

STRUCTURE AND ASSESSMENT REGULATIONS – UNDERGRADUATE AND TAUGHT POSTGRADUATE PROGRAMMES^A

SUMMARY OF SUBSTANTIVE CHANGES

General changes	
APL used in place of AP(E)L	
Section	Changes to individual sections
A2.4	Refer to text
D1.1	Refer to text
D1.2	Refer to text
D4.4	Refer to text
D.5.2.2, D5.2.3	Refer to text
D6	Refer to text
NOTE 18	Refer to text
D.7	Refer to text
D8.2	Deleted
D10.2, D10,3	(10.3 now D10.2.6) - Refer to text
E2.3	Refer to text

Structure

(Amendments to version 01.0, UPR AS14, are shown in italics.)

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INTRODUCTION

These regulations have been approved by the Academic Board. With the exception of examinations and assessments deferred or referred from the Academic Year 2008-2009, the regulations, procedures and guidelines set out in this document will apply to all examinations and assessments conducted on or after 1 September 2009.

These regulations have been developed to give effect to a resolution by the Academic Board that Common Assessment Regulations and a Common Academic Structure should be adopted for all taught programmes and courses capable of leading to awards of the University (including most of those offered in collaboration with other organisations).

The regulations for externally validated programmes will be considered on an individual basis as part of the normal validation and monitoring process (UPR AS17^B, refers).

When proposals are brought forward for validation/review, no deviations from the mandatory elements of these regulations will be allowed unless they have been notified in advance and supported by an explicit justification found acceptable by the Vice Chancellor (or nominee). The Academic Quality Enhancement Committee of the Academic Board will ensure that these regulations are maintained, referring any issues of principle to the Academic Board for decision.

A DEFINITIONS AND REGULATIONS RELATING TO TEACHING

A1 Semesters

The academic session is divided for the purpose of student contact, including induction, advice, teaching, examining and assessment purposes, into semesters on the basis of an agreed common University calendar.

A2 Modules

A2.1 Definition of a module

A module is defined as a self-contained quantum of study which is part of an approved programme of study, with defined intended learning outcomes, syllabus, and assessments, which measures knowledge/skill.

A module is further defined:

- i by the identifier code allocated by the Academic Registry which will be adopted;
- ii by the level (A2.4 'Definition of Module Level' below, refers);
- iii normally by the academic School/Department which has quality assurance responsibility for it.

(NOTE:

- 1 It is possible for similar modules to share some elements. For instance, similar modules may share part or all of the same lecture series, share some of the coursework assessment or questions on the examination papers. However, the differences should be recorded by having separate identifier codes, separate Definitive Module Documents and recognisable differences in the learning outcomes recorded for each module.)

In addition, a module may:

- i have other modules as a pre-requisite; be a pre-requisite for other modules or have prohibited combinations;
- ii be core or optional for awards available under one or more programmes.

^B UPR AS17 'Academic Quality' (Academic Quality Policies and Regulations)

(NOTE:

- 2** When individual modules are approved as part of an approved programme of study leading to an award, the regulations of that module are deemed to form part of the regulations for gaining the relevant award.

The same module may be linked with a number of different delivery modes but modules should be assessed on the basis that the study time is in accordance with A2.2 'Definition of module size and credit points' below.)

A2.2 Definition of module size and credit points

The size of a module will be **15** University credit points (which is equivalent to **7.5** European Credit Transfer System - ECTS - credit points) or integral multiples thereof. **15** credit points are formally regarded as one twenty-fourth of the knowledge/skill gained by a student with standard entry qualifications during their study for an honours degree and one twelfth of that gained by a student following a taught Master's programme.

An average student should be expected to devote approximately **150** hours of study per **15** credit points (including directed and independent study time). The maximum class contact time (including any timetabled laboratory time) per **15** credit points is **56** hours. Any deviation from this regulation requires the prior written approval of the Director of Academic Quality Assurance and Enhancement (or Deputy).

A2.3 Permissible shape of modules

- i The permissible shape of modules is outlined in the table below. Only **15** credit point modules, which operate outside the conventional two semester academic year, will be permitted to cross semester boundaries. Any exemptions will require the prior written consent of the Director of Academic Quality Assurance and Enhancement (or Deputy).

Credit points	Duration
15	1 semester
30	1 semester
45	1 semester
60	1 semester
30	2 semesters
45	2 semesters
60	2 semesters
120	2 semesters

- ii A module shall be continuous without any breaks.
- iii Assessment for a module shall be contained within the semester(s) within which it is being taught.
- iv A module with **60** credit points in one semester or **120** credit points in two semesters should only be used for major project work.
- v **For extended year programmes only** (which run over semesters A, B and C) the following are also permissible:

Credit points	Duration
30	3 semesters
45	3 semesters
60	3 semesters
120	3 semesters

A2.4 Definition of module level

All courses must be identified with one of the following levels according to their academic function:

Academic Level (Framework for Higher Education Qualifications level in parentheses):	Description:
0	The University also recognises courses and programmes of study at Level 0. These are designed for entrants to higher education who do not possess the appropriate entry qualifications for direct entry to specific programmes of study at Level 1. They may be offered as part of an extended degree programme or foundation programme.
1 (4)	Level 1 is typically equivalent to the standard of first year full-time degree study. This is an introductory module, which will normally provide the basis for further study in a particular subject area.
2 (5)	Level 2 is typically equivalent to the standard of second year full-time degree study. Level 2 modules will normally develop study in a particular subject area in which students are beginning to specialise and typically assume some prior study of that subject at Level 1.
3 (6)	Level 3 modules represent in-depth, advanced or specialist study of a subject area and represent exit level standard for an honours degree in that subject. These modules may also be included in approved programmes of study leading to postgraduate awards, within the regulations for those awards (UPR AS11, refers).
M (7)	Level M is typically equivalent to postgraduate level.

(NOTE:

- 3** A module may only be designated at a single level. If there is a case for offering **exactly** the same module to two groups of students, the first seeking, say, Level 2 credit and the second, say, Level 3 credit, the module should be designated as Level 3.

If it is seen to be appropriate to offer two groups of students similar modules but different in, say, level of assessment, there should be two separate module codes, two separate Definitive Module Documents and some recognisable differences in the **learning outcomes** recorded for each module.

A3 Awards, programmes and courses

- A3.1 An **award** is a named qualification offered by the University in recognition of academic achievement. The list of awards that can be offered and the requirements for each type of award are listed in UPR AS11^C. Individual named awards may have additional requirements that are set out in the Programme Specification for the set of awards to which it belongs.
- A3.2 A **programme of study** is the approved curriculum in terms of a set and sequence of modules followed by any individual student or group of students studying towards a particular named award.
- A3.3 The term **course** may be used to describe a set of modules which leads to a particular named award or set of awards which meet the overall programme aims and objectives or learning outcomes. A Course may have prescribed modules and assessment regulations, including prerequisites and prohibited combinations of modules. Use of the term 'pathway' should be avoided in this and other contexts to minimise confusion. There is no equivalent GENESIS term (UPR GV08^C, refers).
- A3.4 A **programme** is a set of one or more awards which are administered together. The essential feature is that each programme has only one set of programme regulations contained in a Programme Specification, even though there may be many awards (and their associated interim awards). The GENESIS term 'programme' has the same meaning (UPR GV08^D, refers).

A4 Normal and maximum study rates within an academic year

A4.1 Normal study rate - full time undergraduate

The normal rate of full-time study for undergraduates is **120** credit points per two semester academic year. Undergraduate programmes must not require a higher study rate except in the following cases:

- i for enhanced undergraduate programmes such as MEng and MPharm;
- ii for programmes designed with an accelerated study pattern where the academic year consists of more than two semesters.

A4.2 Maximum study rate – full-time undergraduate

A.4.2.1 Individual undergraduate students may increase their study rate to a maximum **150** credit points over a two semester academic year (subject to timetabling constraints), but only with the specific approval of the appropriate Associate Head of School/Department (or equivalent) or Head of School/Department and, normally, with the objective of making good previous failure.

A4.2.2 In order for the maximum full-time undergraduate study rate of **150** credit points per **2** semester academic year to be approved, the student must have no more than **30** credit points of failure outstanding.

A4.3 Normal study rate – full-time taught postgraduate

The normal rate of full-time study for a student on a taught postgraduate programme is **180** credit points for one calendar year and postgraduate programmes must not require a higher study rate.

^C UPR GV08 'Terminology - Glossary of Approved University Terminology'

A4.4 Maximum study rate – full-time taught postgraduate

Students studying for a taught postgraduate award may be permitted a higher study rate where necessary to retrieve failure and where agreed by the appropriate Associate Head of School/Department (or equivalent) and Head of School/Department.

A4.5 Maximum study rate - part time students

Undergraduate and taught postgraduate programmes should allow for part-time study rates, normally of not more than **75** credit points per two semester academic year or up to **120** credit points over a year of more than two semesters. Any exemptions will require the prior written consent of the Director of Academic Quality Assurance and Enhancement (or Deputy).

A4.6 Maximum study rates for individual students

Programme Boards of Examiners have the authority to restrict or counsel students to reduce their study rate on any programme of study. Individual students may be permitted to reduce their study rate or pattern of study, subject to availability of modules.

A4.7 Applications for further exceptions to the maximum study rate

Exceptionally, where there are strong traditions or requirements within particular disciplines, application may be made to the Academic Development Committee for approval in principle of a different study rate. The Academic Quality Enhancement Committee of the Academic Board must confirm this approval at validation.

B PRINCIPLES OF ASSESSMENT AND AWARD

B1 General framework for assessment

B.1.1 The Academic Board has approved a Schedule of Awards and determined their standards (UPR AS11^C, refers). The University registers the student on a programme which may embrace multiple awards. Students are normally registered as working towards the highest level of award offered as part of that programme but each programme is required to also offer exit points with a lower level of award. Students enrol on modules by which they can accumulate credit towards these awards. Cut-off dates, by which students must confirm enrolment and withdrawal, will be published by the Secretary and Registrar.

B.1.2 The University Assessment Principles and Strategy, and its associated guidance, stipulate minimum standards associated with assessment processes and should be referred to in implementing this framework for assessment. They can be found on the University of Hertfordshire Institute of Learning and Teaching web site.

B2 The purpose of assessment

The purpose of assessment is to enable students to demonstrate that they have essentially met the intended learning outcomes of the programme and achieved the standard required for the award they seek.

B3 The scope of assessment regulations

Deans of Faculty are responsible for ensuring that these regulations (UPR AS14), programme-specific regulations and module regulations are made known to students. The assessment requirements of an individual programme of study are normally subject both to these regulations (UPR AS14) and regulations specific to the programme within which that programme is being followed and students should be made aware of the detailed requirements of both sets of regulations.

B4 Responsibility for assessment and conferment regulations

The Academic Board has overall responsibility for Assessment and Conferment Regulations and will:

- i determine general examination policy and regulations;
- ii through the Deans of Faculty, establish both Module Boards of Examiners and Programme Boards of Examiners and receive the titles of Boards and the names of their Chairpersons;
- iii consider matters referred to it by Boards of Examiners;
- iv approve the appointment of External Examiners;
- v ratify through the Secretary and Registrar (or nominee) the Award Pass Lists for all programmes of study showing the classes or grades of award made to successful students.

B5 Authority of the Academic Board

- B5.1 The Academic Board has ultimate responsibility and authority for the decisions made by the University's Boards of Examiners. This responsibility is delegated to each Board of Examiners.
- B5.2 In very exceptional circumstances, for example, where it believes that a Programme or Module Board of Examiners has misused or otherwise contravened its authority or there are procedural irregularities, the Academic Board has the power to consider and, if appropriate, change the decision of the Programme or Module Board. In such exceptional circumstances, the delegation of authority made to the Programme or Module Board by the Academic Board would be temporarily revoked (Minute 725.3, Academic Board, 15 March 2000, refers).
- B5.3 The Academic Board reserves the right to withdraw the conferment of an individual student's award, where it considers this to be the most appropriate action, for example, if it is subsequently proved that a student cheated to achieve the award.

(NOTE:

4 UPR AS11^C, refers.)

C BOARDS OF EXAMINERS

C1 General regulations for Boards of Examiners

- C1.1 Deans of Faculty, acting on behalf of the Academic Board (see B4 ii above) establish both Module Boards of Examiners and Programme Boards of Examiners. Module Boards are responsible for the award of grades to students on individual modules; Programme Boards are responsible for recommendations for the conferment of University awards and decisions on continuation on the basis of grades received from Module Boards.
- C1.2 Boards of Examiners are the only bodies authorised to assess students and must act in accordance with University, modules and programme assessment regulations. Within these regulations, Boards of Examiners have discretion in reaching decisions on the grades and awards to be recommended for individual candidates.
- C1.3 All Boards of Examiners are established by and accountable to the Academic Board and must conduct their business in accordance with the Standing Orders of the Academic Board.

- C1.4 All proceedings which relate to individual students are confidential to the members of the Board of Examiners concerned.
- C1.5 Boards of Examiners may not vary those of their decisions or recommendations which have been arrived at with the agreement of the External Examiner(s) without the approval of the External Examiner(s).
- C1.6 A Board's academic judgement cannot, on its own, be questioned or overturned. No other body or individual has authority to amend the decision of an approved and properly constituted Board of Examiners acting within its terms of reference and in accordance with assessment and conferment regulations unless the circumstances described in section B5 apply.
- C1.7 The title of each Programme Board of Examiners, the name of its Chairperson and its membership must be approved by the Dean of the Faculty responsible for the programme of study. The title of the Programme Board and the name of its Chairperson will be published by the Faculty Registrar to the students concerned, together with the name of the Dean of Faculty. The title of each Programme Board and the name of its Chairperson (and any subsequent amendments to this information) will be reported to the Academic Board.
- C1.8 The title of each Module Board of Examiners, the name of its Chairperson and its membership must be approved by the Dean of the Faculty responsible for the relevant modules. The title of each Module Board and its Chairperson will be published by the Faculty Registrar to the students concerned, together with the name of the Dean of Faculty.
- C1.9 Provided that the University regulations requiring the attendance of External Examiners at specific meetings are observed, one half of the members of a Board of Examiners shall constitute a quorum. Each Board of Examiners must publish its list of members counting towards the quorum, in accordance with C2.2 'Composition of Module Boards' and C3.2 'Composition of Programme Boards' below.
- C1.10 In order to inform their decisions, Boards of Examiners may invite the attendance or comments of internal moderators and appropriate tutors not already members in some other capacity, such attendance not conferring rights of membership.
- C1.11 Students may be called to appear at a meeting of a Board of Examiners but they may not be a member or officer of a Board of Examiners or volunteer to attend an Examiners' meeting. The only exception to this is if a person qualified to be a member of a particular Board of Examiners (for example, as a member of academic staff) is coterminously registered as a student under the authority of a different Board of Examiners; this will not in itself disqualify that person from carrying out normal examining commitments.
- C1.12 In order to avoid any suggestion of bias or favouritism, any member of staff who is a member or officer of a Board of Examiners (or who is otherwise involved in the assessment of students' work) having a present or past relationship with a candidate beyond the usual academic one is obliged to declare such an interest in confidence to his or her Head of School/Department and/or the Chairperson of the appropriate Board of Examiners. (This would include, for example, a family, landlord/tenant, financial or consensual sexual relationship.)
- C1.13 The Head of School/Department or Chairperson of the appropriate Board of Examiners should consider whether the relationship might be seen as casting doubt on the Examiner's ability to evaluate the candidate's work with the appropriate degree of impartiality and objectivity. He or she should then decide, in consultation with the Dean of Faculty whether the member of staff may continue to serve as a member of the Board or whether any special arrangements should be made. The Examiner's Head of School/Department will consult the Chairperson of the Board of Examiners if the membership or operation of the Board of Examiners is likely to be compromised in any way. If in doubt about the appropriate course of action, the Examiner's Head of School/Department should consult the Vice-Chancellor.

C2 Module Boards of Examiners (Module Boards)

C2.1 A Module Board must be established for every module. Typically a Module Board will cover one or more modules within a cognate subject area. Module Boards will meet and confirm grades before the meetings of relevant Programme Boards.

C2.2 Composition of Module Boards

A Module Board of Examiners shall be composed as follows:

- i a Chairperson who shall be the nominee of the Dean of the Faculty responsible for the subject area;

(NOTE:

5 The procedures for the appointment and the responsibilities of Chairpersons of Board of Examiners are set out in Appendix I of this document.)

- ii at least one representative from the academic staff having a major responsibility for teaching and/or assessment of each module;
- iii the Module External Examiner(s) where appointed;
- iv appropriate Associate Heads or equivalents, if not already members (ex officio).

The Chairpersons (or their nominees) of Programme Boards served by the Module Board will have the right to attend Module Boards but will not be members, unless qualified by one of the conditions above. A nominee of the Faculty Registrar shall be Clerk to the Board.

(NOTE:

6 The procedures for appointment and the responsibilities of Clerks to the Boards are set out in Appendix II of this document.)

C2.3 Responsibilities of Module Boards

The responsibilities of Module Boards are:

- i to receive and consider marks and/or grades for the modules for which the Module Board has responsibility and confirm and report to Programme Boards the award of grades for all candidates, in accordance with section D 'Assessment and Award Regulations' of this document (UPR AS14). In fulfilling this duty, Module Boards will consider overall average student performance on the module and comments of External Examiners;
- ii to consider written communications from staff and/or students relevant to its work and, in particular, submissions from students with any relevant information on personal circumstances, including extenuating circumstances, which they believe have affected their performance and which they wish the Examiners to take into account (section C2.7 'Extenuating Circumstances', refers);
- iii to decide on any changes to be made to un-amended grades reported to the Board, in the light of proven cases of extenuating circumstances (section C2.7 'Extenuating Circumstances', refers). Note that Module Boards must have available full details of all such cases, together with any comments or recommendations from the Assessment Panel where it exists (section C2.6 'Assessment Panels', refers);

- iv to decide on the penalties to be imposed in proven cases of cheating, plagiarism, collusion or other academic misconduct (section 2.9 'Cheating, plagiarism, collusion and other academic misconduct' and Appendix III, UPR AS14^D, refer). Module Boards will take account of any recommendations from the Assessment Panel where it exists;
- v to monitor the performance of the various cohorts of students from different programmes enrolled upon a particular module and to report substantial differences in such performances to the appropriate Programme Boards and to the appropriate programme committees for annual monitoring purposes;
- vi to review a decision or recommendation when required to do so under the terms of the University's procedures for requesting a formal review of the decision or recommendation of a Board of Examiners (as appropriate, Appendix I, UPR AS12^E or Appendix I, UPR AS13^F, refers);
- vii to issue results to students after each Module Board.

C2.4 Involvement of External Examiners in Module Boards

Module External Examiners are expected to attend Module Boards. If, exceptionally, they are unavoidably absent they should be consulted and their agreement on the decisions of the Board obtained. Module External Examiners will, in any event, have moderated the examination papers and/or other assessments and have the right to moderate the scripts and coursework assessment of candidates if they so wish.

C2.5 Issue of results

C2.5.1 The University will issue results to students after each Module Board, upon their confirmation. The University will notify students of the arrangements for the publication of the outcomes of Module and Programme Boards of Examiners.

C2.5.2 If External Examiners are in attendance at Module Boards or have been consulted and signified their agreement to grades (and for those modules where there is no External Examiner involvement), grades are confirmed at this stage.

C2.5.3 If External Examiners are not in attendance and have not yet been consulted, all grades determined by the Module Board will be provisional. The results will then be sent to the External Examiner for agreement that they may be released to students as confirmed grades. In exceptional cases - for example, if the External Examiner is unavailable for some weeks - the Chairperson(s) of the Module Board(s) will be consulted and may agree to the release of grades to students on the clear understanding that they are provisional and subject to moderation.

C2.5.4 It is accepted that decisions on grades may be needed urgently in order for students to select study options (or exceptionally to retrieve failure) for the following semester and Module Boards may not be able to confirm grades in a timely manner. In such cases the Chairperson of the Programme Board has authority to rule on study programmes for individual students, acting in consultation with Chairpersons of Module Boards and programme officers as appropriate.

^D UPR AS14, Appendix III 'Cheating, Plagiarism, Collusion and Other Academic Misconduct'
^E UPR AS12, Appendix I 'Assessments and Examinations - Regulations for Candidates (Including Requests for the Review of Examination Decisions (Appeals Procedure)) (University and UK Partner Organisations)'
^F UPR AS13, Appendix I 'Assessments and Examinations - Regulations for Candidates (Including Requests for the Review of Examination Decisions (Appeals Procedure)) (non-UK Partner Organisations)'

C2.6 Assessment Panels

- C2.6.1 Deans of Faculty may establish Assessment Panels chaired by a senior member of academic Faculty staff, such as the Associate Dean (Academic Quality) or Associate Head of School, to meet before Module Boards of Examiners.
- C2.6.2 Assessment Panels are deemed to operate on the authority of the Module Boards of Examiners to which they report and are established under the powers delegated to Deans of Faculty by the Academic Board for the appointment of Chairpersons of Board of Examiners.
- C2.6.3 Such a Panel may provide a useful and effective way to achieve consistency of approach and to facilitate the work of Module Boards in considering students who require special consideration because of extenuating circumstances or assessment related regulatory issues such as cheating or plagiarism.
- C2.6.4 The meetings of the Assessment Panel must be minuted. If necessary, an 'in confidence' record, accessible only to the Chairperson of the Panel, the Chairperson and Clerk to the relevant Module Board(s) and the Module External Examiner(s) will be kept which provides justification for the recommendations to Module Boards under C2.6.3 above.
- C2.6.5 The Module Board retains the responsibility for the final decision but it is expected that recommendations of the Assessment Panel will normally be accepted. Where an Assessment Panel is not established, the Module Board will undertake the duties set out in this section (C2.6).

C2.7 Extenuating circumstances

- C2.7.1 'Extenuating circumstances' means circumstances which occurred during or before the period of assessment in question and which may have led to an unrepresentative performance in relation to a student's previously demonstrated ability to achieve the required standard.
- C2.7.2 If a student has problems or difficulties significantly affecting performance on his or her programme of study, he or she should discuss this with appropriate University staff. Lecturers and/or Examiners may take appropriate action, such as extending the deadline for submission of a piece of work.
- C2.7.3 Where it is believed that there are significant extenuating circumstances adversely affecting performance which should be drawn formally to the attention of the Module Board of Examiners when it meets to consider confirmation of grades, it is the student's responsibility to notify the Chairperson of the Board in writing of the circumstances. This must be done at the earliest possible time, before the Board of Examiners' meeting.
- C2.7.4 Faculties will publicise to students information about how extenuating circumstances may be drawn to the attention of the Module Board of Examiners, together with University guidance on what constitutes acceptable extenuating circumstances and their implications.

(NOTE:

- 7** Faculty Registrars are responsible for nominating Clerks for the Boards of Examiners, for identifying them to students and determining and communicating the Faculty procedures for administering written submissions.)

- C2.7.5 The student's written statement of extenuating circumstances should give full details and should include supplementary evidence and testimony from independent or third parties, for example a medical certificate or letter from an employer, indicating the time, nature, and probable effect of the circumstances. If the student is concerned about the personal nature of the information or finds it difficult to obtain substantiation, he/she should consult the Associate Head of School/Department (or equivalent) and/or Dean of Students prior to submission of the statement.
- C2.7.6 Students can be assured that all statements of extenuating circumstances will be treated as confidential and will not be disclosed outside the Assessment Panel and Module Boards of Examiners. Where circumstances are particularly sensitive students may request that they are disclosed only to the Chairperson of the Assessment Panel, the Chairperson of the Module Board and the External Examiners.
- C2.7.7 The submission of extenuating circumstances will not necessarily cause the Module Board of Examiners to come to a different decision.

C2.8 Cheating, plagiarism, collusion and other academic misconduct

C2.8.1 Cheating, plagiarism, collusion and other academic misconduct are:

- i defined in Appendix I, UPR AS13^F/Appendix I, UPR AS13^G which also sets out a range of other offences that the University will normally regard as academic misconduct: Student Programme Handbooks should also include a section on cheating, plagiarism, collusion and other academic misconduct;
- ii breaches of the University's academic regulations;
- iii dealt with in accordance with the procedures set out in Appendix III, UPR AS14^E.

C2.8.2 Use of electronic plagiarism detection facilities and services

The University of Hertfordshire reserves the right, at its absolute discretion, to use electronic plagiarism detection facilities and services. In registering as students of the University of Hertfordshire, individuals consent to copies of their work being submitted to any plagiarism detection service employed by the University or processed by any electronic plagiarism detection facility used by the institution. Where a student is not the rights holder of his or her work, it is the student's responsibility to notify the University.

C3 **Programme Boards of Examiners (Programme Boards)**

C3.1 Programme Board(s) must be established for every programme of study leading to a University award. The main business of a Programme Board is to make decisions about interim and final awards and about the continuation of students on their programmes. A Programme Board is the only body authorised to recommend the conferment of an award of the University upon a student who, in the judgement of the Board, has fulfilled the learning outcomes of the approved programme and achieved the standard required for the award.

C3.2 Composition of Programme Boards

A Programme Board shall be composed as follows:

- i a nominee of the Dean of the Faculty who shall be the Chairperson;

(NOTE:

- 8** The arrangements for the appointment and the responsibilities of Chairpersons of Boards are set out in Appendix I of this document.)

- ii a minimum stated number of representatives of the staff associated with programme management both full and part-time;
- iii representatives of the appropriate Module Boards;
- iv the Secretary to the Academic Board (or nominee) (ex officio);
- v appropriate Associate Heads/ or equivalents if not already members (ex officio);
- vi Programme External Examiners (where appointed) (See also E2.2, below).

A nominee of the Faculty Registrar shall be Clerk to the Board.

(NOTE:

- 9** The arrangements for the appointment and the responsibilities of Clerks to the Boards are set out in Appendix II of this document.)

C3.3 Powers and responsibilities of Programme Boards

C3.3.1 Programme Boards will operate within the University's assessment regulations and within any approved programme-specific assessment regulations and have the following specific responsibilities:

- i to receive confirmed grades awarded by Module Boards;
- ii to decide on the award of final compensatory credit and to make the appropriate changes to confirmed grades (section D4 'Final Compensatory credit', refers);

(NOTE:

- 10** Programme Boards may only change grades awarded by Module Boards in the following circumstances:
 - a in the award of final compensatory credit (section D4, refers);
 - b to convert F1 grades to F2 grades where referral opportunities are not taken (sections D5.2.2, iii, and D5.2.3, iii, refer);
 - c to rectify errors (section C3.3.1, x and xi, refer).
- iii to consider the achievement of students completing programmes which may lead to awards and exercising discretion, as required, to uphold the standard of awards and to ensure that justice is done to individual students, to recommend to the Academic Board the conferment of awards and the class or grade of such awards;

(NOTE:

- 11** Programme Boards must be governed by both the programme specific regulations (as represented in the Programme Specification) and those in this document (UPR AS14) in recommending particular awards and the titles of those awards. Boards of Examiners do not have authority to devise titles or to make awards which are not provided for in the approved Programme Specification.)
- iv where University regulations require, to make recommendations for awards 'with Distinction' or 'with Commendation', as appropriate (section D8 'Final awards - Awards with distinction and commendation', refers);

- v to consider situations where a student's achievement has been affected by absence, failure to submit work or poor performance in all or part of an award due to illness or other valid cause and, where appropriate, recommend an award, including posthumous or Aegrotat awards (section D9.2, refers);
 - vi to recommend to the Academic Board the award of University prizes and other prizes as appropriate;
 - vii to make decisions about the continuation and termination of students on programmes of study;
 - viii to review a decision or recommendation when required to do so under the terms of the University's procedures for requesting a formal review of the decision or recommendation of a Board of Examiners (as appropriate Appendix I, UPR AS13^F or Appendix I, UPR AS13^G, refers);
 - ix to make recommendations to the appropriate Faculty and University committees on the assessment arrangements for the programme as a whole and to report to these bodies any significant issues.
 - x If, subsequent to a Programme Board of Examiners' meeting, an error is found in a mark or grade affecting the **continuation** of one or more candidates, the Chairperson of the Programme Board of Examiners shall consult with the Chairperson(s) of relevant Module Boards of Examiners, the Faculty Registrar, the appropriate administrator and, if appropriate, the internal Examiners/moderators for the module concerned to recommend a revised decision. This decision must have the agreement in writing of any Module External Examiner(s) involved in the original decision. The revised decision will be reported to the next meeting of the Programme and Module Board of Examiners.
 - xii In the case of an error which would affect the final **award** of one or more candidates, the case must (in addition to the consultation process defined in x, above) be considered by the full Programme Board of Examiners, including the External Examiner(s). At the discretion of the Chairperson of the Programme Board of Examiners and with the explicit written agreement of the External Examiner(s), consultations with members of the Programme Board may be conducted other than by means of a formal meeting. The media employed might include, but are not necessarily limited to, video-conferencing, e-mail or the telephone.
- C3.3.2 Programme Boards, with the approval of the External Examiners, may also approve the membership and terms of reference for sub-committees to advise on particular areas of their work (for example, supervised work experience or professional aspects of the programme). Such delegation may not always be appropriate. In cases where recommendations for award are to be made, the membership of that sub-group must include at least one Programme External Examiner who shall be invited to attend a meeting of the sub-group and, if unable to be present, shall be consulted fully and agree to the recommendations in writing.

D ASSESSMENT AND AWARD REGULATIONS

D1 Module assessment grading

A student's performance on an individual module will be reported to Boards of Examiners using the following grades for reporting/recording achievement.

(NOTE:

- 12** Where a less finely grained reporting and recording mechanism is required, for example, in competence-based assessments, documentation relating to those programmes or assessments should select those of the grades below (section D1.1, refers) which best reflect achievement.
- 13** 'AT' (Attendance Only) will be used to signify cases where a student has chosen at the outset to take a module without undertaking the formal assessment associated with that module.)

D1.1 Interpretation of pass grades

Letter Grade	Numeric Grade awarded ¹	Interpretation of Grade		
		Undergraduate	Postgraduate	BTEC ² (EdExcel)
A1 A2 A3	77-100 73-76 70-72	1 st Class Honours	Distinction	Distinction
B1 B2 B3	67-69 63-66 60-62	Upper 2 nd Class Honours	Commendation	Distinction Merit Merit
C1 C2 C3 ⁵ C4 ⁶	57-59 53-56 50-52 50	Lower 2 nd Class Honours Not applicable	Pass Referred Pass	Merit Not applicable
D1 D2 D3	47-49 43-46 40-42	3 rd Class Honours	Not applicable	Pass
E3 ³ E4 ⁴	40 40	Referred Pass Compensated Pass	Not applicable Compensated Pass	Referred Pass Compensated Pass

- ¹ In modules where numeric grades are awarded.
- ² In the case of stand-alone BTEC/Edexcel modules, criteria for Distinction, Merit and Pass will be determined at validation on the basis of BTEC/EdExcel outcomes.
- ³ Grade E3 may only be awarded by a Module Board to indicate a referred pass (section D5.2, refers).
- ⁴ Grade E4 may only be awarded by a Programme Board to indicate final compensatory credit (section D4, refers).
- ⁵ At Level M students who meet the minimum pass criteria for modules will be awarded C3.
- ⁶ Grade C4 may only be used by the Module Board to indicate a referred pass for Level M modules.

The following programme-specific grades may be used:

Grade	Description
Pass/P	Ungraded Pass
Mer	Merit graded pass
Dis	Distinction graded pass
C	Competent
N	Non-competent
F	Fail
AT	Attendance only

D1.2 Interpretation of fail grades (for all modules)

F1 The student has failed to meet the minimum pass criteria for the module.

The Module Board will allow the student to be referred (that is, reassessed without re-enrolment) in this module.

(NOTE:

14 Grades F1C, F1E and F1B will be used by Module Boards to indicate the recommended type of referral. **NOTE 16**, refers.)

F2 The student has failed to meet the minimum pass criteria for the module and the Module Board will permit re-enrolment, *either with or without reassessment of elements of the module that have already been assessed and passed*. The F2 grade is not available at any stage on repeating a module, unless there are agreed extenuating circumstances.

F3 The student has failed to meet the minimum pass criteria for the module and may not seek further re-enrolment or reassessment.

Module Boards should exercise caution in awarding the grade F3. It should normally be awarded only where a student has previously been referred and reassessed on the same module (but see also D5 'Deferral, Referral, Re-enrolment' and C2.8 'Cheating, Plagiarism and Collusion').

D1.3 A student may not follow a module on more than two occasions, unless there are agreed extenuating circumstances.

D1.4 The failure grade awarded at the first assessment on repeating the module may be F1 or F3 but not F2. If F1 is awarded at the first assessment on repeating the module, subsequent failure at referral would automatically result in an F3.

D2 Consideration of results

D2.1 The results of individual students will come before a Programme Board when the student:

- i is eligible for recommendation for an award on the programme for which the University has registered them, by virtue of having enrolled upon modules which, if passed, would have enabled the student to accumulate the required minimum number and level of credit points for that award;
- ii is to be considered for continuation on their programme;
- iii where their registration is to be terminated.

D3 Interim awards and progression

D3.1 The University wishes to recognise the achievement of students but to discourage the conferment of multiple awards for a particular period of continued study.

D3.2 Thus, undergraduate programmes typically provide for a range of exit points with interim awards and, in this context, all undergraduate awards up to and including a Bachelor's degree are considered as interim awards when approved as part of an honours degree programme.

The rationale for the inclusion of the Bachelor's degree is that this is frequently used as an interim award on part-time honours degree programmes; given the increasing blurring of the distinction between full-time and part-time study, it is appropriate to recognise the Bachelor's degree as an interim award in all circumstances. Note that the effect of this is that any student who has completed a Bachelor's programme may seek to top-up the award to an honours degree by further study (See also sections D3.5 and D10 'Reassessment for award').

D3.3 However, the conferment of interim awards is associated with exit from a programme of study. If a student intends to continue registration with the object of achieving a higher award, any interim award (other than a BTEC award – see D3.6 iii) will not be conferred unless and until the student subsequently exits without having met the criteria for a higher award.

D3.4 Eligibility for interim awards, other than BTEC awards, will be noted by Programme Boards but a student may receive only the highest award they have achieved when they exit the programme or University.

D3.5 Thus, a student who is registered on an honours degree programme will not receive the interim award of (for example) a Diploma of Higher Education unless he or she indicates in writing a wish to terminate registration and to receive the award at that point in time. A student who receives an interim award may subsequently seek to undertake further study towards a higher award but admission to such a programme (and the amount of specific credit to be allowed) is at the discretion of the University. Information concerning the University's APL guidelines may be obtained from the Academic Quality Office.

In such a case, the University will not normally admit the student to further study in the programme for a period of at least one (1) academic year; if the student seeks admission before this, it may only be granted on return of the interim award certificate; such students will not be entitled to attend a further awards ceremony. Programme and/or Admissions tutors will have discretion to take account of the circumstances of individual students, such as those studying part-time over extended and interrupted periods or those whose study pattern may be influenced by sponsorship, in applying these regulations.

Graduates with an award (either of this University or another) will not normally be allowed to register for the same award again unless it is in a substantially different subject area. The University wishes to discourage the use of APL for this purpose, on the basis that APL should normally be a means for students to move to a higher level of award or to gain credit towards study in a different area.

D3.6 This policy has been established in the full understanding that:

- i over a period of time, students may, nevertheless, gain multiple awards for the same period of study (although not necessarily evident from their qualifications alone, this will be identifiable on any Curriculum Vitae from the dates of the awards);

- ii students who have gained interim awards elsewhere and are admitted through accreditation of prior learning might be seen to have an unfair advantage over those who exited with interim awards from this University (this will be a matter for Assessment of Prior (Experiential) Learning (APL), admissions policies and, again, will be evident from a Curriculum Vitae);
- iii BTEC awards are not subject to the regulations outlined in this section (D3). A student registered for a BTEC award must receive that award if they meet the requirements, even if the BTEC programme is embedded within an undergraduate degree programme.

D3.7 An undergraduate student cannot undertake further study at higher levels on the same programme of study if they have more than **60** credit points of failure outstanding from previous levels.

D3.8 An undergraduate student will be withdrawn from a programme with the offer of the maximum possible interim award if they acquire **45** credit points or more of F3 grades.

(NOTE:

15 The progression criteria in sections D3.7 and D3.8 describe minimum expected levels of achievement. Further constraints may be applied by Programme Boards, for instance, to reflect Professional or Statutory Regulatory Body requirements.)

D4 Final Compensatory credit

D4.1 Within the following regulations, Programme Boards have the authority and discretion to award final compensatory credit in the light of the student's overall profile at the point of which an award is considered.

D4.2 It is recognised, however, that Programme Boards considering recommendations for University awards which are coterminous with licence to practise or professional registration may find that their discretion to award final compensatory credit is limited.

D4.3 Final Compensatory credit for undergraduate programmes

D4.3.1 When considering students for any award (except the University Certificate) the Programme Board may award final compensatory credit for F grades at any level but is limited to a total of **30** credit points.

D4.3.2 Where final compensatory credit is awarded, the appropriate F grade(s) will be changed to E4 grade(s).

D4.3.3 Where final compensatory credit is awarded, it will influence degree classification in the manner described in section D7.4.2.

D4.3.4 Where students choose to seek an opportunity for reassessment for an award, any final compensatory credit previously awarded will be forfeited.

D4.4 Final compensatory credit for postgraduate (taught) awards

D4.4.1 When considering students for any postgraduate award (except the Postgraduate Certificate), the Programme Board may award final compensatory credit for F grades at any level but is limited to a total of **30** credit points.

D4.4.2 Where final compensatory credit is awarded, the appropriate F grade(s) will be changed to E4 grade(s).

D4.4.3 *Where final compensatory credit is awarded, it will influence degree classification in the manner described in section D8.2.5.*

D4.4.4 Where students choose to seek an opportunity for reassessment for an award, any final compensatory credit previously awarded will be forfeited.

D5 **Deferral, Referral, Re-enrolment**

Deferral, Referral and Re-enrolment are all alternative assessment or reassessment opportunities.

D5.1 Deferred assessments

(NOTE:

16 Grades DFC, DFE and DFB will be used by Module Boards to indicate the recommended type of deferral. **NOTE 14** refers.)

D5.1.1 A Module Board may decide that a student who because of proven extenuating circumstances, may have under-performed in or has not attempted one or more assessments, may be permitted to undertake deferred assessments.

D5.1.2 Deferred assessments may, at the discretion of the Module Board, be undertaken at the same time as referred assessments and be considered at the following Module Board of Examiners. Should such deferrals be failed and the candidate be offered referral or further deferral, these will be undertaken at the module's next regular assessment period.

D5.1.3 Where a candidate has been awarded a pass grade in a module at any level and has also submitted proven extenuating circumstances, the Module Board should record the pass grade achieved and offer the candidate the opportunity to decline this grade in order to attempt a deferred assessment. If the candidate accepts this opportunity, the higher of the two (2) grades recorded will be accepted by the following Module Board.

D5.1.4 Where a student is being considered for a final award, the Programme Board will, where possible, first recommend an award which may be an interim award based on the results achieved by the candidate including those results where the candidate has claimed extenuating circumstance (D8, refers).

D5.2 Referral

D5.2.1 Referral is defined as a re-assessment opportunity for students who have been unsuccessful at their first attempt. Students are not required to re-enrol for the module but will be re-assessed, either within the University's normal referred assessment period or the module's next regular assessment period, whichever is the sooner.

D5.2.2 Referral in undergraduate programmes

- i *Module Boards of Examiners have the authority and discretion to allow a student the opportunity to be referred (indicated by the award of an F1 grade) in examination and/or coursework assessment. It is the responsibility of the student to choose which referral opportunities to accept, with the benefit of advice and counsel from the programme team and in accordance with University and programme regulations.*

- ii Where a candidate chooses not to accept a referral opportunity in a module at the next available assessment period, the Programme Board will permit them to re-enrol on the module (indicated by the award of an F2 grade) unless the module is being repeated (section D1.2, refers). However, the Module Board will normally offer a candidate with proven extenuating circumstances the opportunity to defer any chosen referred assessments.
- iii The nature of referral is at the discretion of the Module Board, operating within policies established by Schools/Departments and Faculties providing the modules.
- iv Students who are successful in referred assessments will be awarded an E3 grade.

D5.2.3 Referral in postgraduate programmes

- i *Module Boards of Examiners have the authority and discretion to allow a student the opportunity to be referred (indicated by the award of an F1 grade) in examination and/or coursework assessment. It is the responsibility of the student to choose which referral opportunities to accept, with the benefit of advice and counsel from the programme team and in accordance with University and programme regulations. Where a student has more than 60 credits of referral the Programme Board will not allow further study other than that relevant to the referrals.*
- ii Where a candidate chooses not to accept a referral opportunity in a module at the next available assessment period, the Programme Board will permit them to re-enrol on the module (indicated by the award of an F2 grade) unless the module is being repeated (section D1.2, refers). However, the Module Board will normally offer a candidate with proven extenuating circumstances the opportunity to defer any chosen referred assessments.
- iii Students who are successful in referred assessments will be awarded a C4 grade.
- iv Reassessment for postgraduate awards is also covered in D10.3 'Reassessment for Award - Postgraduate Programmes'.

D5.3 Re-enrolment

Re-enrolment is defined as the opportunity for a student to repeat a module or modules which he or she has previously failed at first attempt and possibly at referral and is indicated by the award of an F2 grade. In offering re-enrolment, the Module Board considers that the student requires substantial further study in the module and that it is normal for that student to repeat all assessment elements, irrespective of his or her overall performance. In cases where the Module Board decides that it is not a requirement to repeat all assessment elements, it will identify the elements required.

Students who have achieved a pass grade in any module will be credited accordingly. They may not elect to repeat the module in an attempt to improve the grading, nor may they be required to repeat the module in order to qualify for an award.

The grade achieved on assessment for a re-enrolled module will not be constrained.

D5.4 Availability of Reassessment Opportunities (by Referral, Deferral or Re-enrolment)

A candidate for reassessment may not demand assessment in elements which are no longer current in the programme. It is the candidate's responsibility to check whether the syllabus or format of the reassessment is different from the original assessment. The Module Board of Examiners may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.

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D5.5 Alternatives to Reassessment

Where students have not been able to achieve the required credit points towards the named award of their choice by following the approved programme to which they were admitted, the following choices may be available to them:

- i to exit with a different award;
- ii to extend their period of registration in order to take additional modules and/or seek reassessment for modules previously failed (see also D10 'Reassessment for Award');
- iii to increase their study rate by taking additional modules where available.

D6 Final awards – classification grades

For purposes of determining classification, confirmed grades will be converted into a numerical Classification Grade (CG) using the following translation:

Grade	Classification Grade
A1	1
A2	2
A3	3
B1	4
B2	5
B3	6
C1	7
C2	8
C3	9
C4	9
D1	10
D2	11
D3	12
E1	12
E2	12
E3	12
E4	13

(NOTE:

17 Grade C4 is available for Level M modules only (section D1.1 refers).

18 *Grades E1 and E2 will not be awarded from September 2009.)*

D7 Final awards – honours classification

D7.1 Eligibility for *Bachelor's Degree with Honours*

D7.1.1 In order to be eligible for an honours degree a student must have achieved a total of **360** credits, having followed an approved programme of studies, including not less than **240** at Levels 2 or higher, of which at least **120** must be at Level 3, (UPR AS11^C applies). Credit at a higher level can always be substituted for credit at lower levels.

D7.1.2 In addition, a candidate's most favourable overall grade calculated as described in section D7.2 'Calculation of Overall Classification Grade for Honours Classification', must meet or exceed the minimum requirements for a third class honours award, as described in section D7.3.1.

- D7.1.3 To be considered eligible for honours, candidates also must not receive final compensatory credit of more than **30** credits (section D4.3, refers).
- D7.2 Calculation of overall classification grade for honours classification (*Bachelor's Degree*)
- (NOTE:**
- 19** Throughout sections D6, D7 and D8 the word 'average' shall be read as 'arithmetical mean'.)
- D7.2.1 The Programme Board of Examiners will determine for each candidate:
- i the average grade of the best **90** credits at Level 3 or higher, and
 - ii the average grade of the best remaining **30** credits at Level 2 or higher;
 - iii a combined grade from a weighted average of (i) and (ii) (that is, 75% (i) : 25% (ii));
 - iv the candidate's Honours classification will be considered on the basis of this combined average grade.
- D7.2.2 All Pass grades (including E1, E2, E3 and E4) are eligible for inclusion in the determination of the combined average grade.
- D7.2.3 For direct entrants to Level 3, Honours classification will be determined from the average grade of the best **90** credits at Level 3 or higher.
- D7.2.4 For direct entrants to Level 3 where up to **30** credits of APEL have been approved at Level 3, Honours classification will be determined from the average grade of the best **90** credits at Level 3 or higher. For direct entrants to Level 3 where over **30** credits of APEL have been approved at Level 3 and fewer than **90** credits at Level 3 have been passed, a Bachelor's Degree with Honours (without Classification) will be awarded if the credit requirements for this award have been achieved.
- D7.3 Calculation of overall classification grade for Honours classification (*Enhanced Bachelor's Degrees*)
- D7.3.1 The Programme Board of Examiners will determine for each candidate:
- i the average grade of the best **90** credits at Level M, and
 - ii the average grade of the best remaining **60** credits at Level 3 or higher;
 - iii the average grade of the best remaining **30** credits at Level 2 or higher;
 - iii a combined grade from a weighted average of (i), (ii) and (iii) (that is, 50% (i) : 33.3% (ii) : 16.7% (iii));
 - iv the candidate's Honours classification will be considered on the basis of this combined average grade.
- D.7.3.2 All Pass grades (including E1, E2, E3 and E4) are eligible for inclusion in the determination of the combined average grade.

D7.4 Recommendation for an honours classification

D7.4.1 Classification:

- i **For a first class honours award** a candidate must achieve a Classification Grade (CG) average of 3.5 or less;
- ii **For an upper second class honours award** a candidate must achieve a CG average of 6.5 or less;
- iii **For a lower second class honours award** a candidate must achieve a CG average of 9.5 or less;
- iv **For a third class honours award** a candidate must achieve either a CG average of 12.5 or less.

D7.4.2 Candidates who are awarded final compensatory credit by the Programme Boards, as indicated by the award of an E4 grade, will have their CG average increased by 0.75 for each 15 credits of final compensatory credit awarded.

D7.4.3 Candidates who fail to meet the requirements for an honours award will be recommended for the highest interim award consistent with their achievements.

D7.4.4 The Programme Board of Examiners retains discretion to recommend awards which do not strictly comply with the regulations provided it records clear grounds for doing so.

D7.4.5 The Programme Board of Examiners may also, where there is good cause, place restrictions on the candidate seeking to undertake further study with the University.

D8 **Final awards – Awards with distinction and commendation**

D8.1 The following awards only may be made 'with Distinction' or 'with Commendation' on the recommendation of the Programme Board of Examiners, where the candidate has satisfied the criteria specified in D8.2 'Criteria for conferring University awards 'with Distinction' or 'with Commendation' below:

- i Taught Master's degrees;
- ii Postgraduate Diploma;
- iii Diploma in Management Studies;
- iv Postgraduate Certificate in Education;
- v Professional Graduate Certificate in Education;
- vi Postgraduate Certificate in Supervision of Midwives;
- vii Graduate Diploma;
- viii Bachelor's degrees where the student has followed a programme on which conferment of the degree 'with honours' is not available. It is immaterial that honours may have been available at an earlier stage;
- ix Foundation Degree;
- x Enhanced Diploma;
- xi Enhanced Diploma of Midwifery;
- xii Diploma in Professional Studies;
- xiii Diploma of Higher Education;
- xiv University Higher Diploma;
- xv University Diploma;
- xvi Certificate in Education;
- xvii Higher National Diploma;
- xviii Higher National Certificate.

The principles underlying the above list are that awards 'with Distinction' or 'with Commendation' will not be available where the primary award is a research degree or is relatively small and/or of modest level or where an award with honours or other marks of achievement is already available.

D8.2 Criteria for conferring University awards 'with Distinction' or 'with Commendation'

D8.2.1 For a Distinction award in a programme:

a candidate must achieve a CG average of 3.5 or less, calculated from the credit points shown in section D8.2.1, iii.

Where the student has completed more than the minimum credit requirements for an award, the calculations will be based on the best results which meet those requirements.

D8.2.3 For a Commendation award in a programme:

a candidate must achieve a CG average of 6.5 or less, calculated from the credit points shown in section D8.2.1, iii.

Where the student has completed more than the minimum credit requirements for an award, the calculations will be based on the best results which meet those requirements.

D8.2.4 The number and level of credit points on which Distinction and Commendation awards are calculated for undergraduate and postgraduate programmes are as follows:

- a Taught Master's Degrees (including Master of Business Administration):
the best **150** credits contributing to the programme;
- b Postgraduate Diploma, Diploma in Management Studies:
the best **120** credits including all those studied at Level M;
- c Postgraduate Certificate in Education:
the best **120** credits at Levels M/3;
- d Professional Graduate Certificate in Education:
the best **120** credits at Level 3;
- e Postgraduate Certificate in Supervision of Midwives:
the best **60** credits at Level M/3;
- f Graduate Diploma
the best **120** credits including all those studied at Level 3;
- g Unclassified degree:
the best **60** credits at Level 3 (including any mandatory elements at these Levels);
- h Foundation Degree:
the best **120** credits at Level 2;
- i Enhanced Diploma, Enhanced Diploma of Midwifery:
the most recent **120** credits including all those studied at Level 3;
- j Diploma in Professional Studies:
the best **90** credits at Level 2/3;
- k Diploma of Higher Education, University Higher Diploma:
the best **120** credits at Level 2;
- l University Diploma:
the best **60** credits at Level 2;
- m Certificate in Education:
the best **120** credits at Level 1;
- n Higher National Diploma:
the best **90** credits at Level 2;
- o Higher National Certificate:
the best **60** credits at Level 1/2 including all mandatory elements at Level 2.

D8.2.5 *Candidates who are awarded final compensatory credit by the Programme Boards, as indicated by the award of an E4 grade, will have their CG average increased by 0.75 for each **15** credits of final compensatory credit awarded.*

- D8.2.6 Credit at a higher level can always be substituted for credit at a lower level in calculating averages for a Commendation or Distinction award, provided it meets the programme and award requirements. If a candidate has already qualified for an interim award without Distinction or Commendation, these may not be added subsequently.
- D8.2.7 *For entrants to taught Master's Degrees where up to 30 credits of APL have been approved, awards 'with Distinction' or 'with Commendation' will be determined from the average grade of the best 150 credits contributing to the programme. For entrants where over 30 credits of APL have been approved and fewer than 150 credits have been passed, awards 'with Distinction' or 'with Commendation' cannot be made.*
- D8.2.8 The Programme Board of Examiners retains discretion to recommend awards which do not strictly comply with the regulations provided it records clear grounds for doing so.
- D9 Valid reasons for poor performance**
- D9.1 If it is established to the satisfaction of the Module Board that a student's absence, failure to submit work or poor performance in all or part of the assessment was due to illness or other cause found valid on production of acceptable evidence, the Board may allow the student to be reassessed as if for the first time in any or all of the elements of assessment. If an assessment affected by illness was itself a second attempt the student shall be permitted to resit as if for the second time (see also D5.1 Deferred assessments).
- D9.2 It is for the Module Board, taking account of any advice from the Assessment Panel, to decide whether or not the student has presented a valid case. Where the Board is not satisfied, the student does not have a right to be reassessed as if for the first time. If the Board is not convinced by the evidence offered but does not wish to disregard it completely, it may choose to further assess the student in particular elements of the assessment.
- D9.3 The Board, taking account of any advice from the Faculty Assessment Panel, may exercise discretion in deciding on the particular form any further assessment or reassessment should take: options include viva voce examination; additional assessment tasks; review of previous work or normal assessment at the next available opportunity. The student should not be put in a position of unfair advantage over other candidates: the aim should be to enable the student to be assessed or reassessed on equal terms.
- D9.4 If it is established to the satisfaction of the Programme Board that a student's absence, failure to submit work or poor performance in all or part of an award was due to illness or other cause found valid on production of acceptable evidence, the Board may:
- i where it is satisfied that there is sufficient evidence of the student's achievement or this evidence is subsequently obtained, recommend the student for the award for which he or she is a candidate (with or without honours classification, Distinction or Commendation as appropriate). In order to reach a decision, a Programme Board of Examiners may assess the candidate by whatever means it considers appropriate: it may also recommend a posthumous award;
 - ii where the Programme Board does not have enough evidence of the student's performance to recommend the award for which the student was a candidate or an interim award permitted under these regulations but is satisfied that, but for illness or other valid cause, the student would have reached the standard required, recommend the offer of an Aegrotat award. The student may, however, decline the award and seek reassessment as if for the first time.
- D9.5 Before a recommendation under (i) or (ii) above is implemented the student must, within reason, have signified in writing that he or she is willing to accept the award and accepts that this implies waiving the right to be reassessed under D9.1 above.

D10 Reassessment for award

D10.1 Students may not seek reassessment in order to improve their classification unless there are, in the view of the Programme Board, valid reasons for poor performance, in which case the regulations in section D9 'Valid reasons for Poor Performance' shall apply.

D10.2 Reassessment for award - undergraduate programmes

D10.2.1 Students who have failed to qualify in their first consideration at a final Programme Board of Examiners for their intended award have the opportunity for reassessment, through referral (section D5.2.2, refers) and/or re-enrolment (if available and normally with the following cohort) in any or all Level 2/3/M modules in which they have been awarded F1 or F2 (but not F3) grades. Module Boards of Examiners have discretion to decide whether or not attendance is required on re-enrolment on the relevant modules and reassessment in these circumstances will be subject to regulation D10.2.2 below.

Candidates for an enhanced first degree (for example, MEng) who fail in their first attempt to satisfy the Programme Board of Examiners in the assessment for the award may, exceptionally, be permitted by the Programme Board of Examiners to be reassessed for these awards. D10.2.2 applies.

D10.2.2 On reassessment for award following re-enrolment, whether or not the student has attended, *the grades awarded will be those actually achieved in the assessment. However, for the purpose of honours classification and for conferring awards 'with Commendation' or 'with Distinction', these grades will be capped to D3.*

D10.2.3 Students may alternatively elect to study different options (if available and normally with the next cohort). Attendance will be required and the grades awarded will be those actually achieved in the assessment. *However, for the purpose of honours classification and for conferring awards 'with Commendation' or 'with Distinction', these grades will be capped to D3.*

D10.2.4 It is recognised that, in some cases, professional bodies will not permit such an arrangement for particular named awards; in such cases alternative named awards may be made as is common practice under the CATS system. Approval for an award of this nature must be obtained under the University's normal quality assurance arrangements (sections D10.2.2 and C3.3.1, iii, refer).

D10.2.5 'Topping up' interim awards

A student who has accepted an interim award may seek to undertake further study in order to qualify for a higher award. Admission to such a programme and the amount of specific credit to be granted, are at the discretion of the University and will be considered under the normal procedures for accreditation of prior learning. The study programme will be prescribed by the University to accumulate the specific credits required at each level for the award. Section D3 'Interim Awards', above, contains other relevant regulations.

D10.3 Reassessment for award - postgraduate programmes

Candidates for the award of a postgraduate taught Master's degree or Postgraduate Diploma who fail in their first attempt to satisfy the final Programme Board of Examiners may, at the discretion of the Board of Examiners, be reassessed through referral (section D5.2.3, refers) and/or re-enrolment (if available and normally with the following cohort) in any or all of the elements of assessment. The grades awarded on re-enrolment will be those actually achieved in the assessment. *However, for the purpose of conferring awards 'with Commendation' or 'with Distinction', these grades will be capped to C3.*

D11 Viva Voce examinations

D11.1 Except when written into programme-specific regulations as part of the normal assessment process for all candidates, viva voce examinations may only be used at the discretion of Module Boards of Examiners or at the request of External Examiners.

D11.2 The results of the viva voce must be reported to the Module Board and may be used:

- i to confirm the standards achieved on modules;
- ii as an alternative or additional assessment where valid reasons for poor performance have been established;
- iii where plagiarism or other examination offence is suspected.

D12 Professional body memberships and licences to practise (the professional suitability of students)

D12.1 Certain awards of the University of Hertfordshire qualify the holder, wholly or in part, to gain either a licence to practise and/or membership of a professional body.

D12.2 Where it is alleged that a student on such a programme has committed a criminal offence or has behaved in a way which either renders him or her ineligible for membership of the relevant professional body or will prevent him or her from gaining the licence to practise which is associated with the University's award, the matter will be investigated by a Professional Suitability Panel appointed by the Dean of Faculty responsible for the programme and in accordance with the regulations set out in this section (D12).

D12.3 Exclusion from the university

- i Where such an allegation (D12.2, refers) is proven, the student will not normally be permitted to continue on the programme and will normally be excluded from the University by the Professional Suitability Panel.
- ii The Convenor of the Professional Suitability Panel will ensure that a copy of any letter to the student notifying him or her of his or her exclusion from the University is provided to the Vice-Chancellor; the Dean of Faculty responsible for the programme; the Dean of Students and the appropriate Associate Head of School/Department (or equivalent) and that the letter informs the student of his or her right to appeal to the Vice-Chancellor using the procedures set out in UPR SA04^G.

D12.4 Where a student is permitted, exceptionally, to continue on the programme

In certain exceptional cases, and following appropriate consultation, where the nature of the criminal offence or the student's conduct is such that it would not otherwise warrant his or her exclusion from the University, a student may be permitted by the Professional Suitability Panel to continue on his or her programme. In these circumstances, the Professional Suitability Panel may impose a lesser penalty. A report of the student's conduct will also be made by the University to the relevant professional body.

^G UPR SA04 'Student Discipline'

D12.5 Where a student is permitted, exceptionally, to transfer to another programme

- i Where the nature of the criminal offence or the student's conduct is such that it would not warrant his or her exclusion from the University had he or she been following another programme, the Professional Suitability Panel may, in exceptional circumstances and subject to the following conditions, recommend that the student be permitted to transfer to another programme:
 - a the student's past conduct would not prevent him or her from gaining any licence to practise associated with the new award or render him or her ineligible for membership of any professional body for which the new award would otherwise qualify its holder;
 - b a place is available on the programme which he or she has chosen;
 - c the student meets the entry requirements for the programme;
 - d the student is judged to be a suitable candidate by the Admission Tutor for that programme and by the relevant Associate Head of School/Department (or equivalent).
- ii In these circumstances (D12.5), the student will be suspended from the University until he or she enrolls on his or her new programme. The Convenor of the Professional Suitability Panel will ensure that a copy of any letter to the student notifying him or her of the dates of his or her suspension from the University is provided to the Vice-Chancellor; the Dean of Faculty responsible for the programme; the Dean of Students and the appropriate Associate Head of School/Department (or equivalent) and that the letter informs the student of his or her right to appeal to the Vice-Chancellor using the procedures set out in UPR SA04^H.

D13 **Arrangements for collaborative programmes**

Arrangements for the conduct of Boards of Examiners on a programme leading to an award of the University and offered at a partner organisation must comply with these regulations unless specifically agreed otherwise, in writing.

E **EXTERNAL EXAMINERS**

E1 **General information**

E1.1 Programme external examiners

Programme External Examiners are appointed by the University to have oversight of the programme-specific assessment and ensure that it has been undertaken in a manner which is just to the individual student and that the standard of the University's awards is maintained. Membership and attendance of Programme External Examiners at the Programme Board of Examiners is mandatory (but see also section E2.3).

By confirming the academic standards of a programme at its final board, the Programme External Examiner is implicitly endorsing the level and standards of any interim awards for the programme. Therefore, unless there are specific Programme or Professional/Statutory-Regulatory Body requirements for External Examiners to approve interim awards, it is not necessary to do so.

E1.2 Module external examiners

Module External Examiners are appointed by the University to ensure that the assessment and academic standards in cognate subject areas are appropriate. Module External Examiners will be asked to moderate assessment and standards, possibly across a broad range of credit-rated modules at different levels. Module External Examiners are members of Module Boards of Examiners (see C2.4 'Involvement of External Examiners in Module Boards' above). Where Module External Examiners are not also Programme External Examiners they are not members of the Programme Board but may be invited to attend by the Chairperson(s) of relevant Programme Board(s).

Module External Examiners are appointed for all modules at Levels 2, 3 and M. By confirming the academic standards of a Bachelors programme at Levels 2 and 3, External Examiners are implicitly endorsing the standards at Level 1 of a programme. Therefore, unless there are specific Programme or Professional/Statutory-Regulatory Body requirements for External Examiners to consider modules at Level 1, it is not necessary to do so. For final awards at Levels 0 and 1, Module External Examiners are appointed for modules at the level of the final award.

E2 **Rôle, responsibilities, rights and duties of Programme External Examiners**

E2.1 The role of the Programme External Examiner(s) is: to audit the programme assessment process; to ensure that justice is done to the individual student; to ensure that the standard of the University's award is maintained and to ensure compliance with the regulations for the award.

E2.2 Programme External Examiners must be appointed to all programmes which may lead to an award. Where External Examiners have been appointed, no recommendation for the conferment of a University award may be made without their written consent. On any matter which the Programme External Examiner(s) declare(s) a matter of principle, the decision of the Programme External Examiner(s) shall either be accepted as final by the Board of Examiners or shall be referred to the Academic Board.

E2.3 *If a Programme External Examiner is absent from a meeting of a Board of Examiners which is concerned with the determination of the class or grade of award or with the determination of any grade which contributes to such a decision and, because of the circumstances no substitute has been duly appointed, then a full account of the circumstances should be sent to the Academic Board with the recommendations for the award. It is essential that, in such circumstances every endeavour is made to ensure that at least one of the Programme External Examiners is present at the meeting and that no decision of the Board be made final until the concurrence of the absent External Examiner(s) has been established.*

E2.4 Responsibilities of programme external examiners

The following outlines the collective and individual responsibilities of Programme External Examiners. They should:

- i be able to judge each student impartially on the basis of the results submitted by the relevant Module Boards, without being influenced by previous association with the Department(s) (School(s)), the staff or any of the students;
- ii be able to compare the performance of students with that of their peers on comparable programmes of higher education elsewhere;
- iii attend all meetings of Programme Boards of Examiners at which recommendations for final awards are made and other meetings of Boards of Examiners, as agreed with the Chairperson and/or Associate Head of School/Department (or equivalent);

- iv be consulted about and agree to any proposed major changes to the assessment or programme regulations which will directly affect current students;
- v require assurance that the form and content of proposed assessments have been approved by Module External Examiners;
- vi require assurance that all students have been assessed fairly in relation to the curriculum and regulations;
- vii ensure that recommendations for awards are reached by means consistent with the University's regulations, requirements and normal practice in Higher Education;
- viii participate, as required, in reviews of decisions and recommendations about individual students;
- ix report to the University annually on the conduct of assessments and on issues relating to assessment;
- x report to the Chairperson of the Academic Board (the Vice-Chancellor) on any matters of serious concern arising from the assessments, which put at risk the standard of the University's award(s).

E3 Rôle, responsibilities, rights and duties of Module External Examiners

- E3.1 Any credit-rated module which is capable of contributing to the classification of a final award of the University must have a Module External Examiner associated with it. Module External Examiners may be responsible for shared modules between a number of different programmes. They may also act as Programme External Examiners for one or more of the programmes.
- E3.2 *If a Module External Examiner is absent from a meeting of a Module Board of Examiners then his or her written agreement to the decisions of the Board must be obtained. The decisions of the Board will be provisional until the agreement of the absent External Examiner has been obtained (section C2.5 refers).*
- E3.3 The following outlines the responsibilities of Module External Examiners. They should:
- i be able to judge each student impartially on the basis of the work submitted for assessment, without being influenced by previous association with the Department(s) (School(s)), the staff or any of the students;
 - ii be able to compare the performance of students with that of their peers on comparable programmes of higher education elsewhere;
 - iii approve and moderate the form and content of proposed assessments, model solutions /marking schedules, where appropriate, and have the right to see all relevant examination scripts;
 - iv sample major coursework assessments;
 - v where appropriate, take part in forms of assessment such as oral examinations, observation of teaching experience, observation of creative presentations and performances etc. as appropriate;
 - vi be consulted about any proposed changes to the assessment regulations which will directly affect students currently on the modules for which they are responsible;

- vii have the right to recommend changes to the marks awarded by the internal Examiners but always in the context of fairness and equity to all candidates: such recommendations are to be made to the Module Board of Examiners;
- viii have the right to examine any student viva voce in addition to the assessments specified in the module and programme regulations;
- ix ensure that the assessments are conducted in accordance with the regulations for the modules;
- x attend all meetings of the Module Boards of Examiners participating, as required, in reviews of decisions and recommendations about individual students;
- xi report to the University annually on the conduct of assessments and on issues relating to assessment and academic standards in this subject area;
- xii report to the Chairperson of the Academic Board (the Vice-Chancellor) on any matters of serious concern arising from the assessments, which put at risk the standard of the University's award(s).

E4 Matters of concern to External Examiners

In addition to preparing annual reports, all External Examiners are free to write directly to the Chairperson of a Board of Examiners, the Dean of Faculty or the Vice-Chancellor on any matter of concern to them.

E5 Disagreements between or with External Examiners

E5.1 Where disagreements involving External Examiners arise, which result in a Board of Examiners being unable to agree a recommendation, it is for the Academic Board to ensure that the matter is resolved. This responsibility is delegated to a standing committee of the Academic Board, the External Examiners' Disputes Committee.

(NOTE:

20 The student(s) concerned will be informed that the recommendation of the Board of Examiners has been deferred pending further discussion and will be notified of the date by which it is expected the matter will be resolved.)

E5.2 The composition of the External Examiners' Disputes Committee shall be as follows:

- i a senior member of the academic staff, nominated by the Vice-Chancellor and appointed by the Academic Board, who shall be Chairperson;
- ii one member of the academic staff, nominated and appointed by each Faculty (these members should be experienced External Examiners);
- iii the Secretary and Registrar (or nominee).

E5.3 The External Examiners' Disputes Committee will meet as necessary and is empowered to investigate and take decisions on disputes. A quorum of four (**4**) is mandatory.

E5.4 The Committee will not be required to report on individual disputes but the Academic Board reserves the right to request a report, where it deems this to be appropriate.

E5.5 Dissenting Examiners retain the usual rights of all External Examiners to write in confidence to the Vice-Chancellor.

P E Waters
Secretary and Registrar
Signed: **1 August 2009**