From the 2018-19 academic session, new Assessment Regulations were introduced for new students on the first year of Higher National Awards and some TUOLE students.

Details of these Regulations can be accessed via:

http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations

The regulations below are applicable to students who commenced on Higher National Awards prior to 2018-19.

Please refer to your Course Leader for further advice.

Framework for Assessment, Award & Progression
Assessment, Award & Progression Regulations for Higher National Awards

C O N T E N T S

Glossary of Abbreviations:

CAMS	Credit Accumulation & Modular Scheme
CATS	Credit Accumulation & Transfer Scheme
Cert	Certificate of Credit
CertEd	Certificate in Education
CertHE	Certificate in Higher Education
Dip	Diploma
DipHE	Diploma in Higher Education
EA	End-Assessment
FCD	Finance & Commercial Development
HN	Higher National
HNC	Higher National Certificate
HND	Higher National Diploma
ICA	In-Course Assessment
NVQ	National Vocational Qualification
PSRB	Professional, Statutory & Regulatory Body
RPL	Recognition of Prior Learning
RPEL	Recognition of Prior Experiential Learning
SLEC	Student Learning & Experience Policy Committee (formerly Academic Quality & Standards Policy Committee)
TVHEBP	Tees Valley Higher Education Business Partnership
UAB	University Academic Board
UCACE	University Certificate in Advanced Continuing Education
UCAPD	University Certificate in Advanced Professional Development
UCCE	University Certificate in Continuing Education
UCPD	University Certificate in Professional Development

Framework for Assessment, Award & Progression (formerly Quality Handbook Section D2)

1.   FRAMEWORK

The staff-student relationship is one of trust and professionalism, and the assessment of students must have due regard to independence and impartiality. Therefore, Assessment Boards must ensure that there is no conflict of interest during the assessment process.

Where there is a potential for conflict of interest (e.g. relative, partner, or friend of staff member), the academic staff member concerned should never have sole responsibility for the assessment of any course work (formative or summative) or examination script, and a declaration of interest must be made at the time of the Assessment Board (or beforehand to the Chair of the Board) which will discuss the work of the student involved. The member of academic staff will normally leave the room when the individual case is being discussed unless prior dispensation has been given by the Chair of the Board and **this should be recorded in the minutes**.

Where a member of staff (either at the University or approved partner) is a student on the module/programme being considered by the Board, they should not be involved in the Board in any capacity (including acting as secretary to the Board or in any administration of the Board).

Where Assessment Boards are asked to consider outcomes from other regulatory processes (e.g. academic misconduct, fitness to practice), due regard should be given to the impartiality of the Chair and Members of the Board.

Where the Chair of the Board has had previous formal involvement in the specific case under consideration, they must declare an interest and hand the Chair over to an impartial senior colleague whilst the case is discussed. If a Member of the Board has had formal involvement in the specific case under consideration, they should declare an interest and should not take part in the relevant discussion. These declarations and actions **must be clearly recorded in the minutes**.

The University has adopted a 2-tier assessment system. The first stage is concerned with individual modules or clusters of modules (Module Assessment Boards) and the second with progression and awards (Progression & Award Boards). Although Assessment Boards will usually meet on a serial basis with dates co-ordinated centrally within the University, the Boards may be combined provided that the agenda is structured appropriately to separate the module and progression and award issues and provided that cross-School issues are adequately addressed. All Boards will usually meet on at least 2 separate occasions in any one year. The 2 meetings are an "End of Academic Progression Session" meeting and a "Reassessment" meeting to deal with reassessments. Meetings at other times are permitted, particularly where there are issues associated with progression and awards.

Where the pattern of provision requires, Schools may operate with multiple Module Assessment Boards feeding into a Progression & Award Board.

1.1 Responsibilities and Constitution of Module Assessment Boards

A Module Assessment Board is concerned with individual modules or clusters of modules. External input is provided by Module External Examiners, whose involvement is likely to be spread throughout the year. External Examiners consider the content and mode of assessment and may also wish to visit the University during the academic year to meet students and look at project work.

The timing of Module Assessment Boards will be determined to ensure that all marks/grades are available for the Progression & Award Assessment Boards.

A Module Assessment Board:

- will consider the results of all students taking modules within a particular subject area
- will confirm the marks/grades for each student
- may change individual or cohort marks/grades
- will recommend a reassessment strategy for failed modules and an assessment strategy for deferred modules (where necessary)

NOTE: *Normally, individual marks/grades may only be changed when reference has been made to the whole cohort. However, there may be some exceptions, e.g. individual projects or cases of academic misconduct.*

A Module Assessment Board will normally have the following membership:

- the Dean of the School or his/her nominee
- all Module Tutors associated with the modules being assessed
- one or more Module External Examiner(s). (If a Module External Examiner is not going to be present (s)he must be consulted)
- an Officer of the School/Partner College appointed by the Dean to record the deliberations and decisions of the Board and ensure that they are entered on the central University computer system (referred to throughout this document as the "SITS" system), in order to inform any relevant Progression & Award Boards.

Responsibility for the accuracy of such data lies with the Chair of the Module Assessment Board.

NOTE: *The University reserves the right to send a representative to any Assessment Board chaired and administered by a Partner College.*

1.2 Responsibilities and Constitution of Progression & Award Boards

A Progression & Award Board is the body that makes decisions about students' progression and, where appropriate, about the granting of awards which may include classification. A Progression & Award Board will usually deal with one or more associated named awards. The Board is concerned with the student's profile of marks/grades. Its role is to apply the appropriate Progression & Assessment Regulations fairly across all students. It may only change results through compensation, all other alterations to marks/grades falling within the remit of the Module Assessment Board.

An External Examiner associated with this Board is a Progression and Award Examiner. His/her role at this Board is to guarantee fairness and equity and ensure that

comparability of standards is maintained between students and across different years of a programme.

A Progression & Award Board will consider the overall performance of students. It will:

- receive the module marks/grades, compensating marks/grades where appropriate
- determine whether or not students may proceed with their programmes of study
- determine a reassessment schedule for individual students with module fails
- recommend appropriate counselling for students with particular difficulties
- make decisions regarding the granting of intermediate and final awards for students satisfying the appropriate award requirements

At its discretion, a Progression & Award Board may limit or terminate the period of study of a student who, in its opinion, is failing to make adequate progress towards the completion of the programme of study for which they are registered.

A Progression & Award Board will normally have the following membership:

- the Dean of the School or his/her nominated representative
- Programme Director(s)/Leader(s)/Co-ordinator(s) (or equivalent)
- Pathway Leaders (or equivalent)
- one or more Award External Examiners where any undergraduate awards of more than 60 credits and postgraduate awards of 60 credits or more are being made
- an Officer of the School/Partner College appointed by the Dean to record the deliberations and decisions of the Board and ensure that they are entered on SITS
- where it is agreed that Partner Colleges will chair and administer the Progression & Award Board, a representative of the University will attend to provide support and guidance

Responsibility for the accuracy of the data lies with the Chair of the Progression & Award Board.

NOTE: *Exceptionally, where appropriate, a specific Module Tutor may be invited to attend the Board by the Dean or nominee.*

1.3   Responsibilities and Constitution of a Mid-Year Assessment Board

Where module delivery is semester based, a Mid-Year Assessment Board can be convened at the end of the students' first semester to ratify completed modules and offer reassessment within defined limits.

A Mid-Year Assessment Board:

- will consider the results of all students taking modules within a particular subject area
- will confirm the marks/grades for each student
- may change individual or cohort marks/grades
- where students have made a genuine attempt, offer students with failed components of assessment a reassessment opportunity
- determine a reassessment schedule
- recommend appropriate counselling for students with particular difficulties

A Mid-Year Assessment Board will normally have the following membership:

- the Dean of the School or his/her nominee

- all Module Tutors associated with the modules being assessed
- one or more Module External Examiner(s). [If a Module External Examiner is not going to be present, (s)he must be consulted.]
- Programme Director(s)/Leader(s)/Co-ordinator(s) [or equivalent]
- an Officer of the School/College appointed by the Dean to record the deliberations and decisions of the Board, and ensure that they are entered on to central University/College computer system (referred to throughout this document as the "SITS" system), in order to inform any relevant Progression & Award Boards

A Mid-Year Assessment Board cannot make awards or determine that a student cannot proceed with their studies.

NOTE: *The University reserves the right to send a representative to any Assessment Board chaired and administered by a Partner College.*

1.4   Module Assessment

Every module is assessed by one or both of the following forms of assessment:

1.4.1   In-Course Assessment [ICA]

Any summative assessment work carried out in parallel with the delivery of the module which is normally completed during the period of the module. Such work must be submitted by the end of the Module at the latest, but may have an earlier submission date. An ICA may consist of a number of separate assessment elements, which will be grouped together to form **one assessment component**.

1.4.2   End-Assessment [EA]

Any summative assessment carried out following the completion of the delivery of the module but during the period of the module. Frequently, this may be a time-limited assessment under invigilation during the last 2 weeks of the period of the module. Where the EA is not an unseen piece of work, it may be issued to students during the course of the module so that they may begin preparation. In such cases, it is anticipated that the assessment will take place following completion of delivery of the module. An EA forms **one assessment component**.

Normally, no module may be assessed by more than 2 components but these may be both ICAs and EAs. Where programmes, due to employer or PSRB requirements, require an additional third pass/fail component, this can be agreed via the programme approval process without a formal application to the Student Learning & Experience Committee [SLEC]. For those modules having 2 assessment components, the weighting is to be approved at an Approval Event. The 2 assessment components may be referred to in School documentation as Assessment 1 and 2.

NOTE: *The above refers to summative assessment. The use of additional formative assessment is encouraged but teaching teams should be especially aware of the dangers of over assessment. The mode of assessment should support the learning outcomes of the module.*

The number and nature of assessments to be included within each module should be clearly identified within the relevant Module Specification.

Normally, student performance, progression and achievement are measured in terms of marks awarded to assessment components, modules and stages, and their comparison with clearly defined, numeric pass, progression and achievement targets. However, in Higher National [HN] and Foundation Degree [Fd] programmes, student performance, progression and achievement may be measured in terms of marks and/or grades.

In these circumstances, it will be the responsibility of the Module Team to recommend overall student grades or marks for each module with reference to module assessment criteria, and it will be the responsibility of the relevant Assessment Boards to determine student progression and achievement, based upon their professional academic judgement.

1.4.3 Vivas

In exceptional circumstances, where the relevant Deputy/Associate Dean has reasonable grounds to suspect that a piece of work submitted for assessment has not been produced by the student, the student may be required to attend a viva to explore the student's understanding of the material contained in the work. The relevant Deputy/ Associate Deanis expected to ensure that students are advised, via the relevant handbook, that it is in their interests to retain written or other materials that can be used to evidence the development by them of the piece of work submitted [*also see* **Regulations Relating to Academic Misconduct (Taught Components and Programmes)**].

1.5 Extenuating Circumstances (Mitigating Circumstances)

Mitigating circumstances should be formally considered **before** Module and Progression & Award Board meetings [also see the Extenuating Circumstances Regulations **http://www.tees.ac.uk/docs/DocRepo/Student%20regulations/Academic%20Regulations/Extenuating%20Circumstances%20Regulations.doc** which may be varied from time-to-time].

1.6 Preamble to Regulations

The following features form part of the University's approach to assessment and progression. Their precise application is set out below in the Programme Regulations:

NOTE: *None of the following features are an automatic right, they should be applied at the discretion of the Progression & Award Board.*

Compulsory Modules may be declared to be excluded from the application of compensation and stage credit provisions at Programme Approval, and recorded in programme specifications.

1.6.1 Discretion

This is the process by which an Assessment Board uses its delegated authority to act according to its academic judgement in relation to a student's performance. Discretion should always be exercised to the benefit of the student, as determined by the Board.

1.6.2 Compensation

This is the process by which a Progression & Award Board, in consideration of a student's overall performance, recommends that credit be awarded for a module in which the student has failed to satisfy the assessment criteria. Compensation can only be used in

circumstances where the level of failure is marginal and the positive aspects of the overall performance in meeting the stage outcomes outweigh the academic failure.

1.6.3 Resubmission

This is the process by which a student who has submitted an assessment by the defined hand-in deadline and is deemed by the Module Tutor not to have passed the assessment (but is considered to have made a genuine attempt), may undertake further work on the assessment prior to the work being formally considered by a Module Assessment Board. Students will be allowed only one resubmission opportunity for any assessment component.

Where resubmission is not possible because of the style of the assessment or other issues, then this will be agreed at Module Approval and recorded on the *Module Specification Form* [**UTREG2**]*.*

NOTE: *A resubmission opportunity is not available following re-assessment.*

1.6.4 Reassessment

This is the opportunity granted by a Progression & Award Board for a student to attempt on a second occasion, without formal restudy, failed assessment components of a module, usually via a new piece of work.

Reassessment will normally take place at the first available opportunity and the results considered at the next scheduled meeting of the Progression & Award Board.

NOTE: *Non-submission of work for assessment will be taken into consideration when Assessment Boards exercise discretion in offering reassessment opportunities.*

Where a student has taken a reassessment opportunity, the mark that is entered on SITS is whichever is the higher of the initial assessment mark or the reassessment mark (capped if necessary).

1.6.5 Restudy

This is the opportunity granted by a Progression & Award Board, following a module fail after reassessment or resubmission, for a student to attend the module the next time it is delivered; and to attempt *__all__* the assessment components of the module, including those passed on the first occasion. Restudy assessment will coincide with the normal assessment pattern for the module. No restriction applies to the marks/grades awarded and one further reassessment opportunity may be offered on module failure.

Normally students will only be allowed one restudy opportunity. Restudy is only available for failed modules, except where a student is allowed to restudy a stage and, by agreement, is retaking all modules in that stage. In such cases, any credit already gained for that stage must be discarded.

Once an award has been made, students will not be allowed to restudy any part of that award.

Students who have passed a module will not normally, except for deferred assessments, be allowed an opportunity to restudy or repeat the assessment(s) for that module.

1.6.6   Deferred Assessment

This is the opportunity granted by a Progression & Award Board for a student to be assessed as if for the first time, for reasons upheld by a properly constituted Mitigating Circumstances Board.

The format of deferred assessments will be determined by the relevant Module Assessment Board(s).

NOTE: *Deferred assessment in compulsory modules must be passed before consideration for an award. Compulsory modules are those modules, specified at a Programme Approval event, in which students must gain credit to be eligible for the named award. Compulsory modules will be recorded in programme specifications as either "Compulsory modules excluded from compensation and stage credit", or as "Compulsory modules included in compensation and stage credit".*

Deferred assessment is normally the only opportunity offered to a student to allow them to undertake another assessment opportunity in a module/modules where they have received a pass mark for that module.

1.6.7   Stage Credits

This may be awarded at Stages 1 and 2 of Undergraduate and Foundation Degree programmes to facilitate progression where a minimum level of overall performance has been achieved.

1.7   Deadlines and Extensions for Assessment

It is the responsibility of students to attend examinations and to submit work for assessment by the set date for that assessment.

Where a student's circumstances are such that the student feels unable to meet this deadline, the student is strongly encouraged, as soon as possible, to discuss his/her circumstances with an appropriate member of academic staff (usually the module leader) in advance of the submission/examination date. The member of staff will help the student identify a suitable type of extension, depending on circumstance. The possible types of extension are set out in the Extenuating Circumstances Regulations http://www.tees.ac.uk/docs/DocRepo/Student%20regulations/Academic%20Regulations/Extenuating%20Circumstances%20Regulations.doc .
The student should make an application as detailed in the Extenuating Circumstances Regulations.

In some cases it may be appropriate for the student to apply for Mitigating Circumstances. These are the subject of a specific procedure, which is set out in the Extenuating Circumstances Regulations http://www.tees.ac.uk/docs/DocRepo/Student%20regulations/Academic%20Regulations/Extenuating%20Circumstances%20Regulations.doc .

Where an extension has been approved, the revised hand-in date will be used as the basis for calculating late-submission.

Where an extension has **not** been approved:

- assessment work submitted late will receive a maximum mark/grade associated with the minimum pass requirement, provided it is submitted within 7 calendar days of the published deadline
- assessment work submitted more than 7 calendar days after the published deadline will not be marked/graded

Where the student is submitting assessed work as a reassessment/resubmission and an extension has not been approved, any work submitted after the published deadline will not be marked/graded and the student will be deemed to have failed the assessment concerned.

1.7.1 Extensions for Assignment Submission [See Extenuating Circumstances Regulations sections 3.6.1-3.6.3; 3.8]

A **Short Extension** is an extension of the assessment deadline(s) of up to and including 7 days. It is usually for one module only. It is normally only available for first submission, not reassessment, because of the need for timely progression to the next stage of the programme. A Short Extension should be agreed by a Module Leader or Programme Director/Leader.

A **Long Extension** is an extension of assessment deadlines for longer than 7 days, and may be for more than one module. The length of a Long Extension will be a matter of academic judgement, based on the circumstances of the student. However, the amended deadline should enable timely progression to the next stage of the programme, and for this reason a Long Extension will not normally be offered for reassessment. A Long Extension should be agreed by an Associate Dean, or nominee.

Deferred Submission is normally only available to part-time students, and not normally available for reassessment. It is a longer extension that allows a student to submit up to one calendar year from the original submission date. It should be agreed by an Associate Dean (or nominee).

Interruption of Studies is available for a maximum of 2 years in total over the programme of studies or up to the length of time for maximum registration (whichever is the shorter). It should be agreed by an Assistant Dean (or nominee). It requires a formal request from the student giving reasons why an interruption is sought. A formal agreement should be drawn up, defining the academic stage on which studies will be resumed, and including either an agreed date for re-starting studies, or a statement as to when the position will be reviewed and who will initiate that process (School or student).

1.8 Additional Study

Students may undertake an additional 30 credits in specific circumstances, e.g. Language Modules.

Any student wishing to undertake further additional study must secure, in writing, the permission of the Dean of their School. The process for doing this is outlined in the **Academic Regulations**.

Students who have gained sufficient credits for progression or award may not undertake additional study as a means of improving grades and classification outcomes.

1.9   Maximum Period of Registration

All students will be allowed a maximum period of time in which to complete their programme of studies. Students who do not achieve the necessary number of credits for their award within the normal duration of the programme they are undertaking may continue to study the programme on which they are registered by an approved mode of attendance, subject to its continuing availability, the approval of the Progression & Award Board, and the University Registration Period (i.e. normally the standard length of the programme plus 3 years). In exceptional cases, the Progression & Award Board has the discretion to permit a student to extend their maximum registration period on one occasion only, for a time period specified by that Board. This discretion may also be applied to cases where a student has transferred to another programme because their original programme is no longer available.

However, part-time students who have not enrolled as required in the given academic year, or studied the minimum number of credits required to continue on the programme and have not formally suspended their studies, can be withdrawn from the programme by the relevant Assessment Board, and considered for an appropriate intermediate award.

1.10   Compliance with Ethical Processes

All students, where applicable, are required to comply with appropriate ethical release/approval processes as identified in the Policy, Procedures & Guidelines for Research Ethics. Failure to do so will invalidate the submission for assessment. https://unity3.tees.ac.uk/Departments/USEC/UniversityRegulations/University%20Regulations%20Documents/Policy,%20Procedures%20and%20Guidelines%20for%20Research%20Ethics%202015-16.docx

5. ASSESSMENT, AWARD & PROGRESSION REGULATIONS FOR HIGHER NATIONAL AWARDS

5.1 Assessment Framework

These Regulations will apply to **all** Higher National [HN] awards delivered under Teesside University's Licence from Pearson (including those offered through the Tees Valley Higher Education Business Partnership [TVHEBP]).

It is recognised that in some cases programme requirements may exceed those given above to satisfy exemptions from, or accreditation towards, professional qualifications. In all cases, however, progression will be determined by the relevant Progression & Award Boards.

The following Regulations produce student grades of Fail, Pass, Merit or Distinction for each module taken by each student, which are then used to determine the progression of students and the making of awards. The Regulations are written in such a way as to be applicable both to full-time and part-time students.

In all cases, progression and award decisions will be determined by the relevant Assessment Boards, based upon their professional academic judgement. The proceedings of Assessment Boards are confidential.

All grades arising from the assessment of students' work will pass through a 2 stage assessment process. Module grades will be discussed and confirmed by the Module Board. The confirmed grades will then be entered on the SITS system for transmission to the appropriate Progression & Award Boards. Where appropriate, the Module and Assessment Boards may be held conjointly.

To provide maximum flexibility, students may simultaneously study modules from different levels of the programme, provided that they adhere to the necessary requirements for coherent academic progression as determined by the pre-requisite and co-requisite requirements of the modules involved within the award being taken.

5.2 Assessment

A module is assessed by either one or both of ICA and EA. The form of assessment is described in the Module Specification.

For definitions of ICA and EA, see Section **1.4**. Note that in HN Awards, student achievement is measured in terms of grades. References to weighting (for example) and any other references to marks, therefore, do not apply.

5.3 Assessment Grading

Each assessment component and/or module will be graded as Fail, Pass, Merit or Distinction.

5.4 Module Grading

Module Teams will be responsible for recommending overall student grades (Fail, Compensatable Fail, Pass, Merit, Distinction) for each module. For a module involving one assessment, the overall grade will be the grade obtained in that assessment. For a

module involving more than one assessment, each student's profile of grades will be considered when recommending overall grades.

5.5   Definitions: Discretion, Compensation, Resubmission, Reassessment, Restudy, Deferred Assessment, Attempt, Deadlines and Extensions for Assessment

5.5.1   Discretion

This is the process by which an Assessment Board uses its delegated authority to act according to its academic judgement in relation to a student's performance. Discretion should always be exercised to the benefit of the student, as determined by the Board.

5.5.2   Compensation

This is the process by which a Progression & Award Board, in consideration of a student's overall performance, recommends that credit be awarded for a module in which the student has been awarded an overall Compensatable Fail grade, i.e. where there are only minor deficiencies in learning outcomes, on the grounds that the positive aspects of the student's overall performance outweigh the academic failure in that particular module.

Compensation is not an automatic right and will be applied at the discretion of Assessment Boards.

In the event that a module is compensated, the overall module grade will be adjusted to the higher of the Pass grade or the original grade.

Over the duration of the award, a student may be compensated in **up to 30 credits** for a Higher National Certificate [HNC] and in **up to 45 credits** for a Higher National Diploma [HND].

5.5.3   Resubmission

This applies normally to an assessment and is the process by which a student who has submitted an assessment by the defined hand-in deadline and is deemed by the Module Tutor not to have passed the assessment, but is considered to have made a genuine attempt [see **Section 5.5.7** below], may undertake further work on the assessment prior to the work being formally considered by a Module Assessment Board. Students will be allowed only one resubmission opportunity for any module assessment component. Suitable feedback will be provided to students who are offered a resubmission and a hand-in deadline will be set for the resubmission, but all students must normally have a minimum period of at least 4 weeks to work on any resubmission. However, where it is appropriate, given the type of assessment and the reasons for not passing, a shorter preparation period may be agreed.

Resubmission may be undertaken at the first available opportunity, which may be during the period of the module, but the outcome will be confirmed at the next Module Board.

Where an extension has not been approved, students who submit within 7 calendar days of the publication hand-in deadline [see Section **1.7**] will be allowed a resubmission.

Available grades from resubmission will be considered at the next Module Board and in the event that this is an End of Academic Session Board, any student failing a resubmission will be allowed reassessment. Where resubmitted grades are not

available for the End of Academic Session Module Boards, there will be no reassessment opportunity.

Where a student has not resubmitted by the Reassessment Board, a Fail grade will be recorded.

When resubmission is not possible because of the style of assessment or other issues, this will be agreed at Module Approval and recorded on the *Module Specification Form* [**UTREG2**].

A student producing a satisfactory resubmission will be awarded a Pass grade for that assessment component but will be eligible for any overall module grade.

NOTE: *A resubmission opportunity is not available following re-assessment.*

5.5.4 Reassessment

This is the opportunity granted by a Progression & Award Board, at its discretion, for a student to attempt, on a second occasion without formal restudy, failed assessed components of a module.

Students may be offered reassessment in all failed components of the modules studied in any year, provided that the Fail grade for any resubmitted work is available at the End of Academic Session Board. Reassessments will take place at the earliest possible opportunity and will be considered at the Reassessment Boards.

Students who pass a reassessment will be awarded a **Pass** grade for that particular piece of assessment and a maximum overall grade of **Pass** for the module of which the assessment forms a part.

Exceptionally, a Module Assessment Board may determine that the form of reassessment for a module could be different from the original form of assessment.

NOTE: *Non-submission of work for assessment will be taken into consideration when Assessment Boards exercise discretion in offering reassessment opportunities.*

Where a student has taken a reassessment opportunity, the grade that is entered on SITS is whichever is the higher of the initial assessment grade or the reassessment grade (capped if necessary).

5.5.5 Restudy

This is the opportunity granted by a Progression & Award Board for a student with a module fail following reassessment to attend the module and to attempt all the assessment components of the module, including any passed on the first occasion.

No restriction applies to the grade awarded and one further reassessment opportunity may be offered on module failure. The Progression & Award Board uses its discretion in determining the number of credits that may be restudied.

Normally, students will only be allowed one restudy opportunity. Restudy is only available for failed modules.

Once an award has been made, students will not be allowed to restudy any part of that award.

5.5.6 Deferred Assessment

A Progression & Award Board may, at its discretion, determine that a student's assessment be deferred for reasons upheld by a properly constituted Mitigating Circumstances Board. Students will be offered the opportunity to be assessed as if for the first time. Students who fail a deferred assessment may be offered the opportunity for reassessment.

Deferred assessment will normally take place between the End of Academic Session and the Reassessment Boards, or on the next occasion that the assessment is normally offered. Normal Resubmission/Reassessment Regulations will be offered to all students failing deferred assessments. Deferred assessment must be considered as part of progression [see **Section 5.7.2**].

NOTE: *Deferred assessment in compulsory modules must be passed before consideration for an award. Compulsory modules are those modules, specified at a Programme Approval event, which students must study to be eligible for the named award.*

5.5.7 Attempt

When grades are used, an attempt has been made where, although the result has been unsatisfactory, an effort has been made through structuring an answer and demonstrating relevant knowledge to engage with the assessment tasks and relevant criteria.

5.5.8 Deadlines and Extensions for Assessment

It is the responsibility of students to attend examinations and submit work for assessment as required.

Where an extension has not been approved, ICA work submitted late will receive a maximum grade of **Pass**, provided it is submitted within 7 calendar days of the published deadline. Where an extension has not been approved, ICA work submitted more than 7 calendar days after the published deadline will not be graded and the student will be deemed to have failed the ICA concerned. Where the student has submitted ICA work as a resubmission or a reassessment and an extension has not been approved, any work submitted after the published deadline will not be graded and the student will be deemed to have failed the ICA concerned.

5.5.9 Application of Definitions

The above processes and definitions, e.g. compensation, reassessment, restudy, etc. will apply to all credits and all modules as defined, unless at Approval or via SLEC any specific module or type of module(s) (e.g. project) has, by agreement, been specifically excluded from one or more of these defined processes.

5.6 Award Requirements

The credit requirements for particular HNC and HND awards may vary subject to them satisfying the following overall constraints:

Award	Level 4 Credits	Level 5 Credits	Total Credits
HNC	At least 120[1]	-	120
HND	At least 120	At least 120	240

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[1] **Applies to Students enrolling on new programmes from 2010/11 session onwards**

These requirements represent the Credit Accumulation & Transfer Scheme [CATS] calibration of awards in terms of "**General Credit**". The amount of credit that an HNC or HND will be awarded towards a particular programme of study at degree level (known as "**Specific Credit**"), will be determined in the context of the extent to which the HNC or HND award meets the module learning outcomes within the proposed degree programme. *See Credit Accumulation and Modular Scheme.*

5.7   Progression & Award Regulations

5.7.1 Progression Board and Continuing Study

To proceed to the next study year of a programme, students must normally pass all of the modules taken in that year.

At the discretion of the Progression Board, a full-time student may proceed to the next year, carrying up to a maximum of 30 failed credits.

Part-time students will be allowed to continue to study or restudy modules toward their award, subject to satisfactorily completing all pre-requisites for modules, the limitations for restudy, and the limitations of the maximum registration period.

Normally, a student who is allowed to progress may not study a module unless (s)he has satisfactorily completed all of the pre-requisites for that module.

Any student who is not allowed to progress to the next year of study may, at the discretion of the Progression Board, be allowed to:

- restudy individual failed modules
- study individual modules (for which the pre-requisites have been passed)
- retake the whole year as if for the first time (subject to restrictions imposed by the maximum registration period of the University or of Pearson).

5.7.2 Eligibility for an Award

A student registered for an HNC must achieve a minimum of 120[2] credits in approved modules. Students must successfully complete all compulsory modules to be eligible for the award.

A student registered for an HND must achieve at least 240 credits in approved modules, of which at least 120 must be at Level 4 and at least 120 are at Level 5. Students must successfully complete all compulsory modules to be eligible for the award.

A student registered for an HND who fails to achieve that award but satisfies the requirements for a named HNC **may** be recommended to receive that HNC by the Award Board. Students registered for an HND may receive an HNC if they indicate that it is their intention to suspend or terminate their studies and they will, therefore, not be proceeding directly with their HND programme of study.

Any student who is **not** granted the award for which they are registered may, at the discretion of the Award Board, be allowed to:

- restudy individual failed modules
- study individual modules

- retake the whole year as if for the first time (subject to any maximum registration period of the University or of Pearson)
- accept a Generic Award (see below for the conditions that must be satisfied for such an Award to be made)
- accept an award of a University Certificate, if the appropriate number of credits have been accrued.

Students wishing to pursue an award which contains only a very small number of compulsory modules and a large element of option choice may elect to undertake a "Generic Award". Such awards can be used in any one of the following 3 sets of circumstances:

- for students joining programmes at the start of Stage One
- for students on other pathways who fail compulsory modules after reassessment and, at the discretion of the Progression Board, are offered the opportunity to transfer to a Generic Award trailing the original failed compulsory modules with the possibility of substituting some or all of those modules with other option modules
- for students on other pathways who fail compulsory modules in their final year of study but who have achieved sufficient credits for an award. At the discretion of an Award Board, such students may be offered a Generic Award

NOTE: *Students transferring to a Generic Award may be allowed to transfer back to their original programme (or to some other programme) if they subsequently pass the necessary compulsory modules. Students will not be permitted to receive Generic Awards unless they indicate that they do not wish to proceed with their original programme of study.*

All students will be allowed a maximum period of time in which to complete their programme of studies. Students who do not achieve the necessary number of credits for their award within the normal duration of the programme they are undertaking may continue to study by any approved mode of attendance, subject to the approval of the Progression & Award Board, and subject to the limitations of both the University and Pearson maximum Registration Period [see Section **1.9** above*].

5.8   Qualification Grade

Subject to the successful completion of the total credits required for the Higher National [HN] award, the Award Assessment Board will determine the Qualification Grade using the aggregation of points gained through the successful completion of individual modules.

The Award Assessment Board may award an overall grade of Pass, Merit or Distinction for a HNC or a HND based on the aggregation of points over the best 75 credits at the level of the award or above with points per credit allocated as indicated in the table below:

Points per Credit at Specified Module Grades		
Pass	**Merit**	**Distinction**
0	1	2

In order to obtain a Qualification Grade of **Pass**, the student is required to obtain an aggregation of less than 75 points from the best 75 credits studied at the level or above of the HN award the student is registered for.

In order to obtain a Qualification Grade of **Merit**, the student is required to obtain an aggregation of 75 to 149 points from the best 75 credits studied at the level or above of the HN award the student is registered for.

In order to obtain a Qualification Grade of **Distinction**, the student is required to obtain an aggregation of 150 points from the best 75 credits studied at the level or above of the HN award the student is registered for.

Qualification Grade for both HNC and HND Awards		
Points Range	**Grade**	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

If a student transfers from a HNC to a HND award, then the best 75 Level 5 credits studied over the student's programme of study will be used to calculate the Qualification Grade.

5.9 Aegrotat Award

An Aegrotat award may be recommended when an Award Board has incomplete evidence of the student's performance to be able to recommend the award for which the student was a candidate, or a lower award specified in the Regulations, but is satisfied that, but for illness or other valid causes, the student would have reached the standard required.

In these circumstances, the student (or a person duly authorised by the student to act on their behalf) must have signified, in writing, that (s)he is willing to accept the award and that any possibility of reassessment has been waived.

Aegrotat awards do not carry any classification or distinction and will be listed as one of the following:

- Aegrotat Higher National Certificate
- Aegrotat Higher National Diploma

5.10 Posthumous Awards

Any award of the University, as listed in the Schedule of Awards, may be conferred posthumously and accepted on the student's behalf by a parent, spouse or other appropriate individual. The normal conditions of the award must be satisfied.

5.11 Notification of Assessment Outcomes

The Dean of each School must nominate one Deputy/Associate Dean with responsibility for informing all students on programmes managed by that School of the date of notification of their assessment outcomes – "the due date". Students must be informed of such dates within two weeks of the commencement of their studies.

The relevant Deputy/ Associate Dean will remind the Chair of every Award Board based in his/her School of the responsibility of the Chair to ensure that all assessment outcomes must be made available to the students by the due date in the manner previously identified to the students.

In addition:

i. in the case of final decisions by Award Boards leading to the conferment of Degrees, Foundation Degrees and Higher National Awards (and qualifications of similar level and number of credits), the Chair of the Award Board must ensure that the list of all students achieving a positive assessment outcome is made available, within one week of the due date, on a public notice board within or adjacent to the relevant School. Such a list would exclude any students who have requested "no publicity" through FCD.

ii. in the case of decisions by Award Boards not immediately resulting in the conferment of the award of a Degree, Foundation Degree or Higher National Award (or equivalent), the list of all students achieving a positive assessment outcome must be made available by public notice board, or on the internet, or via e-vision, within one week of the due date. Such a list would exclude any students who have requested "no publicity" through FCD.

Schools must ensure that students are informed that it is the responsibility of each student to ascertain his/her assessment outcomes.