from TPPG is to have no discretion, other than for extenuating circumstances, but to automatically upgrade students who meet a (as-yet-to-be-determined) marks credit profile algorithm. Further modelling is required on this to ensure that any such algorithm does not result in fewer good Honours than currently awarded.
- Helpful to include criteria for starred firsts – to be agreed

19. Final Reassessment

Added in requirement for there to be External Examiner consulted.

20. Exit Awards

Rewritten to accommodate named exit awards as specified in individual programme specifications (eg MBBS exit award) and simplified Cert HE and Dip HE requirements to credits obtained.

21. Disclosure of Results

No change.

22. Appendices – still to be reviewed, in particular the threshold marks required to progress on to year abroad and School-specific appendices (NSC, MBBS, SWP)

Regulations for Undergraduate Awards

New Academic Model

1. SCOPE OF THESE REGULATIONS

- 1.1 These Regulations govern the awards of degrees of Bachelor of Arts, Bachelor of Engineering, Bachelor of Science, Bachelor of Laws and Bachelor of Medicine/Bachelor of Surgery. [mention grad dip, cert he and dip he?]
- 1.2 These Regulations apply to full-time and part-time undergraduate students. Where appropriate, these regulations also apply to Visiting or Exchange students at the undergraduate level.
- 1.3 Once published, alterations to or concessions against these Regulations may be made only with the approval of the Learning and Teaching Committee of the Senate, or by named persons with delegated powers to operate on behalf of the Committee.

2 DEFINITIONS

Within these Regulations, the following terminology shall apply:

Course	A grouping of modules leading to an award.
Programme Specification	An outline of a course or a suite of courses, which specifies its content and requirements.
Course Profile	
Course Director	An academic member of staff in the School in which a student is registered who is responsible for managing the course and its assessment strategy. Joint courses between Schools will have a Course Director from the School in which the student is registered and Deputy Course Directors from each of the Schools which jointly manage the course.
Programme Director	An academic member of staff who is responsible for managing a suite of courses or for oversight of a stage of study within a School.
Stage	The equivalent of one year's full time study on a course, normally 120 credits.
Module	A discrete block of study for which a student enrolls. Each module is classified by its level and its credit value.

Level	<p>Modules shall be classified at one of the following levels:</p> <ul style="list-style-type: none"> (a) Access level (FHEQ level 3); (b) Introductory degree level, not normally counting towards the final degree classification, except for a student following a degree course in subjects which are not cognate (FHEQ level 4); (c) Honours Degree level, counting towards the final degree classification (FHEQ levels 5 and 6). Level 5 modules precede level 6 modules as these normally form pre-requisites or provide a broader context to the subject matter, compared with level 6 modules.
Credit	An indicator of the volume of study associated with a module .
Compulsory Module	A module designated as one that students must take in their chosen course.
Elective Module	A module included within a range of defined options from which a student must select.
Mark	Marks are expressed as a percentage except for some specified modules or components of modules where marks may be expressed as Fail/Pass or Fail/Pass/Distinction.
Pass/Fail Module	
Pass all Components Module	
Pass on Aggregate Module	
Examination	
Course Test	
Extenuating Circumstances	Factors outside a student's control which have affected a student's performance in an assessment.
Good Cause	Sufficient and reasonable grounds to indicate that a student was prevented from taking an examination(s) or course test(s) or other form of assessment in lieu of an examination by factors outside the student's own control.

Delayed Sit A deferred assessment opportunity, normally in an examination or course test, granted by the Learning and Teaching Committee where a student has presented evidence that factors outside the student's own control compromised the original assessment.

Reassessment A further assessment opportunity where a student has failed a module.

Finalist A student undertaking the final Stage of his/her registered course.

3. 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;
- (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.

4. COURSE REQUIREMENTS

[LLB, Grad Dip, Cert HE, Dip HE, Foundation Degree, IM???)

4.1 The University shall:

- (a) publish programme specifications specifying the content and requirements of each course including regulations and assessment strategies applicable to the course;
- (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.

4.2 Courses may consist entirely of compulsory modules or may be a mix for compulsory and elective modules chosen from a list of defined modules.

[PLC and EEC modules]. Each module must be worth at least 20 credits.

- 4.3 (a) Stage 0 of a BA/BSc/BEng course profile will contain 120 credits at level 3;
- (b) Stage 1 of a BA/BSc/BEng course profile will contain 120 credits at level 4;

- (c) Stage 2 of a BA/BSc/BEng course profile will contain a minimum of 100 credits at level 5 and may contain no more than 20 credits at level 4, and none at level 3;
- (d) Stage 3 of a BA/BSc/BEng course profile will contain a minimum of 90 credits at level 6 and may contain no more than 30 credits at level 5, and none at level 3 or level 4.

[LLB, Grad Dip, Cert HE, Dip HE, Foundation Degree, IM???)

- 4.4 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. Visiting and Exchange students will take 120 credits and part-time students no more than 80 credits in each academic year of study.

5 DURATION OF COURSE

- 5.1 Students must enrol for and complete the course within the timescales published in the Programme Specification.
- 5.2 The Learning and Teaching Committee of the Senate may vary or amend the requirements of these Regulations in respect of a particular student. This may include the extension, by intercalation or repetition, of a student's period of study to a maximum of two years beyond the specified length of the course (with the exception of those MB/BS students who intercalate after Stage 4 to complete a PhD who are permitted to intercalate for three years). In such instances, it may also impose alternative conditions and requirements.

6 MODULE ENROLMENT

- 6.1 Students are required to enrol formally for each module that they wish to take and must do so by the deadline published by the Learning and Teaching Service. No student shall register for modules totalling more than 120 credits in any one academic year except where approved via concession by the Learning and Teaching Committee of the Senate. No student shall register for modules that have clashing teaching events.
- 6.2 Course profiles are subject to change. A reference in a course profile to a particular module does not mean:
 - (a) that the module will necessarily be available in any particular session. The availability of any module may be subject to conditions such as the minimum or maximum size of classes, the availability of accommodation or other constraints;
 - (b) that alternative arrangements will be made in the case of clashing teaching events of modules.

- 6.3 Where the course profile permits students to select modules from a defined range of elective modules, students wishing to make or change their module enrolments after the Friday of week 2 of the semester must obtain the prior approval of the Learning and Teaching Committee of the Senate, on the recommendation of the Head of their School.
- 6.4 A student may be suspended from a module 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.
- 6.5 A student may be suspended from a module pending formal investigation of the circumstances where the Head of School decides that there is *prima facie* evidence that the student's behaviour has contravened General Regulation 10.

7 STUDY ABROAD AND IN INDUSTRY

- 7.1 As a requirement of the degree, a student may spend up to two consecutive semesters at an approved institution in another country or within an industrial setting in the UK (or outside the UK subject to the approval of the relevant Faculty Associate Dean (LTQ)) provided that no such semester forms part of the student's final Stage of study and that appropriate assessments of the institution or industrial setting have been conducted. The marks obtained from the period of study abroad or in industry may count towards the degree classification, in accordance with the requirements specified in the programme specification.
- 7.2 The School may stipulate additional criteria to govern progression to a period of study abroad or period of industrial placement and shall publish any such criteria in advance within the programme specification of the course. The additional criteria (as set out in Appendix A1 of these regulations) shall take precedence over the standard progression regulations otherwise in force.
- 7.3 Where a student has registered on a degree course that does not include a required period of study abroad, but his/her School of Study offers module(s) under an approved exchange scheme, the student may seek approval from the Head of the School to spend up to two consecutive semesters abroad.

This period abroad:

- (a) must constitute a designated exchange administered by the University;
- (b) shall not form part of the student's final Stage of study;

- (c) must include the study of appropriate modules that will fulfil the normal course requirements;
- (d) shall count in all respects towards the student's degree in accordance with the description in the relevant programme specification.

8 THE BOARD OF EXAMINERS

8.1 Membership of Boards of Examiners

- (a) The membership of Boards of Examiners must be approved by the Learning and Teaching Committee of the Senate. It shall comprise a Chair (who shall not be the Head of the School), external examiner(s) appointed by the University and at least two internal examiners who are academic staff having a major responsibility for teaching and/or assessment of the modules or the course under consideration.
- (b) 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 who have been approved as a member of the Board of Examiners by the Learning and Teaching Committee of Senate.
- (c) There shall be a sub-group of the Board of Examiners to consider students' extenuating circumstances and the related evidence. **[NB procedure for dealing with ECs currently under review]**
- (d) All members of a Board of Examiners (or one of its sub-groups) are required to attend unless the Learning and Teaching Committee of the Senate has approved their absence in advance. In the case of reassessment for the final degree classification, the Learning and Teaching Committee of the Senate may approve the absence of the external examiners, if there is evidence that they have been appropriately consulted.
- (e) 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. **[Definition of assessors]**

8.2 The Chair

The Chair of the Board of Examiners shall have responsibility for:

- (a) the production of examination papers;

- (b) marking and moderation processes and other quality assurance scrutiny;
- (c) the chairing of the meetings of the Board;
- (d) 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;
- (e) ensuring that any Academic Appeal against a provisional coursework mark has been dealt with in accordance with the approved procedure before the Board's Stage Assessment meeting for the Stage to which the appeal relates;
- (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) drawing the attention of the Board of Examiners to any factors reported in accordance with Regulation 13 (concerning medical evidence and/or extenuating circumstances) and any cases of **Good Cause (under review)** /Delayed Sit under Regulation 14;
- (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, and that these are duly reported to the Registrar and Secretary;
- (i) ensuring that the Board of Examiners awards prizes in accordance with the rules approved by the Learning and Teaching Committee and available at: www.uea.ac.uk/prizesandscholarships and reports the awards to the School Board;
- (j) ensuring compliance with the relevant Regulations;
- (k) undertaking such other tasks as the Senate shall require.

8.3 The External Examiner

The external examiner shall:

- (a) undertake duties as described in the Senate's Code of Practice for the External Examiner System for Awards (Taught Programmes) at the University of East Anglia, 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;

- (b) attend the Final Assessment meeting(s) and participate in the Final Reassessment meeting(s) where recommendations for awards are made and sign the appropriate pass lists;
- (c) submit an annual report to the Pro-Vice-Chancellor (Academic) within four weeks of the Final Assessment meeting of the Board of Examiners.
- (d) after marks have been internally moderated and confirmed, review the marks and comment on standards.

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.

9 PROVISION OF INFORMATION

Examiners shall be informed of the following:

9.1 Illegibility of Examination/Course Test Scripts

- (a) Students are expected to present examination or course test scripts in legible handwriting (unless the Learning and Teaching Committee of Senate approves individual arrangements for the use of a computer).
- (b) Where a marker finds that an examination or course test script or a section of an examination or a course test script is illegible, they shall mark the parts of the script that are legible and refer the whole script to the Chair of the Board of Examiners responsible for the module concerned.
 - (i) The Chair shall confirm that the script is illegible or decide that the script is legible and ask a second marker to mark the script.
 - (ii) Where the Chair confirms that a script or a section of a script is illegible, the Chair, informed by the marker, shall then decide whether the illegible part of the script represents a minor or major proportion of the whole and whether any marks derived from this part would have a material impact on the module mark.
 - (iii) If it is decided that the illegible section of a script represents a minor proportion of the script and would not have a material

impact on the module mark, a mark of zero shall be awarded for this section.

- (iv) If it is decided that the illegible section of a script represents a substantial proportion of the whole and/or would have material impact on the module mark, the student will be invited to report to their School of Studies so that arrangements can be made to have their work legibly described (by reading their answers under examination conditions).
- (c) Where an opportunity to have an illegible script or part of a script legibly transcribed is offered a student may:
 - (i) accept the offer and make arrangements with the School of Studies;or
 - (ii) accept a mark of zero for the script or part of the script that has been deemed to be illegible.
- (d) In all cases where part or the whole of a script has been deemed to be illegible, or where a marker has concerns about the legibility of a script, the student shall be referred to Academic Adviser for appropriate guidance and advice.

9.2 Procedure for Marking Offensive Material

Any summative or formative assessment submitted by students which contains material that is regarded by the marker as offensive should be dealt with in accordance with the University's *Procedure for Dealing with Inclusion of Offensive Material within work submitted by students for Assessment* which can be found at:

<https://www.uea.ac.uk/ltqo/exams/brdofexams>

If offensive material is found in a student's assessed work and it is considered by the marker that disciplinary action should be taken, the matter will be referred separately to the Disciplinary Officer by the Head of School under General Regulation 10 for Students.

- (a) Regardless of any disciplinary action, the following process should apply when marking offensive material:

A marker should award the work a mark that assesses the work as far as possible excluding the offensive material. If the work submitted has no academic merit and has not met the learning outcomes of the task set, a marker may award 0%.

- (b) Where a marker is concerned that the offensive material causes him/her undue stress and may influence the marking, the matter shall be referred to the Chair of the Board of Examiners who will review the material and decide whether the material is such that the work should not be marked or that another marker should be asked to mark the work as much as possible. If the alternative marker declines to mark the work on the basis that the work contains gratuitously offensive material, the work shall be deemed unmarkable and a provisional mark of 0% recorded for the work.
- (c) If disciplinary action has been taken as part of the procedure for marking offensive material, the Board of Examiners should confirm the marks awarded for assessments containing offensive material once the disciplinary investigation/action has been concluded.

9.3 Marks

- (a) The marks entered onto the student information system shall be integers for assessment items (b) The student information system will display:
 - (i) integers for reporting assessment item and module results to Boards of Examiners;
 - (ii) one decimal place for reporting Stage results and final classification rankings to Boards of Examiners;

However, the database calculates to six decimal places.

Any rounding will follow the principle of Rounding Up marks at 0.5 or above, and Rounding Down marks at below 0.5.

10 MODULE ASSESSMENT

[To be rewritten and included in assessment Code of Practice – some text needed here – if only a reference?]

11 STUDENT PROGRESS

Schools of Study are required to ensure that students' academic progress is monitored and reviewed during the academic year. This may include holding a formal student progress meeting after the autumn semester, or via the advising system, with advisers reviewing the performance of their advisees and following up as necessary.

12 AUTUMN SEMESTER ONLY VISITING AND EXCHANGE STUDENTS

In Schools of Study where autumn semester-only Visiting or Exchange students have been studying, the Board of Examiners or a sub-group shall meet in January or early February to confirm their marks. Marks thus confirmed cannot subsequently be adjusted. Where the Visiting or Exchange student has failed to achieve the pass mark in any of the modules studied at UEA, the Board shall offer the opportunity of reassessment if the student has met the necessary reassessment thresholds.

13 CONFIRMATION OF MODULE MARKS

Each School shall have a robust moderation and internal verification process in place. Marks will be confirmed at the end of the moderation process.

14 EXTENUATING CIRCUMSTANCES

14.1 Students experiencing factors outside their control and affecting their performance in any given assessment item (coursework or examination) must report these factors formally to the Board of Examiners by means of completion of a *Circumstances Affecting Study* form, which should be submitted to the Learning and Teaching Service, along with appropriate evidence, in advance of the published deadline. [subject to review]

14.2 Boards shall treat all statements of extenuating circumstances as confidential, not to be disclosed outside the meeting of the Board. Where circumstances are particularly sensitive, students may ask that the disclosure of the information be limited. [procedure – DoS? Chair of Examiners?]

15 GOOD CAUSE/DELAYED SITS

15.1 If a student is absent from an examination, course test or other form of assessment in lieu of an examination due to a factor outside the student's control, the Learning and Teaching Service shall consider whether there appears to be sufficient evidence on which to recommend and seek a ruling of Absence with Good Cause from the Learning and Teaching Committee of the Senate.

15.2 Additionally, the Head of a student's School may recommend and seek approval for a Delayed Sit where a student has attempted and failed an examination or course test and where there appears to be sufficient evidence that notwithstanding the student's attendance at the examination or course test it was not a reasonable assessment opportunity.

15.3 In each case of absence, the Learning and Teaching Service shall inform the Chair of the appropriate Board of Examiners whether a recommendation for a Delayed Sit has been made, as well as the decision of the Learning and Teaching Committee of the Senate. The Chair shall draw each case to the attention of the Stage Assessment or the Stage Reassessment Board.

- 15.4 Students who have been absent with Good Cause or for whom a Delayed Sit has been approved shall normally be required to take the examination or course test or other form of assessment in lieu of an examination covered by the ruling at the earliest possible opportunity. This shall normally be the next scheduled sitting of the examination in that module.

16 STAGE ASSESSMENT

- 16.1 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 Programme Specification. At this meeting, the Board of Examiners will consider if students have successfully completed the relevant Stage of Study by reviewing all module marks.

- 16.2 Whilst in most cases, Stage Assessment Boards will be held in May, June or July, their timing will be dependent on the nature, structure and duration of the course, and whether it is full time or part time.

- 16.3 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) consider any extenuating circumstances reported by staff and/or students in accordance with Regulation 14;

- 16.4 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 of 40% for numerically-marked modules including individual components of modules and/or individual sections within examinations where required and stipulated in the Programme Specification;
- (b) a Pass, or Distinction where appropriate and available, in modules assessed as Pass/Fail;

- 16.5 In the event that a student has not completed the Stage satisfactorily as set under Regulation 16.4 above, the Board of Examiners shall either:

- (a) refer the student to reassessment, where he or she has earned the automatic right to be reassessed;

or

(b) apply for a concession from the Academic Director of Taught Programmes for a reassessment opportunity for the student, where the student has experienced extenuating circumstances that have prevented him/her from earning the automatic right to reassessment.

or

(c) permit the student to transfer to an alternative Honours degree course for which the requirements have been met, (e.g. for a student registered on a course with a year abroad or year in Industry permit transfer to a course of otherwise similar content for which a year abroad or a industrial placement is not required) subject to the agreement of the appropriate Head of School;

or

(d) withdraw the student from the course and award the student the appropriate exit award as appropriate;

or

(e) apply for an alternative appropriate concession notwithstanding failure to complete the Stage satisfactorily.

[should the para re provisional progression pending passing an outstanding module by 31 Oct be in this reg/]

16.6 In respect of **Visiting/Exchange students**, the Board of Examiners shall review the marks achieved by Visiting/Exchange students and confirm whether they have achieved the standards of satisfactory completion in accordance with 16.4 above and report this to the home institution. In the event that a Visiting/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 subject to the student meeting the reassessment thresholds.

17 REASSESSMENT

17.1 In order to have an automatic right to reassessment, students must have no more than 20% unauthorised absence for the failed module (where attendance has been monitored) AND must have achieved an overall module mark for the failed module of at least 20% (where the module has a numerical mark).

17.2 Students eligible for reassessment will be offered a reassessment opportunity in all failed components of the failed module in the form of the original reassessment.

- 17.3 Reassessment will be offered on one occasion only.
- 17.4 Reassessment for each module shall be completed in accordance with the timetable specified by the University.
- 17.5 Marks achieved at reassessment will be capped at 40% and recorded as such for all reassessed components of the module.

17.6 Confirmation of Reassessment Module Marks

Each School shall have a robust moderation and internal verification process in place. Marks will be confirmed at the end of the moderation process.

17.7 Stage Reassessment

There shall be a Stage Reassessment Board at which the appropriate Board of Examiners or a sub-group of that Board shall consider the confirmed marks achieved at reassessment and:

- (a) consider whether students should progress to the next Stage (with reference to the academic requirements for completing the Stage, as set out in Regulation 16.4 or alternatively, take one of the courses of action set out in Regulation 16.5 (b), (c), (d) or (e);
- (b) consider any extenuating circumstances reported by staff and/or students in accordance with Regulation 14 in respect of students in this Stage of their study;
- (c) perform all the duties of a Stage Assessment Board where appropriate, for example in respect of students who have undertaken a delayed sit.
- (d) act as a Final Reassessment Board in accordance with regulation 19.

18 FINAL ASSESSMENT

There shall be a Final Assessment Board at which the Board of Examiners, including the External Examiner, shall consider the results of all students after their final year of study and after their final Stage Board.

18.1 Information for Final Assessment

- (a) All three-year programmes are weighted at 40% for Year 2 and 60% for Year 3 apart from the BSc courses in the School of Nursing Sciences, which are weighted equally in Years 2 and 3.
- (b) Four-year Bachelor's programmes are weighted at 40% for Year 2, 0% for Year 3 (or 4) and 60% for the final year.

The examiners shall:

- (c) receive a set of final aggregate marks for each student for the years contributing to the final award mark, expressed as a percentage and taking year weightings into account;
- (d) consider any extenuating circumstances reported by students in accordance with Regulation 14.

18.2 Classification of Honours Degrees

- (a) After having received and considered the information as set out under Regulation 18.1, the Board of Examiners shall consider the award of Honours Degrees for all students other than those registered on the MB/BS course.

The Board of Examiners shall use the aggregate award mark to assign a provisional classification:

Aggregate Mark %	Class of Degree
70-100%	I
60-69.9%	II (1)
50-59.9%	II (2)
40-49.9%	III
0 -39.9%	Fail

If a student has experienced extenuating circumstances that have significantly affected the student's performance during the counting years used to classify their degree, the Board of Examiners shall pay special attention to such a student when resolving the appropriate degree classification and can exercise discretion with regards to the appropriate degree classification. In addition, Boards of Examiners should take into account any comments made by external examiners when resolving degree classifications.

- (b) 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 Honours Degree students whose performance displays exceptional merit. **[criteria needed]**
- (c) For final year students registered on the MB/BS degree who have satisfied the examiners in all stages of their course as well as any other requirements stipulated by the Norwich Medical School, the Board shall recommend that such students have passed or passed with Distinction **in accordance with Appendix A3 of these Regulations.**

- (d) 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 20.

19 FINAL REASSESSMENT

- 19.1 The Board of Examiners shall consider for a degree (as set out under Regulation 18) 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. At least one External Examiner should be part of the consideration of awards.

20 EXIT AWARDS

- 20.1 Students who are ineligible for reassessment after failing a Stage or who fail the reassessment for a Stage and are therefore 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.

- 20.2 In addition to the consideration of any named exit award available to students as set out in the Programme Specification, the Board of Examiners shall consider the following exit awards:

- (i) Certificate of Higher Education

- The Board of Examiners shall recommend the award of Certificate of Higher Education to students who have successfully completed 120 credits at level 4 or above. At least 60 credits must have been completed at UEA.

- (ii) Diploma of Higher Education

- The Board of Examiners shall recommend the award of Diploma of Higher Education to students who have successfully completed 240 credits, at least 120 of which is at level 5 or above, and at least 120 of which has been completed at UEA.

21 DISCLOSURE OF RESULTS

- 21.1 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 21.4 below);

- 21.2 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;

- 21.3 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;
- 21.4 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 discussion 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.

NB appendices need formatting, checking and incorporating into main regs where possible