



## City, University of London

### Senate Regulation 19 Assessment Regulations

**2019/20**

<b>Document title</b>	Senate Regulation 19 – Assessment Regulations
<b>Document owned by</b>	Student and Academic Services (Quality and Academic Development Department) on behalf of Senate
<b>Document maintained by</b>	Assistant Registrar (Quality)
<b>Approving Committee</b>	Senate
<b>Last updated</b>	20.05.20
<b>Review date</b>	01.04.20
<b>Current version</b>	1.8
<b>Location of master document</b>	Quality and Academic Development reg-dev/QUAD/Senate Regulations (approved for publication)/Regulation 19 (Assessment)
<b>Website</b>	<a href="https://www.city.ac.uk/about/city-information/governance/constitution/senate-regulations">https://www.city.ac.uk/about/city-information/governance/constitution/senate-regulations</a>

# City, University of London Senate Regulation 19 - Assessment Regulations

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# 1 INTRODUCTION TO THE ASSESSMENT REGULATIONS

Approved by Senate, these Regulations are written for ease of use by students and staff of City, University of London, and aim to support transparency in the operation of City's assessment and award framework. A Glossary of Terms is provided to give a clear definition of common terminology. Guidance for interpreting the Assessment Regulations is available from Course Officers (for students) and Student and Academic Services (for staff). The Students' Union Advice Service is also available to support students with queries about the appeals processes.

The Regulations should be read together with the Programme information provided in the Programme and Module Specifications, any specific Programme Regulations where applicable (Appendix 1) and related Regulations and policies (see the [Quality Manual](#)).

These Assessment Regulations are also subject to relevant external legal and regulatory requirements including, but not limited to, the Equality Act 2010.

## 1.1 SUMMARY OF CHANGES FOR 2019/20

These Regulations were approved by Senate in July 2016 following a period of consultation with academic and professional services staff and the Students' Union. The 2016/17 version re-organised the content and updated terminology from the previous Regulations to make them easier to understand for students and staff. Further updates to the Regulations approved by Senate since then are detailed in Appendix 6. Those approved for the 2019/20 year are shown below.

Minor amendments to update terminology, links to policies and to clarify:

- the assessment expectations for marking credit-bearing modules (Section 5.3)
- the responsibilities of Module Panels, Interim Assessment Panels and Preliminary Assessment Panels, and the Chairs of Assessment Boards (Section 6.9)
- the approach to communications with student debtors (Appendix 4)

Updates were also made to the Programme Regulations for Cass Business School, the School of Health Sciences and the School of Mathematics, Computer Science and Engineering (Appendix 1). Further updates to Programme Regulations were made in May 2020 for the School of Health Sciences and City Law School.

Previous versions of the Assessment Regulations can be accessed here:

- Assessment Regulations 2018/19
- [Assessment Regulations 2017/18](#)
- [Assessment Regulations 2016/17](#) and [Summary of Key Updates for 2016/17](#)
- [Assessment Regulations 2015/16](#)
- [Assessment Regulations 2014/15](#)
- [Assessment Regulations 2013/14](#)

Please contact Student and Academic Services for information and advice on these Regulations and for access to previous versions.

**Note:** For the purpose of these Regulations, reference to Postgraduate Masters degrees refers only to the list of Masters degrees provided in Senate Regulation 17 (Postgraduate Programmes) and, unless specifically stated, it does not apply to Integrated Masters Programmes which are detailed in Senate Regulation 15 (Undergraduate Programmes)

## 2 GENERAL PRINCIPLES

- i. The Assessment Regulations apply to all taught undergraduate, graduate and postgraduate programmes that lead to an award of City, University of London. The appendices to the Assessment Regulations, including the Programme Regulations, form an integral part of the Regulations. The Regulations should be read in conjunction with City's Credit Framework, the Assessment and Feedback Policy and City's other relevant regulations, policies and procedures. There are separate Regulations for [Masters Degrees by Research](#) and [Doctoral Programmes](#).
- ii. The Assessment Regulations cover all aspects of the conduct of assessment, how students progress and how Awards are made. Separate Regulations are in place to govern the [Conduct of Examinations](#).
- iii. All members of City's community are responsible for upholding the Assessment Regulations. Consistent use of these Regulations ensures:
  - that all students are treated fairly,
  - independence in the assessment process, and
  - that the assessment of students is appropriate to maintain the academic standards of the City's Awards.
- iv. City's Education and Student Committee will periodically review these Regulations on behalf of Senate to ensure that they remain effective, and will recommend changes to Senate. Changes will be approved by Senate and written details will be communicated clearly to students and staff. Changes will normally come into force at the start of an academic year but exceptionally, where required by law or regulation, a change may be approved for implementation during an academic year. In such cases, a consultation (where applicable) and communication process will take place.
- v. The process of registration and/or re-registration will confirm a student's acceptance of these Assessment Regulations and any amendments made for the academic year.

### 2.1 PROGRAMME REGULATIONS

The Assessment Regulations apply to all taught students. In specific cases (normally where Programmes of study lead to the qualifications of a Professional, Statutory and Regulatory Body (PSRB), eligibility to join a PSRB's register, and/or exemptions from the PSRB's own qualifications), variations to these Assessment Regulations for individual Modules or Programmes might apply. Where this is the case, the requirements must be approved by Senate (or an appointed nominee on behalf of Senate) as a Programme Regulation for the relevant Programme(s). Programme Regulations will take precedence over specific sections of the Assessment Regulations and are detailed in Appendix 1.

### 2.2 AWARDS OF CITY INVOLVING VALIDATED AND PARTNER INSTITUTIONS

Where Senate has authorised other institutions to be involved in the delivery of Programmes leading to City Awards, those institutions are bound by these Regulations. For Validated Programmes, any variations are considered and approved by the Collaborative Provision Committee on behalf of Senate. For other provision involving partners, any variations must be specified within the Partnership Agreement which is approved by the Deputy President and Provost on behalf of Senate. Reference to Boards of Studies in these Regulations is synonymous with Course Boards for Validated Programmes.

## **3 PRINCIPLES OF THE ASSESSMENT FRAMEWORK**

### **3.1 FRAMEWORK FOR ACADEMIC AWARDS**

City has a [Credit Framework](#) to guide how academic Programmes are structured and how student achievement is measured. The Credit Framework sets out the amount and level of Credit that is required for each Award.

The Awards of City are governed by Senate Regulations 15 (Undergraduate Programmes), 16 (Graduate Programmes) and 17 (Postgraduate Programmes).

Specific requirements for each Programme are set out in Programme Specifications (as described in Section 3.2.1 below).

### **3.2 DEFINITIVE PROGRAMME INFORMATION**

#### **3.2.1 Programme Specifications**

A Programme Specification is published for each Programme leading to an Award. The Programme Specification describes the Programme content and states what a student must do to satisfy the overall Programme outcomes for the Award in order to pass, including any Programme Regulations approved by Senate (as set out in Appendix 1).

The Programme Specification must set out the amount of credits available for each Module, information on assessment for the Programme and the how the Award classification will be calculated.

- Undergraduate Programmes are made up of a series of Modules that make up a Programme Stage. Each Programme Stage must be completed and passed before a student can progress to the next Programme Stage, except in exceptional circumstances where permitted by the Assessment Board (see Section 4.7).
- Postgraduate Programmes are made up of a series of Modules. Postgraduate Programmes are not normally divided into Programme Stages. Some Postgraduate Programme contain more than one block of study separated by progression points at which certain requirements have to be met; where this is the case, it will be detailed in the Programme Specification.

#### **3.2.2 Module Specifications**

Module Specifications provide an overview of the Module content and describe the Learning Outcomes, the requirements to take, complete and pass that Module and any specific regulation that might apply.

If the assessment of a Module has more than one assessment component, the Module Specification will detail the method of assessment for each one, how much each component contributes towards the final mark and any other conditions that must be met to satisfy the Learning Outcomes and pass the Module.

### **3.3 PURPOSE OF ASSESSMENT**

Assessment schemes are designed to enable students to demonstrate the extent to which they have met the objectives (the 'Learning Outcomes') and standards for a Module, Programme Stage, Programme and Award. A range of assessment methods will be used that are appropriate to the Programme and all types of assessment are considered equally valuable.

The weighting of each component of assessment will be appropriate to reflect its content and contribution to the module's Learning Outcomes. The volume of assessment for each Programme will not exceed the amount required to demonstrate the achievement of Learning Outcomes.

### **3.4 LANGUAGE OF ASSESSMENT**

City requires that the language of assessment is in English except when competency in another language is being tested. Any application for a change in the language of assessment must be made in sufficient time ahead of the assessment, and must be presented to Senate with a rationale for consideration. Approval of assessment in a language other than English is not guaranteed and Senate will take account of the maintenance of academic quality and standards, and any legal obligations.



## 4 PROGRESSION AND AWARD

### 4.1 REQUIREMENTS TO PASS A MODULE

To progress through a Programme, students are required to complete and pass modules in order to accumulate an amount of academic credit to the value of the Award they are registered for. The progression criteria are detailed in the Programme Specification.

The amount and level of credit for each Module is clearly set out in the Module Specifications. A Module may include a number of assessment components (or tasks) and requirements that must be completed in order to pass that Module. Some assessment components and/or Modules may be designated as pass/fail, as detailed in individual Module Specifications.

Credit is awarded by the Assessment Board where all the Learning Outcomes, and any other requirements of a Module, are met and that Module is deemed to be passed.

The mark for a specific Module is calculated as a weighted average of the marks for the individual components. The weightings assigned to each component are set out in the Module Specification. Components assessed on a pass/fail basis do not contribute to the calculation of the Module mark.

### 4.2 MODULE PASS MARKS

To successfully pass a Module a student must achieve the Module pass mark(s) as set out below:

Programme	Modules	Module Pass Mark
Undergraduate or Graduate	all	at least 40%
Integrated Masters	Level 4, 5 and 6 Modules	at least 40%
	Level 7 Modules at Programme Stages 3 and 4	at least 50%
Postgraduate	all	at least 50%
Foundation Year	all	as set out in the Programme Specification

Any other requirements stated in the Module specification must also be met.

#### 4.2.1 Module Assessment Components

Students are expected to participate in and pass all required assessment components in order to pass the Module.

Some Modules specify pass requirements ('minimum qualifying marks') for individual assessment components in addition to requiring that the overall Module pass mark must be met. Where minimum qualifying marks for assessment components exist within a Module:

- they must be clearly set out in the Module Specification
- the student will be regarded as having passed a component where they achieve at least the minimum qualifying mark in that component, and have achieved the pass mark for the Module overall
- the mark to be shown in the record of marks and used to calculate the student's Module mark will be the original mark achieved for that component or, if the assessment component has been passed at a resit attempt, the capped resit mark for that component.

#### **4.2.2 Module Failure**

In certain circumstances, academic credit may be awarded in the event of Module failure. The Regulations provide for this where certain conditions are met (see Section 4.7.1 - Failure of a Module – Compensation).

### **4.3 REQUIREMENTS TO PASS A PROGRAMME**

#### **4.3.1 Undergraduate/Graduate/Integrated Masters Programmes**

To pass a Programme Stage, a student must achieve the total amount of credit for that Programme Stage at the specified level for the Award, as set out in the Programme Specification. Credit will be achieved through passing the required modules or by exemption through Recognition of Prior Learning.

At the end of each Programme Stage, students who have passed all Modules and/or have been awarded the required credit will be allowed to progress to the next Programme Stage.

At the end of the Programme, once all Programme Stages have been completed and all the requirements of the Programme have been met, an Assessment Board will consider the appropriate Award to be made.

#### **4.3.2 Postgraduate Programmes**

To pass a Postgraduate Programme a student must achieve the total amount of credit at the specified level for the Award, as set out in the Programme Specification. Credit will be achieved through passing the required assessments or by exemption through Recognition of Prior Learning.

Some Postgraduate Programmes contain more than one block of study separated by progression points at which certain requirements have to be met. Where this is the case the requirements will be detailed in the Programme Specification.

At the end of the Programme, once all the requirements of the Programme have been met, an Assessment Board will consider the appropriate Award to be made.

### **4.4 PARTICIPATION AND ATTENDANCE**

The [Count Me In: Taught Student Attendance Policy](#) outlines the expectations for student attendance and how this is supported by City.

Boards of Studies must approve arrangements for participation in all forms of assessment (including participation, late participation and any extensions that may be permitted in certain circumstances, usually where a student has submitted Extenuating Circumstances) and these will be detailed in the Programme Handbook. These procedures will take into account the nature of the subject area and any professional, statutory or regulatory requirements.

Students are expected to attend scheduled lectures, tutorials and laboratory sessions and are required to participate in all assessment components by the specified deadlines. Assessments must be submitted in line with the arrangements approved by the Board of Studies.

Attendance for some students on some Programmes and/or Modules is mandatory, often to meet PSRB requirements. Where this is the case, the requirement for mandatory attendance is set out in the Module and Programme Specifications, and attendance will be recorded and will count towards the successful completion of a Module or Programme Stage. These requirements will normally lead to a pass or fail and will not normally contribute to overall Award classification.

Where a student participates in, but fails a component or Module, resit rules apply (see Section 4.7).

#### **4.4.1 Late Participation in an Assessment**

Where late submission is permitted, the penalties for late submission and arrangements for extensions are determined by Programme Teams, approved by Boards of Studies and published in the relevant Programme Handbook.

If late submission is permitted, penalties will apply where a student:

- participates in an assessment after the due date where a deadline has not been extended and there are no Extenuating Circumstances.
- has been given an extension but participates in the assessment after the extended date but within any stipulated timeframe.

#### **4.4.2 Failure to Participate**

Where a student fails to participate in an assessment component and has no Extenuating Circumstances, then that component will be considered to be failed. No mark or credit will be awarded and a resit opportunity will be offered subject to the rules in Section 4.7.2.

A student who has not met the pass requirements for the Module and who does not complete any required resit assessment by the required date will be withdrawn from the Programme by the Assessment Board in accordance with the rules in Section 4.7.2.

### **4.5 PROFESSIONAL TRAINING REQUIREMENTS**

Programmes may include approved professional, industrial, clinical or other training that is normally undertaken outside City.

- Where this training is structured and assessed based on Learning Outcomes, this may be included in the Module mark.
- Where this training is not assessed based on Learning Outcomes, a student's overall professional training record will be assessed as 'satisfactory' or 'unsatisfactory' by the appropriate Internal Examiner in consultation with the professional or industrial supervisor(s) and will be included in the transcript.

'Satisfactory' results will be communicated to the Assessment Board for the final Programme Stage assessment.

If a student has passed the final Programme Stage assessment but has 'unsatisfactory' professional training results, or if the professional training was not completed:

- the student will undertake further professional training to the satisfaction of the appropriate Internal Examiner, or
- the Assessment Board may Award the student an academic qualification which excludes reference to professional training and/or professional registration.

### **4.6 AWARD AND CLASSIFICATION**

Award classifications are determined by Assessment Boards and conferred by Senate. To qualify for the Award of a Certificate, Diploma or Degree a student must have:

- gained the appropriate credit for the relevant Programme (except where a specific exemption has been approved, or where Transfer Provisions apply as set out in Section 4.12).
- satisfied any additional requirements set out in the Programme Specification.

The Award classification for a Certificate, Diploma and Degree is calculated from the marks received for Modules:

- The credit value of each Module normally determines their weighting in the aggregation of marks. The method used to aggregate marks to calculate a degree classification is set out in the Programme Specification.
- Where modules have been assessed on a pass/fail basis, credit is awarded for a pass but no marks are awarded and these Modules do not contribute to the overall aggregate mark calculation.

Award classifications are normally determined as follows:

<b>Award</b>	<b>Overall aggregate mark</b>	<b>Award classification</b>
Certificate of Higher Education	70-100%	With Distinction
Diploma of Higher Education	60-69%	With Merit
Foundation Degree	40-59%	Without classification
Graduate Certificate		
Graduate Diploma		

<b>Award</b>	<b>Overall aggregate mark</b>	<b>Award classification</b>
Ordinary degree (see Section 4.11.1)	70-100%	With Distinction
	60-69%	With Merit
	40-59%	Without Classification

<b>Award</b>	<b>Overall aggregate mark</b>	<b>Award classification</b>
Bachelors Degree with Honours	70-100%	Class I (1 <sup>st</sup> )
	60-69%	Class II upper division (2.1)
	50-59%	Class II lower division (2.2)
	40-49%	Class III (3 <sup>rd</sup> )

<b>Award</b>	<b>Overall aggregate mark</b>	<b>Award classification</b>
Integrated Masters Degree with Honours	70-100%	Class I (1 <sup>st</sup> )
	60-69%	Class II upper division (2.1)
	50-59%	Class II lower division (2.2)

<b>Award</b>	<b>Overall aggregate mark</b>	<b>Award classification</b>
Masters Degree	70-100%	With Distinction
Postgraduate Diploma	60-69%	With Merit
Postgraduate Certificate	50-59%	Without classification

A student who has completed the requirements for a named Award cannot re-register for the same Award to improve the classification attained.

A student who does not meet the requirements for the Award for which they are registered, but meets the requirements for an approved Exit Award, will normally be conferred that Award as set out in the Programme Specification.

## 4.7 FAILURE OF A MODULE

If a student fails a Module due to failure in an assessment component, the Assessment Board will normally offer one of the following options:

- Compensation (where this option is permitted and detailed within the Programme Specification, and the student has met specific criteria), as detailed in Section 4.7.1
- Resit, as detailed in 4.7.2

Where a student is eligible for compensation at the first assessment attempt, this should be applied in the first instance rather than offering a resit opportunity.

A student may not progress to the next Programme Stage until they have successfully passed the current Programme Stage, except in exceptional circumstances as detailed below.

If a student has multiple failed assessments at the first attempt, an Assessment Board may offer a partial repeat year, as detailed in Section 4.7.3.

If a student has Extenuating Circumstances affecting multiple assessments, an Assessment Board may offer a repeat year, as detailed in Section 4.7.4.

Exceptionally, where a student has:

- had approved Extenuating Circumstances during either the main assessment periods and/or the reassessment periods, and
- where the nature of the assessment and Programme permits, and
- taking into account PSRB requirements, where applicable

an Assessment Board may exercise discretion in permitting a student to complete a limited number of outstanding assessments (no more than 15 credits) in the following academic year whilst continuing with the next block or stage of the Programme. The specific arrangements for completing these assessments must be approved as a Special Scheme of Study in accordance with the arrangements set out in the [Special Scheme of Study Policy](#) and must take account of the maintenance of academic standards, and any legal obligations. The Assessment Board must make it clear to the student that failure to pass the assessments being completed will normally result in withdrawal from the Programme, even if Modules from the next block or Programme Stage of the Programme have been successfully completed.

### 4.7.1 Compensation

Consideration of compensation for a failed Module requires that the overall Learning Outcomes of the Programme Stage have been met. Where compensation arrangements are permitted, these are detailed in the Programme Specification and will be applied in accordance with any PSRB requirement.

Compensation can only be awarded by an Assessment Board and must be applied within the following limits and conditions:

- The maximum amount of compensation that can be applied across one or more Modules within a Programme Stage or for the Programme is as follows:
  - **Undergraduate/Graduate/Integrated Masters Programmes** - 15 credits or one sixth of the total credits within a Programme Stage, whichever is greater
  - **Postgraduate Programmes** - 15 credits of the Programme as a whole can be compensated in a Postgraduate Certificate and no more than 20 credits may be compensated in a Postgraduate Diploma or Masters degree.
- A mark of no more than 10% below the Module pass mark must have been achieved in the Module to be compensated.

- It can be demonstrated that the Learning Outcomes of the Modules in the Programme Stage have been satisfied.
- Taking the mark to be compensated into account:
  - **Undergraduate/Graduate Programmes** – an overall aggregate mark of 40% must have been achieved for the Programme Stage calculated on the basis of the Module marks weighted according to their credit value.
  - **Integrated Masters Programmes** – an overall aggregate for the Programme Stage (40% for Stages 1-3, and 50% for Stage 4), must have been achieved calculated on the basis of the Module mark weighted according to their credit value.
  - **Postgraduate Programmes** - an overall aggregate mark of at least 50% must have been achieved; this is normally calculated excluding the project or dissertation mark.
- Compensation cannot be applied to a Dissertation or equivalent major project.
- A student who receives a compensated pass in a Module will be awarded the credit for the Module. The mark used to calculate the Award will be the original Module mark. The original component mark(s) (i.e. those below the pass mark) will be retained in the record of marks.
- A pass/fail module cannot be compensated
- Modules failed due to academic misconduct cannot be compensated

#### 4.7.2 Resits

A resit is a second attempt at an initial failed assessment without having to repeat the original period of teaching and learning. The resit mode may vary depending on the nature of the initial assessment.

A resit is granted by the relevant Assessment Board which also makes the final decision on resit arrangements.

Where there is more than one assessment component in a Module, an Assessment Board will need to make clear which assessment components they are required to resit (see 4.7.2v below).

A student normally has a maximum of two attempts to pass each assessment component; a first attempt and a resit. Students who have approved Extenuating Circumstances may be granted a further attempt (see Section 4.8).

In exceptional circumstances, usually for PSRB reasons, the Assessment Board may decide to permit the student to take a second resit. This option must be an approved part of a Programme, listed as a Programme Regulation (Appendix 1).

Resit provision is subject to all the following conditions:

- i. If a student fails to participate in an assessment component at the first attempt and has no Extenuating Circumstances, the first attempt will be recorded as a fail and a resit will be offered for that component.
- ii. No resit assessment(s) can be undertaken until failure of the assessment component(s) has been confirmed by the Assessment Board, or an Interim Assessment Panel or, where a final decision is pending following a meeting of the Assessment Board, by the Assessment Board Chair and External Examiner.

- iii. The method and date of resit will be set by the Assessment Board or by Chair's action following initial consideration by the Assessment Board. Interim Assessment Panel decisions on resits are provisional and subject to approval by the Assessment Board.
- iv. Resit arrangements will be as follows:
  - a. If the student fails to achieve the minimum qualifying mark in any component, they must resit that component regardless of the aggregate Module mark.
  - b. If the student fails to achieve the pass mark for the Module on aggregate, it will be necessary to resit all components with a mark below the Module pass mark. This includes components without minimum qualifying marks as well as components with minimum qualifying marks.
  - c. The mark for each assessment component that is subject to a resit opportunity will be capped at the pass mark for the Module (40% for undergraduate Modules or 50% for Postgraduate Modules). This capped mark will be used in the calculation of the final Module mark (which will be used in the Award calculation), together with any original marks for components that were passed at first attempt.
  - d. If a student receives a lower mark in a resit for an assessment component than that achieved at the first attempt, the lower mark stands (not the first attempt mark even where this was failed); the Assessment Board cannot exercise discretion over which to accept.
  - v. Where the pass mark for the Module overall is achieved and any component requirements are satisfied, the student will be awarded the credit for the Module.
  - vi. A student who has not met the pass requirements for the Module(s) and does not complete the resit by the date specified will not normally proceed on the Programme; the Assessment Board will require them to be withdrawn.

#### **4.7.3 Multiple Failed Assessments (Resits or Partial Repeat Year)**

If a student:

- has multiple failed assessments at the first attempt and has not met the requirements to progress to the next Programme Stage (and has no approved Extenuating Circumstances), or
- has approved Extenuating Circumstances affecting the second (resit) attempt at their assessments

and has not met the requirements to progress to the next Programme Stage or complete their Award, an Assessment Board may, at their discretion and where permitted, offer either option (i) or (ii) below:

##### ***i. Resits at the next opportunity***

The student must resit any failed components (i.e. all those where the pass requirements have not been met) at the next opportunity to complete:

- their second attempt at the failed assessments (if the student had no Extenuating Circumstances), or
- an additional resit attempt (if the student has approved Extenuating Circumstances that related to a resit attempt).

The student is not expected to attend City other than to participate in relevant assessments.

Marks for the resit attempt are capped at 40% (undergraduate) or 50% (postgraduate) and no further resit or compensation opportunities will be permitted.

If a Module is failed, the student will be withdrawn unless they are eligible for compensation and the Assessment Board agrees that they have therefore met the requirements for progression to the next Programme Stage or an Award.

## **ii. Partial Repeat Year**

Based on the nature and number of assessments that have been failed, the Assessment Board may offer the student a partial repeat year (with attendance) to complete:

- their second attempt at the failed assessments (if the student had no Extenuating Circumstances), or
- an additional resit attempt (if the student has approved Extenuating Circumstances that related to a resit attempt).

If a partial repeat year is undertaken:

- The student is not permitted to progress to the next Programme Stage of the Programme but must repeat the failed Modules and/or assessment components in full (with attendance) during the following academic year.
- The student retains the marks for the Modules and/or components already passed in the previous academic year.
- The student attends City, and has full access to all facilities during the partial repeat year.
- The student must resit any failed components where the pass requirements have not been met.
- Marks for the resit attempt are capped at 40% (undergraduate) or 50% (postgraduate) and no further resit or compensation opportunities will be permitted.
- If a Module is failed during a partial repeat year, the student will be withdrawn unless they are eligible for compensation and the Assessment Board agrees that they have therefore met the requirements for progression to the next Programme Stage or an Award.
- Normally, the opportunity to repeat a year of study for progression purposes can only be offered once in the duration of the registration and will be counted as part of the student's maximum period of registration.

There is no automatic right to a partial repeat year.

Repeats may not be used to improve the classification of the Award where a student has passed.

City must comply with relevant external legal and regulatory requirements, therefore partial repeat years may not be offered to students where legal or other restrictions apply<sup>1</sup>.

If the Assessment Board offers a partial repeat year, the student may decline this and decide to participate in the resits at the next opportunity. If a student declines the offer of a partial repeat year, and participates in the resits at the next opportunity they will not be offered any further attempts at the failed assessments if they fail their resit attempts.

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<sup>1</sup> Legal or other restrictions include Home Office requirements in relation to Tier 4 students. Schools should consult the Visa Compliance Team in advance of the Assessment Board(s) for guidance.



#### 4.7.4 Full Repeat Year

A full repeat year is only permitted where the student has approved Extenuating Circumstances (see Section 4.8) affecting multiple assessments or the student has been suspended in accordance with the Fitness to Study Regulation ([see Senate Regulations](#)). Either the student or the Assessment Board can propose this approach. Where a student recommends a full repeat year, the Assessment Board will use its discretion in deciding whether the request is approved and will consider the requirements of any PSRB where applicable.

If a full repeat year is undertaken:

- The student does not progress to the next Programme Stage but repeats all the Modules in the current Programme Stage during the following academic year.
- The student is not able to carry forward any marks or credit from previous attempts at the Programme Stage in the previous academic year. Previous marks for the Programme Stage are disregarded and all assessment components are repeated including any which the student has previously passed.
- The student attends City and has full access to all facilities during the full repeat year.
- The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. If, however, the repeat year was granted in relation to resit assessments, the marks will be capped and no further resit opportunity will be offered.
- Normally, the opportunity to repeat a year of study for progression purposes can only be offered once in the duration of the registration and will be counted as part of the student's maximum period of registration.

#### 4.8 EXTENUATING CIRCUMSTANCES

Students are expected to plan their work in order to meet assessment deadlines and to be aware of the relevant regulations and requirements detailed in Programme Handbooks. The Extenuating Circumstances process is for students who have experienced unforeseen significant disruption to their studies due to reasons beyond their control.

##### ***Extenuating Circumstances criteria***

Extenuating Circumstances are defined as circumstances which are:

- unforeseen and outside a student's control, and
- which can be shown to have had a direct and substantial impact on their academic results (this may include an impact on the student's capacity to study prior to an assessment, on their ability to complete an assessment, and/or on performance during an assessment).

An application for Extenuating Circumstances must demonstrate that it meets these criteria.

##### ***Students with disabilities or long-term conditions***

Arrangements for students with disabilities or long-term conditions are detailed in Section 4.8.4 and are separate from the Extenuating Circumstances process. However, where a student is

- awaiting formal diagnosis of a disability, or
- experiences an acute phase of an ongoing condition that has been previously notified to City which is likely to have seriously impaired the student's performance at the same time as an assessment event, or before an assignment deadline,

this may be considered as an Extenuating Circumstances claim.

#### **4.8.1 Submission of applications**

City sets strict deadlines for the submission of requests for consideration of Extenuating Circumstances relating to assessment, progression or Award. This is to safeguard the fairness of the assessment process and to avoid creating an unfair advantage.

Students are encouraged to raise issues early and before the assessment(s) if possible. Claims for Extenuating Circumstances must be submitted by the student to the relevant Extenuating Circumstances Panel:

- not later than 7 calendar days after the assessment said to have been affected, and
- all submissions must be made before the meetings of the relevant Extenuating Circumstances Panel and Assessment Board. Students will be notified of the relevant deadlines for their Programme in the Programme Handbook.

The claim must be supported by evidence. The form can be submitted initially without supporting evidence but any outstanding evidence must be submitted by the deadline agreed by the School.

If further assessments are affected by the Extenuating Circumstances after the initial claim, a new form should be submitted. The claim will be considered in accordance with Section 4.8.2 below)

If, for a valid and overriding reason, the student is unable to meet the deadline for submitting a claim or supporting evidence for an Extenuating Circumstance, an appeal can be lodged (see Section 6.11)

The full procedures which must be followed for the submission and consideration of Extenuating Circumstances claims is set out in the Extenuating Circumstances Guidance for Students and the Guidance for Extenuating Circumstances Panels.

#### **4.8.2 Extenuating Circumstances Panel**

Each Board of Studies will establish a Panel to consider applications for Extenuating Circumstances claims (see Appendix 2 for membership).

- The Extenuating Circumstances Panel will determine whether the claim meets the criteria for Extenuating Circumstances and whether supporting evidence is sufficient. The Panel will not have sight of the student's individual marks when considering the application.
- Where the Extenuating Circumstances Panel is satisfied that the criteria have been met and the evidence received is sufficient, it will report the outcome of its consideration as a recommendation to the relevant Assessment Board (responsible for considering the student's results and for making a decision on Award or progression).
- Where an application for Extenuating Circumstances is accepted by the Panel, the most usual recommendation is for the student to be offered an additional opportunity to take the assessment(s). The Panel may, at its discretion, highlight particular factors in its recommendation which it is satisfied are worthy of consideration by the Assessment Board when deciding on the appropriate course of action, as outlined in the Guidance for Extenuating Circumstances Panels. A formal record will be kept of the meeting and Panel's recommendations.
- The student will be informed within 14 days from the date of the Panel's recommendations and when the Assessment Board will meet to ratify the decision.
- The decision on the course of action taken remains with the Assessment Board and will take into account the need to uphold academic standards and demonstrate that Learning Outcomes have been met as well as the Panel recommendation.

- If a claim has not been accepted by the Panel this will be reported to the Assessment Board; no adjustment should be made and the student's results should be considered in the usual way.
- Extenuating Circumstances Panels should not normally approve second or multiple submissions for the same circumstances from any one student but there may be some cases where unforeseen circumstances last beyond the submission of the original claim. Students who have on-going medical conditions or other circumstances which cannot be described as unforeseen should be referred to the appropriate service for assessment of their needs (except where a student experiences an acute phase of an ongoing condition that has been previously notified to City which is likely to have seriously impaired the student's performance at the same time as an assessment event or before an assignment deadline).

#### 4.8.3 Assessment Board consideration of Extenuating Circumstances Recommendations

Based upon the report and recommendation from the Extenuating Circumstances Panel, the Assessment Board will consider the most appropriate course of action from the following:

- The attempt at the affected assessment(s) should be set aside and the student offered an additional opportunity of taking the assessment/s. This will be either:
  - as an additional first attempt (if the Extenuating Circumstances related to a first attempt) or
  - as an additional resit attempt (if the Extenuating Circumstances related to a resit attempt).

If a student chooses to take up the offer of an additional attempt, any mark received for the previous affected attempt will be permanently disregarded. If the student decides not to take up the offer of an additional attempt, the mark received for the previous attempt will stand.

Where appropriate, (normally where there are multiple assessments affected by the Extenuating Circumstances) the Assessment Board may offer a repeat year option to enable the student to re-access learning and teaching, and take the assessments as a first attempt (or as a resit with a capped mark if the repeat year option is granted following resit assessments) (see Section 4.7.4).

- Where the Assessment Board is satisfied that a further opportunity to take the original assessment is not possible or is inappropriate, it may arrange for an alternative assessment task to be set, on the condition that it must be an equivalent task which will enable the relevant Learning Outcomes to be demonstrated.
- In exceptional cases, where a student's performance in one or more Modules has been affected by Extenuating Circumstances, and the Assessment Board considers the options available under (i) and (ii) above to be unsuitable, it may review borderline progression/Award decisions based on the affected performance. Recommendations arising from such reviews of borderline progression/Award decisions will require the approval Chair of the Board of Studies and will be reported to Senate on an annual basis.

If Extenuating Circumstances prevent a student from completing the final assessment, the Assessment Board may recommend to Senate that an *Aegrotat* Award should be made (see Section 4.15).

When selecting any of the options set out in (i) to (iii) above, the Assessment Board's decision must take account of the need to ensure parity of treatment of all students, and to avoid any action which might compromise academic standards and integrity. It must also have regard to any PSRB requirements.

- iv. In exceptional circumstances where soon after assessment(s) a student presents new evidence of a previously unsuspected disability after the deadline for submission of an Extenuating Circumstances claim, and the student could not have reasonably suspected they had the condition, or obtained a diagnosis at an earlier time, the student may request consideration under the Extenuating Circumstances Regulation and Policy. The student should submit a Stage 1 Appeal on the grounds of Undisclosed Extenuating Circumstances, in accordance with the appeal regulations. An Extenuating Circumstances Panel may only consider the claim once formal diagnosis is confirmed.

For the avoidance of doubt, Assessment Boards cannot alter a student's marks or re-consider assessment decisions that were made prior to receiving formal notification of a potential disability via an Extenuating Circumstances claim. On the basis of subsequent diagnosis of disability, an Assessment Board may either:

- offer an additional first attempt at the relevant assessment(s) with reasonable adjustments in place (if the Extenuating Circumstances related to a first attempt),
- offer an additional resit attempt (if the Extenuating Circumstances related to a resit attempt and the student has not yet attempted the resit(s) for the relevant assessment(s)) or
- uncap the marks for the relevant resit assessment(s) (if the student has already completed the resits for the relevant assessments(s) or offer an additional discretionary resit attempt with reasonable adjustments in place.

The above would apply to the student's current Programme Stage only.

#### **4.8.4 Students with ongoing health-related conditions or disabilities**

Where a student is admitted to a Programme with declared disabilities or on-going health conditions, City will agree learning and assessment strategies to provide the student with reasonable adjustments, additional support and/or facilities (see [Disability Support](#)).

Students can declare a disability or ongoing health condition prior to admission and at any time whilst they are registered at City. It is expected that when a student consents for information to be shared, it will be shared sensitively with all relevant services and the personal tutor for the assessment of their needs and not just the initial point of contact. A record of formal diagnosis of ongoing health conditions, specific learning difficulties or other disability will be requested to enable City to implement reasonable adjustments to support the student. If the student fails to provide records of formal diagnosis, this will hinder City's ability to implement the necessary reasonable adjustments.

Students awaiting formal diagnosis of disability should submit a claim to the Extenuating Circumstances Panel for consideration with supporting evidence to follow.

If the student experiences a health condition after their initial admission to a Programme which may have a temporary but significant impact on their ability to engage with their studies, the student may be advised to interrupt their studies if it is considered that the Extenuating Circumstances and/or extensions procedures would be insufficient (see Section 4.19). Otherwise, City will endeavour to provide support and guidance to enable the student to complete their Programme of study.

#### **4.9 RECOGNITION OF PRIOR LEARNING (RPL) AND PRIOR EXPERIENTIAL LEARNING (RPEL)**

A student registered on, or applying for, a taught Programme leading to an Award of City who has:

- pursued appropriate studies at this or another institution, or
- who possesses appropriate qualifications or experience

may be considered for Award of credit from the Recognition of Prior Learning (RPL) or the Recognition of Prior Experiential Learning (RPEL) where this is permitted by a Programme and specific details are

included in the Programme specification. This means that they may be exempted from some of the learning for the certificate, diploma or degree where it is agreed it can be demonstrated through the RPL and/or RPEL process.

The assessment of RPL and/or RPEL claims is separate and distinct from the Admissions process.

An application or claim for RPL and/or RPEL must be submitted prior to the start of the relevant Module.

### ***Recognition of Prior Learning***

- Credit may be awarded for RPL for Prior Certificated Learning (including professional development Awards or employment Awards) gained from study at Level 4 or above at City or another institution which has previously been assessed and/or awarded credit.
- Grades or marks may not be awarded through RPL
- RPL encompasses Programmes which permit direct entry to a particular progression point within the Programme, if detailed in the Programme specification.
- A student may apply for RPL for a Module or Module(s) studied at City on a stand-alone basis such as continuing professional development (CPD) (i.e. not as part of a Programme) providing the application is considered no more than five years of completion of the Module. Where this is permitted:
  - it will be detailed in the Programme Specification, and
  - it may be necessary for the student to rescind a certificate (relating to CPD for example) for the previous learning to avoid double counting of credit already awarded.

### ***Recognition of Prior Experiential Learning***

- Credit may be awarded for RPEL following an assessment of the learning derived from a student's life experience (which has not previously been assessed and/or awarded credit and is not the experience itself).
- Grades or marks cannot be awarded through RPEL.

### ***Volume of credit that can be permitted through RPL/RPEL***

- The limit to the volume of credit that can be permitted through RPL and/or RPEL will be included in the Programme Specification but will normally not exceed:
  - one third of the total credit of an Undergraduate Programme, except for students who have successfully completed a Programme approved by Senate to provide direct entry to a later stage in another Programme. Where Senate has approved direct entry, the student may be Awarded credit for the whole of Programme Stages 1 and 2 of a Bachelor's Programme.
  - one third of the total credit of a Graduate Programme.
  - one quarter of the total credit of a Postgraduate Programme.

If the student leaves prior to the end of their Programme (through failure or withdrawal), they will only be entitled to an Exit Award where the maximum volume of credit for prior learning for that Award has not been exceeded.

#### **4.9.1 Consideration of RPL/RPEL Claims**

An RPL/RPEL Panel (see Appendix 2 for membership), or the Course Board on the recommendation of the Programme Team for Validated Programmes, is responsible for assessing and making decisions in relation to RPL/RPEL, except where the prior learning has been approved by Senate as part of an agreed direct entry route to the Programme. The assessment will be based on academic judgement.

Applications for RPL/RPEL are assessed for acceptability, sufficiency, authenticity, currency and level and whether they can demonstrate that the student's previously assessed or experiential learning meets all the Learning Outcomes stated in the Module Specification for the Module for which they are to be awarded credit.

For RPEL applications, it is the learning derived from the experience, not the experience itself, that will be assessed.

Full details of the RPL and RPEL application, assessment and approval processes are set out in the RPL and RPEL Policy and Guidance.

#### **4.9.2 Appeals**

Students have the right of appeal against RPL/RPEL decisions within 14 calendar days of the decision being communicated. Appeals can only be made where the student considers that there has been a material error in the process. Appeals will be considered by two members of academic staff, or one member of academic staff and one member of professional services staff, who were not involved in the original decision.

#### **4.9.3 Oversight**

The Assessment Board will be informed of any students who have been approved for RPL and/or RPEL for the Award of credit, and the Modules concerned. Marks and/or grades for those Modules will not be given.

A written summary of RPL approvals must be kept by the Board of Studies.

### **4.10 FAILURE TO PASS A PROGRAMME**

If having exhausted all permitted resit attempts and compensation opportunities a student still fails a Module (and therefore a Programme Stage or Programme) the student will be withdrawn from the Programme.

This rule applies even if a student has exceptionally been admitted to the next Programme Stage of the Programme with assessments outstanding from the previous Programme Stage, and has successfully completed Modules from the next Programme Stage (see Section 4.7).

The student may be eligible to receive an Exit Award if they satisfy the requirements of that Award as detailed in Section 4.11. Section 4.14 sets out the Regulation relating to re-enrolment following failure.

### **4.11 EXIT AWARDS**

If a student does not fully complete a Programme of study, the Assessment Board will consider whether they are eligible for an Exit Award where this is an approved option within the Programme specification. The non-completion may be due to failure to pass some components of the Programme or a decision by the student to withdraw from the Programme of study before the final assessment.

Eligibility for an Exit Award may impact on a student's eligibility for a professional qualification and/or registration; where this is the case it will be detailed in the Programme specification.

In some circumstances it may be possible for the student to transfer to another Programme, as detailed in Section 4.12 Transfer Provisions.

#### **4.11.1 Ordinary Degrees**

An Ordinary degree may be Awarded where it is an approved exit route in a Programme Specification:

- if a student has not satisfied the requirements to pass Programme Stage 3 of a Bachelor's degree but has gained sufficient credit for an Ordinary degree (subject to any specific requirements being fulfilled)

An Ordinary Degree may be Awarded at the discretion of the Assessment Board:

- if a student was permitted to transfer to an Ordinary degree Programme or restricted to an Ordinary degree in the final classification following failure at Programme Stage 2, or
- if an Honours Degree student does not achieve the criteria required for Class III degree classification (3<sup>rd</sup> class) and has at least 60 credits at Level 6.

#### **4.11.2 Diplomas of Higher Education and Certificates of Higher Education**

The Assessment Board may award a Diploma of Higher Education or Certificate of Higher Education where the student has not satisfied the requirements to be awarded an Ordinary Degree, but has achieved sufficient credit at the appropriate academic level(s) for a Diploma or Certificate of Higher Education as detailed in the [Credit Framework](#).

#### **4.11.3 Postgraduate Diplomas and Postgraduate Certificates**

Where it is an approved exit route from a Programme and detailed in the Programme Specification, a Postgraduate Diploma or Postgraduate Certificate may be awarded where a student has not satisfied the requirements to be awarded a Masters Degree.

### **4.12 TRANSFER PROVISIONS**

A student may be permitted to transfer from a Bachelor degree Programme to a related degree Programme in certain circumstances, as detailed below:

- i. If a student does not pass the Programme Stage 1 assessment they will normally be required to withdraw unless transfer to another Programme has been approved as a Programme Regulation and is permitted in the Programme Specification. The student may be able to transfer to an Ordinary Degree route if this is included in the Programme Specification. Students may not transfer to another Programme after Programme Stage 1 except as detailed in 4.12ii below.
- ii. A student who does not pass the Programme Stage 2 assessment may, at the discretion of the Assessment Board:
  - a. be permitted to transfer to a related Ordinary Degree Programme. This is subject to the agreement of the Assessment Board and will not normally be permitted when a student has obtained less than 90 credits at the Programme Stage 2 assessment.
  - b. where no suitable Ordinary Degree Programme exists, be permitted to continue on the Honours Degree Programme but will be restricted to an Ordinary Degree in the final classification. This will not normally be permitted when a student has obtained less than 90 credits at the Programme Stage 2 assessment.
- iii. A student who has successfully completed Programme Stage 2 of a Bachelor's Degree Programme may transfer to Programme Stage 3 of a related Integrated Masters Programme where this is permitted as a Programme Regulation.

Specific provisions for transfer for students who take but fail, or do not complete Programme Stage 3 or 4 of an Integrated Masters Degree are set out in the Programme Regulations for the appropriate Programmes.

#### **4.13 TOPPING UP TO A DIPLOMA OR DEGREE**

If a student has been Awarded a Certificate or Diploma of City and then wishes to return to complete the Diploma or Degree for the same Programme, they may apply to be re-admitted to complete the higher Award provided that:

- the student was not withdrawn from the Programme due to academic failure
- the credit already Awarded remains current
- the maximum period of registration for the Programme will not be exceeded
- the student returns within a maximum of five years from the start of their original period of registration.

It is not necessary for students topping up to a diploma or degree to be considered through the Recognition of Prior Learning (RPL) process (Section 4.9) but the previous Award must be rescinded as follows:

- A student returning to top-up to a Diploma must rescind their Certificate on successful completion of the Diploma.
- A student returning to top-up to a Degree must rescind their Certificate or Diploma on successful completion of the Degree.

If the student fails to achieve the higher Award, they will retain their original Certificate or Diploma.

#### **4.14 RE-ENROLMENT FOLLOWING FAILURE**

A student who has been withdrawn from a Programme or who has accepted an Exit Award due to failure of a Programme Stage is not permitted to re-enrol on the same Programme or to transfer to a Programme that is significantly similar in content to the original Programme (e.g. where there are common Modules or a shared first year).

A student who has received an Exit Award due to failure of a Programme Stage or block of study is not permitted to top up to a higher Award.

Where a student has demonstrated some ability to study successfully at the relevant level, it may be possible for them to apply to re-enrol on an alternative Programme of study. This option depends on availability of places and the eligibility of the student for the different Programme.

#### **4.15 AEGROTAT AWARD**

A student prevented by illness or other sufficient cause from completing an Award may, at the discretion of the appropriate Assessment Board and subject to PSRB requirements, receive an *Aegrotat* Award. An *Aegrotat* Award will be awarded without classification.

Candidates must normally have completed the penultimate Programme Stage (or assessment) of their Programme of study to be recommended for an *Aegrotat* Award. For undergraduate and postgraduate Awards, the *Aegrotat* Award should correspond to the level of study that is interrupted.

To be eligible for this Award, both the Internal and External Examiner(s) must confirm that an Award would have been likely to be awarded if the final assessment for a Programme had taken place.

The Assessment Board may make a recommendation for an *Aegrotat* Award of a qualification up to but not exceeding the final qualification for the Programme on which a candidate is registered. *Aegrotat* Awards are approved by the Director of Student and Academic Services on behalf of Senate.

#### **4.16 POSTHUMOUS AWARDS**

A Posthumous Award may be recommended by an Assessment Board where a student has died, provided that the student had completed all assessments for the penultimate progression point of the Programme. Posthumous Awards are approved by the Director of Student and Academic Services on behalf of Senate, and are reported to Senate.



The Assessment Board can recommend that a posthumous degree should be awarded with honours and classification.

If the student had completed all assessments for the Award, the case should then be considered by the relevant Assessment Board in the usual way.

#### 4.17 REVOCATION OF AWARDS

In exceptional circumstances, City may revoke an Award made to a student. Such cases will be subject to the provisions of Senate Regulation 13 - Student Discipline and will be investigated by a Senate-appointed City Disciplinary Panel which will approve and apply sanctions in accordance with the Regulation.

#### 4.18 PERIODS OF REGISTRATION

Each Programme will be subject to a minimum period of registration (as defined in Senate Regulation 15) and the following maximum period of registration, except where a different period is prescribed by the relevant Programme Regulation. The periods of registration are subject to relevant external legal and regulatory requirements.

##### *Periods of Registration*

<b>Award</b>	<b>Normal length of Programme (Full-time)</b>	<b>Maximum period of Registration (Full-time)*</b>	<b>Maximum period of Registration (Part-time)*</b>
Taught Masters Degree	1 year	3 years	5 years
Postgraduate Diploma	2 terms	2 years	3 years
Postgraduate Certificate	1 term	2 years	3 years
Sandwich Integrated Masters Degree with Honours	5 years	8 years	10 years
Integrated Masters Degree with Honours	4 years	7 years	9 years
Sandwich Bachelor Degree with Honours	4 years	7 years	9 years
Bachelors Degree with Honours	3 years	6 years	8 years
Ordinary Degree	3 years	6 years	8 years
Graduate Diploma	2 terms	2 years	3 years
Graduate Certificate	1 term	2 years	3 years
Foundation Degree	2 years	4 years	6 years
Diploma of Higher Education	2 years	4 years	6 years
Certificate of Higher Education	1 year	2 years	3 years
Foundation Year	1 year	2 years	3 years

\* The normal lengths and maximum periods of registration for academic Programmes are set out above and will apply to all Programmes except where City is required to vary or limit those periods to comply with legal, statutory and regulatory requirements.

A Programme of study must be followed continuously and completed within the maximum period of registration. Maximum periods of registration will normally include resits, repeats and any periods of interruption of studies. A student who has reached the end of the maximum registration period without achieving their intended qualification will be awarded the highest qualification they are entitled to (from their accrued credits) see Section 4.11 Exit Awards.

#### **4.19 INTERRUPTION OF STUDIES**

A student can apply to take an authorised break in their period of study (an 'Interruption of Studies') of up to one year for on-going medical or personal reasons. Personal reasons include, but are not limited to, financial reasons.

If a student wishes to apply for an Interruption of Studies, they must make an application to the Dean's nominee for approval. The application must include a description of the circumstances, together with any directly relevant evidence.

In exceptional circumstances, where a student's ability to study has been seriously impacted and the student is unable to apply for an Interruption of Studies, the Fitness to Study Regulation may be invoked.

The normal period of interruption that may be granted is one year. At the end of this period, in exceptional circumstances, a student may apply to extend the interruption by a further year.

Following a period of interruption, a student should normally start their studies at the beginning of the equivalent term in which the interruption commenced. A student may re-commence their study at a different point if this is considered the most appropriate timing for them re-join the Programme. This will be decided on a case-by-case basis and the rationale for the timing will be documented.

An interruption of studies of less than one year may be approved in exceptional circumstances. Where this is approved, the student's return to the Programme must be dealt with via the Special Scheme of Studies procedure. The Special Scheme of Study should take into account the elements of the Programme that a student has been absent for.

Consideration of Interruption of Studies applications will take account of any overriding professional, statutory and regulatory body (PSRB) or legal requirements and the maximum period of registration for the Programme.

Where the teaching for one or more Modules has been completed at the point of interruption, a student may apply to complete the assessments for that Module during the period of interruption. This will normally only be permitted where the nature of the student's circumstances leading to the interruption would not affect their performance in the assessments. Where the student is permitted to sit assessments during the interruption period, they must attempt all the assessments for Modules for which teaching has been completed.

Where a student has resit assessments outstanding at the start of the interruption period, they may apply to attempt those resit assessments during the period of interruption. Where the student is permitted to sit resits during the interruption period, they must attempt all resit assessments that are outstanding.

If, following a student's Interruption of Study, City has made changes to that student's Programme and/or the availability of particular Modules, City will ensure that students who have interrupted their period of study are fully informed of the changes and the implications for their studies prior to their return to the Programme. Where appropriate, a student's return to the Programme will be dealt with via the Special Scheme of Studies procedure to take account of changes to the Programme during the Interruption of Studies.

A student who has had a break in his/her Programme and returns to City to complete the Programme will be governed by the Regulations and any statutory and legal requirements in force at the time of re-entry to City.

#### **4.20 LEAVING A PROGRAMME**

If a student decides that they do not want to complete their Programme, they must advise the School, in writing, that they wish to withdraw. It is the responsibility of the student to ensure that a request to withdraw is approved by the School. Failure to formally withdraw from the Programme will mean that later assessments will be recorded as not attempted and therefore failed (see 4.10 Failure to Pass a Programme).

Once a student has been withdrawn from a Programme they will be considered as a new student for any subsequent re-registration, except for where allowance is made for students to top-up to a higher qualification, i.e. from a:

- Certificate or Diploma of Higher Education to Undergraduate degree
- Postgraduate Certificate to Postgraduate Diploma or Masters degree
- Postgraduate Diploma to Masters degree

within the maximum registration period of the qualification (see Section 4.13).

Limitations apply where a student has been withdrawn due to academic failure (See Section 4.14 Re-enrolment Following Failure).

## **5 ACADEMIC STANDARDS, MARKING AND FEEDBACK**

### **5.1 SECURITY OF ASSESSMENT**

All staff are responsible for the security of assessments and assessment materials. In addition, Boards of Studies may identify a person or people with overall responsibility for the security of assessments.

### **5.2 SUBMISSION OF STUDENT WORK**

Each assessment submitted must be accompanied by a hard copy or electronic coversheet where appropriate as detailed in the Programme Handbook. This coversheet contains information about academic misconduct and enables the student to verify that the work to be assessed is their own. It also informs the student that City reserves the right to use electronic academic misconduct detection mechanisms.

When the student submits the coversheet with their assignment they are registering their acceptance of their use.

Assessments will not normally be returned to a student until an appropriate coversheet has been submitted.

### **5.3 MARKING AND MODERATION**

Assessment criteria and grade-related criteria will be provided in the Programme Handbook to help students to understand how their academic performance will be assessed.

The marking of all assessment for credit-bearing modules is the responsibility of a member of academic staff.

Assessments should be marked anonymously unless the nature of the assessment makes anonymous marking impractical. If anonymous marking is impractical, additional arrangements for moderation will be made. The marking of examination scripts is anonymous.

More than one member of staff must be involved in marking and moderation processes:

- All assessments which contribute to an Award must be internally moderated or double marked in accordance with the Assessment and Marking Policy, and an appropriately sized sample subjected to moderation.
- All dissertations or equivalent assessment tasks must be second marked or moderated by an Internal Examiner
- Internal marking and moderation arrangements are in addition to the scrutiny undertaken by the External Examiner (see Section 5.6)

Where assessments are double or second marked the markers must try to agree a final mark; if the internal markers cannot agree, the School should make every effort to resolve the matter internally. In exceptional circumstances, the External Examiner can be asked to arbitrate.

A record of individual and agreed marks will be kept in accordance with Appendix 4 Retention of Student Marks and Work.

City publishes its full requirements for the marking of student work in its [Assessment and Feedback Policy](#).

## 5.4 FEEDBACK ON ASSESSED WORK

Feedback is provided to students on all assessed work, including examinations, in line with guidelines and timescales published in the Assessment and Feedback Policy.

## 5.5 INTERNAL EXAMINERS

Each Module has one or more Internal Examiner. One of the Internal Examiners will normally be the Module Leader, but may additionally include other staff who have taught on the Module. Internal Examiners are appointed by the appropriate Board of Studies.

An Internal Examiner is responsible for:

- Overseeing the preparation of all draft assessment items (examination papers, assessment briefs) for approval by the Dean of School/Principal of the Validated Institution's nominee (usually the Head of Department).
- Arranging for liaison with the External Examiner in order to secure approval of assessment items including all that contribute to the final Award.
- Ensuring assessment guidelines, assessment criteria and marking criteria are available for all assessments within their Module.
- Arranging for assessments to be conducted (in conjunction with professional services staff as appropriate).
- Marking assessments and providing feedback to students in line with Senate policy.
- Ensuring the security of any assessment questions and submissions within their possession.
- Attending meetings of the Assessment Board as members with voting rights. Where there is more than one Internal Examiner for a Module, it is expected that one representative agreed by the Board of Studies will attend the Board on behalf of that Module.

The Internal Examiner(s) must be available during assessments that require student attendance.

## 5.6 EXTERNAL EXAMINERS

### 5.6.1 External Examiner appointments

To ensure academic standards and externality in the assessment process, each Programme will have at least one External Examiner who takes an overview of the assessment process of the Programme. There may be additional External Examiners appointed for large Programmes, or to cover particular academic areas within a Programme, as determined by the appropriate Board of Studies. An External Examiner may also be appointed to cover a number of related Programmes.

Nominations for External Examiners are considered by Boards of Studies and approved by the Deputy President and Provost (or their nominee) on behalf of Senate. Appointments are made according to criteria and conditions that ensure the seniority and expertise of External Examiners to carry out the full range of duties. Criteria and conditions are set out in the [External Examiners Policy](#).

External Examiners are appointed for a period of up to a maximum of four years. Exceptionally, this can be extended by one further year.

Appointments can be terminated prematurely by the Deputy President and Provost (or their nominee) on behalf of Senate, or the External Examiner, in line with the approved criteria and process published in City's Quality Manual.

## 5.6.2 External Examiner duties

External Examiners are members of the Assessment Board with voting rights for the Programme(s) that they oversee.

External Examiners provide essential independence in the assessment process and have the following responsibilities to:

- Review, approve or otherwise and comment on the assessments compiled by the Internal Examiners, including all assessment tasks that contribute to the final Award. External Examiners have a right to see all assessment material if they wish.
- Review appropriately sized samples of assessed work. The scope of the External Examiner's minimum assessment requirements will be agreed at an early stage in each academic year and/or assessment period.
- Attend meetings of the Assessment Board(s) for the Programme as a voting member where Award or progression is being considered and to participate in decision-making. Examiners may also attend other Assessment Boards if they wish but would not have voting rights at those Boards.
- Approve the decisions of the Assessment Board(s); or, if they are unwilling to approve any one or more of them, make independent representation to the President via Student and Academic Services.
- Report to City on
  - the standard of the Award(s), the standard of student performance and the comparability of these with Awards made at other institutions, and
  - academic standards on Programmes, the robustness of the marking and the soundness and fairness of processes for the assessment and determination of Awards,through initial comments to be considered at meetings of Assessment Boards and a written report, submitted annually.
- Perform such other special duties that might be requested by City and agreed with the External Examiner. This might include, by arrangement, attendance at any oral and practical assessment or interview in addition to those at which their attendance is agreed.

External Examiners have the right to submit written comments on any aspects of the assessment(s) to the President.

## 5.7 ACADEMIC MISCONDUCT

Academic Misconduct is any action that produces an improper advantage for the student in relation to their assessment(s) or deliberately and unnecessarily disadvantages other students. It can be committed intentionally or accidentally. City actively pursues all cases of suspected misconduct.

The assessment of the type and severity of individual cases will be determined by academic judgement and these may be designated as:

- poor academic practice
- academic misconduct
- severe academic misconduct

as outlined in the Academic Misconduct Policy and Guidance.

### 5.7.1 Identification of poor academic practice and academic misconduct

City reserves the right to use technology to detect and/or follow up cases of suspected academic misconduct. This may be used:

- for a whole Module cohort, normally at the submission of work stage, where Programmes use technology for this purpose
- as part of a Preliminary Investigation for specific individuals or groups of students where academic misconduct is suspected.

A member of staff who suspects academic misconduct has been committed should first follow the Preliminary Investigation procedure set out below (see Section 5.7.2).

The student will not be considered as being guilty of poor academic practice and/or academic misconduct until the matter has been investigated and the outcome determined in accordance with this Regulation and the Academic Misconduct Policy and Guidance (see [Assessment policies](#)).

Where academic misconduct is suspected or discovered during an invigilated examination, the invigilator in charge will take such immediate action as they consider necessary and will then follow the documented procedures set out in Regulation 11 Conduct of Examinations.

### 5.7.2 Preliminary Investigation

The staff member suspecting the misconduct will ascertain the initial concerns, gather evidence and notify their Head of Department (or nominee) that a preliminary investigation will be conducted.

During the preliminary investigation, the student will be informed of the allegation made against them and invited to discuss the allegations suspected of committing poor academic practice or academic misconduct.

The purpose of the preliminary investigation is to:

- establish the facts of the allegation of academic misconduct and the evidence to support it
- determine whether there is a case to answer
- determine whether the case relates to poor academic practice or academic misconduct
- resolve the matter, determine the action to be taken or refer the case to an Academic Misconduct Panel where appropriate (see section 5.7.3).

The preliminary investigation is a matter of academic judgement and should be completed either by a member of academic staff with either:

- one or more additional member(s) of academic staff, or
- as a joint review with a member of professional staff (to support the investigation for regulatory advice and conducting and managing investigations).

The process for investigating the evidence for the suspected academic misconduct is published in the Assessment and Feedback Policy and Guidance.

The Preliminary Investigation will seek to resolve the case as follows:

#### *i. Poor Academic Practice*

Where staff have found from the evidence gathered that poor academic practice has been identified, the student will be invited to attend an informal meeting as an opportunity to resolve the matter as soon as possible within a mutually convenient timeframe.

The student may be accompanied to the informal meeting by one member of City's community on the understanding that the purpose of the meeting is to support the student to understand the allegation and the importance of good academic practice.

If the matter is the student's first instance of poor academic practice:

- the work can be marked accordingly in line with the assessment criteria (as outlined in the Assessment and Feedback Policy and Guidance)
- support will be provided to promote the student's understanding and development of good academic practice
- the student will receive a written warning that further breaches would be referred to an Academic Misconduct Panel and/or a more serious penalty applied

For subsequent instances of poor academic practice, i.e. where the student has committed more than one instance of the same offence and has received a warning or guidance following the initial offence, the matter will be referred to an Academic Misconduct Panel.

## ***ii. Academic Misconduct***

Where Academic Misconduct is suspected:

- if the student disputes the allegation the case will be referred to an Academic Misconduct Panel
- if the student accepts they are guilty of Academic Misconduct and the case relates to:
  - a. a minor first instance of academic misconduct, it may be dealt with at the preliminary investigation stage in accordance with Sanction 1 in Appendix 3 and a written warning issued to the student. A record of the outcome will be retained and the recommendation to apply this Sanction will be made to the Assessment Board.
  - b. a student's second instance of Academic Misconduct, it will be referred to an Academic Misconduct Panel.
- all cases of severe Academic Misconduct will be referred to an Academic Misconduct Panel.

If no agreement on the outcome of the Preliminary Investigation can be reached by the staff completing it, the case will be referred to a Panel.

The student will be informed within 10 working days when the investigation is escalated from the Preliminary Investigation to an Academic Misconduct Panel to enable them to prepare for the hearing.

Preliminary investigations, including those relating to poor academic practice, will be documented and noted on the student's record for the duration of the Programme.

If the offence has been committed by a student in relation to a module which is shared with another Programme, the Preliminary Investigation should:

- be undertaken in the School which owns the module
- involve staff representation from the student's School (the School where the student is registered) if this is different from the School that owns the Module
- report the outcome of the investigation to the student's School for note on the student's record.

### **5.7.3 Academic Misconduct Panels**

If a case of academic misconduct has not been resolved during the preliminary investigation an Academic Misconduct Panel appointed by the Board of Studies for considering cases of academic misconduct will be established. The Academic Misconduct Panel membership is set out in Appendix 2. The Panel will be conducted as set out in the Academic Misconduct Policy and Guidance.



If the offence has been committed by a student in relation to a module which is shared with another Programme, the Academic Misconduct Panel should:

- be undertaken in the School which owns the module
- involve staff representation from the student's School (the School where the student is registered) if this is different from the School that owns the Module
- report the outcome of the investigation to the student's School for note on the student's record.

The Panel will be given access to records of any previous cases of academic misconduct (including poor academic practice) committed by the student prior to the hearing (including those in previous years or in Modules owned by another School).

The date of the hearing will be set for a mutually convenient date where possible. The student will be invited to attend the hearing and may choose to be accompanied by one other person. If the student chooses to be accompanied, they must provide information about the person's relationship to them and the reason for the person's attendance in advance of the hearing. The hearing is an opportunity for the student to discuss the suspected misconduct and, if accompanied, the student is normally expected to speak on their own behalf unless the Panel agrees that their companion may represent them. The student may present their case to the Panel in writing if they wish. The student may also respond to any evidence used by the Panel.

If a student does not subsequently attend the meeting, and has not given adequate reasons for this in advance, the Panel may continue in the student's absence.

The Panel will investigate each case and decide whether or not academic misconduct has taken place.

The Panel will determine its findings in relation to the evidence they have seen and heard on the balance of probabilities, i.e. the Panel will be satisfied that an event occurred if they consider that, on the evidence available, the occurrence of the event was more likely than not.

If the Panel finds that academic misconduct has not taken place, no further action is taken and the student's record is updated to remove reference to the allegation. The notes of the Panel are retained. The marking process is resumed in the normal way and the results are considered by the Assessment Board. If a student has committed poor academic practice this should be taken into account during the marking process as detailed in Section 5.72i).

If academic misconduct has taken place the Panel must decide on an appropriate sanction to recommend to the Assessment Board (see Section 5.7.4).

The Panel will report its decisions and recommendations, with reasons, to the Assessment Board for the appropriate Programme.

#### **5.7.4 Sanctions**

The range of sanctions that may be considered by an Academic Misconduct Panel are outlined in Appendix 3.

The selection of the sanction to be recommended to the Assessment Board is a matter of academic judgement and will depend on the level of academic misconduct and will take into account the following facts:

- The instance of the misconduct (first or subsequent) and the nature of any previous offence(s).
- The extent of the misconduct.
- Whether the misconduct was deliberately fraudulent.

The following circumstances may also influence the Panel's recommended choice of sanction:

- The effect a sanction would have on the student's ability to enter their chosen profession.
- The student's year of study.
- The nature of the Module (number of credits, structure, aggregation formula).
- Any Extenuating Circumstances.

The reasons for the recommendation must be clearly recorded in the report to the Assessment Board. The Panel must also make clear the rationale for any deviations from the usual sanctions for a particular type of misconduct.

In addition to the sanctions in Appendix 3, the Panel may recommend that the student undergo training in good academic practice.

Where the Panel considers that the case is serious enough to warrant a sanction greater than those it is able to recommend, it may recommend that the case is dealt with under City's Student Discipline Regulations (Senate Regulation 13). The Panel may recommend a sanction it considers to be appropriate for consideration by the Disciplinary Panel, including any of those listed in the Student Discipline Regulations. A note will be made on the student's record and the Panel will inform the Assessment Board of the referral to the Disciplinary Panel and the recommendation made to it. If the student has broken the law, law enforcement may occur.

Where Programmes are PSRB-accredited and a student is found to have committed academic misconduct, the disciplinary and/or conduct procedures of the PSRB may apply in addition to those of City.

### **5.7.5 Consideration of Academic Misconduct Panel recommendations**

The Assessment Board will only consider recommendations for sanctions for academic misconduct received via the Academic Misconduct Panel or via the Preliminary Investigation.

The Assessment Board:

- will not re-consider the Academic Misconduct Panel's finding of academic misconduct, but
- will consider the recommendations of the Panel regarding the action to be taken and take these into account when awarding a student's marks and making decisions concerning a student's progress and Award.

Where the case is being considered under the Student Discipline Regulations, the Assessment Board will note any recommendations made by the Panel but will await the outcome of the disciplinary process before implementing them or making a decision on progress and Award.

Unless the student has admitted to the academic misconduct, if it has not been possible to conduct the hearing before the date of the Assessment Board, the Board can request that Chair's Action be taken in relation to the outcome of the hearing once it has been determined.

### **5.7.6 Reporting and recording of Academic Misconduct cases**

The student will receive a written notification of the outcome of the Academic Misconduct Panel and their student record will be updated.

Where misconduct is found it is recorded at the Assessment Board and a note is made on the student's record.

PSRBs may be informed of cases of academic misconduct as long as this is done in accordance with the Data Protection Act 1998 and only once the internal procedures have been completed. The student must be notified before the PSRB is informed.

Records of academic misconduct will be retained in accordance with the Records Retention schedule in Appendix 4.

### **5.7.7 Oversight**

The Assessment Board will retain oversight and be informed about any students that have received confirmed academic misconduct outcomes and the Modules concerned.

A summary of academic misconduct cases must be kept by the Board of Studies and the outcomes will be reported to Senate.

## 6 ASSESSMENT BOARDS

Assessment Boards are sub-committees of Senate with delegated authority to approve Awards and degree classifications. The primary purpose of an Assessment Board is to ensure the standards of City's academic Awards and consistency and fairness in the application of the Assessment Regulations. Assessment Board membership is set out in Appendix 2.

Assessment Boards convene at appropriate points in the academic year to make decisions, on behalf of Senate, on final marks, progression, Award (including the Award of credit) and withdrawal through consideration of student results. Assessment Boards will be held as soon as possible after the completion of the final assessment for each Programme Stage of a Programme, block of study or other relevant progression point. A further meeting will be held after the completion of resits.

Each Assessment Board is provided with the relevant data set which must be prepared and checked in advance of the meeting (see Section 6.3).

Advisory panels such as Interim Assessment Panels, Module Panels (or meetings to discuss results for Modules shared across Programmes) and Preliminary Assessment Panels may also be held (see Section 6.9). The Assessment Board may consider recommendations from its advisory panels but may not delegate decision making responsibility to them with regard to progression and Award.

Where student marks have already been considered by an Examination Board of a Professional, Statutory or Regulatory Body (PSRB) in accordance with the requirements of the PSRB, the Assessment Board will note the marks already considered but will not consider them further.

### 6.1 THE ROLE OF THE ASSESSMENT BOARD

Assessment Board decisions are made in accordance with City's Assessment Regulations, including specific Programme Regulations, where approved (see Appendix 1). Assessment Boards will consider results anonymously and profiling of student performance is not permitted.

The role of Assessment Boards is to:

- consider and agree marks achieved by each student for assessment components, the overall Module mark and credit to be Awarded.
- consider recommendations from Extenuating Circumstances Panels, Academic Misconduct Panels, Fitness to Practise Panels, Fitness to Study Panels and other advisory panels as applicable (see Section 6.9).
- make and approve decisions with regard to the performance of students who:
  - meet all requirements to pass and may progress from one Programme Stage to another
  - meet all requirements to pass and be Awarded Degrees, Diplomas or Certificates and the classification, where appropriate (see Section 4.6)
  - fail to meet requirements and are eligible for resit assessments or partial repeats (see Section 4.7)
  - have approved Extenuating Circumstances and may be permitted an additional attempt at the assessment(s) and/or, where appropriate, a full repeat year (see Section 4.8)
  - fail to meet requirements and are to be withdrawn from the Programme
  - are permitted to transfer to another Programme of study (related or unrelated), if eligible.
  - will receive a lower Award than the one for which they are registered and assessed (an exit Award, see Section 4.11)
- apply any relevant PSRB requirements in accordance with approved Programme Regulations.
- agree the application of compensation (see Section 4.7.1)

- consideration of the final classification for eligible students in accordance with Section 6.6.
- consider initial comments from External Examiners in advance of their written report.
- report any matters about the content, operation and assessment of a Programme to the Board of Studies, and/or any matters of significant risk as appropriate in accordance with Senate Policy.

Following the Assessment Board the agreed student results will be verified, signed-off and released, with records retained, in accordance with the agreed protocols (Appendix 4).

Any results not agreed at the Assessment Board will be deferred to the next meeting of the Assessment Board, or will exceptionally be considered by Chair's Action where this has been authorised by the Assessment Board for the student result(s) concerned.

## **6.2 MEMBERSHIP OF ASSESSMENT BOARDS**

Assessment Board Chairs will be determined by Boards of Studies according to the Senate-approved criteria, and subsequently approved by Senate.

Assessment Board membership is detailed in Appendix 2 and confirmed annually by the Board of Studies.

The Assessment Board Chair will ensure the business of the Board is carried out efficiently and in accordance with the Regulations.

The Secretary of the Assessment Board will support the business of the Board before, during and after the meeting.

The External Examiner(s) are members of the Assessment Board and should be present at meetings of an Assessment Board, except meetings where only resit results are being considered and where prior permission has been sought from the Assessment Board for decisions on resit results to be taken in the absence of the External Examiner.

If the External Examiner(s) cannot attend the Assessment Board, the decisions of the Board will stand. In such circumstances, the views of the External Examiner(s) must be sought in advance and, if received, will be reported to the Board.

## **6.3 ASSESSMENT BOARD DATA**

In accordance with the protocol detailed in Appendix 4, in advance of an Assessment Board, the data for consideration at the Assessment Board will be checked and a report will be provided to the Assessment Board to support its decision-making in relation to the statistical breakdown of marks, Module performance across and between Modules and any Modules with poor or unusual results. The report will also identify, where applicable, where recommendations for scaling of marks and/or compensation have been identified. These tasks may be undertaken by a Preliminary Assessment Panel and presented to the Assessment Board for consideration (see 6.9.3).

## **6.4 QUORACY**

In order to conduct its business, an appropriate representation of members (see Appendix 2) must be in attendance at the Assessment Board. The quorum for an Assessment Board will be one third of the non *ex officio* voting membership. If the Assessment Board is not quorate, it will not have the power to make decisions affecting progression or final Award.

If a meeting is not quorate it must be re-arranged at the earliest opportunity and a report must be made to Student and Academic Services.

## **6.5 CONFLICT OF INTEREST**

There must be appropriate independence in the consideration of students' academic performance. A conflict of interest will include, but is not limited to, a current or previous personal, family or legal relationship.

Where a conflict of interest exists, the person will not act as an examiner or attend the Assessment Board meeting.

Any member of an Assessment Board who considers that there might be a conflict of interest with one or more of the students being considered must raise this matter with the Assessment Board Chair at the earliest opportunity and in advance of the Assessment Board meeting.

## **6.6 FINAL AWARD CLASSIFICATION**

The rounding-up of marks for assessment components, Modules and/or at the end of a Programme Stage to enable components or Modules to be eligible for compensation or to improve students' classifications at progression points is not permitted, to prevent any undue inflation of marks.

When considering final Award marks, where students' overall marks fall within 0.5% of a higher classification, the Assessment Board will Award the higher classification. The marks will not be altered. The treatment of borderline classifications must be applied consistently by the Assessment Board across the student cohort to ensure fairness and transparency. Students' performance in components, Modules and/or at previous Programme Stages must not be taken into account.

Where a student has approved Extenuating Circumstances, any consideration of borderline cases arising from Extenuating Circumstances should be undertaken in accordance with the Extenuating Circumstances Regulations (Section 4.8).

The Assessment Board will apply relevant professional, statutory or regulatory body requirements in accordance with any approved Programme Regulations.

## **6.7 CONFIDENTIALITY**

The business of the Assessment Board is confidential to the membership of that Board except where disclosure is required by regulators or by law. The following are general principles of confidentiality:

- Access to students' marks before and after Assessment Board meetings should be restricted to members of staff who require access in their work capacity.
- Staff are not permitted to inform students of their classification/Award outcome before results are published. This does not preclude providing feedback to students, based on the marking criteria for the assessed work.
- The recommendations, discussions and decisions of Assessment Boards are strictly confidential.

## **6.8 CHAIR'S ACTION**

Exceptionally, it may be necessary for the Chair to make decisions on behalf of the Assessment Board if the Board has granted this permission and agreed the scope of the decision(s) to be made. Chair's Action should only be used as an exceptional response to ensure that decisions are made by the full Assessment Board wherever possible.

Chair's Action can be taken:

- after the Board has convened if decisions are outstanding or when further information about specific cases becomes available, where the Board has given its permission, or

- where circumstances meant it was not possible for a student's results to be considered at the meeting.

The Chair will normally consult with the relevant Internal and External Examiner(s) before taking action.

## **6.9 ASSESSMENT BOARD ADVISORY PANELS**

The following advisory panels may be held prior to an Assessment Board. These panels may make recommendations to an Assessment Board but cannot make decisions relating to progression or Award. The membership for each panel is detailed in Appendix 2.

### **6.9.1 Module Panel**

Module Panels are typically used where Modules are taken by students from more than one Programme and/or School. Module Panels do not make decisions on progression or award so there is no requirement to review marks anonymously.

A Module Panel may be convened, by the Assessment Board of the School which owns the Module, to:

- in advance of the Assessment Board meeting, consider student performance on the Module, provisional marks and any discrepancies between cohorts or possible issues associated with the Module.
- make recommendations to an Assessment Board and/or comment on statistical analysis of student performance.

Module Panels are not permitted to:

- confirm final marks
- apply compensation
- make decisions about progression or Award
- make decisions on the outcomes of Extenuating Circumstances Panels, Academic Misconduct Panels and/or Fitness to Practise Panels.

### **6.9.2 Interim Assessment Panel**

An Interim Assessment Panel may be convened to make provisional recommendations to the Assessment Board with regard to student progress. Interim Assessment Panels do not make decisions on progression or award so there is no requirement to review marks anonymously.

Where a Programme permits students to allow students to undertake an earlier resit of failed assessment(s) while continuing their studies and before the final Assessment Board, an Interim Assessment Panel must be held.

Interim Assessment Panels are permitted to:

- consider student achievement in modules completed up to a specified but non-progression point and exercise discretion in deciding whether and how a student can undertake an earlier resit of failed assessments while continuing their studies

Interim Assessment Panels are not permitted to:

- make recommendations or decisions on the progression of students from one Programme Stage to another, or on final Award
- apply compensation
- make decisions on the outcomes of Extenuating Circumstances Panels, Academic Misconduct Panels, Fitness to Study Panels and Fitness to Practise Panels.

Communications to students following an Interim Assessment Panel will clarify that any results released are provisional and may be amended following an Assessment Board. The Panel must also explain the implications for a student's progression and/or final Award in the event of resit failure.

The recommendations of an Interim Assessment Panel will be reported to the Assessment Board for approval. Assessment Boards should only overrule the recommendations of Interim Assessment Panels where the majority of those present, including the External Examiner, do not consider those recommendations to be justified. In such instances clear reasons must be given.

Students cannot appeal against the decisions of an Interim Assessment Panel, but have the right to appeal against an Assessment Board decision once results have been confirmed if specific grounds are met (see Section 6.11)

### **6.9.3 Preliminary Assessment Panel**

It is recommended that a Preliminary Assessment Panel is held prior to an Assessment Board to verify data and the report to be provided to the Assessment Board (see Section 6.9.3) and resolve any initial queries. Preliminary Assessment Panels do not make decisions on progression or award so there is no requirement to review marks anonymously.

External Examiners are not required to attend a Preliminary Assessment Panel.

Preliminary Assessment Panels are permitted to:

- make recommendations to the Assessment Board in relation to the statistical breakdown of marks, Module performance across and between Modules and any Modules with poor or unusual results
- consider proposals from the internal examiners and make recommendations for scaling of marks and compensation

Preliminary Assessment Panels are not permitted to:

- make decisions on the progression of students from one Programme Stage to another, or on final Award
- apply compensation
- make decisions on the outcomes of Extenuating Circumstances Panels, Academic Misconduct Panels and Fitness to Practise Panels.

## **6.10 CONSIDERATION OF ASSESSMENT RESULTS FOR SHARED PROGRAMMES AND MODULES**

Where Programmes involve more than one School, and/or where Modules, teaching or services are shared, the following apply:

- i. The Programme will be assigned to a School which will own, and be the 'home' School for, that Programme.
- ii. The Module will be assigned to a School which will own, and be the 'home' School for, that Module.
- iii. Where Modules are shared:
  - Preliminary results and student performance data will be considered by the home School for the Module, in advance of the relevant Assessment Boards. This is to support the decision-making process and identify any relevant matters relating to the specific cohort or Module. Where appropriate, a briefing note will be prepared for the Assessment Board.
  - Representatives from all Programmes involved in those Modules will be involved in these discussions and a Module Panel may be held (see Section 6.9.1).
  - The results for the Module will be confirmed by the relevant Assessment Board for the Module in its home School
- iv. The Assessment Board for a Programme in its home School is responsible for:
  - managing the panels which report to the Assessment Board (unless the Panel relates to Academic Misconduct for a Module owned by another School). Extenuating Circumstances Panels will normally be managed by the home School for the

- Programme, but may be managed by the home School for a Module if is requested by the Dean of the home School for the Programme.
- considering and agreeing the results for Modules owned by the School
  - making decisions on progression and Award.
- v. If the 'home' Assessment Board for a Module has not yet met, results for students from another School who have taken that Module will remain provisional until confirmed by this Board.
- vi. Where a student has taken a Module owned by a different School to the 'home' School for their Programme, the 'home' Assessment Board for the student's Programme cannot adjust the Module marks agreed by the other School.

#### **6.11 STUDENTS' RIGHT TO APPEAL**

Students have the right to appeal against a decision of the Assessment Board if specific grounds are met (see Senate Regulations 20 and 20b).

#### **6.12 SUSPENSION OF THE ASSESSMENT REGULATIONS**

In very exceptional circumstances, where the integrity of the assessment process is compromised by unforeseen circumstances (not otherwise accounted for in the Regulations) or where the application of the Regulations would unfairly disadvantage a group of students, it may be necessary to suspend the Assessment Regulations.

City's Ordinances allow the President, in certain circumstances, to suspend or depart from Regulations to ensure that a group of students may progress or graduate where it would not be reasonable and/or equitable to adhere to the existing Regulations.

Circumstances that might require suspension of the Assessment Regulations must be considered alongside any relevant case precedents and legal and regulatory considerations to ensure that students are treated fairly and consistently throughout City and to maintain academic standards.

Any approved change must be comprehensively and effectively communicated to any students impacted by the decision at the earliest opportunity.



## APPENDIX 1 - APPROVED PROGRAMME REGULATIONS

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### APPENDIX 1.1 CASS BUSINESS SCHOOL PROGRAMME REGULATIONS

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**BSc Accounting & Finance**  
**BSc Banking & International Finance**  
**BSc Business Studies**  
**BSc Investment & Financial Risk Management**  
**BSc Finance**  
**BSc Management**  
**BSc Business Management**  
**BSc Business with Finance**  
**BSc Business with Marketing**  
**BSc Business Management, Digital Innovation and Entrepreneurship**  
**BSc International Business**

#### A1.1.1 Compensation

##### Compensation at Programme Stages 1 & 2

Where a student fails up to a total of one sixth of the required number of credits in either Part 1 or in Part 2 the Assessment Board can consider the application of compensation provided that:

- compensation is permitted for the module involved as set out in the Programme Specification, and
- all assessments for the Programme Stage are taken in one academic year, and
- a minimum overall mark of 30% has been achieved in the module to be compensated, including a minimum of 30% in the exam and 30% in the coursework for those modules with individual component pass marks, and
- an aggregate mark of 40% has been achieved for the Programme Stage.

##### Compensation at Programme Stage 3

Once 90 credits have been earned, the remaining credits for Programme Stage 3 (excluding the final year project) can be earned through compensation provided that:

- all assessments for Programme Stage 3 are taken in one academic year, and
- a minimum overall mark of 30% has been achieved in each module to be compensated, and
- an aggregate mark of 40% has been achieved for Programme Stage 3.

#### A1.1.2 Resit

##### Resits at Programme Stage 3

Under the Cass Undergraduate Assessment Regulations, resits for Stage 3 assessments take place in the summer resit period. This will apply whether the resit is as a first attempt due to agreed and accepted extenuating circumstances or as a second attempt due to failure to achieve the module pass mark. If a student fails to achieve the required number of credits at Programme Stage 3 (after compensation, if applicable) they will be recommended for an Ordinary Degree, or the lower award of a Diploma or Certificate in Higher Education, provided that they meet the requirements for any of these awards.

## **BSc Actuarial Science**

### **A1.1.3 Compensation**

#### **Compensation at Programme Stages 1 & 2**

Where a student fails up to a total of 25 credits in Part 1 or 20 credits in Part 2 the Assessment Board can consider the application of compensation provided that:

- compensation is permitted for the module involved as set out in the Programme Specification, and
- all assessments for the Programme Stage are taken in one academic year, and
- a minimum overall mark of 30% has been achieved in the module to be compensated, including a minimum of 30% in the exam and 30% in the coursework in modules with individual component pass marks, and
- an aggregate mark of 40% has been achieved for the Programme Stage.

#### **Compensation at Programme Stage 3** (*entry prior to and including 2019/20*)

Once 90 credits have been earned, the remaining credits for Programme Stage 3 (excluding the final year project) can be earned through compensation provided that:

- all assessments for Programme Stage 3 are taken in one academic year, and
- a minimum overall mark of 30% has been achieved in each module to be compensated, and
- an aggregate mark of 40% has been achieved for Programme Stage 3.

#### **Compensation at Programme Stage 3** (*with effect from 2020/21 entry*)

Where a student fails up to a total of 30 credits in Programme Stage 3 the Assessment Board can consider the application of compensation provided that:

- compensation is permitted for the module involved as set out in the Programme Specification, and
- all assessments for Programme Stage 3 are taken in one academic year, and
- a minimum overall mark of 30% has been achieved in each module to be compensated, and
- an aggregate mark of 40% has been achieved for Programme Stage 3.

### **A1.1.4 Resit**

#### **Resits at Programme Stage 3**

Under the Cass Undergraduate Assessment Regulations, resits for Stage 3 assessments take place in the summer resit period. This will apply whether the resit is as a first attempt due to agreed and accepted extenuating circumstances or as a second attempt due to failure to achieve the module pass mark. If a student fails to achieve the required number of credits at Programme Stage 3 (after compensation, if applicable) they will be recommended for an Ordinary Degree, or the lower award of a Diploma or Certificate in Higher Education, provided that they meet the requirements for any of these awards.

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## **MSc Insurance & Risk Management**

### **A1.1.5 Recognition of Prior Learning**

The limit to the volume of credit that can be permitted through RPL will be 30% for applicants who hold the Chartered Insurance Institute (CII) Associateship or Advanced Diploma qualification.

The limit to the volume of credit that can be permitted through RPL will be equivalent to term one credits for the following partnership programmes:

## KAIST

1. To increase the number of credits allowed for APL from 45 – 60 on MSc in Financial Mathematics for students arriving from the Masters in Financial Engineering or the MBA in Finance at KAIST. (Equating to the credits for term one of the programme)
2. To increase the number of credits allowed for APL from 45 – 60 on MSc in Quantitative Finance for students arriving from the Masters in Financial Engineering or the MBA in Finance at KAIST. (Equating to the credits for term one of the programme)
3. To increase the number of credits allowed for APL from 45 – 60 on MSc in Investment Management for students arriving from the Masters in Financial Engineering or the MBA in Finance at KAIST. (Equating to the credits for term one of the programme)
4. To increase the number of credits allowed for APL from 46.25 – 65 on MSc in Mathematical Trading and Finance for students arriving from the Masters in Financial Engineering or the MBA in Finance at KAIST. (Equating to the credits for term one of the programme)
5. To increase the number of credits allowed for APL from 45 – 60 on MSc in Real Estate Investment for students arriving from the MBA in Finance at KAIST. (Equating to the credits for term one of the programme)
6. To increase the number of credits allowed for APL from 52.5 – 75 on MSc in Energy Trade and Finance for students arriving from the MBA in Finance at KAIST. (Equating to the credits for term one of the programme)

## Sogang

1. To increase the number of credits allowed for APL on MSc in Investment Management from 45 – 70 for students arriving from the Sogang full time MBA. (Equating to the credits for term one of the programme)
2. To increase the number of credits allowed for APL on MSc in Global Supply Chain Management from 48 – 65 for students arriving from the Sogang full time MBA. (Equating to the credits for term one of the programme)
3. To increase the number of credits allowed for APL on MSc in Management from 45 – 60 for students arriving from the Sogang full time MBA. (Equating to the credits for term one of the programme)

## UNIST

1. To increase the number of credits allowed for APL from 52.5 – 75 on MSc in Energy Trade and Finance for students arriving from the ECTFE at UNIST. (Equating to the credits for term one of the programme)
2. To increase the number of credits allowed for APL from 47.5 – 65 on MSc Global Supply Chain Management for students arriving from the Masters in Technology and Information Management at UNIST. (Equating to the credits for term one of the programme)

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## All Masters Programmes

### A1.1.6 Award and Classification

Award classifications are determined as follows:

Award	Overall aggregate mark	Award classification
Masters Degree Postgraduate Diploma	70-100%	With Distinction
	65.0-69.9%	With Merit
	50.0-64.9%	Without classification

In addition to the above awards, the following programmes have a PG Certificate

**MSc Management**  
**MSc Marketing Strategy and Innovation**  
**MSc Global Supply Chain Management**  
**MSc Entrepreneurship**  
**MSc / MA / MInnov in Innovation, Creativity and Leadership**  
**Executive Masters in Medical Leadership**  
**Executive Masters in Medical Leadership (SLMDA route)**  
**MSc Actuarial Science**  
**MSc Actuarial Management**  
**MSc Business Analytics**  
**MSc International Business**  
**MSc Global Finance**  
**MA in Leadership (SLMDA route)**

### A1.1.7 Award and Classification

Award classifications are determined as follows:

Award	Overall aggregate mark	Award classification
Postgraduate Certificate	70-100%	With Distinction
	65.0-69.9%	With Merit
	50.0-64.9%	Without classification

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## All MBA Programmes

### A1.1.8 Award and Classification

Award classifications are determined as follows:

Award	Overall aggregate mark	Award classification
Masters Degree	70-100%	With Distinction
	65.0-69.9%	With Merit
	50.0-64.9%	Without classification

### A1.1.9 Resits

A student who has not met the pass requirements for a Module due to failure in a resit may, at the discretion of the Assessment Board and under exceptional circumstances, be offered a second resit subject to the following conditions:

1. The resit is permitted for no more than one assessment component,
2. The student does not attend the University, and access is limited to certain learning resources for the component being repeated,
3. The marks that can be achieved for the component being repeated is capped at the module and/or component pass marks,
4. The student retains the marks for the modules and/or components already passed,
5. No further resit opportunities are permitted.

Where the Assessment Board is satisfied that a further opportunity to take the original assessment is not possible or is inappropriate, it may arrange for an alternative assessment task to be set, on the condition that it must be an equivalent task which will enable the relevant Learning Outcomes to be demonstrated.

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**MSc/PG Dip Medical Ultrasound**  
**MSc/PG Dip Radiography (Diagnostic Imaging)**  
**MSc/PG Dip Radiography (Computed Tomography)**  
**MSc/PG Radiography (Medical Magnetic Resonance)**

#### **A1.2.1 Recognition of Prior Learning**

The limit to the volume of credit that can be permitted through RPL will be 60 credits where a student holds a Postgraduate Certificate in a Radiography related subject from another institution.

The limit to the volume of credit that can be permitted through RPL will be 120 credits where a student holds a Postgraduate Diploma in a Radiography related subject from another institution.

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**BSc (Hons) Optometry**  
**BSc (Hons) Nursing (RN/ Pre-registration) (Adult) (Children's Nursing) (Mental Health)**  
**Post Graduate Diploma Nursing/RN (pre-registration) Adult/Child/Mental Health**  
**MSc Nursing (RN/ Pre-registration) (Adult and Mental Health)**  
**MSc Nursing (RN/ Pre-registration) (Adult) (Children's Nursing) (Mental Health)**  
**BSc (Hons) Radiography (Diagnostic Imaging)**  
**BSc (Hons) Radiography (Radiotherapy and Oncology)**  
**BSc (Hons) Midwifery**  
**BSc/MSLT Speech and Language Therapy**  
**MSc Speech and Language Therapy (pre-registration)**  
**BSc (Hons) Speech and Language Science**

#### **A1.2.2 Resits**

The Assessment Board to permit at its discretion a second resit subject to the following criteria:

- For BSc programmes, an overall average of at least 40% in the taught elements of the Programme Stages 1, 2 or 3 excluding one failed module must have been achieved;
- For Postgraduate programmes, an overall average of at least 50% in the taught elements of the Programme Stages 1, 2 or 3 excluding one failed module must have been achieved.
- For BSc and Postgraduate programmes, a second resit cannot be offered for any clinical failed module (consisting of clinical placements, OSCEs or in-house clinical assessments)

**BSc (Hons)/Graduate Diploma Public Health (District Nursing, Health Visiting or School Nursing)**  
**BSc (Hons)/Graduate Diploma Primary Care (Practice Nursing)**  
**Post Graduate Diploma Public Health (Health Visiting, School Nursing or District Nursing)**  
**Post Graduate Diploma in Midwifery (shortened programme)**  
**Postgraduate Diploma Primary Care (Practice Nursing)**

#### **A1.2.2 Resits**

A student who has not met the pass requirements for a Module due to failure in a resit may, at the discretion of the Assessment Board, be offered a second resit subject to the following criteria:

- The student has failed no more than one assessment.
- For **BSc programmes**, an overall average of at least 50% in Programme Stages 2 and 3 excluding the failed assessment must have been achieved.

- For **postgraduate programmes**, an overall average of at least 60% in the taught elements of the programme excluding the failed assessment must have been achieved.
  - For **BSc and postgraduate programmes**, a second resit cannot be offered for any practical failed assessment (either placement or in-house clinical).
- 

**Postgraduate Diploma Nursing – Adult**  
**Postgraduate Diploma Nursing – Child**  
**Postgraduate Diploma Nursing – Mental Health**

**A1.2.3 Periods of Registration**

The normal period of registration for the award of Postgraduate Diploma is 2 years and the maximum period of registration is 5 years.

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**MSc Registered Nurse (RN) Nursing: Adult and Mental Health (pre-registration) Programme**

**A1.2.4 Periods of Registration**

The normal period of registration for the award of MSc is 3 years and the maximum period of registration is 5 years.

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**Postgraduate Diploma Midwifery**

**A1.2.5 Periods of Registration**

The normal period of registration for the award of Postgraduate Diploma is 18 months (80 weeks) and the maximum period of registration is two and a half years (or three and a half years with maternity leave).

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**Postgraduate Diploma – Public Health (Health Visiting, School Nursing, or District Nursing)**

**A1.2.6 Periods of Registration**

The normal period of registration for the award of Postgraduate Diploma is 1 year and the maximum period of registration is 3 years for both full-time and part-time study.

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**PG Dip/MSc Speech and Language Therapy**

**A1.2.7 Periods of Registration**

For PG Dip/MSc students enrolled in 2017/18 and before, the normal period of registration for the award of Postgraduate Diploma is 2 years and the maximum period of registration is 4 years. The normal period of registration for the PG Dip with MSc conversion is 2.5 years and the maximum period of registration for the PG Dip with MSc conversion is 5 years.

From 2018/19 the normal period of registration of registration for the award of MSc Speech and Language Therapy is 2 years and the maximum period of registration is 4 years.

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**BSc (Hons) Nursing Studies**  
**BSc Nursing Studies**

**A1.2.9 Recognition of Prior Learning (RPL) AND Prior Experiential Learning**

The time limit of 5 years from when credit for previous learning was awarded for RPL applications may be exceeded for applicants with certain qualifications in accordance with the arrangements set out in the Programme Specification.

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**MSc Advanced Practice in Health and Social Care (Generic)**  
**MSc Adult Mental Health (Advanced Practice in Health and Social Care)**  
**MSc Advanced Nurse Practitioner Child-Adult (Advanced Practice in Health and Social Care)**  
**MSc Child and Adolescent Mental Health (Advanced Practice in Health and Social Care)**  
**MSc Nursing (Advanced Practice in Health and Social Care)**  
**MSc Ophthalmic Nurse Practitioner (Advanced Practice in Health and Social Care)**  
**MSc Midwifery (Advanced Practice in Health and Social Care)**  
**MSc Speech Language and Communication (Advanced Practice in Health and Social Care)**

**A1.2.10 Recognition of Prior Learning (RPL) AND Prior Experiential Learning**

The limit to the volume of credit that can be permitted through RPL will be up to one third of the total credits for the Programme where the prior learning relates to credit previously awarded by City as CPD.

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**Foundation Degree in Healthcare (Nursing Associate)**

*Pilot Programme - commenced January 2017*

*(applicable to Trainee Nursing Associates who started the programme in January 2017).*

**A1.2.11 Interruption of Studies**

Students do not have the option to interrupt their studies by stepping off and then re-entering this pilot programme.

**A1.2.12 Resits**

A student who has not met the pass requirements for a Module due to failure in a resit may, at the discretion of the Assessment Board, be offered a second resit subject to the following criteria:

**Programme Stage 2**

- The student has failed no more than one assessment in Programme Stage 2;
- The student should have achieved an overall average of at least 50% in Programme Stage 2 excluding the failed assessment.



## **Foundation Degree in Healthcare: Nursing Associate (Route to Apprenticeship)**

*(applicable to Nursing Associates who started the programme in October 2018).*

A student who has not met the pass requirements for a Module due to failure in a resit may, at the discretion of the Assessment Board, be offered a second resit subject to the following criteria:

### **Programme Stage 1**

- The student has failed no more than one assessment in Programme Stage 1;
- The student should have achieved an overall average of at least 50% in Programme Stage 1 excluding the failed assessment.

### **Programme Stage 2**

- The student has failed no more than one assessment in Programme Stage 1 and 2;
- The student should have achieved an overall average of at least 50% in Programme Stage 1 and 2 excluding the failed assessment in Programme Stage 2.
- The student needs to successfully complete the medicines calculations examination (NA2002) in order to undertake the administration of medicines assessment in practice (NA2004).

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## **MSc Speech and Language Therapy BSc Speech and Language Therapy**

### **A1.2.13 Recognition of Prior Learning (RPL)**

Recognition of Prior Learning RPL is considered from applicants from another HCPC approved Speech and Language Therapy programme elsewhere in the UK.

RPL may also be considered from applicants who have successfully completed appropriate overseas Speech and Language qualifications from countries which have a Mutual Recognition of Credentials Agreement with the Royal College of Speech and Language Therapists.

Applications for RPL are considered on a case by case basis with reference to the RPL Policy. Where an application for RPL is approved the programme of study is adapted in order to accommodate differences between the two programmes.

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## **BSc Speech and Language Therapy BSc Speech and Language Science**

### **A1.2.14 Programme Transfer**

A student who has successfully completed Programme Stage 1 and 90 appropriate credits from Programme Stage 2 of the BSc Speech and Language Therapy programme may, with the approval of the Assessment Board, transfer to the BSc Speech and Language Science programme.

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## **BSc (Hons) Nursing (RN/ Pre-registration) (Adult) (Children's Nursing) (Mental Health)**

### **A1.2.15 Recognition of Prior Learning (RPL)**

- Up to 50% RPL is permitted for students entering the programme from the Foundation Degree in Healthcare: Nursing Associate (Route to Apprenticeship) programme.

*The NMC Standard permits recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50% of the programme and comply with Article 31(3) of Directive 2005/36/EC.*

- Up to 50% RPL is permitted for students who successfully complete the Foundation Degree in Healthcare: Nursing Associate (Route to Apprenticeship) programme when they enter the BSc (Hons) Nursing.

*The student must have completed 240 credits and the practice requirements of the Nursing Associate programme. This can be used to RPL against the Programme Stage 1 and 2 learning outcomes and credits, and allow them to enter the BSc (Hons) Nursing programme in Programme Stage 2.*

**MSc Nursing (RN/ Pre-registration) (Adult and Mental Health)**  
**MSc Nursing (RN/ Pre-registration) (Adult) (Children’s Nursing) (Mental Health)**

**A1.2.16 Maximum Period of Registration**

- Students who have not already completed the required volume of clinical hours on entry may complete them during or following the taught elements of the programme. The maximum period of registration may be extended to 2 years 4 months for students undertaking placement hours in these circumstances.

*The NMC requires that in order to complete clinical placement hours that the programme length is increased to 2 years and 4 months with the potential to be shortened if students already have relevant clinical experience*

**Nursing (RN/ Pre-registration) (Adult) (Children’s Nursing) (Mental Health) (Adult and Mental Health) – Programmes at all levels**

**A1.2.17 Recognition of Prior Learning (RPL)**

- Nurses with existing NMC Registration may RPL modules from Programme Stage 1 and/or Programme Stage 2 of the programme where prior learning can be mapped to current standards of proficiency for registered nurses and the programme outcomes

*The NMC permits registered nurses to RPL part of a programme to gain a second registration in a different field of practice, in line with NMC Standards, where prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes. The maximum volume of permitted is 2/3 of the Programme from FHEQ Level 4/5 modules. The student must complete all modules and learning outcomes at Programme Stage 3.*

*All applications are to be considered on a case by case basis. The applicant would be required to negotiate the RPL requirements for gaining a second registration on an individual basis in relation to their current field of practice and their post registration clinical experience.*

*The previous academic qualification certificate will be rescinded on successful completion of the programme.*

**Graduate Diploma in Law****A1.3.1 Module Pass Marks**

The Module pass mark for the English Legal Systems (LD2001) module is 50%.

**A1.3.2 Award and Classification**

Award classifications are determined as follows:

<b>Award</b>	<b>Overall aggregate mark</b>	<b>Award classification</b>
Graduate Diploma	70-100%	With Distinction
	60-69%	With Commendation
	40-59%	Without classification

A student may also be awarded a distinction where:

- the student has obtained a mark of at least 70% in at least four of the foundation modules counting towards the final award, and
- an overall average mark of at least 67% has been achieved, and
- the assessment board considers that it is not inappropriate to award a distinction, and
- the student has passed all the examinations at the first attempt and has not been compensated in any examination.

A student may also be awarded a commendation where:

- the student has obtained a mark of at least 60% in at least four of the foundation modules counting towards the final award, and
- an overall average mark of at least 58% has been achieved, and
- the assessment board considers that it is not inappropriate to award a commendation, and
- the student has passed all the examinations at the first attempt and has not been compensated in any examination.

**A1. 3.2 Aegrotat Award**

An aegrotat award will not be awarded.

**A1.3.3 Compensation**

The Assessment Board may compensate one marginal examination fail if:

- The mark attained in the subject to be compensated is not less than 35%
- There is evidence of the student's academic strength across the entire programme
- The student has taken and passed all six of the other examinations.

**A1.3.4 Periods of Registration**

The normal period of registration for the award of Graduate Diploma is 1 year and the maximum period of registration is 3 years inclusive of resit, repeats and any periods of interruption of studies.

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**Graduate Entry LLB  
LLB Law****A1.3.5 Module Pass Marks**

The Module pass mark for the English Legal Systems (LG2001 only) module is 50%.

**A1.3.6 Award and Classification**

The award classification will be determined using the rules set out in Section 4.6 of the Assessment Regulations OR as follows:

Where a student has not met the overall degree aggregate threshold for a particular degree classification but where their overall aggregate mark is no more than 5% below that classification threshold, the student may be awarded the higher classification if they have achieved a specified number of module marks within the higher classification band. The required number of modules and the modules that are considered for the higher classification to are set out in the programme specification.

### **A1.3.7 Periods of Registration**

The maximum period of registration is 4 years, which may be extended exceptionally where there are approved Extenuating Circumstances. Where a student fails to complete the programme with 6 years, the final award may not be recognised as a qualifying degree by the Bar Standards Board or the Solicitors Regulation Authority.

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## **LLB Legal Practice LLB Legal Practice (Solicitors Apprenticeship Route)**

### **A1.3.8 Award and Classification**

The award classification will be determined using the rules set out in Section 4.6 of the Assessment Regulations OR as follows:

Where a student has not met the overall degree aggregate threshold for a particular degree classification but where their overall aggregate mark is no more than 5% below that classification threshold, the student may be awarded the higher classification if they have achieved a specified number of module marks within the higher classification band. The required number of modules and the modules that are considered for the higher classification to are set out in the programme specification.

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## **LLM Master of Laws LLM Maritime Law**

### **A1.3.9 Compensation**

Compensation may be applied to a maximum of one 30 credit taught module (excluding the Dissertation) which has been failed at the first attempt provided that:

- it can be demonstrated that the student has satisfied all the Learning Outcomes of the modules in the Programme and
- a minimum overall mark of 45% has been achieved in the module to be compensated, and
- an aggregate mark of 55% has been achieved overall.

A module failed at a resit attempt cannot be compensated.

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## **Bar Professional Training Course (BPTC - PG Dip & LLM routes)**

Exemption from City's Assessment Regulations due to the requirements of the Bar Standards Board (the validating body). The Assessment Regulations for this programme are set out in the Programme Specification.

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## **Legal Practice Course (LPC - PG Dip & LLM routes)**

Exemption from City's Assessment Regulations due to the requirements of the Solicitors Regulation Authority (the validating body). The Assessment Regulations for this programme are set out in the Programme Specification.

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**BSc Mathematics  
BSc Mathematics and Finance  
BSc Mathematics with Finance and Economics**

**A1.4.1 Compensation**

Compensation is not permitted at Programme Stage 3 for the BSc programmes.

Condonation of failure for one elective module of 15 credits is permitted at Programme Stage 3 for the BSc programmes as follows:

- Modules must have been taken in a single valid attempt, including where resits have taken place; this means that the student must have taken all the assessments associated with the Programme Stage within the normal specified time for that Programme Stage.
- Where failure in a Module is condoned, the student will be awarded the credits for that Module. The mark used to calculate the Award will be the original Module mark.

Modules MA1660 and MA2700

Pass requirements are determined as follows:

- MA1600 – students are permitted to make up to three submissions for the first assessment component and up to two for the second assessment component; the best attempt in each element will count.
- MA2700 – students are permitted to give up to two presentations; the best attempt will count.

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**A1.4.2 Programme Transfer Provisions for Integrated Masters Programmes**

**BEng/MEng Aeronautical Engineering** (*programmes commencing prior to 2016/7*)

A student who has successfully completed Programme Stage 2 of the BEng programme may, with the approval of the Assessment Board, transfer to Programme Stage 3 of the related MEng programme provided that they have obtained:

- the required credits for Programme Stage 2, and
- an overall module average of at least 60% at Programme Stage 2.

A student who has successfully completed Programme Stage 3 of the BEng programme may, with the approval of the Assessment Board, transfer to Programme Stage 4 of the related MEng programme provided that they have obtained:

- the required credits for Programme Stage 3, and
- an overall module average of at least 60% at Programme Stage 3.

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**BEng/MEng Biomedical Engineering** (*programmes commencing prior to 2016/7*)

A student who has successfully completed Programme Stage 2 of a BEng programme may, with the approval of the Assessment Board, transfer to Programme Stage 3 of the related MEng programme provided that they have obtained:

- the required credits for Programme Stage 2, and
- an overall aggregate mark of at least 50% at Programme Stage 2.

A student registered on the MEng programme who obtains the required credits for Programme Stage 2 but does not achieve an aggregate mark of at least 50% at Programme Stage 2 will be transferred to the related BEng programme.

A student registered on the MEng programme who obtains the required credits for Programme Stage 3 but does not achieve an aggregate mark of at least 50% at Programme Stage 3 will not be able to proceed to Programme Stage 4. The Assessment Board will consider whether the student has met the requirements for a BEng Award.

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**BEng/MEng Civil Engineering with Architecture** (*programmes commencing prior to 2016/7*)

A student who has successfully completed Programme Stage 2 of a BEng programme may, with the approval of the Assessment Board, transfer to Programme Stage 3 of the related MEng programme provided that they have obtained:

- the required credits for Programme Stage 2, and
- an overall aggregate mark of at least 60% at Programme Stage 2.

A student registered on the MEng programme who does not achieve an aggregate mark of at least 50% at Programme Stage 2 will be transferred to the related BEng programme.

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**BEng Computer Systems Engineering** (*programmes commencing prior to 2016/7*)

**BEng/MEng Electrical and Electronic Engineering** (*programmes commencing prior to 2016/7*)

**BEng Engineering with Management & Entrepreneurship** (*programmes commencing prior to 2016/7*)

A student who has successfully completed Programme Stage 2 of a BEng programme may, with the approval of the Assessment Board, transfer to Programme Stage 3 of a related MEng programme provided that they have obtained:

- the required credits for Programme Stage 2, and
- an overall aggregate mark of at least 50% at Programme Stage 2.

A student registered on the MEng programme who obtains the required credits for Programme Stage 2 but does not achieve an aggregate mark of at least 50% at Programme Stage 2 will be transferred to the related BEng programme.

A student registered on the MEng programme who obtains the required credits for Programme Stage 3 but does not achieve an aggregate mark of at least 50% at Programme Stage 3 will not be able to proceed to Programme Stage 4. The Assessment Board will consider whether the student has met the requirements for a BEng Award.

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**BEng/MEng Mechanical Engineering** (*programmes commencing prior to 2016/7*)

A student who has successfully completed Programme Stage 2 of the BEng programme may, with the approval of the Assessment Board, transfer to Programme Stage 3 of the related MEng programme provided that they have obtained:

- the required credits for Programme Stage 2, and
- an overall module average of at least 60% at Programme Stage 2.

A student who has successfully completed Programme Stage 3 of the BEng programme may, with the approval of the Assessment Board, transfer to Programme Stage 4 of the related MEng programme provided that they have obtained:

- the required credits for Programme Stage 3, and
  - an overall module average of at least 60% at Programme Stage 3.
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**BSc/MSci Computer Science**  
**BSc/MSci Computer Science with Games Technology**  
**MSci Computer Science with Cyber Security**  
**MSci Data Science**

A student who has successfully completed Programme Stage 2 of the BSc programme may, with the approval of the Assessment Board, transfer to Programme Stage 3 of the related MSci programme provided that they have obtained:

- the required credits for Programme Stage 2, and
- an aggregate mark of at least 55% at Programme Stage 2.

A student registered on the MSci programme who obtains the required credits for Programme Stage 2 but does not achieve an aggregate mark of at least 55% at Programme Stage 2 will be transferred to the related BSc programme.

A student registered on the MSci programme who obtains the required credits for Programme Stage 3 but does not achieve an aggregate mark of at least 50% at Programme Stage 3 will not be able to proceed to Programme Stage 4. The Assessment Board will consider whether the student has met the requirements for a BSc Award.

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**Engineering degrees** (*programmes commencing from 2017/18 onwards*)

**BEng Civil Engineering**  
**MEng Civil Engineering**  
**MEng Structural Engineering**  
**BEng Mechanical Engineering**  
**MEng Mechanical Engineering**  
**BEng Aeronautical Engineering**  
**MEng Aeronautical Engineering**  
**MEng Engineering**  
**BEng Engineering**  
**(including all placement routes)**

A student who has successfully completed Programme Stage 2 of a BEng programme may, with the approval of the Assessment Board, transfer to Programme Stage 3 of the related MEng programme provided that they have obtained an overall aggregate mark of at least 60% at Programme Stage 2

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**BEng Electrical and Electronic Engineering**  
**MEng Electrical and Electronic Engineering**  
**BEng Biomedical Engineering**  
**MEng Biomedical Engineering**

A student who has successfully completed Programme Stage 2 of a BEng programme may, with the approval of the Assessment Board, transfer to Programme Stage 3 of the related MEng programme provided that they have obtained an overall aggregate mark of at least 50% at Programme Stage 2

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**A1.4.3 Failure of a Module - Undergraduate Engineering Programmes**

Exceptionally, where a student has:

- approved Extenuating Circumstances, and
- where the nature of the assessment and Programme permits, and
- taking into account PSRB requirements, where applicable

The Assessment Board may exercise discretion in permitting a student to complete a limited number of outstanding assessments (no more than 30 credits) in the following academic year whilst continuing with the next block or stage of the Programme. The specific arrangements for completing these assessments must be approved as a Special Scheme of Study in accordance with the arrangements set out in the [Special Scheme of Study Policy](#) and must take account of the maintenance of academic standards, and any legal obligations. The Assessment Board must make it clear to the student that failure to pass the assessments being completed will normally result in withdrawal from the Programme, even if Modules from the next block or Programme Stage of the Programme have been successfully completed.

Module ET1000

Pass requirements are determined as follows:

- Students are expected to complete all assessment components by the end of Programme Stage 1; if any remain incomplete at that stage the Assessment Board may exercise discretion in permitting the student to complete them in the next academic year. All assessment components must be completed by the end of Programme Stage 2

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## **Undergraduate Engineering Programmes**

*(this rule applies for all students with effect from September 2019)*

Compensation to be allowed only at final Stage (Stage 3 for BEng, Stage 4 for MEng) for one module of no more than 30 credits.



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**APPENDIX 1.5 LEARNING ENHANCEMENT AND DEVELOPMENT  
PROGRAMME REGULATIONS**

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**MA Academic Practice****A1.5.1 Recognition of Prior Learning/Recognition of Prior Experiential Learning**

For City, University of London employees with more than 3 years' relevant experience the limit to the volume of credit that can be permitted through RPL and/or RPEL will be:

- 30 credits for the Postgraduate Certificate
- 60 credits for the Postgraduate Diploma and MA

If the student leaves prior to the end of their Programme (through failure or withdrawal), they will only be entitled to an Exit Award where the maximum volume of credit for prior learning for that Award has not been exceeded.

**A1.5.2 Introductory Certificate in Academic Practice - topping up to a Certificate, Diploma or MA Academic Practice**

If a student has been Awarded the Introductory Certificate in Academic Practice and then wishes to return to complete the Certificate, Diploma or Degree, they may apply to be re-admitted to complete the higher Award provided that:

- the student was not withdrawn from the Programme due to academic failure
- the credit already Awarded remains current
- the maximum period of registration for the Programme will not be exceeded
- the student returns within a maximum of three years from the start of their original period of registration.

**A.1.5.3 Period of Registration**

<b>Award</b>	<b>Maximum period of Registration (Part-time)*</b>
MA Academic Practice	7 years
Postgraduate Diploma	5 years
Postgraduate Certificate	3 years

\* The normal lengths and maximum periods of registration for academic Programmes are set out above and will apply to all Programmes except where City is required to vary or limit those periods to comply with legal, statutory and regulatory requirements.

## **APPENDIX 2 - MEMBERSHIP OF ASSESSMENT BOARDS AND ASSOCIATED ADVISORY PANELS**

The membership of Assessment Boards, Extenuating Circumstances Panels, Academic Misconduct Panels and Appeals Panels is approved by Boards of Studies.

### **1. ASSESSMENT BOARDS**

#### ***Chairs***

Assessment Board Chairs are nominated by Boards of Studies and approved annually by Senate. The Chair is a non-voting member of the Assessment Board.

The role is undertaken by the most senior members of academic staff in order that the business of the Assessment Board is managed efficiently and in strict accordance with the Regulations.

#### ***Voting Members***

The Assessment Board will formally include the following voting members:

- i) The Dean(s) of School(s) responsible for the Programme (in the case of validated Programmes this will be the Principal (or equivalent) of the partner institution) (ex officio)
- ii) The Head(s) of the Department(s) responsible for the Programme, if any
- iii) The Internal Examiners (see Section 5.5 of these regulations)
- iv) The External Examiner(s) (see Section 5.6 of these regulations)

and may also include the following ex officio voting members:

- v) President (ex officio)
- vi) Deputy President and Provost (ex officio)
- vii) Vice-President(s) (ex officio)
- viii) Senior member of Student and Academic Services (ex officio)

#### ***In Attendance***

The following may attend meetings of Assessment Boards, but may not vote, unless entitled to on account of holding one of the roles defined above:

- i) The Dean of any School which contributes to a Programme, or their representative(s)
- ii) The Head of any Department which contributes to a Programme, or their representative(s)
- iii) The Programme Director
- iv) Any other person approved by the Chair of the Assessment Board.

#### ***Secretary***

The Secretary of the Assessment Board will support the business of the Board before, during and after the meeting.

### **2. ADVISORY PANELS**

The full membership of Advisory Panels will be approved by the Board of Studies. All Chairs will be members of suitably experienced academic staff.

#### **Interim Assessment Panels**

Interim Assessment Panels will include and be attended by:

- a Chair

- the Programme Director
- one or more internal examiners
- a Secretary

There must be appropriate representation from those engaged in the internal assessment process. The External Examiner is not required to be present.

### **Module Panels**

A Module Panel will include and be attended by:

- a Chair (who may be different from the Chair of the Assessment Board),
- relevant academic Programme staff from the home School for the Module
- relevant academic Programme staff from all Programmes whose students take the Module
- a Secretary

### **Preliminary Assessment Panels**

A Preliminary Assessment Panel include and be attended by:

- a Chair (who may be different from the Chair of the Assessment Board)
- relevant academic Programme staff,
- a Secretary

### **Recognition of Prior (Experiential) Learning Panels**

A RPL/RPEL Panel will include and be attended by:

- Three members of academic staff, or
- two members of academic staff and one member of senior and suitably experienced member of professional staff

and will include representation from the Programme Team

### **Extenuating Circumstances Panels**

An Extenuating Circumstances Panel will include and be attended by:

- A Chair (the Chair of the Assessment Board or the Programme Director or his/her academic nominee).
- Two members of academic staff, or one member of academic staff and one senior and suitably experienced member of professional staff
- a Secretary

### **Academic Misconduct Panels**

An Academic Misconduct Panel will include and be attended by:

- A Chair who will be an academic member of staff
- Two members of academic staff, or one member of academic staff and one senior and suitably experienced member of professional staff
- a Secretary

## APPENDIX 3 - ACADEMIC MISCONDUCT SANCTIONS

In deciding on an appropriate sanction, the Academic Misconduct Panel should take into account all circumstances related to the academic misconduct, the evidence provided, any historical offences and PSRB requirements.

Guidance on the definitions of types of misconduct and how they may be mapped to sanctions are detailed in the Academic Misconduct Policy and Guidance.

<p><b>Sanction 1</b></p>	<p><b>Reprimand</b></p> <p>A formally recorded warning kept on the student's record. The work should be marked, but the mark may be reduced to reflect a student's failure to address the assessment criteria in areas of collation of sources and their citation.</p>
<p><b>Sanction 2</b></p>	<p><b>Capping of the assessment component</b></p> <p>Failure in the assessment component, with an opportunity to resit where permissible. The assessment component mark for the resit will be capped at the pass mark.</p>
<p><b>Sanction 3</b></p>	<p><b>Capping of the Module mark</b></p> <p>Failure in the assessment component, with an opportunity to resit where permissible. The mark for the Module will be capped at the pass mark.</p>
<p><b>Sanction 4</b></p>	<p><b>Capping of the assessment component and other assessments for the same period</b></p> <p>Failure in the assessment component, with an opportunity to resit where permissible. The mark for the resit will be capped at the pass mark. Additionally, capped marks will be imposed on other assessments completed during the same assessment period in which the academic misconduct took place.</p>
<p><b>Sanction 5</b></p>	<p><b>Award of a zero for the Module mark and credits Awarded for progression</b></p> <p>Failure in the assessment component with an opportunity to resit where permissible. If the resit is passed, credit for the Module will be Awarded in recognition of the Learning Outcomes being met but a Module mark of zero will be recorded.</p> <p>Sanction 5 should not normally be applied to foundation or year one undergraduate students.</p>
<p><b>Sanction 6</b></p>	<p><b>Referral to City Disciplinary Panel.</b></p> <p>A student will be referred to the City Disciplinary Panel. Sanctions the Disciplinary Panel may apply for academic misconduct are set out in the Student Discipline Regulation (see Senate Regulation 13).</p>

## **APPENDIX 4 - RECORD AND DISCLOSURE OF ASSESSMENT RESULTS**

### **Assessment Board Records of Assessments and Reports**

The Assessment Board considers the spreadsheet of student marks (the 'Record of Assessment'), which will be double-checked to ensure accuracy.

The Assessment Board produces a report of all the progress and Award decisions it has made (the 'Report of the Assessment Board'), which will be double-checked to ensure accuracy.

If the Report from the Assessment Board includes any changes to results contained within the Record of Assessment, these should be signed off by the Chair, Secretary and External Examiner(s) (if present). These should also subsequently be amended in the student records system. For validated institutions, a senior member of academic staff should also sign the document.

A full set of marks for all assessment components attained by a student (the 'Record of Marks') will be prepared for each student. This will include:

- i. the decision of the Assessment Board regarding progression or classification,
- ii. the Programme Stage mark, where appropriate for Undergraduate and Graduate Programmes, or overall mark at the end of any Programme,
- iii. the overall Module marks and any component marks.

Where corrections to this Record are made after the marks have been issued the student will be notified and steps taken to ensure all consequent corrections are made, including on the student records system.

### **Release of Results**

No confirmed Module marks or decisions agreed by the Assessment Board will be disclosed until the Report of the Assessment Board has been approved. Where marks of individual assessments within Modules are given to a student before the approval of the Report of the Assessment Board they will be accompanied by a statement that they are provisional subject to the approval of the Assessment Board and Senate.

The records of marks will be released to the student as soon as possible after the approval of the Report of the Assessment Board.

Assessment Board decisions are communicated to students by letter generated, where possible, from the student records system. They should be collected from City, sent in the post, emailed to students at their City email address or published on a secure portal or similar means. Emails to other email addresses are not permitted.

All results agreed by the Assessment Board will be released except where a student has a tuition fee debt. The publication of students' results using lists comprising student numbers or names is not permitted except where the permission of students is obtained and opt out provisions made, although lists of prize winners may be displayed.

### **Release of Results to Third Parties**

Where a student has received sponsorship (financial assistance with fees and/or living costs from another person or institution, including UK research councils and the Student Loans Company) limited, relevant information may be disclosed to the sponsor, for example attendance details and details of overall performance. Disclosures should be made only to organisations or individuals with which the student in question has a contractual relationship. It is recommended that Schools gain such consent from the student at the start of their placement.

In cases where there is no formal contract between student and sponsor consent must be sought from the student before release of results is made to any potential sponsor.

The release of sensitive data to sponsors, for example when the suspension of a student's studies is permitted, requires the explicit consent of the student involved, whilst marks obtained in work placement assessments may not be disclosed to the student's sponsors or professional supervisors without the student's consent.

Where a degree Programme leads to professional recognition, accreditation or exemption, students will be told at point of registration that their final result will be communicated to the relevant professional body. If a professional body makes an ad hoc approach seeking the details of students with qualifications in a particular academic discipline the student's consent must be gained before details can be disclosed.

City will verify any Award and classification to potential employers and other enquirers on receipt of a written request that shows the student's agreement to such disclosure.

### **Debtors**

Where a student has a tuition fee debt outstanding the Assessment Board has the discretion not to consider a student's marks. The student will be notified before the Assessment Board that they will not be eligible to progress or graduate until all their tuition fee debt is paid. Assessment Boards must withhold assessment results and transcripts and/or award certificates will not be provided.

When this tuition fee debt has been settled, the Assessment Board progression or award decision will be made, published and released as soon as practicable. If the student is eligible for an award, they will be invited to graduate at the degree congregations following the decision of the Assessment Board. Where a student has a right to be re-assessed (see section [4.7.2] of these Regulations), that re-assessment will only be provided once tuition fee debt has been settled.

The Data Protection Act 1998 entitles students to apply for release of any results recorded electronically or on paper. Where a student has tuition fee debt outstanding such results will be released in a manner that cannot make them attributable to City, University of London or its partners. Such requests should be made to the Head of Information Compliance and Policy in the first instance and a charge will be applied.

### **Access to Assessment Information**

Students will have rights of access to information relating to assessment in accordance with the Data Protection Act 1998. This includes comments made on examination scripts provided in the form of a transcript, but not the scripts themselves.

A Programme may choose to release examination scripts to students to offer guidance and/or tutorial support.

### **Clerical Checks**

In some instances, students may wish to clarify that their mark or marks have been calculated correctly. This is separate from the Appeals procedure:

Only one check per assessment is permitted, and the request must be submitted to the School Head of Academic Services no more than 28 days following publication of the official results.

Notification of the receipt of the request will normally be provided to the student within 7 days of the date on which the request was received, with a full response provided within a further 21 days following that notification. This will consist either of a new mark, or confirmation that the mark will remain unchanged.

Where a change of mark has occurred, the Assessment Board will be notified and appropriate action taken.

### **Retention of Student Marks and Work**

Student marks and work will be retained for at least the following minimum time periods:<sup>2</sup>

<b>Item(s)</b>	<b>Retention period</b>
Coursework coversheets, feedback proforma and examination scripts (all formats):	Current academic year, plus one additional year
Records documenting marks Awarded for submitted/completed assessments, as presented to the Assessment Board, including details of the consideration of Extenuating Circumstances and academic misconduct	Current academic year, plus six further academic years.
Records of appeals panels and decisions	Current academic year, plus six further academic years.
Records documenting Awards, classifications, individual Modules and assessment components	Current academic year, plus six further academic years.

At the end of the period of retention, retained work and the records of marks will be disposed of confidentially.

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<sup>2</sup> Student and Academic Services retains award and classification records in perpetuity; records of individual modules and assessment component marks have been retained since 2003/04. Schools are advised to retain records of individual modules and assessment components prior to this. Validated institutions are required to keep definitive full records of all component, module and Programme data to ensure that transcripts can be generated.

## APPENDIX 5 - GLOSSARY OF KEY TERMS

### **Academic Appeal**

A request for a review of a decision of an Assessment Board on the grounds of a material error or undisclosed extenuating circumstances.

### **Academic Misconduct**

Academic misconduct is any action that produces an improper advantage for the student in relation to his/her assessment or deliberately and unnecessarily disadvantages other students. It can be committed intentionally or accidentally.

### **Academic Misconduct Panel**

Panels that are established by Boards of Studies that will consider Academic Misconduct cases.

### **Aegrotat Awards**

An award for incomplete study that is unclassified and conferred in exceptional circumstances, such as in cases where a student's ability to complete an award is permanently compromised by severe illness.

### **Anonymous marking**

A process where an assessment component is marked without the student's name/identity being made known to the marker (this is also known as blind marking).

### **Assessment**

The method(s) used to determine the extent to which a student has achieved the intended learning outcomes of a programme, or element of a programme.

### **Assessment Board**

A sub-committee of Senate which approves decisions on students' final marks, progression, award and withdrawal.

### **Assessment component**

A discrete element of assessment for a module (e.g. coursework, examination, performance). A module may have one or more assessment components.

### **Assessment criteria**

Assessment criteria provide mechanisms by which the quality of a student's performance in an assessment can be measured. They explain what a student needs to demonstrate in order to complete an assessment successfully. These provide the minimum requirement expected of students. Assessment criteria will differ according to the discipline, the type of assessment and the level of the students. Assessment criteria is also known as grade related criteria.

### **Award**

An award (is conferred on successful completion of an approved programme of study. The specific award title (e.g. Bachelor's Degree with Honours) relates to the relevant national qualification descriptor for that higher education qualification.<sup>3</sup>

### **Capping**

The restriction of the mark achieved on re-sitting an assessment component to the pass mark for the module.

### **Clerical check**

A process where a student can request to ascertain that an examination script or a coursework assessment has been marked completely and marks have been added correctly and entered into the student record system correctly.

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<sup>3</sup> FHEQ - <http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>



**Compensation**

This is the mechanism through which an Assessment Board awards credit for a module where the student has failed to achieve the module pass mark, and where the criteria for compensation within the Assessment Regulations have been met. Not all modules are eligible for compensation. Details of which modules are eligible for compensation are set out in programme specifications.

**Credit**

A means of quantifying and recording the achievement of assessed learning and of specifying academic level. One credit corresponds to a notional ten hours of student workload.

**Credit Framework**

A guide to how academic programmes are structured and how student achievement is measured. The Framework is mapped to external requirements to ensure academic programmes are appropriately challenging for the level of the award.

**Discretion**

This is the process by which an Assessment Board uses its authority from Senate, where permitted within the Assessment Regulations, to act according to its academic judgement in relation to student performance. Discretion should always be exercised to the benefit of the student, as determined by the Board and should be applied consistently across the cohort.

**Double marking**

A process where an assessment is independently assessed by two markers and where each marker is not aware of the marks of the other marker. Marks must then be reconciled.

**Dissertation**

A dissertation is an extended piece of writing based on extended reading and independent research.

**Elective Module**

A module within the programme which is optional and chosen by the student from a menu of elective modules

**Examiner (Internal)**

An academic member of staff with responsibility for overseeing arrangements for the assessment of a module.

**Examiner (External)**

A senior academic or professional from another institution or other organisation who has the relevant expertise to monitor the assessment process for fairness and academic standards.

**Exit Award**

An award made to a student who does not complete the programme for which they originally registered to recognise the credit that they have achieved at the point of withdrawal from the programme. Available exit awards and their credit requirements are set out in the programme specifications.

**Extenuating Circumstances**

Circumstances which are unforeseen and outside a student's control and which can be shown to have had a direct and substantial impact on their academic results. This may include an impact on capacity to study prior to an assessment, on ability to complete an assessment, and/or on performance during an assessment.

**Extenuating Circumstances Panels**

Panels that are established by Boards of Studies that will consider Extenuating Circumstances cases.

**Feedback**

Comments given to students regarding their performance in an assessment to support their learning and academic development.

**Formative assessment**

An assessment task which does not form part of the formal assessment requirements for a module. It has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained.

**Home School**

The School that owns a programme or module.

**Integrated Masters degree**

An extended programme, normally lasting four years, combining study at bachelors and masters level, which meet the qualification descriptors for these awards in full. Students are normally required to meet specified criteria set out in the relevant programme specification in order to progress to level 7 (masters level) study. The Senate approved Integrated Masters Programmes are detailed in Senate Regulation 15 (Undergraduate Programmes).

**Interim Assessment Panel**

A panel which is advisory to the Assessment Board and which make provisional decisions on student achievement in modules up to a specified point, which is not the progression or award point for that Programme Stage.

**Learning Outcome**

A learning outcome describes what a student should be able to do as a result of their learning on a particular module. These statements are important to help students to understand what is expected of them and what learning will be assessed.

**Marking**

The process used to assess a student's achievement of learning outcomes and the academic standards in a given assessment component.

**Minimum Qualifying Mark**

A specific pass requirement for an individual assessment components which must be met for the module to be passed, in addition to the module pass mark being achieved in order for the module to be passed.

**Moderation**

A process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently. Forms of moderation include:

- Sampling, either by an internal or external examiner
- Additional marking, for example of borderlines, firsts and fails, or where there is significant difference between the marks of different markers that cannot be resolved without the opinion of another marker.
- Review of marks, where there is a significant difference between several assessment marks, within or between parts of a programme, which indicate the marks may need to be reconsidered.

**Module**

The smallest sub-division of learning and assessment for which credit is awarded within City's Credit Framework. Modules are of different sizes and have correspondingly different credit values.

**Module Panel**

A panel that is advisory to the Assessment Board that takes place at a designated point within a stage of a programme, which considers student achievement in a module.

**Module Specification**

The approved and authoritative statement of the teaching, learning and assessment requirements for a module.

**Ordinary Degree**

A bachelors degree awarded without honours because the requirements for the honours degree have not been fully met

**Partial Repeat Year**

A student completing a partial repeat year undertakes the learning associated with failed modules and/or assessment components for a second time, prior to attempting the failed assessments again and is not permitted to progress to the next Programme Stage.

**Pass/fail assessment**

An assessment component for which no marks are awarded and the outcome is either pass or fail. Credit is awarded for successful completion but the assessment does not contribute to the Programme Stage mark or degree mark.

**Placement**

A period of approved work-based learning or study in a host organisation or institution approved by City for this purpose, as defined in the requirements of a specific award.

**Posthumous Awards**

An award made to a student who has died prior to completing a programme but has met the requirements for such an award.

**Preliminary Assessment Panel**

A panel that is advisory to the Assessment Board and that undertakes preliminary preparation tasks in advance of the Assessment Board meeting.

**Professional, Statutory Regulatory Body (PSRB)**

PSRB is a term for a very diverse group of professional bodies, regulators and those with statutory authority over a specific profession or group of professionals

**Programme**

A scheme of study that leads to a City, University of London award.

**Programme Outcome**

A set of outcomes a student must achieve to satisfy the overall programme requirements for the award in order to pass.

**Programme Regulation**

Variations to specific sections of the main Assessment Regulations which have been approved by Senate to apply to a particular programme, normally to meet the requirements of a PSRB.

**Programme Specification**

The approved and authoritative statement of the teaching, learning and assessment requirements for a programme leading to a City award.

**Programme Stage**

Undergraduate programmes are normally divided into Programme Stages. Each Programme Stage is made up of several modules which need to be passed before progression to the next Programme Stage. A Programme Stage normally equates to one academic year of study for a full time undergraduate student.

**Progression**

The requirements that must be met for a student to proceed to the next Programme Stage or block of study.

**Project**

An extended piece of work submitted by a student as a result of a task which might encompass applying theory to practice.

## **Provisional marks**

Marks for an individual assessment within a Module given to a student before the marks have been approved by the Assessment Board. Provisional marks will be accompanied by a statement that they are provisional subject to the approval of the Assessment Board and Senate.

## **Recognition of Prior Experiential Learning - RPEL**

Experiential learning undertaken outside City which is assessed and recognised by City for the award of City credit within a programme.

## **Recognition of Prior Learning - RPL**

Learning which has been previously accredited or otherwise certificated by an institution of higher education, including City, or other external body and is recognised by City for the award of City credit within a programme.

## **Registration**

The process by which students, at the start of each academic session, verify personal and financial details and confirm their ongoing membership of City and acceptance of the Regulations.

## **Resit**

A second attempt at an assessment component or module following a failure at first attempt.

## **Rounding of marks**

Refers to the process to create a whole number from one that has one or more decimal places, according to the rules set out in the Assessment Regulations

## **Second Marking**

A process where an assessment is independently assessed by more than one marker but where marks from the first marker are known to the second marker.

## **Senate**

The City body which has delegated authority from Council (City's governing body) for the enhancement of academic quality and assurance of academic standards.

## **Special Scheme of Study**

The adjustment of a programme of study for an individual student approved by the relevant Board of Studies or Assessment Board

## **Summative assessment**

A form of assessment used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.

## **Transcript**

A formal record of the academic achievement of a student, identifying (as a minimum) the modules passed, the marks achieved, the level and credit value of the completed modules.

## **Validated Programme**

A programme that is designed and delivered by an approved partner institution that leads to a City award.

## **Weighting at award level**

The proportion that each module mark and each Programme Stage/block of study contributes to the calculation of the overall aggregate mark for an award. The weighting of a module mark normally relates to the credit value of each module as a proportion of the total credit for Programme Stage/block of study. The weighting of each Programme Stage/block of study in the overall aggregate mark for an award is set out in the relevant programme specification.

## **Weighting at module level**

The proportion that each assessment component contributes to the calculation of the aggregate module mark. The weighting of each component in the aggregate module mark is set out in the relevant module specification.

## APPENDIX 6 – SUMMARY OF PREVIOUS UPDATES TO ASSESSMENT REGULATIONS

Academic Year	Version	Details	Approved by Senate
2017/18	1.3	4.7 Failure of a Module (Minor amendment for clarification relating to text within paragraph 4.7.3 Partial Repeat Year)	May 2017
2017/18	1.3	4.8.3 Assessment Board consideration of Extenuating Circumstances Recommendations (Update to item iv relating to consideration of recommendations from Extenuating Circumstances Panels)	May 2017
2017/18	1.4	Minor updates to terminology	July 2017
2018/19	1.5	Updates to Programme Regulations for SHS (Foundation Degree in Healthcare – Nursing Associate) and LEaD (MA in Academic Practice)	January 2019
2018/19	1.6	<ul style="list-style-type: none"> <li>• 4.7 Failure of a Module (minor amendment to note that, where the criteria in 4.7 are met, an Assessment Board may permit students who have had approved Extenuating Circumstances (ECs) at any point during the academic year to trail a limited amount of assessment (no more than 15 credits), for example if they had ECs at the first sit and are taking their first attempt during the resit period (without ECs) and fail that attempt.</li> <li>• 5.7.3 (minor amendment to align the wording in section 5.7.3 with Appendix 2 Membership of Assessment Boards and Panels).</li> <li>• Programme Regulation updates (Cass, School of Health Sciences, School of Mathematics, Learning Enhancement and Development). Further updates to School of Health Sciences and Learning Enhancement and Development published January 2019.</li> </ul>	July 2018
2019/20	1.7/1.8	As detailed in Section 1.1. Updates to Programme Regulations for City Law School and SHS were made in May 2020	