

# Assessment Regulations

## Foundation Degree Awards

UAB Approved: 9 July 2014

Minor Revisions: UAB 25.01.16, 06.07.16, 12.07.17, 11.07.18,  
10.07.19, 02.06.20, 09.07.20, 12.05.21

Document Title: Assessment Regulations – Foundation Degree Awards			
Version No.	1.8	Author Role Title:	Quality Manager (RFS)
Superseded version:	September 2020		
Approval Date:	12 May 2021	Approved by:	Academic Board
Effective Date:	For modules commenced on or after 27 September 2021	Review Date:	Annual

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# Assessment Regulations for Teesside University Foundation Degree Awards

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## 1. INTRODUCTION

**1.1** This version of the Assessment Regulations for Teesside University Foundation Degree Awards, including those with a Foundation Year at Level 3, supersedes previous versions. The sections of the Assessment Regulations relating to Modules will apply to all students registered and/or enrolled on Teesside University Modules from 27 September 2021<sup>1</sup>.

The sections of the Assessment Regulations applying to Progression and Award will apply to all students registered and/or enrolled on courses from the commencement of their Academic Year. Where a student registers and/or enrolls outside of the published University's standard academic year (for example, a student with a January commencement date) the sections of the Regulations applying to Progression and Award in place at the start of their academic year will apply, unless notified otherwise.

**1.2** The Regulations are supplemented by two other documents: the *Glossary*, which defines the key terms used in the Regulations; and the *Variance Register* which details all approved variances from the Regulations.

**1.3** Both staff and students are expected to be familiar with the Regulations. Sources of support for students in understanding the Regulations are published in Student Handbooks. Students may also seek independent advice from the Students' Union. Staff can seek support by contacting the Student Learning & Academic Registry [SLAR].

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<sup>1</sup> Students completing reassessment will be considered under the Regulations applying when they commenced on the Module(s) under consideration for reassessment.

## **2. APPLICATION OF THE REGULATIONS**

### **2.1 Status and Scope**

**2.1.1 Standard Regulations:** These Regulations are the standard regulations for all Teesside University's Foundation Degree Courses regardless of location or mode of delivery. They will apply in their entirety to all Foundation Degree Awards, and to all students undertaking those awards, unless variance has been approved by, or on behalf of, Academic Board.

**2.1.2 Awards of the University Offered by Partner Institutions:** Where other institutions deliver Teesside University awards under partnership arrangements, those institutions and awards are bound by these Regulations subject to any approved variance [see Section 2.2].

**2.1.3 Discretion:** In clearly specified circumstances, Assessment Boards have the power to exercise their discretion in the light of their academic judgement to ensure that students are treated equitably and fairly, that academic standards are maintained, and students are not disadvantaged by administrative or procedural irregularities beyond their control. In exercising discretion, Assessment Boards must take account of the views of the external examiner(s) and should ensure that decisions are taken in the spirit of these Regulations to the benefit of students. Decisions reached as a result of the exercise of discretion must be minuted together with the reasons for the decision.

**2.1.4 Guidance on Implementation:** Other than the guidelines and procedures relating to approved variance, where guidance is issued which supplements these Regulations, the Regulations take precedence in the event of conflict.

**2.1.5 Chair's Action:** An Assessment Board may delegate its responsibilities to the respective Chair in relation to recommendations concerning an individual student, subject to the approval of the relevant external examiner(s).

Delegated responsibility should only be exercised in exceptional cases, for example:

- a) To correct errors and/or omissions in the assessment marks and/or module results presented to an Assessment Board.

- b) To reconsider a decision of the Board in light of a recommendation made by an Academic Appeal Committee following consideration of the evidence relating to an Academic Appeal Application.
- c) To instigate the Irregular Results Procedure or otherwise ensure students are considered justly and consistently.
- d) To recommend conferment of an award in light of the above.
- e) To consider module results and/or the conferment of an award for a very small number of students where it is not practical to reconvene a Module and/or Progression and Awards Board.

**2.1.6 Authority:** The regulations in force at any time shall be those published on the Student Regulations section of the University Website unless otherwise specified [see Section 2.1.8]. Students who register for an award part-way through an academic year of study, or resume study after a period of interruption, will be governed by the regulations in force at the time of such registration or resumption.

**2.1.7 Review and Approval of Regulations:** The Regulations are reviewed periodically to reflect changing institutional agendas and for the purpose of editorial amendment. This review process is informed by feedback from appropriate staff, students, external examiners and, where appropriate, other agents external to the University. The Regulations pertaining to a semester will be published in advance of its commencement.

**2.1.8 Changes to the Regulations:** While the University reserves the right to amend the Regulations, changes will not normally be implemented within a year of study. In exceptional cases (for example, following major review and modification) amendment to the Regulations may result in different cohorts of students registered for the same award being considered under different Regulations. Students will be notified in such cases and every effort will be made to ensure no cohort is unduly disadvantaged.

## **2.2 Variance from the Regulations**

**2.2.1 Approval:** Variance to these Regulations will normally only be approved to meet specified requirements or expectations of Professional, Statutory and

Regulatory Bodies [PSRBs] or other such external bodies that accredit awards of the University. Such variance must always be approved by, or on behalf of, Academic Board and recorded in the Variance Register.

**2.2.2 Definitions:** Variance from the Assessment Regulations will be of two kinds:

a) Module Variance; and b) Course Variance:

a) **Module Variance** is approved on behalf of Academic Board. It is sought from the relevant School Committee or Course Approval Panels and only relates to module-specific regulations (for example, module-specific variance to the standard pass criteria). It is approved as part of the module approval process and must always be reported to Academic Board or its nominated Sub-Committee for the purposes of oversight and accuracy of the Variance Register.

b) **Course Variance** is approved on behalf of Academic Board. It is sought from its nominated Sub-Committee. It will normally relate to course-wide regulations (for example, standard progression profiles/criteria, and the classification of awards). Course variance is agreed in principle at course approval or by the relevant School Committee but must always be approved by Academic Board or its nominated Sub-Committee for the purposes of oversight and accuracy of the Variance Register.

### **3. GENERAL PROVISIONS**

#### **3.1 Framework for Academic Awards**

**3.1.1 Credit Framework:** All foundation degree courses consist of modules. Each module has its own learning outcomes and is designed, delivered, and assessed at an academic level consistent with those outcomes. Credit is awarded for achievement of the specified learning outcomes of the module. Credit is accumulated sequentially, by level, until the credit requirements and the associated learning outcomes for the award are met. All awards offered by the University comply with the credits requirements of the national frameworks which identify and articulate typical characteristics of HE awards. These requirements, as well as more

information about the operation of credit, can be found in the University's [Credit Accumulation and Modular Scheme \[CAMS\]](#).

**3.1.2 Assessment and Feedback Policy:** Assessment not only enables students to demonstrate they have achieved the learning outcomes; it also promotes high-level learning. Feedback is a fundamental part of the process which enables students to understand and improve their learning. The University's [Assessment & Feedback Policy](#) provides a framework for effective, appropriate and fair assessment practice that promotes future facing learning.

**3.1.3 Other Relevant Documentation:** The Regulations are paramount in decision-making relating to matters of student progression, achievement, and grading. However, in addition to these Regulations, the University operates a number of other institutional policies and procedures which variously inform, support, or structure student learning. Where these other policies and procedures bear on these Regulations reference is made to the full document.

## **3.2 Responsibilities**

### **3.2.1 Responsibilities of the University:**

**3.2.1.1 Assessment and Regulatory Literacy:** Regulations and policies should be understood by staff and students and should not be a barrier to effective assessment practice and high-level student learning. In this respect, the University acknowledges that developing assessment and regulatory awareness is a paramount concern for both staff and students. Learning is most effective when students and staff share an understanding of academic and professional standards in an atmosphere of mutual trust. As such, the University will, over time, actively engage students in a mutual dialogue about assessment processes in order to establish a shared understanding of the meaning of academic standards and professional judgement.

**3.2.1.2 Information for Students:** The University requires that students are made aware of, and have access to, the following information:

- a) The relevant assessment regulations governing their course of study.
- b) The full details and requirements of their specific course of study.



- c) The learning outcomes, assessment criteria, weightings and assessment strategy for each module.
- d) The criteria relating to grading and marking schemes.
- e) The reassessment arrangements for their course of study;
- f) The procedures for the submission of assignments, including the procedure and the penalties for late submission of summative assessments.
- g) The grounds on which applications for mitigating circumstances and/or extensions to deadlines for assessed work can be made and the procedures for doing so.
- h) The mechanism used to communicate results and the date this will occur.
- i) The grounds on which applications for [academic appeal](#) can be made and the procedures for making such an appeal.
- a) [Academic Misconduct Regulations \(relating to Taught Provision and Advanced Independent Work on Professional Doctorate courses\)](#)

**3.2.2 Responsibilities of Students:** The University is committed to providing students with the resources, opportunities, and the support required to become successful high-level learners. However, effective learning requires active personal engagement with these resources and purposeful participation in the learning opportunities provided. As such, students are expected to comply with the regulatory requirements of their course of study, engage with scheduled classes, and carry out the prescribed learning activities for the modules on which they are enrolled.

Students studying through online learning may be taught through synchronous and/or asynchronous modes of delivery. Whilst students should attend all scheduled online teaching activities, course engagement will also be monitored through other methods relating to activities on the VLE platform. Students will be advised of how their engagement will be monitored both during their induction and throughout their studies.

In addition, it is the responsibility of students to:

- a) Ensure they are aware of examination dates and coursework submission dates.
- b) Attempt all examinations and/or summative assessments [see Section 3.3].

- c) Inform the University if they are unable to attend classes in accordance with the University's [Student Attendance and Engagement Policy](#).
- d) Notify the University through the proper procedures of any extenuating circumstances which may have affected their performance and which they wish to be taken into account [see Section 3.9].

### **3.3 Definition of Attempt**

A module is deemed to have been attempted if a submission is made by the student for any component of summative assessment as defined in the Module Specification. No minimal mark needs to have been achieved in order for the submission to count as an attempt.

An assessment is deemed to have been attempted if a submission is made by the student in accordance with the procedures defined for submitting the assignment.

An examination is deemed to have been attempted if the student accurately completes the formal attendance card and submits at least one answer script with a properly completed front cover.

### **3.4 Studying Additional Non-Contributory Modules**

**3.4.1** Students who have gained sufficient credits for progression or award may not study additional modules as a means of improving marks or grades.

**3.4.2** Students wishing to study additional modules which do not form part of their primary course of study should make an application to the Dean of School who will consider the request on an individual basis. The decision of the Dean of School is final.

The study of additional modules is subject to timetable and other resource constraints. Additional module credits do not contribute to the student's primary award or any grading of this award.

### **3.5 Recognition of Prior Learning**

Students may be permitted to enrol onto courses with advanced standing by [Recognition of Prior Learning \(RPL\) Policy](#) [RPL] or through an approved articulation

or progression route. Such prior learning may be certificated or experiential or a combination of both. In such cases, students are awarded credit for experience gained elsewhere. The approved processes by which entry with advanced standing may be permitted are available on the University website.

### **3.6 Ethical Compliance**

Students are expected to consider the ethical implications of everything they say, write or otherwise communicate in their assessment tasks. In addition, where applicable, students are required to comply with appropriate ethical release/approval processes. These are defined in the *Policy, Procedures & Guidelines for Research Ethics*.<sup>2</sup>

### **3.7 Academic Misconduct**

Students are expected to observe the University's Regulations which define and proscribe cheating, plagiarism and other forms of academic misconduct.<sup>3</sup>

### **3.8 Conduct in Examinations**

Students are expected to observe the University's instructions relating to conduct in undertaking examinations. Regulations relating to the conduct of examinations are specified in Appendix 4 of [Academic Misconduct Regulations \(relating to Taught Provision and Advanced Independent Work on Professional Doctorate courses\)](#).

### **3.9 Extenuating Circumstances**

The University recognises that there may be times when, due to adverse circumstances beyond their control, a student may be unable to meet an assessment deadline, or cannot complete assessments to the best of their ability, or are unable to attend an examination. In such circumstances the University operates

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<sup>2</sup> The *Policy, Procedures & Guidelines for Research Ethics* is available here: <http://www.tees.ac.uk/docs/DocRepo/Research/ethics.pdf>

<sup>3</sup> [Academic Misconduct Regulations \(relating to Taught Provision and Advanced Independent Work on Professional Doctorate courses\)](#)

[Extenuating Circumstances Regulations \(Taught Provision\)](#) to enable students to request that such circumstances are taken into consideration.

There are three types of remedy that may be offered to a student who is experiencing difficulties outside their control:

- a) An Extension of the assessment deadline to a later date.
- b) A formal application for Mitigating Circumstances.
- c) Interruption of Studies until an agreed date.

Details of these processes are set out in the University's [Extenuating Circumstances Regulations \(Taught Provision\)](#). Guidance for students is available on the University's website.

### **3.10 Penalties for the Late Submission of Work**

Where coursework is submitted later than the original deadline without the prior approval of an extension or mitigation, or where coursework is submitted beyond an agreed extension, then the following tariffs apply:

- a) 1-7 calendar days late: work is capped at 40%.
- b) Beyond 7 calendar days late: work will receive a mark of 0%.

Where submission is in relation to the reassessment of previously failed coursework, any work submitted beyond the submission date without authorisation will receive a mark of 0%. An extension will only be given at reassessment in exceptional circumstances.

### **3.11 Release of Unratified Marks**

A provisional mark for summative assessments will be communicated individually to the student as and when the mark has been internally moderated as part of the feedback process. This will be communicated at the earliest opportunity and not normally later than 20 working days after the date of submission. Definitive marks can only be agreed by Module Assessment Boards after any external moderation has taken place. Definitive marks will be released to the student as part of the Notification of Assessment Results process [see Section 3.12].

## **3.12 Notification of Assessment Results**

### **3.12.1 Results**

**3.12.1.1** The Student Information System [SITS] is the official repository of all student results.

**3.12.1.2** On completion of a meeting of an Assessment Board, or following a decision made by Chair's Action, the Chair is responsible for ensuring that details of all ratified marks/grades and all decisions taken by the Board are entered into the Student Information System.

**3.12.1.3** The Department of Finance and Commercial Development is responsible for ensuring that accurate results lists are available for use by Assessment Boards.

### **3.12.2 Communication of Results to Students**

**3.12.2.1** Students studying for University awards will be informed on an annual basis of the date by which, and the manner in which, they will be notified of their ratified results/grades and the decision taken by the Assessment Board.

**3.12.2.2** The mechanism of communicating results to students established by the process defined in Section 3.13.2.1 shall be considered to be the formal notification of those results and the date on which they are issued shall count as the date of publication.

**3.12.2.3** The University must retain an auditable record of the formal communication to students of ratified results/grades and Assessment Board decisions, including any instructions to students regarding reassessment. The record should include both the content of the communication and its time/date.

**3.12.2.4** The University will ensure students are informed that it is the responsibility of each student to ascertain their results by the means communicated to them.

**3.12.2.5** The University shall communicate information to students on ratified results concerning:

- a) Module marks or grades.
- b) Progression to the next level of a course.

- c) The award of a qualification.
- d) Any compensation that has been awarded;
- e) The opportunity to undertake reassessment or deferred assessment, including details of relevant modules and assignments.
- f) The offer to restudy individual modules or levels of a course.
- g) Any other decisions taken by the Assessment Board.

**3.12.2.6** Where a student has been awarded a qualification or withdrawn from their course of study, a transcript shall be issued by the Department of Finance and Commercial Development showing the marks or grades for all modules undertaken and any qualification that has been awarded.

Otherwise, a record of progress shall be issued annually by the Department of Finance and Commercial Development showing the marks or grades for all modules undertaken.

**3.12.2.7** The transcript shall be the official record of a student's academic achievement and may take the form of a Diploma Supplement, or a Higher Education Achievement Record.

### **3.12.3 Withholding of Results**

**3.12.3.1** The decisions of Assessment Boards in relation to non-excluded students owing the University payment for tuition fees or academic charges may not be conveyed to students until confirmation is received from the Finance Office that the debt has been paid.

**3.12.3.2** When an Assessment Board requires a non-excluded student debtor to re-sit an examination or otherwise undertake reassessment, the student will be informed in the normal way, but the outcome of such opportunities may not be conveyed to the student by the Assessment Board.

**3.12.3.3** The University may withhold final results, certificates and transcripts, from students with debts relating to the academic experience even if they have made arrangements to pay their outstanding debt. Such students may not be invited to

attend any Academic Awards Ceremony and their name may not appear in the Academic Awards Brochure.

**3.12.3.4** The University may not grant to a student an award, a certificate of an award, or allow them to attend an Academic Awards Ceremony whilst a matter of alleged Misconduct is in the process of being considered under the University's [Student Disciplinary Regulations](#).

### **3.13 Language of Instruction and Assessment**

The primary language of instruction will be English. Unless otherwise approved by variance, all modules which contribute to an award of the University must be taught and assessed in English.

### **3.14 Intermediate Awards**

If a student fails to satisfy the requirements for a primary target award, an intermediate award may be conferred if the credit requirements and learning outcomes for that award have been met. These requirements will be specified either at course approval or in the University's CAMS framework. At the discretion of the Progression and Award Board, higher-level credit can substitute for lower-level credit to meet the requirements for an intermediate award. Lower-level credit cannot be substituted for higher-level credit. Intermediate awards are not eligible for overall grading.

### **3.15 Maximum Period of Registration<sup>4</sup>**

The maximum period of registration on a course of study is the normal full-time registration period plus three academic years. This includes reassessment, restudy and all periods of interruption when the student's registration is formally suspended. Some courses accredited by professional, statutory and regulatory bodies [PSRB] may specify a shorter timescale. The standard maximum registration period for Foundation Degree awards is as follows:

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<sup>4</sup> The Maximum Period of Registration is reset if a student transfers to another course.

Award	Normal Period of Registration		Maximum Period of Registration	
	Full-time	Part-time	Full-time	Part-time
Foundation Degree	2	4	5	7
Foundation Degree with Foundation Year	3	6	6	9

For students on online learning courses, the normal and maximum periods of registration will be considered and agreed at course approval.

**3.15.1 Registration of Part-Time Students:** Assessment Boards can withdraw part-time students if they have not formally interrupted their studies and have not fulfilled either of the following requirements:

- a) Enrolled or re-enrolled as required in the current academic year.
- b) Studied the minimum number of credits, normally 30, required to continue on the course.

In such cases, the Assessment Board will confer an intermediate award on the basis of any credits and associated learning outcomes achieved at the University.

**3.15.2 Registration of online learning Students:** Assessment Boards can withdraw online learning students if they have not formally interrupted their studies and have not fulfilled either of the following requirements:

- a) Enrolled or re-enrolled as required in the current academic year.
- b) Studied and attempted the minimum number of credits, normally 30, required to continue on the course.

In such cases, the Assessment Board will confer an intermediate award on the basis of any credits and associated learning outcomes achieved at the University.

### **3.16 Withdrawal from a Course**

A student can withdraw from their course of study, or, where it is clear that they are no longer attending or engaging with their studies, arrangements will be made for their withdrawal from the award and their enrolment with the University terminated.



A student must advise the University in writing if they wish to withdraw from their course of study. Students who withdraw from their course of study, or whose enrolment is terminated by the University, will be considered for an intermediate award at the next meeting of the course's Progression and Award Board.

### **3.17 Posthumous Awards**

Any award of the University, as detailed in the Schedule of Awards described in the CAMS framework, may be conferred posthumously. The normal conditions of the award must be satisfied.

### **3.18 Aegrotat Awards**

In instances where a student is unable to complete their course of study and they have not met the requirements for the intended award, an Aegrotat award may be conferred. The following conditions apply:

- a) Unforeseen exceptional medical or other sufficient circumstances prevent the candidate completing the award for which they are registered.
- b) The Assessment Board is nevertheless satisfied that the candidate would have qualified for the award had it not been for such valid cause.
- c) The candidate, or a person authorised to act on their behalf, has indicated that they are willing to accept the award prior to its recommendation to an Assessment Board.
- d) The candidate, or a person authorised to act on their behalf, has indicated that, in accepting the award they are waiving the right to be reassessed.
- e) If conferred, an Aegrotat is an exit award and, as such, is the conclusion of the student's course of study.
- f) An Aegrotat award cannot be conferred to students on courses accredited by a PSRB which does not sanction this form of award.

When conferring an Aegrotat award, the decision of the Board must be based on the student's overall profile and evidence of some completed work at the level of the award being recommended.

Aegrotat awards are not graded. They will be listed as one of the following:

- i. Aegrotat Certificate of Higher Education.
- ii. Aegrotat Foundation Degree.

Aegrotat awards can be awarded posthumously. In such cases, the requirement to secure agreement that, in accepting the award, the right to reassessment is waived in line with Section 3.18d) does not apply.

A student who does not wish to accept an Aegrotat award may choose to be reassessed under the provisions of Section 4.5. A candidate who subsequently fails such a reassessment is not then eligible to claim the Aegrotat award.

### **3.19 Revocation of Awards**

The University reserves the right to revoke an award, and all privileges and rights associated with that award, where it is established that a student has obtained an award by fraud or deception or where other circumstances come to light after the award is made which, if known at the time, would have meant that the award would not have been made. The student concerned may appeal this decision through the University's Academic Appeal Regulations.

### **3.20 Right to Academic Appeal**

Under certain conditions, a student has a right of appeal against assessment and/or examination decisions in accordance with the University's [Academic Appeal Regulations](#).

### **3.21 Operation of Assessment Processes in Exceptional Circumstances**

Exceptional circumstances are defined as those caused by external factors beyond the University's control that may impact adversely upon institutional-wide assessment processes. Whilst the University remains functional, exceptional and/or emergency circumstances could result in substantial disruption to learning and teaching, the submission of assessments, marking and moderation processes and the progression of students along with the determination of awards. The University does not hold a definitive list of exceptional circumstances, but examples would include disruptive natural disasters such as flooding, epidemics of infectious diseases and industrial action resulting in assessment boycott.

As part of the approval of Assessment Regulations, the Academic Board makes provision to determine awards and the progression of continuing students where the University is, because of exceptional circumstances beyond its reasonable control, unable to apply the standard Assessment Regulations, Assessment and Feedback Policy and External Examiner processes as approved for that academic year. In discharging its responsibilities, Academic Board may determine the following action:

- i) Allow modifications to be made to previously approved arrangements for the marking and moderation of assessments as detailed within the [Assessment & Feedback Policy](#).
- ii) Make alternative arrangements for [External Examiner processes](#).
- iii) Allow recommendations to be made to make reasonable adjustments to the progression of students between levels/years and the award of qualifications.

The Vice-Chancellor (or nominee) will approve the introduction of the application of the *Academic Regulations for the Exceptional Management of Taught Awards* and the anticipated duration of their application, if known. A further statement will be provided announcing when the regulation will be rescinded and will be supported by a transition plan, where appropriate.

The University will undertake preparations for an effective response to exceptional circumstances, ensuring that the academic standards of its modules and courses and the integrity of its awards are maintained, its reputation safeguarded and students treated fairly and equitably. As such, the University will undertake reasonable action to expedite the conferment of final awards and progression of continuing students. It is expected that the application of the *Academic Regulations for the Exceptional Management of Taught Awards* will be rare and reserved for extreme occasions.

The regulatory framework outlining the University's approach to learning and teaching practice, assessment and feedback (including moderation), External Examiner processes, progression of its students and the award of qualifications is

set out under the *Academic Regulations for the Exceptional Management of Taught Awards*.

## **4. THE ASSESSMENT OF STUDENTS**

### **4.1 The Purpose of Assessment**

A key function of assessment is to promote high-level learning. Assessment is also the primary mechanism that enables students to demonstrate they have achieved the learning outcomes of the course on which they are registered and fulfilled the standards required of the award. Given its dual purpose, assessment is not merely the evidence that learning outcomes have been achieved but a crucial aspect of a high-quality student learning experience.

### **4.2 The Role of Academic Judgement**

The outcomes of high-level learning are assessed by professional examiners who use their academic judgement to determine the level of achievement demonstrated in student assessment. These judgements are based on associated criteria and standards. The academic judgement of examiners cannot, in itself, be questioned or overturned. As such, a common understanding of the meaning of those criteria and standards – both academic and professional – is based on mutual trust and meaningful dialogue between staff and students.

Indeed, the assessment of student work is usually a matter of judgement, not merely of simple computation. Marks, grades and percentages are thus the means by which examiners communicate their judgement of a student's work and the different aspects of learning it demonstrates. Their purpose is to provide information for Assessment Boards who will make the final decision on a student's progress, achievement of learning outcomes, and the fulfilment and grading of the award.

These Regulations provide a framework within which professional academic judgement can be exercised in such a way that students are treated with equity, parity, and consistency across the University's foundation degree courses.

### **4.3 Assessment Boards**

**4.3.1 Impartiality of Assessment Boards:** An effective staff-student relationship requires a culture of trust, respect, and professionalism. As part of this, the assessment of students will take place with due regard to the principles of transparency, independence, equity, and impartiality. Assessment Boards will ensure there is no conflict of interest during the assessment process that might compromise this culture and these principles.

Where a potential conflict of interest arises, the academic staff member(s) concerned will not have sole responsibility for assessing the work of any relevant student. In addition, a declaration of interest must be made to the relevant Assessment Board (or in advance to the Chair of the Board). Unless prior dispensation has been given by the Chair, the member of academic staff will leave the meeting of the Board when the individual case is being considered. This process will be recorded in the minutes.

If a member of staff (either at the University or approved partner) is a student on a module/course being considered by the Board, they will not be involved in the Board in any capacity.

In instances where Assessment Boards are asked to consider outcomes from other regulatory processes (e.g. academic misconduct, fitness to practise), due regard will be given to the impartiality of the Chair and Members of the Board. If the Chair of the Board has had any previous formal involvement in a case to be considered, they will declare an interest and hand the Chair over to an impartial senior colleague during the discussion of the case. Similarly, if any Member of the Board has had formal involvement in a case to be considered, they will declare an interest and must not take part in the discussion and decision-making process. Such declarations and actions must be recorded in the minutes.

**4.3.2 System of Assessment Boards:** The University employs a two-tier system of Assessment Boards to determine the outcome of student assessment. This system is conducted sequentially through Module Assessment Boards and Progression and Award Boards. Each Assessment Board will make judgments on student performance within its own approved terms of reference. It will minute the

basis on which decisions are made and record these in the Student Information System [SITS] using the approved codes. The Terms of Reference for University Assessment Boards are published on the University website.

#### **4.4 Module Assessment**

**4.4.1 Module Pass:** The overall pass mark for each module is 40%.

**4.4.2 Module Pass with Multiple Components:** Where the assessment strategy of a module is comprised of two or more components of assessment, a pass will be awarded where a student achieves at least 40% in the overall module mark. The student does not need to achieve a mark of 40% in each component.

**4.4.3 Additional Pass Criteria:** Additionally, a minimum level of achievement in any or all of the components of assessment for the module may be required to meet PSRB requirements, the criteria of other accrediting bodies, or other course-specific regulations. Such requirements must be approved through the variance procedures described in Section 2.2, published in the relevant *programme specification* and module specification, and be explained in the relevant Module and Student Handbooks.

**4.4.4 Pass/Fail Modules:** The minimum criteria to pass a module approved to use only pass/fail grades is the achievement of an overall pass grade. If a combination of pass/fail and percentage grades are used then both minimum requirements must be met (i.e. a pass mark and a minimum aggregated mark of 40% in the other components). Pass/fail module credits will contribute towards progression and the award. In such modules, while a pass must be achieved, the module does not contribute to the calculation of level averages or to the grading of an award.

#### **4.4.5 Criteria for Passing Modules that use Grades**

**4.4.5.1** Where student performance on a module is measured wholly or partially in terms of grades it is the responsibility of the Module Team to recommend an overall student grade or mark for each module with reference to module assessment criteria.

**4.4.5.2** In instances where grades are wholly used, and the module is assessed by a single component, the overall grade will be the one obtained in that assessment.

**4.4.5.3** Where grades are wholly or partially used, and the module is assessed by multiple components, the student's full profile of grades attained on the module will be considered when recommending the overall grade.

**4.4.5.4** Where grades are wholly or partially used, and the student profile does not satisfy the criteria for compensation set out in 5.5.3, a student failing any component of assessment within a module will be deemed to have failed the module. In such cases, the module is eligible for reassessment at the first point of consideration according to Section 4.5.

#### **4.4.6 Passed Modules and Reassessment**

A student who has passed a module at the first attempt either outright or by compensation may not be reassessed in the module in order to achieve a higher mark unless the student has been given dispensation to restudy the module under the provisions described in Section 4.6.

### **4.5 Module Reassessment**

**4.5.1 Limit to Reassessment:** Students who fail any module at the first point of consideration will be provided with an opportunity to undertake the reassessment. In such cases, the student will be offered reassessment in the failed components of the module. There is no limit to the number of modules eligible for reassessment. Students are normally only entitled to one reassessment attempt per module [see Section 4.5.5].

**4.5.2 The Timing of Reassessment:** Reassessment opportunities will normally take place on an inter-sessional basis after the Level has been undertaken in full. However, Assessment Boards may be scheduled to determine and offer in-session reassessment where, for course specific circumstances, it is deemed beneficial to student completion and achievement [see Section 4.3.2].

**4.5.2.1 Timing of Reassessment for Part-time/online learning Students:** The appropriate Assessment Board will consider the profile of each part-time/online

learning student registered on a Teesside University Award on an annual basis. In instances where a part-time/an online learning student has failed a module(s) in advance of achieving the criteria to be eligible for progression as described in Section 5.7 or the intended award as described in Section 6.1, the Assessment Board will offer reassessment opportunities subject to 4.5.1. Such reassessment opportunities can, as appropriate, take place in-session or be offered on an inter-session basis.

**4.5.3 Module Mark for Reassessed Modules:** When a student is reassessed in a module under 4.5.1, the marks obtained in the component(s) of assessment passed at the first point of consideration shall stand whereas the maximum mark that may be awarded for the reassessed component(s) is 40%. The mark for the module will be recalculated on the basis of the original marks for the component(s) passed at the first attempt and the marks gained in the reassessed components.

Where, exceptionally, capping at the component level results in a failed mark for the module overall, and where capping at module level would have resulted in a pass, the module shall be recorded as passed with a capped mark of 40%.

If the pass mark for the module has not been attained following reassessment, the mark that will stand is the higher of either the original module mark or the recalculated mark following the reassessment.

When a student is reassessed in a module that uses grades, the grades obtained in the component(s) of assessment passed at the first point of consideration shall stand whereas the maximum grade that may be awarded for the reassessed component(s) is pass. The grade for the module will be recalibrated on the basis of the original grade(s) for the component(s) passed at the first attempt and the grade(s) gained in the reassessed components.

If a pass grade for the module has not been attained following reassessment, the grade that will stand is the recalculated grade following the reassessment.



**4.5.4 In-module Retake:** On a module basis, and only if approved as a specific reassessment strategy at the time of approval<sup>5</sup>, course teams may make arrangements for students to retake specific assessment tasks before the result has been formally ratified by a Module Assessment Board. In-module Retakes are permitted only where:

- a) The assessment is not an examination.
- b) The assessment has been subjected to full internal moderation processes.<sup>6</sup>
- c) Either the module pass mark has not been attained outright; or the module pass mark has been attained but the minimum required mark in specified assessment component(s) has not been achieved.
- d) The module is designated as non-compensatable.
- e) The module has been attempted.

In-module Retakes are not available for Level 3 modules.

When a student retakes an assessment under 4.5.4, the marks obtained in the component(s) of assessment passed at the first attempt shall stand whereas the maximum mark that may be awarded for the retaken component(s) is 40%. The mark for the module will be recalculated on the basis of the original marks for the component(s) passed at the first attempt and the marks gained in the retaken components.

If the pass mark for the module has not been attained following the In-module Retake, the mark that will stand is the higher of either the original module mark or the recalculated mark following the retake.

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<sup>5</sup> In-module retakes shall normally only be approved to meet defined requirements, or other such expectations, of PSRBs and/or where the module assesses specific aspects of competency that must be demonstrated (i.e. passed) before the student can study the work-based practice aspects of a professional course.

<sup>6</sup> The University's marking and moderation processes are defined in the [Assessment and Feedback Policy](#).

Students who fail to attain the module pass mark following an In-module Retake will be eligible for reassessment as detailed in 4.5 if permitted within the course regulations and the constraints of the award.

**4.5.5 Exceptional Third Attempt:** On a module basis, and only if approved as a specific reassessment strategy at the time of approval<sup>7</sup>, courses may make arrangements for students to undertake a second reassessment opportunity (i.e. a third attempt). Third attempts should normally only be used where:

- a) Either the module pass mark has not been attained outright; or the module pass mark has been attained but specified assessment component(s) must meet a minimum level of achievement.
- b) The module is designated as non-compensatable.
- c) An In-module Retake, as described in Section 4.5.4, is not available as an approved reassessment strategy on the module.
- d) There are no Fitness to Practise concerns (if applicable).
- e) The Module has been attempted.

Exceptional Third Attempts are not available for Level 3 modules.

When a student is reassessed for a second time in a module under 4.5.5, the marks obtained in the component(s) of assessment passed at the first attempt shall stand whereas the maximum mark that may be awarded for the reassessed component(s) is 40%. The mark for the module will be recalculated on the basis of the original marks for the component(s) passed at the first attempt and the marks gained in the reassessed components.

Where, exceptionally, capping at the component level results in a failed mark for the module overall, and where capping at module level would have resulted in a pass, the module shall be recorded as passed with a capped mark of 40%.

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<sup>7</sup> Exceptional Third Attempts should normally only be approved to meet defined requirements, or other such expectations, of PSRBs and/or where the module assesses specific aspects of competency that must be demonstrated (i.e. passed) before the student can study the work-based/work-related practice aspects of a professional course.

If the pass mark for the module has not been attained following reassessment, the mark that will stand is the higher of either the original module mark or the recalculated mark following the reassessment.

## **4.6 Module Failure after Reassessment**

### **4.6.1 Trailing Failed Modules**

#### **4.6.1.1 Trailing Non-Compensatable Modules with a Level Average of $\geq 40\%$ :**

Students will be permitted to progress to the next Level of the course and to trail a failed module, on only one occasion within their course of study, in order to attempt that module again. This is subject to the following criteria:

- a) An average of  $\geq 40\%$  across all modules comprising the current Level has been achieved.
- b) The module(s) are ineligible for compensation as defined at approval.
- c) A maximum of 20 credits can be trailed into the subsequent Level (this can be a single 20 credit module or two 10 credit modules).
- d) The failed module(s) has been attempted at the first and/or second attempt.
- e) The student has not previously been permitted to trail a module within their course of study.
- f) Any module where academic misconduct has been proven will not be eligible for trailing.

Trailing of modules is not permitted from Level 3 to Level 4.

Marks for the trailed module will be awarded in full and, if necessary, a reassessment opportunity will be available. No further restudy of the module will be available following this reassessment.

### **4.6.2 Restudying Failed Modules**

All outstanding reassessment opportunities must be completed prior to a student undertaking any restudy.

#### **4.6.2.1 Restudy Failed Modules Having Achieved $\geq 60$ Module Credits:**

Following reassessment described in Section 4.5, students who do not meet the progression profiles described in Section 5.7 or eligibility for award described in

Section 6.1 but have achieved at least 60 credits at the current Level will have their progression suspended. Such students will be offered one further attempt by re-studying the failed module(s) and repeating them as though for the first time. This will normally take place at the next available opportunity. The mark gained following restudy will be awarded in full and, if necessary, reassessment opportunities will be available as detailed in Section 4.5. Unless otherwise approved, a module up to the value of 20 credits will be eligible to be compensated in accordance with Section 5.5. Restudy of a module is only permitted on one occasion.

#### **4.6.2.2 Restudy Failed Modules Having Achieved Less Than 60 Module**

**Credits:** Following reassessment described in Section 4.5, students who do not meet the progression profiles described in Section 5.7 or eligibility for award described in Section 6.1 and have achieved less than 60 credits in the current Level will have their progression suspended. At the discretion of the Assessment Board, such students may be offered one further attempt by re-studying the failed module(s) and repeating them as though for the first time. This will normally take place at the next available opportunity. The mark gained following restudy will be awarded in full and, if necessary, reassessment opportunities will be available as detailed in Section 4.5. Unless otherwise approved, a module up to the value of 20 credits will be eligible to be compensated in accordance with Section 5.5. Restudy of a module is only permitted on one occasion.

#### **4.7 Restudy the Level as though for the First Time**

Exceptionally<sup>8</sup>, an Assessment Board may exercise its discretion to offer a student the opportunity to restudy a Level of a Course in full as though for the first time. This is normally only permitted at Level 4 or Level 5 of a course. In such cases, any credit and all marks previously gained from that Level will be discarded. This applies to all modules regardless if they were originally passed or failed. This opportunity is only permitted if the modules concerned have not previously been restudied under

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<sup>8</sup> When considering exceptional circumstances, reference should be made to the [Extenuating Circumstances Regulations](#) for additional guidance.

the provisions set out in either 4.6.2.1 or 4.6.2.2. It can normally only be offered on one occasion.

#### **4.8 Substitution of Failed Modules**

A student who is restudying a module may substitute it for a different module from the course if the following circumstances are met:

- a) Agreement of the appropriate Course Leader.
- b) Such substitution is not precluded by course regulations or the constraints of the award.
- c) The substitution is possible within timetabling and other resource limitations.

Alternatively, where the original module is no longer available (e.g. as a result of course review) a student may undertake an alternative module. In such cases, the Course Leader should ensure that the course outcomes can be met.

Where a student takes up this opportunity, the maximum outcome of assessment shall be in accordance with regulations set out in 4.6.2. Where a student has taken and passed a substitute module the mark will be awarded in full and, if necessary, a reassessment opportunity is available as detailed in Section 4.5. Unless otherwise approved, the module will be eligible to be compensated in accordance with Section 5.5. If appropriate, the mark gained can be used for calculating Level Averages and for the purposes of award grading.

## **5. PROGRESSION**

### **5.1 Scope and Application**

The regulations governing student progression apply to all Teesside University Foundation Degree courses unless specific variance has been approved by, or on behalf of, Academic Board.

### **5.2 General Principles of Progression**

A student will automatically progress from one Level of the course to the next if the requirements of the current Level have been satisfied. These are defined in Section

5.7. Students may not normally study modules from a higher Level until progression to that Level has been formally agreed by the relevant Assessment Board [see Section 5.3.1]. Only under the specific circumstances defined in Section 5.7.3 may an Assessment Board permit a student to progress to the subsequent Level of the course before the requirements of the prior Level have been satisfied.

### **5.3 Progression of Part-time/online learning Students**

The appropriate Assessment Board will consider the profile of each part-time/online learning student registered on a Teesside University Award on an annual basis. However, a formal decision on progression, including the award of compensation, will only be taken when the student has met the minimum profile for progression set out in Section 5.7. Until such a time Assessment Boards have the provision to:

- a) Confirm that the student is able to continue their studies into the next year of study (this normally requires the student to have attempted at least 30 credits in the current academic year unless otherwise suspended).
- b) Offer reassessment opportunities at the point of first consideration.
- c) Defer consideration of a student's results until a subsequent meeting of the Board.
- d) Confer intermediate awards.
- e) Withdraw a student from the course in accordance with Section 3.15.1.

**5.3.1 Studying Modules from Different Levels:** Progression decisions relating to part-time/online learning students are subject to the same criteria as full-time students [see Section 5.7]. However, part-time/online learning students are permitted to study modules from different Levels of a course concurrently in advance of formal progression subject to the following:

- a) At least 60 credits must have been passed in a Level before students are eligible to enrol on modules from the subsequent Level.
- b) Only modules from consecutive Levels can be studied concurrently.
- c) Prerequisite modules must be completed before the requiring module can be studied. A compensated module is counted for this purpose.

- d) Any research methods or similar preparatory modules must have been passed before enrolling for dissertation or major project modules. A compensated module is counted for this purpose.
- e) To continue from one year of study to the next at least 30 credits must have been attempted in the current year of study.

#### **5.4 General Provisions**

With the exception of the provisions detailed in 5.3 relating to part-time/online learning students, the appropriate Assessment Board will make a formal annual progression decision for every student registered on a Teesside University Award. This includes the provision to:

- a) Confirm module compensation in up to 20 credits at each level of a course. In such cases, credits will be awarded to the compensated module. The details of this are set out in Section 5.5.
- b) Permit a student to trail failed module(s) to the next Level. Such students will be progressed notwithstanding the trailed fail(s). The details of this are set out in Section 4.6.1. A student is only permitted to trail a module on one occasion within their course of study.
- c) Defer consideration of a student's results until a subsequent meeting of the Board.
- d) Permit a student to proceed to the next Level of a course under provision. The details of this are set out in Section 5.7.3.
- e) Confer primary target awards or intermediate awards.
- f) Withdraw a student from their course of study if, having exhausted all opportunities to retrieve failure, they fail to meet the required progression profile.

#### **5.5 Compensation of Failed Module**

Compensation refers to the process of deliberately balancing a limited amount of underachievement in one aspect of a student's overall performance in a Level of a course against the otherwise positive performance in the Level as a whole. Where compensation is confirmed by an Assessment Board, credits will be awarded to the relevant module.

**5.5.1 Application of Compensation:** Compensation will automatically be awarded at the earliest opportunity to any module up to a maximum of 20 credits in any Level of a course subject to the following conditions:

- a) Compensation can only be applied at the formal point of progression on a Level-by-Level basis. For students studying courses on a part-time basis, it is exercised when all the modules in a Level have been completed.
- b) Compensation can only be awarded if an overall level average of at least 40% and a total of at least 100 credits has been successfully achieved.
- c) Compensation is only permitted for a failed module if the failed module has been attempted at the first and/or second attempt.
- d) Modules determined as non-compensatable at approval are ineligible for compensation.
- e) Any module where academic misconduct has been proven will not be eligible for compensation.

**5.5.2 Marks for Compensated Modules:** Where a module is compensated, the original mark shall be used for the purposes of calculating Level averages and classifications subject to Section 7. However, the mark that will be displayed on all communications notifying or documenting the student's achievement (e.g. record of progress, transcript, diploma supplement, etc.) will be "Pass by Compensation".

**5.5.3 Application of Compensation for Modules that Use Grades:** Where grades are wholly or partially used to measure student performance, and the student fails to meet the criteria to pass a module defined in Sections 4.4.5.1 – 4.4.5.3, the Assessment Board, at its discretion, may apply the grade of Compensated Fail to a single module of up to a maximum of 20 credits in any Level of a course. Compensation should be applied at the earliest opportunity. In such cases credits are awarded to the module. The award of compensation is subject to the following conditions:

- a) Compensation can only be applied at the formal point of progression on a Level-by-Level basis. For students studying courses on a part-time basis, it is exercised when all the modules in a Level have been completed.



- b) Compensation can only be awarded if an overall level average of at least 40% has been achieved.
- c) Compensation is only permitted for a failed module if the failed module has been attempted at the first and/or second attempt.
- d) Modules determined as non-compensatable at approval are ineligible for compensation.
- e) Modules failed due to academic misconduct are not eligible for compensation.

## 5.6 Progression Decisions

A Progression and Award Board may ascribe a formal progression decision to each student, as follows:

Progression Decision	Description
Proceed	A student has been awarded 120 credits at the current Level of the course and may proceed to the next Level.
Reassess	A student has not satisfied the progression criteria at first point of consideration for the current Level of the course but is offered the opportunity do so through reassessment.
Defer (student)	A student has not satisfied the progression criteria at either first or second point of consideration for the current Level of the course but has approved extenuating circumstances for one or more modules. Consideration of such students is formally deferred until the next meeting of the Assessment Boards.
Proceed Trailing	A student has passed a minimum of 100 credits at the current Level of the course and may proceed to the next Level trailing up to 20 credits (non-compensatable module(s)) to be attempted again in that Level. Students are permitted to trail a module on only one occasion within their course of study.
Proceed Under Provision	A student, at the second point of consideration, has not satisfied the progression criteria but either has approved extenuating circumstances or has been permitted to undertake reassessment by the Assessment Board. The student progresses to the next Level of the course but is required to successfully meet the progression criteria for the current Level within 6 weeks of the next academic year, otherwise progression is rolled-back and suspended.
Confer Intended Award	A student has satisfied all requirements for the intended award as detailed in the <i>Programme Specification</i> and the intended award is conferred.

Progression Decision	Description
Confer Intermediate Award	A student has not satisfied all requirements for the intended award as detailed in the <i>Programme Specification</i> and has either exhausted the opportunities to retrieve failure or is otherwise unable to complete the course. If the criteria for an intermediate award are satisfied, the intermediate award is conferred.
Cannot Proceed (Restudy)	A student has not satisfied the progression criteria for the current Level of the course at the second point of consideration but may remain on the course to retrieve failure through restudy.
Discontinued (withdrawal)	A student has exhausted all opportunities to retrieve failure, or, if part-time, has failed to meet the requirements to continue on their course of study, and is formally withdrawn by the Assessment Board. In such cases, it may also be possible to confer an intermediate award.
Decision deferred	A progression decision cannot be made. This may be because outcomes of other processes are pending (e.g. academic misconduct, extenuating circumstances), or due to the absence of, or errors in, the information presented to the Board. In such cases, the Board may defer the business to the next scheduled meeting, reconvene the meeting at a subsequent time, or delegate responsibility to Chair's Action.
Delegate Decision to Chair's Action	A progression decision cannot be made. Subject to the approval of the relevant external examiner(s), the Progression and Award Board agrees to delegate its responsibilities in the relevant matter(s) to the Chair.

### 5.7 Progression between the Levels of a Course

In order to progress to the next Level of the course, students must have attained or exceeded the following profile:

- a) Passed 100 module credits at the current Level.
- b) Achieved an average of 40% or more across all modules comprising the current Level.
- c) Attempted all modules that comprise the Level.
- d) Attained 120 credits in any and all previous Levels of the course.

Where this progression profile is achieved the student will be permitted to progress to the next Level of the course.<sup>9</sup>

**5.7.1 Progression with Compensation:** If the student is eligible for compensation as defined in Section 5.5, the Assessment Board will confirm that the failure has been compensated and that credit has been awarded to the module(s).

**5.7.2 Progression and Trailing Modules with a Level Average of  $\geq 40\%$ :** Where a student has passed 100 module credits in the Level, has achieved a Level Average of  $\geq 40\%$  and has attempted all the modules, but the failed module(s) are ineligible for compensation, the Assessment Board will confirm that the student is permitted to progress to the next Level of the course and to trail failed module(s) to be retrieved in that Level (this can be a single 20 credit module or two 10 credit modules).

**5.7.3 Progression under Provision:** At the second point of consideration, students who have not achieved the necessary profile to progress to the subsequent Level, but either have approved extenuating circumstances or have an outstanding reassessment opportunity may, at the discretion of the Assessment Board, progress to the next Level of the course subject to the following provisions:

- a) The student is informed that the progression criteria for the current Level must be attained within 6 weeks of the next academic year.
- b) Assessment Boards are held in a timely manner after the 6 week period has passed to consider the outcome of assessments and make progression decisions.
- c) Where the progression criteria have been successfully attained, the Assessment Board will ratify the progression and communicate to the student that they can continue with their studies.
- d) Where the necessary progression criteria have not been attained, the Assessment Board will roll-back progression and determine a new decision based on consideration of the student profile in accordance with the provisions set out in these Regulations. This decision will be communicated to the student.

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<sup>9</sup> This progression profile may include 20 credits obtained through compensation where the student meets the eligibility criteria as detailed in 5.7.1 or the student may progress trailing up to 20 credits where the student meets the eligibility criteria as detailed in 5.7.2.

#### **5.7.4 Students who do not Meet Minimum Credit Requirements for Award:**

Students who have not achieved the necessary number of credits to be eligible for the named Foundation Degree may be permitted the opportunity, at the discretion of the Assessment Board, to continue to study by any approved mode of attendance to either make good the deficient credit before progressing, or progress onto an alternative pathway subject to:

- a) The Maximum Period of Registration [see Section 3.15].
- b) Timetable and other resource constraints.

## **6. ELIGIBILITY FOR AWARD**

### **6.1 General Provisions**

**6.1.1 Profile for Award Eligibility:** The regulations for Teesside University awards, their qualification level, standard credit requirements, progression, and available intermediate awards are set out in the “Schedule of Awards” published in the [\*Credit Accumulation and Modular Scheme \(CAMS\)\*](#). Students are considered for a Teesside University award if they have satisfied the general credit requirements for the award defined in CAMS and/or have satisfied the specific outcomes of the course set out in the *Programme Specification*. An award is conferred following the meeting of the relevant Award Board and the endorsement of the outcomes of that Assessment Board. Once an award has been made, students will not be allowed to restudy any part of that award.

### **6.2 Eligibility for the Award of Foundation Degree**

In order to be deemed to have passed Level 5 of the course, and thus be eligible for the award of Foundation Degree, a student must have attained or exceeded the following:

- a) 240 credits, of which 120 will be at Level 4 and 120 at Level 5.<sup>10</sup>
- b) 20 credits of compensation is permitted at Level 4 and Level 5 in accordance with Section 5.5.
- c) If a student enters directly into Level 5 of a course, 20 credits of compensation is permitted in accordance with Section 5.5.
- d) If not precluded by course regulations and/or the requirements of the award, credit obtained at a higher-level can be substituted for credit at a lower-level to meet the credit demands of the award. Lower-level credit cannot be substituted for higher-level credit.

Where this profile is achieved, a student may be eligible for the award of a Foundation Degree. If necessary, and if permitted by course regulations, this will involve confirming the compensation of 20 credits in accordance with Section 5.5.

### **6.3 Eligibility for the Award of Certificate of Higher Education**

A Certificate of Higher Education can be either a defined course of study that students register for as a primary target award or an intermediate award conferred to students who fail to meet the requirements of their primary target award. In order to be eligible for the award of Certificate of Higher Education, a student must have attained or exceeded the following:

- a) 120 Level 4 credits.
- b) 20 credits of compensation is permitted in Level 4.
- c) If not precluded by course regulations and/or the requirements of the award, credit obtained at a higher-level can be substituted for credit at a lower-level to meet the credit demands of the award. Lower-level credit cannot be substituted for higher-level credit.

Where this profile is achieved, a student may be eligible for the award of a Certificate of Higher Education. If necessary, and if permitted by course regulations, this will

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<sup>10</sup> Where a student has undertaken a Foundation Year, 120 credits at Level 3 will also be required in order to be eligible for the award.

involve confirming the compensation of 20 credits in Level 4 in accordance with Section 5.5.

## 7. GRADING OF AWARDS<sup>11</sup>

### 7.1 General Provisions

Only credit obtained through study on the named Teesside University target award can be used to calculate the overall grade. Additionally, where students have progressed from a previously completed qualification, the credits obtained may contribute towards the subsequent award in line with the University's [Recognition of Prior Learning \(RPL\) Policy](#), but the marks/grades cannot.

### 7.2 Grading of Foundation Degrees

The overall grade of a Foundation Degree is determined using the following method:

- a) The Assessment Board will determine the grade of a Foundation Degree using the marks for the best 100 credits obtained at Level 5. This shall be calculated on a pro rata basis. The mean average of these marks is calculated and this is used to determine the overall grade using the method set out in Section 7.2.1.

#### 7.2.1 Overall Grades for Foundation Degrees

Base Classification	Overall Grade
70%-100%	Distinction
60%-69%	Merit
40%-59%	Pass

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<sup>11</sup> The University's Student Records System (SITS) uses rounding up of raw results in determining marks to be considered at Assessment Boards as follows:

For modules with multiple components, assessment marks are weighted and added together. If the overall mark is not an integer, rounding will take place. The threshold is X.50 for rounding up and X.49 or below for rounding down. Overall module marks are stored as integers.

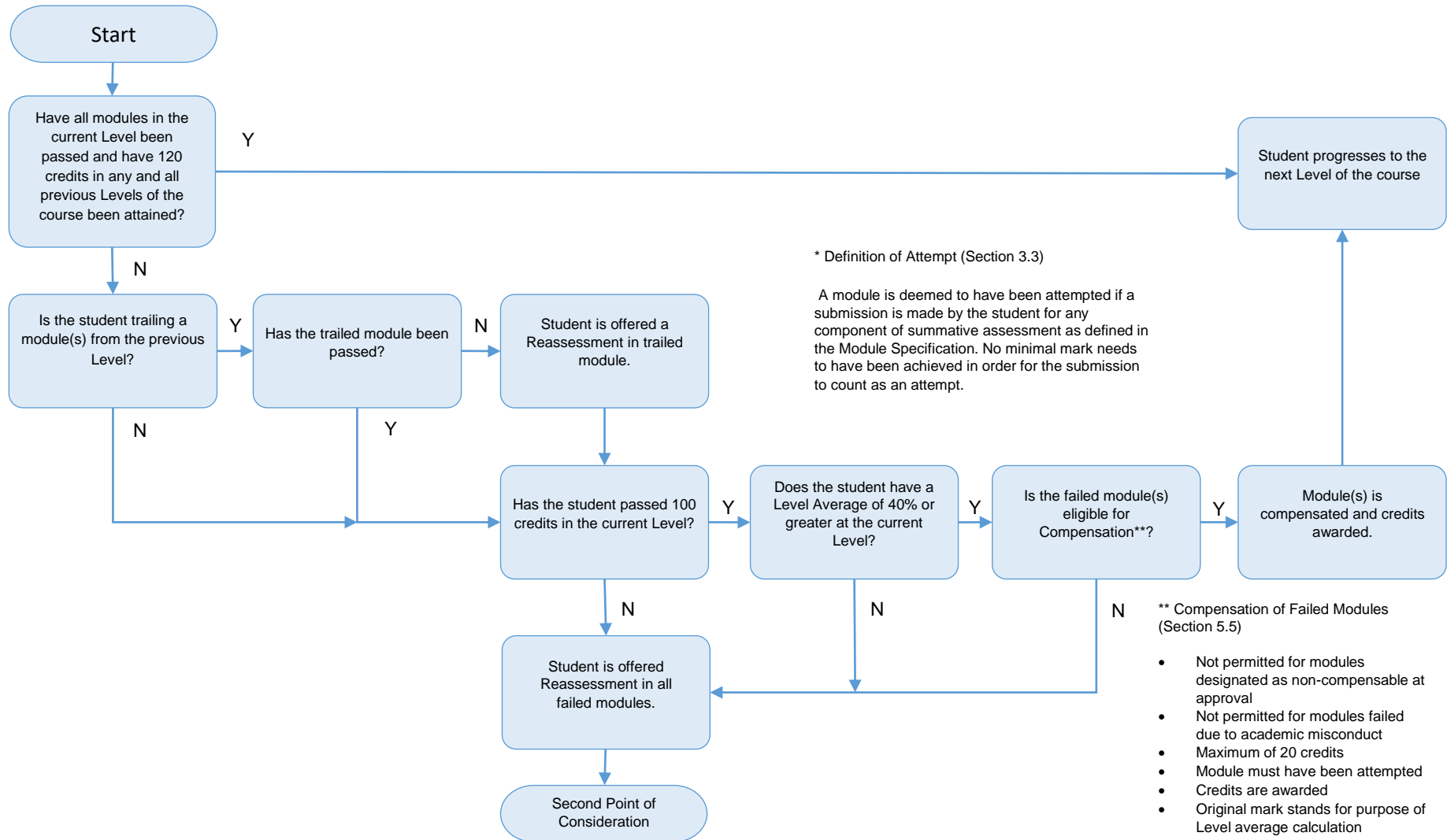
The overall grade is calculated to two decimal places using overall module marks. If the final result is within 0.5 of the next upper threshold, the student will receive the higher grade. The award mark in SITS will remain as it was originally calculated at two decimal places. For example a mark of 69.50 will be awarded a Distinction grade and a mark of 69.49 will be awarded a Merit grade.

### **7.3 Grading of Certificates of Higher Education and other University Certificate Awards**

The University's Schedule of Certificates, including the Certificate of Higher Education, are awarded without grades.

## 8. ASSESSMENT REGULATIONS SUMMARY CHARTS

### 8.1 Progression at the First Point of Consideration





## 8.2 Progression at the Second Point of Consideration

