GUIDANCE FOR
BOARDS OF EXAMINERS
IN
PARTNER COLLEGES

Degrees, Top-up Degrees and
Foundation Degrees

Revised
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GUIDANCE FOR BOARDS OF EXAMINERS IN PARTNER COLLEGES
Degrees, Top-up degrees and Foundation Degrees

Please note this guidance is for Boards of Examiners who are considering the performance of students on University of Kent degree programmes offered within the University's Partner Colleges, Mid Kent College, Canterbury College and West Kent and Ashford College.

Note: the guidance in this Manual has been extracted from Annex J (Boards of Examiners), Annex K (External Examiners) and Annex O (Quality Assurance Procedures for Programmes of Study at Partner Colleges Leading to University Awards) of the Code of Practice for Taught Programmes and the Credit Framework for Taught Programmes of Study. The Code of Practice and Credit Framework can be read in full at: http://www.kent.ac.uk/teaching/qa/codes/. This guidance should also be read in conjunction with the University’s Collaborative Provision: Policies and Procedures available at http://www.kent.ac.uk/teaching/qa/collaborative/index.html

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1.0 BOARDS OF EXAMINERS

1.1 Who sits on a Board of Examiners?

A Board of Examiners is appointed for each programme of study. The Board is made up of:

- a) One or more external examiner(s), appointed by the University. Only persons of appropriate seniority and/or experience who are able to command authority should be appointed. They should normally hold a post at Senior Lecturer level or above at an ‘old’ University or Principal Lecturer level or above at a ‘new’ University or equivalent. Persons who have recently retired from such posts may be considered for appointment provided that there is evidence that they are familiar with current expectations in Higher Education. External examiners may also be appointed from outside the higher education system on the basis of demonstrable professional qualifications and experience particularly in the case of vocational awards. The University will normally only appoint UK-based external examiners.

- b) At least one University of Kent examiner, who shall be appointed as Chair of the Board of Examiners by the relevant Faculty Board. For programmes managed under Franchised or Validated Plus arrangements, this will normally be the relevant School Liaison Officer.

- c) College examiners i.e. those who normally teach on the programme. They are appointed by the University on the College’s recommendation. One of these examiners acts as Deputy Chair. When recommending the appointment of college staff as internal examiners, the College should provide the Faculty with copies of curriculum vitae for the staff concerned.

Meetings will also be attended by a Secretary, appointed by the College and usually a representative of the relevant University Academic School who is able to advise on regulations and procedures.

1.2 What are the responsibilities of the Board of Examiners?

The Board of Examiners will act in accordance with the University Code of Practice Annex J – Meetings of Boards of Examiners which is available at http://www.kent.ac.uk/teaching/qa/codes/taught/annexj.html. The Board is responsible for:

- a) Reviewing the marking and confirming the marks to be awarded;
- b) Making recommendations with regard to progression to the next stage of the programme, referrals and termination of registration of students;
- c) Making recommendations with regard to the award of the degree to students who have successfully completed programmes of study;
- d) All members of a Board of Examiners are required to attend meetings of the Board except that External Examiners are only required to attend meetings at which
decisions are to be made about recommendations for the award of diplomas and/or degrees. External Examiners should be invited, but are not required, to attend meetings of Boards of Examiners convened to consider referral results and deferral results. Boards of Examiners will have considered students’ cases following the initial assessment and will set out provisional decisions in each student’s case pending the results of the referrals and the deferrals. External Examiners should nevertheless be involved in consideration of all referral and deferral students and in decisions concerning awards. This consultation can take place via email and telephone.

Where a Board of Examiners has been arranged but the External Examiner then advises that he/she is no longer able to attend on that day that absence may only be approved by the Pro Vice Chancellor for Teaching and Learning and only under exceptional circumstances. Where such absence is not approved, the Board of Examiners must be re-arranged for the earliest date possible.

1.2.1 Representation

Individual members of Boards of Examiners should not take on a formal role of representing or advocating the interests of an individual student on examination panels (see Annex G of the Code of Practice for Taught Programmes of Study).

1.2.2 Academic Discipline

Boards of Examiners are not the appropriate forum for considering the application of penalties for academic discipline offences. Academic discipline offences should have already been considered by College Disciplinary Committees and any penalties applied by them.

1.3 How often does the Board of Examiners meet?

The Board of Examiners will meet at least annually.

1.4 What does the External Examiner do?

No University qualification can be awarded without participation in the examining process by at least one External Examiner, who should be a full member of the relevant Board of Examiners, except as set out in the note below. External Examiners are responsible to the Senate of the University which authorizes the award of qualifications. They are strongly encouraged to attend progression meetings.

The responsibilities of the External Examiner are as follows:

a) To participate as a full member of the Board(s) of Examiners of which s/he is a member;

b) To monitor and report on the standards set by the University for its awards in the subject area concerned in comparison with those of other institutions;

c) To review and comment, in advance, on examination question papers (including those for referrals and deferrals) which contribute to the classification of an award;

d) To attend all meetings of the Board(s) of Examiners of which he/she is a member and at which decisions may be taken about awards to students and to confirm his/her agreement to the decisions reached;

e) To monitor and report on the achievement of students;

f) To monitor and report on the proceedings of the Board of Examiners and in particular on whether these ensure that students are treated fairly and consistently within institutional regulations and guidance;
g) To monitor and report on whether the assessment used permits students to demonstrate achievement of the stated learning outcomes;

h) To monitor and report on whether marking is undertaken rigorously and in accordance with assessment criteria, in particular by reviewing the marking of samples of student work (including work for referrals and deferrals);

i) Where appropriate, to observe student work, for example in the performing arts;

j) To monitor and report on whether students are offered appropriate opportunity to realise learning outcomes through work based learning, placement and employer links and its associated assessment (if applicable);

k) Where appropriate, to conduct viva voce examinations, for example to assist the Board of Examiners to reach a decision about a particular student;

l) To discuss with internal examiners and to report on steps which might be taken to enhance the experience of students, the assessment process and the proceedings of the Board of Examiners;

m) To report on good practice identified within the College;

n) To submit an annual report to the University within four weeks of the main annual meeting of the Board of Examiners;

External Examiners must submit an annual report electronically to the University via the External Examiner Report Submission System which can be accessed via the Office for Quality Assurance and Validation web site at: http://www.kent.ac.uk/uelt/quality/extexaminers/index.html

External examiners must complete their report in sufficient detail so as to be of effective use to the College. Where a report is considered to be incomplete, the College concerned or the Quality Assurance Office may request the external examiner to revise the report.

The Quality Assurance & Validation Office will be responsible for distributing reports to Partner Colleges and University Liaison Officers/External Advisers if they do not have access to the EERS system.

Prior consent is required from the Quality Assurance Office where the number of visits by the external examiner will exceed six in any one academic year.

1.5 What does the Deputy Chair do?

The Deputy Chair, appointed from among the College examiners, is responsible for:

a) Making arrangements for meetings and for informing members of those arrangements in good time (This may require some negotiation with Board members so they should be contacted as early as possible.);

b) Ensuring that all members of the Board of Examiners receive detailed information about the programme, including assessment requirements and the programme syllabus;

c) Ensuring that arrangements for the approval of examination papers and monitoring of internal marking are agreed between the Chair and the external examiner(s);
d) Ensuring that proofs of examination question papers are checked for level, spread, accuracy, clarity and appropriateness, that where questions are divided into parts the marks allocated to each part are shown on the paper, and that all draft examination papers are sent to the appropriate External Examiner for comment and approval;

e) Convening a concessions committee meeting and a preliminary meeting of internal examiners to agree provisional marks (see 2.3 below);

f) Ensuring that appropriate documentation, including an agenda, is provided at meetings of Boards of Examiners;

g) Ensuring that University mark sheet for the programme is amended as appropriate during the meeting and signatures of the Chair and the external examiner (where present) are obtained. The official copy will be retained by the relevant University Faculty Office representative (See Annex 1);

h) Ensuring that the Board of Examiners is informed of all medical evidence and other evidence of mitigating circumstances submitted by students;

i) Ensuring that students are informed of decisions made regarding their progress and the award of qualifications;

j) Informing candidates selected for a viva voce examination of the time and place of the viva, and its purpose;

k) Ensuring that where the Board of Examiners considers the work of students who have not, at that point, completed their programme of study, such examination scripts, extended essays and dissertations are properly and securely stored so that they are available if required for re-reading by the Examiners in the light of the final year performance of candidates.

l) The Deputy Chair will ensure that students are informed of decisions made regarding their results and any conditions which students have to fulfil in order to progress. Students should be informed that final year marks and classifications remain provisional until the pass list has been signed by the relevant Faculty Dean.

1.6 What does the Chair of the Board of Examiners do?

The Chair of Examiners is responsible for chairing the Board of Examiners on behalf of the University and for:

a) Advising the Board with regard to regulations and conventions and their interpretation;

b) Ensuring that the identities of candidates are not made known to examiners at any Board during the proceedings for confirming marks and awarding credit, or when determining the progression or classification of candidates. Only when such proceedings have been completed in full may the identities of candidates be revealed to the examiners, if required (to facilitate, for example, the award of prizes). Decisions on candidates, however, may not be revisited after their identities have been made known to the Board;

c) Not permitting any concessionary case to be re-opened during Board proceedings;

d) Ensuring that a record is kept of the decisions made by the Board and that these decisions are acted upon;

e) Where the Board makes a decision other than that indicated by the conventions, ensuring that the reasons for doing so are recorded on the official record of results;
f) Asking the external examiner(s), where present, to sign the official record to confirm their acceptance of the decisions made by the Board.

1.7 **What does the Secretary do?**

The College will appoint a member of its staff to act as Secretary to the Board of Examiners. The Secretary will

a) Attend meetings of the Board of Examiners;

b) Be responsible for recording the decisions made by the Board including the consideration given to specific cases. Most decisions are recorded on the mark sheet which is signed and appended to the minutes. The format of the minutes should follow that of the agenda. The minutes record details of any special cases which are discussed and should accurately report all decisions and discussions. (In the case of a subsequent appeal, the minutes are vital). The Secretary should ensure that the Board has addressed all marginal and failing students with care and has made explicit the reasons for its decisions. Where a Board might have used some discretion but has chosen not to do so, this should also be recorded. (Guidance about the completion of composite marksheets and the written record is attached at annex 2);

c) Ensure that all members of Boards of Examiners are provided with the relevant regulations and Examination Convention;

d) Ensure that other recommendations are notified to the Faculty.

1.8 1.8 **What is the role of the Academic School?**

a) Send copies of agendas and minutes of relevant School meetings to Partner College Programme Directors/Co-ordinators.

b) Invite Partner College Programme Directors/Co-ordinators to attend School meetings as appropriate.

c) A representative from the cognate Academic School’s administrative staff will be in attendance at the Board (normally the School Administration Manager or nominee). This representative will receive the annotated marksheets from the Secretary after the Board meeting and will ensure that the final marks are recorded on the Student Data System, that the pass list is generated and signed by the relevant Dean and is circulated in the same way as pass lists for University programmes and is sent to the deputy chair in the College.

d) The representative from the cognate School’s administrative staff will also advise on regulations and conventions and their interpretation at the Board.

1.9 **What is the role of the School Liaison Officer?**

Where a School within the University has responsibility for a programme, the School will appoint a member of its staff to act as Liaison Officer who will:

a) Act as the Chair of the Board of Examiners for the programme concerned;

b) Be a source of advice on learning and teaching matters (e.g. assessment strategies and programme resource requirements);
c) Assist with curriculum development and receive proposals for new modules and programmes at an early stage in their development;

d) Assist the college in the nomination of external examiners and external periodic review panel members;

e) Ensure that the relevant School Learning and Teaching Committee has effective oversight of quality assurance procedures such as external examining, annual monitoring, and ensure that periodic programme reviews have been completed as required for the programme concerned;

f) Receive agendas and minutes of programme team meetings;

g) Be a suitable candidate to be a member of any review panels established to undertake periodic programme reviews in Schools with similar provision;

h) Facilitate liaison between relevant University staff and staff and students at the College, in particular with regard to progression from the College to the University;

i) Submit an annual report to the University via the Office for Quality Assurance and Validation on the quality of the programme and the learning experience of the students using the template at: http://www.kent.ac.uk/teaching/qa/extexaminers/forms.html. The report will be copied to the College and to the relevant Faculty Officer and will be considered by the Faculty Board when it considers the Annual Report on the programme submitted by the College;

j) Agree a schedule of visits to the college during the academic year for the purpose of meeting the responsibilities set out above (to visit normally on at least three occasions including the Board of Examiners).

School Liaison Officers should be academic members of staff in a related subject area and they should ideally be familiar with Higher Education in Further Education Colleges (e.g. HNC/D Edexcel qualifications), although training in this area can be provided.

For programmes taught under a validated arrangement the University will nominate an administrative member of staff from the relevant School who will support the College and facilitate links with relevant Schools and Staff. The University will also provide a member of academic staff to act as the Chair of the Board of Examiners for the programme concerned to ensure that quality and standards are met and maintained.

1.10 What is the role of the Programme Adviser?

Where the University does not itself have appropriate subject expertise, it will appoint a Programme Adviser who will:

a) Receive agendas and minutes of programme team meetings;

b) Be a non-chairing member of the Board of Examiners;

c) Inspect samples of marked student work. The purpose of such inspection will not be to moderate internal marking but to obtain information about student learning and achievement;

d) Submit an annual report to the University via the Office for Quality Assurance and Validation on the quality of the programme and the learning experience of the students see template at: http://www.kent.ac.uk/teaching/qa/extexaminers/forms.html
e) The report will be copied to the relevant Partnership Development Officer, to the designated HE liaison staff within the Colleges and to the Faculties Support Officer. It will also be considered by the Faculty Learning and Teaching Committee when it considers the Annual Monitoring Report on the programme submitted by the College.

Following the proposal of candidates by the Partner College, the appointment of Programme Advisers will be undertaken by the Faculties and will require approval by the Pro Vice-Chancellor of the University with responsibility for Learning and Teaching. Programme Advisers will normally be appointed, in the first instance, for a period of four years and are eligible for reappointment at the end of the initial period if considered appropriate. Programme Advisers may not concurrently hold appointment as an External Examiner for the same programme.

The University will be responsible for payment of fees and expenses which will only be payable following receipt of an annual report. Programme Advisers will be paid a fee for each visit to the College which will be equal to the minimum fee payable to University of Kent External Examiners. Programme Advisers will normally be expected to make three visits per annum to the College, including attendance at the Board of Examiners’ meeting. Where more than three visits in one year are deemed necessary, the approval of the University’s Quality Assurance Manager should be obtained as the University will not pay fees and expenses in respect of such additional visits unless approval has been obtained.

2.0 Conduct of Meetings

2.1 Confidentiality

All discussion at meetings of Boards of Examiners shall be confidential and shall not be disclosed to students except where such disclosure is authorised by the Academic Registrar.

2.2 Impartiality

Any member of a Board of Examiners who has a particular interest in a student or students to be considered by the Board must declare such interest at the start of the meeting or in advance to the Chair of the Board. The Chair of the Board shall decide whether it would be appropriate for such a member to withdraw for part or all of the meeting. Individual members of academic staff should not take on a formal role of representing or advocating the interests of an individual student.

2.3 Concessionary Committee

Before each meeting of a Board of Examiners, the Deputy Chair shall convene a meeting of a small number of members of the Board of Examiners (i.e. the Deputy Chair and normally no more than three members) to agree recommendations to be made to the Board regarding students about whom medical or other concessionary evidence has been received.

The scale below provides a framework for assessing the impact of concessionary circumstances on a student’s performance and should be used for the purpose of reporting this assessment and the resulting recommendations to the Board. It should be noted that, as per the requirements of Annex 9 of the University Credit Framework (Concessions Applications and Appeals) which is available at http://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditinfoannex9.pdf, all such evidence submitted for consideration by students should document matters of illness or other misfortune such as to cause exceptional interference with academic performance over and above the normal difficulties experienced in life.
2.3.1 Conventions for the Application of Concessionary Measures

Where a concessionary committee determines that a student’s performance on a module or modules has been impaired by illness or other mitigating circumstances, it may recommend to the Board of Examiners that one or more of the measures set out in the table below should be adopted, within the limits prescribed and as appropriate to the circumstances and its assessment of the severity of the impact of the student’s performance.

a) **Condonement**
   Where the overall marks for a module or modules are condoned and are therefore excluded from the calculation of the classification of the award, Boards of Examiners must be satisfied that there is evidence to show that the student has achieved the **programme** learning outcomes. Condonement may only be applied to a maximum of 25% of the credit available for the stage

b) **Adjusted Overall Marks for Modules**
   Boards of Examiners should be satisfied that, where the overall marks on modules are adjusted by means of marks substitution or the disregarding of specific assessments, the adjusted overall mark(s) for the module(s) arrived at by these means **properly represents the student’s achievement in the module as a whole**.

In addition, the following measures may also be used:

a) For concessions assessed at Grade 1 or above, where the assessments to be disregarded contribute less than 20% to the overall mark for the module, Boards of Examiners may consider use of the measures of mark substitution and the disregarding of affected assessments without restriction. NB. Condonement would not normally be applied for a Grade 1 concession.

b) For concessions assessed at Grade 2, where the assessment[s] to be disregarded contribute 20% or more to the overall mark for the module[s] in question, the cumulative application of the measures of mark substitution and the disregarding of affected assessments is limited to a maximum cumulative total of 25% of the credit available for any stage.

c) For concessions assessed at Grade 3, where a module or modules have been failed and where the assessment[s] to be disregarded contribute 20% or more to the overall mark for the module[s] in question, Boards of Examiners may consider use of the measures of mark substitution and the disregarding of affected assessments for up to a maximum cumulative total of 25% of the credit available for the stage.

d) For concessions assessed at Grade 3, where a module or modules have been passed and where the assessment[s] to be disregarded contribute 20% or more to the overall mark for the module[s] in question, Boards of Examiners may consider use of the measures of mark substitution and the disregarding of affected assessments without restriction.

e) Boards of Examiners may only defer a student with respect to modules that have been failed.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Severity of Impact</th>
<th>Actions Might Include</th>
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<tbody>
<tr>
<td>0</td>
<td>The evidence submitted does not indicate that the concessionary circumstances had any adverse effect on the performance of the student in his/her assessment(s); OR the circumstances described have</td>
<td>Discount concessionary submission. Note at the BoE, however, that it has been considered and discounted.</td>
</tr>
<tr>
<td></td>
<td>The evidence submitted indicates that the concessionary circumstances are likely to have had <strong>limited adverse effect</strong> on the performance of the student in his/her assessment(s).</td>
<td>Override late submission penalties; grant time-limited extension; offer equivalent assessment, where appropriate (e.g. reschedule missed in-class test); <strong>AND/OR</strong> Disregard affected assessments or c/w requirement for the affected module or modules, where these <strong>contribute less than 20% of the mark</strong> for the module(s) in question. Such adjusted marks should properly represent the student’s achievement on the module as a whole.</td>
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<td>---</td>
</tr>
<tr>
<td>1</td>
<td>The evidence submitted indicates that the concessionary circumstances are likely to have had <strong>a significant adverse effect</strong> on the performance of the student in his/her assessment(s).</td>
<td>Disregard affected assessments or c/w requirement for the affected module or modules, including where these <strong>contribute 20% or more to the overall mark</strong> for the module(s) in question (to a limit of 25% of the credit required for the stage), provided that [i] the learning outcomes for the module(s) are achieved; and (ii) such adjusted marks properly represent the student’s achievement on the module(s) as a whole; <em><em>AND</em>/OR</em>* <em>Within limits, see above.</em> Where student has failed up to a maximum of 25% of the credit for the stage, consider condoning; <strong>OR</strong> Consider recommending deferral</td>
</tr>
<tr>
<td>2</td>
<td>The evidence submitted indicates that the concessionary circumstances are serious and are likely to have had <strong>a very significant adverse effect</strong> on the performance of the student in his/her assessment(s).</td>
<td>Substitute c/w for exam mark or vice versa, or, where the assessment pattern does not include an examination, c/w mark for c/w mark, provided that [i] the learning outcomes for the module(s) are achieved; and (ii) such adjusted marks properly represent the student’s achievement on the module as a whole; <strong>NB:</strong> (a) Where the modules in question have been failed, this measure may only be used with respect to a <strong>maximum of 25% of the credit available</strong> for the stage; (b) Where the modules in question have been passed, this measure may be used without restriction. <em><em>AND</em>/OR</em>* <em>Within limits, see above.</em> Where student has failed up to a maximum of 25% of the credit for the stage, consider condoning; <em><em>AND</em>/OR</em>* <em>Within limits, see above.</em> Where student has failed up to a maximum of 25% of the credit for the stage, consider condoning;</td>
</tr>
<tr>
<td>4</td>
<td>The evidence submitted indicates that the concessionary circumstances are <strong>extreme</strong> and are likely to have had a <strong>severely adverse effect</strong> on the performance of the student in his/her assessment(s), so as to prevent the achievement of the full volume of credit required for the award.</td>
<td>Consider recommending deferral OR, where applicable: Where a finalist has achieved seven-eighths of the credit required for the award (including credits awarded via condonement and/or compensation), consider use of the &quot;notwithstanding&quot; convention</td>
</tr>
</tbody>
</table>

A written record shall be kept of all decisions reached at the meeting of the Concessionary Committee, the rationales for the decisions, and of the concessionary evidence considered. Along with a graded assessment of the severity of the impact of concessionary circumstances, the Concessionary Committee should provide information to the Board of Examiners as to whether the recommendation is for a general concession, or if it might have application only to specific assignments or modules. Where a student submits a concessionary case relating to a minor or short-term problem incurred during a specific module, which might include, for example, concessions submitted for in support of an extension to a coursework deadline, or to a failure to submit coursework by a deadline or a failure to attend classes, the concessionary case in question should be considered by the ‘module-owning’ school.

Where a student submits a concessionary case in support of a long-term problem with academic performance, which may have impacted on one or more modules, or where there has been a failure to attend an examination or the student has suffered an impaired exam performance due to concessionary factors, the concessionary case should be considered by the Concessionary Committee of the Board of Examiners for the programme in question.

The Board of Examiners should normally follow the recommendations of its Concessionary Committee, which has assessed the concessionary evidence in advance on its behalf.

The recommendations of the Concessionary Committee as to the severity of impact of concessionary circumstances on a student’s performance may not be altered during the course of the meeting of the Board of Examiners.

### 2.3.2 Definitions of Concessionary Measures

- **Disregarding of assessments**
  The exclusion of the piece or pieces of assessment affected by illness or other mitigating circumstances from the calculation of the final module mark;

- **Mark substitution:**
  The substitution of a mark awarded for the piece or pieces of assessment affected by illness or other mitigating circumstances by the mark awarded for another piece of assessment taken as part of the same module;
c) **Condonement**

The award of credit for a failed module where student performance has been impacted by illness or other mitigating circumstances; where credit for a module is awarded by condonement, the mark awarded for that module should be excluded from the calculation of the classification of the award;

c) **Deferral**: the decision on concessionary grounds to allow a student to retake some or all of the assessment for a failed module or modules as if for the first time;

d) **The “Notwithstanding” convention**: recommendations by Boards of Examiners on the classification of awards made notwithstanding the conventions of the Credit Framework where a student who, despite suffering concessionary circumstances judged as extreme and as having a severely adverse effect on his/her performance, has nonetheless achieved at least seven-eighths of the credit normally required for the award in question.

2.3.3 **Consideration of Concessions Applications Regarding Non-attendance of Examination or Non-submission of Coursework**

Any absence from the first opportunity to take the examination is treated as a non-completion (unless formal permission is given in advance to take it at a later time).

Failing to submit the final piece of coursework where there is no exam (in the absence of sequencing information, the piece of coursework weighted the most), is a non-completion (unless formal permission is given in advance to take it at a later time).

Therefore, where a student's concessionary submission indicates that s/he will be unable to attend an examination, the Concessionary Committee (or the Deputy Chair of the Board of Examiners acting on its behalf) is authorised, as it sees appropriate, to grant permission in advance for the absence and report this to the meeting of the Board of Examiners.

Where a student's concessionary submission indicates that s/he will be unable to submit an item or items of coursework by the published deadline, the Concessionary Committee (or the Deputy Chair of the Board of Examiners acting on its behalf) is authorised, as it sees appropriate, to set a new deadline or deadlines for the submission of the coursework concerned. Where the item of coursework in question constitutes the final piece of coursework for the module, such matters should normally be considered prior to the published deadline for that item.

A written record shall be kept of all decisions reached at the Concessionary Committee meetings or decisions made on its behalf by the Deputy Chair, the rationales for the decisions, and of the concessionary evidence considered.

2.4 **Pre-meeting of the Board**

Before each meeting of a Board of Examiners, and separate to the Concessionary Committee meeting, the Chair may convene a pre-meeting to consider other matters as it deems appropriate. Such matters might include deciding, based on the profile of marks, which candidates should be drawn to the attention of the External Examiner, recommendations to be made regarding borderline candidates, candidates for viva voce examinations and reviewing the range of marks awarded for each module and identification of other issues requiring discussion by the Board of Examiners. The identities of candidates shall not be made known to examiners during the course of this meeting.
The meeting is to ensure that any internal discussion of marks and other issues are resolved before the Board of Examiners’ meeting. A written note of the meeting should be kept to record decisions made. This meeting should be held at least one week in advance of the Board of Examiners.

2.5 Notification of Board of Examiners and Supporting Papers

The Deputy Chair of the Board of Examiners is responsible for ensuring that all members of the Board are notified in good time of the time, date and location of the meeting and that they receive in advance or at the meeting:

a) An agenda for the meeting (see below)

b) Conventions for the awards under consideration

c) Appropriate assessment data

2.6 Sample Agenda

The work to be undertaken by Boards of Examiners will vary. For example, some meetings will be concerned primarily with deciding awards, others will be concerned primarily with progression between stages. The agenda for a meeting of a Board of Examiners might include the items listed below but will need adjustment to reflect the purposes of the meeting.

a) Introductions and Welcome to New Members

b) Apologies for Absence

c) Declarations of Interests

d) Chair’s Communications

e) Comments of External Examiner(s)

f) Report on Preliminary Meetings to consider concessionary circumstances etc.

g) Reports from other Boards of Examiners (as appropriate)

h) Consideration of Marks on Modules

i. To consider statistical information on module marks

ii. To confirm module marks for students for whom there is no concessionary evidence

iii. To confirm module marks for students for whom there is concessionary evidence

i) To agree recommendations for the award of degrees and other qualifications

j) To consider the award of prizes

k) To agree recommendations with regard to progression to the next stage of the programme.
l) To agree recommendations with regard to students who have not met the requirements for an award or to progress and to appoint a panel to deal with referrals/deferrals and agree when and how these will be managed.

m) Confirmation of Decisions: Secretary to confirm record of decisions with Chair and obtain signature(s) of external examiner(s). Meeting to note names of students who are in debt to the University.

n) Concluding Remarks from External Examiner(s)

o) Date of Next Meeting

p) Any Other Business

2.7 Mark Sheets

Deputy Chairs are required to submit the provisional marks for each programme of study in advance of the Board of Examiners meeting. Coursework marks should be entered directly onto the University's Student Data System. (In order to do this all relevant College staff will need to obtain a University of Kent login and the necessary permissions to use the system. Partnership Development Officers can advise on how to do this. The University will provide training on the system.) Exam marks and marks for resitting students should be sent to the Partner College Administration Team who will input the marks. Once the University has received and verified the marks, Faculty Office staff will produce mark sheets. Tutors are asked to submit marks at least ten days before the date of the Board of Examiners to allow time for the production of mark sheets.

The mark sheets will be sent to the Deputy Chair (and the Academic School) in time for the Board of Examiners. Any amendments to marks at the meeting should be noted on these sheets which must be signed by the Chair of the Board of Examiners and the External Examiner and returned, via the Academic School representative to the University. Student marks are final once they have been agreed at the Board of Examiners’ meeting. Students can be informed of their marks once the pass list for the course has been signed by the relevant University faculty dean (unless they owe fees to the University). The Partner College Administration Team will ensure that the students’ transcripts are published to the student data system and a copy of the transcripts will be sent to the college who will then forward these to students as required.

2.8 Notification to Students

Franchised students, who have claimed their University login, will be able to see their results on the Student Data System. Validated plus and validated students do not currently have access to SDS so the College will be responsible for informing students of their results. The College will also be responsible for informing students of any conditions which they have to fulfil in order to progress.
3.0 Assessment Conventions for Undergraduate degrees, Top up Programmes and Foundation Degrees

3.1 Award of Degrees

A student may only be recommended for the award by the University of a Degree in a specified subject if:

- the minimum requirements in terms of the number and levels of credits for the award in question (as set out in Annex 4 of the Credit Framework) are met, except where the student has been granted limited exemption from these requirements through credit transfer, accreditation of prior learning or accreditation of prior experiential learning

and

- the requirements of the programme of study which has been approved as leading to the award in question are met, except where the student has been granted limited exemption from these requirements through credit transfer, accreditation of prior learning or accreditation of prior experiential learning.

3.2 Successful Completion of Module

A student who successfully demonstrates via assessment that he/she has achieved the specified learning outcomes for a module will be awarded the number and level of credits prescribed for the module. Assessment methods vary between modules and assessment is designed so that achievement of the pass mark or above will demonstrate achievement of learning outcomes. Module specifications will state the pass mark and whether this has to be achieved overall and/or in prescribed elements of assessment. Where a student has an overall mark for a module which is above the pass mark but has failed a component of the assessment which must be passed, the overall mark for the module will be recorded as one mark below the pass mark i.e. an overall mark of 39 will be recorded. In certain modules, assessment will be on a Pass/Fail basis and numerical marks will not be awarded. In all other cases, the pass mark will be 40%.

3.3 Condonement

Where a student fails a module or modules but claims that this was due to illness or other mitigating circumstances, the Board of Examiners may condone such failure and award credits for the module(s), up to a limit of 25% of each stage of a programme of study, provided that there is evidence to show that the student has achieved the programme learning outcomes and provided that the student has submitted written medical or other evidence to substantiate any claim of illness or other mitigating circumstances. The marks achieved for such modules will not be adjusted to take account of the mitigating circumstances but transcripts issued to the student will indicate modules for which credits have been awarded via condonement. In order to ensure that the application of condonement does not disadvantage a student when an award is classified, where credit for a module is awarded by condonement the mark awarded for that module should normally be excluded from the calculation of the classification of the award. Programme specifications specify modules in which failure cannot be condoned.

Note: The above does not preclude a Board of Examiners from adjusting a module mark where a student has failed to complete assessment requirements for good reason as described in the Credit Framework, Annex 6, paragraph 23.
3.4 Compensation

Where a student fails a module or modules but has marks for such modules which are within 10 percentage points of the pass mark, i.e. a mark in the range 30%-39%, the Board of Examiners may nevertheless award the student the credits for the module(s), up to a limit of 25% of each stage of a programme of study, provided that the student has an average mark for the stage which is at or above the pass mark and provided that there is evidence to show that programme learning outcomes have been achieved. The marks achieved for such modules will not be adjusted but transcripts issued to the student will indicate modules for which credits have been awarded via compensation. In order to ensure that the application of compensation does not disadvantage a student when an award is classified, where credit for a module is awarded by compensation the mark used for classification should be the Pass mark for the module. The mark on the transcript will not be adjusted. Programme specifications specify modules in which failure cannot be compensated.

**Note:** The above does not preclude a Board of Examiners from adjusting a module mark where a student has failed to complete assessment requirements for good reason as described in the Credit Framework, Annex 6, paragraph 23.

3.5 Concurrent Application of the Condonement, Compensation and Trailing Provisions

The application of condonement, compensation or trailing provisions is limited to a maximum cumulative total of 25% of the credit available for any stage.

3.6 Application of the Condonement, Compensation and Trailing Provisions

The provision allowed for the condonement or compensation of failure or for the trailing and retrieving of credit should only be applied with respect to students who fail modules amounting to 25% or less of the credit available for the stage.

3.7 Progression

When a student has completed a stage of a programme of study, other than the final stage, the appropriate Board of Examiners will decide whether the student may progress to the next stage of the programme of study or to another programme, if appropriate. The normal requirement for progression from one stage of a programme of study to the next is that the student should have obtained at least 75% of the credits for the stage and should have obtained credits for those modules which the programme specification indicates must be obtained before progression is permitted.

3.8 Referral

Where a student is not permitted to progress to the next stage of a programme or, on completion of a programme of study, fails to meet the requirements for that award, the Board of Examiners may permit the student to undertake further assessment in failed modules. The Board of Examiners will specify which elements of assessment the student is required to undertake and the date by which the work has to be submitted. Except in cases where students have been informed in advance that alternative assessment will not be permitted, elements of assessment that are unrepeatable, e.g. seminar contributions, should be substituted by other assignments testing the same learning outcomes. In cases where alternative assessment is not permitted, students failing unrepeatable elements may only retrieve credit by repeating the entire module. Marks already obtained for elements of assessment which the student is not required to undertake again will be carried forward unless the Board of Examiners specifies otherwise. At most two such
opportunities per module will be permitted, the first of these to be automatically permitted unless denied for disciplinary reasons.

A student who is so referred in a module may be required to, or may elect to, repeat the module, before progressing to the next stage of the programme, provided that it is being taught in the year in question, or may choose to take a different module provided that the requirements of the programme of study are still met, but must do so before progressing to the next stage of the programme. At most two such opportunities per module will be permitted, the first of these to be automatically permitted unless denied for disciplinary reasons and normally available during the long vacation following the initial failure. Marks for modules in which a student has been referred or which a student has repeated or in which a student has attempted to retrieve an initial failure should be treated as set out in the table below:

<table>
<thead>
<tr>
<th>Initial Result</th>
<th>Resit Result</th>
<th>Marks to be used for the award of credit, progression and eligibility for award</th>
<th>Marks to be used for Classification/Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>Fail</td>
<td>Best Mark</td>
<td>Best Mark **</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass</td>
<td>Best Mark</td>
<td>Minimum Pass Mark</td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Original Mark</td>
<td>Original Mark</td>
</tr>
<tr>
<td>Pass</td>
<td>Pass</td>
<td>Original Mark</td>
<td>Original Mark</td>
</tr>
</tbody>
</table>

** Where credit for a failed module is awarded via compensation, the mark used for the purposes of classification will be the Pass mark for the module (see paragraphs 6.3 and 11.4.1.6 of the Credit Framework). The mark shown on the transcript will not be adjusted to the Pass mark, but will show the Best Mark achieved by the student.

3.8.1 Further Guidance on Referral

In cases where a student has failed to obtain half or more of the credit required to progress to the next stage of study, it is advisable for the Board of Examiners to recommend that the student be required to repeat these modules in attendance during the following academic year rather than undertake further assessment during the long vacation. In these cases the student's first opportunity to undertake further assessment would take place in April/May the following year with their final referral opportunity being offered to them in August of the following year. In cases where students have been recommended to repeat the modules by the Board of Examiners, but are unable to do so, they may be permitted by the Boards of Examiners to re-sit examinations only in April/May of the following year (i.e. in 2010). This recommendation would be based on academic judgement and there is, therefore, no grounds for appealing against the recommendation.

3.8.2 Denial of a referral opportunity due to disciplinary reasons

A denial of a first referral opportunity due to disciplinary reasons can be applied by Boards of Examiners in cases where students have received appropriate written warnings about their poor performance (as outlined in Section 8 (Academic Discipline) of the General Regulations or in cases where students have failed to take assessments (on their first opportunity) without providing any explanation for this failure.

3.9 Referral Arrangements

Arrangements for dealing with resits/referrals should be agreed at the Board of Examiners. The Board should appoint representatives for the resit Board who act on behalf of the full Board of Examiners and these arrangements should be approved by the Dean on behalf of the Faculty Board. These arrangements should be minuted in the record of the full Board of Examiners. The external examiner is not required to be at any resit Board but should be consulted about the results by telephone or email.
3.10 Trailing and Retrieving Credit

Where a student is permitted to progress to the next stage of a programme but has not been awarded full credit for the previous stage, the student will still need to obtain credits for modules for which s/he has so far not been awarded credit in order to meet requirements for the award of the certificate, diploma or degree for which he/she is registered. The student may be permitted to ‘retrieve’ such credits, up to a maximum of 25% of the credits for the stage, in one of two ways as follows:

a) By undertaking further assessment, for example a resit examination, before the start of the next academic year. A student who is permitted to retrieve credit in this way may elect to repeat the module, provided that it is being taught in the year in question, or may choose to take a different module, provided that the requirements of the programme of study are still met.

b) By progressing to the next stage of the programme and simultaneously undertaking such further requirements as the Board of Examiners specifies in relation to the failed modules. This is known as trailing credit. Where credit is trailed, the Board of Examiners may permit the student to repeat the failed module(s) provided it/they are available and the timetable permits or to take an alternative module as permitted by the programme specification or may specify assessment to be undertaken satisfactorily for the award of the credits in question. Where a student trails credit in this way and again fails to obtain the credits, the credit may not be trailed to the next stage of the programme e.g. a student will not be permitted to progress to stage 3 of a programme unless he/she has obtained all stage 1 credits and met the minimum progression requirements in stage 2.

At most two such retrieval opportunities per module will be permitted, the first of these to be automatically permitted unless denied for disciplinary reasons and normally available during the long vacation following the initial failure.

Students on undergraduate top up degrees will not normally be able to take advantage of these arrangements as the degree is a single stage programme and is complete in itself.

3.11 Deferral

Where a student has been unable to complete assessment requirements or performance has been affected by circumstances such as illness, and where there is written evidence to support this, the Board of Examiners may permit the student to undertake some or all of the assessment for some or all of the modules comprising the stage at a later date and as for the first time. A student who has met requirements for progression to the next stage of the programme, he/she may be permitted to ‘trail’ the deferred assessment i.e. to proceed to the next stage and simultaneously undertake the deferred assessment as for the first time.
4.0 Classification of Undergraduate Degrees and Foundation Degrees

4.1 General Requirements

a) Marks obtained for all modules taken as part of a degree top up programme or a Foundation Degree will contribute to the classification of the award.

b) For the purpose of classification, modules may have different weightings as approved by Faculty Board.

c) While modules taken on a pass/fail basis contribute towards the volume of credit required for an award, they should be discounted when calculating overall average marks.

d) Where a student is exempted from part of the programme of study on the basis of credit transfer or APECL, marks obtained for such prior learning will not be used for classification purposes, except where it is agreed as part of an inter-institutional agreement that they should be so used.

e) In order to ensure that the application of compensation and condonement do not disadvantage a student when an award is classified:

   • Where credit for a module is awarded by compensation, the mark used for classification should be the Pass mark for the module.
   • Where credit for a module is awarded by condonement, the mark awarded for that module should normally be excluded from the calculation of the classification of the award.

   The marks on the transcript will not be adjusted.

f) Where a student fails a module at the first attempt and subsequently passes the module, or takes and passes an alternative module in place of a module which has been failed, the minimum pass mark will be used for classification.

g) Boards of Examiners have discretion to make recommendations notwithstanding the Conventions in exceptional cases provided that such recommendations do not lower the classification arising on the application of the Conventions and provided always that the student has obtained at least seven eighths of the credits normally required for the award of the qualification in question (including credits awarded via condonement and/or compensation). ‘Exceptional’ in such cases should be interpreted as having reference to the unique circumstances of individual candidates.

h) The views of the External Examiner(s) shall be particularly influential in the case of disagreement on the final classification for a particular candidate.

i) The signature of all the External Examiners present shall be appended to the final list of results as evidence that they approve the classifications.

4.2 Classification of Foundation Degrees

The following classification rules apply to all Certificates and Diplomas, including Certificates and Diplomas of Higher Education and Foundation Degrees.

Each Faculty Board may decide or may authorise Schools in the Faculty to decide whether the award of Merit and Distinction will be based on:

   either the ‘average’ method,
or the 'preponderance' method

or both the 'average' and the 'preponderance' methods.

If a Faculty Board fails to agree on the classification method to be used then both methods should be used. Where a School is authorised to decide which method is to be used for programmes of study specified as within its area of responsibility, the School shall have authority to do so on a programme by programme basis.

a) ‘Average’ Method of Classification

‘with Merit’: an average mark of 60 or above but less than 70.
‘with Distinction’: an average mark of 70 or above.

b) ‘Preponderance' Method of Classification

‘with Merit’:

an average mark over all contributing modules of 57 or above
and
a mark of 60 or above for 55% or more of the credits obtained

‘with Distinction’:

an average mark over all contributing modules of 65 or above
and
a mark of 70 or above for 50% or more of the credits obtained

a) ‘Average’ and ‘Preponderance' Methods of Classification

Where both methods of classification are used, in the event of a difference in the classification derived for a particular student, the higher of the two classifications will be awarded.

4.3 Classification of Honours Degrees

Each Faculty Board may decide or may authorise Schools in the Faculty to decide whether Honours degrees will be awarded on the basis of

either the 'average' method,

or the 'preponderance' method

or both the 'average' and the 'preponderance' methods.

If a Faculty Board fails to agree on the classification method to be used then both methods should be used. Where a School is authorised to decide which method is to be used for classification of degrees specified as within its area of responsibility, the School shall have authority to do so on a programme by programme basis.

a) Both Methods of Classification

Where the class of degree is awarded on the basis of both the 'average' and 'preponderance' methods of classification, in the event of a difference in the classification derived for a particular student, the higher of the two classes will be awarded.
b) ‘Average’ Method of Classification

A candidate who has met the requirements for the award of an Honours degree (top up) will be placed in an Honours class based on the average mark, with modules weighted as agreed by the Faculty Board and calculated to one decimal place, over all modules.

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Credits in class or above</th>
<th>Average mark over contributing modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>70 and above</td>
<td>70 and above</td>
</tr>
<tr>
<td>Upper Second Class Honours</td>
<td>60 – 69.9</td>
<td>60 – 69.9</td>
</tr>
<tr>
<td>Lower Second Class Honours</td>
<td>50 – 59.9</td>
<td>50 – 59.9</td>
</tr>
<tr>
<td>Third Class Honours</td>
<td>Below 50</td>
<td>Below 50</td>
</tr>
</tbody>
</table>

*Note*: Although credits are normally awarded for a mark of 40 or above in a module, a student might obtain the credits required for award of an Honours degree but have an average mark of less than 40 where some credits have been obtained via compensation and/or condonement.

c) ‘Preponderance’ Method of Classification

A candidate who has met the requirements for award of an Honours degree will be placed in an Honours class on the attainment of:

at least the following number of credits in that class or above

AND

at least the following average mark over the examination as a whole:

For degrees with 240 contributing credits:

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Credits in class or above</th>
<th>Average mark over contributing modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>120</td>
<td>65</td>
</tr>
<tr>
<td>Upper Second Class</td>
<td>135</td>
<td>57</td>
</tr>
<tr>
<td>Lower Second Class</td>
<td>150</td>
<td>48</td>
</tr>
<tr>
<td>Third Class</td>
<td>240*</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

For degrees with 360 contributing credits:

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Credits in class or above</th>
<th>Average mark over contributing modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>180</td>
<td>65</td>
</tr>
<tr>
<td>Upper Second Class</td>
<td>195</td>
<td>57</td>
</tr>
<tr>
<td>Lower Second Class</td>
<td>150</td>
<td>48</td>
</tr>
<tr>
<td>Third Class</td>
<td>240*</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

For degrees/students with contributing credits other than above e.g. top-up degrees:

<table>
<thead>
<tr>
<th>Class</th>
<th>% of credits in class or above</th>
<th>Average mark over contributing modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>50%</td>
<td>65</td>
</tr>
<tr>
<td>Upper Second Class</td>
<td>55%</td>
<td>57</td>
</tr>
<tr>
<td>Lower Second Class</td>
<td>62.5%</td>
<td>48</td>
</tr>
<tr>
<td>Third Class</td>
<td>100%*</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

* where credits have been awarded via compensation or condonement for a module mark of less than 40, the credits should be treated as being in the Third class category.
5.0 Other Matters

5.1 Minimum Credit Requirements for Awards

In order to be eligible for the award of a certificate, diploma or degree by the University, a student must obtain at least the minimum number of credits at the levels prescribed for the award in question as set out in Annex 4 of the Credit Framework (see table below) and must meet any further requirements specified for the particular programme of study and award concerned unless he/she has been granted exemption from these requirements via credit transfer. The minimum credit requirements for undergraduate awards are set out below:

<table>
<thead>
<tr>
<th>Award</th>
<th>Minimum number of credits required</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Certificate of Higher Education</td>
<td>120</td>
<td>At least 120 credits at level C or above</td>
</tr>
<tr>
<td>Diploma</td>
<td>120</td>
<td>At least 90 credits at level I or above</td>
</tr>
<tr>
<td>BTEC Higher National Diploma</td>
<td>240</td>
<td>At least 135 credits at level I and at least 90 credits at level C</td>
</tr>
<tr>
<td>BTEC Higher National Certificate</td>
<td>120</td>
<td>At least 90 credits at level C</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>240</td>
<td>At least 90 credits at level I or above</td>
</tr>
<tr>
<td>Foundation degree</td>
<td>240</td>
<td>At least 90 credits at level I or above</td>
</tr>
<tr>
<td>Non-Honours degree</td>
<td>300</td>
<td>At least 150 credits at level I or above including at least 60 credits at level H or above</td>
</tr>
<tr>
<td>Honours degree</td>
<td>360</td>
<td>At least 210 credits at level I or above including at least 90 credits at level H or above</td>
</tr>
</tbody>
</table>

5.2 Fallback Awards

A student who successfully completes one or more stages of an Honours degree programme but who does not successfully complete the whole programme will be eligible for a ‘fallback award’ i.e. for award of a Certificate, Diploma or non-Honours degree as appropriate. A student who obtains 120 credits at Level C or above but who does not obtain sufficient Level I/H credit for award of a Diploma or non-Honours degree will be awarded a Certificate. For each Honours degree programme, there will be either a corresponding Diploma programme or a corresponding non-Honours degree programme and students who do not meet the requirements for award of an Honours degree will be awarded a Diploma or non-Honours degree provided that they meet the requirements of such a Diploma or non-Honours degree programme.

Fallback awards may also be available in other programmes of study.

5.3 Viva Voce Examination

Where a *viva voce* examination is held for a proportion, but only a proportion, of the candidates, the criteria for the selection of candidates, the purpose of the *viva* and the scope of the panel of *viva voce* examiners’ decision shall be agreed with the External Examiner.

*Note:* Although credits are normally awarded for a mark of 40 or above in a module, a student might obtain the credits required for an award of an Honours degree but have an average mark of less than 40 where some credits have been obtained via compensation and/or condonement.
5.4 Comments on Exam Scripts

Comments should be used to provide the examiner(s) and the external examiner with the rationale for grading in accordance with the agreed marking criteria. They are not intended to provide feedback to the student per se, although must be written in the knowledge that a student may access the script at a later date. Examiners should note the following:

a) There is no requirement to provide comments on examination scripts.
b) Where comments are provided, these should be presented in a format that satisfies both the discipline concerned by adhering to the relevant marking practices and addresses the requests of the external examiners. For example, in cases where marks are to be moderated, annotation of the script may be appropriate; for double blind marking, comments may be recorded on a separate sheet.
c) Such comments should be intelligible - in the sense that they should clearly indicate how the marks have been allocated to the work.
d) All examiners should be aware that any comments, either on scripts or on a separate sheet of paper, may potentially be made available to the examinee according to the Data Protection Act 1998.

5.5 Special Dispensation

The University Learning and Teaching Board is authorised to approve exceptions to the requirements of the Credit Framework for Taught Programmes in individual cases under special circumstances provided that it is satisfied that there is good reason to do so.
ANNEX 1

GUIDANCE ON THE COMPLETION OF COMPOSITE MARKSHEETS AND THE WRITTEN RECORD

Composite mark sheets will bear the student’s examination number as a means of identifying the student. These may be produced individually for each student or may take the form of a table listing all students on a programme.

The majority of students dealt with by a Board of Examiners will be straightforward and will only require a tick on the marksheet. It is not necessary for these students to be mentioned in the written record. The secretary must make a record on the marksheet with further details in the written record when there is a discussion on an individual student, particularly where that student is borderline. The following is a range of examples with guidance on what should be recorded in each case and where.

<table>
<thead>
<tr>
<th>RESULT</th>
<th>RECORD TO BE MADE</th>
</tr>
</thead>
</table>
| Student passes every module and computer generates correct result | On Marksheet  
Tick the result |
| Computer generates a fail | On Marksheet  
Record if this is a fail referral, a deferral or a fail with no further opportunity (NFO). If fail referral, indicate which modules and what the student has to do.  
If it is a fail NFO and the student has not used up all their opportunities, you must record the reasons for NFO. |
| If no result on the composite due to missing marks | On Marksheet  
Write in the missing marks, the overall average and the result |
| If no result on the composite because a Stage 2 student is trailing a Stage 1 module | On Marksheet  
Write on the programme result |
| If fail but Board decides to trail* | On Marksheet  
Identify the modules to be trailed+ and overall result  
In Written Record  
Give reason for permission to trail. |
| If Board of Examiners raises the classification from that generated by the computer | On Marksheet  
Brief explanation of why raised  
In Written Record  
Further details of the discussion |
| If flagged as borderline but Board does not raise the classification | On Marksheet  
Note that discussed  
In Written Record  
Details for discussion and reason for not raising |

On the front sheet of the marksheet, there is a signature sheet which be signed by the external examiner and the University Chair before the composites are returned to the Faculty for processing.

* Trailing of a module is only permissible for students who have failed 25% or less of the credit available for the stage.
## EXAMINATION PROCEDURES IN PARTNER COLLEGES:
### TIMETABLE

<table>
<thead>
<tr>
<th>Month</th>
<th>Action by University</th>
<th>Action by College</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>External Examiners appointments confirmed. New external examiners appointed on advice of College where necessary. School representatives for PC courses appointed and College informed.</td>
<td>College confirms names of internal examiners for coming year and provides CVs for new staff/examiners. Student module registrations to University by end of January.</td>
</tr>
<tr>
<td>February</td>
<td>Training provided for Boards of Examiners</td>
<td>Dates agreed for Board of Examiners with External Examiner and University representatives – by end of February.</td>
</tr>
<tr>
<td>March</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Comprehensive list/database of dates and names of examiners is produced by mid-April</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Partner College Administration record and verify proposed marks and prepare mark sheets in time for Board of Examiners</td>
<td>College tutors enter proposed marks into University student record system at least ten days before the Board of Examiners’ meeting. Concessionary meetings and preliminary meetings take place.</td>
</tr>
<tr>
<td>July</td>
<td>Amend student records after examiners have met. Generate pass lists and publish results on web.</td>
<td>Exam Boards take place. Minutes and signed, amended composite mark sheets returned to University (via the Academic School representative). Copy retained by College for own records. Colleges notify students of any conditions to progression.</td>
</tr>
<tr>
<td>August</td>
<td>External Examiner reports submitted to Faculties and copied to Colleges. Transcripts prepared and forwarded to students. Congregation Office notified about graduating students.</td>
<td>Copies of transcripts sent to college for records. Colleges prepare response to External Examiner’s report and send to School Liaison Officer.</td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>School Liaison Officer prepares University response to External Examiner report and writes Liaison Officer Report.</td>
<td>Annual monitoring reports submitted to the Schools via the Liaison Officer or nominated member of the School.</td>
</tr>
<tr>
<td>November</td>
<td>Annual Monitoring Reports and School Liaison Officer Reports considered by Schools and reported to Faculty Learning and Teaching Committees.</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANNEX 3

Use of the categorical marking scale below for relevant assessments is compulsory for all modules:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Numerical Scale</th>
<th>For Programmes Classified Under P/M/D</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>100 95 85 78 75 72</td>
<td>Distinction</td>
</tr>
<tr>
<td>Upper Second Class</td>
<td>68 65 62</td>
<td>Merit</td>
</tr>
<tr>
<td>Lower Second Class</td>
<td>58 55 52</td>
<td>Pass</td>
</tr>
<tr>
<td>Third Class</td>
<td>48 45 42</td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td>38 35 32 25 20 10 0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Colleges are advised to devise assessment criteria that map on the respective classification band. The marking scale contains a fixed number of percentage points in each class band, one of which might be assigned by a marker for a piece of assessed work. Markers should award the appropriate mark from the scale to assessed work as best fits student performance in relation to the assessment criteria. Use of the scale is intended to encourage markers to make firm decisions about assessed work in relation to class band grade criteria and to encourage markers to use the full range of the marking scale, particularly in the first class band.

The scale should be regarded as readily lending itself to use with respect to single pieces of work that currently attract a mark out of 100, such as essays, dissertations, reports, individual examination questions or any similar assessment that requires a qualitative judgement by the marker against criterion referenced standards. Examples of assessed work that may not be suitable to be marked with reference to the categorical marking scheme include assessments that take the form of tests of complex calculation or knowledge that allow for an accumulation of marks on an objective basis, or which are composed of a large number of questions, or questions where there is a single correct answer (such as numerical questions). In such cases markers will not be restricted to its use. Where the format of assessment precludes use of the scale, markers are encouraged to consider whether they can avoid awarding marks that fall immediately below a class boundary.