

4.1

ASSESSMENT REGULATIONS

Key Details

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| *32* | *Nov 2022* | *Clarification of process for exceptional absence affecting Examination Board quoracy.* |
| *33* | *Feb 2023* | *Removal of MC as borderline upgrade criteria, to align with MC policy.* |
| *34* | *Jun 2023* | *Updates based upon the streamlining of 04.1, removal of out of date information, incorporation of Section 10 programme information.* |
| *35* | *Sep 2023* | *Addition of a sentence to paragraph 13.10, advising students to contact the Student Retention Team if they are facing barriers in engaging with assessment to prevent any adverse effect on academic performance.* |
| *36* | *Jun 2024* | *Replacement of ‘Pass (Unclassified) Degree’ with ‘Unclassified Honours Degree’ and clarification on eligibility for the exit award.*  *Higher Diploma candidature added to Appendix 1.* |

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# Introduction

## These regulations apply to all taught programmes at Cardiff Metropolitan University.

## Admission to a programme will require a student to enrol with Cardiff Metropolitan University at the commencement of study, re-enrol when they start a subsequent year of study and pay all appropriate fees.

## The University has a responsibility to ensure high academic quality standards are maintained by strictly following its own procedures, including those directly relating to assessment. All students will be informed of such procedures as set out within the Academic Handbook, including those relating to Mitigating Circumstances, Appeals and Academic Misconduct.

## The University is responsible within its regulations and procedures for ensuring that students are assessed fairly, without bias or prejudice, and for providing suitable assessment and examination facilities. Academic Handbook Volume One, section ‘4.11 Procedures for Internal Moderation of Assessed Work’ sets out measures to be taken to ensure fair marking of assessments.

## The Academic Regulations apply in all cases except where specific Professional, Statutory and Regulatory Bodies’ requirements, cannot be accommodated. In such cases variant regulations must be agreed by the Academic Quality and Standards Committee. Variations to the regulations must be published as part of the approved programme specification.

## This document should be read in conjunction with any programme-specific regulations which would be set out in the relevant programme specification if applicable. Where there is any divergence between the respective regulations, those within the validated programme specification in question should be observed.

## Programme specifications may also specify additional requirements for awards (such as professional practice or placement/sandwich year requirements).

## The Regulations may be varied or suspended (in part or in full) where emergency, local, national or global events occur which may impact on the delivery of programmes and / or the integrity of the assessment process. In such cases, actions will be taken to protect the achievement of students to enable them to progress or be considered for an award.

## In the event of significant disruption, the Chair of Academic Board is responsible for invoking the supplementary regulations and procedure, and this will be documented and communicated to students.

# Assessment

* 1. The purpose of assessment is to enable students to individually 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. Definitions and principles of assessment are set out in the University’s ‘4.0 Assessment and Feedback Policy’, found in Volume One of the [Academic Handbook](https://www.cardiffmet.ac.uk/registry/academichandbook/Pages/default.aspx).

## The University will make reasonable adjustments to the learning and assessment process in accordance with the Equality Act 2010.

## Reasonable adjustments will be provided where necessary, for disabled students, students who have a Specific Learning Difficulty (including dyslexia), mental health condition or chronic medical condition, temporary impairment or are in a period of a severe short-term illness, pregnancy or maternity. The circumstance must be having a substantial impact on a student’s capacity to study and/or take assessments in the usual way. Where appropriate students may be eligible for adjustments to their exam arrangements, coursework deadlines or the method of assessment.

## The number, method, and weightings of assessments within a module are detailed in the module descriptor. These may only be changed via the approved Modifications procedure set out in Volume Two of the Academic Handbook.

## The module descriptor and/or programme specification will stipulate any specific assessment performance requirements for students to progress through the programme and to obtain an award such as core modules, specific professional body requirements or any minimum thresholds for in-module compensation.

## All students (including those being reassessed) will be informed at the beginning of the relevant academic session of the learning outcomes, methods of assessment and assessment criteria for each module/assessment in their programmes, including the required pass mark, and respective assessment weightings and deadlines.

## The examination of a module may take the form of an unseen written examination paper or set projects or other programme work assignments. A student may also be required to demonstrate satisfactory completion of any period of professional training or practical experience.

## Where end-of-module examinations form part or all of the assessment, the examination schedule will be published at least two weeks before the first examination. It is the student’s responsibility to ensure attendance for examination in the correct place and at the correct time. Examinations will be conducted in accordance with Cardiff Metropolitan University’s agreed practices and procedures.

## Where programme work or other forms of assessments not covered by 2.8, above, form part or all of the assessments in a programme, Students will be advised in writing of the deadline for submission of such work. It is the student’s responsibility to ensure that such work is submitted to the appropriate person and to receive written confirmation of acceptance.

# Academic levels

## The University uses levels as set out in the [Credit and Qualifications Framework](https://www.gov.wales/credit-and-qualifications-framework-cqfw-level-descriptors) (CQFW) and the [Frameworks for Higher Education Qualifications of UK Degree Awarding bodies](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf). There are 9 in total, comprising: 4 pre-HE levels (Entry, Levels 1, 2 and 3); 3 undergraduate levels (Levels 4, 5 and 6); and 2 postgraduate levels (Levels 7 and 8).

## Modules are assigned to a particular level, which relates to the academic demand of the module. Levels 4, 5 and 6 (HE Levels 1, 2 and 3) will normally correspond sequentially to the first, second and third years of an undergraduate three-year degree.

## Modules designated with levels contribute to an award and are defined in terms of learning outcomes, have specified success criteria, and are formally assessed.

# Modules

## Modules are discrete and academically coherent blocks of learning activity with defined learning outcomes and assessment criteria. Modules may have specified prerequisite requirements.

## Only modules validated as contributing to the final award will contribute to the required credits.

## **Optional Module**

## A module which the student may or may not choose to include in their programme route.

## **Elective Module**

## An additional module that students can take (above the required number of credits per level) which does not contribute to the award.

## **Recommended Module**

## A module that the student is advised to take.

## **Prerequisite Module**

## A module that must normally be completed before a subsequent specified module.

## **Co-requisite Module**

## A module that must normally be taken at the same time as another, specified module.

## **Compulsory Module**

## A module which the student must include in his/her programme route. Compensation across the profile may be applied to this module if not passed.

## **Professional practice modules**

## Some degree programmes at Cardiff Metropolitan University incorporate professional practice (or similar) modules. The professional practice modules are a requirement of particular accrediting bodies. In order to count as modules at Levels 4, 5 and 6 they must have learning outcomes, specified success criteria, and be formally assessed.

## **Project / Dissertation modules**

## A project or dissertation is defined as ‘a project or investigation conducted by the student resulting in a written submission. The synoptic research or scholarly activity resulting in the presentation of a body of work, as agreed at validation. This can include creative works’.

## Undergraduate dissertations (20, 30 or 40 credits) shall be submitted electronically via the University’s Virtual Learning Environment. Students should not additionally be required to submit a hard copy version of the dissertation.

## Project modules associated with an Honours degree will not normally exceed 40 credits. For a Modular Master’s degree the Project element will normally equal 40 or 60 credits (or 100-120 credits for the MRes).

## A Master’s project (research-based element) should normally be at or near the end of the programme. Any prerequisites shall be matters for decision at individual programme level through the validation process. The Examination Board shall determine whether a student may progress to the project (research-based element) trialing one or more failed taught modules.

# Credit

## Credit is the value placed on the volume and level of successful study. The award of credits for a module is dependent upon the achievement of a pass mark for that module.

* 1. Normally 120 credits may be achieved in a full-time undergraduate academic year, whilst 180 credits may be achieved in a full-time postgraduate year.
* 1 credit point equates to 10 notional hours of learning
* A modular degree will normally comprise 20-credit modules
  1. As such, the academic year is based on 1200 hours of learning time for undergraduate study and 1800 hours of learning time for postgraduate study.
  2. The academic content of a part-time scheme will be equivalent to that of a full-time scheme. This assumes that, in the majority of cases, full-time study for undergraduates is 40 hours per week for 30 weeks of the year, and for postgraduates 40 hours per week for 45 weeks of the year or its equivalent.

# Programmes

## A programme is a validated entity and comprises the coherent collection of modules taken by a student leading to a particular award.

# Awards

## Students may qualify for a Cardiff Metropolitan University award under these regulations upon successful completion of an approved programme of study provided either on a full-time or on a part-time basis at Cardiff Metropolitan University, or at another institution approved by the University for this purpose.

## **Categories and titles of awards**

## **Single Subject Award**

## An award for which all modules presented are deemed to be associated with a single subject area.

## A single subject award will carry the appropriate generic designation (e.g., HND, BA, MSc, MRes) as determined by the type and level of the award, (to include the descriptor “Honours” where approved) followed by a title, which adequately describes the content of the programme.

## **Joint or Major/Minor Award**

## An award for which the validated programme contains modules which are deemed to be associated with two distinct subject areas.

## **Pathway**

## An award route through the modules of a validated programme.

## **Single Subject Awards with Named Pathways**

## Where optional modules exist to provide significant emphasis on a particular component (a specialism), this may also be signified in the award title. The number of compulsory modules to be specified in the programme specification, shall normally be at least equal to the number of optional modules.

## Specialisms must contribute a minimum of 40 credits for an honours degree and a minimum of 30 credits for a postgraduate degree.

## **Joint Subject Awards**

## Awards combining no more than two subject areas are applicable to honours degrees programmes and by exception to HNDs only.

## Joint subject award schemes contain no more than 230 credits for Honours Degrees in each subject area.

## Joint subject Honours Degrees will comprise of an approximately equal contribution of credits from each subject area at levels 4, 5 and 6 (excluding the dissertation). The total number of credits from one subject area not normally being 40 more than those from the other; and a dissertation/project/independent study element equivalent to not less than 20 credits and not more than 40 credits at level 6, the subject of which shall reflect either that of just one of the subject areas or a combination of subject areas.

## **Major/Minor Awards**

## Awards combining no more than two subject areas are applicable to Honours Degrees. By exception, Major/Minor awards may also apply to HNDs.

## For awards of Honours Degrees (360 credits), defined major subject areas will comprise a maximum of 270 credits and defined minor subject areas shall comprise a minimum of 90 credits and a maximum of 120 credits. Honours degrees shall comprise: a dissertation/project/independent study element equivalent to not less than 20 credits and no more than 40 credits at Level 6, the subject of which shall reflect either the major subject area or a combination of both subject areas;

|  |  |  |
| --- | --- | --- |
|  | **Major Subject Area** | **Minor Subject Area** |
| Levels 4  and 5 (each of) | Between **80** and **90**  credits | Between **30** and **40**  credits |
| Level 6 | Credits not included in the dissertation or project or independent study element shall be divided between the two subject areas to reflect as closely as possible the overall ratio of subject area credits at levels 4 and 5. | |

## **Conventions for Titles**

## Although other formats for indicating the specialism may be agreed at validation, titles for Single Subject Awards with Named Pathways follow the following convention:

**Undergraduate Degrees**

BA Honours X (A), BA Honours X (B)

**Master’s**

MSc/MA etc X (A), MSc/MA etc X (B)

**Titles for Joint Awards**

(Subject Area A) and (Subject Area B).

**Titles for Major/Minor Awards**

(Major Subject Area) with (Minor Subject Area).

# Exit Awards

## Certificates and Diplomas of Higher Education are offered as exit awards only when a candidate has exited from an initial degree, Foundation Degree or Diploma of Higher Education programme. They are not "en-route" awards; students will only receive one award for a consecutive period of registration.

## Postgraduate Certificates and Postgraduate Diplomas are offered as exit awards only when a candidate has exited from the relevant Master’s degree or Postgraduate Diploma programme. They are not "en-route" awards; students will only receive one award for a consecutive period of registration.

## Unless otherwise agreed at validation and specified in a programme specification, an exit award of Certificate of HE or Diploma of HE shall be awarded in recognition of achievement of any 120 or 240 credits respectively on the programme at the appropriate level(s); in some cases, a candidate may be eligible for an academic named exit award but not professional body recognition if the latter requires a prescribed combination of modules.

## Unless otherwise agreed at validation and specified in a programme specification, an exit award of Postgraduate Certificate or Postgraduate Diploma shall be awarded in recognition of achievement of any 60 or 120 credits respectively on the programme; in some cases, a candidate may be eligible for an academic named exit award but not professional body recognition if the latter requires a prescribed combination of modules.

## Where a candidate has no further reassessment opportunity, any exit award to which they are entitled shall be awarded automatically by the Examination Board in recognition of the credit achieved, without the candidate having to request it.

## Where reassessment opportunities still exist, Examination Boards' decisions shall be to offer the opportunity to retrieve the failed modules by a stipulated deadline or to accept the relevant exit award; the award of the exit award shall be automatic if the candidate fails to take up the reassessment opportunity by the stipulated deadline.

## Students other than those indicated above who give written notice that they wish to withdraw (or have withdrawn) from their programme of study shall, as appropriate, be informed by the Programme Director, following written ratification by the Examination Board Chair, that they are eligible for an exit award. Such award will be made automatically upon withdrawal.

## Wherever feasible, the majority of exit awards (PgCert and PgDip) available on Master’s programmes shall be validated and established also as stand-alone awards. This will enable students, in the context of Continuing Personal and Professional Development (CPPD) especially, who just wish to obtain a PgCert (for example) to enrol on the PgCert, rather than having to enrol on the Master’s programme and be exited from the Master’s programme with a PgCert.

## If a student, having accepted either a Certificate or Diploma of Higher Education as an exit award, subsequently continues studies on the programme from which the Certificate or Diploma was awarded and successfully completes the associated degree, he/she must relinquish the Certificate or Diploma before being admitted to the degree.

## Table of approved awards

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Approved award title** | **CQFW / FHEQ level of award** | **Total credits** | **Normal Full Time Period of study** | **Credit requirements at level** | **Potential interim awards (if validated for the programme)** |
| Foundation Certificate | 3 | 120 | One year (or two years part time) | 120 credits at Level 3 | None |
| International Foundation Certificate | 3 | 120 | One year | 60 compulsory credits at Level 3  60 optional credits (from one of the Schools) at Level 3 | None |
| Certificate of Higher Education | 4 | 120 | One year (or part time equivalent) | 120 credits at Level 4 or exceptionally at least 90 credits at Level 4 or above (60 credits permitted at Level 5) and a maximum of 30 credits permitted at Level 3 | None |
| Diploma of Higher Education | 5 | 240 | Two years (or part time equivalent) | 120 credits at Level 4  120 credits at Level 5 or exceptionally at least 90 credits at Level 5 or above (60 credits permitted at Level 6) and a maximum of 30 credits permitted at Level 3 | Cert HE |
| Higher Diploma | 5 | 240 | Two years (or part time equivalent) | 120 credits at Level 4  120 credits at Level 5 or exceptionally at least 90 credits at Level 5 or above (60 credits permitted at Level 6) and a maximum of 30 credits permitted at Level 3 | Cert HE |
| Higher National Certificate | 4 | 120 | Two years part time (60 credits each year) | 120 credits at Level 4 or exceptionally, with, a maximum of 30 credits at Level 3, and a minimum of 65 credits at Level 4. A maximum of 55 credits at Level 5 may be substituted for credits at Level 4. Plus, core skills as set out in the programme specification | None |
| Higher National Diploma | 5 | 240 | Two years (or three years sandwich or one year from HNC level Part Time Four years or two years from HNC level | 120 credits at Level 4  120 credits at Level 5 or exceptionally between 65 and 120 credits at Level 4 and between 125 and 175 credits at Level 5 or above (a maximum of 30 credits permitted at Level 6) and a maximum of 30 credits permitted at Level 3. Plus, core skills as set out in the programme specification | HNC |
| Foundation Degree | 5 | 240 | Two years (or part time equivalent) Part time route is a minimum of three years. | At least 120 credits at Level 5  Depending on the approved scheme of study, no less than 20 credits will be assessed workplace learning. | Cert HE |
| Professional Certificate of Education (PCE) PCET | 5 | 120 | Two years part time | 10 credits at Level 4  110 credits at Level 5 | None |
| Unclassified Honours Degree | 6 | 300 | Three years or part time equivalent) | 120 credits at Level 4  120 credits at Level 5 or above  A minimum of 60 credits at Level 6  Credit at a higher level can count in place of credit at a lower level. | None |
| Honours Degree (Full time) | 6 | 360 | Three years or part time equivalent) | 120 credits at Level 4  120 credits at Level 5  120 credits at Level 6 (or a minimum of 90 credits at Level 6 and a maximum of 30 credits at Level 3. | Cert HE  Dip HE  Unclassified Honours Degree |
| Honours Degree (Sandwich) | 6 | 360 | Four years | 120 credits at Level 4  120 credits at Level 5  120 credits at Level 6 (or a minimum of 90 credits at Level 6 and a maximum of 30 credits at Level 3. Plus, one year on placement or in professional practice. | Cert HE  Dip HE |
| Graduate Certificate | 6 | 60 | One year | 60 credits at Level 6 or above (or a minimum of 40 credits at level 6 and a maximum of 20 credits at Levels 3, 4 or 5) | None |
| Graduate Diploma | 6 | 120 | One year | 120 credits at level 6 or above (or a minimum of 90 credits at level 6 and a maximum of 30 credits at Levels 3, 4 or 5) | Graduate Certificate |
| Professional Graduate Certificate in Education (post-compulsory education and training)  (PGCE) PCET | 6 | 120 | Two years part time | 10 credits at Level 4  50 credits at Level 5  60 credits at Level 6 | None |
| Integrated Master’s Degrees | 7 | 480 | Four years duration unless a programme includes a one-year professional practice element or internship. | 120 credits at Level 4  120 credits at Level 5  Between 60 and 120 credits at Level 6  Between 120 and 180 credits at Level 7 (of which 40-60 will be the project) May also be a period of professional training or experience. | Cert HE  Dip HE  Honours Degree (Any credit at Level 7 to be treated as Level 6 for the purposes of classification). |
| Postgraduate Certificate | 7 | 60 | One year (or part time equivalent) | 60 credits at Level 7 (or a maximum of 20 credits at Level 6 and a minimum of 40 credits at Level 7) | None |
| Postgraduate Diploma | 7 | 120 | One year (or part time equivalent) or two years (or part time equivalent where there is a practice / placement element | 120 credits at Level 7 (or a minimum of 90 credits at level 7 and a maximum of 30 credits at Level 6) | Postgraduate Certificate |
| Postgraduate Certificate in Education | 7 | 120 | One year | 60 credits at Level 6  60 credits at Level 7 | None |
| Taught Master’s (inc MA, MBA, MDes, MFA, LLM, MRes, MSc) | 7 | 180 | One – two years or part time equivalent | 180 credits at Level 7 with between 40 and 60 being for the project. May also need to complete a period or periods of professional or practice training or experience. May also be a maximum of 30 credits at Level 6 and a minimum of 150 credits at Level 7. | Postgraduate Certificate  Postgraduate Diploma |
| MA Education (Wales) | 7 | 180 | Three years part time | 180 credits at Level 7 (60 credits for the dissertation) | Postgraduate Certificate (not available for students entering the programme with 60 credits of RPL).  Postgraduate Diploma |
| MRes | 7 | 180 | One – two years or part time equivalent | 180 credits at Level 7. No fewer than 60 credits of taught modules and at least 100 credits comprising the project | Postgraduate Certificate |

## **Two-year Full-time Initial Degree Programmes (Year 2 Direct Entry)**

## Cardiff Metropolitan University currently has a small number of "shortened" degree programmes, which are of two years duration. However, entry requirements are such that students must have completed at least a year in Higher Education, such that the shortened programmes may be regarded as the final two years of a degree programme with entry at advanced standing. Structural rules for two year shortened degrees are therefore as for Levels 5 and 6 of programmes derived from a three-year full-time degree.

## **One-year Full-time Initial Degree Programmes (Year 3 Direct Entry)**

## ‘Entry with advanced standing to one year’ and ‘one year-plus’, ‘top up’ degrees are available provided the following criteria have been met:

## Entrants must have completed study in higher education sufficient for entry into the final year (Level 6) of a three-year full-time degree programme, which is in a cognate subject area, or, the ‘top-up’ degree must extend sufficiently beyond the normal academic year to include appropriate and sufficient Level 5 material.

## The award classification for Honours degrees is derived only from the modules associated with the ‘top-up’ degree.

# Submission of assessments

## It is the responsibility of students to attend examinations and to submit work for assessment in accordance with the assessment instructions issued and the Academic Misconduct Regulations Procedure.

## For any student experiencing exceptional unforeseen personal circumstances which significantly affect their ability to engage with university assessment, it is their responsibility to submit any claim for Mitigating Circumstances in a timely manner, in accordance with the Mitigating Circumstances Procedure.

## If a student fails to submit an assessment in accordance with the instructions issued or does not attend an exam, it will be recorded as a ‘Non-attempt’ and a mark of zero awarded.

## A student who is absent from the whole or part of a written examination or who fails to submit work for assessment by the published submission deadline shall be deemed to have failed that particular assessment element and thus the module in question. In the case of illness or other exceptional circumstances the Examination Board may grant an extension to submission dates or permit a supplementary examination to be held (see [Mitigating Circumstances Procedure](https://www.cardiffmet.ac.uk/registry/academichandbook/Documents/AH1_05_01E.docx)).

## Unless otherwise stipulated in the programme specification, the maximum number of attempts permitted for each summative assessment is three. The total number of attempts applies regardless of whether a student takes a module only once or is required to retake the module.

## If a student has not passed an assessment which is part of a core module after three attempts, they will fail the module (unless they were granted a reinstated attempt under mitigating circumstances). If the failed module cannot be compensated (see section 14 below) they cannot continue on the programme. They will be withdrawn from that programme by the Examination Board. Eligibility for any exit award will be confirmed by the Examination Board.

# Module pass marks

## The pass mark for undergraduate modules at Levels 3, 4, 5 and 6 is 40%.

## The pass mark for postgraduate modules at Level 7 and above is 50%.

## Regardless of the calculated module mark, a module cannot be passed if:

## one or more of the assessments has never been attempted, and / or,

## there are more stringent criteria set out in the programme specification, for example, professional body or health and safety requirements which necessitate thresholds for assessment elements.

## See section 13 for further information on Failure and Reassessment.

## Short course modules will receive a percentage mark but are not classified.

## A student will not be permitted to retake a module they have already passed unless:

* It is a result of a successful student appeal or an official amendment to an Examination Board outcome; or

### The student is returning to a programme following a significant period of suspension and the Examination Board has concerns over the currency of the previously studied modules in relation to the extant programme. In such cases, the student will resubmit all assessment for the module(s) at first attempt.

# Examination Boards

## **Role and Terms of Reference**

## For every module/programme of study in the University which includes summative assessment, there will be an Examination Board which meets to review and confirm assessment results and academic outcomes, including progression to the next level of study and award. These fall into two categories:

## **Module Examination Boards**

## Module Examination Boards are responsible for:

## confirming summative assessment marks and overall module marks for all students enrolled on the module(s) being considered;

## scrutinising the marks relating to each module, including the information on average mark and range to identify any anomaly or other cause for concern;

## determining an explanation for any anomaly or cause for concern and take any action considered necessary.

## **Programme Examination Boards – Interim (in-year), Progression or Final**

## Programme Examination Boards are responsible for confirming, in accordance with Cardiff Metropolitan University regulations:

## assessment marks and/or module results, awarding respective credit;

## eligibility for reassessment and any corresponding requirements;

## where learning outcomes have been fulfilled and any additional criteria have been satisfied, progression to the next level of study or confirmation of final award;

## where ineligible for either reassessment, progression or final award, withdrawal from the programme with any appropriate exit award.

## The Examination Board will ensure that the rigour of assessments and marking is of an appropriate academic standard for the award. The student’s entire academic profile for that award will be available to the Programme Examination Board.

## Examination Boards considering reassessment marks have the same authority to determine student progression or awards as any other Programme Examination Board.

## **Membership of Examination Boards**

## Each Examination Board will consist of:

## Nominated Chair of the Examination Board (see paragraph 11.11 below)

## Subject External Examiner(s) (where appropriate, see paragraph 11.14 below)

## Subject/Field Group Chair (Module Examination Boards only)

## Internal Examiners\*

## Recorder on behalf of Registry Services

## Recorder on behalf of the School or partner institution

## \*Depending on the type of Examination Board, the Internal Examiners will comprise:

## **Module Examination Board**

## Relevant Field/Subject Leader or equivalent

## Module Leaders (or alternates) able to present module statistics to the Board.

## **Programme Examination Boards where modules concerned have been considered by a Module Board**

## Relevant Programme Director(s)

## Year Tutors

## Dissertation Coordinators/Supervisors (where appropriate)

## **Programme Examination Boards where modules concerned have not been considered by a Module Board**

## Relevant Programme Director(s) and Module Leaders (or alternates)

## Other tutors/markers or other persons appointed to attend in an advisory capacity may be invited to participate in discussions, but not to vote.

## No current student may be a member of an Examination Board except in an instance where a member of staff is coincidentally enrolled as a student on another programme at the University or elsewhere.

## Any member of an Examination Board who has a personal interest, involvement or relationship with a student under consideration will declare their interest prior to such consideration. The Chair may take appropriate discretionary action including disallowing the member from participation in the discussion of and confirmation of the student's results.

## As Examination Boards are conducted under the authority of the President and Vice Chancellor (via Academic Board), they are permitted to attend any Examination Board meeting in an ‘ex officio’ capacity.

## **Examination Board Chair**

## The Examination Board will be chaired by any appropriately trained senior member of the School.

## The list of approved Examination Board Chairs is appended to the Examination Board timetable which is submitted by the Director of Registry Services to the December meeting of the Academic Quality and Standards Committee each year, before being reported to Academic Board.

## The Deputy Vice Chancellor, Pro Vice Chancellor Student Engagement, or the Pro Vice Chancellor Research and Innovation may chair any Examination Board across the University, and with their approval it is also possible for a Dean or Deputy/Associate Dean to chair Examination Boards in another School.

## **External Examiners**

## External Examiners must be present at any designated final Programme Examination Board at which final awards are determined unless permission of the Chair of the Board has been exceptionally granted for non-attendance. At other Examination Board meetings, External Examiner attendance is optional; they are not necessarily required to attend Interim, Progression or Reassessment Boards where final awards and exit awards are to be considered, providing that all decisions regarding awards are approved by correspondence either before where possible or immediately after the Board.

## For any Examination Board not attended by the External Examiner, the relevant ‘in absentia’ form must be completed immediately after the meeting and returned to Registry Services before any final outcomes and/or awards can be confirmed and published.

## In the case of illness of an External Examiner, they should communicate promptly with the Chair and send all documents necessary for the due performance of the business of the meeting, in accordance with the Chair's directions.

## **Quorum of Examination Boards**

## The quorum for Examination Boards will be the full membership listed in paragraph 11.6 above, including all External Examiners where required (see paragraph 11.14 above) and at least one half of the internal examiners.

## If an Exam Board Chair or Officer believes a board will need to be run with anything less than the normal quorum they should, in advance, bring this to the attention of the Chair of AQSC or Director of Registry Services, who will make a decision on whether the board can proceed.

## As a minimum, the internal examiner membership of the Examination Board should be sufficient to make comment on students’ performance in all subject areas. Failing this, written comment should be submitted by absent internal examiners, particularly for students whose marks are borderline or whose academic profiles indicate limited engagement with summative assessment.

## An internal examiner may be prevented from attending a board due to:

## teaching commitments,

## requirement to be at another Examination Board at the same time,

## unforeseen exceptional personal reasons.

## Where absence is predictable, the prior approval of the Chair should be gained, and written submissions made to the Board or a deputy designated, as appropriate.

## In the case of any unforeseen or unexplained absence of an examiner from a meeting, the Chair may take such steps as they think necessary if the business of the meeting is adversely affected. These measures may include adjourning a quorate board if the Chair deems it appropriate.

## Should issues relating to the presentation of marks and/or results arise during a board which indicate an adjournment of the board may be necessary, the Chair must contact the Director of Registry Services or nominee immediately to discuss the circumstances and to schedule a follow-up board where appropriate.

## If the Nominated Chair is absent, a deputy from the approved list of Examination Board Chairs will be substituted.

## **Recording of Examination Boards**

## A nominated member of staff from Registry Services is responsible for producing the official record of the Examination Board, including:

## outcomes relating to individual students’ progression or award;

## details of any reassessment and corresponding attempt numbers;

## a list of those attending the meeting and those absent.

## If necessary, the Registry recorder will also minute issues raised and decisions made in regard to the programme and its operation, matters of concern or issues which need to be referred to Academic Board or its sub-committees.

## Unless directly relating to the regulations or other area under the remit of Registry Services, responsibility for following up such issues will lie with the Examination Board Chair and/or relevant programme team.

## The Registry recorder will act as an advisor on the regulations wherever queries arise before, during and after the Examination Board meeting and will seek to ensure parity of decision-making across programmes being considered.

## In attendance will also be a Recorder on behalf of the school or partner institution whose role is to record student outcomes to inform the production of any post-Examination Board communications to be sent, particularly those relating to reassessment and withdrawal.

## The School/partner administrator will also provide a list of all formally accepted Mitigating Circumstances claims for the students/modules being considered highlight any cases of alleged unfair practice that are under consideration within the School.

## **Examination Board Meeting**

## Examination Boards are responsible for considering student assessment outcomes in accordance with the regulations of the Academic Handbook at the time that the Board is convened. When there is a change to assessment regulations, this will usually take effect from the start of the next academic year. Should there be any doubt as to which regulations will apply to a particular cohort of students, this will be clarified by Registry Services and such decision will be accepted by the Examination Board as final.

## Any major change likely to affect award outcomes would normally be introduced for new starters only, with continuing students being considered under the previous regulations.

## Examination Boards will be informed of any formally accepted Mitigating Circumstances claims students have made prior to the board (but not the details of any such claims) and will take into account the recommendation of the Mitigating Circumstances Committee when confirming reassessment requirements and recorded attempt numbers. A record of any accepted Mitigating Circumstances will be noted in the Examination Board Minutes.

## If an investigation into a case of suspected Academic Misconduct is ongoing when an Examination Board meets to consider a student’s academic profile, the formal outcome for the module(s) in question (and the student’s overall progression or award, if deemed necessary) will not be confirmed until the investigation is resolved.

## Where an Examination Board cannot reach a consensus decision on a matter of academic judgement, the Chair will make a final decision taking into account the views of the External Examiner(s) and this will be accepted by the Examination Board as final.

## Should issues relating to the presentation of marks and/or results arise during a board which indicate an adjournment of the board may be necessary, the Chair must contact the Director of Registry Services or nominee immediately to discuss the circumstances and to schedule a follow-up board where appropriate.

## The Chair, External Examiner(s) and Programme Director must 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 Examiner’s signature will be obtained outside the meeting.

## In normal circumstances, no Examination Board decision concerning a student can be regarded as official without the consent of the External Examiner(s), however, in exceptional circumstances, the Chair of the Academic Quality and Standards Committee or the Director of Registry Services may authorise the release of Examination Board outcomes.

## A confirmed Examination Board decision can only subsequently be changed in exceptional circumstances which include:

## A successful student appeal: and / or,

## A formal request submitted by the school or partner institution via either the Erroneous Marks process or the Post-Board Amendments process.

## In either case, any change (recommended by Registry Services) will be approved by the Chair of the Examination Board, the Examination Board minutes will be updated to reflect the change and the student will be formally notified of the revised outcome.

# Progression

## To progress from one level of a programme to the next, (or other stages as specified in the programme specification, but normally corresponding to academic years), Students must normally satisfy the requirements (i.e. pass each assessment element) of all modules within the level (or stage) by success in assessment, exemption or compensation.

## Students wishing to progress onto the final year of a Cardiff Metropolitan University Degree Programme from Cardiff Metropolitan University HNDs may be given credit for their HND up to a maximum of 120 credits at Level 4 and 120 credits at Level 5 to count towards the degree. The HND must still be awarded.

## Students who fail to meet the requirements of assessment to the satisfaction of an Examination Board may be required by the Board to undertake reassessment of modules (or assessment elements), or to retake modules.

## Students enrolled on an Integrated Master’s programme are required to achieve an overall profile mark of at least 55% at Level 5 in order to progress from Level 5 to Level 6 of an Integrated Master’s Programme. If a student fails to achieve such a mark having exhausted all reassessment opportunities, they may be transferred to an appropriate undergraduate programme to undertake Level 6, or exited with whichever award they may qualify for.

## There may be additional pre-requisites for progression deriving from requirements of Professional or Statutory Regulatory Body accreditation. Where these apply, they will be stipulated in the approved programme specification.

# Failure and Reassessment

## Students who have not passed a module at first or subsequent attempt will usually be required by the Examination Board to undertake reassessment, provided the student is entitled to a further attempt at the assessment(s) in question. The only exception would be where cross-profile compensation is possible – see paragraph 14 below.

## It will be clearly stipulated in communication following the Examination Board whether the student must either:

**Undertake reassessment**

* The student will be required to resubmit a written assessment, resit an examination/test etc.
* It will be confirmed whether reassessment will be due in-year, during a designated reassessment period or during a subsequent academic session.
* The form of assessment shall normally be the same as the initial assessment, except where it is deemed unreasonable to do so, for example – a group project to be reassessed as an individual. In such instances, the Examination Board will make such special arrangements as it thinks necessary, and these will be clearly communicated to the student by the school or partner institution.

**or,**

**Retake the whole module**

* The Examination Board may stipulate that a student must retake the module in its entirety. However, any marks previously obtained for the module will be retained unless this is contrary to Professional, Statutory and Regulatory Body requirements or the Unfair Practice regulations. Students will only be required to resubmit those assessments where a pass mark has not yet been achieved (but see paragraphs 13.3 and 13.4 below).
* The student must re-enrol on the module in a subsequent academic session and pay the corresponding module fee.
* The student will not be required to pay the module fee if at least one assessment element within a module being retaken had formally accepted Mitigating Circumstances for the previous attempt.

## Where a student is required to retake a module with attendance in the following year but the module code, validated assessment method(s) and/or assessment weightings have changed since the initial assessment, depending on the individual circumstances, the Examination Board will confirm whether the student should either:

## retake the module submitting reassessment according to the previous assessment structure with any previous attempts/marks retained or,

## take the new version of the module with all assessments reinstated as first attempts.

## Where a student is required to retake a module with attendance in the following year, but the module is not running, depending on the individual circumstances, and taking into account any professional body requirements, the Examination Board will confirm whether the student should:

## Instead submit reassessment for the ‘old’ module without attendance.

## Or take a replacement module which addresses relevant learning outcomes, with assessments at first attempts.

## In such cases, as in 13.3 and 13.4 above, the student will be informed by the School or partner institution of the exact reassessment requirements in advance of the academic session.

## For any module where one or more assessment components are undertaken at second or third attempt, the overall module result will be capped at the minimum pass mark. The only exception to this will be when a student has a first attempt module mark which exceeds the pass mark, but they are still required to undertake reassessment due to module/ programme-specific regulations. In such cases, the module result will be capped at the initial module mark obtained.

## For an undergraduate student (pass mark 40%) on a module with two assessments with a 50:50 weighting but with a requirement that a minimum of 35% elements needing to be achieved on each element:

|  |  |  |
| --- | --- | --- |
|  | **First attempt** | **Second attempt** |
| WRIT1 | **25%** | 50% |
| WRIT2 | 65% | - |
| Module mark calculated | 45% | 57.5% |
| Module mark awarded | 45% - **Fail** | 45% - Pass (capped) |

## Due to the threshold requirement that 35% must be achieved in all assessments for the module to be passed, the student is required to submit reassessment for WRIT1, despite the overall module mark being above 40% which would usually be a pass for an undergraduate module.

## If the student passes the WRIT1 reassessment with a mark of 50%, the module mark will be capped at the previous 45% achieved.

## For all awards, where a student’s academic profile indicates a clear lack of engagement with assessment, the Examination Board may exit the student. Students are advised to contact the Student Retention Team if they are facing barriers in engaging with assessment, in order to prevent those difficulties from adversely affecting the student’s academic performance.

## Where appropriate, the re-examination of Practical Teaching will be conditional upon the availability of a suitable placement approved by the Examination Board.

## **Reassessment for Professional Graduate Certificate in Education (Post-Compulsory Education and Training) and Professional Certificate in Education (Post-Compulsory Education and Training) (PCET)**

## A student who fails may, on the recommendation of the Examination Board, be re-presented for examination on not more than one further occasion. Re-examination shall take place within a period of one year from the date of that Examination Board.

## At the discretion of the Examination Board a student who has failed may:

## be required to repeat either the whole or part of the programme of study and be re-examined in the examination as a whole or in those parts of the examination they have failed; or

## be required to be re-examined in the examination as a whole or in those parts of the examination which they have failed.

# Compensation across the profile

## If an overall average pass mark (40% or more for undergraduate, 50% or more for postgraduate), is attained across a student’s academic profile for a particular level, an Examination Board may compensate for module failure against a student’s overall profile, rather than require reassessment for that module. In the case of students trailing modules from one level to another, compensation may be applied to the trailed modules based on the student’s overall profile.

## The maximum limits for compensation are:

## Undergraduate Honours degrees – 40 credits at any one level

## Postgraduate Diplomas - 20 credits

## Taught Master's degrees – 30 credits

## A student will not be eligible for compensation for overall module failure if any of the following apply:

## one or more of the module’s assessments elements has never been attempted.

## the module in question is a compulsory dissertation/final project (undergraduate honours or postgraduate degrees).

## the module in question is designated in the Module Descriptor as ‘non-compensatable’.

## programme regulations set out in the programme specification prohibit compensation, for example due to professional body or health and safety requirements.

## compensation will compromise the demonstration of achievement of the relevant programme learning outcomes.

## Students enrolled on a full Master’s programme who have achieved credit below that required for a Postgraduate Certificate exit award are not able to be compensated for overall module failure.

## Students enrolled on a full Master’s programme who have achieved credit below that required for a Postgraduate Diploma exit award may be compensated for up to 20 credits of overall module failure across the profile of the Postgraduate Diploma providing that the average across the Postgraduate Diploma profile is 50% or above.

## For Integrated Master’s awards, compensation at Level 6 and Level 7 shall be in proportion to the number of credits at each level.

## Where compensation has been agreed, the original mark(s) will be recorded on the student transcript.

# Results

## Results will be published online by Registry Services following the relevant Examination Board. This will include assessment and module marks, and any outcome relating to progression to the next level of study, or any exit or final award issued.

## Any reassessment requirements, including attempt numbers and deadlines, will be detailed in communication from the school or partner institution.

## Once an award has been agreed by the Examination Board and confirmed to the student in writing, a student is considered to have achieved that qualification; they are entitled to publicly declare their award and to use the appropriate post-nominal letters. The date of the Examination Board will be the recorded date of award.

# Award Classification

## An award calculation can only be derived from marks achieved for modules taken at Cardiff Metropolitan University.

## Calculation of award marks for awards at Levels 3-5 will be determined as the average of all credits taken:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Award** | **Level** | **Award Calculation Average** | **Classification** | |
| Foundation Certificate | 3 | 120 credits at Level 3 | 70%+ (Distinction: 70% overall but all modules must be passed at the first attempt)  40% to 69% | Distinction  Pass |
| International Foundation Certificate | 3 | 120 Credits at Level 3  To pass the programme, students must achieve a pass mark of 40% in their assessments subject to compensation arrangements as set out in the programme specification. | 40%+ | Pass |
| Certificate of Higher Education – CertHE | 4 | 120 credits at Level 4 | 70%+  40% to 69% | Distinction  Pass |
| Diploma of Higher Education - DipHE | 5 | 120 credits at Level 4  120 credits at Level 5 | 70%+  40% to 69% | Distinction  Pass |
| Higher Diploma | 5 | 120 credits at Level 4  120 credits at Level 5 | 70%+  55% to 69%  40% to 54% | Distinction Merit  Pass |
| Foundation Degrees – FdA, FdSc | 5 | 120 credits at Level 4  120 credits at Level 5 | 70%+  60% to 69%  40% to 59% | Distinction Merit  Pass |
| Professional Certificate of Education (PCE) PCET | 5 | 10 credits at Level 4  110 credits at Level 5 | 70% +  40% to 69% | Distinction  Pass |

## For awards issued under licence from Pearson (HNCs and HNDs) the classifications of Pass, Merit or Distinction will be applied to the overall awards as below, and may also be applied to individual modules.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Award** | **Level** | **Award Calculation Average** | **Classification** | |
| Higher National Certificate – HNC | 4 | 120 credits at Level 4 | 70%+  55% to 69%  40% to 54% | Distinction Merit  Pass |
| Higher National Diploma - HND | 5 | 120 credits at Level 4  120 credits at Level 5 | 70%+  55% to 69%  40% to 54% | Distinction Merit  Pass |

## For the award of a Higher National Certificate or a Higher National Diploma, Students must, in addition to the requirements given above, have satisfied the Graduate Attributes requirements for the programme (see Appendix 2).

## **Undergraduate Honours Degrees**

## Classification of awards for Honours degrees (e.g., BA, BSc) will be determined according to the overall award mark calculated, as below:

|  |  |
| --- | --- |
| First Class | 70% and over |
| Upper Second Class (2:1) | 60 - 69% |
| Lower Second Class (2:2) | 50 - 59% |
| Third Class | 40 - 49% |

## The overall award mark will be determined by either one of the below methods:

**Method 1**

The average of the 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).

**Method 2**

### The average of the marks achieved in the best 100 credits at Level 6 only.

### See Appendix [3](#Appendix4) for examples.

## The validated method for calculation of degree class must apply to ALL students enrolled on a programme and is stipulated in the programme specification.

**Students who have completed part of their undergraduate degree elsewhere.**

## In some instances, only one of the above methods will be permitted for an individual student, regardless of what is in their programme specification.

|  |  |
| --- | --- |
| Less than 50% of Level 5 credits completed at the University | Method 2 |
| Programme is a one year (or part time equivalent) ‘top-up’ | Method 2 |

## Where students complete 50% or more of the Level 5 credits at the University on a programme for which the programme specification states that the Method 1 should be used, only marks achieved at the University can be included in the award calculation.

## In cases where the student has studied 80 Level 5 credits or fewer at the University, the ‘Level 5 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.

## The award classification for a top up to an Honours degree is derived only from the modules associated with the top-up degree.

## **Requirements for the** **Unclassified Honours Degree**

## Where a student does not meet the credit requirements for a classified honours degree, they will be eligible for the award of an unclassified honours degree, provided they have achieved all of the following:

## a minimum of 300 credits with at least 60 of these being at Level 6. This is in accordance with regulation 8.10 of Section 4.1 of the Academic Handbook.

## an overall mark of 40% or more based upon the average of the marks for the best 60 credits passed at Level 6.

## The award will be granted as a pass only.

## A student will not be eligible for the award where:

## their overall mark based on the average of the best 60 credits is less than 40%.

## If a student has not met the credit requirement for the Unclassified Honours Degree but they meet the credit requirements of the Cert HE or a Dip HE (see 8.10) they will receive the appropriate award. However, if they have entered the programme with 240 RPL credits they will not be eligible for an exit award.

## **Integrated Master’s Degrees**

## Classification of awards for Integrated Master’s degrees (e.g. MEng, MDes) will be determined according to the overall award mark calculated, as below:

|  |  |
| --- | --- |
| First Class | 70% and over |
| Upper Second Class (2:1) | 60-69% |
| Lower Second Class (2:2) | 50-59% |
| Third Class | 40-49% |

## The overall award mark will be determined by either one of the below methods:

**Method 1**

## The overall mark for the Integrated Master’s degree shall be calculated either from the average of the aggregated marks achieved at Level 7 (weighted at 0.7) and the average of the aggregated marks at Level 6 or above (weighted at 0.3), or from the average of the aggregated marks achieved at Level 7 only (whichever is stipulated in the validated programme document and in the programme regulations). The validated method for calculation must apply to ALL students on the programme.

**Method 2**

## The average of the marks achieved at Level 7 only.

## The validated method for calculation of degree class must apply to ALL students enrolled on a programme and is stipulated in the programme specification.

## **Graduate Certificate and Diploma awards**

## Classification of awards for Graduate Certificate and Diploma awards will be determined according to the overall award mark calculated, as below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Award** | **Level** | **Award Calculation Average** | | **Classification** |
| Graduate Certificate | 6 | 60 credits aggregate overall mark | 70%+40% to 69% | DistinctionPass |
| Graduate Diploma | 6 | 120 credits aggregate overall mark | 70%+40% to 69% | DistinctionPass |
| Professional Graduate Certificate in Education (post-compulsory education and training) (PGCE) PCET | 6 | 120 credits aggregate overall mark | 70%+40% to 69% | DistinctionPass |

## **Postgraduate Taught Awards**

## For the Postgraduate Certificate in Education students will be awarded on a pass / fail basis only

## The overall mark for Master’s degrees, Postgraduate Certificates (except as set out in 16.16) and Postgraduate Diplomas will be derived from the average of the marks for all modules, weighted according to the credit values of those modules.

## The classifications of Pass, Merit or Distinction will be applied to overall Master’s degrees, Postgraduate Certificates and Postgraduate Diplomas, but not to individual modules.

|  |  |
| --- | --- |
| Distinction | 70% and over |
| Merit | 60-69% |
| Pass | 50-59% |

## To be eligible for consideration for the award of Merit or Distinction in a Master’s degree, students must complete at least 50% of their total credits at the University.

# Borderlines

## If the final rounded award mark is **within 1%** of a higher classification, in normal circumstances the Examination Board will automatically upgrade the degree, diploma or certificate class on the basis of the student's overall performance.

## If the final rounded award mark is **within 2%** of a higher classification, the Examination Board is empowered to upgrade the degree, diploma or certificate class in normal circumstances, if at least one of the below criteria are met.

## Please note: not all the below criteria apply to all award types, see table in 17.3 for details.

## **At least half of credits at award level in the higher band**

## If at least 50% of the student’s credits in the final year/year of award have marks in the higher classification band, they would normally receive the higher class of award.

## **Exit velocity**

## The Examination Board compares the average marks for the two highest levels of study on the programme. If the student’s marks have improved as they progressed, ending up in the higher classification band, they would normally receive the higher class of award. For example, where an award is calculated on the basis of Level 4 and Level 5 marks, and the average at Level 5 is in the higher classification band, the student will be awarded the higher class of award.

## **Performance in the major final stage project or dissertation**

## If the major project or dissertation module (as designated in the programme specification) is awarded a mark within the higher classification band, the student would normally receive the higher class of award.

## Table of upgrade criteria by award

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Potential Upgrade Criterion/**  **Level of Award** | | **At Least Half of Credits at Award Level in the Higher Band** | **Exit Velocity** | **Major Project or Dissertation** |
| Foundation Certificate | 3 | ü  Only Distinction for 70+ |  |  |
| Certificate of Higher Education (CertHE) | 4 | ü  Only Distinction for 70+ |  |  |
| Higher National Certificate (HNC) | 4 | ü |  |  |
| Diploma of Higher Education (DipHE) | 5 | ü  Only Distinction for 70+ | L4 & L5 |  |
| Higher National Diploma (HND) | 5 | ü | L4 & L5 |  |
| Foundation Degree | 5 | ü | L4 & L5 |  |
| Higher Diploma | 5 | ü | L4 & L5 |  |
| Graduate Certificate/Diploma | 6 | ü |  |  |
| Honours Degree (e.g. BA, BSc) | 6 | ü | L5 & L6 | ü |
| Integrated Master’s (e.g. MEng, MArch) | 7 | ü | L6 & L7 | ü |
| Postgraduate Certificate/Diploma | 7 | ü |  |  |
| PGCE (Pass or Fail only) | 7 |  |  |  |
| Master’s (e.g. MA, MBA, MSc, MRes) | 7 | ü |  | ü |

# Exceptional Awards

## **Posthumous and Aegrotat Awards**

## For further information, please see the relevant regulations within Volume One, Section 12 of the Academic Handbook.

# Transfers

## Where the option exists, students wishing to transfer enrolment from a generic programme title (e.g. BA Latin) to a programme title including a named specialism (e.g. BA Latin with Australian Studies) must submit this intention in writing to Registry Services 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.

## If a student wishes to transfer to a different pathway or programme, they should contact their Programme Director before or within two weeks of the start of the relevant academic session so the request can be considered. The Programme Director will submit the request to Registry Services for final approval and processing.

# Change to Mode of Study/Attendance

## **Changes prior to commencing the programme**

## Full-time and part-time postgraduate taught students may be permitted to change their mode of attendance prior to the start of their programme, provided that it does not contravene rules governing Visas, Sponsorships or Studentships.

## **Changes within three months of commencing the programme**

## Full-time and part-time students may change their mode of attendance within three months of initial enrolment with the approval of the Dean of School or his/her nominee.

## **Changes after three months of commencing the programme**

## Requests to transfer mode of attendance after three months following initial enrolment must be considered as a special case by the Special Cases Committee. Students wishing to change their mode of study after the three-month deadline above would normally be advised to suspend studies and return the following session and/or seek an extension to candidature. However, with the express support of the Dean of School or his/her nominee a case may be submitted to the Special Cases Committee for a change of mode from full-time to part-time or vice versa in exceptional circumstances.

# Credit Transfer

## Where a student terminates registration and accepts an award, the credit gained may subsequently be used to contribute towards an award of a higher qualification level. Except as set out below, credit for a completed award cannot be used towards another award at the same qualification level.

## Acceptable examples of credit from a completed award being counted towards an award at a higher qualification level would currently include:

* + - HND or DipHE topped up to an honours degree
    - Foundation Degree topped up to an honours degree
    - Postgraduate Diploma topped up to Master’s degree

## Students in possession of an honours degree who return to study in a cognate subject may not re-use their existing credits at Levels 4 and 5 towards a subsequent honours degree. In such cases, Students returning to study at Level 6 will be awarded a Graduate Certificate or Graduate Diploma, as appropriate.

## In exceptional cases, students in possession of a Master's degree by examination and dissertation (usually MA, MSc or MBA) who return to study in a cognate subject may re-use up to a maximum of 60 existing credits at Level 7 towards a subsequent Master's degree, provided that it has been agreed by the relevant validation panel, having considered whether the module(s) concerned are sufficiently relevant to the learning outcomes of the qualification in question.

# Time limit for the completion of studies

## Candidature (the time limit for completion of the award) will lapse if all assessments and re-assessments have not been completed within the maximum period for each award (see Appendix 1). The time limit for completion of studies may be extended in exceptional cases only. An application, supported by appropriate independent evidence, must be submitted by the School Deputy/Associate Dean to the Registry Services for consideration by Cardiff Metropolitan University's Special Cases Committee ([Academic Handbook Section 5 05.3](https://www.cardiffmet.ac.uk/registry/academichandbook/Documents/AH1_05_03.docx)).

# Appendix 1 Time Limits for Completion of Studies

|  |  |
| --- | --- |
| **Programmes** | **Maximum Period** |
| **Foundation Certificates**  Full-Time  Part Time | 2 Years  4 Years |
| **Certificates of Higher Education**  Full Time  Part Time | 3 Years  6 Years |
| **Diplomas of Higher Education / Higher Diploma**  Full Time  Part Time | 4 Years  8 Years |
| **Foundation Degrees**  Full Time  Part Time | 4 Years  10 Years |
| **Modular Higher National Certificates**  Part Time | 4 Years |
| **Modular Higher National Diplomas**  Full Time HND ab initio  Full Time HND from HNC level  Part Time HND ab initio  Part Time HND from HNC level | 4 Years  2 years  8 years  4 years |
| **Modular** **Initial** **Degrees**  Full Time – 3 Year Programme  Full Time – Direct Entry to Year 3 (3 Year Programme)  Full Time – 4 Year Programme (including a Foundation element or a sandwich year)  Other Modes of Study (e.g., Part Time)  Full Time - Direct entry into the final year  Part Time – Direct entry into the final year | 5 Years  3 Years  6 Years  10 Years  3 Years  6 Years |
| **Graduate Certificates and Diplomas**  Full Time  Part Time  Part time Post Qualifying Social Work CPD | 2 Years  4 Years  6 Years |
| **Postgraduate Certificates**  Full Time  Part Time  Part Time (PgCert in Teaching in Higher Education)  Part Time (PgCert in Practitioner Health Psychology) | 1 Year  2 Years  5 Years  3 Years |
| **Programmes** | **Maximum Period** |
| **Postgraduate Diplomas**  Full Time  Full Time with significant practice / placement element  Part Time  Part Time with significant practice / placement element  Part Time (PgDip in Practitioner Forensic Psychology) | 2 Years  3 Years  3 Years  5 Years  5 Years |
| **Postgraduate Certificate in Education**  Full Time | 2 Years |
| **Postgraduate Certificate of Education PcET (Post-Compulsory Education and Training)**  Full Time  Part Time | 2 Years  5 Years |
| **Modular** **Master’s** **Degrees**  Full Time – 1 Year Programme  Full Time – 2 Year Programme – (normally incorporating professional practice element or internship)  Part Time  Final 60 Credits Only – (from PgDip entry or equivalent)  MA Education (Wales) | 2 Years  3 Years  5 Years  1 Year  5 Years |
| **Integrated** **Master’s** **Degrees**  Full Time – 4 Year Programme  Full Time – 5 Year Programme (normally incorporating professional practice element or internship)  Part Time | 6 Years  7 Years  12 Years |
| **International Foundation Programme**  Full Time | 2 Years |

Note 1: Where a student joins a programme with accredited prior learning after the normal starting point, the period for completion of studies is taken from what would have been the normal entry point had the student undertaken the whole programme at Cardiff Metropolitan University.

The above overall time-limits may be extended in exceptional cases upon application to the University’s Special Cases Committee.

Note 2: A sandwich year in any programme increases the maximum enrolment period by one year.

# Appendix 2: Graduate Attributes

Cardiff Metropolitan University has defined a set of Graduate Attributes.

These Graduate Attributes are a set of competencies that all students from the University should develop throughout their time here, in all aspects of university life. These attributes relate to the qualities most commonly highlighted by employers as desirable and therefore they reflect the University’s commitment to the enhancement of student employability.

Graduate Attributes are Programme Learning Outcomes, and therefore on successful completion of one of the above programmes types, students should be able to demonstrate the following graduate attributes:

* Problem solving and analytical ability
* Inter-personal skills and networking
* Global citizenship (diversity and sustainability)
* Flexibility and adaptability
* Effective communication
* Creativity and innovation

In common with all other Programme Learning Outcomes, Graduate Attributes are assessed implicitly within relevant module assessments on a programme.

Generic outcomes can be found in Table A1 below, however these may be contextualised further for individual programmes where appropriate.

**Table A1**

|  |  |
| --- | --- |
| **GRADUATE ATTRIBUTE** | **Students should be able to:** |
| **PROBLEM SOLVING & ANALYTICAL ABILITY** | Use information in a range of media and apply logical and critical thinking to a range of problems  Appropriately use evidence gathering, numeracy, analysis and synthesis to investigate problems and provide effective solutions  Consider multiple perspectives as they apply to both practical and theoretical challenges |
| **INTER-PERSONAL SKILLS AND NETWORKING** | Work collaboratively and network effectively, taking the initiative and leading others when appropriate  Negotiate, assert their own values and respect the values and contributions of others  Operate in a range of roles within teams in order to meet common goals |
| **GLOBAL CITIZENSHIP (DIVERSITY & SUSTAINABILITY)** | Demonstrate the ability to see themselves as part of a larger community and recognise the impact that their decisions and actions have on those around them  Demonstrate possession of an international perspective and the inter-cultural competence to engage effectively with the environments in which they operate.  Demonstrate appreciation of the importance of sustainable development |
| **FLEXIBILITY & ADAPTABILITY (LIFE-LONG LEARNING)** | Effect change and be responsive to the situations and environments in which they operate  Demonstrate an ability to show openness to life-long learning through directed and self-directed study and apply learning to new and unexpected situations  Identify, evaluate and implement personal learning strategies |
| **EFFECTIVE COMMUNICATION** | Communicate effectively for different purposes and in different contexts  Use the communication appropriate to a given situation including oral, written, numerical and graphic communication  Effectively communicate with others, using digital technologies and engage productively in relevant online communities |
| **CREATIVITY & INNOVATION** | Articulate new meanings; devise new arguments and find new ways of extending, modifying or contesting existing arguments  Create value through originality, use of imagination and innovation  Initiate innovative solutions processes or ideas through invention, exploration and making connections between different fields of knowledge |

Note: Graduate Attributes update, redefine and replace what were formerly referred to as Key Skills.

For completeness a mapping of Graduate Attributes to Key Skills is given in Table A2 below:

**Table A2**

|  |  |
| --- | --- |
| **Graduate Attributes** | **Key Skills** |
| **PROBLEM SOLVING & ANALYTICAL ABILITY** | Problem Solving   * Show flexible, methodical, informed and creative approaches to problem solving.   Numeracy   * Manipulate data numerately and coherently in an appropriate form in the discipline-specific professional context. * Manage information through applying technology (including ICT). |
| **INTER-PERSONAL SKILLS AND NETWORKING** | Interactive/Group   * Work with others with confidence, initiative and effectiveness. |
| **GLOBAL CITIZENSHIP (DIVERSITY & SUSTAINABILITY)** | * Act in a professional and ethical manner, demonstrating the ability to learn from and reflect on experiences. |
| **FLEXIBILITY & ADAPTABILITY (LIFE-LONG LEARNING)** | * Demonstrate an ability to manage and develop themselves in terms of learning, time management, appreciating their own roles and reflecting on this development. |
| **EFFECTIVE COMMUNICATION** | Communications   * Communicate clearly and appropriately, demonstrating an awareness of a variety of contexts through reading, listening, writing, and presenting. |
| **CREATIVITY & INNOVATION** | Problem Solving   * Show flexible, methodical, informed and creative approaches to problem solving. |

# Appendix 3: Examples of calculation of awards for Honours Degrees

These are examples only; the University will not be bound by any calculation that has not been created via the University’s student records system and confirmed by an Examination Board.

**Method 1**

Example of the method of calculation of an award under the main assessment regulations.

**Honours degrees**

The average of the 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).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step 1: Enter the best 100 credits from Level 6** (or above).  Enter each module details, starting with the module with the highest mark and continue down until reaching the lowest mark. | **Step 2:** Enter the number of credits the module is worth e.g., 20/40/60 | **Step 3:** List the overall module mark here.   If the module outcome was Pass (and not a mark), leave this blank. | **Step 4:** Enter the weighting for the module depending on the credit value (20 credits =1, 40 credits = 2, 60 credits = 3) | **Step 5:** Multiply the module mark by the weighting and add up the final values to give a total |
| **Module Name** | **Module Credits** | **Module Mark** | **Weighting** |  |
| **Module 1** | **20** | **58.5** | **1** | **58.5** |
| **Module 2** | **40** | **57** | **2** | **114** |
| **Module 3** | **20** | **56.5** | **1** | **56.5** |
| **Module 4** | **20** | **53.75** | **1** | **53.75** |
| **Total** | **100** |  |  | **282.75** |
| **Step 6:** Divide the total by 5 (5 equates to 5 x 20 credit modules) |  |  |  | **56.55** |
| **Step 7:** Multiply the new total by 0.7 (the L6 weighting for award classification) |  |  |  | 39.585 |
| **Step 8: Enter the best 100 credits from Level 5** (or above).  Enter the module details, starting with the module with the highest mark and continue down until reaching the lowest mark.  If there is any unused credit from Level 6 or above that has a better mark than the level 5 credit, include it here | **Step 9:** Enter the number of credits the module is worth (shown in the module code e.g. 20/40/60) | **Step 10:** List the overall module mark here.   If the module outcome was Pass (and not a mark), please leave this blank. | **Step 11:** Multiply the module mark by the weighting (20 credits =1, 40 credits = 2, 60 credits = 3) | **Step 12:** Multiply the module mark by the weighting and add up the final values to give a total |
| **Module Name** | **Module Credits** | **Module Mark** | **Weighting** |  |
| **Module 1** | **20** | **62.5** | **1** | **62.5** |
| **Module 2** | **20** | **62.20** | **1** | **62.20** |
| **Module 3** | **20** | **60.25** | **1** | **60.25** |
| **Module 4** | **20** | **59.25** | **1** | **59.25** |
| **Module 5** | **20** | **58.75** | **1** | **58.75** |
| **Total** | **100** |  |  | **302.95** |
| **Step 13**: Divide the total by 5 (5 equates to 5 x 20 credit modules) |  |  |  | **60.55** |
| **Step 14:** Multiply the new total by 0.3 (the L5 weighting for award classification) |  |  |  | **18.165** |
| **Step 15**: Add together the two final figures (L6 + L5) to give the outcome |  |  |  | 39.585 + 18.165  = 57.75 rounded up to 58. |

**Method 2**

Method 2 incorporates steps 1 – 6 only.

Examples of when Method 2 should be used:

* The average of the marks achieved in the best 100 credits at Level 6 only.
* When less than 50% of Level 5 credits have been completed at the University
* The programme is a one year (or part time equivalent) ‘top-up’

**Profile of Marks**

There may be a slight difference between the average calculated by the record system and the level averages shown on the Profile of Marks.

For example:

L6=55.83 will be rounded to 56

L5=59.16 will be rounded to 59

L4=62.5 will be rounded to 63

The overall average for all three levels will be =59.33 and this will be rounded to 59. But this does not constitute the final classification, instead it is an average mark calculated from the average for all marks at all levels combined.