

## LTC12D119

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## OPEN

### Issue

Following further consultation and consideration by TPPG, this is an update on the draft regulations previously reported to LTC.

### Recommendation

LTC members are asked to consider the draft regulations and note/comment where appropriate.

### Resource Implications

No resource implications not previously considered as part of the introduction of the new regulations

### Risk Implications

No risks not previously considered as part of the introduction of the new regulations

### Equality and Diversity

It is not envisaged that any of the recommendations contained in the report will impact on groups with protected characteristics.

### Timing of decisions

This is a report on progress to date, and there is some further work required before LTC members will be asked to approve the regulations, at the LTC meeting in June. Further amendments to this draft will be required after LTC has approved the proposed revisions to the Extenuating Circumstances regulations (to be considered at LTC on 15/5/13). In addition, there will be clarification of how rounding and calculations in SITS will operate. Discussions are planned with NSC and MED to incorporate any specific requirements for their programmes previously covered in appendices.

### Further Information

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### Background

The new regulations have been under development from 2010/1, and will come into force for students starting at Level 0 and Level 1 in 2013/4. This iteration has incorporated the new algorithm (to be considered as a separate agenda item at LTC on 15/5/13), and taken into account feedback from the widely-circulated draft 6, which was also discussed at TPPG on 2/5/13.

### Discussion

The paper is for discussion only and contains no recommendations for approval.

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# Regulations for Undergraduate and Integrated Masters Awards

**2013**

## **1 SCOPE OF THESE REGULATIONS**

- 1.1 These Regulations govern the assessment, progression and awards for undergraduate and integrated masters degree students.
- 1.2 These regulations come into force for students commencing their courses at Stage 0 and Stage 1 (FHEQ level 3 and FHEQ level 4) 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;  
  
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.
- 1.4 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.
- 1.5 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;
- (b) satisfactorily complete a programme of study and assessment in accordance with these Regulations and any specific criteria set out in the relevant programme specification.

## **3 COURSE REQUIREMENTS**

- 3.1 The University shall:
  - (a) publish Programme Specifications specifying the content and requirements of each course including any course-specific requirements for assessment and progression;

- (b) publish Course Profiles specifying the modules to be taken, and electives available, for each course;
- (c) publish Module Outlines specifying the content and assessment for each module.

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

### 3.3 Table of Awards

QUALIFICATION	LEVEL	OVERALL CREDITS TO BE STUDIED	RANGE OF CREDITS REQUIRED	NORMAL LENGTH OF PROGRAMME (Full-time unless stated)
MB BS	6	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	6	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 (M)	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 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 (M level)</li> </ul>	4 years
4-year Bachelors Honours 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 Honours 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 Honours 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</li> </ul>	3 years

			level 5 and no more than 20 credits at level 4 <ul style="list-style-type: none"> <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>	(Part-time 6 years)
BA Professional Studies	6	120	120 credits at level 6	1 year (Part-time 2 years)
NSC post-registration programmes	6	120	120 credits at level 6	All part-time; length depends on course and can vary from one year to 8 years.
Social Work Specialist Practice	6	120	120 credits at level 6	Part-time, 5 years

#### **4 DURATION OF COURSE**

- 4.1 Students must enrol for and complete the course within the timescales published in the Programme Specification and summarised in the table in Regulation 3.3.
- 4.2 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 intercalation 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.
- 4.3 MB BS students may intercalate after Stage 3 or 4 to complete an intercalated degree for one year; these students are permitted to intercalate for up to three years in total.

#### **5 MODULE ENROLMENT**

- 5.1 Students shall be required to enrol for and complete modules according to the requirements set out in the Programme Specification, Course Profile and Module Outlines, by the deadline published by the Learning and Teaching Service. Visiting and Exchange students will normally take 120 credits and part-time students no more than 80 credits in each academic year of study. No student shall register for more than the credit requirement of their year of study, as specified in their Programme Specification. No student shall register for modules that have clashing teaching events.
- 5.2 Course Profiles and the availability of modules are subject to change.
- 5.3 A student seeking a late module enrolment, or change to enrolment, after Week 2 of the semester in which it is taught, must obtain the prior approval of the Learning and Teaching Committee of Senate, on the recommendation of the Head of their School and may be subject to a late fee.

*LTC Note 1: There are some instances where Schools 'stream' students on to modules, depending on, for example, their Maths background, and this will happen after the deadline. In these instances the ADTP will consider a group or blanket concession for these modules.*

- 5.4 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, defined in its Programme Specification, linking specific modules and their assessment to the learning outcomes of the course.
- 6.2 All modules must be assessed, in accordance with the principles specified in the Code of Practice on the Assessment of Taught Programmes.
- 6.3 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.
  - (d) Coursework-only variants of examined modules may be made available to Visiting students studying at the University.

*LTC Note 2: This is a change to current practice in some Schools. Standard students must take the module with the exam; it is not appropriate for students to opt out of the exam if that is part of the overall assessment strategy for a course.*

- 6.4 The assessment of each module shall generate a single mark between 0% and 100%, calculated from contributing individual component marks, weighted appropriately, and recorded as an integer.
- 6.5 The pass mark for undergraduate modules (levels 3 to 6) shall be 40%
- 6.6 The pass mark for masters' modules (level 7) shall be 50%.
- 6.7 The pass mark must be achieved at the module level. These modules are identified with a 'pass on aggregate' marks scheme.
- 6.8 Where there is a Professional Body requirement to pass each individual component of the module in order to pass the module, these will be set up and identified with a 'pass all components' marks scheme.
- 6.9 Where appropriate, individual modules or components may be assessed on a Pass/Fail or Distinction/Pass/Fail basis.

## **7 THE BOARD OF EXAMINERS**

### **7.1 Membership of Boards of Examiners**

- (a) The Board of Examiners shall comprise of 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.
- (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.
- (c) There shall be a sub-group of the Board of Examiners to consider students' extenuating circumstances and the related evidence.
- (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 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.

*LTC Note 3: the membership of sub-groups will need to be decided in time for appropriate training, especially the sub-group looking at Extenuating Circumstances. Clarification of the role and responsibilities of the Deputy Chair will be forthcoming.*

- (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.

## **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;
- (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) drawing the Board of Examiners' attention to any factors reported in accordance with Regulation 10 (concerning medical evidence and/or extenuating circumstances) and any cases of Good Cause/Delayed Assessment/Reassessment under Regulation 11;
- (h) the recording of decisions made by the Board of Examiners and ensuring that all members of the Board of Examiners or appointed 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 available at: [www.uea.ac.uk/prizesandscholarships](http://www.uea.ac.uk/prizesandscholarships) and reports the awards to the School Board;



- (j) ensuring compliance with the relevant Regulations;
- (k) undertaking such other tasks as the Senate shall require.

### 7.3 The External Examiner

- (a) The role of the external examiner is to ensure that:
  - (i) internal marking is consistent, fairly applied and of an appropriate standard;
  - (ii) assessment has enabled learning outcomes to be achieved and demonstrated;
  - (iii) academic standards are appropriate for the level of the award;
  - (iv) recommendations for awards and for classification of awards are consistent, fair, fairly applied and of an appropriate standard.
- (b) 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://www.uea.ac.uk/learningandteaching/documents/assessment/Code+of+Practice+for+the+External+Examiner+System+of+Awards+\(Taught+Programmes\)+2012-13](https://www.uea.ac.uk/learningandteaching/documents/assessment/Code+of+Practice+for+the+External+Examiner+System+of+Awards+(Taught+Programmes)+2012-13)

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.

- (c) The external examiner shall attend the Final Assessment meeting(s) and, where appropriate, participate in the Final Reassessment meeting(s) where recommendations for awards are made and sign the appropriate pass lists;
- (d) The external examiner shall monitor module marks and confirm whether marking standards are acceptable. The external examiner should review the marks awarded and report to the Board of Examiners as follows:
  - (i) where the marking standards are judged to be acceptable, that no further action is required;
  - (ii) where the marking standards are judged to be unacceptable, and the external examiner has drawn this to the attention of the Board before module marks have been confirmed, request that the Board shall review and amend as appropriate the marks of all the students who have taken the module or item in question.

If the overall marking standards are acceptable but an individual mark appears to be inappropriate, the mark shall stand but it will be drawn to the attention of the Final Assessment Board;

- (iii) where the marking standards are judged to be unacceptable, and the external examiner has drawn this to the attention of the Board after module marks have been confirmed, request that the Board shall not amend confirmed marks but shall take appropriate action to ensure that the classification of students is not compromised. This will normally involve considering the position of all borderline candidates who have taken the module or item in question and might also involve a review of further samples of work to ascertain an appropriate allowance to be made in the consideration of such borderline students.

#### 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.

*LTC Note 4: The Chair will only vote if a casting vote is required. TPPG received one comment about the reduced weight of the external examiners' votes in the above. The alternative proposal was that 'where votes are equally divided the decision shall go with the majority among the external examiners. If external examiners are also divided equally, the Chair shall have the casting vote'. LTC members are invited to comment.*

#### 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 timing of each meeting will depend on the requirements of the course as indicated below:

Meeting	Standard Dates	Exceptions
Student Progress Board	January, February and March	School of Nursing Sciences: exempt from holding Progress Boards;  BA Professional Studies: exempt from holding Progress Boards.

Module Assessment Board	May and June	Norwich Medical School: May/June/July; School of Rehabilitation Sciences: March/June/July; School of Nursing Sciences: on dates set out by the School; BA Professional Studies: on dates set out by the School.
Stage and Final Assessment Boards	May, June and July	School of Nursing Sciences; on dates set out by the School; BA Professional Studies: November.
Reassessment Board	September	School of Nursing Sciences: on dates set out by the School; BA Professional Studies; on dates set out by the School.

## 7.6 Provision of Assessment Information

(a) 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).

(b) Display of results

- (i) Marks shall be displayed as integers for all marks, including module and component marks, year aggregate and final award marks;
- (ii) Where appropriate, modules assessed without the award of a mark shall be presented as Pass/Fail or Distinction/Pass/Fail

*LTC Note 5: TPPG received concerns about moving to integers for year aggregate and final award marks and how rounding will work, and calculations processed in SITS; further work/testing and consultation will be undertaken, with a report of the findings to LTC in June.*

## **8 STUDENT PROGRESS MEETING**

- 8.1 The Board of Examiners, or appropriate sub-group, shall receive the provisional marks for all students taking degree courses which fall under its jurisdiction and for any Visiting student.
- 8.2 The Board of Examiners shall receive attendance information for those students whose attendance has fallen below the requirements set by the School.
- 8.3 The Board shall review each student's attendance record and marks achieved to date and take action as follows:
  - (a) for any student who warrants special attention in respect of their academic performance and/or attendance record, such as the non-submission of one or more pieces of work and/or failure in two or more assessment components: refer to the Head of School, Adviser, or other delegated member of academic staff for appropriate action such as consideration under General Regulation 13, *Attendance, Engagement and Progress*
  - (b) in the case of students registered for the MB BS course whose assessed work covers the period of the Autumn Semester: refer to the Head of the Norwich Medical School any student who has failed two or more components of a module's assessment for appropriate academic advice and guidance;
- 8.4 The Board of Examiners shall confirm marks and discharge the duties of a Module Assessment Board and Stage Assessment Board (see below) for Autumn Semester Visiting students. Under these circumstances, the marks thus confirmed cannot be subsequently adjusted. Where the Visiting or Exchange student has failed to achieve the pass mark in (a) module(s) studied at UEA, and his/her home institution requires pass marks in all modules undertaken, the Board shall offer the opportunity of reassessment.

## **9 MODULE ASSESSMENT BOARDS**

- 9.1 All marks are provisional until these have been confirmed by the Board of Examiners or appropriate sub-group at a Module Assessment Board.
- 9.2 The Board of Examiners or appropriate sub-group shall receive the marks presented for each module, and contributing components, which is being assessed and for which it is responsible.
- 9.3 It is the role of the Board of Examiners or appropriate sub-group to confirm that internal and external moderation has been completed and that the marking standards for the module are appropriate.
- 9.4 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.

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

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 of Final Assessment Board meeting.

- 9.5 Where a Student Progress Meeting acting as a Module Assessment Board has previously confirmed the marks of Autumn Semester only Visiting or Exchange students, marks may not normally be subsequently amended. In the event that adjustments to module marks would have resulted in a different outcome for the Autumn Semester only Visiting or Exchange students concerned, the Board of Examiners must inform the student and the home institution.
- 9.6 After completing the above process, the Board shall confirm all marks. Prior to this confirmation, all marks shall be regarded as provisional and may be subject to amendment by the Board of Examiners at the relevant Module Assessment meeting.
- 9.7 For students registered on the MB BS course, the Board of Examiners shall resolve whether the student has achieved a Pass or, where applicable, for certain specified assessments, a Distinction in each module **in accordance with Appendix A3 – to be reviewed with MED.**
- 9.8 Marks thus confirmed by the Board of Examiners shall not normally be subject to further amendment except in the following instances:
  - (a) to correct an error in recording or transcription;
  - (b) 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 process the final mark shall be determined by the Board of Examiners, if necessary at a later date

## **10 EXTENUATING CIRCUMSTANCES**

- 10.1 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.
- 10.2 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.

*LTC Note 6: The Extenuating Circumstances/delayed assessment regulations will be updated in line with the revised ECs regulations, due to be approved by LTC at its meeting on 15-5-13*

## **11 DELAYED ASSESSMENTS/REASSESSMENTS**

- 11.1 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 permission for a Delayed Assessment/Reassessment from the Learning and Teaching Committee of the Senate.
- 11.2 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.
- 11.3 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.
- 11.4 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.

## 12 STAGE ASSESSMENT

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 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.

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 Sub-group its recommendations regarding extenuating circumstances following that Board's considerations and categorisation of students' extenuating circumstances reported to it under Regulation 10.

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 and stipulated in the Programme Specification;
- (b) a Pass, or Distinction where appropriate and available, in modules assessed as Pass/Fail;
- (c) any additional progression requirement/s for the Stage as specified in the appropriate Programme Specification.

12.4 The minimum Stage aggregate mark for progression at the end of each Stage for Integrated Masters courses is as follows:

<b>Integrated Masters Course</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>
<b>Master of Computing Science Master of Mathematics Master of Natural Sciences Master of Sciences</b>	60%	60%	60%
<b>Master of Chemistry</b>	50%	50%	50%
<b>Master of Pharmacy</b>	40%	40%	40%

12.5 The minimum Stage aggregate mark for progression at the end of each stage preceding the year out for Bachelors degree courses with a year abroad or in industry is as follows:

Bachelors Course	Stage 1	Stage 2
UG Year Abroad	55%	55%
UG Year in Industry (except Actuarial Sciences)	40%	Meet the requirements of the placement provider (normally an interview)
Actuarial Sciences	55%	55%

12.6 There is no automatic right to reassessment for students who achieve a module mark of below 20%.

12.7 For a student who has failed to complete the Stage satisfactorily, the Board of Examiners shall either:

(a) refer the student to reassessment, where the student has achieved **at least 20%** in the module;

or

(b) in the case of a student who has obtained a mark of **below 20%** in a module:

i. For a student at Level 3, in their first Stage of their course, offer a reassessment opportunity in the affected module(s).

ii. For a student at Level 4, in their first Stage of their course, offer a reassessment opportunity in the affected module(s).

iii. For a student whose marks of below 20% were 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).

iv. For any other student, the Board of Examiners shall 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 and any extenuating circumstances, and may take one of the following actions:



1. Offer a reassessment opportunity in the affected module(s);
2. Permit the student to repeat the year of study, either with or without a period of intercalation, on the recommendation of the Extenuating Circumstances Sub-group;
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 18)

Note: 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 for an Integrated Masters programme or a year abroad programme.

- 12.8 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*.

### **12.9 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 assessment 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/Regulatory body.

- (c) Any student registered on the MB BS or MB BS with Foundation Year will be permitted to a maximum of only two periods of intercalation or repeat of study, amounting to no more than two years in total, as a result of a failed delayed first sit, delayed second sit or result of an appeal. In the event where a student has an outstanding reassessment opportunity but the period of registration would exceed the maximum permitted (5 + 2 for MB BS or 6 + 2 for MB BS with Foundation Year) the student will not be permitted to undertake the reassessment and will be required to leave the course. Exceptions to this are:
- (i) where there has been a period of intercalation to undertake an intercalated degree after Stage 3 or 4, the intercalated year will not count towards the above allocation.
  - (ii) There will be an in-year resit opportunity for the Final Clinical Assessment and a repeat of year 5 will not normally be offered following a fail at first sit.

### **12.10 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/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 16.

### 12.11 Year Abroad or Year in Industry Assessment

For students who have spent the year studying abroad or in industry, the Board of Examiners shall:

- (a) confirm that the student has satisfactorily completed the Stage, or
- (b) confirm that the student has not satisfactorily completed the stage and offer the student a reassessment opportunity where this is possible. If it is not possible, the Board shall recommend either that the student be transferred to another programme if one is available or that the student be withdrawn from the University.

### 12.12 Visiting and 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 12.3 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.

## 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.

*LTC Note 7: There may be some disciplines/situations where it is not possible or sensible to reassess by the original form of assessment. Any such cases will need to be approved by the ADTP as exceptions, at least until we build up some data on this. DEV have asked that where their students on degree courses 'with Overseas Experience' are abroad over the Summer as part of their course, that they may be offered alternative reassessment to a UEA-based exam.*

- 13.2 Students are required to pay the appropriate reassessment fee by the deadline published by the University.
- 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 Marks achieved for each reassessed component will be used in place of the original (failed) component marks to recalculate an overall mark for the module. The module mark for any reassessed module will be capped at 40%.

*LTC Note 8: Reassessment is at item level, so if a student fails more than one item, they will be referred to reassessment in each item failed.*

#### **14 MODULE REASSESSMENT BOARD**

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.

#### **15 STAGE REASSESSMENT BOARD**

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 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 sat delayed first attempt assessments.

- 15.1 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 capped mark achieved as a result of 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 the Final Assessment for degree classification purposes.
- (d) Where the mark achieved at Reassessment is lower than the original mark, the original mark shall be used in considering the student's achievement.

- 15.2 The Board of Examiners shall receive any information detailing extenuating circumstances reported to it in accordance with Regulation 10 and information from the Module Assessment Board and Stage Assessment Board as appropriate.

- 15.3 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 and stipulated in the Programme Specification;

- (b) a Pass, or Distinction where appropriate and available, in modules assessed as Pass/Fail;
- (c) any additional progression requirement/s for the Stage as specified in the appropriate Programme Specification.

15.4 In the event that a student has not completed the Stage satisfactorily the Board of Examiners shall:

- (a) consider any extenuating circumstances reported by staff and/or students in accordance with Regulation 10 in respect of students in this Stage of their study and
  - (i) for a student who fails at the end of Stage 0 or Stage 1 (level 3 or level 4), if he or she has acceptable evidence for a delayed sit in no more than one module, permit provisional progression pending passing the outstanding delayed sit by 31 October;

*LTC Note 9: 15.4 (a) (i) and (ii) will only come into operation if the student has been awarded a Delayed Sit – awaiting the new regulations on ECs to clarify this regulation.*

- (ii) for a student who fails at the end of Stage 2, (or Stage 3 for Integrated Masters students), if he or she has acceptable evidence for a delayed sit, require the student to intercalate and return to undergo delayed reassessment in the Assessment Period in the following May/June.
  - (iii) for a student who has acceptable evidence of extenuating circumstances which have severely affected their performance in the Stage, permit the student to repeat the year of study:
    - a. Immediately, for students who are fit to study
    - b. Following a period of intercalation, for students whose extenuating circumstances are still affecting the students' ability to study effectively, as long as the student is declared fit to study on their return, and are not in breach of the maximum length of study for the degree.
  - (iv) Notwithstanding the extenuating circumstances, require the student to transfer to an alternative course or withdraw from the University.

- (b) in the case of an Integrated Masters student, permit the student to transfer to an Honours degree course for which the requirements have been met, subject to the agreement of the appropriate Head of School;
- (c) in the case of an Honours degree student, permit the student to transfer to an alternative Honours degree course for which the requirements have been met, (For example, for a student registered on a course with a year abroad, permit transfer to a course of otherwise similar content for which a year abroad is not required) subject to the agreement of the appropriate Head of School;
- (d) recommend to the Head of the student's School that application be made to the Learning and Teaching Committee of Senate for an appropriate concession, notwithstanding failure to complete the Stage satisfactorily.
- (e) in all other cases, require the student to withdraw from the University and recommend an award where appropriate.

## **16 FINAL ASSESSMENT**

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.

### **16.1 Final Stage Assessment Board**

The Board shall undertake the duties of a Stage Assessment Board for Final Stage students, where required. 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 in the Programme Specification;
- (b) a Pass, or Distinction where appropriate and available, in modules assessed as Pass/Fail;
- (c) any additional requirement/s for the Stage as specified in the appropriate Programme Specification.

### **16.2 Consideration of the Award**

The Board shall consider the classification of Final Stage honours degree students and the award of degrees to Final Stage MB BS students who have

successfully completed the Final Stage according to the procedures outlined in 16.3 and 16.4 respectively.

### 16.3 Degree Classification

16.3.1 The Board shall receive for each student:

- (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 year 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 year aggregate mark for each contributing year according to the following percentage weighting:

Degree	Stage 2	Year Y (if applicable)	Stage 3	Stage 4
Bachelors 3-year degrees	40		60	
Bachelors 3-year degrees for Nursing Sciences	50		50	
Bachelors 4-year degrees	40	0	60	
One-year top-up degree			100	
Integrated Masters degrees	20		30	50

- (d) any extenuating circumstances reported by students in accordance with Regulation 10.

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

Final Award Mark %	Class of Degree
70-100%	I
60-69%	II (1)
50-59%	II (2)
40-49%	III

#### CLASSIFICATION TABLE

Classification	Abbreviation	Threshold 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%

- (a) For three- or 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 as follows:

Final award mark within the 2% boundary 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 70% or above	70% or above	First Class Honours
58% - 59%		At least 120 credits graded 60% or above	60% or above	Upper Second Class Honours
48% - 49%		At least 120 credits graded 50% or above	50% or above	Lower Second Class Honours

- (b) 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 as follows:



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

- (c) The Extenuating Circumstances Sub-group will report to the Board of Examiners any finalist where the circumstances are deemed to have significantly affected the student's performance in their years counting towards their degree classification. The Board of Examiners shall pay special attention to any such student where the final award mark is within 5% of a higher classification boundary and can exercise discretion in recommending the appropriate degree classification.
- (d) 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.

16.3.3 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 18.

#### 16.4 MB BS Degree

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 **in accordance with Appendix A3 of these Regulations to be reviewed with MED.**

### 17 FINAL REASSESSMENT

The Board of Examiners shall consider for a degree (as set out under Regulation 16) 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 shall be part of the consideration of awards.

## **18 EXIT AWARDS**

18.1 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.

18.2 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 90 of which are at level 5 or above, and at least 120 of which have been completed at UEA.

18.3 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 as stipulated in the Programme Specification for the course).

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

*LTC Note 10: This is a new proposal, that IM students who have met the criterion be awarded a PGCert, in addition to the BSc.*

## **19 DISCLOSURE OF RESULTS**

- 19.1 The deliberations of Boards of Examiners are confidential except where a student requests information about their own award via an Academic Appeal or Academic Complaint (see 19.4 below);
- 19.2 Examiners are required to make academic decisions about students' performance, and marks are a guide to examiners in making those decisions. However, other factors may be taken into account in accordance with these Regulations and students should be aware that a particular number or pattern of marks does not necessarily lead to a given result;
- 19.3 Students will be formally advised of the outcome of the consideration of their academic performance by a Board of Examiners in accordance with procedures approved by the Registrar and Secretary;
- 19.4 As part of an informal or formal Academic Appeal or 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.

## 20 DEFINITIONS

Within these Regulations, the following terminology shall apply:

<b>Course</b>	A grouping of modules leading to an award.
<b>Programme Specification</b>	A detailed description of the intended learning outcomes of a programme of study and the means by which those outcomes are achieved and demonstrated.
<b>Course Profile</b>	An outline of a course which specifies, for each year of the course, which compulsory modules must be taken, and (where appropriate) lists elective modules from which students may choose to make up the required number of credits.
<b>Course Director</b>	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.
<b>Programme Director</b>	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.
<b>Stage</b>	The equivalent of one year's full time study on a course, normally 120 credits.
<b>Module</b>	A discrete block of study within a course having specific learning outcomes, teaching and learning opportunities to achieve those outcomes and assessment tasks to enable students to demonstrate achievement of the outcomes. Each module is classified by its <b>level</b> and its <b>credit</b> value.
<b>Level</b>	<p>An indicator of the relative demand, complexity and depth of the learning required in relation to particular modules. Modules shall be classified at one of the following levels:</p> <ul style="list-style-type: none"><li>(a) Access level (FHEQ level 3, but may be referred to as level 0 within these Regulations and associated course information). Level 3 modules are only studied as part of the foundation year of those courses with a specified foundation year;</li><li>(b) Introductory degree level (FHEQ level 4), not normally counting towards the final degree classification,</li></ul>

except where it is specifically permitted in the Course Profile;

- (c) Honours degree level (FHEQ levels 5 and 6), counting towards the final degree classification. 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.
- (d) Master's degree level (FHEQ level 7 but referred to as level M within these Regulations and associated course information), available only in the final year of study for Integrated Master's courses only, and counting towards the final degree classification..

<b>Credit</b>	A quantitative measure of learning effort and reward associated with a <b>module</b> . Credit is normally awarded for the demonstrable achievement of a set of specified learning outcomes.
<b>Compulsory Module</b>	A module designated as one that students must take in their chosen course.
<b>Elective Module</b>	A module included within a range of defined options from which a student must select.
<b>Component Mark</b>	Numerical value, expressed as a percentage whole number, awarded to an assessed component of a module as a measure of the achievement of the intended learning outcome,
<b>Module Mark</b>	Numerical value for a module, expressed as a percentage whole number, calculated from assessment marks for the individual components contributing to the overall module mark, appropriately weighted.
<b>Pass/Fail Module</b>	A module in which the assessment is conducted on a Pass/Fail, or, where permitted, on a Distinction/Pass/Fail, basis. No percentage marks are awarded or recorded.
<b>Pass all Components Module</b>	A module in which all elements or components must be passed by the student in order to pass the module.
<b>Pass on Aggregate Module</b>	A module in which the final aggregate percentage mark is used to determine whether a student has passed the module.
<b>Examination</b>	An assessment task (usually written but sometimes

practical or oral) formally scheduled and supervised by the University Assessments Office which takes place over a specified period, in a specified location and at a specified time.

**Course Test** An assessment task (usually written but sometimes practical or oral) formally scheduled and supervised by School of study (and often with support from the University Assessments Office) which takes place over a specified period, in a specified location and at a specified time.

**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, or whose performance was compromised in, 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.