

04.1

ASSESSMENT REGULATIONS

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CARDIFF METROPOLITAN UNIVERSITY

ASSESSMENT REGULATIONS [Taught Programmes]

1 Introduction

- 1.1 These Regulations apply to all taught programmes at Cardiff Metropolitan University except for certain externally assessed professional programmes: for these, the particular regulations can be found in the programme documentation associated with the professional body concerned.
- 1.2 The Assessment Regulations should be read in conjunction with those associated with the type of programme concerned (generic regulations), such as Volume 1, Section 10.7 - *Regulations for Modular Initial Degrees*: ([https://teamsites.uwic.ac.uk/Academic_Handbook_2015-2016/Volume_1_Section_10_Regulations_\(Undergraduate_and_Taught_Postgraduate_Programmes\)](https://teamsites.uwic.ac.uk/Academic_Handbook_2015-2016/Volume_1_Section_10_Regulations_(Undergraduate_and_Taught_Postgraduate_Programmes))), and those given in programme documents. Programme regulations are subservient to those of the particular set of generic regulations under which they fall (for example, *Regulations for Modular Initial Degrees*) and the generic regulations are subservient to the general Assessment Regulations given here. Whilst every effort is made to ensure that there is no conflict or contradiction between the three sets of regulations, Examination Boards which encounter what appears to be conflict should refer to the higher set of regulations.

2 Principles of Assessment

- 2.1 The primary purpose of assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of a programme of study, or part of a programme, and have achieved the standard required to progress to the next stage or to qualify for an award.
- 2.2 Within the framework of these Regulations, there are, for each validated programme, specific regulations, which relate the assessment requirements to the learning outcomes of the programme, and to which any assessment of students' performance shall accord.
- 2.3 Assessment involves judgement, not simply compilation. Marks and percentages are not absolute values but symbols to communicate examiners' judgement of different aspects of a student's work in order to provide information for the final decision on a student's fulfillment of the programme learning outcomes.

2.4 Within the constraints of the programme aims, learning outcomes and assessment regulations, the Examination Boards have discretion in reaching decisions on the awards to be recommended for individual students. They are responsible for interpreting the assessment regulations for the relevant programme in the light of the University's requirements and good practice in higher education, particularly in relation to the maintenance of academic standards.

3 Methods of Assessment

3.1 The performance of students may be assessed by any combination of assessment methods as appropriate to the level and learning outcome of the assessment exercise. Common examples are given in the table below.

| Assessment Type | Description | Examples (and further subdivision) |
|------------------------|---|--|
| EXAM | written examination a written assessment organised by the Superintendent of Examinations in an examination venue during an examination | seen; unseen; closed book; open book; timed; untimed; online; multiple-choice questions; laboratory-based; problem-based |
| CTEST | class test a written assessment within a fixed time limit which is organised by the School outside of an examination period | seen; unseen; closed book; open book; timed; untimed; online; multiple-choice questions; laboratory-based; problem-based |
| EXHI | exhibition | |
| VIVA | viva voce / verbal examination | oral; language |
| PRAC | practical | individual and/or group; coaching; fieldwork; laboratory technique; OSCE; OSPE; performance; phonetics |
| PORT | portfolio | a collection of evidence, |

| | | |
|-------|---------------------|---|
| | | frequently including a contextual statement; poster; website |
| PLAC | placement | clinical placement; school placement; experiencing the world of work |
| PRES | presentation | individual and/or group; seminar; (non)-interactive with audience |
| WRIT | written assessments | analysis; case study; design; dissertation; essay; evaluation; laboratory report; practical report; project; project or research proposal; reflection (journal); research; review |
| OTHER | other ⁷ | abstract; animation; blog; leaflet; laboratory logbook; observation; podcast; wiki |

3.2 Specific methods of assessment, together with any weightings, which may apply, and the number of such assessments are given in definitive programme documents. These may only be changed using approved mechanisms, with the approval of the External Examiner(s), and with the permission of Academic Board.

3.3 The programme document additionally provides information on the assessment performance requirements of students to progress through the programme and to obtain an award.

3.4 Assessment which takes place in the penultimate year of a University programme, where such penultimate year exists, shall be taken into account by the Examination Board in the final year as determined in the definitive programme document.

4 Scheduling and Amount of Assessment

4.1 The volume of summative assessment required by a programme undertaken by students should be fair and reasonable and should present a workload and challenge which is, as far as is possible, similar to that experienced by students on comparable programmes across the University and other UK universities.

- 4.2 It is not possible to be prescriptive with regards to an institutional specification of the assessment workload associated with a module (or its equivalent notional learning hours on non-modular programmes) because of the varying nature of the subject areas involved. However, as a guideline, the assessment associated with a University 10 credit module should normally be no more than equivalent to a 2-3 hour formal examination or a 3000 word essay. This does not preclude the use of mixes of assessment methods such that the overall loading remains consistent with the above. It should be borne in mind that the principle underlying equivalence is related not merely to the examination itself but also to the preparation time associated: thus, an essay based upon library research material and a project report of the same length based upon the development and implementation of an experiment may not involve the same student effort time and the report length requirements should therefore be adjusted appropriately.
- 4.3 Assessment is intended to cover work completed, in relation to specified learning outcomes, over a module or part of a module, and may take place at any appropriate time during a module. An assessment, which takes place mid-way through a module, should, therefore, be scaled with regard to the guidance given above (e.g. a 1500 word essay or equivalent may be more appropriate).
- 4.4 Assessments should be scheduled across the programme in a coordinated manner wherever possible such that students are not subjected to an undue workload at particular points in the term: in particular, no student should normally be expected to sit more than two formal examinations in any one day, and five formal examinations in any one week.
- 4.5 Formal examinations which are designed to assess students on a whole module or the latter part of a module shall take place normally no earlier than the last two weeks of a module.

5 Information to be supplied to Students

- 5.1 All students (including those being reassessed) shall be informed in writing at the beginning of the relevant session of the learning outcomes, methods of assessment and assessment criteria for each module and module component in their programmes, including the weighting given to the various parts and the required pass marks. Feedback on performance should make specific reference to associated assessment criteria. An example of an Assignment Feedback Proforma is provided under *Sample Assignment Feedback Proforma*. It is a School responsibility to ensure that statements giving such details are produced and distributed to students.

The statement issued to students who are being reassessed shall also inform them of the particular regulations concerning the number of reassessment opportunities allowed, their eligibility or otherwise for progression/an award, and of the requirements to present themselves for reassessment.

- 5.2 At the commencement of their programme students will be informed of the grounds and procedure for appeal against a decision of an Examination Board.
- 5.3 At a time to be determined by each School, students shall also be informed in writing that if they have exceptional personal circumstances, which may have adversely affected their academic performance, they should follow the *Mitigating Circumstances Procedure*, prior to the meeting of the Examination Board.
- 5.4 Academic Registry will publish the final schedule for end-of-session or end-of-module examinations at least two weeks prior to the first examination. Students shall be informed in writing, by the Programme Director, of the form of such examinations, at least two weeks before the first examination.
- 5.5 Where programme work or other form of assessment not covered by 5.4 above forms part or all of the assessment in a programme, students shall be advised formally in writing by the Programme Director of the deadline for submission of such work. They shall also be informed of the penalties for non-submission or late submission of such work.
- 5.6 All students shall at the commencement of their programme, be issued with a Student Handbook which will include instructions regarding the University's requirements for conduct in examinations and its procedures by which allegations of unfair practice are considered.

6 Responsibilities of Students

- 6.1 It is the responsibility of students to attend examinations and to submit work for assessment as required.
- 6.2 If a student fails to attend examinations or to submit work for assessment without good cause, the examiners have the authority to deem the student to have failed the assessments concerned. A zero mark shall be awarded for the particular element of assessment or examination concerned.

- 6.3 It is the responsibility of students to submit claims for Mitigating Circumstances in accordance with the [Mitigating Circumstances Procedure](#). Ideally, students must submit the [Mitigating Circumstances Form](#) within 5 working days following the date of the examination(s) or coursework submission deadline. Where this is not possible, forms must be submitted as soon as possible thereafter, and in any event, Mitigating Circumstances Forms must be submitted and considered before the date of the relevant Examination Board.

If a student submits a Mitigating Circumstances Form and supporting evidence after the Examination Board has taken its decision, the mitigating circumstances cannot be considered.

Where a candidate could have reported exceptional circumstances to the Examination Board prior to its meeting via a Mitigating Circumstances Form but has not done so, those circumstances cannot subsequently be cited as grounds for appeal.

- 6.4 It is the responsibility of the student to undertake assessments honestly and in a manner that does not attempt to gain unfair advantage.

7 Responsibilities of Cardiff Metropolitan University

- 7.1 The University is responsible within its procedures for ensuring that students are assessed fairly and for providing suitable assessment/examination facilities including invigilation of examinations.

- 7.2 Where formal examinations form (part of) the assessment strategy of a programme, such examinations shall be conducted in a way which prevents the internal examiner from knowing the identity of the examination candidate (anonymous markers). Further, for other forms of assessment, wherever possible the principle of anonymous marking shall be adopted. Wherever possible, formal programme work should be capable of being marked anonymously.

- 7.3 All work that contributes to an overall module mark shall be moderated in accordance with the '*Procedure for Double Marking and Internal Moderation*'.

- 7.4 Where the scripts of an examination are marked in parallel by two or more internal examiners, steps shall be taken to ensure that such markers are applying marking criteria consistently so that no student is either advantaged or disadvantaged by having his/her script marked by any particular internal examiner. Such steps shall

be in accordance with the '*Procedure for Double Marking and Internal Moderation*'.

7.5 The University has a responsibility to investigate allegations of unfair practice, and to consider appeals by students against decisions of Examination Boards.

7.6. Programme Directors are responsible for ensuring that programme work and other non-examination assessments are marked promptly and that written feedback to students is normally issued within four working weeks of submission. The timing of assessments and feedback shall be made explicit in all programme handbooks/module handbooks.

8 Examination Boards

Throughout Section 8, the "internal examiners" should normally consist of the relevant Programme Director and Module Leaders (or alternates). At the discretion of the Chair, other tutors/markers could be invited to attend Examination Boards to offer advice and to participate in discussions, but not to vote.

8.1 For every programme of study in the University leading to an academic award there shall be an Examination Board. Examination Boards fall into three categories:

- (i) Programme Examination Boards (Progression)
- (ii) Programme Examination Boards (Final)
- (iii) Module Examination Boards

Module Examination Boards oversee the assessment of modules in a particular field or subject area, and confirm marks for all students studying those modules.

8.2 Each programme Examination Board shall consist of: -

The President and Vice-Chancellor (ex-officio)

The Dean(s) of School within which the programme exists (but see 8.4 below)

The external examiner(s)*

The internal examiners

The Assistant Registrar (Student Administration Services) (or nominee) (ex-officio)**

Such persons as the University may wish to appoint in an advisory capacity (such persons shall not possess voting rights)

*External Examiners must be present at the meeting of the Examination Board at which final awards are determined (but see

9.2) unless, exceptionally, permission of the Chair of the Board has been granted for non-attendance. At meetings other than those at which final awards are determined, attendance of the external examiners is optional.

**Mandatory only for meetings at which final awards are determined.

8.3 Each Module Examination Board shall consist of:

Dean of School or School Deputy Dean: Learning and Teaching (Chair) (but see 8.4 below)
Subject External Examiner(s)
Subject/Field Group Chair
Subject Internal Examiners (Members of the Subject/Field Group)

The Secretary/Recorder shall be appointed by the Dean of School

8.4 The Chair of the Examination Board shall be the Dean of School or School Deputy Dean: Learning and Teaching in which the programme is offered. Should the Dean of School or School Deputy Dean: Learning and Teaching not be available, the Board may be chaired by an appropriately trained senior member of the school academic staff, approved by the Deputy Vice-Chancellor and Director of Student Experience or, in his/her absence, by the Dean of Quality and Standards.

The Deputy Vice-Chancellor and Director of Student Experience, and the Dean of Quality and Standards may also chair any Examination Board across the University, and with their approval it is also possible for a Dean or Deputy Dean: Learning and Teaching to chair Examination Boards in another School.

The list of approved Examination Board Chairs together with the dates of Examination Boards agreed by the Assistant Registrar (Student Administration Services) shall be reported to the Academic Board at its meeting in March each year, although the list of Chairs may be amended with the approval of the Deputy Vice-Chancellor and Director of Student Experience or the Dean of Quality and Standards as required.

8.5 Each Examination Board shall have a Recorder who shall be responsible for making arrangements for a record of the Examination Board to be taken, for the production of a formal and accurate written version of such record to be produced of the Examination Board meeting and for subsequently lodging a copy of the formal record with the University Academic Registry.

For Examination Boards at which final awards are determined, the Recorder shall be a nominated member of staff from the Academic Registry or other appropriately experienced person approved by the Assistant Registrar (Student Administration Services) and shall record decisions of the Board in regard to the progress of, or awards to individual students, details of and arrangements for reassessment and retake, issues raised and decisions made in regard to the programme and its operation, matters of concern and issues which need to be referred to Academic Board or its sub committees.

Records of Examination Board meetings shall be stored under the auspices of the Academic Registry.

- 8.6 No student may be a member of an Examination Board except in an instance where a member of staff or external examiner is coincidentally registered as a student on another programme at the University or elsewhere.
- 8.7 Subject to the conditions in 10.9, the quorum for the Examination Board shall be as follows:

1. Module Examination Boards

The Chair, the external examiners (where appropriate) and internal examiners consisting of the relevant Field/Subject Leader or equivalent and Module Leaders (or alternates) able to present module statistics to the Board. At the discretion of the Chair, other tutors/markers could be invited to attend Examination Boards to offer advice and to participate in discussions, but not to vote.

2. Programme Examination Boards where modules concerned have been considered by a Module Evaluation Board

The Chair, the external examiners (where appropriate) and the internal examiners. The “internal examiners” should normally consist of the relevant Programme Director, Year Tutors and where appropriate Dissertation Coordinators/Supervisors. At the discretion of the Chair, other tutors/markers could be invited to attend Examination Boards to offer advice and to participate in discussions, but not to vote.

3. Programme Examination Boards where taught modules have not been considered by a Module Examination Board

Subject to the conditions in 10.9, the quorum for the Examination Board shall be the Chair, the external examiners (where appropriate) and normally one-half of the internal examiners. The

“internal examiners” should normally consist of the relevant Programme Director and Module Leaders (or alternates). At the discretion of the Chair, other tutors/markers could be invited to attend Examination Boards to offer advice and to participate in discussions, but not to vote.

- 8.8 A full list of the names and designations of Examination Board members, as paragraph 8.2, shall be submitted to the Academic Registry on the appropriate form and signed by the Dean of School in which the programme exists at the time of submitting the names of Examination Board Chairs to Academic Board. Where the names of Board members are not known at the time of submission, the list should note the category of additional members who will be present (e.g. School Mentors on ITT programmes). The record of the meeting of the Examination Board shall note both those attending the meeting and those absent
- 8.9 Whilst it is undesirable for an internal examiner to be absent from a meeting of the Examination Board, it is recognised that absence is sometimes unavoidable. Such circumstances include ill health, family bereavement or other personally-related reasons; they may also be related to the internal examiner having to be present at another Examination Board at the same time. Where absence is predictable, the prior consent of the Chair should be gained and (see 10.8) written submissions made to the Board as appropriate.
- 8.10 Whilst individuals not listed as members of the Examination Board may attend the Examination Board meeting, they shall not, except at the discretion of the Chair, be allowed to make any contribution to the discussions or decisions of the Board.
- 8.11 Any member of an Examination Board who has a personal interest, involvement or relationship with a student under consideration shall declare his/her interest prior to such consideration. The Chair may take appropriate discretionary action including disallowing the member from participation in the discussion of and ratification of the student's results.

9 Authority of an Examination Board

- 9.1 Examination Boards are responsible for considering student assessment profiles in accordance with the extant regulations of the Academic Handbook at the time that the Board is convened. As the Handbook is reviewed on an annual basis, it may well be that the regulations in existence when a student first enrolled on a programme of study might have been subject to amendment by the time that the student is considered by an Examination Board. Examination Boards may exercise discretion where the extant

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regulations are less advantageous to a student than those at the time of enrolment.

- 9.2 Except as in 9.4 below, the External Examiner(s) should be in attendance at all final Boards where awards are to be considered. In circumstances where the External Examiner(s) will not be present where final awards are to be considered, the permission for non-attendance should be obtained from the Chair prior to the Board if possible. In such cases all decisions regarding final awards to students must be subsequently ratified by the External Examiner(s).
- 9.3 Where an Examination Board is established to consider the performance of reassessed students, then the date of the meeting must be reported by the Programme Director to the Assistant Registrar (Student Administration Services) for approval. The schedule of all Examination Boards which will include the names of the Chairs of those Boards will be reported to Academic Board at the earliest opportunity within the Academic Year.
- 9.4 For Cardiff Metropolitan University programmes it is permissible that re-sit Examination Boards may consider final awards (including exit awards). For determining the progression of students or final awards to students following re-sit examinations or resubmitted coursework, an Examination Board will be held with authority to make decisions regarding progression and final awards to students. The External Examiner(s) are not required to be in attendance at either re-sit Boards where final awards and exit awards are to be considered or Interim Boards where exit awards are to be considered, providing that all decisions regarding such awards to students are ratified by the External Examiner(s) by correspondence, either before where possible or immediately after the Board.
- 9.5 Subject only to circumstances following a successful appeal against a decision of an Examination Board, no person or Board may alter the academic decision or the recommendation which formalises the academic decision of a properly constituted Examination Board.

10 Duties of Examination Boards

[Please see also ‘*Guidance on Chairing Examination Boards*’]

- 10.1 Except as in 10.3 below for Module Examination Boards, the terms of reference of an Examination Board shall include responsibility for:

- (i) scrutinising and approving, (via appropriate means), examination question papers and other assessment assignments and their marking as appropriate;
- (ii) determining whether a student has complied with the requirements of the programme and its assessment and may proceed to the following stage of the programme; and
- (iii) drawing up of pass lists for the conferment of the appropriate award for those students who have fulfilled the learning outcomes of the programme and have achieved the requisite standard for that award.

Classification of awards for Honours degrees shall be determined either from the average of the aggregated marks achieved in the best 100 credits at Level 6 (weighted at 0.7) and the next best 100 credits at Level 5 or above (weighted at 0.3), or from the average of the marks achieved in the best 100 credits at Level 6 only (whichever is stipulated in the validated programme document and in the programme regulations). The validated method for calculation of degree class must apply to ALL students on the programme.

In instances where students are admitted to a three year (or four year) modular initial degree programme at beyond the normal Level 5 entry and complete less than 50% of the Level 5 credits at the University, or where the degree programme is a one year or one year-plus “top-up” degree (see *Modular Programmes Framework - Programmes based on one-year full-time degrees*), the award classification shall be determined from the average of the module marks achieved in the best 100 credits at Level 6 only regardless of the calculation mechanism specified in the validated programme document.

Where students complete 50% or more of the Level 5 credits at the University on a programme for which the validated programme document specifies that the award calculation should be based on a Level 5/Level 6 weighted aggregate, only marks achieved at the University can be included in the award calculation. The classification shall be determined from the average of the aggregated marks achieved in the best 100 credits at Level 6 (weighted at 0.7) and the next best 100 credits at Level 5 or above (weighted at 0.3). In cases where the student has studied 80 Level 5 credits or fewer at the University, this second average should be derived from the marks achieved in all of the Level 5 modules and the mark achieved in the lowest 20 credits at Level 6.

Classification of awards for Foundation Degrees shall be determined from the average of the 120 credits at level 4 and the 120 credits at level 5.

Classification of awards for HND shall be determined from the average of the 120 credits taken at Level 4 and the 120 credits taken at level 5.

Classification of awards for HNC shall be determined from the average of the 120 credits taken at level 4.

10.2 Borderlines

If the deficit in the final rounded mark is not greater than 1% an Examination Board is empowered, taking the student's overall performance into account, to raise the degree, diploma or certificate class, in normal circumstances.

If the deficit in the final rounded mark is not greater than 2% an Examination Board is empowered to raise the degree, diploma or certificate class where there are accepted mitigating circumstances, or in normal circumstances providing the criteria below are met.

Level 6 Qualifications: Bachelor's Degrees

If the deficit in the final rounded mark is not greater than 2% an Examination Board is empowered to raise the degree class in normal circumstances, on the basis of factors such as: preponderance of credits (if the student has 50% or more credits at level 6 in the higher classification); exit velocity*; and/or performance in the major final-stage project or dissertation.

**Exit Velocity Principle: Examination Boards shall compare the Level 5 and Level 6 average marks. Where the Level 6 average is in the higher classification band, the Examination Board shall normally award the higher class of degree.*

Level 5 Qualifications: HND, DipHE, Foundation Degrees

If the deficit in the final rounded mark is not greater than 2% an Examination Board is empowered to raise the award class in normal circumstances, on the basis of factors such as: preponderance of credits (if the student has 50% or more credits at level 5 in the higher classification) or exit velocity*.

**Exit Velocity Principle: Examination Boards shall compare the Level 4 and Level 5 average marks. Where the Level 5 average is in the higher*

classification band, the Examination Board shall normally award the higher class of award.

Level 4 Qualifications: HNC, CertHE

If the deficit in the final rounded mark is not greater than 2% an Examination Board is empowered to raise the award class in normal circumstances, on the basis of factors such as preponderance of credits (if the student has 50% or more credits at level 4 in the higher classification). Exit velocity will not be applicable.

10.3 The terms of reference for a Module Examination Board shall be:

- (i) Within the terms of approved module specifications to be responsible for the agreement of all forms of assessment used in Field/Subject modules;
- (ii) To approve the marks awarded to each student for modules within the Field/Subject based on the merits of the student's work alone;
- (iii) To advise the Programme Committees/Examination Boards upon:
 - the nature, appropriateness and conduct of forms of assessment;
 - the standards set and the standards achieved;
 - the performance of students.

In exercising the powers set out above, the Module Examination Board shall:

- (i) scrutinise the marks relating to each module, including the information on average mark and range to identify any anomaly or other cause for concern;
- (ii) determine an explanation for any anomaly or cause for concern and take any action considered necessary;
- (iii) confirm a recommendation* (see below) to the Programme Examination Board for each student in relation to each module;
- (iv) agree a recommendation* for those students who have not achieved a pass mark the requirements for (i) referred assessments and (ii) deferred assessments.

The possible recommendations* available to the Module Examination Board for each student in respect of each module shall be as follows:

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Passed confirms that the student has achieved an overall mark of 40% or more for the module, and that credit will be assigned.

Deferred confirms that the student has not achieved an overall mark of 40% for the module, and that the School Mitigating Circumstances Committee has accepted a claim of mitigating circumstances, such that the student has deferred the first attempt or should be offered a further opportunity to take the assessments as if for the first time.

Referred confirms that the student has not achieved an overall mark of 40% for the module, but the student is eligible to retake assessment(s) for the module, as a retrieval attempt.

Failed confirms that the student has not achieved an overall mark of 40% for the module and the student is not eligible for deferral or referral.

Where a student has not submitted work and/or attempted an examination, a mark of 0% is recorded and the student would fall into one of the categories: deferred, referred or failed above, as appropriate.

[*These recommendations are only provisional until they have been considered by the relevant Programme Examination Board.]

- 10.4 The Examination Board shall ensure that the rigour of assessments and of the marking is of an appropriate academic standard for the award. A record of the marks attained by candidates in all assessed work contributing to the award (or to progression) shall be available to the Programme Examination Board.
- 10.5 In the assessment of students' work, the Examination Board shall ensure fairness and equality of treatment, freedom from bias and from prejudice.
- 10.6 In the case of illness of an external examiner, the examiner shall promptly communicate with the Chair and shall dispatch to him/her in accordance with the Chair's directions, all documents necessary for the due performance of the business of the meeting.
- 10.7 Where requested by a member/members of the Examination Board, work submitted by any student for assessment shall be available for reference and scrutiny at or prior to the meeting. A report on the students' work during the session and any other relevant information, which may include for final Examination Boards work in the penultimate year, may also be considered and taken into account by the Examination Board.

10.8 Examination Boards shall also be informed of any exceptional personal circumstances, which may have been reported by candidates. A record of such cases and the action taken by the examiners thereon shall be kept by the Examination Board and noted in the Examination Board Minutes (see 14).

10.9 In the case of the unexplained absence of any examiner from a meeting, the Chair may take such steps as he/she thinks desirable if the business of the meeting is adversely affected. These measures may include adjourning a quorate board if the Chair deems it appropriate.

If the Chair is absent, the Board shall appoint a deputy from the approved list of Examination Board Chairs (see paragraph 8.4).

As a minimum, it is desirable that the internal examiner membership of the Examination Board is sufficient to make comment on students' performance in all subject areas and/or that written comment is received from absent internal examiners, particularly for students whose subject or aggregate marks are borderline (but see 8.7 above).

10.10 On any matter, which the external examiners have declared to be a matter of principle within the regulations, the decision of the external examiners shall be accepted by the Examination Board as final or shall be referred to the Academic Board.

10.11 Whenever a case of suspected unfair practice is the subject of investigation at the time when an Examination Board is determining a progression or pass list, the name of the candidate concerned shall be withheld from the list and a supplementary list issued as appropriate.

10.12 Where an Examination Board cannot reach a consensus decision on a matter of academic judgement, the Chair shall make a final decision taking cognisance of the views of the external examiners.

10.13 Where there is a difference of opinion between the external examiners on a matter of academic judgement, such difference preventing a consensus view of the Board, the Chair shall make a judgement and this shall be accepted by the Examination Board as final.

10.14 If the meaning of a recommendation of an Examination Board should become a matter of dispute or interpretation, the Chair of the Examination Board shall make a final and binding decision as to the matter of dispute or interpretation.

10.15 For meetings of the Examination Board at which degree awards are considered, the Examination Board shall at its meeting determine the standard for awards of the following categories:

| | | |
|---|----------------------------|---|
| Ordinary degrees: | The pass mark shall be 40% | |
| Honours degrees: | Class I | 70% and over |
| | Class II(i) | 60-69% |
| | Class II(ii) | 50-59% |
| | Class III | 40-49% |
| Honours degrees: (without classification) | Pass | at least 300 credits passed with an overall degree calculation average of 40% |

* Students who have passed 300 credits, but have failed to reach an overall average of 40% may, at the discretion of the Examination Board, be awarded a degree at "Pass" level. The award of a Pass (unclassified) degree to students with an overall average of less than 40% should be made exceptionally and only with approved mitigating circumstances.

The Ordinary degree must **not** be awarded as an exit point from an Honours degree programme. Students wishing to transfer enrolment from an Honours degree programme to an Ordinary degree programme must submit this intention in writing to Academic Registry **before** 1 April of the year in which the award would be made and the student will be enrolled on that basis.

10.16 The classifications of Pass, Merit or Distinction shall be applied only to the overall Master's degree and to both awards of Postgraduate Certificate and Postgraduate Diploma, but not to individual modules.

- (i) In order to gain a Postgraduate Certificate, Postgraduate Diploma or Master's Degree with Distinction overall, a candidate shall achieve an overall mark of not less than 70%.
- (ii) In order to gain a Postgraduate Certificate, Postgraduate Diploma or Master's Degree with Merit overall, a candidate shall achieve an overall mark between 60% and 69%

| Mark | Result |
|-------------|-------------|
| 40% to 59% | Pass |
| 60% to 69% | Merit |
| 70% or more | Distinction |

Except where the PgDip stage elsewhere has been accredited by the University or by the University of Wales, to be eligible for consideration for the award of Merit or Distinction overall on a Master's degree, students must complete **at least** 50% of their total credits at the University; their overall average mark for the award would be based on the marks achieved at the University only.

Where the PgDip stage elsewhere has been accredited by the University or by the University of Wales, the overall PgDip mark for 120 credits (rather than individual module marks during the PgDip stage) is used as the basis for calculating the overall degree mark. For a candidate whose overall degree mark is borderline for a higher class, a candidate with a dissertation mark of 60+ shall be eligible for the degree with Merit, or 70+ to be eligible for the degree with Distinction.

10.17 Master's, Postgraduate Certificate and Postgraduate Diploma candidates borderline for Merit or Distinction overall shall be considered as follows:

- (i) If the deficit in the overall final rounded mark is not greater than 1%, an Examination Board is empowered, taking the student's overall performance into account, to raise the degree class (Merit/Distinction), in normal circumstances.
- (ii) If the deficit in the overall final rounded mark is not greater than 2%, an Examination Board is empowered to raise the degree class (Merit/Distinction) in normal circumstances, on the basis of factors such as: preponderance of credits (if the student has 50% or more credits at Level 7 in the higher classification); and/or performance on the project module(s).

10.18 For Edexcel awards (previously BTEC) the classifications of Pass, Merit or Distinction shall be applied to the overall awards, and in addition may be applied to individual modules, as follows:

| Mark | Result |
|-------------|-------------|
| 40% to 54% | Pass |
| 55% to 69% | Merit |
| 70% or more | Distinction |

Continuing Education modules (except where the allocation of grades was specifically agreed on approval) and NVQ/GNVQ units are not graded.

10.19 An interpretation of criteria associated with percentage marks as referred to in 10.14, 10.15 and 10.17 in terms of student performance is given in '*Guidance on Assessment Marking*'.

10.20 The Examination Board shall indicate on an official pass-list for awards of Cardiff Metropolitan University, or of the University of Wales or of Edexcel, as supplied by the Academic Registry, the names of those students who pass the assessment and may progress to the next stage of the programme, or who shall be awarded Pass/Merit/Distinction classes, or who shall be awarded Foundation degrees, Ordinary degrees, Honours degrees, including Pass (unclassified), Postgraduate Certificates, Postgraduate Diplomas, Master's Degrees or other awards.

Where the option exists, students wishing to transfer enrolment from a generic programme title (e.g. MBA) to a programme title including a named specialism (e.g. MBA in Project Management) must submit this intention in writing to Academic Registry three months before the date of the final Examination Board at which the award will be made. Otherwise, the specialism will not be recorded on the degree certificate.

The Chair, External Examiner(s) and Programme Director should sign the pass list to signify that they approve the results determined by the Board.

In the case of an External Examiner not being present at a meeting of an Examination Board at which final results are determined, the External Examiners signature shall be obtained outside the meeting.

10.21 In normal circumstances, no decision concerning a student recorded on a pass-list can be regarded as official without the consent of an external examiner or examiners, and such lists are not validated without the signature of the External Examiner(s).

- 10.22 In exceptional circumstances and as recommended by the Chair of the Regulations and Special Cases Committee, the Chair of the Academic Quality and Standards Board may ratify the pass list of an awarding board of the University.

11 Pass Lists

- 11.1 In the case of pass-lists for progression or award as completed by a relevant Examination Board, the Director of Student & Registry Services shall be responsible for the immediate dispatch of the official Data Transfer appropriate to the Awarding Body, where applicable.
- 11.2 If a case of suspected unfair practice arises subsequent to the dispatch of the Data Transfer to the appropriate Awarding Body, and it is established under the extant procedures that an allegation made against a candidate is proved, then the Examination Board concerned shall review and shall re-determine the candidate's result in the light of any penalty which may have been imposed. In such circumstances the Examination Board shall, if necessary, cancel a result previously dispatched and the Awarding Body, as appropriate, shall be informed in writing of the amended result. Any new Certificate required will be sent by the Awarding Body to Academic Registry for issue to the student.

12 Failure and Reassessment

- 12.1 In the case of students who, following assessment, are deemed not to have achieved a satisfactory performance, an Examination Board is empowered to require that such students undertake one or more of the following:
- (i) **reassessment:**
- resit an examination/assessment to the satisfaction of the Examination Board in each instance of unsatisfactory performance either before proceeding to the next phase of the programme or during that phase;
- (ii) **retake:**
- retake the whole taught element (module, unit, subject) with satisfactory performance in its associated assessments before proceeding to the next phase of the programme or during that phase;

- retake the whole year with satisfactory performance in its assessments before proceeding to the next phase of the programme. [Only in cases where the student has mitigating circumstances, which have been accepted, can the Examination Board allow the student to start afresh so that overall module marks and marks for elements of modules are not capped at the pass mark at the first attempt.]

12.2 Where an Examination Board considers that a student's performance is sufficiently close to a pass mark within an assessment element or module/unit/subject but is unable to consider compensation (see 13.1) then reassessment may be specified.

If, however, the student's performance in a module/unit/subject is below that which can be retrieved through reassessment, then the Examination Board should normally stipulate that the student must retake the module in its entirety.

Exceptionally, if the student's performance in a year falls below that which can be retrieved by reassessment in elements or modules/units/subjects, or which can be retrieved by retaking individual modules/units/subjects, then the Examination Board may stipulate that the student has failed the year and may be given the opportunity to retake the year in its entirety (see para 12.1), subject to the availability of places. Only where there are accepted mitigated circumstances may the student be permitted to retake all modules associated with the year as first attempts. In all other cases, marks for modules previously failed will be capped at the bare pass mark, and marks for modules previously awarded marks at or above the pass mark will be capped at the mark previously obtained.

12.3 For students subject to *reassessment*, Examination Boards shall, where appropriate, give permission for students to be reassessed in accordance with the relevant generic and/or programme regulations and where necessary shall determine the elements of reassessment to be retaken, the forms of assessment and when such reassessment shall take place in cognisance of the official examination and Examination Board periods available which are published annually by Academic Registry. The form of assessment shall normally be the same as that when the candidates concerned were first assessed, except where the Board deems it unreasonable to do so. In such instances, the Examination Board will make such special arrangements as it thinks necessary.

- 12.4 Students who are subject to a decision of the Examination Board for *retaking* a module/unit/subject or a whole year shall normally take the whole diet of assessment associated with the same.
- 12.5 Except where there are accepted mitigating circumstances (see paragraph 21 of the *Mitigating Circumstances Procedure*) *Reassessment* shall not normally allow a student to improve on a mark or grading above the pass level in the particular element of assessment or, in the case of assessment, which contributes towards the final award, above that which is required for the award.

That is, where a student has failed an assessment element within a module/unit/subject and the overall mark for the module/unit/subject prior to reassessment **exceeds** the module/unit/subject pass mark, but the mark of the failed assessment element falls below the level where compensation could be considered, then successful reassessment of that failed element shall not improve the overall mark for the module/unit/subject. (Compensation for failure in assessment is dealt with in paragraphs 13.1 and 13.2).

Where a student has failed an assessment element within a module/unit/subject and the overall mark for the module prior to reassessment **does not exceed** the module pass mark, then the successful reassessment shall not improve the module/unit/subject mark above the minimum pass level (note paragraph 12.1.ii, for students retaking an entire year/level).

- 12.6 The rules or guidelines determining levels of failure at which a student will be allowed to be *reassessed* or at which he/she must *retake* particular parts of a programme are given in the generic regulations which apply to the relevant programme structure or in individual programme regulations, whichever is appropriate.
- 12.7 Where a candidate is required to resit an assessment or assessments which, by virtue of changes to the programme, is different to the structure or form of the assessment(s) at the time of the initial failure and/or is based upon a different syllabus, the Dean of School (or equivalent) concerned shall inform the candidate in advance of changes in the structure of the assessment and syllabus content.

13 Compensation for Failure in Assessment

- 13.1 A module is normally deemed to have been passed if an overall module mark of 40% is attained. However, a candidate will not be permitted to pass if one or more assessment elements within the module have not been attempted, (see 13.3 below). Neither will a candidate be permitted to pass if professional body, health and safety, or other requirements necessitate more stringent criteria, or if compensation will compromise the demonstration of achievement of the relevant module learning outcomes. Assessments for which compensation is not permitted should be signified in the definitive programme document and in any handbooks derived from the programme document.
- 13.2 If an overall average mark of 40% or more is attained across the profile, an Examination Board may compensate for overall module failure against a candidate's profile in no more than one third of the credits for undergraduate degrees at any one level, up to a maximum of 30 credits for taught Master's degrees and 20 credits for Postgraduate Diplomas. However a candidate will not be eligible for compensation for overall module failure if the module assessment has not been attempted, (see 13.3 below). Neither will a candidate be permitted to pass if professional body, health and safety, or other requirements necessitate more stringent criteria, or if compensation will compromise the demonstration of achievement of the relevant programme learning outcomes. Modules for which compensation is not permitted should be signified in the definitive programme document and in any handbooks derived from the programme document. For Honours and postgraduate degrees, compensation is not permitted for any compulsory dissertation modules.
- 13.3 Compensation may be applied if the assessment component in question had been attempted on a previous occasion.
- 13.4 Where compensation has been agreed, the original mark(s) will be recorded on the student transcript.

14 Viva Voce Examination

- 14.1 External Examiners have the right to examine any student viva voce as agreed with the Programme Director in addition to the assessments specified in the programme regulations.

Full details are given in the '*Guidelines on the Conduct of Viva Voce and Oral Examinations*'.

15 Non-Attempts at Assessments

- 15.1 Except as in 15.2 and 15.3 below, a candidate who has been absent from any examination or failed to complete other forms of assessment by the required date shall be awarded a zero mark for the assessment concerned. Examination Boards must not arrive at a mark for the missed examination/assessment by averaging the candidate's other marks or by arriving at a mark derived from the candidate's performance during the session.
- 15.2 Where a candidate has submitted mitigating circumstances regarding any non-attempt at an assessment, and these have been accepted, the Examination Board shall consider the recommendations of the School's Mitigating Circumstances Committee in accordance with the Mitigating Circumstances Procedure. Possible decisions would include reinstating the first (or a subsequent) attempt at the assessment in question, normally at the next scheduled assessment point.
- 15.3 In exceptional circumstances, a School's Mitigating Circumstances Committee or its Chair may recommend a supplementary assessment before the Examination Board. This could include an alternative form of assessment, but only with the prior agreement of the Chair of the Examination Board. A candidate may not be put in a position of unfair advantage over other candidates.
- 15.4 Compensation may not be applied to a failed module if the assessment component in question has not been attempted. However, compensation may be applied if the assessment component in question had been attempted on a previous occasion.
- 15.5 An Examination Board may recommend to the RSCC an Aegrotat award providing the criteria in '*Regulations for Aegrotat Awards*' have been met.

16 Top-up of Ordinary Degree to Honours

Graduates of the University in possession of an Ordinary Degree may, after a minimum period of 12 months from the date of the award, return to study for Honours when the following (16.1 - 16.4) are satisfied.

- 16.1 To be eligible for consideration for the award of a degree under these Regulations, a candidate shall:
- have been awarded at the University an Ordinary Degree of the University of Wales or of the University;

- have been registered subsequently for further study at the University;
 - have pursued successfully at the University an approved modular scheme of study so as to fulfill the requirements for an Honours degree, within the time-limits established for Honours;
 - have been deemed by the examiners, upon completion of the additional study, to have satisfied in full the established requirements for the award of Honours, together with any overall requirements particular to the Honours degree programme in question;
 - have fulfilled any further condition(s) required by the University.
- 16.2 Candidates studying under these regulations (section 16) may not benefit from credit transfer arrangements. Assessed units of study/modules may not be replaced by APEL arrangements, or by professional placements.
- 16.3 Classification of an Honours award under these Regulations shall be made on the basis of the marks attained in respect of the additional study being combined with those attained previously at CQFW Level 6 (former HE Level 3) as part of the original Ordinary scheme.
- 16.4 In other respects, unless specified to the contrary herein, the assessed study shall be governed under the Assessment Regulations and *'The Regulations for Modular Initial Degrees'*.

17 Reassessment of students returning to a programme following a significant period of absence through suspension of study

- 17.1 Where a student intends to return to a programme following a significant period of absence through suspension of study, an Examination Board may exceptionally require the student to re-take part or all of their passed modules before progressing. An Examination Board should only require this course of action when there are concerns over the currency of the previously studied modules in relation to the extant programme. Where an Examination Board requires this course of action, the student will be granted first attempts at the relevant modules.