

# ASSESSMENT REGULATIONS FOR UNDERGRADUATE AND POSTGRADUATE COURSES



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# Summary

## **What is this document about?**

The Assessment Regulations are detailed academic rules that explain what a student must do to obtain the award for which they are registered. A separate student guide version accompanies this document. Further information is also available to students on [Exams And Assessments | Student Services - University of Portsmouth](#).

The Assessment Regulations include additional instructions for staff on operational arrangements which support the Assessment Regulations.

## **Who is this for?**

The Assessment Regulations will be of most interest to students and apprentices, staff, collaborative partners, external examiners, apprenticeship employers and professional bodies. It will be of interest to the Office for Students (OfS) and it may also be of interest to applicants, their families and the wider public.

## **How does the University check this is followed?**

Academic Registry is responsible for overseeing that these Assessment Regulations are applied consistently and fairly across all relevant academic provision. Additionally, External Examiners and End Point Assessment Assessors oversee the quality of every course in the University and also help ensure that the Assessment Regulations are followed.

## **Who can you contact if you have any queries about this document?**

If you need further advice or assistance related to these Assessment Regulations, please contact [Academic Registry](#).

# 1. Introduction

- 1.1. Welcome to the University's Assessment Regulations. This document aims to set out clear and straightforward rules which support the assessment process, the awarding of credit and degrees.
- 1.2. These Assessment Regulations apply to undergraduate and postgraduate credit and award-bearing courses, including degree apprenticeships, and are intended for our students, apprentices, staff, External Examiners, Collaborative Partners and external stakeholders. This document does not apply to research degrees, nor the research phase of a Professional Doctorate degree.
- 1.3. For simplicity within this document, "students" will refer to both students and apprenticeship learners, unless there are different rules for apprenticeship learners. Similarly, specific roles such as "Head of School" or "Module Coordinator" should be understood to be the equivalent role in the collaborative partner organisation. The exception is the "Academic Registrar", which always refers to the Academic Registrar at the University.
- 1.4. The purpose of assessment is to enable students to demonstrate they have achieved the learning outcomes of the module. Boards of Examiners use student performance in these assessments to decide if they can progress to the next academic stage of study or recommend a University award.
- 1.5. The following principles underpin all the Assessment Regulations of the University and meet the Office for Students Conditions expectations on assessment:
  - a) students are assessed effectively;
  - b) each assessment is valid, reliable and inclusive;
  - c) via the marking schemes ensure the effective assessment of technical proficiency in the English language, appropriately reflecting the level and content of the assessment;
  - d) our policy and processes of assessment will be subject to regular monitoring and review.

- 1.6 The University has a two-tier system for agreeing assessment results. First, Module Assessment Boards confirm the marks for all students in their module, regardless of the students' specific course. Second, Boards of Examiners recommend awards and classifications, and decide on students' progression.
- 1.7 A student may only be assessed in modules for which they have registered.
- 1.8 A student can only be recommended for a University award if they have registered for a course leading to that specific award. If a student withdraws or is excluded, the Board of Examiners may recommend a lesser award listed in the Course Specification.
- 1.9 These Assessment Regulations apply to all apprenticeship learners registered on a Degree Apprenticeship. However, it is important to know that each apprenticeship is connected to an Institute for Apprenticeship Standard. This Standard outlines a specific assessment plan, which includes details about the compulsory End Point Assessment (EPA) and how it will be conducted. Successfully completing the EPA is a requirement of the apprenticeship and must be completed to ensure the full apprenticeship can be awarded. In cases where the EPA is integrated into the degree course, passing it successfully is essential to earn both the degree and the apprenticeship. It is crucial to remember that in these instances, the assessment plan for the Degree Apprenticeship takes priority over the Assessment Regulations.

## 2. Responsibilities

- 2.1 It is the responsibility of the University:
  - a) to assess students fairly;
  - b) to design assessment tasks to minimise opportunities for mal-academic practice, including plagiarism, and ensure that students are provided with the knowledge and skills to enable good academic practice.
  - c) to publish the results of students' assessments as far as they relate to progression or awards of the University;

- d) not to expect or require undergraduate students registered on campus-based modules to undertake academic work, including final year project work, during vacations unless this arises out of Automatic Extensions, Referral, Deferral, Combined Referral Deferral or Trailing Assessment;
- e) to investigate allegations of malpractice during assessment and act appropriately on the findings (see [Student Conduct Policy](#)), to consider appeals against decisions of Extenuating Circumstances, Module Assessment Boards and/or Boards of Examiners (see [Appeals Procedures](#));

2.2 In relation to these Assessment Regulations, it is the responsibility of students to:

- a) register onto their course on its commencement and re-register annually on the course start date;
- b) check their University email account regularly. All University-related emails will be sent to the student's University email address only;
- c) notify the Additional Support and Disability Advice Centre of any special needs the student wishes provision to be made for in the assessment of any module;
- d) undertake the learning activities specified for each module for which they are registered;
- e) provide any information on personal circumstances that has prevented the student from attending or submitting any assessment, through the Extenuating Circumstances mechanism, and which they wish the Module Assessment Board and/or Board of Examiners to consider;
- f) attend examinations and submit assessments, including Referrals and Deferrals, Trailing Assessments, End Point Assessments as required;
- g) undertake assessments honestly and in a manner that does not attempt to gain unfair advantage;
- h) engage with feedback provided;

- i) if relevant, seek support and guidance relating to withdrawal and/or suspension, and follow the University's procedures for withdrawal and suspension of studies

### 3. Before Assessment

3.1 At, or before, the start of the teaching of a module, the Module Coordinator will provide students with the following information, typically through the Virtual Learning Environment.

- a) the learning outcome(s) of the module;
- b) the learning activities that students are expected to undertake in order to achieve the outcomes of the module;
- c) what the assessments are (including any Referrals, Deferrals or Trailing Assessments);
- d) the submission dates for assessed coursework, which will be within the academic year dates published by the University, unless the course has an approved exemption from the standard academic year dates ;
- e) details of when and how they might expect feedback on assessments;
- f) assessments that will not be marked anonymously;
- g) the weighting that each element of assessment makes to the overall assessment of the module outcomes;
- h) a statement of the grading criteria to be used for each assessment;
- i) the final assessment of each module which the student must have attempted (or have submitted valid extenuating circumstances to cover the final assessment) to be allowed compensation.

3.2 Module Coordinators will provide opportunities for students to discuss the assessment criteria so that they have a good understanding of how these are being applied.

- 3.3 Module Coordinators will be responsible for ensuring that students are provided with information relating to the supervision arrangements for all major project type modules, including independent study modules. Students will be informed as to what advice they may expect from their supervisor, whether their supervisor will view and comment on drafts, how many drafts their supervisor will view and whether this will affect their final mark. Students will be informed as to when the drafts may be submitted.
- 3.4 Module Specifications will provide details of the module learning outcomes and assessments.
- 3.5 Any information that these Assessment Regulations require to be given to a student will be considered received by the student if they are available on the VLE and/or made available on MyPort.ac.uk.

## 4. Assessment Support

### 4.1 Reasonable Adjustments

- 4.1.1 The University is committed to sustaining a high-quality and positive learning experience for our diverse community of students. At times, we need to adapt the course and/or assessment to make a reasonable adjustment to support students' needs. The [Additional Support and Disability Advice Centre](#) (ASDAC) can provide advice and support on reasonable adjustments [asdac@port.ac.uk](mailto:asdac@port.ac.uk).
- 4.1.2 The duty to make reasonable adjustments requires the University anticipate the likely needs of disabled students and, where possible, make adjustments in advance to reduce or remove barriers to disabled students.
- 4.1.3 It is the responsibility of the student to notify the University of a condition that may require an adjustment in a timely way, to ensure that the appropriate adjustment can be considered prior to assessment. Such notification must normally be substantiated by the provision of appropriate medical or other evidence to ASDAC before adjustments will be implemented. However, there may be circumstances where the need for an adjustment has been reported to or observed by a member of

University staff; and there is sufficient urgency or severity to make adjustments without seeking approval from ASDAC.

4.1.4 The exact nature of the adjustments arrived at will be agreed and confirmed with the student by the Module Coordinator and/or ASDAC.

4.1.5 If there is a delay in agreeing and notifying the student what the reasonable adjustment is, where it is reasonable to do so, the student will be offered a deferral.

4.1.6 The University is under no duty to make reasonable adjustments to competence standards. However, the University is under a duty to make reasonable adjustments to the way in which a competence standard is assessed so that disabled students are not disadvantaged as a result of their disability. A competence standard is 'an academic, medical, or other standard, applied for the purpose of determining whether a person has a particular level of competence or ability'. A competence standard must be genuinely relevant to the course of study and a proportionate means to achieving a legitimate aim.

4.1.7 In rare cases, the Head of School might decide that reasonable adjustments to an assessment cannot be made because the assessment method is required in order to test a competence standard.

4.1.6 In such cases the Head of School must consult with the Head of ASDAC and the Academic Registrar and, if confirmed, consider the options of course transfer or withdrawal through discussion with the individual student concerned.

## **4.2 Timed Assessment Adjustments**

4.2.1 If a student produces a written report by an appropriately qualified professional (for advice on this contact ASDAC) which confirms dyslexia or any non-specific reading or writing dysfunction, Academic Services will make the following allowance in all timed assessments for that student:

- a) An additional fifteen minutes for every hour of normal examination time. If required by the student, an invigilator will read out the rubric and the questions, particularly drawing attention to any choices and part questions. The individual student must determine the exact use of the additional time;

- b) Time allowances granted for timed assessments will apply to all types of timed assessments including examinations, in-class tests and computerised assessments;
- c) Other allowances can also be made, as can similar provision for students with other disabilities;

4.2.2 Where the required adjustment includes the appointment of an Exam Support Provider acting as either a scribe or a reader and scribe, the following applies:

- a) The Exam Support Provider person/organisation is recommended by ASDAC. The student cannot choose or nominate an Exam Support Provider and the Exam Support Provider may not have any personal relationship with the student;
- b) The scribe should be able to type the dictated answers correctly. Practice sessions should be arranged prior to the assessment so that both the student and the Exam Support Provider can familiarise themselves with the process and ascertain that the scribe can readily understand the student;
- c) Arrangements for any rest periods relating to the use of an Exam Support Provider must be made prior to the assessment and the total time allowance should be adjusted accordingly.

4.2.3 Degree Apprentices completing their End Point Assessment will be supported to discuss their individual requirements with the End Point Assessment Organisation, ensuring any reasonable adjustments can be catered for during this period.

## 5. Submission of Coursework

4.1 Unless indicated otherwise, it is expected that all coursework is typed. Students must keep a digital copy of the final submission assessment which may be requested by the Module Coordinator at any time.

5.2 Extensions to submission dates for coursework for individual students are not permitted under any circumstances unless the assessment enables an automatic extension of 48 hours or the student has a valid extenuating circumstances claim.

5.3 Exceptionally, the submission date for assessed work may be revised for all students undertaking the assessment. In such cases the Module Coordinator will notify all students of the revised submission date at the earliest opportunity.

## 6. Automatic Extensions

6.1 An Automatic Extension applies to coursework type assessments only, it does not apply to examinations or timetabled activities such as presentations or physical activity. If the assessment type meets this criteria, the student can use the Automatic Extension. Automatic Extensions apply to the first time the student attempts the coursework, as well as for referrals, deferrals and trailing assessments. The Module Coordinator must advise students at the beginning of the module which assessments meet the criteria for an Automatic Extension.

Table 1 - Types of Assessment Eligible

Automatic Extension	
Eligible Assessments	Non Eligible Assessments
<ul style="list-style-type: none"> <li>• All types of coursework submitted via a 'drop box' in VLE.</li> <li>• Physical coursework which is handed in over a counter</li> </ul>	<ul style="list-style-type: none"> <li>• Timetabled/scheduled examination</li> <li>• Timetabled/scheduled presentation</li> <li>• Timetabled/scheduled physical activity</li> <li>• Other assessment types which cannot logistically be managed through a 48 hour extension</li> </ul>

6.2 A student may wish to use the Automatic Extension due to unforeseen circumstances preventing them from submitting the assessment by the published assessment deadline. Students do not have to do anything to use an Automatic Extension.

6.3 An Automatic Extension gives a student a further 48 hours to submit their work. The 48 hour period starts from the time and date of the original deadline. For example, if the original deadline is 12.00 noon on a Wednesday, the end of the Automatic Extension deadline will be 12.00 noon on the Friday.

6.4 If a student submits the assessment by the original deadline, or within the 48 hour extension, they cannot re-submit it again during the Automatic Extension period.

6.5 No academic support will be available in relation to the completion of the assessment during the 48 hour extension period.

Table 2 - Automatic Extension - Quick Reference

Automatic Extension - Quick Reference	
Applies to specific assessment types only	✓
It is a student automatic right, where it applies	✓
Extension period of 48 hours	✓
Avoid setting assessment deadlines on a Thursday or Friday	✗
No individual student extensions are allowed, beyond the Automatic Extension and valid Extenuating Circumstances claim	✗
A student cannot submit by the original deadline, and resubmit during the Automatic Extension Period.	✗

6.6 We know that at times students may face more considerable disruption to their learning and this may impact on their ability to complete their assessment, for example this may be due to a long term health matter. An Automatic Extension of 48 hours may not provide sufficient support to them in these circumstances. In these circumstances, it is recommended that a student makes an Extenuating Circumstance request.

## 7. Extenuating Circumstances

7.1 Extenuating Circumstances (ECs) are short term circumstances that impact a student's ability to complete their assessment by the submission deadline. These

circumstances have either substantially impacted on the standard of their work, or prevented the student from completing and submitting their assessment.

- 7.2 The University operates a 'Fit to Sit' policy, so that means if a student hands in a piece of work on or before the deadline, or attends and completes an exam, then they are claiming that they are fit to do so and an EC claim will not be accepted.
- 7.3 Further student information on Extenuating Circumstances, including how to apply for them is available here [Extenuating circumstances | MyPort | University of Portsmouth](#)
- 7.4 Procedures for ECs apply to individual students, although they can apply to groups of students where a piece of group work is involved and one or more members of the group has valid extenuating circumstances. In such a case the student should include the names of other students affected.
- 7.5 If the student is unable to complete the assessment by the ten working day deadline provided for by the valid EC, then an automatic Deferral will be granted. This applies to first attempts only.
- 7.6 **Valid Extenuating Circumstances - Coursework (First Attempt)** If the extenuating circumstances are found valid for coursework type assessments, assessment penalties imposed for late submission will be lifted on the authority of the Chair of the Module Assessment Board if the work was submitted within 10 working days of the original due date of the assessment for which Extenuating Circumstances are being claimed. Any student who has valid extenuating circumstances but is unable to submit within 10 working days, will be given a Deferral. This applies to First Attempts only and not Referrals or Deferrals.
- 7.7 **Valid Extenuating Circumstances - Examination (First Attempt)** Any student who, before the end of the Consolidation and Assessment Period, either misses or is unable to complete an examination due to valid extenuating circumstances will be given a Deferral. This applies to First Attempts only and not Referrals or Deferrals.
- 7.8 **Valid Extenuating Circumstances (Referral and/or Deferral and any Subsequent exceptional final award stage further attempt in the same academic year) EC**

claims can be submitted for assessments and examinations that take place in the Referral / Deferral period of the academic year. However, if a student is unable to complete a Referral or Deferral assessment and/or any subsequent exceptional further attempt (this only applies to final award stage where trailing assessment is not appropriate) in the same academic year, and it is covered by a valid EC, the student will be given a Deferred Repeat in the module to undertake at the next available opportunity. This will normally take place in the next academic year. In some circumstances, there may be exceptions to this rule:

- a) where the assessment relates to a mandatory work placement; typically, this would relate to regulated professional courses. If a student submits a valid EC for a placement, but a deferral cannot be scheduled in the remaining study period, Professional and Statutory Regulatory Body (PSRB) regulations may prohibit the student from progressing to the next academic year. In such cases, the student may have to undertake a deferred repeat placement year to achieve the required clinical hours.
- b) Some professionally accredited courses have restrictions on the number of times an assessment can be attempted.

7.9 The Board of Examiners will determine the following as appropriate bearing in mind the nature of the course and the student's circumstances :

- a) whether the deferral, as a Deferred Repeat, should be with or without attendance;
- b) whether it was to repeat the whole module or just the affected assessment(s)

7.10 Exceptionally, for final award stage only i.e level 6 of a Bachelor with Honours Degree, the Board of Examiners may determine that there will be an exceptional further attempt in the same academic year. In such cases, the Board of Examiners will make the student aware of this and the minutes will record the reason for the exceptional further attempt. The reason an exceptional further attempt may be exceptionally granted is because the student has reached the end of their course and there is no trailing assessment opportunity into a subsequent level or year.

However, this does not mean that the student cannot have a repeat assessment. If a repeat assessment is offered, an additional year student record will be created in SITS.

- 7.11 Exceptionally, the Board of Examiners may determine to allow the marking of late work if submitted within a set period and with valid extenuating circumstances.
- 7.12 The Board of Examiners will decide if a student needs to retake the whole module or just the affected assessment, and whether the student needs to attend classes again. They will consider the course and the student’s situation.
- 7.13 Deferred coursework assessments may take place at the end of the first teaching block for early assessments or in the standard summer referral and deferral period for second teaching block assessments. The student may opt to take Teaching Block 1 deferral assessments in the summer deferral period but it is their responsibility to consider whether they are able to manage this workload.
- 7.14 EC procedures do not apply where there has been a failure in course management arrangements which has disrupted the learning and assessment of a student or groups of students. EC claims for such reasons will be automatically rejected.
- 7.15 An assessment penalty imposed in accordance with the University’s Student Conduct Policy overrides any valid EC.
- 7.16 The following table provides an Extenuating Circumstances Quick Reference:

Table 3 - Extenuating Circumstances - Quick Reference

<b>Extenuating Circumstance - Quick Reference</b>	
Applies to a student who is not able to submit an assessment by the original submission date, and the 48 hour extension, if applicable, does not provide sufficient time to submit	
A student is unable to finish an examination during the allocated examination time due to an unforeseen circumstance, such as becoming unwell, during the exam.	
A student is unable to attend an exam or assessment event for valid reasons. Planned absences such as holidays are not valid.	

A student has 10 working days from the original deadline to submit the work but has until the ECs latest submission date (see Academic Year Calendar) to submit a claim. This supports those students who have an illness which prevents them from making a claim within the 10 working day period.	
A valid EC means that the assessment will not be capped when submitted, or if it becomes a deferral.	

## 8. Late Submission (First Attempt)

- 8.1 A Late Submission is when a student submits the assessment work after the original deadline date or after the Automatic Extension date, where it applies.
- 8.2 Assessment submitted within 10 working days of the original deadline date will be marked. However, the mark for the assessment will be limited to the module pass mark, but the uncapped mark must also be shown on the coursework.
- 8.3 Where students with valid extenuating circumstances submit their first attempt within 10 working days of the original deadline date, the original mark will be reinstated and the cap lifted.
- 8.4 Students with valid extenuating circumstances who are not able to submit their first attempt within 10 working days of the original deadline date will be given a Deferral in the affected assessment.
- 8.5 Assessments submitted more than 10 working days after the original deadline date will not be marked and will be recorded as a non-submission.

Table 4 - Late Submission and Marking - Quick Reference

Late Submission - Quick Reference					
<b><i>When the work is submitted</i></b>	Student submits assessment by the deadline	Student submits assessment within the 48 Hour	Student submits work late, but within 10 Working Days	Student submits work late, but within 10 working days	Student submits work late and after 10 working days from the

		Extension	of the original deadline date and has a valid EC	of the original deadline, and does not have a valid EC.	original deadline date.
					
<b>What happens to the mark?</b>	Work will be marked and the full range of marks can be used.	Work will be marked and the full range of marks can be used.	Work will be marked and the full range of marks can be used.	Work will be marked but the mark will be capped at the module pass threshold.	Work will be recorded as a non-submission and will not be marked.

## 9. Late Submission (Referral and Deferral Attempts)

- 9.1 All Referral and/or Deferral assessments must be submitted by the published deadline date, or the 48 hour Automatic Extension period, where it applies.
- 9.2 For students doing their assessments during the standard academic year, the latest deadline for all Referral and Deferral assessments (including 48 hour automatic extensions) will be the end of the Referral period.
- 9.3 Assessments submitted after the original deadline, or after the Automatic Extension period, where it applies, will not be marked and will be recorded as a nonsubmission.
- 9.4 Exceptionally, the Board of Examiners may allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, the Board of Examiners will publicise this when making students aware of their Referral and/or Deferral assessments (and any subsequent further attempts in the same academic year) to ensure that students are aware of this.

- 9.5 Where a student has extenuating circumstances for Referral and/or Deferral coursework, they should use the extenuating circumstances procedures.

## 10. The Use of Plagiarism Checking Software

- 10.1 The use of anti plagiarism software will be introduced to students at the start of their course. Course teams will agree which modules will employ the use of the software as part of their assessment strategy and Module Coordinators will inform students. At least one module per level of study should incorporate the use of anti plagiarism software.
- 10.2 Students will not be asked to submit originality reports with each assignment although they must retain electronic copies of all their assignments. Students can be asked for an originality report (or an electronic copy of their assignment where the intent is for a staff member to generate the originality report), under a number of limited circumstances:
- a) as part of a random sample from a particular class or cohort;
  - b) where the nature of the assignment is deemed to make collusion more likely;
  - c) where the assignment constitutes a major piece of assessment; or
  - d) where an assignment has been submitted that raises concerns of plagiarism.

## 11. Rules for the Conduct of Examinations

- 11.1 The University defines an examination as a timed assessment that takes place in a specific location, following detailed instructions. Typically, students will write their exams unless they are using computer aided assessment software. This definition covers exams, open book exams, mid-term tests, and in-class assessments. Exams held in designated University locations will strictly adhere to these rules. For exams taken elsewhere, students will be informed before the exam begins if any of these rules do not apply.

- 11.2 The Assessment Regulations for the Conduct of Examinations are available here [Conduct of Examinations](#). This forms part of the Assessment Regulations and part of the student contract. The Academic Regulations for the Conduct of Examinations includes information about entering and leaving the examination room, starting and ending examinations, examination stationery material, behaviour during examinations, action by invigilator on discovery of an assessment offence, and illness.
- 11.3 Any student alleged to have committed an offence under these regulations will be subject to the University student conduct procedures.

## 12. Marking and Feedback

- 12.1 All staff involved in teaching and assessment must demonstrate good practice in assessment and providing feedback before participating in any assessment activities.
- 12.2 The Academic School will be responsible for ensuring that systems are in place for mark verification and second marking. In particular:
- a) where there are multiple markers for the same assessment, systems must be in place to ensure consistency and equality of marking.
  - b) where the assessment piece is not a physical assessment piece e.g. presentations, oral assessments, performances.

## 13. Anonymous Marking

- 13.1 The University supports a policy of anonymous marking of all assessments, wherever possible (i.e. the name of the student is unknown to the marker).
- 13.2 All assessments taken under examination conditions will be marked anonymously.
- 13.3 Where assessments are conducted and marked using computer aided assessment software, anonymity is assumed.

- 13.4 Wherever practicable, all non-examination assessments will be marked anonymously. The Module Coordinator must inform students whether or not non-examination assessments will be marked anonymously.
- 13.5 Where it is impractical for anonymity to be maintained these assessments should be verified. If it is not practical to do this at the time, then consideration should be given to making a copy or recording.

## 14. Marking

- 14.1 Marking schemes are criterion-referenced and enable internal assessors and External Examiners to distinguish between different categories of achievement and to justify marks awarded.
- 14.2 Markers must use percentages where numerical marking schemes are used, refer to table 5 and 6 regarding categorical marking scales.
- 14.3 For assignment-based work, markers must use the University's standard categorical marking technique and scale. Markers will assess the assignment by determining which category best describes the quality of the work in each area. This approach provides a structured framework for evaluation and helps ensure consistency in grading across different markers. The following University categorical marking scale will be used:

Table 5 - Categorical Marking Scale - Undergraduate Provision

University of Portsmouth Classifications	Categorical Marking Scale	Description
<b>Undergraduate</b>		
Publishable/ Professional standard	100	Learning Outcome: Exceptional in most/all aspects, substantially exceeding expectations for this level.
Near publishable/ Professional standard	95	Assessment Criteria: Inclusion of elements beyond those required.

Exceptional 1 <sup>st</sup>	88		
Outstanding 1 <sup>st</sup>	85		
Excellent 1 <sup>st</sup>	82		
Very good 1 <sup>st</sup>	78		Learning Outcome: Excellent quality, exceeding expectations for this level in many aspects.
Clear 1 <sup>st</sup>	75		Assessment Criteria: Inclusion of elements beyond those required.
Just about a 1 <sup>st</sup>	72		
Very good 2:1	68	Learning Outcome: Meets all the intended learning outcomes and exceeds the threshold expectations for this level in several of them. Assessment Criteria: Complete with no important omissions.	
Clear 2:1	65		
Just about a 2:1	62		
Very good 2:2	58	Learning Outcome: Meets all the intended learning outcomes and exceeds the threshold expectations for this level in some of them. Assessment Criteria: Addresses the question/assignment. Some omissions.	
Clear 2:2	55		
Just about a 2:2	52		
Very good 3 <sup>rd</sup>	48	Learning Outcome: Meets all the intended learning outcomes but rarely exceeds the threshold expectations for this level Assessment Criteria: Addresses some aspects of question/assignment. Some omissions.	
Clear 3 <sup>rd</sup>	45		
Just about a pass	42		

Not quite a pass/ Marginal fail	38	<p>Learning Outcome: Fails to meet all of the intended learning outcomes and is inadequate for this level.</p> <p>Assessment Criteria: Fails to address much of the question/assignment. Lots of omissions.</p>
Marginal fail	35	
Mid-range fail	32	
Mid-range fail	28	
Fail	22	
Fail	15	
Non submission or no adequate attempt	0	No submission

Table 6 - Categorical Marking Scale - Postgraduate Provision

University of Portsmouth Classifications	Categorical Marking Scale	Description
<b>Postgraduate</b>		
Publishable/ Professional standard	100	<p>Learning Outcome: Exceptional in most/all aspects, substantially exceeding expectations for this level.</p> <p>Assessment Criteria: Inclusion of elements beyond those required.</p>
Near publishable/ Professional standard	95	
Exceptional Distinction	88	
Outstanding Distinction	85	
Excellent Distinction	82	

Very good Distinction	78	Learning Outcome: Excellent quality, exceeding expectations for this level in many aspects. Assessment Criteria: Inclusion of elements beyond those required.
Clear Distinction	75	
Just about a Distinction	72	
Very good Merit	68	Learning Outcome: Meets all the intended learning outcomes and exceeds the threshold expectations for this level in several of them. Assessment Criteria: Complete with no important omissions.
Clear Merit	65	
Just about a Merit	62	
Very good Pass	58	Learning Outcome: Meets all the intended learning outcomes and exceeds the threshold expectations for this level in some of them. Assessment Criteria: Addresses the question/assignment. Some omissions.
Good Pass	55	
Good Pass	52	
Clear Pass	48	Learning Outcome: Meets all the intended learning outcomes and exceeds the threshold expectations for this level in some of them. Assessment Criteria: Addresses some aspects of question/assignment. Some omissions.
Clear Pass	45	
Just about a Pass	42	Learning Outcome: Meets all the intended learning outcomes. Assessment Criteria: Addresses some aspects of question/assignment. Some omissions.
Not quite a pass/ Marginal fail	38	Learning Outcome: Fails to meet all of the intended learning outcomes and is inadequate for this level. Assessment Criteria: Fails to address much of the question/assignment. Lots of omissions.
Marginal fail	35	
Mid-range fail	32	

Mid-range fail	28	
Fail	22	
Fail	15	
Non submission or no adequate attempt	0	No submission

14.4 The University does not require pass standards or thresholds of achievement in particular components of assessment. However, Professional and Statutory Regulatory Bodies may require pass standards or thresholds of achievement in particular components of assessment. Students must be informed at the start of the module of the relevant pass standards or thresholds of achievement in particular components of assessment.

**If you need further advice or assistance related to assessment setting and grading criteria, please go to Annex 2 - Assessment for Learning Policy which you can find in: [Curriculum Framework Operational Annexes](#)**

## 15. Verification of Marks

15.1 All assessed work is subject to verification or double-blind marking as follows:

- a) **Major Project Modules:** All the assessed work must be "double blind" marked. This means that the two markers must mark the work without having sight of the mark awarded by the other marker. The markers must then determine an agreed mark and agree both the form and content of the feedback. If the two markers significantly disagree and the differences cannot be resolved by discussion, then the Head of School must nominate a third marker to review the work, unaware of the previous marks. The final mark awarded should then be derived by discussion between all three markers.
- b) **All other modules:** If a module is assessed by a single element with a single marker or if it is an assessment where it has been impractical for anonymity

to be maintained, all assessments will be subject to verification. Otherwise, 10% of ALL assessments, with a minimum of 6 pieces and a maximum of 20 pieces, will be subject to verification. Verification means that a second member of staff scans the assessments to ascertain that the marks for the module are broadly appropriate and have been fairly arrived at as described within these regulations. The sample must include work covering a full range of marks. If significant discrepancies arise, then the Head of School may require all assessed work to be reviewed or moderated.

- 15.2 If, after verification or double-blind marking, an agreed final mark can not be awarded then the assessment must be referred to the Subject External Examiner for an opinion. The Subject External Examiner will not determine the final mark but will report to the Module Assessment Board where the final mark will be determined.

## 16. Assessment Feedback

- 16.1 Except as provided within these Assessment Regulations, the Module Co-ordinator will be responsible for ensuring students are provided with feedback on all assessed work. The Head of School will monitor provision of feedback.
- 16.2 Feedback will be provided for all forms of assessment, including examinations. It should provide an indication of the extent to which the work has met the assessment criteria and intended learning outcomes. The minimum requirements for summative feedback are:
- a) major strengths of the work;
  - b) ways in which the mark could have been improved;
  - c) original mark and any penalties that have been applied (where appropriate).
- 16.3 The precise nature of the feedback will vary according to School procedures and custom and practice in the subject area. However, feedback will normally be typed. If oral feedback is used to supplement the written feedback, it may be delivered to individuals or to groups of students. Feedback on examinations and coursework may

be written onto a proforma, a cover sheet or directly onto the piece of work. The procedures adopted should not prejudice marking where the first mark is concealed from subsequent markers ("double blind marking").

- 16.4 The Module Coordinator will make feedback available within twenty working days for all assessment types, all courses and all delivery types, including courses delivered via distance learning. For assessments which do not include an automatic extension period, the 20 working days begin immediately after the submission deadline. For assessments which include the automatic extension period, the twenty working day marking period starts at the end of the 48 hour extension period. However, Module Coordinators may begin marking assessments submitted by the deadline or during the 48 hour extension period as students are not permitted to resubmit once they have submitted.
- 16.5 If feedback is unexpectedly delayed, the Module Coordinator must inform students of the reason(s) and the date on which they will receive the feedback at the earliest opportunity. This information must also be reported to the Head of School and the Module Assessment Board.
- 16.6 The mark or grade provided to a student as part of the assessment feedback is a provisional mark subject to change and/or moderation until it is finally determined by the Module Assessment Board.
- 16.7 A student who submits work after the published submission date forfeits the right to feedback on that work, unless there were valid extenuating circumstances.

## 17. Specialist Standardisation of Marking

- 17.1 Students registered on specific courses accredited by the GDC (such as CertHE Dental Nursing, BSc (Hons) Dental Hygiene, BSc (Hons) Dental Hygiene and Dental Therapy), and the GPhC (MPharm (Hons) Pharmacy) will have standard setting applied to all examination and practical skills/objective structured clinical examinations (OSCE) assessments.

- 17.2 Three methods of standard setting<sup>1</sup> will be applied depending on the type of assessment, these are:
- a) Angoff/Modified-Angoff method
  - b) Ebel method
  - c) Borderline regression
- 17.3 Standard setting can only be applied to courses with a valid exemption allowing standard setting practices.
- 17.4 For detailed information on the method of standardisation selected for assessments, refer to the Standard Setting of Assessments on Healthcare Courses [guidance document](#).

## 18. Return of Assessed Work

- 18.1 The Academic School must make provision for systems to ensure that the return of physical assessments (not supported through the VLE) to students is timely and secure.
- 18.2 Module Coordinators must ensure that work for their module is returned in a timely fashion and is either accompanied by feedback or feedback has been provided by alternative means.
- 18.3 Module Coordinators must ensure that a sample of work is either retained, or a copy/recording created so that it is available for scrutiny by the Subject External Examiner. In the former case, the retention of work must not prejudice the return of feedback.
- 18.4 Work may be returned in a timetabled or non-timetabled session or it may be appropriate for students to collect the work from a central collection point.
- 18.5 Where a student is unable to collect the assessment in person for a legitimate reason, the student may identify in writing to the University a named third person to

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<sup>1</sup> Standard setting is defined as the process to define a minimally competent (borderline) student and distinguishes between acceptable and unacceptable performance around this level.

collect their work. This person must produce a form of identification to establish that they are the student's proxy.

- 18.6 Students must be informed that there will be a time limit for collecting their work, after which it will be confidentially destroyed. The work should be held long enough to allow students a reasonable opportunity to reclaim it. For guidance on retention periods for assessed work, please see the [retention schedule](#).

## 19. Module Assessment Boards

- 19.1 The Module Assessment Board (MAB) will meet once each academic year and additionally will hold a sub-committee meeting to consider both Referral and Deferral assessment. For standard September and January intakes, the dates for these will be set annually by the Academic Council. All Module Assessment Boards will be held virtually, unless there is a specific requirement which means they must be held in person.
- 19.2 Module Assessment Boards held to consider modules on non-standard intakes and Level 7 modules may be convened at other times throughout the year as appropriate to the structure of the course. Academic Registry and Academic Services must be informed of these dates in advance.
- 19.3 Heads of School will ensure that all assessments and marking schemes are approved by both the Module Coordinator and the assessment moderator(s) before the start of the teaching block in which they are given to students. The Head of School will appoint the assessment moderator(s) for each module. The assessment moderator(s) may be one or more individuals or it may be an assessment approval panel. The assessment moderator(s) will scrutinise the assessment to ensure that it is of the appropriate level, matches the module descriptor and enables the relevant learning outcomes to be demonstrated.
- 19.4 The Module Assessment Board will oversee the assessment of modules, confirm marks or grades and assign credit to students studying modules within its purview in accordance with approved module descriptions.

19.5 In exercising the powers provided by these Assessment Regulations, the Module Assessment Board will have due regard to academic standards and to the identified aims, objectives and learning outcomes of the module(s).

## 20. MAB Membership

20.1 In respect of each module considered by the Module Assessment Board (MAB), the following have membership rights:

- a) Chair;
- b) Module Coordinator;
- c) All members of staff responsible for the teaching and assessment of the module;
- d) Head(s) of School(s);
- e) Associate Heads or Deans of the Faculty;
- f) Academic Registrar or their appointed representative;
- g) Subject External Examiners.

20.2 The Chair will be appointed on the authority of the Head of School and will be accountable to the Academic Council for ensuring that the Module Assessment Board fulfils its responsibilities in accordance with these regulations.

20.3 No student of the University may be a member of the Module Assessment Board, unless a member of staff is also a student and has examining commitments.

20.4 The Module Assessment Board will be quorate to consider each module with the following membership:

- a) Chair;
- b) the Module Coordinator for the module or a nominee appointed by the Head of School, who would normally have been involved with assessment of the module;

- c) the Head of School or a school appointed nominee.
- d) the Subject External Examiner

Where, exceptionally, the nominee has not been involved in the assessment of the module, the reasons for the appointment will be recorded in the minutes.

20.5 The role of the Subject External Examiner and the associated rights and responsibilities are described in the [External Examiners: Regulations and Procedures](#)

20.6 If, exceptionally, the Subject External Examiner is unable to attend the meeting, they will:

- a) as far as possible, make their views known to the Module Assessment Board before it meets;
- b) write to the Chair of the Board, after the Module Assessment Board has met, stating the extent of any involvement with the modules during the year and signifying satisfaction with the processes of assessment. The letter will not be considered to signify agreement with every decision of the Module Assessment Board.

## 21. MAB Process and Powers

21.1 The Module Assessment Board (MAB) will receive the following generic information:

- a) the minutes of its previous meeting and any intervening sub-committee(s);
- b) notification of actions taken under delegated authority from previous meetings;
- c) the current approved module description of each module;
- d) the annual report of the Subject External Examiner(s);
- e) in respect of each student:
  - the overall mark for the module;

- the mark for each assessment element (i.e. coursework, examination etc);
- the mark for each assessment;
- a record against each assessment mark of Extenuating Circumstances found valid;
- a record against each assessment mark showing if it is the result of the application of an assessment penalty, and if it is, the record must also show the mark without penalty;
- a record against each assessment element showing if, by virtue of a special exemption, there is a threshold pass mark;
- For honours degree students, the Grade Point that the mark attracts.

f) in respect of each module, the following aggregated information:

- number of students;
- mean, range and standard deviation;
- the number of students in each band of marks, as follows:
  - 0 to 39.4
  - 39.5 to 49.4
  - 49.5 to 59.4
  - 59.5 to 69.4
  - >69.5

The following items are also available electronically upon request:

- g) the examination papers, course work and other assessments used;
- h) the names of all students identified by the University as having disabilities and details of any special provision made.

21.2 The Module Assessment Board will:

- a) agree the final version of the minutes of the previous meeting to be a true record of that meeting and note any matters arising from them;
- b) scrutinise the marks or grades relating to each module and the analysis of the marks and identify any anomaly or other cause for concern. The criteria defining an anomalous module is an overall mean mark for the module outside of the range 50%-70%;
- c) obtain an explanation of any anomaly or cause for concern and take any action considered necessary, seeking advice from the Subject External Examiner;
- d) make decisions in relation to each student;
- e) confirm the marks or grades for each student in each module;
- f) assign credit to individual students on the basis of the confirmed marks or grades;
- g) assign credit to individual students for other good reason agreed;
- h) determine the Referral assessment requirements for those students who have not passed;
- i) determine whether to defer confirmation of a mark or grade and the assignment of credit until specified conditions, within a specified time scale, have been met;
- j) authorise the publication of confirmed results to students;
- k) consider the annual report of each Subject External Examiner and report to the Head of School any issues for consideration through annual course monitoring;
- l) consider the adequacy of examination papers, course work and other assessments used in each module and make recommendations for future assessments;

- m) consider and approve criteria for the analysis of marks and grades.

## 22. Moderation of Marks

- 22.1 Moderation of marks relates to particular assessment pieces, and the results may apply to some or all of the students attempting the assessment. Moderation may alter the module mark, which must be re-calculated following moderation.
- 22.2 Module Assessment Boards may moderate marks as a collective decision, with the agreement of the Subject External Examiner, and after reviewing the full range of information in the following circumstances if:
  - a) the pass threshold has been incorrectly applied;
  - b) or the marks do not fall within the expected mark distribution.
- 22.3 In addition, Module Assessment Boards may moderate marks as a collective decision, with agreement of the Subject External Examiner, and after reviewing the full range of information, if a course management issue has disadvantaged students as detailed at section 8.9 below.
- 22.4 Moderation may take the form of discounting an assessment and extrapolating a module mark from the remaining assessments, re-weighted accordingly.
- 22.5 The Chair of the Module Assessment Board must ensure that any moderation, and the reason for it, is recorded in the minutes and is made known to all Boards of Examiners that receive marks or grades in respect of that module.
- 22.6 The Head of School in which the module resides must inform students in writing of the reason(s) for any moderation and of its impact.

## 23. MAB and Extenuating Circumstances

- 23.1 At the first sitting, where extenuating circumstances have been found valid, Module Assessment Boards may:
  - a) defer the missed examination as a Deferral until specified dates;

- b) permit the assessment of the missed examination by means of different assessments as a Deferral, which must be defined and made known to the student, to be submitted by the end of the Referral Assessment Period;
- c) where valid extenuating circumstance has prevented the student from completing the assessment but sufficient evidence can be adduced that the learning outcomes of the module have been met from at least two other completed and unaffected assessments contributing to the final mark of the module, extrapolate an overall mark for the module from completed and unaffected assessments.
- d) where the student is not eligible for Referral but has a valid extenuating circumstance, if the student cannot pass the module solely on the Deferral, then the Module Assessment Board can set aside the extenuating circumstances and change the decision to Repeat.

23.2 At the Referral and Deferral sitting, where extenuating circumstances have been found valid, Module Assessment Boards will make the decision of Deferred Repeat.

## 24. MAB Decisions

24.1 The mark reported to students and to the Board of Examiners will be an integer as follows:

- a) a decimal of .5 or greater will round up to the next integer;
- b) a decimal of .4 or less will round down to the integer;
- c) module marks ending in a 9 after rounding will be rounded up to the next integer.

24.2 For honours degree courses, students will also be allocated a Grade Point for each overall module mark as per table 7

Table 7 - Grade Point Average

Mark	Grade Point
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>75	4.25
71-74	4.00
67-70	3.75
64-66	3.50
61-63	3.25
57-60	3.00
54-56	2.75
50-53	2.50
48	2.25
43-47	2.00
40-42	1.50
38	1.00
35-37	0.75
30-34	0.50
≤28	0.00

24.3 These Grade Points will be used to calculate the Grade Point Average for honours degree students.

24.4 The Module Assessment Board will make one of the following decisions for each student:

a) **Passed:**

i) Passed confirm that the credit has been assigned.

b) **Deferral:**

i) Deferral confirms that the student has not completed the assessment of the module for good reason and that conditions and a time scale have been set for the student to undertake the assessment or further assessment of the module.

- ii) The purpose of the Deferral is to allow a student who has not attempted an assessment at the normal attempt and has submitted extenuating circumstances which have been found valid to have the opportunity to achieve the credit required to complete that stage and make normal progress, or satisfy the credit requirements for an award, without having their mark for the assessment capped.
  - iii) The Deferral will take the form of assessment(s) determined by the Module Assessment Board.
  - iv) The Academic Council will set the dates by which Deferrals must be completed.
  - vi) The Deferral Assessments will be marked as if they were submitted for the first time and will not be capped.
- c) **Referral:**
- i) Referral confirms that the student may be eligible for Referral and that the requirements have been determined.
  - ii) The purpose of the Referral is to allow a student who has failed a module or modules at the first attempt, or after repeat assessment, to have the opportunity to achieve the credit required to complete that stage and make normal progress, or satisfy the credit requirements for an award, without having to repeat the module(s) in full.
  - iii) The Referral will take the form of assessment(s) determined by the Module Assessment Board for failed assessments within the module. The student will be deemed to have failed an assessment in any failed module if they have not achieved the relevant pass mark threshold. The Module Assessment Board may prescribe either a single re-assessment task that allows the student to demonstrate achievement of the module's learning outcome or assessments arising from the failed assessment components.

- iv) The Referral will be marked with the assessment mark capped at the pass mark of the module. The overall module mark will be recalculated with the capped Referral marks but the overall module mark will not be capped. That mark will be annotated on the transcript with the legend "Passed after Referral". Where the Module Assessment Board has prescribed a single re-assessment task that allows the student to demonstrate achievement of the module's learning outcome, the capped Referral mark will be used for all the failed assessments.
  
- d) **Combined Referral Deferral:**
  - i) Combined Referral Deferral confirms that the student has not completed one or more the assessment of the module for good reason and that conditions and a time scale have been set for the student to undertake the assessment or further assessment of the module and that the student has failed one or more other assessments and may be eligible for a Referral Assessment.
  - ii) Repeat confirms that the student is not eligible for Referral Assessment, or has failed either their Referral Assessment or Deferral Assessment, or is not eligible for trailing assessment, and that credit has not been assigned. The student may be eligible to repeat the module in the next academic year.
  
- e) **Deferred Repeat:**
  - i) Deferred Repeat confirms that the student has submitted valid extenuating circumstances for their Referral and/or Deferral (or any subsequent attempts within the same academic year.) The student will normally be eligible to repeat the module at the next available assessment. The Board of Examiners will determine:
    - i.a) whether it is with or without attendance

i.b) whether the student has to repeat the whole module or just one of more failed assessments.

f) **Decision Pending:**

i) Decision Pending confirms that the Module Assessment Board has been unable to confirm the mark and assign credit because of some procedural delay.

## 25. Assessment Penalties

25.1 The Module Assessment Board is responsible for applying assessment penalties when determining the final mark for a module.

25.2 All instances where assessment penalties have been applied will be reported to the Module Assessment Board and the Board of Examiners.

25.3 The Module Assessment Board will waive assessment penalties, if it receives a decision about an Extenuating Circumstances case that late submission of work was due to valid Extenuating Circumstances.

25.4 The Module Assessment Board has no discretion to waive penalties imposed in accordance with the University's Student Conduct policy. Such penalties invalidate any valid extenuating circumstance in relation to the same assessment artefact(s).

## 26. Course Management Issues

26.1 The Module Assessment Board will have discretion, in exceptional circumstances, to depart from any of these regulations if it believes a course management issue has arisen and strict application of the regulations would be unjust to a student or students.

26.2 In such a case, the Chair of the Module Assessment Board must contact the Academic Registrar to take advice in relation to good practice.

26.3 In such a case the minutes must record all of the following information:

- a) a reference to this regulation;
- b) the name of the student(s);
- c) the regulation from which the Module Assessment Board wishes to depart;
- d) the full circumstances in which the Module Assessment Board considered it necessary to exercise the discretionary power under this regulation;
- e) the reason why the Module Assessment Board considered it necessary to exercise the discretionary power under this regulation including specific mention of the consequences of both exercising and not exercising discretion for the student.

26.4 The Chair of the Module Assessment Board will send a copy of the minute extract to the Academic Registrar.

## 27. Disclosure of Marks and Grades

27.1 Marks are available to students on Student View as soon as they are submitted, and a provisional module mark is on student view as soon as the module is calculated. This remains a provisional mark until confirmed at the Module Assessment Board (MAB). The provision mark is typically changed to a confirmed mark within 48 hours of the MAB. Collaborative Partners will use their own internal mechanisms to display student marks.

## 28. MAB Delegation of Authority

28.1 The Module Assessment Board (MAB) will assign its authority for confirming marks and awarding credit after Referral and Deferral to a sub-committee. The constitution of the sub-committee will be agreed by the main Board. The confirmation of marks and awarding of credit for trailing assessment and any remaining pending decisions is delegated to the Chair of the Module Assessment Board. The Chair must document the decision, the reasons for the decision, and the extent of any consultation and report the decision to the next meeting of the Module Assessment Board.

## 29. MAB Minutes

- 29.1 The Chair of the Module Assessment Board (MAB) will appoint a Minutes Secretary to draft the minutes of the Module Assessment Board and of any sub-committee. When discretionary powers are used according to these Assessment Regulations, the minutes will summarise the meeting discussions and explain why the decision to exercise discretion was made or why it was decided not to do so. The minutes will be made available to the Board within five working days.

## 30. Boards of Examiners

- 30.1 The primary role of the Board of Examiners (BoE) is to oversee the assessment process for credit and award bearing courses. It determines whether students progress on to the next level of their course and, on behalf of Academic Council, confirms a student's award and classification.
- 30.2 The Board of Examiners will meet once each academic year and additionally will hold a sub-committee meeting to consider both Referrals and Deferrals. The period in which these should be held will be set annually by the Academic Council. Boards of Examiners held to consider courses with non-standard intakes and postgraduate results may be convened at other times throughout the year as appropriate to the structure of the course, Academic Registry and Academic Services must be informed of the dates that will apply.
- 30.3 In exercising the powers provided by these Assessment Regulations, the Board of Examiners will have due regard to the principles, the standard of the award, the identified aims and objectives of the course and each student's overall performance.
- 30.4 Only a Board of Examiners that follows these Assessment Regulations can recommend that a student receive an academic award from the University of Portsmouth. Academic awards of the University will be conferred by Academic Council on behalf of the University in accordance with decisions of Boards of Examiners.

## 31. BoE Membership

31.1 In respect of each named award for which the Board of Examiners is responsible, the following have membership rights:

- a) Chair;
- b) Award External Examiner(s);
- c) Course Leader;
- d) Personal Tutors to all students under consideration;
- e) Module Coordinators;
- f) Head(s) of School;
- g) Associate Heads and Deans of Faculty;
- h) Academic Registrar, or their appointed representative.

31.2 The Chair will be appointed on the authority of the Academic Council and will be accountable to the Academic Council for ensuring that the Board of Examiners fulfils its responsibilities in accordance with these Assessment Regulations. The Board of Examiners will be held virtually, unless there is a valid reason why it should be held in person.

31.3 No student may be a member of a Board of Examiners. However, a member of staff or approved Award External Examiner who is coincidentally registered as a student on another course of the University or elsewhere will not be disqualified from discharging normal examination commitments.

31.4 The Board of Examiners, will have the following quorum:

- a) Chair;
- b) Course Leader or, exceptionally, an appointed nominee;
- c) Head of School, in which each named award resides, or an appointed nominee.

- d) When considering final awards, the Award External Examiner(s).
- 31.5 The role of the External Examiner and the associated rights and responsibilities are described in the document [External Examiners: Regulations and Procedures](#).
- 31.6 If, exceptionally, the Award External Examiner is unable to attend the meeting of the Board of Examiners, and none of the Subject Examiners for modules contributing to one or more of the awards is able to attend, then the Award External Examiner will:
- a) as far as possible, make their views known to the Board of Examiners before it meets;
  - b) after the Board of Examiners has met, write to the Chair of the Board of Examiners stating the reason for absence, the extent of their involvement with the courses during the year in question and signifying satisfaction with the processes of assessment. The letter will not be considered to signify agreement with every decision of the Board of Examiners.

## 32. BoE Process and Powers

- 32.1 The Board of Examiners will receive:
- a) the minutes of its previous meeting and any intervening sub-committee(s);
  - b) notification of actions taken under delegated authority from previous meetings;
  - c) the current course specification and assessment matrix;
  - d) the confirmed marks and assigned credit from the appropriate Module Assessment Board(s) for each student registered for the award for which it is responsible;
  - e) decisions made with regard to Referrals and repeat assessment;
  - f) a record against each module mark of Extenuating Circumstances found valid;

- g) a record of any actions taken by the Module Assessment Board because of Extenuating Circumstances found valid or of any assessment penalties waived by the Module Assessment Board;
- h) the name of any student alleged to have been guilty of an assessment offence in relation to a module and details of any action taken in relation to that offence;
- i) the annual report(s) of the Award External Examiner(s) and relevant sections of the annual reports of Subject External Examiners for modules which form part of the award;
- j) the name of any student in breach of University regulations whose result is required to be withheld.

32.2 The Board of Examiners will have marks presented to it according to the following conventions:

- a) module marks in integers;
- b) weighted mean averages, as appropriate to the classification criteria being reviewed, reported as integers as follows:
  - i) a decimal of .5 or greater will round up to the next highest integer;
  - ii) a decimal of .4 or less will round down to the integer;

32.3 If a student has undertaken assessments or been awarded credit for prior learning such that the minimum required for the recommendation of an award is exceeded, the weighted mean average presented to the Board of Examiners will:

- a) take account of the student's performance in all compulsory modules;
- b) then the student's best performance in optional modules up to the total required;
- c) all other modules will be disregarded, except in relation to the award of credit.

32.4 The Board of Examiners will:

- a) agree the final version of the minutes of the previous meeting to be a true record of that meeting and note any matters arising from them;
- b) note any actions taken under authority delegated at its previous meetings;
- c) determine whether failure to achieve the outcomes of a module can be compensated;
- d) determine whether to permit a student to progress to the next stage of a course, with or without trailing assessment;
- e) determine whether a student will be excluded from the University on academic grounds;
- f) determine whether repeat assessment following extenuating circumstances that affected Referral and/or Deferral should be undertaken with or without attendance considering the course structure and student circumstances.
- g) determine whether repeat assessment following extenuating circumstances that affected Referral and/or Deferral should be repeating the whole module or one of more assessments within the module considering the course structure and student circumstances.
- h) recommend the conferment and, as appropriate, classification of an award,
- i) determine whether or not to defer recommending the conferment of an award until specified conditions, within a specified time scale, have been met;
- j) consider the annual report(s) of the Award External Examiner(s), (and relevant sections of the annual reports of Subject External Examiners for modules which form part of the award) and refer matters of concern to the Board of Studies;
- k) fulfil, as appropriate, any specific and additional requirements of any external accrediting body for the award recognised by Academic Council.

## 33. Compensation

- 33.1 The purposes of compensation are to allow the Board of Examiners:
- a) to assign credit to a student who has not been assigned sufficient credit to be eligible for either progression or recommendation for the conferment of the final award; and
  - b) to assign credit to a student on a taught postgraduate course or part time course at any point during the student's registration on the relevant award.
- 33.2 A Board of Examiners can exercise the power of compensation at its discretion and having due regard to the standard of the award and the learning outcomes of the course.
- 33.3 The Board of Examiners may award credit in compensation to a student in failed modules due to strength of overall performance at a stage.
- 33.4 Compensation can only be awarded if the student has achieved a minimum of the following:
- a) Attempted or had a valid extenuating circumstance for the final assessment in the module to be compensated.
  - b) A weighted average mark of 40% across all relevant modules at that level (after discounting the worst 20 credits at levels 5, 6 and 7 of honours degrees and integrated masters degrees).
  - c) At level 4, if the module to be compensated is 40 credits, a minimum overall mark of 30% is required in the module to be compensated.
- 33.5 As compensation is a discretionary power, the Board of Examiners may set higher thresholds than those set out in these Assessment Regulations when exercising its judgement regarding the standard of the award and the learning outcomes of the course.
- 33.6 The limit applicable to compensation for all undergraduate courses (except Integrated Masters) will be:

- a) up to 40 credits at level 4 of the course.
  - b) up to 20 credits at each other level of the course subject to an overall maximum of compensation of 60 credits for an Honours Degree and 40 credits for lower awards.
- 33.7 The limit applicable to compensation for Integrated Masters will be 20 credits at the first three levels of the course and up to a maximum of 30 credits in the final year subject to an overall maximum of compensation of 90 credits.
- 33.8 The overall limit applicable to compensation for a Postgraduate Diploma and/or a Masters Degree will be 30 credits. Compensation cannot be awarded for Postgraduate Certificates.
- 33.9 The Board of Examiners will not compensate modules subject wholly to pass/fail assessment.
- 33.10 Where a Board of Examiners awards credit in compensation, the following will apply.
- a) the transcript will show the pass mark, annotated as a "Compensated Pass";
  - b) the original mark will be used for the purposes of determining any classification;
  - c) the reasons for doing so will be stated and recorded in the minutes.

## 34. BoE Decisions

- 34.1 The Board of Examiners (BoE) will make one of the following decisions:
- a) Progress, with or without trailing assessment;
  - b) Recommend the award;
  - c) Deferral;
  - d) Referral;
  - e) Combined Referral Deferral;

- f) Repeat Assessment;
- g) Deferred Repeat;
- h) Exclude;
- i) Decision Withheld;
- j) Decision Pending.

## 35. BoE Progression

- 35.1 It is the responsibility of the Board of Examiners (BoE) to decide on academic progression from one course level to the next.
- 35.2 Unless specifically stated otherwise in the approved course specification or the individual student learning contract, the timing of points of progression will be the first day of the next academic year to start after the meeting of the Board of Examiners following the completion of study at a particular stage.
- 35.3 The Board of Examiners will determine whether the point of progression lies before or after placement, unless the course specification has fixed the point of progression. The Board of Examiners may determine the point of progression differently according to a student's circumstances. If it does so, the minutes will record in each case the Boards reasons for determining the point of progression.
- 35.4 The Board of Examiners will consider each student's overall performance at the first meeting following the student's completion of the study of each stage. If the credit required to complete that stage has been obtained, the Board of Examiners will permit the student to progress to the next stage. Students may not progress with trailing modules.
- 35.5 A Module Assessment Board may not assign credit for a module or modules at any stage until the Board of Examiners has confirmed that the student has progressed to that stage.

## 36. BoE Deferral

- 36.1 Boards of Examiners (BoE) will be notified that certain students have valid extenuating circumstances affecting specific modules. They will also be informed about the decisions made by the Module Assessment Boards regarding these students.
- 36.2 The Boards of Examiners will minute all decisions reached in respect of valid extenuating circumstances, together with reasons. The Boards of Examiners may:
- a) endorse defer decisions already made by a Module Assessment Board and defer its decision about progress or recommending an award;
  - b) offer an aegrotat award in accordance with the University's Regulations.
- 36.3 Where a student is offered the opportunity to be assessed again, the offer must be made in writing with a content that makes it plain:
- a) the assessment will be as if for the first time, or if it is in relation to a repeat module will be as if for the repeat attempt;
  - b) If the student has achieved a pass in the module(s) for which they have valid extenuating circumstances, the student must signal within a specified time their intention whether, in relation to the passed module(s) affected, to accept the offer to be assessed again in the missed assessment. If the student does not respond within the specified time they will be deemed to have elected not to be assessed again.
- 36.4 Exceptionally, the Board of Examiners may allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, the Board of Examiners will make the student aware of this and the minutes will record the reason for the exceptional marking of late work.

## 37. BoE Referral

- 37.1 At each level of a course, including for the major project module, the Board of Examiners will permit students to undertake Referrals.
- 37.2 The Board of Examiners will require a student who has failed modules after referral, and where compensation cannot be awarded, to either progress with trailing assessment, if applicable, or repeat assessment, or be excluded from the course.
- 37.3 Exceptionally, the Board of Examiners may determine to allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, the Board of Examiners will make the student aware of this and the minutes will record the reason for the exceptional marking of late work.

## 38. BoE Combined Referral Deferral

- 38.1 The Combined Referral Deferral indicates that the student has both a Referral and a Deferral in the same module.
- 38.2 Exceptionally, the Board of Examiners may determine to allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, the Board of Examiners will make the student aware of this and the minutes will record the reason for the exceptional marking of late work.

## 39. Trailed Assessment

- 39.1 Trailed Assessment is a discretionary power of the Board of Examiners. It confirms the student's eligibility for trailing the assessment of a failed module after referral from one academic level to another. Further guidance on trailing an assessment is available here [Trailing Assessment Guidance](#).
- 39.2 In order for a referred module to be considered for trailing, the student must have attempted the referral assessment, unless there is a valid extenuating circumstance claim.

- 39.3 After the Referral Board, students are given the choice to trail the module assessment or repeat the entire module.
- 39.4 Exceptionally, after a failed referral attempt, the student may request to progress to the next level of the award without having successfully passed a module and without being assigned the module credit. The course leader must carefully assess whether the course learning outcomes can still be achieved and consider any implications for PSRB accreditation. At the same time, the student must be informed about the potential impacts on their course outcomes, any possible award title, Student Loan Funding, Visa requirements, and employment opportunities. Students must be supported by their Personal Tutor, or equivalent, and signposted to Advice Services, including the [UPSU Advice Service](#). The final decision on whether the student can progress with lower credit lies with the Board of Examiners.
- 39.5 The following limits apply to trailing assessment:
- At Level 4 - trail up to 40 credits into level 5
  - At level 5, trail up to 40 credits into level 6
  - At level 6, including Integrated Masters, trail up to 40 credits into Level 7.
- 39.6 The trailing module concerns assessment only, without new teaching. If professional bodies demand teaching for trailing, a repeat assessment is given instead.
- 39.7 When suitable, creating a new trailing assessment might not be required if the referral assessment was new. In such cases, the Referral assessment can be reworked to bring it up to a pass standard. However, if the referral assessment matched the initial submission, a new trailing assessment should be provided.
- 39.8 Where the Referral assessment is reworked to bring it up to a pass standard, no further feedback will be provided on the reworked assessment, other than confirmation of a pass mark or lower. If the assessment is new, then feedback should be provided.
- 39.9 The trailing assessment submission date must be prior to the start of the next academic year or progression point.

- 39.10 The trailing assessment pass mark will be capped at the course pass mark. The overall module mark will be recalculated with the capped trailed mark but the overall module mark will not be capped.
- 39.11 Deferral assessments will be marked as if they were submitted for the first time and will not be capped.
- 39.12 A Board of Examiners can exercise the power of compensation at its discretion to a trailed module, having due regard to the standard of the award and the learning outcomes of the course. Compensation can only be awarded if the student has met the compensation criteria set out in these Assessment Regulations. In the case of compensation limits on levels, the level refers to the level of the trailed module, not the level the student has progressed to. In the situation the student fails the trailed assessment, and the module is not compensated, they should be offered a repeat assessment opportunity at the next Board of Examiners.

## 40. BoE Repeat Assessment

- 40.1 Repeat Assessment has the following purposes for students who have failed modules, including failure after Referral and after trailing assessment.
- a) firstly, to give an opportunity to achieve the credit required to progress to the next stage of the award;
  - b) secondly, at the final stage, to give an opportunity to achieve the credit required for recommendation for the conferment of the final award.
- 40.2 A student may be allowed Repeat Assessment on one or more occasions.
- 40.3 The Board of Examiners may give a student the opportunity, or require the student, to undertake repeat assessment in a different module or modules, but the assessment of such modules will still accord with the provisions of Repeat Assessment.
- 40.4 The timing of Repeat Assessment will coincide with the normal assessment of the module or modules concerned.

- 40.5 A student with Repeat Assessment cannot choose to repeat modules that have already been passed. The Board of Examiners cannot require that a student undertake Repeat Assessment of any module for which credit has previously been assigned.
- 40.6 Where a student undertakes Repeat Assessment, the following will apply:
- a) the student must do so with attendance;
  - b) the student must attempt all the assessment components in the module description and no marks may be carried forward from any earlier attempt;
  - c) the Module Assessment Board will award the student the full mark their assessment earns on merit if she or he passes a module after repeat assessment. That mark will be annotated on the transcript with the legend "Passed after Repeat Assessment";
  - d) the Board of Examiners will use the mark recorded for the Repeat Assessment when recommending the classification of awards;
  - e) the Board of Examiners, at the time it permits a student to undergo Repeat Assessment, may restrict the award classification that can be awarded.

## 41. BoE Deferred Repeat

- 41.1 Deferred Repeat has the following purposes for students who have not been able to pass one or more modules taken as Referrals and/or Deferral (and any subsequent attempts during the same academic year) due to extenuating circumstances:
- a) firstly, to give an opportunity to achieve the credit required to progress to the next stage of the award;
  - b) secondly, at the final stage, to give an opportunity to achieve the credit required for recommendation for the conferment of the final award.
- 41.2 A student may be allowed a Deferred Repeat on one or more occasions.

- 41.3 The Board of Examiners may give a student the opportunity, or require the student, to undertake repeat assessment in a different module or modules, but the assessment of such modules will still accord with the provisions of Deferred Repeat.
- 41.4 The timing of Deferred Repeat will normally coincide with the normal assessment of the module or modules concerned.
- 41.5 A student with Deferrals cannot choose to repeat modules that have already been passed. The Board of Examiners cannot require that a student undertake Repeat Assessment of any module for which credit has previously been assigned.
- 41.6 Where a student undertakes Deferred Repeat, the following will apply:
- a) the Board of Examiners will decide whether a student must do so with or without attendance;
  - b) the Board of Examiners will decide whether a student must attempt all the assessment components in the module description and no marks may be carried forward from any earlier attempt or whether marks can be carried forward from earlier attempts;
  - c) the Module Assessment Board will award the student the full mark their assessment earns on merit if she or he passes a module after Deferred Repeat. That mark will be annotated on the transcript with the legend "Passed after Repeat Assessment";
  - d) the Board of Examiners will use the mark recorded for the Deferred Repeat when recommending the classification of awards;
- 41.7 Exceptionally, the Board of Examiners may determine that there will be a further attempt in the same academic year. In such cases, the Board of Examiners will make the student aware of this and the minutes will record the reason for the exceptional further attempt.

## 42. Connected Degrees Progression and Award

42.1 The following arrangements apply to Connected Degrees, which facilitates a placement after completion of level 6, for those students that have not completed a traditional 'sandwich' year placement :

- a) For UK students (where there is no Student Visa), the student will complete the award bearing course and be awarded their degree in accordance with these Assessment Regulations. Once completed, the student will be registered onto a separate Placement Non-Credit Bearing Short Course of either 3 months or 6 months. Upon successful completion of the placement period the student will be issued a placement certificate.
- b) For Non UK students, the post-level-6 placement period must be an integral part of the award-bearing course with credit assigned to the placement year; this is to meet UKVI requirements. Non UK students, who have not completed a traditional 'sandwich' placement year, who successfully complete level 6, will remain on the same course and progress to the placement period. The trailing assessment regulations may apply in order to enable a student to undertake the placement. The placement period will be assessed as pass/fail, although any credit is in addition to the 360 credits for the award and it is not part of the course Learning Outcomes. Non UK students will be considered for their award upon completion of the placement period, or sooner if the student withdraws from the placement for any reason.

## 43. Exclusion

43.1 The Academic Council vests the responsibility for exercising powers relating to exclusion on academic grounds in the Board of Examiners.

43.2 A Board of Examiners will exclude a student from the University if Module Assessment Boards have not assigned credit to the student for a period of two

calendar years. The Board of Examiners will have discretion to waive the time limit in any case in which it is satisfied that its application would be unjust. The grounds for exercising such discretion will be stated and recorded in the minutes of the meeting.

- 43.3 The Board of Examiners will have the discretion to exclude on academic grounds a student who in its academic judgement fails to make satisfactory progress. The grounds for making the decision will be stated and recorded in the minutes of the meeting. In such cases the student will be offered the opportunity of an interview with the Chair of the Board of Examiners. The Chair is given delegated authority to reconsider the decision of the Board if the student provides details of personal circumstances which would have adversely affected their performance. These circumstances must be unknown to the Board when it made the original decision, and the student will need to satisfactorily explain why the Extenuating Circumstances procedure had not been used. Should the student be dissatisfied with the outcome of the interview, they are still able to submit an Academic Appeal. The student will have ten working days from receiving the outcome of the interview to appeal against the decision.
- 43.4 The Board of Examiners will exclude any student who has exceeded the maximum registration period.
- 43.5 A Board of Examiners when excluding a student will recommend any award for which the student is qualified.
- 43.6 Excluded students are not eligible to re-join their course or transfer to another course within the University. Excluded students who wish to rejoin the course or transfer to another course in the University must complete an application form and apply through the normal routes. There should be no expectation of readmission and previous work done will be judged through the University's Recognition of Prior Learning (RPL) procedures.

## 44. Degree Apprenticeship Exclusions

44.1 Apprenticeships are governed by the Education and Skills Funding Agency (ESFA).

There are three key compliance requirements that all apprentices must adhere to in order to remain eligible for apprenticeship funding. These include:

- a) Logging and uploading eligible off the job (OTJ) learning to APTM every month;
- b) Attending Tripartite Progress Reviews with Work Based Tutors at least every 3 calendar months. This includes the signing and completion of set targets as agreed during the review;
- c) Attendance and engagement with on campus and online learning.

44.2 If at any stage during the apprenticeship these funding conditions are not met, apprentices will be supported to ensure they fully understand the requirements and what is expected. If after this support, an apprentice continues to not meet these requirements, a risk of exclusion notice will be given to formally outline what action is needed. This action plan will set out clear expectations, with dates, to enable the apprentice to be compliant with the funding rules. The employer will also be informed of this action plan as well as outlining the next steps if non compliance continues to be demonstrated, which may include exclusion from the apprenticeship programme.

## 45. BoE Decision Withheld

45.1 This decision confirms that a recommendation has been determined but not yet published because the student is in breach of one or more University regulations.

## 46. BoE Decision Pending

46.1 This decision confirms that the student has to consider whether to accept an offer of compensation, trailing assessment, deferral, or some other offer.

## 47. BoE Recommend Award

- 47.1 Only a Board of Examiners, or a sub-committee or person acting on the delegated authority of a Board of Examiners, constituted in accordance with these Assessment Regulations may recommend a student for conferment of an academic award of the University.
- 47.2 The document, [Awards of the University](#), lists all University academic awards, it states the standard of those awards and, for taught courses, the credit requirements for eligibility to be recommended for conferment of them. No recommendation can be made to the Academic Council for the conferment of any award of the University other than in accordance with that document.
- 47.3 The Board of Examiners will consider each student's overall performance at the first meeting after the student finishes the final stage of their studies. If the student meets the requirements below, the Board will recommend them to the Academic Council for the award they registered for at the University:
- a) Module Assessment Boards have assigned necessary credit;
  - b) any shortfall is made good by the exercise of compensation;
  - c) the student is not in breach of University regulations.

## 48. Degree Classification of Honours Degrees

- 48.1 Marks for classification are presented to the Board of Examiners as integers. The marks required for a particular classification of an honours degree are as follows:
- a) 70+, first class
  - b) 60-69, second class, upper division
  - c) 50-59, second class, lower division
  - d) 40-49, third class

- 48.2 Pass/Fail modules do not count towards classification. Mean values will be calculated on the remaining credits.
- 48.3 Relevant credits at a certain level refer to the level of the module and not the level of the course on which it was studied.
- 48.4 The Board of Examiners will recommend to a student who is eligible for the relevant award, the highest classification arising from the application of the following formulae:
- a) the classification of the weighted mean of all relevant credits at Level 5 and all relevant credits at Level 6 in the ratio of 40:60 respectively after first discounting the marks in the worst 20 credits both at Level 5 and at Level 6;
  - b) the classification of the weighted mean of all relevant credits at Level 6 after first discounting the marks in the worst 20 credits at Level 6;
  - c) the minimum classification in which more than 50% of the combined relevant credits at Level 5 and Level 6 were obtained after first discounting the marks in the worst 20 credits both at Level 5 and at Level 6. This classification will be removed, and no longer apply, from 1st September 2025.
- 48.5 A Board of Examiners will, where a student has been admitted with credit to study only the final stage, recommend the highest classification arising from the application of the following formulae:
- a) the classification of the weighted mean of all relevant credits at level 6 after first discounting the marks in the worst 20 credits at Level 6;
  - b) the minimum classification in which more than 50% of the combined relevant credits at level 6 have been attained after first discounting the marks in the worst 20 credits at Level 6. This classification will be removed, and no longer apply, from 1st September 2025.

48.6 The Board of Examiners will have discretion to recommend classification of honours other than would accord with regulations if at Level 6, 20 credits or more have been obtained from RPL or pass/fail modules.

## 49. Grade Point Average

49.1 For honours degrees, a Grade Point Average will be presented to the Board of Examiners along with the degree classification. The Grade Point Average is an additional measure of student achievement and is complementary to the degree classification, not a replacement.

49.2 The Grade Point Average will be presented to two decimal places. Pass/Fail modules do not count towards the Grade Point Average. Mean values will be calculated on the remaining credits.

49.3 The level of relevant credits stated refers to the level of the module and not the level of the course at which it was studied.

49.4 The Board of Examiners will recommend to a student who is eligible for the relevant award, as defined in the [Awards of the University](#) document, the Grade Point Average calculated as a weighted mean of Grade Points from all relevant credits at Levels 5 and 6, in the ratio of 40:60 respectively, after first discounting the Grade Points in the worst 20 credits at each level.

49.5 A Board of Examiners will, where a student has been admitted with credit to study only the final stage, recommend the Grade Point Average calculated from weighted mean of Grade Points of all relevant credits at level 6 after first discounting the Grade Points in the worst 20 credits at Level 6.

49.6 The Grade Point Average will be included on the student transcript but not the degree certificate.

49.7 A Grade Point Average is not available for non-honours degrees.

## 50. Classification of Other Awards

50.1 Marks for classification are presented to the Board of Examiners as integers. The marks required for a particular classification are as follows:

- a) 70+ Distinction
- b) 60-69 Merit
- c) 40-59 Pass

50.2 Pass/Fail modules do not count towards classification. Mean values will be calculated on the remaining credits.

50.3 Relevant credits at a certain level refer to the level of the module and not the level of the course on which it was studied.

50.4 or non-honours awards at both undergraduate and postgraduate level (except Integrated Masters degrees), the Board of Examiners will recommend the highest classification to a student who is eligible for the relevant award arising from the application of the following formulae:

- a) the classification calculated from the weighted mean of all relevant credits;
- b) the minimum classification in which more than 50% of the relevant credits were attained. This classification will be removed, and no longer apply, from 1st September 2025.

50.5 For Certificates of Higher Education, Diplomas of Higher Education, Higher National Certificates, Higher National Diplomas and Foundation Degrees, relevant credits can be at Level 4, 5 or 6. For Ordinary Degrees, relevant credits are at Level 5 and 6 only.

50.6 For awards of Postgraduate Certificate, Postgraduate Diploma, or taught postgraduate Masters Degree, relevant credits are at Level 7 only.

50.7 For Integrated Masters degrees, the Board of Examiners will recommend the highest classification to a student who is eligible for the relevant award, arising from the application of the following formulae:

- a) the classification of the weighted mean from all relevant credits at Level 6 and Level 7 in the ratio of 50:50 respectively, after first discounting the marks in the worst 20 credits at Level 6 and Level 7;
- b) the classification of the weighted mean from all relevant credits at Levels 5, 6 and 7 in the ratio of 20:40:40 respectively, after first discounting the marks in the worst 20 credits at Level 5, Level 6 and Level 7.

50.8 The Board of Examiners may exercise discretion to recommend an award with distinction or merit to a student who does not qualify for that classification. The Board must be convinced that the student has merited the higher classification but that a particular circumstance, perhaps the inclusion of RPL credit that does not attract a mark, has prevented the student from having the opportunity to meet the standard in the required number of credits. In such cases, the minutes of the meeting will show the reasons for the exercise of discretion.

## 51. Aegrotat Award

51.1 An award may be recommended in aegrotat form when the Board of Examiners does not have enough evidence of the student's achievements to recommend the intended award, and a lesser award would not be appropriate. However, the Board believes that the student would have met the required standard if not for valid mitigating circumstances.

51.2 An aegrotat award carries no classification.

51.3 Before a recommendation for an aegrotat award will be made the student:

- a) must have signified that they are willing to accept the award and understands that this acceptance entails waiving any opportunity to be assessed or reassessed;
- b) must, if applicable, be advised as to whether or not such an award is recognised by any accrediting body.

51.4 In all cases where a Board of Examiners recommends an aegrotat award, the reasons for doing so will be stated and recorded in the minutes of the meeting.

- 51.5 Having been offered the aegrotat award, a student may elect not to accept the award.

## 52. Posthumous Award

- 52.1 An award may be conferred posthumously, either in aegrotat or normal form, to a deceased student who was a registered student at the time of death, and had sufficient assessable work available at the time of death to enable the Board of Examiners to recommend an award.
- 52.2 In all cases where a Board of Examiners recommends the conferment of an award posthumously, the reasons for doing so will be stated and recorded in the minutes.
- 52.3 This recommendation is often made by the Chair of the Board but must always be the result of appropriate consultation, and must always be reported back to the Board.

## 53. Authority to Depart from the University's Regulations

- 53.1 Within the constraints of the course objectives, academic standards and good practice in the subject area within the UK higher education sector, the Board of Examiners will have discretion, in exceptional circumstances, to depart from any of these regulations if, in the opinion of the Board of Examiners, a strict application of the regulations would be unjust to a student or students. The Board of Examiners will take advice from the Award External Examiner in relation to good practice in the subject area. Any departure from these regulations must be reported to the Academic Registrar, along with a copy of the minutes.
- 53.2 In such a case the minutes must record all of the following information:
- a) a reference to this regulation;
  - b) the name of the student(s);

- c) the regulation from which the Board of Examiners wishes to depart;
- d) the full circumstances in which the Board of Examiners considered it necessary to exercise the discretionary power under this regulation;
- e) the reason why the Board of Examiners considered it necessary to exercise the discretionary power under this regulation including specific mention of the consequences of the exercise of discretion for the student and the consequences of not exercising such discretion;
- f) the advice of the External Examiner in relation to good practice in the subject area within the UK higher education sector;
- g) the reason why such discretionary power should not be exercised for other students.

## 54. Course Management Issues

54.1 The Board of Examiners will have discretion, in exceptional circumstances, to depart from any of these regulations if, in its opinion, a course management issue has arisen and a strict application of the regulations would be unjust to a student or students.

54.2 In such a case, the Chair of the Board of Examiners must contact the Academic Registrar to take advice in relation to good practice.

54.3 In such a case the minutes must record all of the following information:

- a) a reference to this regulation;
- b) the name of the student(s);
- c) the regulation from which the Board of Examiners wishes to depart;
- d) the full circumstances in which the Board of Examiners considered it necessary to exercise the discretionary power under this regulation;
- e) the reason why the Board of Examiners considered it necessary to exercise the discretionary power under this regulation including specific mention of

the consequences of the exercise of discretion for the student and the consequences of not exercising such discretion.

- 54.4 The Chair of the Board of Examiners will report the matter to the Academic Registrar, along with a copy of the minutes.

## 55. BoE Delegation

- 55.1 The Board of Examiners will delegate to a sub-committee its authority in relation to the progression and recommendation of awards to students following Referrals and Deferrals. The Board must define the membership and quorum of such a sub-committee and set out the reporting arrangements to the Board of Examiners.
- 55.2 The Board of Examiners will delegate to the Chair its authority in relation to the progression and recommendation of awards to students in order to correct decisions based on erroneous or incomplete information. Chairs must ensure the possibility of such action does not remove a student's right of appeal against decisions of a Board of Examiners. The Chair must document the decision, with the reasons for the decision and the extent of any consultation, and report the decision to the next meeting.
- 55.3 The Board of Examiners will delegate to the Chair its authority in relation to the making of exit awards arising from students withdrawing from the University. The Chair must document the decision, with the reasons for the decision and the extent of any consultation, and report the decision to the next meeting.
- 55.4 The Board of Examiners will delegate to the Chair its authority in relation to the recommendation of awards to students to be made posthumously. The Chair must document the decision, with the reasons for the decision and the extent of any consultation, and report the decision to the next meeting.
- 55.5 The Board of Examiners cannot otherwise delegate its authority.

## 56. BoE Minutes

- 56.1 In the case of the exercise of any discretionary powers under these regulations, the minutes will reflect the discussion at the meeting and record the reasons for the decision to exercise discretion or not to do so. The Chair of the Board of Examiners will ensure that approved draft minutes of meetings are issued to members within five working days.

## 57. Graduation

- 57.1 Students who have studied an Ordinary, Bachelor Degree with Honours or an Integrated Masters, are eligible to attend graduation when they have accumulated and been awarded a minimum of 300 credits, with at least 60 credits achieved at Level 6. Some courses have restricted use of award titles, this is linked to professional bodies. Where that is the case, a student with 300 credits may not be able to attend graduation with the Bachelor award title. Instead, an alternative exit title will apply. All other courses, including Masters level (excluding Integrated Masters), need to achieve the full award.
- 57.2 Students are not permitted to attend Graduation having accepted an Exit Award, an award lower than the award they originally registered for.
- 57.3 For apprentices studying on a Degree Apprenticeship, the End Point Assessment (EPA) is a core component of an apprenticeship standard whereby apprentices demonstrate their knowledge, Skills and Behaviours (KSBs) to an independent assessor. For integrated apprenticeships, EPA is credit bearing and contributes to the achievement of the degree award. For non-integrated apprenticeships, EPA is completed once apprentices have been approved by the Board. All apprentices on non-integrated apprenticeships must have attempted their EPA to be eligible to attend graduation.
- 57.4 There is a published deadline, by which students must have been awarded their undergraduate and postgraduate awards.

## 58. Exemptions

- 58.1 The Assessment Regulations contained within this document represent University-wide rules and procedures and approval for any deviations from these must to be sought from the Academic Registrar, acting with the authority of Academic Council. The Head of School will be responsible for ensuring approved variations are set out in course documentation and communicated to students.
- 58.2 In circumstances of major incidents affecting the University, the Academic Council may approve separate Award and Assessment Regulations. This is to support and protect students' experiences and outcomes during a major disruption that is beyond the control of the University and our students.

## 59. Academic Appeals

- 59.1 Academic Appeals refer to all appeals against outcomes by Extenuating Circumstances, Module Assessment Boards and Boards of Examiners.
- 59.2 A student who is unhappy with a formal academic assessment or its consequences should first seek a meeting with the Head of School or Chair of the Module Assessment Board or Board of Examiners to discuss their situation.
- 59.3 The only grounds on which an appeal will be considered are that:
- a) there had been a material and significant administrative error in the information received and considered; or
  - b) that the assessment(s) had not been conducted in accordance with the approved regulations for the course of study; or
  - c) that some other material irregularity has occurred; or
  - d) the student had been prevented from attending or submitting an assessment artefact by illness or other good cause that related to the student's personal circumstances, that she or he had been unable, for a sound and acceptable reason related to the circumstances themselves, to divulge before the deadline for extenuating circumstances.

- e) that the decision made by the Extenuating Circumstances Officer was perverse by reference to the evidence supplied by the student.
- 59.4 The [University's Appeal Procedure](#) has further details.
- 59.5 Students have 10 working days from the date of the official communication in which to submit an appeal.
- 59.6 Students may not question the academic judgement of the examiners and any requests based on such grounds alone will be dismissed.
- 59.7 Students can only request a remark under the following circumstances:
- a) there had been a material and significant administrative error;
  - b) there had been a procedural irregularity in the assessment process.
- 59.8 All requests for remarks should be made to the Head of School or the Module Coordinator within 10 working days of the receipt of the result, together with a copy of the work to be reviewed.
- 59.9 If a student's request for a review is deemed to be invalid, the Head of School will write to the student giving clear reasons for turning down the request for review.
- 59.10 Should a student's request for a review of the mark be valid, the Head of School will arrange for the assessment artefact to be remarked by an appropriate academic member of staff. The final mark may be higher or lower than the original mark, or it may stay the same. There is no further right of appeal against the mark awarded.
- 59.11 Where the review identifies a problem affecting other students on the same module, the Head of School will arrange for all assessment artefacts to be reviewed.
- 59.12 Due to their nature, certain forms of assessment, such as presentations, cannot be reviewed. However, if a valid case is made for a review of a mark, the Head of School may suggest remedies under the course management issues procedure.
- 59.13 There may be appeals against academic decisions that refer to matters and allegations which are, or which become, the subject of a formal student complaint. In such circumstances, the processing of the appeal will be resolved before the

completion of the written report of findings and conclusions relating to the complaint.

## 60. Assessment Offences

60.1 Assessment offences are defined as below:

- a) failure to comply with any of the General Rules for the Conduct of Examinations [Academic Regulations for the Conduct of Examinations](#);
- b) any attempt to complete any assessment by means considered to be unfair;
- c) plagiarism, which the University defines as “the incorporation by a student in work for assessment of material which is not their own, in the sense that all or a substantial part of the work has been copied without any adequate attempt at attribution, or has been incorporated as if it were the student’s own when in fact it is wholly or substantially the work of another person or persons”.

By 'substantial', the University means large and significant sections of the work; by 'adequate', the University means accurate referencing in accordance with one of the University's approved referencing conventions.

This includes, but is not limited to:

- i) copying material from any source and trying to pass it off as your own work (this includes computer language and programs, scientific experiments, and visual images in addition to standard written text),
- ii) paraphrasing material without appropriate acknowledgement and not in accordance with the University’s agreed referencing conventions (this includes computer language and programs, scientific experiments and visual images in addition to standard written text),
- iii) collusion, where the assessment artefact is prepared by someone else and presented as your own work,

- iv) purchase of essay/project/computer program,
  - v) submission of essay/project/computer program written by someone else,
  - vi) submission of another student's work with or without that student's knowledge or consent;
- d) failure to provide an electronic copy of an assessment artefact when requested;
  - e) the late return of equipment loaned by a Faculty or School which is required by other students to complete an assessment;
  - f) losing, breaking or damaging equipment loaned by a Faculty or School which is required by other students to complete an assessment.

## 61. Reporting of Assessment Offences

61.1 Where a student has been suspected of an assessment offence by any member of the University's or collaborative partner's academic staff then this will be initiated for investigation in line with the [Student Conduct Policy](#).

61.2 In line with the [Student Conduct Policy](#) early intervention and initial investigations should be referred to the Head of School. Persistent offences will be escalated to a formal panel.

## Annex A - Glossary of Terms

1	<b>Academic Appeal</b>	A formal request by a student to review and reconsider the outcome of an academic decision or assessment. This process is designed to address concerns about procedural or administrative errors, unfair treatment, or other issues that may have impacted the student's academic performance or results.
2	<b>Academic Practice</b>	Adherence to academic standards and ethical conduct in learning and assessments.

3	<b>Academic Registrar</b>	The senior professional services official responsible for overseeing academic matters, including the Assessment Regulations, awards, academic policies, quality assurance and academic standards. The term specifically refers to the role at the University.
4	<b>Academic School</b>	The academic area responsible for overseeing academic courses, including teaching, assessment, and feedback systems within a specific academic discipline.
5	<b>Additional Support and Disability Advice Centre (ASDAC)</b>	The University department that provides advice and support regarding reasonable adjustments for students with disabilities or special needs.
6	<b>Aegrotat Award</b>	An honorary degree awarded when a student has completed most of their course but cannot finish due to valid extenuating circumstances. This award is made based on assessed work.
7	<b>Angoff Method</b>	A standard setting technique that involves expert judgment to estimate the probability that a minimally competent candidate would pass an assessment.
8	<b>Appeals Procedures</b>	Processes through which students can challenge decisions made regarding assessments, extenuating circumstances, or academic progression.
9	<b>Assessment</b>	The process through which students demonstrate their achievement of learning outcomes for a module. It includes various methods to evaluate student performance.
10	<b>Assessment Feedback</b>	Information provided to students about their performance on an assessment, detailing strengths, areas for improvement, and the mark or grade awarded.
11	<b>Assessment Matrix</b>	A detailed document outlining the structure, types, and weighting of assessments for a specific course or module.
12	<b>Assessment Moderator(s)</b>	Individuals or panels appointed to review and ensure that assessments are fair, appropriate, and align with module descriptors and learning outcomes.
13	<b>Assessment Piece</b>	The work submitted by students for assessment, which can include physical submissions, presentations, oral assessments, or performances.
14	<b>Assessment Penalty</b>	A reduction in marks applied for late submission or other breaches of assessment regulations, which may be waived if valid extenuating circumstances are provided.
15	<b>Assessment Regulations</b>	Rules set by the University governing the assessment process, including how credit and degrees are awarded.
16	<b>Boards of Examiners (BoE)</b>	Boards responsible for recommending awards and classifications and making decisions on student progression based on assessment results.

17	<b>Borderline Regression</b>	A method of standard setting that uses statistical analysis to determine the cut-off scores for different grades based on student performance.
18	<b>Categorical Marking Scale</b>	A system used to grade assessments based on predefined categories, with specific criteria for each grade level.
19	<b>Combined Referral Deferral</b>	A process allowing a student to both retake assessments (referral) and defer other components of their coursework.
20	<b>Compensation</b>	A discretionary power allowing the Board of Examiners to award credit to students for failed modules based on overall performance and specific criteria, without re-assessment.
21	<b>Competence Standard</b>	A defined level of ability or skill required for a particular course or assessment, which must be relevant and proportionate to the academic or professional aims.
22	<b>Course Management Issues</b>	Exceptional situations that may lead to deviations from standard regulations to ensure fairness and justice in the assessment process.
23	<b>Degree</b>	An academic qualification awarded by the University upon successful completion of a prescribed course of study.
24	<b>Degree Apprenticeship</b>	A type of undergraduate or postgraduate course combining academic study with work-based learning, leading to both a degree and professional qualification.
25	<b>Deferred Repeat</b>	A status where a student is allowed to repeat a module due to valid extenuating circumstances affecting previous attempts, usually without attendance.
26	<b>Deferrals</b>	Permits to delay the completion of assessments to a later date, usually due to valid reasons such as illness or personal issues.
27	<b>Double Blind Marking</b>	A process where two markers independently assess a student's work without knowledge of each other's marks to ensure unbiased grading.
28	<b>Exemption</b>	A formal exception to the standard rules, regulations, or procedures that apply within the University, granted under specific conditions. Exemptions are typically authorised to accommodate unique circumstances that affect the normal operation of academic processes.
29	<b>External Examiner</b>	An independent academic appointed to ensure the integrity and standards of the assessment process, from outside the institution.
30	<b>Extenuating Circumstances</b>	Personal situations or issues that may affect a student's ability to attend or complete assessments. Students can request consideration of these circumstances through established mechanisms.

31	<b>Fit to Sit Policy</b>	A policy indicating that by submitting work or attending an exam, a student asserts they are fit to complete the assessment, thereby waiving the right to claim Extenuating Circumstances for that assessment.
32	<b>Grade Point</b>	A numerical value assigned to a specific mark, used to calculate the Grade Point Average (GPA). The Grade Point corresponds to specific mark ranges.
33	<b>Honours Degree</b>	An undergraduate degree with a classification system based on academic performance, including First Class, Upper Second Class, Lower Second Class, and Third Class degrees.
34	<b>Integrated Masters Degree</b>	A degree course that combines undergraduate and postgraduate study into a single continuous course, typically lasting four to five years full time study.
35	<b>Late Submission</b>	The submission of an assessment after the original deadline or after an Automatic Extension period. It may be subject to penalties and limits on marks depending on the timing and validity of Extenuating Circumstances.
36	<b>Major Project Modules</b>	Significant assessment components, often involving substantial research or practical work, which require double blind marking.
37	<b>Malpractice</b>	Any form of academic dishonesty or unethical behavior during assessments, such as plagiarism or cheating.
38	<b>Mark Verification</b>	The process of checking and confirming the accuracy and consistency of marks awarded by different assessors.
39	<b>Module Assessment Board (MAB)</b>	A board responsible for confirming assessment marks for all students within a specific module, irrespective of the students' broader course.
40	<b>Module Coordinator</b>	An academic member of staff responsible for managing a particular module, including providing assessment details and supervising students.
41	<b>Module Specifications</b>	Documents outlining the learning outcomes, assessments, and other essential details for a specific module.
42	<b>Non-Submission</b>	When an assessment is not submitted by the deadline, or within any granted extension periods, resulting in the work being unmarked and recorded as not submitted.
43	<b>Personal Tutor</b>	A member of academic staff assigned to provide academic and personal support to students, including guidance on assessments and progress.
44	<b>Posthumous Award</b>	An academic award conferred to a deceased student, recognizing their achievements and contributions to their course of study despite their passing before the completion of their course.
45	<b>Professional, Statutory,</b>	An organisation that has the authority to set and enforce standards

	<b>and Regulatory Body (PSRB)</b>	for professions or academic courses, ensuring they meet specific industry requirements or regulations. PSRBs often accredit educational courses and certify that they meet the professional and academic standards necessary for graduates to enter and practice in the profession.
46	<b>Provisional Mark</b>	An initial mark awarded to a student which is subject to change pending final review and confirmation by the Module Assessment Board.
47	<b>Referral</b>	The opportunity given to students to resubmit or retake an assessment if they did not pass the initial attempt. This can be part of the standard academic year or during referral periods.
48	<b>Reasonable Adjustments</b>	Modifications made to the assessment process to accommodate students with disabilities, ensuring they are not disadvantaged.
49	<b>Repeat Assessment</b>	A requirement for students to retake an entire module or specific failed assessments, often following unsuccessful attempts or non-eligibility for referral.
50	<b>Scribe</b>	An individual who assists a student during an assessment by writing down their dictated responses.
51	<b>Standard Setting</b>	The process of establishing the criteria for different levels of achievement in assessments, often used in professional and statutory regulatory courses.
52	<b>Subject External Examiner</b>	An academic expert from outside the institution who reviews assessments and provides an opinion on the marking and grading processes.
53	<b>Suspension</b>	A temporary halt of a student's studies, usually due to personal circumstances, with the intention of resuming at a later date.
54	<b>Trailing Assessments</b>	Assessments taken after referral and after the end of the academic year to allow students to complete requirements for modules they have not yet passed.
55	<b>Virtual Learning Environment (VLE)</b>	An online platform used to provide students with information about their course, modules, including learning outcomes, assessment activities, and assessment drop boxes