

Assessment Regulations

Taught Masters Level Awards

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Assessment Regulations for Teesside University Taught Masters Level Awards

1. Introduction

1.1 This version of the Assessment Regulations for Taught Masters Awards 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 2021¹.

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].

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 Taught Masters Awards regardless of location or mode of delivery. They will apply in their entirety to all Level 7 awards and to all students undertaking those awards, unless variance has been approved by, or on behalf of, Academic Board (see Section 2.2).

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

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 a 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 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 Assessment 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 panel 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 but 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 grading 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 purposes of oversight and accuracy of the Variance Register.

3. General Provisions

3.1 Framework for Academic Awards

3.1.1 Credit Framework

All Taught Masters Awards 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 for the award are met. All awards offered by the University comply with the credit 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](#).

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:

- i. The relevant assessment regulations governing their course of study;
- ii. The full details and requirements of their specific course of study;

- iii. The learning outcomes, assessment criteria, weightings and assessment strategy for each module;
- iv. The criteria relating to grading and marking schemes;
- v. The reassessment arrangements for their course of study;
- vi. The procedures for the submission of assignments, including the procedure and the penalties for late submission of summative assessments;
- vii. The grounds on which applications can be made for mitigating circumstances and/or extensions to deadlines for assessed work, and the procedures for doing so;
- viii. The mechanism used to communicate results and the date this will occur;
- ix. The grounds on which applications for academic appeal can be made and the procedures for making such an appeal;
- x. The [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:

- i. Ensure they are aware of examination dates and coursework submission dates;
- ii. Attempt all examinations and/or summative assessments (see Section 3.3);
- iii. Inform the University if they are unable to attend classes in accordance with the University's [Student Attendance & Engagement Policy](#);

- iv. 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 to be conferred the award for which they enrolled 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 the grading of this award.

3.5 Recognition of Prior Learning

Students may be permitted to enrol onto courses with advanced standing through the University's [Recognition of Prior Learning Policy](#) 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, Procedure & Guidelines for Research Ethics](#).

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.²

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 the [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 [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:

- An Extension of the assessment deadline to a later date;
- A formal application for Mitigating Circumstances;
- 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 50%.

² The [Academic Misconduct Regulations \(relating to Taught Provision and Advanced independent Work on Professional Doctorate Courses\)](#).

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%. In addition, 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 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 University 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 3.12.2.1 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 will 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 will 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, subject to 3.12.3, communicate information to students on ratified results concerning:

- i. Module marks or grades;
- ii. Progression to the next level of a course (if appropriate);
- iii. The award of a qualification;
- iv. Any compensation that has been awarded;
- v. The opportunity to undertake reassessment or deferred assessment, including details of relevant modules and assignments;
- vi. The offer to restudy individual modules or levels of a course;
- vii. 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 University 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 University 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 associated 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 Registration³

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 bodies may specify a shorter timescale. The standard maximum registration period for Taught Masters Awards is as follows:

Award	Normal Period of Registration		Maximum Period of Registration	
	Full-time	Part-time	Full-time	Part-time
Taught Masters Degree	1	2	4	5
Taught Masters with Work Based Learning [WBL]	2	3	5	6

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

³ The Maximum Period of Registration will be reset if a student transfers to another course.

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:

- i. Enrolled or re-enrolled as required in the current academic year.
- ii. 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:

- i. Enrolled or re-enrolled as required in the current academic year.
- ii. 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.

3.16 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 [Credit Accumulation and Modular Scheme](#) 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:

- i. Unforeseen exceptional medical or other sufficient circumstances prevent the candidate completing the award for which they are registered.

- ii. The Assessment Board is nevertheless satisfied that the candidate would have qualified for the award had it not been for such valid cause.
- iii. 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.
- iv. The candidate, or a person authorised to act on their behalf, has agreed in writing that, in accepting the award they are waiving the right to be reassessed.
- v. If conferred, an Aegrotat is an exit award and, as such, is the conclusion of the student's course of study.
- vi. 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 unclassified/not graded. They will be listed as one of the following:

- i. Aegrotat Postgraduate Certificate of Higher Education.
- ii. Aegrotat Postgraduate Diploma of Higher Education.
- iii. Aegrotat Masters 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 3.18.iv 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 the award would not have been made. The student concerned may appeal this decision through the procedures set out in 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 Taught Masters level 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, Academic Appeal), 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 judgements 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 50%.

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 50% in the overall module mark. The student does not need to achieve a mark of 50% 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 necessary to meet PSRB requirements, the expectations of 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 marks is used, then both minimum requirements must be met (i.e. a pass mark and a minimum aggregated mark of 50% in the other component(s)). Pass/fail module credits will contribute towards the award. In such cases, while a pass must be achieved, the module does not contribute to the grading of the award.

4.4.5 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 reassessment. In such cases, the student will be offered reassessment in the failed component(s) 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 for taught modules will normally take place following completion of the taught modules. 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).

Reassessment opportunities for any work-based module will be scheduled in order to facilitate progression as required within the specific course of study.

Reassessment opportunities for the advanced independent work will normally be scheduled on full completion of the course.

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/online learning student has failed a module(s), in advance of achieving the criteria to be eligible for the intended award as described in Section 5, 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-sessional 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 50%. 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 50%.

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.

4.5.4 In-module Retake

On a module basis, and only if approved as a specific reassessment strategy at the time of approval⁴, course teams may make arrangements for students to retake specific assessment tasks in-module before the result has been formally ratified by a Module Assessment Board. In-module Retakes are permitted only where:

- i. The assessment is not an examination;
- ii. The module is designated as non-compensatable;
- iii. The assessment has been subjected to full internal moderation processes;⁵
- iv. 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.
- v. The module/component(s) has been attempted.

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 50%. 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.

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 approval⁶, course teams may make arrangements for students to undertake a

⁴ 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.

⁵ The University's marking and moderation processes are defined in the [Assessment & Feedback Policy](#).

⁶ 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.

second reassessment opportunity (i.e. a third attempt). Exceptional Third Attempts should normally only be used where:

- i. The module is designated as non-compensatable;
- ii. 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;
- iii. An In-module Retake, as described in Section 4.5.4., is not available as an approved reassessment strategy on the module;
- iv. There are no Fitness to Practise concerns (if applicable).
- v. The module has been attempted at the first and/or second attempt.

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 50%. 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 50%.

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

4.6 Compensation of Failed Module(s)

Compensation refers to the process of deliberately balancing a limited amount of underachievement in one aspect of a student's overall performance in the course against an otherwise positive level of performance across the course as a whole. Where a student is eligible for compensation, the Assessment Board will confirm that the failure has been compensated and that credit has been awarded for the module(s).

4.6.1 Application of Compensation

Compensation will automatically be awarded to any module(s) up to a maximum of 30 credits of any Level 7 taught course comprised of ≥ 120 credits subject to the following conditions:

- i. For Postgraduate Diploma Awards [PgDip] comprising ≥ 120 credits Compensation can only be applied at the point when the profile for award eligibility has been attained as defined in 5.3. For students studying on a part-

time basis, it is exercised when all the modules comprising the PgDip course have been completed;

- ii. For Taught Masters Awards comprising ≥ 180 credits Compensation will be applied on completion of the taught modules (normally 120 credits), provided the student has met the requirements identified in 4.6.1. iii – viii below. For students studying on a part-time basis, it will be exercised when all taught modules (normally 120 credits) comprising the course have been completed provided the student has met the requirements identified in 4.6.1. iii – viii below.
- iii. Compensation can only be awarded if an overall award average of at least 50% has been achieved across all qualifying modules;
- iv. Compensation is only permitted if the failed module(s) has been attempted at the first and/or second attempt;
- v. Modules determined as non-compensatable at approval are ineligible for compensation;
- vi. Modules determined as work-based learning at approval are ineligible for compensation.
- vii. Any module where academic misconduct has been proven will not be eligible for compensation.
- viii. Modules failed due to a breach in the [Regulations relating to Fitness to Practice](#) are not eligible for compensation.

Where students are not eligible for compensation on completion of the taught modules defined in 4.6.1 they will be required to undertake reassessment in the failed modules.

4.6.2 Marks for Compensated Modules

Where a module is compensated, the original mark shall be used for the purposes of calculating award averages and grades subject to Section 6. This shall be 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.).

4.7 Progression to a Work-Based Learning Module

Where required as part of the course structure, in order to proceed from the taught modules to a work-based learning module, a student should normally have successfully completed all taught modules.

4.8 Progression to the 60 Credit Advanced Independent Work Module

In order to proceed from the taught modules to the 60 credit Advanced Independent Work module of a Masters award, a student should normally have successfully completed all taught modules.

4.9 Module Failure after Reassessment

4.9.1 Restudying Failed Modules

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

4.9.1.1 Restudy of Failed Taught Modules

Following reassessment described in Section 4.5, students who do not meet the criteria to be eligible to progress to the work-based learning module, where required as part of the course structure, and/or progress to the 60 credit Advanced Independent Work Module, will normally have their progression halted and may be offered one further attempt by re-studying the failed module(s) and repeating them as though for the first time. The mark gained following restudy will be awarded in full and, if necessary, reassessment opportunities will be available as detailed in Section 4.5. Restudy of a module is only permitted on one occasion.

4.9.1.2 Restudy of a Work-Based Learning Module

Students who do not successfully complete the work-based learning module, where required as part of the course structure, will normally have their progression halted and **may be offered** one further attempt by re-studying the failed module and repeating it as though for the first time. The mark gained following restudy will be awarded in full and, if necessary, reassessment opportunities will be available as detailed in Section 4.5. Restudy of a module is only permitted on one occasion.

4.9.1.3 Restudy of the 60 Credit Advanced Independent Work Module

Students who do not successfully complete the 60 credit Advanced Independent Work module of a Masters award **will be offered** one further attempt by re-studying the failed module and repeating it as though for the first time. The mark gained following restudy will be awarded in full and, if necessary, reassessment opportunities will be available as detailed in Section 4.5. Restudy of a module is only permitted on one occasion.

4.10 Restudy of the Award as though for the First Time

A student may not restudy the entire award as though for the first time.

4.11 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:

- i. Agreement of the appropriate Course Leader;
- ii. Such substitution is not precluded by course regulations or the constraints of the award;
- iii. 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 4.6.1. 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 4.6. If appropriate, the mark gained can be used for the purposes of award grading.

5. Eligibility for Award

5.1 General Provisions

5.1.1 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](#). 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 Assessment Board and the endorsement of the outcomes of that Board. Once an award has been made, students will not be allowed to restudy any part of that award.

5.2 Eligibility for the Award of Masters Degree (MA/MSc)

In order to be deemed to be eligible for the award of Masters Degree, a student must have attained or exceeded the following:

- i. 180 Level 7 credits, comprised of at least 60 credits of advanced independent work in the form of a single major project or dissertation module.

- ii. Where a course requires a student to undertake additional credits as work-based learning, these additional credits must be achieved in order for the student to be deemed eligible for such an award.
- iii. 30 credits of compensation is permitted in accordance with Section 4.6.
- iv. 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 Masters Degree. If necessary, and if permitted by course regulations, this will involve confirming the compensation of 30 credits in accordance with Section 4.6.

Where a course requires a student to undertake additional credits as work-based learning, but the student is unsuccessful in achieving those credits, subject to the achievement of 5.2 i. above, the student may be awarded the related Masters degree without work-based learning, subject to meeting the learning outcomes for that award.

5.3 Eligibility for the Award of Postgraduate Diploma (PgDip)

A Postgraduate Diploma 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 Postgraduate Diploma, a student must have attained or exceeded the following:

- i. 120 Level 7 credits
- ii. 30 credits of compensation is permitted in accordance with Section 4.6.
- iii. 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 Postgraduate Diploma. If necessary, and if permitted by course regulations, this will involve confirming the compensation of 30 credits.

5.4 Eligibility for the Award of Postgraduate Certificate (PgCert)

A Postgraduate Certificate 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 Postgraduate Certificate, a student must have attained or exceeded the following:

- i. 60 Level 7 credits.
- ii. Compensation is not permitted.

Where this profile is achieved, a student may be eligible for the award of a Postgraduate Certificate.

5.5 Eligibility for the Award of Postgraduate Certificate in Education (PgCE/PGCE/PGCEi)

A Postgraduate Certificate in Education is a defined course of study that students register for as a primary target award. In order to be eligible for the award of Postgraduate Certificate in Education, a student must have attained or exceeded the following:

- i. 60 Level 7 credits.
- ii. Compensation is not permitted.

Where this profile is achieved, a student may be eligible for the award of a Postgraduate Certificate in Education.

5.6 Eligibility for the Award of University Certificate in Postgraduate Professional Development (UCPPD)

A University Certificate in Postgraduate Professional Development 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 a University Certificate in Postgraduate Professional Development, a student must have attained or exceeded the following:

- i. 20 Level 7 credits.
- ii. Compensation is not permitted.

Where this profile is achieved, a student may be eligible for the award of a University Certificate in Postgraduate Professional Development.

5.7 Eligibility for the Award of University Certificate in Postgraduate Continuing Education (UCPCE)

A University Certificate in Postgraduate Continuing 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 a University Certificate in Postgraduate Continuing Education, a student must have attained or exceeded the following:

- i. 20 Level 7 credits.

- ii. Compensation is not permitted.

Where this profile is achieved, a student may be eligible for the award of a University Certificate in Postgraduate Continuing Education.

6. Grading of Awards⁷

6.1 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 postgraduate qualification, the credits obtained may contribute towards the subsequent award in line with the University's [Recognition of Prior Learning Policy](#), but the marks/grades cannot.

6.2 Grading of Masters Degrees (MAMSc)

The Assessment Board will determine the overall grade of Masters Degrees using the following method:

- i. A mean average of the marks for all qualifying module credits is calculated and this determines the final grade of the award in accordance with the boundaries defined in 6.2.1.
- ii. Work-based learning module credits will be graded on a pass/fail basis only and will not contribute to the final grading of the award.

6.2.1 Grade Boundaries for Masters Degrees

Mean Average	Degree Grade
70%-100%	Distinction
60% - less than 70%	Merit
50% - less than 60%	Pass
less than 50%	Fail

^{7 7} 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 grading 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 to two decimal places. For example a mark of 69.50 will be awarded a Distinction and a mark of 69.49 will be awarded a Merit.

6.3 Grading of Postgraduate Diplomas (PgDip)

A Postgraduate Diploma will only be graded where it is studied as a primary target award. In instances where a Postgraduate Diploma is conferred as an intermediate award it will be ungraded.

The Assessment Board will determine the overall grade of Postgraduate Diplomas using the following method:

- i. A mean average of the marks for all qualifying module credits is calculated and this determines the final grade in accordance with the boundaries defined in 6.3.1.

6.3.1 Grade Boundaries for Postgraduate Diplomas

Mean Average	Degree Grade
70%-100%	Distinction
60% - less than 70%	Merit
50% - less than 60%	Pass
less than 50%	Fail

6.4 Grading of Postgraduate Certificates (PgCert/PgCE/PGCE/PGCEi)

A Postgraduate Certificate will only be graded where it is studied as a primary target award. In instances where a Postgraduate Certificate is conferred as an intermediate award it will be ungraded.

The Assessment Board will determine the overall grade of Postgraduate Certificates on the basis of the following method:

- i. A mean average of the marks for all qualifying module credits is calculated and this determines the final grade in accordance with the boundaries defined in 6.4.1.

6.4.1 Grade Boundaries Postgraduate Certificates

Mean Average	Degree Grade
70%-100%	Distinction
60% - less than 70%	Merit
50% - less than 60%	Pass
less than 50%	Fail

6.5 Grading of University Certificates in Postgraduate Professional Development (UCPPD)

The University's Certificate in Postgraduate Professional Development is awarded without grade.

6.6 Grading of University Certificates in Postgraduate Continuing Education (UCPCE)

The University's Certificate in Postgraduate Continuing Education is awarded without grade.