

# **Assessment Regulations for Northumbria Awards 2006/07**

**Issued by the Academic Registry, September 2006**

Please direct any queries relating to the regulations to School Registrars in the first instance.

## **NOTE FOR STUDENTS**

This edition of the **Assessment Regulations for Northumbria Awards (ARNA)** supersedes previous versions and applies to all students of the University entering or continuing on programmes in the 2006/07 academic year.

The 'Principles and Procedures Relating to Student Appeals against Examination/Assessment Decisions' and 'Procedures for Requiring a Student to Withdraw from the University for Unsatisfactory Academic Progress and the Procedures for a Student to Appeal against them' are published in the **Handbook of Student Regulations**. Both booklets and a brief overview of ARNA are available on the University website and can be accessed from [Information for Current Student](#).

Students are expected to be familiar with these assessment regulations. If you have any difficulties in understanding the contents you should consult your Programme Leader or Guidance Tutor, or alternatively the Students' Union President or a Student Adviser in Student Services.

**Paul Kelly**  
**Director of Academic Registry**

September 2006

<b>CONTENTS</b>	<b>Page No</b>
<b>1. INTRODUCTION</b>	<b>4</b>
1.1 Status	4
1.2 Awards of the University offered by other institutions	4
1.3 Information for students	4
1.4 Responsibilities of students	4
1.5 Academic misconduct	4
1.6 Conduct of examinations and assessments	4
1.7 Penalties for the late submission of course work	4
1.8 Lower level awards	5
1.9 Use of credit	5
1.10 Linked awards	5
1.11 Language of instruction	5
1.12 Withdrawal from a programme	5
1.13 Suspension of registration	5
1.14 Posthumous Awards	5
1.15 Review of the Assessment Regulations	5
1.16 Framework for Academic Awards	5
<b>2. PRINCIPLES OF PROGRESSION AND AWARDS</b>	<b>6</b>
<b>3. PASS MARK</b>	<b>6</b>
3.1 Pass mark	6
3.2 Pass/fail modules	6
<b>4. PROGRESSION</b>	<b>6</b>
4.1 Level progression	6
4.2 Trailed modules	7
<b>5. FAILURE, REFERRAL AND REASSESSMENT</b>	<b>7</b>
5.1 Referral at intermediate stages	7
5.2 Referral at the award stage	7
5.3 The referral opportunity	8
5.4 Failure after resit	8
5.5 Failure of programme	8
<b>6. TRANSFER TO ORDINARY DEGREE AFTER FAILURE ON HONOURS PROGRAMMES (NOT APPLICABLE TO STUDENTS STARTING LEVEL 4 FROM THE 2006/07 ACADEMIC YEAR)</b>	<b>8</b>
6.1 Credit requirements	8
6.2 Transfer at end of level 4	8
6.3 Transfer at end of level 5	9
6.4 Non standard levels	9
6.5 Right to repeat year for Honours	9
6.6 Completion to Honours	9

7.	<b>COMPENSATION FOR FAILURE</b>	9
7.1	General compensation principles	9
7.2	Compensation at intermediate stages of programmes	9
7.3	Compensation at the award stage of an Honours degree	10
7.4	Compensation at level 7	10
7.5	Compensation at the award stage of other programmes	11
8.	<b>DISTINCTION/COMMENDATION</b>	11
9.	<b>EXTENSIONS OF TIME</b>	11
10.	<b>PERSONAL EXTENUATING CIRCUMSTANCES</b>	11
11.	<b>TECHNICAL EXTENUATING CIRCUMSTANCES</b>	12
12.	<b>AWARDS AND THEIR CLASSIFICATION</b>	13
12.1	Foundation Certificate	13
12.2	Foundation Diploma	13
12.3	Certificate	14
12.4	Certificate of Higher Education	14
12.5	Higher National Certificate	15
12.6	Diploma	15
12.7	Advanced Diploma	16
12.8	Diploma of Higher Education	16
12.9	Higher National Diploma	17
12.10	Foundation Degree	18
12.11	Advanced Diploma of Higher Education	18
12.12	Ordinary Degree (ab initio and by transfer)	19
12.13	Honours Degree	20
	? Classification	20
	? Calculation of classification	20
	? Borderline classification	20
	? Compensation for failure	20
	? Option to retrieve	21
	? Classification for Honours programmes containing more than 240 level 5/6 qualifying credits	21
	? Honours Classification chart	22
12.14	Professional Graduate Certificate in Education (PGCE) (Graduate Entry to Initial Teacher Training)	23
12.15	Graduate Certificate (Graduate entry)	23
12.16	Graduate Diploma (Graduate entry)	23
12.17	Integrated Masters Degree	24
12.18	Professional Diploma in Architecture	24
12.19	Postgraduate Certificate	25
12.20	Postgraduate Diploma	25
12.21	Masters Degree (including Master of Research)	25
12.22	Professional Doctorate Programmes	26
12.23	Completion Awards	26

## **APPENDICES**

### **Appendix I**

#### **REGULATIONS AND PROCEDURES APPLYING TO CHEATING, PLAGIARISM AND OTHER FORMS OF ACADEMIC MISCONDUCT**

1.	Academic Integrity	27
2.	Principles underlying these regulations	27
3.	Definitions and examples	28
4.	Procedures for taught programmes	30
4.1	Initial procedure for in-course assessment	30
4.2	Initial procedure for examinations	30
4.3	Academic Misconduct Panel	31
4.4	Action by Examination Boards	32
5.	Student' s right of appeal	33

### **Appendix II**

#### **PART A**

##### **REGULATIONS GOVERNING EXAMINATIONS AND ASSESSMENTS**

1.	Conduct of candidates during examinations	35
2.	Students permitted to sit an examination on an alternative date	36
3.	Examinations for franchise students and those taught by university staff at remote sites	36
4.	Resit examination facilities for overseas students	36
5.	Examinations for distance learning students	36
6.	Disclosure of marks to students	37
7.	Publication of examination results	37
8.	Communication of results by telephone	37
9.	Examination of students in debt to the university	37
10.	Notification of results to outside organisations	37
11.	Historical data	38

#### **PART B**

##### **DISABLED STUDENTS OR STUDENTS IN UNFORESEEN MEDICAL CIRCUMSTANCES**

1.	Disabled students	38
2.	General principles	39
3.	Examples of individual arrangements for disabled candidates	39
4.	Individual examination arrangements to accommodate unforeseen medical circumstances	40
5.	Alternative assessment methods	40

# ASSESSMENT REGULATIONS FOR NORTHUMBRIA AWARDS

## 1. INTRODUCTION

### 1.1 Status

- 1.1.1 These assessment regulations are the standard regulations which apply to all the University' s academic programmes delivered in the UK or overseas (including under franchise arrangements), and by distance learning, unless variations for individual modules or programmes have been specifically approved by, or on behalf of, Academic Board.
- 1.1.2 Where programmes of study lead to the qualifications of a Professional Statutory and Regulatory Body (PSRB), or exemptions from the PSRB' s own qualifications, full account is taken of the regulations and requirements of the PSRB in respect of assessment, but any variations to these University regulations will require the approval of the University Learning and Teaching Committee. Such exceptions are to be detailed in programme documentation.
- 1.1.3 In exceptional cases, an Examination Board has the right to exercise discretion in the interpretation and application of these regulations.
- 1.1.4 Any student who has had a break in his/her programme of study and returns to the University to complete the programme will be governed by the regulations in force at the time of re-entry to the University.

### 1.2 Awards of the University offered by other institutions

Where the Academic Board authorises other institutions to grant awards of the University, then those institutions are bound by these regulations, subject to any variations specified by the particular agreement and duly approved by Academic Board.

### 1.3 Information for students

A student is entitled to have access to full details of his/her programme of study, relevant assessment regulations and specific information about the assessments for the programme.

### 1.4 Responsibilities of students

It is the responsibility of the student to attend scheduled classes and/or carry out prescribed learning activities for the programme of study on which they are registered. He/she is also expected to know when work is due to be submitted and when and where examinations are scheduled, and to attend those assessments and submit the work required. This includes any referred assessment. If a student fails to attend/submit assessments without proven good cause, the examiners will deem the student to have failed the assessment concerned.

### 1.5 Academic misconduct

Students are expected to observe University regulations which define and proscribe cheating, plagiarism and other forms of academic misconduct (Appendix I). They are also required to take reasonable precautions to guard against unauthorised access by others to their work.

### 1.6 Conduct of examinations and assessments

Students are expected to observe University regulations for the conduct of examinations and assessments (Appendix II).

### 1.7 Penalties for the late submission of course work

- 1.7.1 If a student fails to meet the agreed assessment deadline, and has not been granted an extension of time, the work submitted will be marked as normal but a mark of zero will be formally awarded.
- 1.7.2 Only the Programme Leader for the student' s programme is permitted to grant extensions of time (section 9).

## **1.8 Lower level awards**

If a student fails to complete an award, a lower level award may be given provided that the credit requirements and learning outcomes for that award, as specified at validation, have been met.

## **1.9 Use of credit**

1.9.1 Awards cannot be made on the basis of credit substitution of higher credit gained, ie the actual credit requirements for the award must be met in the number and level approved for the programme.

1.9.2 Credit attained and recognised by an award cannot be used a second time to gain an equivalent or lesser award, other than as a validated entry point.

1.9.3 A student may enter a completion award with existing qualifications or prior learning (section 12.23).

## **1.10 Linked awards**

Programmes of study may incorporate linked awards, each with distinct learning outcomes, eg Postgraduate Certificate, Postgraduate Diploma and Masters Degree. Each linked award is treated as separate and distinct, with assessment based on current learning for the individual award.

## **1.11 Language of instruction**

English is the primary language of instruction and assessment of taught programmes except where the subject area of the award or specified modules is another language. Otherwise, all modules which contribute to the final stage of an award must be taught and assessed in English, except where an award comprises only modules at level 4/3 when at least half the qualifying credits must be taught and assessed in English.

## **1.12 Withdrawal from a programme**

A student must advise the University in writing if they are withdrawing from a programme. Failure to do so will normally result in assessment not completed being recorded as failed.

## **1.13 Suspension of registration**

A student may suspend registration for an award, with the approval of the Programme Leader, for up to a maximum of five years.

## **1.14 Posthumous awards**

Any award of the University may be conferred posthumously. This may be an Aegrotat award (section 10.3), or classified where there is sufficient evidence of the student's attainment.

## **1.15 Review of the Assessment Regulations**

The Assessment Regulations are reviewed annually for the purpose of editorial and minor change, informed by relevant feedback. A periodic review will be carried out at five yearly intervals with appropriate staff, student and External Examiner involvement.

## **1.16 Framework for Academic Awards**

Details of the Framework for Northumbria Awards are available on the Academic Registry website (Approving Taught Programmes) at <http://northumbria.ac.uk/sd/central/ar/lts/approval/framework/>

## 2. PRINCIPLES OF PROGRESSION AND AWARDS

The following are key features of the regulations detailed in the sections which follow:

- i) To attain an award a student is required to progress through a series of **levels** of study by achieving a specified number of **credits** (see award specifications in section 12).
- ii) Each **module** successfully completed at a level will contribute a number of credits as determined at validation.
- iii) The pass mark for each module is normally 40% (section 3.1).
- iv) Failed modules may be **referred** provided any necessary level average is attained at the first attempt (section 5). There is no limit to the number of referrals permitted at each level. A student referred in a module will be reassessed in that module and, if successful, awarded the pass mark for the module.
- v) Failure in modules may be **compensated** at the discretion of the Progression and Awards Board (PAB). The number and type of modules which may be compensated are limited (section 7). The importance of achieving a mark of at least 30% should be noted. Compensation at the award stage is subject to regulations which differ between awards (section 7).
- vi) Particular regulations describe how a student who has not qualified to proceed on an Honours programme may be transferred to the Ordinary degree (section 6).

## 3. PASS MARK

### 3.1 Pass mark

- 3.1.1 The module pass mark is 40% unless a higher mark has been specified and approved on the grounds of professional (PSRB) requirement. Module marks are rounded to the nearest percentage as are all average marks used in the assessment of a student's overall performance.
- 3.1.2 In clearly specified cases, referral in failed module component assessments may be required even where the overall module pass mark has been attained.

### 3.2 Pass/fail modules

- 3.2.1 Modules can be designated at validation as pass/fail modules. Whilst a pass must be achieved, the module does not contribute to the calculation of the overall mark required for progression or for classification of an award.
- 3.2.2 The credit points awarded for pass/fail modules will contribute to progression and to the award.
- 3.2.3 Pass/fail modules are not eligible for compensation but may be disregarded at the award stage of an Honours degree (section 7).

## 4. PROGRESSION

### 4.1 Level progression

- 4.1.1 The requirements for progression to the next level of an award are set out for the different types of award in section 12. Progression requires the award of a specified number of credits **and** an average of 40% across all qualifying modules at the first attempt, except at level 4/3 where an average of 30% across all qualifying modules is required at the first attempt.
- 4.1.2 Progression may involve decisions on referral and compensation (sections 5 and 7). Such consideration will take place on completion of a level of study. This applies to both full time and part time programmes.
- 4.1.3 Where there are more than 120 credits in the level, additional progression points may be determined and approved by School Learning and Teaching Committees.

## **4.2 Trailed modules**

A student must complete a level to progress to the next higher level. Only in exceptional circumstances may a PAB permit a student to trail a module, ie to progress to the next level still needing to complete all the current requirements, including placement and professional elements.

# **5. FAILURE, REFERRAL AND REASSESSMENT**

## **5.1 Referral at intermediate stages**

- 5.1.1 At level 4/3 a student can be referred in failed modules provided that an overall average of 30% across the level has been attained at the first attempt.
- 5.1.2 At level 5 a student can be referred in failed modules provided that an overall average of 40% across the level has been attained at the first attempt.
- 5.1.3 There is no limit to the number of modules which can be referred at intermediate stages.
- 5.1.4 A student who passes a module after referral will be awarded the pass mark for the module.
- 5.1.5 Normally a student will only be required to re-attempt the assessments for failed modules, although the PAB may decide that it is in the student' s interest to repeat the study of the modules concerned.
- 5.1.6 A student on an Honours programme, with failed modules at the end of level 4, will be referred on the Honours programme if a 30% level average has been attained over 120 credits at the first attempt.
- 5.1.7 A student who starts his/her programme at Level 4 from the 2006/07 academic year (or who repeats Level 4 in 2006/07 ab initio) **and** does not qualify for progression to Honours after resit, will have no opportunity to transfer to the Ordinary degree at the Resit PAB (section 6.2). He/she may have the right to repeat the level of study ab initio under the circumstances described in section 6.5.
- 5.1.8 A student on an Honours programme, with failed modules at the end of level 5, will be referred on the Honours programme if a 40% level average has been attained over 120 credits at the first attempt.
- 5.1.9 A student on an Honours programme, with failed modules at the end of level 5, who is not eligible for referral under 5.1.8 but attains a 40% level average over 100 credits at the first attempt, will be referred in any failed modules comprising those 100 credits and transferred to the Ordinary degree if they are passed (section 6). (NB This regulation will not apply in future to students admitted to Level 4 (or repeating Level 4 ab initio) from the 2006/07 academic year.)

## **5.2 Referral at the award stage**

- 5.2.1 Module failure at the award stage of an Honours programme will normally be dealt with by applying specific compensation or option to retrieve rules (section 7.3 and 12.13). However, referral of a failed project/dissertation or a module failed due to academic misconduct or a module designated non-compensatable may be required (section 7.3).
- 5.2.2 For level 7 programmes, there is one opportunity to resit a failed Masters dissertation irrespective of the overall average attained at the first attempt. Referral of other qualifying modules is permitted, subject to achieving an average of 40% across the level at the first attempt. There is no limit to the number of modules that can be referred. Compensation may be applied subject to the restrictions described in section 7.4.
- 5.2.3 Referral at the award stage of other awards is permitted, subject to achieving an average of 40% across the level at the first attempt (including at level 4/3 when this is the award stage). There is no limit to the number of modules which can be referred. Compensation may be applied, subject to the restrictions described in section 7.1 and 7.5.

- 5.2.4 A student who passes a module after referral will be awarded the pass mark for the module but the classification of the award, or the award of distinction or commendation, will be based upon the level average determined before referral.

### **5.3 The referral opportunity**

- 5.3.1 The referral opportunity will normally take place after the end of level PAB. Any student not able to take this opportunity will be permitted to resit at the next scheduled sitting of the module assessment. This will normally entail suspension of progression on the programme until such time as the level has been successfully completed and the student is eligible to proceed.
- 5.3.2 On a local basis programmes may, with the authority of the Chair of the PAB, make arrangements for resits to take place before the result has been confirmed on the understanding that it may have been unnecessary (for example if the module is subsequently compensated or level progression not achieved).

### **5.4 Failure after resit**

- 5.4.1 A student who fails the resit at the award stage cannot re-register for the original award to have a further attempt to attain that award (section 5.5). The module failure, however, may be compensated in accordance with the regulations for compensation (section 7). Specific regulations apply to compensation at the award stage of an Honours degree and to level 7 awards (sections 7.3 and 7.4).
- 5.4.2 At other stages of the programme, a student who fails the resit will normally be allowed **one** further attempt by re-registering for the module and repeating it ab initio if continuing on the same programme. The mark gained at that attempt will be awarded in full; a referral opportunity is available.
- 5.4.3 In these circumstances, progression on the programme will be suspended until the student has successfully completed the level and is eligible to proceed. A student may be permitted to retrieve such failure with or without attendance.
- 5.4.4 A student admitted to level 4 of an Honours degree from the 2006/07 academic year who after referral and compensation, has not attained the 120 credits necessary for progression on the Honours degree but who has attained 100 credits does not have the opportunity to transfer to the Ordinary degree but normally has the right to repeat the level of study ab initio. There is normally also the right to register for failed modules as described in 5.4.2 and 5.4.3.

### **5.5 Failure of programme**

- 5.5.1 A student who is not eligible for progression (or, in the case of the Honours programme, eligible for transfer to the Ordinary degree) and who has exhausted retrieval opportunities, will have failed the programme.
- 5.5.2 A student who fails to complete an award for which he/she is registered will, if qualified, be granted a lesser award (section 1.8).
- 5.5.3 A student who fails at the award stage cannot re-register for the original award to have a further attempt to attain that award, and does not have the right to do so unless there are recognised extenuating circumstances (section 10). The credit gained can however be utilised in other circumstances.

## **6. TRANSFER TO ORDINARY DEGREE AFTER FAILURE ON HONOURS PROGRAMMES (NOT APPLICABLE TO STUDENTS STARTING LEVEL 4 FROM THE 2006/07 ACADEMIC YEAR)**

### **6.1 Credit requirements**

The credit requirements for the award of an Ordinary degree are set out in section 12.12.

### **6.2 Transfer at end of level 4**

- 6.2.1 Regulations for transfer to the Ordinary degree do not apply to a student admitted to Level 4 of an Honours degree, or repeating level 4 of an Honours degree ab initio, in 2006/07. However, under the circumstances described in section 5.4.4, a student normally has the right to repeat level 4 ab initio or to re-register for failed modules.

6.2.2 A student who was admitted to level 4 of an Honours degree prior to 2006/07 and who, after referral and compensation, has not attained the 120 credits necessary for progression on the Honours degree will be permitted to transfer to the Ordinary degree provided 100 credits have been attained. An overall average of 30% across the level must have been attained at first sit for referral to take place and for compensation to be considered.

6.2.3 A student entering the Ordinary degree at this stage, through transfer from Honours, is required to attain further level 4 credits to complete the 120 credit requirement for the level (section 12.12). The programme team will determine which modules these should be, and whether (on academic grounds) they should include modules already failed after referral.

### **6.3 Transfer at end of level 5**

6.3.1 A student who, after referral and compensation, has not attained the 120 credits necessary for progression on the Honours degree will be permitted to transfer to the Ordinary degree provided 100 credits have been attained. An overall average of 40% must have been attained across 100 of the 120 credits taken at the first attempt.

6.3.2 A student entering the Ordinary degree at this stage, through transfer from Honours, is required to attain further level 5 credits to complete the 120 credit requirement for the level (section 12.12). The programme team will determine which modules these should be, and whether (on academic grounds) they should include modules already failed after referral.

### **6.4 Non standard levels**

Where there are more than 120 credits in a level, pro rata principles are applied when determining eligibility for transfer to the Ordinary degree, eg a student on a programme which requires 240 credits at level 5, who fails to attain a 40% level average at the first attempt, would be required to attain 200 level 5 credits at the first attempt to be eligible to transfer to the Ordinary degree.

### **6.5 Right to repeat year for Honours**

A student who fails to progress on Honours, but qualifies for transfer to the Ordinary degree, normally may choose to repeat the level of study ab initio instead of transferring to the Ordinary degree. There is also normally a right to re-register for failed modules as described in section 5.4.

### **6.6 Completion to Honours**

A student who transfers to, and attains, an Ordinary degree can be awarded an Honours degree by successfully completing an additional 60 credits at level 6.

## **7. COMPENSATION FOR FAILURE**

### **7.1 General compensation principles**

Compensation for failure at intermediate and award stages of programmes is permitted subject to the conditions listed below. Note that particular regulations apply to compensation at intermediate stages of programmes (section 7.2), to the award stage of an Honours degree (section 7.3), to a level 7 award (section 7.4), and to the award stage of other programmes (section 7.5).

- i) Compensation can only be applied on a level basis. For programmes studied part time it is exercised when all the modules in a level have been completed.
- ii) Compensation is only permitted provided any level average requirement is met.
- iii) Compensation should not be applied to situations of Personal Extenuating Circumstance. Procedures for dealing with such circumstances are set out in section 10.

### **7.2 Compensation at intermediate stages of programmes**

7.2.1 The following principles apply:

- i) Compensation is applied at the discretion of the PAB; it is not an automatic entitlement.

- ii) Compensation is only permitted where a module mark of at least 30% has been awarded.
- iii) When a module is compensated, the module credits are awarded, and a pass mark for the module is recorded.
- iv) Certain modules may not be compensated:
  - ? Modules determined as non-compensatable at validation, to a maximum of 40 credits per level
  - ? Modules validated as pass/fail modules
  - ? Modules failed due to academic misconduct (Appendix 1).
- v) The numbers of credits which may be compensated will depend on the number of credits required for that level of study or the number of credits of current learning at that level, as indicated below. Compensation cannot be applied to 60 credit awards.

Number of credits in level or number of credits of current learning in level:	Maximum number of credits that can be compensated:
≤60	0
>60 and <100	10
≥100 and ≤120	20
>120	Compensation applied pro-rata: 20 credits, plus 10 for each additional 60 credits of study over 120 credits.

### 7.3 Compensation at the award stage of an Honours degree

7.3.1 With the exception of modules designated non-compensatable, failure of modules at the award stage of the Honours degree is disregarded according to non-discretionary rules, which may lower degree classification and may give the possibility of the option to retrieve the original classification, in circumstances described in section 12.13.

7.3.2 The following principles apply to disregard of modules at the award stage of an Honours degree:

- i) Certain modules may not be disregarded:
  - ? Modules determined as non-compensatable at validation to a maximum of 40 credits per level
  - ? Modules failed due to academic misconduct
  - ? The project/dissertation module.
- ii) Disregard of modules is only permitted provided a level 6 average of 40% has been attained.
- iii) A mark of at least 30% in a failed module is not required for the application of module disregard.
- iv) When a module is disregarded, the actual mark is retained and credit is awarded.
- v) With the exception of modules listed in 7.3.2i) above, failed modules worth up to 20 credits may be disregarded with no change to the Honours classification (section 12.13).

### 7.4 Compensation at level 7

7.4.1 With the exception of modules failed due to academic misconduct, compensation at level 7 can be applied, at the discretion of the PAB. Provided a level average of 40% has been attained at the first attempt, the PAB may disregard failed modules worth up to 20 credits when the award is made.

- 7.4.2 When a module is disregarded, the actual mark is retained and credit is awarded.
- 7.4.3 A failed masters dissertation cannot be compensated, but one opportunity to resit will be given even if a 40% level average has not been attained (section 5.2.2).
- 7.4.4 Provided an average mark of 40% has been attained after 120 credits have been completed, failed modules worth up to 20 credits may be disregarded at the discretion of the PAB at a validated progression point (section 4.1.3).

## **7.5 Compensation at the award stage of other programmes**

With the exception of Honours degrees and level 7 programmes, failed modules can be compensated in accordance with the principles set out in sections 7.1 and 7.2. The award of distinction and commendation will be based upon the level average determined before compensation.

## **8. DISTINCTION/COMMENDATION**

Distinctions and Commendations are available to all taught awards other than BTEC awards or classified degrees (section 12):

- i) A Distinction will be awarded to a student who has attained an overall average of 70% or more at the first attempt. A student who attains an overall average of 67%, but less than 70%, at the first attempt will normally be awarded a Distinction if a mark of 70% or more has been attained in the majority of graded credits.
- ii) A Commendation will be awarded to a student who has attained an overall average of 60-69% at the first attempt. A student who attains an overall average of 58%, but less than 60%, at the first attempt will normally be awarded a Commendation if a mark of 60% or more has been attained in the majority of graded credits.

## **9. EXTENSIONS OF TIME**

A student may apply for an extension of time to complete a programme assessment if unable to submit the required assignment due to illness or other personal circumstances. The student must submit an 'Application for Authorisation for Late Submission of Assessed Work' before the published submission date of the assessment. The student's Programme Leader is responsible for the authorisation of a late submission, which should not normally extend beyond the end of the last week of the relevant academic session or beyond the date when assessment feedback is issued to the student cohort. Coursework submitted after the published deadline without approval or prior arrangement will be awarded a mark of zero (section 1.7.1).

## **10. PERSONAL EXTENUATING CIRCUMSTANCES**

- 10.1 Students are responsible for informing the Chair of the PAB, or nominee, before the meeting of the Board, of any personal extenuating circumstances which they feel might have significantly affected their performance in examinations or other forms of assessment. For full-time students, employment commitments are not deemed to constitute valid extenuating circumstances nor can they be used to justify non-attendance.
- 10.2 The Personal Extenuating Circumstances claim must be submitted in writing following publicised procedures, in the semester or resit period in which the affected work is assessed. Forms and guidelines are available from <http://northumbria.ac.uk/sd/central/ar/lts/assess/assproc/> Appropriate medical certificates or any other relevant documentary evidence must be provided. Any subsequent requests for a review of examiners' decisions may be rejected if it is found that this information could have been provided in advance.
- 10.3 If it is established that a student's absence, failure to submit work, or poor performance in all or part of an assessment for an award was due to illness or other cause found to be valid on production of acceptable evidence, the PAB will act as outlined below:

- i) At level 4, unless academic/PSRB requirements determine that the student should complete the module(s), the PAB should normally award a module pass, taking any work completed into account. In the case of BTEC students, the PAB should normally allocate an appropriate mark and grade based on the evidence available. A module pass may be awarded at other levels of the programme; this will remove the module mark from any level average or classification calculations.
- ii) Completion of the affected assessment can be deferred. The student is given an opportunity to take the assessment concerned as if for the first time in any, or all, of the elements of assessment as specified by the PAB. Work already completed may be carried forward. The mark attained counts in full. If an assessment was itself a resit, the student may be permitted to resit as if resitting for the first time.
- iii) The PAB may carry forward consideration of the circumstances to the time when the final award is considered.
- iv) At the award stage, where the PAB is satisfied that there is enough evidence of the student's achievement, or where it is subsequently obtained, the student may be recommended for the (classified) award for which he or she is a candidate. To reach a decision, the PAB may assess the candidate by whatever means it considers appropriate. It has the power to exercise discretion in deciding on the particular form any reassessment should take. Options include viva voce examination, additional assessment tasks designed to show whether the student has satisfied programme objectives, review of previous work or normal assessment at the next available opportunity, provided that the student shall not be put in a position of unfair advantage over other candidates.
- v) An **Aegrotat award** may be recommended when a PAB does not have enough evidence of the student's performance to be able to recommend the award for which the student was a candidate or a lower award specified in the programme regulations, but is satisfied that, but for illness or other valid cause, the student would have reached the standard required. An Aegrotat is an unclassified award.

## 11. TECHNICAL EXTENUATING CIRCUMSTANCES

- 11.1** Any Technical Extenuating Circumstances affecting the conduct of an examination or assessment, which may affect individual students or groups of students, will normally be considered and resolved at the Module Examination Board (MEB) as part of the marks confirmation process.
- 11.2** Changes to marks at the MEB, as an outcome of technical extenuating circumstances will be based on consideration of statistical evidence which may include:
- ? data from a previous operation of the module, for example average marks
  - ? the extent of the effect of the technical extenuating circumstance in comparison to the performance of any students on the module who were not affected by the technical extenuating circumstance
  - ? the performance of the same group of students on other components of assessment on the module, or on a comparable module(s).

## 12. AWARDS AND THEIR CLASSIFICATION

The regulations for Northumbria awards, their qualification level<sup>1</sup>, standard credit requirements, progression and lower level award points are set out below. Programmes may be validated with some lower or higher level credit in accordance with section 5.2.2 of the Modular Framework for Northumbria Awards<sup>2</sup>.

<b>12.1 FOUNDATION CERTIFICATE</b>	
<b>Credit required</b>	60 credits. Maximum 20 at level 2 & minimum 40 at level 3.
<b>Progression</b>	Not applicable.
<b>Award</b>	To achieve the award a student must attain the 60 credits and obtain an overall average of 40% at the first attempt. Any referred modules must be passed (section 5.2).  No credits may be compensated in this 60 credit award.
<b>Lower level award</b>	Not applicable.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8).

<b>12.2 FOUNDATION DIPLOMA</b>	
<b>Credit required</b>	120 credits at level 3.
<b>Progression</b>	Not applicable.
<b>Award</b>	To achieve the award a student must attain the 120 credits and obtain an overall average of 40% at the first attempt. Any referred modules must be passed (section 5.2).  Compensation rules apply (section 7.1 and 7.5).
<b>Lower level award</b>	Foundation Certificate.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8).

<sup>1</sup> as specified in the ' Framework for Higher Education Qualifications in England, Wales and Northern Ireland' (FHEQ), available at: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/>

<sup>2</sup> The Modular Framework for Northumbria Awards  
<http://northumbria.ac.uk/sd/central/ar/lts/approval/framework/>

<b>12.3 CERTIFICATE</b>	
<b>FHEQ level</b>	Certificate.
<b>Credit required</b>	60 credits. Maximum 20 at level 3, minimum 40 at level 4.
<b>Progression</b>	Not applicable.
<b>Award</b>	To achieve the award a student must attain the 60 credits and obtain an overall average of 40% at the first attempt. Any referred modules must be passed (section 5.2).  No credits may be compensated in this 60 credit award.
<b>Lower level award</b>	Not applicable.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8).

<b>12.4 CERTIFICATE OF HIGHER EDUCATION</b>	
<b>FHEQ level</b>	Certificate.
<b>Credit required</b>	120 credits at level 4.
<b>Progression</b>	Not applicable.
<b>Award</b>	To achieve the award a student must attain the 120 credits and obtain an overall average of 40% at the first attempt. Any referred modules must be passed (section 5.2).  Compensation rules apply (section 7.1 and 7.5).
<b>Lower level award</b>	Certificate.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8).

12.5 HIGHER NATIONAL CERTIFICATE													
<b>FHEQ level</b>	Certificate.												
<b>Credit required</b>	150 credits. 120 at level 4; 30 at level 5.												
<b>Progression</b>	A student will progress to level 5 on the attainment of 120 credits at level 4. An overall level 4 average of 30% at the first attempt is required.  Referral and compensation are subject to the regulations in sections 5.1 and 7.1.												
<b>Grades</b>	The following grades apply to all modules within programmes of study leading to BTEC/Edexcel awards:  <table border="1"> <thead> <tr> <th>Grade</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>Distinction (70%)</td> <td>Outstanding in all major areas of the module as defined by principal objectives</td> </tr> <tr> <td>Merit (55%)</td> <td><b>Either</b> significantly better than pass in all areas of the module <b>or</b> outstanding in some areas with pass performance in others</td> </tr> <tr> <td>Pass (40%)</td> <td>Satisfactory performance in all major areas as defined by principal objectives</td> </tr> <tr> <td>Referred (under 40%)</td> <td>Below pass standard but judged likely to succeed after a short period of further work and reassessment</td> </tr> <tr> <td>Fail (under 40%)</td> <td>Below pass standard and judged to need a repeat course of study and reassessment.</td> </tr> </tbody> </table>	Grade	Criteria	Distinction (70%)	Outstanding in all major areas of the module as defined by principal objectives	Merit (55%)	<b>Either</b> significantly better than pass in all areas of the module <b>or</b> outstanding in some areas with pass performance in others	Pass (40%)	Satisfactory performance in all major areas as defined by principal objectives	Referred (under 40%)	Below pass standard but judged likely to succeed after a short period of further work and reassessment	Fail (under 40%)	Below pass standard and judged to need a repeat course of study and reassessment.
Grade	Criteria												
Distinction (70%)	Outstanding in all major areas of the module as defined by principal objectives												
Merit (55%)	<b>Either</b> significantly better than pass in all areas of the module <b>or</b> outstanding in some areas with pass performance in others												
Pass (40%)	Satisfactory performance in all major areas as defined by principal objectives												
Referred (under 40%)	Below pass standard but judged likely to succeed after a short period of further work and reassessment												
Fail (under 40%)	Below pass standard and judged to need a repeat course of study and reassessment.												
<b>Award</b>	To achieve the award a student must attain the 150 credits and obtain an overall average of 40% on all level 5 modules at the first attempt. Any referred modules must be passed (section 5.2).  No credits may be compensated at the 30 credit award stage (section 7.5).												
<b>Lower level award</b>	Certificate of Higher Education.												
<b>Distinction/ Commendation</b>	Distinction is not possible for the award. Individual modules are awarded distinction if 70% or above is attained, and merit if 55% or above is attained.												

12.6 DIPLOMA	
<b>FHEQ level</b>	Intermediate.
<b>Credit required</b>	60 credits at level 5.
<b>Progression</b>	Not applicable.
<b>Award</b>	To achieve the award a student must attain the 60 credits and obtain an overall average of 40% at the first attempt. Any referred modules must be passed (section 5.2).  No credits may be compensated in this 60 credit award (section 7.1).
<b>Lower level award</b>	Not applicable.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8).

<b>12.7 ADVANCED DIPLOMA</b>	
<b>FHEQ level</b>	Intermediate.
<b>Credit required</b>	60 credits at level 6.
<b>Progression</b>	Not applicable.
<b>Award</b>	To achieve the award a student must attain the 60 credits and obtain an overall average of 40% at the first attempt. Any referred modules must be passed (section 5.2).  No credits may be compensated in this 60 credit award (section 7.1).
<b>Lower level award</b>	Not applicable.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8).

<b>12.8 DIPLOMA OF HIGHER EDUCATION</b>	
<b>FHEQ level</b>	Intermediate.
<b>Credit required</b>	240 credits. 120 at level 4; 120 at level 5.
<b>Progression</b>	A student will progress to level 5 on the attainment of 120 credits at level 4. An overall level 4 average of 30% at the first attempt is required.  Referral and compensation are subject to the regulations in sections 5.1 and 7.1.
<b>Award</b>	To achieve the award a student must attain the 240 credits and obtain an overall average of 40% on all level 5 modules at the first attempt. Any referred modules must be passed (section 5.2).  Compensation rules apply (section 7.1).
<b>Lower level award</b>	Certificate of Higher Education.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8), determined by overall average at the final level of the award.

<b>12.9 HIGHER NATIONAL DIPLOMA</b>													
<b>FHEQ level</b>	Intermediate.												
<b>Credit required</b>	240 credits. 120 credits at level 4; 120 at level 5.												
<b>Progression</b>	A student will progress to level 5 on the attainment of 120 credits at level 4. An overall level 4 average of 30% at the first attempt is required.  Referral and compensation are subject to the regulations in sections 5.1 and 7.1.												
<b>Grades</b>	<p>The following grades apply to all modules within programmes of study leading to BTEC/Edexcel awards:</p> <table border="1"> <thead> <tr> <th><b>Grade</b></th> <th><b>Criteria</b></th> </tr> </thead> <tbody> <tr> <td>Distinction (70%)</td> <td>Outstanding in all major areas of the module as defined by principal objectives</td> </tr> <tr> <td>Merit (55%)</td> <td><b>Either</b> significantly better than pass in all areas of the module <b>or</b> outstanding in some areas with pass performance in others</td> </tr> <tr> <td>Pass (40%)</td> <td>Satisfactory performance in all major areas as defined by principal objectives</td> </tr> <tr> <td>Referred (under 40%)</td> <td>Below pass standard but judged likely to succeed after a short period of further work and reassessment</td> </tr> <tr> <td>Fail (under 40%)</td> <td>Below pass standard and judged to need a repeat course of study and reassessment</td> </tr> </tbody> </table>	<b>Grade</b>	<b>Criteria</b>	Distinction (70%)	Outstanding in all major areas of the module as defined by principal objectives	Merit (55%)	<b>Either</b> significantly better than pass in all areas of the module <b>or</b> outstanding in some areas with pass performance in others	Pass (40%)	Satisfactory performance in all major areas as defined by principal objectives	Referred (under 40%)	Below pass standard but judged likely to succeed after a short period of further work and reassessment	Fail (under 40%)	Below pass standard and judged to need a repeat course of study and reassessment
<b>Grade</b>	<b>Criteria</b>												
Distinction (70%)	Outstanding in all major areas of the module as defined by principal objectives												
Merit (55%)	<b>Either</b> significantly better than pass in all areas of the module <b>or</b> outstanding in some areas with pass performance in others												
Pass (40%)	Satisfactory performance in all major areas as defined by principal objectives												
Referred (under 40%)	Below pass standard but judged likely to succeed after a short period of further work and reassessment												
Fail (under 40%)	Below pass standard and judged to need a repeat course of study and reassessment												
<b>Award</b>	To achieve the award a student must attain the 240 credits and obtain an overall average of 40% on all level 5 modules at the first attempt. Any referred modules must be passed (section 5.2).  Compensation rules apply (section 7.1).												
<b>Lower level awards</b>	Certificate of Higher Education or Higher National Certificate (provided that BTEC requirements have been met).												
<b>Distinction/ Commendation</b>	Distinction is not possible for the award. Individual modules are awarded distinction if 70% or above is attained, and merit if 55% or above is attained.												

<b>12.10 FOUNDATION DEGREE</b>	
<b>FHEQ level</b>	Intermediate.
<b>Credit required</b>	240 credits. 120 at level 4; 120 at level 5.
<b>Progression</b>	A student will progress to level 5 on the attainment of 120 credits at level 4. An overall level 4 average of 30% at the first attempt is required.  Referral and compensation are subject to the regulations in sections 5.1 and 7.1.
<b>Award</b>	To achieve the award a student must attain the 240 credits and obtain an overall average of 40% on all level 5 modules at the first attempt. Any referred modules must be passed (section 5.2).  Compensation rules apply (section 7.1).
<b>Lower level award</b>	Certificate of Higher Education.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8), determined by overall average at the final level of the award.

<b>12.11 ADVANCED DIPLOMA OF HIGHER EDUCATION</b>	
<b>FHEQ level</b>	Intermediate.
<b>Credit required</b>	300 credits. 120 at level 4; 120 at level 5; 60 at level 6.
<b>Progression</b>	A student will progress to level 5 on the attainment of 120 credits at level 4, and to level 6 on the attainment of 120 credits at level 5. An overall average of 30% at the first attempt is required at level 4. An overall average of 40% at the first attempt is required at level 5.  Referral and compensation are subject to the regulations in sections 5.1 and 7.1.
<b>Award</b>	To achieve the award a student must attain the 300 credits and obtain an overall average of 40% on all level 6 modules at the first attempt. Any referred modules must be passed (section 5.2).  Compensation rules apply; no credits may be compensated at the 60 credit award level (section 7.1).
<b>Lower level awards</b>	Certificate of Higher Education, Diploma of Higher Education.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8), determined by overall average at the final level of the award.

<b>12.12 ORDINARY DEGREE ab initio and by transfer</b>	
<b>FHEQ level</b>	Intermediate.
<b>Credit required</b>	300 credits. 120 at level 4; 120 at level 5; 60 at level 6.
<b>Transfer from Honours</b>	<p>A student will be transferred to the Ordinary degree with 100/110 credits at level 4, or at a later stage with 120 credits at level 4 and 100/110 credits at level 5 (section 6.2, 6.3).</p> <p>Transfer to the Ordinary degree will not apply to students starting Level 4 (or repeating Level 4 ab initio) from the 2006/07 academic year.</p>
<b>Progression</b>	<p>Progression takes place when the credit requirements for the level are attained (or compensated for) before or after referral.</p> <p>Referral and compensation are subject to the regulations in sections 5.1 and 7.1.</p>
<b>Award</b>	<p>To achieve the award a student must attain the 300 credits and obtain an overall average of 40% on all level 6 modules at the first attempt. Any referred modules must be passed (section 5.2).</p> <p>Compensation rules apply; no credits may be compensated at the 60 credit award level (section 7.1).</p>
<b>Lower level awards</b>	Certificate of Higher Education, Diploma of Higher Education.
<b>Distinction/Commendation</b>	Distinction/Commendation rules apply (section 8), determined by overall average at the final level of the award.

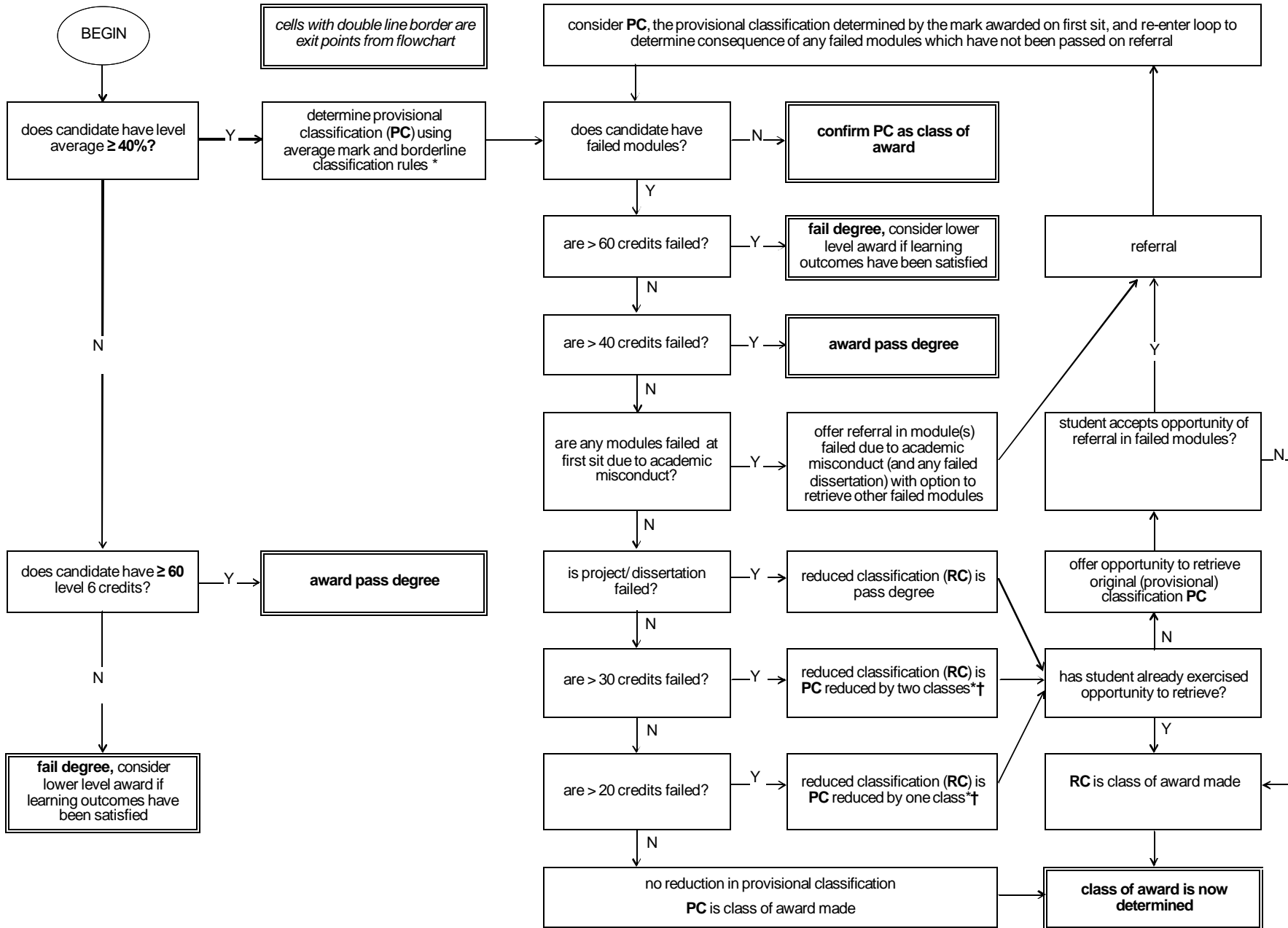
12.13 HONOURS DEGREE									
<b>FHEQ level</b>	Honours.								
<b>Credit required</b>	360 credits. 120 at level 4; 120 at level 5; 120 at level 6.								
<b>Progression</b>	<p>A student will progress to level 5 on the attainment of 120 credits at level 4, and to level 6 on the attainment of 120 credits at level 5. An overall average of 30% at the first attempt is required at level 4. An overall average of 40% at the first attempt is required at level 5.</p> <p>Referral and compensation are subject to the regulations in sections 5.1 and 7.</p>								
<b>Award</b>	<p>To achieve the award a student must attain the 360 credits and obtain an average of 40% at level 6 at the first attempt.</p> <p>The final year dissertation/project must be passed (see below).</p> <p>Compensation rules apply (sections 7.2 and 7.3 and see below).</p>								
<b>Lower level awards</b>	Certificate of Higher Education, Diploma of Higher Education.								
<b>Classification</b>	<p>Classification is determined as below:</p> <table border="0"> <tr> <td>First</td> <td>Average mark of 70% or above</td> </tr> <tr> <td>Upper Second</td> <td>Average mark of at least 60% but less than 70%</td> </tr> <tr> <td>Lower Second</td> <td>Average mark of at least 50% but less than 60%</td> </tr> <tr> <td>Third</td> <td>Average mark of at least 40% but less than 50%</td> </tr> </table>	First	Average mark of 70% or above	Upper Second	Average mark of at least 60% but less than 70%	Lower Second	Average mark of at least 50% but less than 60%	Third	Average mark of at least 40% but less than 50%
First	Average mark of 70% or above								
Upper Second	Average mark of at least 60% but less than 70%								
Lower Second	Average mark of at least 50% but less than 60%								
Third	Average mark of at least 40% but less than 50%								
<b>Calculation of classification</b>	The Honours degree classification is computed on the basis of the most favourable outcome to the student using the averaged mark of <b>either</b> the qualifying modules in levels 6:5 weighted 60:40 <b>or</b> the qualifying modules in level 6 only.								
<b>Borderline classification</b>	<p>The marks profile of a student is regarded as borderline where the average mark is not more than 2% below a boundary between classes of degree with the exception of the boundary between Upper Second and First Class where the margin is 3%. The higher class of degree is awarded if the majority of credits at level 6 lie on or above the appropriate boundary and the lower class of degree if they do not. Modules validated as pass/fail are excluded from consideration of borderline marks.</p> <p>Application of the borderline classification rules apply to all Honours degree classifications, however calculated, except at the fail/third class boundary (where the 40% level average requirement cannot be met).</p> <p>Borderline classification is determined <b>before</b> compensation for failure is applied (see below).</p>								
<b>Compensation for failure<sup>3</sup></b>	Compensation at the award stage of an honours degree requires attainment of an overall average of 40% at Level 6 at the first attempt and is applied by disregarding failed modules as follows:								

<sup>3</sup> The application of these regulations is illustrated diagrammatically on the page 22.

	<p><b>Failure of Modules Outcome</b></p> <p>≤ 20 credits                      No change in the classification</p> <p>&gt;20, ≤ 30 credits                  Classification reduced by one class</p> <p>&gt;30, ≤ 40 credits                  Classification reduced by two classes</p> <p>&gt;40, ≤ 60 credits                  Pass degree awarded</p> <p>&gt;60 credits                          No compensation available, fail</p> <p>Reduction by one or two classes will lower third class to a Pass degree.</p> <p>Note that:</p> <ul style="list-style-type: none"> <li>? Compensation for failure by lowering the degree classification in this way is not dependent on achieving a mark of 30% or more in the failed modules.</li> <li>? If no more than 40 credits are failed, there is one resit opportunity to retrieve the classification determined by marks achieved before referral. The ‘ Option to Retrieve’ rules apply (see below).</li> <li>? Irrespective of its credit value, the dissertation/project must be passed initially or upon referral for the award of Honours degree; otherwise a Pass degree will be awarded, provided at least 60 credits have been attained.</li> <li>? A provisional classification cannot be determined where a module(s) has been failed due to academic misconduct. A module(s) failed due to academic misconduct must be referred (Section 5.2). However, a student may be eligible for referral of all failed modules up to 40 credits under the ‘ Option to Retrieve’rules (see below), or for the award of a Pass degree provided at least 60 credits have been attained.</li> <li>? Where an overall average of 40% has not been achieved in the final level at the first attempt, a Pass degree will be awarded if 60 Level 6 credits have been attained.</li> </ul>
<p><b>Option to retrieve</b> 3</p>	<p>A student who achieves a level average of 40% and fails more than 20, and up to and including 40 credits, will be given one opportunity to retrieve the original classification of award by resitting the failed modules. The form of reassessment will be determined by the PAB. A failed dissertation/project and any module(s) failed due to academic misconduct are included within the limits for failure specified above.</p> <p>A student successful in some or all of these modules will have his or her award re-determined with reference to the marks achieved before referral, and any remaining failed modules, using the compensation rules above. Note that:</p> <ul style="list-style-type: none"> <li>? classification is determined by the original level average and cannot be improved upon by successful retrieval</li> <li>? a Pass degree will be awarded if the dissertation/project is not passed at resit.</li> </ul>
<p><b>Classification for Honours programmes containing more than 240 level 5/6 qualifying credits</b></p> <p>Where a programme includes additional level 5 and 6 percentage graded modules (eg 480 credit Honours programmes) then the marks from all such modules will contribute towards classification. The contribution of such additional modules to the classification is based on a pro-rata application of the 60:40 weighting <b>or</b> on all level 6 credits as outlined above.</p>	

<sup>3</sup> The application of these regulations is illustrated diagrammatically on the following page.

# Honours Classification



†PC cannot be determined where module(s) failed due to academic misconduct

\*reduction by one or two classes will reduce a third class to a pass degree

<b>12.14 PROFESSIONAL GRADUATE CERTIFICATE IN EDUCATION (PGCE) (Graduate Entry to Initial Teacher Training)</b>	
<b>FHEQ level</b>	Honours.
<b>Credit required</b>	120 credits at level 6.
<b>Progression</b>	Not applicable.
<b>Award</b>	To achieve the award all modules must be passed and the assessments associated with professional competence must be completed to a satisfactory standard.  No compensation is permitted.
<b>Lower level award</b>	Not applicable.
<b>Distinction/ Commendation</b>	Not applicable; all modules are designated pass/fail.

<b>12.15 GRADUATE CERTIFICATE (Graduate entry)</b>	
<b>FHEQ level</b>	Honours.
<b>Credit required</b>	60 credits at level 6.
<b>Progression</b>	Not applicable.
<b>Award</b>	To achieve the award a student must attain the 60 credits and obtain an overall average of 40% at the first attempt. Any referred modules must be passed (section 5.2).  No credits may be compensated in this 60 credit award (section 7.1).
<b>Lower level award</b>	Not applicable.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8).

<b>12.16 GRADUATE DIPLOMA (Graduate entry)</b>	
<b>FHEQ level</b>	Honours.
<b>Credit required</b>	120 credits at level 6.
<b>Progression</b>	Not applicable.
<b>Award</b>	To achieve the award a student must attain the 120 credits and obtain an overall average of 40% at the first attempt. Any referred modules must be passed (section 5.2).  Compensation Rules apply (section 7.1).
<b>Lower level award</b>	Graduate Certificate.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8).

<b>12.17 INTEGRATED MASTERS DEGREE</b>	
<b>FHEQ level</b>	Masters.
<b>Credit required</b>	480 credits. 120 at level 4; 120 at level 5; 120 at level 6; 120 at level 7.
<b>Progression</b>	<p>A student will progress to level 5 on the attainment of 120 credits at level 4, to level 6 on the attainment of 120 credits at level 5 and to level 7 on the attainment of 120 credits at level 6. An overall average of 30% at the first attempt is required at level 4. An overall average of 40% at the first attempt is required at levels 5 and 6.</p> <p>Referral and compensation are subject to the regulations in sections 5.1 and 7.1.</p>
<b>Award</b>	<p>To achieve the award a student must attain the 480 credits and obtain an overall average of 40% on all level 7 modules at the first attempt.</p> <p>Referral and compensation rules apply (section 5.2 and 7.3).</p>
<b>Lower level awards</b>	Certificate of Higher Education, Diploma of Higher Education, Honours Degree.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8), determined by overall average at the final level of the award.

<b>12.18 PROFESSIONAL DIPLOMA IN ARCHITECTURE</b>	
<b>FHEQ level</b>	Honours
<b>Credit required</b>	240 credits. 120 at level 6; 120 at level 7
<b>Progression</b>	<p>A student will progress to level 7 on the attainment of 120 credits at level 6. An overall average of 40% at the first attempt is required at level 6.</p> <p>Referral is subject to the regulations in section 5.1.</p>
<b>Award</b>	<p>To achieve the award a student must attain the 240 credits and obtain an overall average of 40% at level 7 at the first attempt. Any referred modules must be passed (section 5.2).</p> <p>Compensation rules (section 7.1) apply to the lower level award of Graduate Diploma only. Referral is subject to the regulations in section 5.2.</p>
<b>Lower level awards</b>	Graduate Certificate, Graduate Diploma, Postgraduate Certificate
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8).

<b>12.19 POSTGRADUATE CERTIFICATE</b>	
<b>FHEQ level</b>	Masters.
<b>Credit required</b>	60 credits. Maximum 20 at level 6 & minimum 40 at level 7.
<b>Progression</b>	Not applicable.
<b>Award</b>	To achieve the award a student must attain the 60 credits and obtain an overall average of 40% at the first attempt. Any referred modules must be passed (section 5.2).  No credits may be compensated in this 60 credit award (section 7.1).
<b>Lower level award</b>	Not applicable.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8).

<b>12.20 POSTGRADUATE DIPLOMA</b>	
<b>FHEQ level</b>	Masters.
<b>Credit required</b>	120 credits at level 7.
<b>Progression</b>	Not applicable.
<b>Award</b>	To achieve the award a student must attain the 120 credits and obtain an overall average of 40% at the first attempt. Any referred modules must be passed (section 5.2).  Compensation rules apply (section 7.3).
<b>Lower level award</b>	Postgraduate Certificate.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8).

<b>12.21 MASTERS DEGREE (including Master of Research)</b>	
<b>FHEQ level</b>	Masters.
<b>Credit required</b>	180 credits at level 7.
<b>Progression</b>	Not applicable.
<b>Award</b>	To achieve the award a student must attain the 180 credits and obtain an overall average of 40%. Any referred modules must be passed (section 5.2.2).  Compensation rules apply (section 7.3).
<b>Lower level awards</b>	Postgraduate Certificate, Postgraduate Diploma.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply (section 8).

<b>12.22 PROFESSIONAL DOCTORATE PROGRAMMES</b>	
See separate Professional Doctorate regulations which can be downloaded from: <a href="http://northumbria.ac.uk/sd/central/ar/lts/assess/">http://northumbria.ac.uk/sd/central/ar/lts/assess/</a>	
<b>FHEQ level</b>	Doctoral.
<b>Credit required</b>	540 Credits. Minimum 360 at level 8, maximum 180 at level 7.
<b>Progression</b>	Not applicable, but normally 120 credits of the taught element must be completed before progressing to the research element.
<b>Award</b>	These regulations apply to the taught element of the award. The research component is examined according to the regulations for PhD award.
<b>Lower level awards</b>	Postgraduate Certificate, Postgraduate Diploma, Masters Degree.
<b>Distinction/ Commendation</b>	Distinction/Commendation rules apply to lower level awards as for taught awards (section 8).

<b>12.23 COMPLETION AWARDS</b>	
<p>A student may enter an existing programme with advanced standing, or be admitted on to a free-standing completion award. The student will be assessed on the basis of the regulations applying to that award, as described in sections 1-12 above.</p> <p>The following points apply to free-standing completion awards:</p> <ul style="list-style-type: none"> <li>? Current learning for an award will comprise at least 60 credits.</li> <li>? The award, and classification, are based on current learning only.</li> <li>? In the case of completion to Honours, the calculation of the Honours classification is based on the classification principles for Honours programmes (section 12.13), irrespective of the number of credits in the completion award. <ul style="list-style-type: none"> <li>? Where current learning is 120 credits, compensation and option to retrieve is available as described in 12.13.</li> <li>? Where current learning is only 60 credits, all modules must be passed either at the first attempt or on referral: compensation is not available for 60 credit awards. Referral opportunities are described in section 5.2.3.</li> </ul> </li> </ul>	

## **APPENDIX I**

### **REGULATIONS AND PROCEDURES APPLYING TO CHEATING, PLAGIARISM AND OTHER FORMS OF ACADEMIC MISCONDUCT**

#### **1. ACADEMIC INTEGRITY**

- 1.1 Every student of the University is expected to act with integrity in relation to the production and representation of academic work. Academic integrity is central to University life and requires in particular that students are honest and responsible in acknowledging the contributions of others in their work.
- 1.2 In all assessed work students should take care to ensure that the work presented is their own and that it fully acknowledges the work and opinions of others. It is also incumbent upon students to ensure that they do not undertake any form of cheating or gain unfair advantage in any other way.
- 1.3 In order to assure the University that the work is their own and that the work and opinions of others have been acknowledged, students must take care to follow the appropriate standards for academic practice in their subject. This includes:
- i) Providing full citation of all sources (books, articles, web sites, newspapers, images, artefacts, data sources, programme code etc) which have been drawn on in the preparation of an assignment. Normally this will be done in a bibliography included in the assignment.
  - ii) Properly referencing the sources of the arguments and ideas in an assignment using a recognised referencing system (as specified in programme and module guidelines). It is not only quotations that must be referenced but also paraphrasing of the arguments of others and the use of their ideas, even if explained in the student's own words.
  - iii) Following other guidelines for preparing and presenting coursework as defined in the relevant Programme Handbooks, assignment briefs and criteria.
  - iv) Using mechanisms provided by the University, including the JISC Plagiarism Detection Service, Cite Them Right and the Study Skills Centre, for checking their own work.
- 1.4 Work that does not meet appropriate standards of academic practice will be marked at a lower level than work that does and may leave the student open to action under these regulations. Examples of penalties that may be applied to work demonstrating poor academic practice are provided in the Staff Guidelines for Good Assessment Practice on the Academic Registry website at <http://northumbria.ac.uk/sd/central/ar/Its/assess/>

#### **2. PRINCIPLES UNDERLYING THESE REGULATIONS**

- 2.1 The work submitted by a student for assessment must have been undertaken by the student.
- 2.2 Academic misconduct also includes the attempt to breach any of these regulations so that, for example, a student who attempts to communicate with an unauthorised person during an examination could be in breach of the regulations even if they were not successful in communicating.
- 2.3 The determination of whether cheating, plagiarism or other form of academic misconduct has occurred is not a matter for the Examination Board.
- 2.4 The facts must be established before an Examination Board can consider the effect of the alleged incident on a student's performance.

- 2.5 An allegation of cheating, plagiarism or other academic misconduct is not the same as proof of the incident.
- 2.6 Allegations of academic misconduct will be investigated with full regard to principles of equity and fairness.
- 2.7 Once the facts have been established, it is then for the Examination Board to judge the seriousness of the case and to exercise discretion accordingly, having regard to institutional precedent where appropriate.

### **3. DEFINITIONS AND EXAMPLES**

There are different forms of "academic misconduct", all of which may be the subject of the procedures described below (section 4). The following are different examples of academic misconduct but do not constitute an exhaustive list:

#### **3.1 Cheating**

- i) communicating with or copying from any other student during an examination except insofar as the examination regulations may specifically permit this, eg group assessments.
- ii) communicating during an examination with any person other than a properly authorised Invigilator or another authorised member of staff.
- iii) introducing any written or printed materials into the examination room unless expressly permitted by the examination or programme regulations.
- iv) introducing any electronically stored information into the examination room, unless expressly permitted by the examination or programme regulations.
- v) gaining access to any unauthorised material relating to an assessment.

#### **3.2 Plagiarism**

The unacknowledged incorporation in a student's work of material derived from the work (published or unpublished) of another. Examples of plagiarism are:

- i) the inclusion in a student's work of more than a single phrase from another person's work without the use of quotation marks or acknowledgement of the sources.
- ii) the summarising of another person's work by simply changing a few words or altering the order of presentation, without acknowledgement.
- iii) the use of the ideas of another person without acknowledgement of the source.
- iv) copying the work of another student, with or without their knowledge or agreement.

### **3.3 Collusion**

Collusion exists where a student:

- i) submits as entirely his/her own, with intention to gain unfair advantage, work done in collaboration with another person.
- ii) collaborates with another student in the completion of work which is intended to be submitted as that other student' s own unaided work.
- iii) knowingly permits another student to copy all or part of his/her own work and to submit it as that student' s own unaided work.

### **3.4 Falsification**

Examples of falsification include:

- i) The falsification of data. The presentation of data in laboratory reports, projects or other forms of assessment based on experimental or other work falsely purported to have been carried out by the student, or obtained by unfair means.
- ii) The falsification of references, including the invention of references and/or false claims.

### **3.5 Personation**

"Personation" is the legal term for what is usually referred to by the lay person as "impersonation". Personation is thus the assumption by one person of the identity of another person with intent to deceive or to gain unfair advantage. It may exist where:

- i) one person assumes the identity of a student, with the intention of gaining unfair advantage for that student.
- ii) the student is knowingly and willingly impersonated by another with the intention of gaining unfair advantage for himself/herself.

### **3.6 Ghosting**

Ghosting Exists where:

- i) a student submits as their own, work which has been produced in whole or part by another person on their behalf, eg the use of a ' ghost writing' service or similar.
- ii) A student will also be guilty of academic misconduct if he/she deliberately makes available or seeks to make available material to another student (of this university or elsewhere) whether in exchange for financial gain or otherwise with the intention that the material is to be used by the other student to commit academic misconduct.

### **3.7 Other Academic Misconduct**

Any other form of academic misconduct not identified in the above examples.

## **4. PROCEDURES FOR TAUGHT PROGRAMMES**

### **4.1 Initial Procedure for In-Course Assessment**

- 4.1.1 When academic misconduct is suspected, the member(s) of academic staff concerned should first discuss the matter in an informal meeting with the student(s) concerned and the Programme Leader for the student's Programme (or other appropriate member of staff nominated by the Programme Leader) and give the student the opportunity to present his or her case. This informal process may also include conduct of a viva process, with review and discussion of working papers, to establish a student's understanding of the work submitted.
- 4.1.2 Where a student is based in a partner institution overseas, the partner institution will take responsibility for the informal stage of the process.
- 4.1.3 In the case of a distance learning student, the informal meeting should be conducted via telephone or video link and recorded if it is impractical for the meeting to be conducted on-site.
- 4.1.4 If the student admits to the academic misconduct, then the member(s) of academic staff concerned should report the matter and the outcome to the Chair of the Module Examination Board, via the School Registrar, within two working days. The Board, at its next scheduled meeting, will take this into account when considering the mark to be awarded and the action to be taken, in accordance with section 4.4 below.
- 4.1.5 In cases where the student admits academic misconduct the student should be required to sign a letter to that effect. The student should also be given the opportunity to declare academic misconduct in other work that they have submitted. The report to the Chair of the Module Examination Board should contain detail of any other academic misconduct so declared and also a statement by the Programme Leader (or nominee) about any other cases of proven or admitted academic misconduct in the student's record. In cases of plagiarism, collusion or falsification, the report should also contain a statement from the first marker for the module on whether or not there is evidence of the learning outcomes for the assessment having been met by the student(s) involved, despite the misconduct.
- 4.1.6 If this informal meeting does not resolve the matter, the member(s) of staff concerned will then, within three days or as soon as reasonably practicable following the discovery or allegation, report the matter in writing to the Registrar of the School owning the module. The report should contain full details about the circumstances surrounding the alleged irregularity including, if appropriate, photocopies of the student's work. The School Registrar will notify the student that a report has been made and that a formal investigation will be undertaken in accordance with paragraph 4.3 below. The School Registrar will initiate this process of formal investigation.
- 4.1.7 An allegation may be made after the work has been marked and returned to the student.
- 4.1.8 If a student believes academic misconduct to be taking place in any form of in-course assessment, it is their responsibility to bring this to the attention of the School Registrar.

### **4.2 Initial Procedure for Examinations**

- 4.2.1 Where academic misconduct is suspected in an examination, the Invigilator concerned will inform the Co-ordinating Invigilator, and in the presence of that colleague, inform the student of his/her suspicions and clearly annotate the student's script. The student will also be advised by the Invigilators that a full report will be submitted following the examination.
- 4.2.2 The Invigilators will seek to confiscate any relevant evidence (for example, any unauthorised material) and allow the student to continue with the examination.

However, if the student persists with the irregularity he/she will be expelled from the room. The student will also be expelled from the room if he/she refuses to submit any suspected material to the Invigilators.

- 4.2.3 Immediately following the examination, the Invigilator, together with the Co-ordinating Invigilator, will submit a full report of the matter using the Invigilator Report Form. This form will be returned to School administrative staff along with the scripts and other examination stationery. The School staff will then ensure that the report is immediately sent to the Module Tutor for the module in question and the Registrar of the School owning the module. The Invigilator's report should be accompanied by any relevant evidence.
- 4.2.4 If the student(s) concerned has admitted to the academic misconduct at the point of being challenged by the Invigilators, then the School Registrar will send the Invigilator's report to the Chair of the Module Examination Board concerned, within two working days for the Examination Board, at its next scheduled meeting, to take into account when considering the mark and action to be taken, in accordance with paragraph 4.4 below. The School Registrar will also ensure that the Module Examination Board is informed of any other cases of academic misconduct on the student's record.
- 4.2.5 If the student disputes the allegation of misconduct then it is the responsibility of the Module Tutor to convene an informal meeting and follow the procedures as specified in 4.1 above. If this does not resolve the issue then the procedures for initiating a formal investigation specified in 4.1 will be followed.
- 4.2.6 If a student believes academic misconduct to be taking place during an examination, it is their responsibility to bring this to the attention of the Invigilator. However, no further action can be taken unless the suspected academic misconduct is subsequently verified by the Invigilator.

### **4.3 Academic Misconduct Panel**

- 4.3.1 Where an allegation of an academic misconduct has been made in accordance with paragraph 4.1 or 4.2 and not admitted or resolved through the defined informal process, the matter will be investigated as soon as reasonably practicable following the discovery or allegation of the misconduct by an Academic Misconduct Panel to be convened comprising:
- i) the Dean of the School which owns the module on which the misconduct is alleged to have taken place or their nominee (who must be an Associate Dean or equivalent) - Chair.
  - ii) two other members of staff, taken from a register of staff nominated for this purpose by School Learning and Teaching Committees. Neither should have direct involvement with the module, the student or their Programme and at least one should be from a School other than that owning the module.

The Registrar for the School owning the module will act as Secretary and Convenor of the Panel (or a nominee if the School Registrar has already been connected with the case).

If the academic misconduct in question involves more than one student then the same Panel membership will consider each case.

- 4.3.2 Where there are also matters of professional suitability to be taken into account, it may be considered appropriate to combine the roles of the Academic Misconduct Panel and the Professional Suitability Board, to include representation from the relevant professional body as specified in the Handbook of Student Regulations 3.8.3.
- 4.3.3 The Academic Misconduct Panel Secretary will notify the members of the Panel and the student(s) concerned, within five working days of the receipt of the report, of the date, time and place of the meeting of the Panel. If alleged misconduct comes to light during a set of examinations, and the candidate still has some examinations to sit,

this timescale shall be extended to three working days after the end of that particular set of examinations.

- 4.3.4 The student(s) will be provided by the Secretary with full details of the alleged misconduct and informed of his/her right to appear before the Panel, accompanied by a friend or representative of his/her choice and to submit a written statement of mitigation concerning the alleged misconduct. Failure by the student(s) to appear before the Panel or to submit a statement will not prevent the investigation proceeding.
- 4.3.5 The Panel may call witnesses, as appropriate, to substantiate the allegations, and will not unreasonably refuse permission for the staff or student(s) concerned to call such witnesses as they deem appropriate.
- 4.3.6 The Panel will interview the student(s), staff, and witnesses as appropriate, consider the student's written statement, and come to a decision on the basis of the student(s) statement and the supporting evidence. The student(s) will withdraw while the Panel deliberates.
- 4.3.7 The order of proceedings is as follows:
  - i) statement of the case against the student(s), production of evidence in support of it and responses of those presenting that case to questions from the panel.
  - ii) statement of the case for the student(s), production of evidence in support of it and responses by the student(s) to questions from the panel.
  - iii) reply to the case of the student(s).
  - iv) reply to the case against the student.
- 4.3.8 Evidence may be received by the Panel by oral statement, written and signed statement, or statutory declaration. The Chair of the Panel shall decide, after taking account of the evidence assembled, whether the evidence from each party can be heard in the other's presence.
- 4.3.9 Each member of the Panel has equal status and, in the event of a disagreement about the decision, the decision shall be made by a majority of those present.
- 4.3.10 If the student(s) has attended, he/she will be informed of the Panel's decision at the conclusion of the meeting. The Secretary will report the outcome in writing to the student within two working days of the Panel's decision. The student should also be given the opportunity to declare academic misconduct in other work that they have submitted. The student(s) has no right of appeal at this stage (but see below, section 5).
- 4.3.11 The report by the Academic Misconduct Panel to the Examination Board shall include a statement (to be obtained from the Registrar of the student's home School) about any other cases of proven or admitted academic misconduct in the student's record. If the misconduct is one of plagiarism, collusion or falsification then the report should also contain a statement from the first marker for the module on whether or not there is evidence of the learning outcomes for the assessment having been met, despite the misconduct.

#### **4.4 Action by Examination Boards**

- 4.4.1 If an Academic Misconduct Panel is satisfied that there has been no academic misconduct the Examination Boards will consider the candidate's case in the usual way, and will disregard the original allegations of misconduct.
- 4.4.2 If an Academic Misconduct Panel is satisfied that there has been an academic misconduct, or if the student admits (under paragraphs 4.1 or 4.2) that an academic misconduct has taken place, the Examination Boards will take all the factors reported

and evidence submitted into account in its consideration of the student's case and decide on action to be taken appropriate to the gravity of the case. This includes the power to fail the student for all or part of the assessment in respect of which an academic misconduct has been found to have occurred, and to determine whether the student should be permitted to continue on the Programme with or without reassessment, or whether the student is not permitted to continue on the Programme.

- 4.4.3 It is the Module Examination Board's responsibility to decide the results of a module affected by the academic misconduct applying relevant action (section 4.4.5), and for the PAB to determine whether the student can continue on the Programme in the light of the overall performance, and in the light of any recommendations from the Module Examination Board.
- 4.4.4 Members of the Examination Boards who have been involved with the formal investigation of the academic misconduct are not permitted to be present during discussion of the matter by the Board.
- 4.4.5 The Module Examination Board and Progression and Awards Board will have regard to the guidelines in Table 1 in arriving at a decision on what action is appropriate (under section 4.4.2 above).
- 4.4.6 It should be noted that the guidelines in Table 1 are not mandatory. Decision on the penalty rests with the Examination Board in the light of the details of the case.
- 4.4.7 Where matters of professional suitability have been considered by a joint academic and professional misconduct panel (see 4.3.2 above), the student may be subject to additional penalties as specified in the Handbook of Regulations 3.8.4.
- 4.4.8 If a student is deemed by the Module Examination Board to have failed a module because of academic misconduct, then the PAB cannot compensate the failure.
- 4.4.9 Where alleged academic misconduct comes to light after Examination Boards have met to consider a student's assessment the procedure set out above in 4.1 and, if necessary, 4.3 will be followed and reconvened Examination Boards will meet as soon as practicable following the receipt by the Chair of the Board of a report from the academic staff concerned or Academic Misconduct Panel. If the outcome of the reconvened Examination Boards affects the student's final result, the Chair of the PAB will inform the student(s) in writing of the reasons for the varied result and of his/her right of appeal (section 5).
- 4.4.10 In all cases where an Examination Board has had to consider an academic misconduct in respect of a student's assessment, the Secretary of the Examination Board should report the decision of the Board to the Registrar of the student's home School in writing, within five working days of the meeting of the Examination Board in question. Cases of academic misconduct will be recorded on the marks recording system using an agreed code.

## **5. STUDENT'S RIGHT OF APPEAL**

The student has a right of appeal against the decision of the Examination Board in accordance with the University's appeals procedures (as set out in 'Principles and Procedures Relating to Student Appeals against Examination/Assessment Decisions' published by the University Secretary in the 'Handbook of Student Regulations').

**Table 1 Guidelines on penalties for academic misconduct**

<b>If the misconduct is one of plagiarism, collusion, falsification or similar:</b>		
	<b>Learning outcomes of assessment on balance met despite the misconduct</b>	<b>Learning outcomes of assessment not met (or insufficient evidence that they are met)</b>
<b>First instance of misconduct (to cover multiple instances if these have been declared under 4.1 or 4.3.9), student in level 4 or below</b>	Written warning plus a reduced mark for the assessment with a maximum mark of the pass mark for the assessment. Referral opportunity will normally be granted by PAB if the candidate is eligible. Normal compensation rules (ARNA 7.1) will apply to the referral opportunity.	Written warning plus a mark of zero for the assessment. Referral opportunity will normally be granted by PAB if the candidate is eligible. Normal compensation rules (ARNA 7.1) will apply to the referral opportunity.
<b>First instance of misconduct (to cover multiple instances if these have been declared under 4.1 or 4.3.9), student in level 5 or above</b>	Written warning plus a reduced mark for the module with a maximum mark of the pass mark for the module. Referral opportunity will normally be granted by PAB if the candidate is eligible. Normal compensation rules (ARNA 7.1) will apply to the referral opportunity.	Written warning plus a mark of zero for the module. Referral opportunity will normally be granted by PAB if the candidate is eligible. Normal compensation rules (ARNA 7.1) will apply to the referral opportunity.
<b>Subsequent instance of misconduct</b>	Mark of zero for the module. PAB to consider whether candidate is required to withdraw from the Programme or, if the candidate is in their final year, a reduction in degree class beyond that which might follow from the failed module.	
<b>If the misconduct is one of cheating in an examination, personation, ghosting or similar:</b>		
<b>First instance of misconduct (to cover multiple instances if these have been declared under 4.1 or 4.3.9), student in level 4 or below</b>	Written warning plus a mark of zero for the assessment. Referral opportunity will normally be granted by PAB if the candidate is eligible. Normal compensation rules (ARNA 7.1) will apply to the referral opportunity.	
<b>First instance of misconduct (to cover multiple instances if these have been declared under 4.1 or 4.3.9), student in level 5 or above</b>	Written warning plus a mark of zero for the module. Referral opportunity will normally be granted by PAB if the candidate is eligible. Normal compensation rules (ARNA 7.1) will apply to the referral opportunity.	
<b>Subsequent instance of misconduct</b>	Mark of zero for the module. PAB to consider whether candidate is required to withdraw from the Programme or, if the candidate is in their final year, a reduction in degree class beyond that which might follow from the failed module.	

## APPENDIX II

### PART A REGULATIONS GOVERNING EXAMINATIONS AND ASSESSMENTS

The following section deals only with regulations. For examination procedures please refer to **The Handbook of Examination Procedures and Regulations**.

#### 1. CONDUCT OF CANDIDATES DURING EXAMINATIONS

- 1.1 Candidates may not enter the examination room until instructed to do so by an Invigilator. This will normally be 10 minutes before the commencement of the examination or 15 minutes in the case of a large examination venue.
- 1.2 On entry to the room, candidates should leave all baggage and materials not specifically required for the examination in an area well away from the examination desks, designated for this purpose by the Co-ordinating Invigilator. A small handbag, or the equivalent, may be retained by each candidate at the discretion of the Co-ordinating Invigilator. Violation of this regulation will be defined as cheating.
- 1.3 Candidates are not permitted to bring with them to their desk any written information, material or equipment which may give them unfair advantage. Mobile phones and hand held personal organisers must be switched off and stored in a bag or coat pocket. The use of calculators and dictionaries is allowed only where clearly marked on the examination paper.
- 1.4 Local administrative arrangements are made to provide students with evidence for invigilators that they are entitled to the use of a dictionary, eg an authorisation ' card' , signed memo or list of students who are entitled. It is important that academic staff agreeing to the use of dictionaries inform administrative staff so that lists can be prepared.
- 1.5 As with all public examinations candidates will be expected to sit the examination as presented. Any difficulties arising should be noted by the Co-ordinating invigilator and will be dealt with under the technical extenuating circumstances procedures with compensation given to students as appropriate.
- 1.6 No candidate, having commenced the examination, may leave the examination room during the **first hour** of the examination, or during the **final 20 minutes**, other than for temporary absence. An invigilator may permit a candidate to leave the examination room to visit the toilet - the candidate will be accompanied by an invigilator. Candidates wishing to leave the room should raise their hand to request permission to do so. A candidate who completes the examination before the end of the time allocated, or who does not wish to proceed with the examination, may leave the examination room early.
  - i) A candidate who has left the examination venue (other than in an accompanied, temporary absence) will not ordinarily be re-admitted.
  - ii) No candidate may leave during the **first hour** (this does not include reading time) or the **final 20 minutes** of the examination.
  - iii) Before leaving a candidate must hand in his/her script and all other examination material. The time of departure will be marked on the script.
- 1.7 Examinations must be conducted in a manner conducive to the maximum performance by each candidate. The Co-ordinating invigilator may order from the examination room any candidate who unreasonably disturbs the examination and thereby prejudices the performance of other candidates. Candidates are not permitted to smoke or consume food during an examination (although drinks and sweets are allowed).

- 1.8 Candidates arriving late for an examination may be permitted to enter the examination room and proceed with the examination up to **one hour** from the start of the examination. Candidates will not normally be admitted after one hour from the start of the examination. However, the Co-ordinating Invigilator has discretion to admit candidates arriving later than this if satisfied that the late arrival was caused by factors outside the candidate's control and if no person has already left the examination room. The Co-ordinating invigilator may extend the examination period for those candidates if satisfied by the reason for lateness.
- 1.9 Candidates may not leave the room at the end of an examination until given permission to do so. Before giving permission the Co-ordinating Invigilator will establish that the number of scripts collected matches the number of candidates.

## **2. STUDENTS PERMITTED TO SIT AN EXAMINATION ON AN ALTERNATIVE DATE**

- 2.1 A student who fails to attend a scheduled examination without good cause may be deemed to have failed.
- 2.2 Students may be permitted to sit an examination on an alternative date only if evidence of exceptional circumstances is provided to the Personal Extenuating Circumstances Sub-Committee of the PAB. Where appropriate, the Chair may take action in advance of the meeting of the Sub-Committee.
- 2.3 In these exceptional circumstances the resit facility may, at the discretion of the PAB, be used as a first sitting for the student concerned. However, where failure in a resit examination used as a first sitting would create a problem for further resit provision, a new paper will need to be provided for the student.

## **3. EXAMINATIONS FOR FRANCHISE STUDENTS AND THOSE TAUGHT BY UNIVERSITY STAFF AT REMOTE SITES**

- 3.1 The arrangements for both the examinations and any resits will be determined by the local institution in liaison with the University School or by the University staff concerned for remote delivery, and will follow the University examination procedures.
- 3.2 The timing of examinations overseas must take account of the time differences between the country concerned and the UK.

## **4. RESIT EXAMINATION FACILITIES FOR OVERSEAS STUDENTS**

- 4.1 Students who studied in the UK and who are normally resident elsewhere should be offered the opportunity to resit examinations overseas. It is recommended that in the event of such a request School Offices liaise with British Council Offices or with institutions recommended by British Council. Individual students are required to meet the costs incurred in providing invigilation and facilities, with the provider invoicing students directly.
- 4.2 In arranging the sitting of an examination overseas the time difference needs to be taken into account to ensure that the examination is held at exactly the same (actual) time as the UK paper. If this is impossible, a separate paper should be set and forwarded to the overseas centre/institution concerned.

## **5. EXAMINATIONS FOR DISTANCE LEARNING STUDENTS**

- 5.1 All examination and other assessment arrangements will be made clear to students in programme documentation.

- 5.2 The principles of Examination Regulations will apply where appropriate in respect of the conduct of students. The rules governing the organisation of examinations will apply only where assessment takes place in a supervised environment.

## **6. DISCLOSURE OF MARKS TO STUDENTS**

- 6.1 The definitive marks (ie those agreed by the Examination Board) awarded to each University student will be issued to that student for each individual module identified in a programme assessment scheme together with any weighted total used by the Board in arriving at its decisions for the Programme.
- 6.2 Definitive marks will be issued to students whether the marks are held manually or on automated data storage.
- 6.3 The marks awarded to the student for an in-course assessment (any summative assessment, eg written report, oral presentation, essay, laboratory report or product) will be communicated individually to the student as and when the mark has been internally agreed and recorded, and used as a basis for formative feedback to the student. However it will be made clear that the mark is still subject to external moderation and/or confirmation at the end of stage/year Examination Board. The definitive marks will be released to the student within three weeks of the meeting of the Board.
- 6.4 Confidentiality of marks as between students must be observed at all times. Rights of access and provision for disclosure relate to an individual' s own data only.

## **7. PUBLICATION OF EXAMINATION RESULTS**

- 7.1 The results of all examinations will be published on notice boards as soon as possible.
- 7.2 Students will be informed in writing of their individual examination results and resit requirements.

## **8. COMMUNICATION OF RESULTS BY TELEPHONE**

Only the information readily available from the published lists displayed on notice boards may be communicated to students over the telephone.

## **9. EXAMINATION OF STUDENTS IN DEBT TO THE UNIVERSITY**

Students who are in debt to the University and have not made arrangements to pay such debts will be withdrawn from the University and will not be permitted to sit examinations.

## **10. NOTIFICATION OF RESULTS TO OUTSIDE ORGANISATIONS**

- 10.1 Information on assessment results in the form of grades of attainment may be made known to sponsors, but cannot be made available to other external organisations or individuals without the knowledge and consent of the individual student. Only the general information, which is published on the notice boards may be given to external bodies who are not sponsors, without prior consultation with the student.

- 10.2 A list of all external bodies to which the results of coursework and examinations may be divulged, with student permission, must be maintained in the School Office. The list should include examination/qualification awarding organisations, sponsors, such as employers who provide day release, LEAs and other educational establishments. The School Registrar will ensure that in each case the external organisation is properly notified of the results.
- 10.3 Enquiries from other sources for examination results should be referred to the Academic Registry in the first instance.

## **11. HISTORICAL DATA**

Students requesting disclosure of historical definitive marks will be granted access to marks held in automated form on payment of the specified fee determined by the University. Such requests should be referred to the relevant School Office to be dealt with in accordance with the standard procedure for requests under the Data Protection Act 1998.

## **PART B DISABLED STUDENTS OR STUDENTS IN UNFORESEEN MEDICAL CIRCUMSTANCES**

### **1. DISABLED STUDENTS**

- 1.1 This section is intended to apply to disabled students who require individual arrangements to be made at examinations. The term 'disabled students' includes all those who fall within the definition of a disabled person set out in the Disability Discrimination Act (DDA) 1995 Part IV (Education) as amended by the Special Educational Needs and Disability Act 2001:

'A disabled person is someone who has a physical or mental impairment, which has a substantial, adverse and long term effect on his or her ability to carry out normal day-to-day activities.'

- 1.2 This definition covers students with mobility impairments, sensory impairments, mental illness or mental health problems, dyslexia and other specific learning difficulties, and medical conditions such as epilepsy or diabetes.
- 1.3 The DDA states that educational institutions must take reasonable steps to ensure that a disabled student is not placed at a substantial disadvantage in comparison to a student who is not disabled.
- 1.4 In the case of examinations this requires institutions to make 'reasonable adjustments' to arrangements where necessary to prevent a disabled student being disadvantaged. In some cases this may mean alternative assessment methods to examinations being considered (see 5 below).
- 1.5 There may be other students who have short-term medical conditions which could not be foreseen but which arise before the examinations and require similar individual arrangements to be made. Such students are dealt with under section 10 of the Assessment Regulations. However, the key point is that different procedures for notification of the problem apply and different timescales are necessarily involved. Disabled students will be dealt with on an on-going basis throughout the student's study at the University and therefore do not come under the remit of the Personal Extenuating Circumstances (PECs) procedure. However, the unforeseen short-term medical emergency, eg a broken arm, may require both individual arrangements to be

made for examinations and, if appropriate, consideration via the PECs process of the particular circumstances of the student during a critical period.

## **2. GENERAL PRINCIPLES**

- 2.1 The examination should be a fair test of each candidate's academic ability. Individual arrangements can be made to minimise the disadvantage created by the disability and to not otherwise advantage the student.
- 2.2 In an examination a disabled candidate should be permitted access to equipment or aids which he/she would normally use in day to day study and communication, eg word-processor, electronic dictionary.
- 2.3 In order for individual examination arrangements to be made the University must know of the student's disability. The onus lies with the student to disclose disability and students are urged to consult the Disabilities Service at an early stage so that their needs can be assessed.
- 2.4 Disabled students requesting individual examination arrangements must be able to provide the Disabilities Service with 'evidence' of their disability (unless the disability is visibly obvious). In the case of students with dyslexia or other specific learning difficulties this should be in the form of a diagnostic assessment report by an Educational Psychologist or similar. For other disabilities this should be written evidence from a GP or similar appropriate professional.
- 2.5 For disabled students there remains a need to respond flexibly, and occasionally, on an ad hoc basis. Examination arrangements may need to be as individual as the student concerned.

## **3. EXAMPLES OF INDIVIDUAL ARRANGEMENTS FOR DISABLED CANDIDATES**

- 3.1 Depending on the effects of each disabled student's individual impairment any of the following individual examination arrangements may be required, as recommended by the Disabilities Service:
  - ? Additional time
  - ? Use of a room with other candidates with the same amount of additional time
  - ? Use of an individual room
  - ? Use of a computer to complete answers (including use of assistive software where appropriate)
  - ? Use of an amanuensis or 'scribe'
  - ? Use of a reader
  - ? Use of a mentor
  - ? Use of a Communication Support Worker to clarify non-technical phrases/vocabulary for deaf candidates
  - ? Wheelchair accessible room/furniture
  - ? Facilities for an assistance dog
  - ? Examination papers in alternative formats (where necessary Schools should contact the Disabilities Service for transcription services)
  - ? Facility to tape answers
  - ? 'Stop/start' arrangements clock to be stopped when candidate indicates need for rest/toilet break and restarted when indicates ready to continue
  - ? Appropriate timetabling of examinations such as morning or afternoon, not more than one in a day
  - ? Access to phone for invigilator in case of emergency, for example, a student having an epileptic seizure or severe asthma attack.

#### **4. INDIVIDUAL EXAMINATION ARRANGEMENTS TO ACCOMMODATE UNFORESEEN MEDICAL CIRCUMSTANCES**

- 4.1 Students may require individual arrangements to be made at examinations due to unforeseen medical circumstances. All requests made by students for additional time or individual examination provision should be supported by appropriate medical certification. Students are required to submit requests and medical certification as soon as possible following the accident/illness/diagnosis in order to allow time for individual provision to be made.
- 4.2 The student should submit any request for individual examination provision to the Disabilities Service. Any arrangement agreed with a student will be notified to the School Office so that appropriate measures can be taken with regard to examination arrangements, and so that any subsequent PECs report can be considered with full information. The pro forma should be kept on the student's file in the student's home School both as a guide for future examinations, and in case of an appeal.
- 4.3 The student may also submit a PECs report in respect of the illness/injury, which relates to the effect upon performance not covered by the individual arrangements for examination. Any individual arrangements made for a student should be reported by the School Office to the relevant PECs sub-committee of the PAB.
- 4.4 A student who has a disability or long-standing medical problem but has chosen not to declare this to the Disabilities Service may still seek due consideration to be made via the PECs process. This should be in exceptional circumstances only.

#### **4. ALTERNATIVE ASSESSMENT METHODS**

- 5.1 Where a disabled student cannot be assessed by examination for a reason related to their disability the examiners may vary those methods as appropriate, bearing in mind the stated learning outcomes of the programme and the need to assess the student on equal terms with other students.
- 5.2 Where a disabled student feels that alternative assessment methods are required the student should initially discuss this with a Disabilities Adviser. The Disabilities Adviser will then contact the Programme Leader to negotiate and agree whether alternative assessment methods are appropriate and, if so, what the assessment methods should be. This discussion may also involve the student directly. Any alternative assessment methods agreed should then be authorised by the Chair of the Module Examination Board and, where applicable, the External Examiner.