

## VI. Study Regulations

### Study Regulations for Postgraduate Taught Programmes

**Note:** Where individual programmes are required to have stricter regulations by validating/accrediting bodies, these will be stated in the programme regulations and will take precedence over the Study Regulations.

#### 1.1 Credit Accumulation and Transfer Scheme

**1.1.1** The University operates a Credit Accumulation and Transfer Scheme (CATS) under which each module is assigned a level and a number of credit points reflecting the value of the module or unit.

**1.1.2** The scheme, which is based on 120 credit points for each academic year of full-time study is widely accepted in universities throughout the United Kingdom and is intended to facilitate transfer between institutions. It is also compatible with the European Credit Transfer Accumulation System (ECTS) which uses a scale of 60 credit points for each academic year of study. Queen's University CATS points are converted to ECTS points by dividing the Queen's points by 2. ECTS points are converted to Queen's points by multiplying the ECTS points by 2.

**1.1.3** The credit awarded on successful completion of a module of value 1.0 is 20 points. Other module values or units are rated pro-rata, with a minimum credit of normally ten points (module value of 0.5). There is no gradation of credit points for different levels of performance.

**1.1.4** To qualify for a Postgraduate Diploma, the credits gained must amount to at least 120 and meet the requirements of the relevant Programme Specification.

**1.1.5** To qualify for a Master's Degree, the credits gained must amount to at least 180 and meet requirements of the relevant Programme Specification.

**1.1.6** The general limit for the validity of credit is 10 years. Lower limits may be set for particular subjects and these will be found in the relevant Programme Specification.

#### 1.2 Progress

**1.2.1** The Head of School shall be responsible for putting in place the mechanisms for ensuring that all students are properly enrolled on the correct modules.

**1.2.2** Heads of School are responsible for ensuring that students are informed of the requirements for passing a module not later than the first lecture of the module. No change may be made to either the contents or assessment after this without the written permission of the Director of Academic and Student Affairs and a revised statement must then be issued to students.

A Head of School is responsible for ensuring that procedures are in place to monitor the progress of students taking modules taught by his/her School whether or not they are registered for a programme in the School, for example, in the case of joint programmes. The Head of School within which students are registered for a programme is responsible for

monitoring the progress of students on that programme. A prime role of Advisers of Studies and Personal Tutors is to help students having difficulties with their courses to overcome these, if necessary by selecting different options or different programmes.

Students experiencing any academic difficulty should consult their Adviser of Studies or Personal Tutor at an early stage.

Where a student is directed to take a period of temporary withdrawal by the Chair of a Board of Examiners (see Regulations for Students, regulation 1.21) and the student disagrees with the decision, the student may request a review of the decision. The decision will be reviewed by the Director of Academic and Student Affairs in consultation with the Head of School from another Faculty.

#### Modules

**1.2.3** To be awarded a pass for a module, students must achieve a satisfactory performance in all the module's specified compulsory elements (such as laboratory work or attendance at tutorials and seminars) as well as achieving an overall pass mark for that module (see 1.3.23).

**1.2.4** Where a student has attained an overall pass mark for a module but has not achieved a satisfactory performance in all the specified compulsory elements, the result will be recorded as incomplete. If the student completes the specified compulsory elements satisfactorily by the end of the next academic year, or at such earlier date as specified by the Board of Examiners, the result will then be recorded as a Pass without altering the original mark, otherwise the result will be recorded as Fail with a mark equal to pass mark less 1. This will be treated as a second attempt.

**1.2.5** Where a student has not attained an overall pass mark for a module but has met the required standard in one or more of the compulsory elements, the student must repeat those elements which have not met the required standard in order to complete and pass the module. The maximum mark will be the pass mark. The actual mark obtained will be recorded in the transcript.

**1.2.6** Students may be permitted to retake failed modules, subject to programme regulations and Study Regulation 1.2.7 below. Students will not be permitted to re-sit, or take as a first sit, modules which they have passed. Students will not be permitted to take additional modules to substitute for modules already passed. Students who have not passed all modules of an M Level taught postgraduate programme will not be eligible for an award. When a module is retaken, the maximum mark for that module will be the pass mark. If a module is no longer being offered, students will have to take a substitute module at the same level as the original module. For modules substituted in this way, or where the student chooses to take another module in place of a failed module, the maximum mark will be the pass mark. The actual mark obtained will be recorded on the transcript. The substituted module must be identified as such at enrolment.

**1.2.7** Students who have failed a module twice (one first sit and one re-sit in one academic year) must meet with their Adviser of Studies or Personal Tutor and normally will not be permitted to repeat that module again. Persistent failures may lead to the student being required to withdraw from the University.

## Late Submission of Assessed Work

**1.2.8** Assessed work, including dissertations, submitted after the deadline will be penalised at the rate of 5% of the total marks available for each working day late up to a maximum of five working days, after which a mark of zero shall be awarded, i.e., day one is 100% - 5%; day two is 100% -10%; day three is 100% - 15%, etc. Where the assessed work element accounts for a certain proportion of the module mark, the 5% penalty will apply to the assessed element mark only and not to the overall module mark. Exemptions shall be granted only if there are exceptional circumstances, and where the student has made a case in writing to the School Office within three working days of the deadline for submission or where a concession has been agreed on the grounds of a student's disability. A list of guidelines on acceptable exceptional circumstances is contained in the Guidelines for Schools on Exceptional Circumstances. Extensions to deadlines shall be proportionate to the impact of the exceptional circumstances.

## Request for Concessions Based on Exceptional Circumstances

**1.2.9** Evidence of exceptional circumstances must be submitted to the relevant School Office on the appropriate form within three working days of returning to study or, in the case of emergencies which arose during examinations, by the published deadline. If a student knows they are going to miss an assignment deadline or an examination because of exceptional circumstances, they should inform the relevant School Office in advance by telephone or email / letter of their enforced absence, either personally or, if this is not possible, via someone on their behalf (see also 1.2.10 –1.2.13 below). School Exceptional Circumstances Committees are not obliged to consider any medical certificate or evidence of exceptional circumstances presented after the published deadline (see 1.3.40 below). The exception to this is where a concession has been granted on the grounds of a student's disability (see also 1.3.40 below).

**1.2.10** Evidence of exceptional circumstances and, where required, their impact on academic performance presented during the Assessment period will be considered by the School Exceptional Circumstances Committee which meets prior to the Board of Examiners and makes recommendations to the Board regarding concessions on the basis of exceptional circumstances. Evidence of exceptional circumstances and, where required, their impact on academic performance presented during the Teaching period, in relation to continuous assessment, will be considered by the School Exceptional Circumstances Committee where such consideration will facilitate a timely decision. Where a decision is required before the next scheduled meeting of the School Exceptional Circumstances Committee, and to wait until the next meeting would mean a delay in the decision such that it would not be made in a timely manner, in such cases the evidence will be considered by the Chair of the School Exceptional Circumstances Committee plus one other appropriately qualified person within the School and reported to the next meeting of the Committee.

## 1.3 Regulations for the Examination of Postgraduate Taught Courses

Formal examinations shall be held during the designated assessment period and in August/September, except where professional bodies require formal examinations to be scheduled outside these periods. Other forms of assessment may take place at any point in the taught academic year. All

formal written examinations administered by the Examinations Office will be conducted by means which ensure anonymity for the students.

## Boards of Examiners

**1.3.1** Subject to procedures and regulations laid down by the Academic Council and Senate, University examinations and assessments shall be conducted under the supervision and control of Boards of Examiners.

**1.3.2** The Head of School shall normally be the Chairperson of the Board of Examiners, except where circumstances dictate that the Head of School delegates this authority to a senior member of academic staff within the School. The Head of School shall appoint a Secretary from the School.

**1.3.3 Subject Boards:** The Head of School shall be responsible for ensuring that a Subject Board of Examiners is established for each subject taught by the School or in conjunction with a collaborative partner. The members shall be drawn from the academic staff teaching the subject.

The Subject Board(s) shall agree marks for all modules in that subject. Boards shall include within their membership the external examiner(s) appointed by the Education Committee on behalf of Academic Council for that subject. See Study Regulation 1.3.6.

**1.3.4 Programme Boards:** The Head of School shall be responsible for ensuring that a Programme Board of Examiners is established to deal with every programme offered by the School. If a programme involves more than one School, the Heads of School shall decide which one of them shall have overall responsibility for the Programme Board. The Programme Board shall consist of one or more representative of each Subject Board contributing to the programme. For programmes involving more than one subject, the Chairperson and Secretary shall be agreed by the relevant Heads of School. The Programme Board shall include at least one external examiner from the relevant Subject Boards. The Programme Board shall be responsible for dealing with student progress and award.

**1.3.5** Where appropriate, the Subject and Programme Boards may be combined into one single Board.

## Appointment of Examiners

**1.3.6** Internal examiners are drawn from the academic staff teaching the subject. Internal examiners shall be appointed by the School on behalf of the Education Committee. External examiners shall be appointed by the Education Committee on behalf of Academic Council. The nominations must be submitted by the School on the standard External Examiner nomination form. The Head of School must sign the standard External Examiner nomination form before it will be accepted by the Education Committee. At the same time, a Chairperson and Secretary of each Board shall be appointed as provided for in 1.3.2.

**1.3.7** External examiners shall normally be appointed for a term of four years. Except in cases where external examiners indicate that they cannot complete their terms of office, a Board may not propose the replacement of external examiners before their terms of office have expired without the permission of the Director of Academic and Student Affairs.

External examiners who retire from employment during their term of office can continue until the end of their period of appointment. Appointment will not normally extend beyond three years after retirement. A person who has completed service as an external examiner may not normally be re-

appointed as an external examiner until five years have elapsed since the end of their period of service. Former members of staff may not be appointed as external examiners until five years have elapsed since the termination of their appointment at the University.

**1.3.8** Where internal examiners leave the University before the examinations for which they were appointed take place, they may be appointed as special internal examiners in addition to the normal internal and external examiners.

**1.3.9** Where an examiner has a link with a student which might influence his or her judgement, the examiner shall inform the Chairperson of the Board of Examiners, who shall decide whether the examiner shall be involved in the assessment of that student. This should be reported to the Director of Academic and Student Affairs.

### Procedures of Boards of Examiners

**1.3.10** The Chairperson of the Board of Examiners shall be responsible to the Director of Academic and Student Affairs for ensuring that the approved procedures and regulations are followed by the Board and that the correct marks are published by the School.

The Secretary of the Board shall be responsible for keeping a record of all decisions and the reasoning behind them. The minutes of all meetings of the Board of Examiners shall be retained by the relevant School and provided to the Director of Academic and Student Affairs on request.

**1.3.11** External examiners must annually attend the Programme Board of Examiners meeting at which award decisions are normally taken.

In cases where external examiners are not present, they must be fully consulted by post, telephone or other means. It shall be the responsibility of the Chairperson of the Board of Examiners to ensure that the views of the other external examiners are presented to the Board. If the opinion of the Board of Examiners is equally divided, the Chairperson of the Board shall have the final casting vote (in addition to the Chairperson's original vote as a member of the Board of Examiners). In all other cases it will be the majority decision of the members present of the Board of Examiners that will be upheld.

**1.3.12** If the Board of Examiners wishes to depart in any way from the normal examination procedures the Chairperson shall seek permission from the Director of Academic and Student Affairs.

### School Exceptional Circumstances Committee

**1.3.13** Each School should convene at least one School Exceptional Circumstances Committee (SECC) to meet prior to the Board of Examiners to consider evidence of exceptional circumstances and make recommendations to the appropriate Board of Examiners regarding concessions (see Guidelines for Schools on Exceptional Circumstances).

**1.3.14** Where, in exceptional cases, issues of timing of student matters affect the decision-making capacity of a Board of Examiners, the Chair will be granted the power to make any subsequent decision.

### Conduct of Students during Examinations

**1.3.15** Students shall be admitted to the examination hall not earlier than twenty minutes before the start of the examination and on the instructions of the senior invigilator.

**1.3.16** Students shall not be permitted to enter the hall later than 30 minutes after the start of the examination. However, senior invigilators may dispense with this rule where they are satisfied with the explanation given for the late arrival and where they are satisfied that there has been no opportunity for communication with any students who have already left the hall.

**1.3.17** All work must be written in the official script books provided. Students must not remove script books from the examination hall.

**1.3.18** Students in an examination hall must not have in their possession any unauthorised means whereby they may improperly obtain assistance in their work; neither must they by any improper means, directly or indirectly, obtain or seek to obtain assistance in their work, or give or seek to give assistance to any other student.

**1.3.19** The use of calculators or other materials must be specifically authorised on examination papers. Students are bound by Schools' own regulations on the use of calculators in examinations and it is the responsibility of students to familiarise themselves with these regulations.

**1.3.20** Any invigilator who has reason to suspect a student of dishonest behaviour such as described in 1.3.17-1.3.19 above shall follow the Procedures for Dealing with Academic Offences.

**1.3.21** Students shall not be allowed to leave the examination hall before 45 minutes have elapsed from the start of the examination or within 15 minutes of its conclusion except in case of illness or other necessity. Senior invigilators may re-admit students who have left the examination hall if they are satisfied that there has been no communication with any unauthorised person (see also 1.3.16).

**1.3.22** Senior invigilators may, in cases of illness and late arrival as described in 1.3.16 and 1.3.21, allow compensatory time not exceeding one hour. Senior invigilators shall report this immediately to the University Examinations Office so that invigilation arrangements may be appropriately amended. Immediately after the examination, the senior invigilator shall make a report in writing to the University Examinations Officer giving the times of arrival of the students, the explanations given by the student and the amount of compensatory time allowed in each case. The University Examinations Office shall forward this report to the examiners.

### Mark Scales

**Note:** For the Conceptual Equivalents Scale see Appendix A.

The following regulations 1.3.23-1.3.26 apply to students first enrolling on a postgraduate taught programme in 2008-09, and thereafter. For students who enrolled prior to 2008-09 the regulations current at the time of first enrolment apply.

**1.3.23** The pass marks for taught postgraduate University examinations are as follows:

|     |  |
|-----|--|
| 40% | Graduate Certificate and Graduate Diploma                          |
| 50% | Postgraduate Certificate, Postgraduate Diploma and Master's Degree |

For Postgraduate Certificate, Postgraduate Diploma and Master's Degree, students must pass all modules before an award can be made.

**1.3.24** For Graduate Certificate and Graduate Diploma results there shall be a common mark scale as follows:

|     |                        |
|-----|------------------------|
| 70+ | Pass with distinction  |
| 60+ | Pass with commendation |

|          |      |
|----------|------|
| 40+      | Pass |
| Below 40 | Fail |

**1.3.25** For Postgraduate Certificate, Postgraduate Diploma and Master's Degree results there shall be a common mark scale as follows:

|          |                        |
|----------|------------------------|
| 70+      | Pass with distinction* |
| 60+      | Pass with commendation |
| 50+      | Pass                   |
| Below 50 | Fail                   |

\*For Master's Degrees, a pass with distinction will be awarded only when the following three conditions have been satisfied: an overall average of 70+ is achieved and a mark of 70+ is achieved in the dissertation module and a weighted average of 65+ is achieved in the other modules.

**1.3.26** These mark scales must be applied by all Boards of Examiners except where the Director of Academic and Student Affairs has, following application from the School, granted exemption from their use.

### Special Examination Arrangements

**1.3.27** Special examinations are those for which any change from the normal procedures is proposed. These include cases where there is a change in the date, time or place of sitting an examination. Where special arrangements are made, the University reserves the right to make a charge to the student to cover any additional expenses that may be incurred.

**1.3.28** If students require special arrangements to be made, e.g. on the grounds of disability or ill-health or under the Elite, Academy and Sports Bursary Athletes: Guidelines for Academic Flexibility, it is their responsibility to bring this to the attention of the University as early as possible.

Students with disabilities should contact Disability Services. Students who are ill but do not have an underlying disability should make an appointment with the Occupational Health Service. Recommendations for special examination arrangements will be made to the Examinations Office who will implement the recommendations and communicate to students.

### Special Arrangements for Non-Graduating Non-Native Speakers

#### Method of Assessment

**1.3.29** ERASMUS and Credit-Earning Non-Graduating (CENG) students are expected to undertake the same workload as home students and to undertake all module requirements including attendance at classes, submission of coursework, and assessment.

**1.3.30** Credit is not awarded for modules where the student has attended classes but not undertaken the assessment.

**1.3.31** Under certain circumstances, it may be possible to arrange an alternative to the normal method of assessment if, for example, a student is unable to be present for that assessment, e.g. if required to return to their home university to sit an examination or attend essential lectures. Students who will miss a Queen's examination for such a reason must hand in work for assessment in lieu of the examination before departure. A letter of support detailing examinations to be

taken and relevant dates must be obtained from the home university in advance of the request. After obtaining a letter of support from the home university, students wishing to change their method of assessment must obtain a Change of Assessment Method form from the Exchange and Study Abroad team in the Student Guidance Centre, which each module tutor should sign.

**1.3.32** Students may request to be examined by the submission of written work for assessment rather than a formal examination, on the grounds of limited ability in written English under examination conditions. Assessment by the submission of written work is often available in subject areas within Humanities and Social Sciences, but not generally in the Sciences, Engineering or Management. Such a request must be made in writing to the module tutor. A Change of Assessment Method form is available for this purpose from the Exchange and Study Abroad team in the Student Guidance Centre.

**1.3.33** The completed, signed Change of Assessment Method form must be returned to the relevant Office (as instructed on the Form) by the end of Week 5 of the semester. Other relevant Offices in the University will be informed automatically.

**1.3.34** Written work handed in for assessment must replace the examination the student will miss and should be in addition to the normal coursework. Students who do not submit work for assessment or sit an examination will have a 'fail' recorded on their transcript.

**1.3.35** Students must attend classes at least until the end of the teaching period of any semester. Students who do not attend for the full teaching period will have a 'fail' recorded on their transcript.

**1.3.36** Students should note that permission to undertake an alternative form of assessment does not constitute permission to leave University accommodation early. Students will be charged for the full period stated on their contracts.

### Special Arrangements for Formal Examinations

**1.3.37** International students attending Queen's for one year or less as ERASMUS or Credit-Earning Non-Graduating (CENG) students will be permitted to take unmarked language dictionaries into the examination halls.

**1.3.38** Such students will be permitted an extra 10 minutes per hour of examination, e.g. an extra 20 minutes in a 2-hour examination. Students must produce a letter from the Exchange and Study Abroad team to the Senior Invigilator in order to be entitled to additional time.

**1.3.39** These arrangements will not apply to non-native speaking students who are enrolled for degree programmes where the qualification is awarded by Queen's University.

### Cases of Illness or Emergency/Exceptional Circumstances

**1.3.40** Exceptional circumstances for the purposes of assessment decisions are defined as unforeseen factors or factors outside the student's control which may adversely affect performance, such as illness during an examination. (If a student has disclosed a fluctuating condition related to a disability and registered with Disability Services, they will have been given provision for flexible deadlines related to that condition and this should be dealt with under the Student Disability Policy and not under exceptional circumstances.)

If a student suffers from a disability or an ongoing medical condition, but has not registered with Disability Services, the University will not be aware of their condition, and a request for concession for exceptional circumstances will be required). If a student knows they are going to miss an assignment deadline or an examination because of exceptional circumstances, they should inform the relevant School Office in advance by telephone or email / letter of their enforced absence, either personally or, if this is not possible, via someone on their behalf. It is the responsibility of students to ensure that medical certificates, self-certification statements and other documentary evidence of exceptional circumstances are submitted to the School Office within three working days of returning to their studies, or, in the case of emergencies which arose during examinations, by the published deadline. School Exceptional Circumstances Committees are not obliged to consider any medical certificate or evidence of exceptional circumstances presented after the published deadline (see 1.2.8).

**1.3.41** The Chairperson of the School Exceptional Circumstances Committees shall be responsible for ensuring that medical evidence or evidence of other exceptional circumstances submitted to the School Office is brought to the attention of the School Exceptional Circumstances Committee.

**1.3.42** Exceptional circumstances will normally only influence the consequences of assessment decisions, for example, whether a student is permitted to retake a failed module.

**1.3.43** Extra marks shall not be awarded to compensate for exceptional circumstances. However, the School Exceptional Circumstances Committee may make recommendations to the Board of Examiners to take exceptional circumstances into account in a number of ways (see Guidelines for Schools on Exceptional Circumstances).

**1.3.44** When a student has cause to believe in advance of an examination or deadline for submitting a piece of work to be assessed, that academic performance will be adversely affected by exceptional circumstances, they should, as far as reasonably possible, seek medical advice e.g. from their doctor or the University Occupational Health Service. If a student is suffering from a short-term illness and is unable to obtain contemporaneous medical advice or it would not be appropriate to obtain such advice, a self-certification statement can be provided under the request for concessions for exceptional circumstances. Students should also seek advice regarding the options open to them from their Adviser of Studies or the relevant Students' Union officer(s). These options might include withdrawal, deferral of the examination, applying for an extension to the deadline for submitting coursework or applying for a waiver to any penalty imposed for late submission. However, the decision on whether to attempt the examination or submit the assessed work, and the consequences of that decision, shall remain the sole responsibility of the student in question.

**1.3.45** Where a student is prevented by illness or other sufficient cause from taking or completing any assessed component of a module including any practical, written or oral examination, the School Exceptional Circumstances Committee may recommend that the Board of Examiners should either:

- i. Require the student to take the assessment at the next available opportunity; or
- ii. Require the student to take a special assessment; or

- iii. Award a pass for the module, based on the student's previous work and, if the Board so decides, a further written, practical or oral test (see 1.3.46 below).

**1.3.46** Where a pass is awarded, under 1.3.45 iii the Board may either:

- i. Calculate the overall mark for the award on the basis of the remaining modules; or
- ii. Calculate a mark for that module based on the average of the remaining modules.

The number of modules awarded a pass under 1.3.45 iii shall be at the discretion of the Board of Examiners, but in any event shall not be more than one sixth of the marks contributing to the overall mark for the award.

**1.3.47** If a Board of Examiners wishes to propose a special examination, as in 1.3.45 ii, the Chairperson of the Board of Examiners shall make this decision. A student may request a special examination by applying to the Chairperson of the Board of Examiners. If the assessment is to take the form of a formal examination, the Chairperson of the Board of Examiners shall arrange with the University Examinations Office the date, time and venue of the examination (see 1.3.27).

**1.3.48** The powers of Boards of Examiners to apply these procedures shall cease when the degree results have been confirmed, except:

- i. Where a student's disability or illness has prevented them being subjected to a further written or practical test by the time the pass list is confirmed the examiners may append to the record list a statement, 'The result in the case of ... will be determined after further examination'. The student may thereafter be examined and a result confirmed up to and including 30 September following; or
- ii. Where the Director of Academic and Student Affairs has recalled the Board of Examiners; or
- iii. Where a student has appealed the decision of the Board of Examiners under the Academic Appeal Regulations (Taught Programmes).

**1.3.49** Where a student dies before the degree or diploma for which they are studying has been conferred, the following will apply:

- i. Where the student has fulfilled all the course requirements, has completed all the formal examinations and has qualified for the award of the degree or diploma, the University shall confer the degree or diploma subject to the consent of the next-of-kin;
- ii. Where the student dies at an earlier stage in the course than defined in i. the Board of Examiners shall not recommend the award of a degree or diploma, but shall confirm the results of any module or part of the course which the student has completed.

## Publication of Examination Results

**1.3.50** The appropriate forms shall be signed by the Chairperson and the Secretary and, where applicable, by the external examiner(s) and retained by the School or academic unit in question. Individual result sheets shall be signed by the Chairperson or Secretary.

**1.3.51** The results of the degree examinations shall be confirmed by the Boards of Examiners and published by Schools.

**1.3.52** Any changes to published marks must be approved by the Director of Academic and Student Affairs.

### Decisions on Student Progress and Award

**1.3.53** Decisions regarding student progress and award shall be made by the relevant Programme Board of Examiners.

### Release of Module Marks to Students

**1.3.54** The only module marks to be released to a student are those which have been agreed by the appropriate Subject Board of Examiners and signed by the Chairperson and Secretary and where applicable the external examiner(s).

**1.3.55** The formal mechanism for providing marks to individual students shall be through the Queen's Student Information System (Qsis). Marks will be released to third parties only with the permission of the student.

### Student Support Meetings

**1.3.56** Where a student has not met the requirements to progress, or is required to withdraw, the School is required to call the student to a Student Support Meeting within 10 working days of the deadline for the publication of results. The School may also call students about whom they have a general concern following the publication of results.

The purpose of the meeting is to explain the academic progress decision to the student and ensure that appropriate support is in place.

Schools are required to have processes in place to ensure that the Student Support Meetings include at least two members of senior School staff who are appropriately qualified to advise students on their progress. Where possible, Schools should ensure a gender balance in the membership of the meeting. Student Support Meetings have no decision-making authority regarding a student's progress and cannot consider evidence of exceptional circumstances which students present at the meeting. Students presenting evidence of exceptional circumstances at this point should only be advised by the Support Meeting to appeal to Central Student Appeals Committee if the evidence is new and could not have been presented to the Board of Examiners through the SECC.

All advice given to the student at the meeting should be recorded in the minutes by the meeting secretary.

### Resit Examinations or Assessment

**Note:** A resit is a supplementary examination/ assessment to be taken by students who have not been successful in a previous attempt (See Regulations for Students, regulation 1.15)

**1.3.57** Where a student has failed to pass a module at any level, all Schools should provide an opportunity for students at all levels to resit, or exceptionally take as a first sitting, an assessment which contributes to the requirements for passing the module, at or before the designated resit period before the end of the academic year.\* It is accepted that it may not be possible to arrange this where a student is required to retake elements of assessment for which achievement of the learning outcomes cannot be satisfactorily assessed by a resit opportunity within the same academic year (for example, placements, major projects, some forms of group work and compulsory practical elements). In such instances, the reassessment will take place at the earliest possible opportunity,

under the appropriate conditions. Where there is more than one element of assessment for a module, Study Regulations 1.2.3-1.2.5 provide the framework for identifying which assessments students should be permitted and required to undertake.

**1.3.58** When a failed element of assessment is to be retaken, students may be permitted to undertake an alternative form of assessment in lieu of the failed element, but only if the alternative assessment examines the specific learning outcomes associated with the failed component.

**1.3.59** Students who have registered for a resit will be required to sit the examination at the designated resit period before the end of the academic year, including registering and making payment for the resit examination, or provide good cause for non-attendance.

\*Professional, statutory or regulatory bodies may have requirements which do not permit regulations 1.3.57 or 1.3.58. In such cases the School must apply to the Director of Academic and Student Affairs for an exemption from these regulations.

### Clerical Check

**1.3.60** Students seeking a clerical check of their marks should submit a written request to the Head of School of the relevant School (i.e. the School delivering the module in question), c/o the School Office, within ten working days of publication of the assessment outcome. A charge of £10 will be levied for this service, but should an error be uncovered, this fee will be returned. The fee for the clerical check must accompany the request for the check.

### Appeal Against a Decision of a Board of Examiners

**1.3.61** For appeal against a decision of a Board of Examiners see Academic Appeal Regulations (Taught Programmes).

### Revocation of Awards

**1.3.62** In accordance with the Charter and Statutes, the authority to revoke a degree or other award of the University rests with the Vice-Chancellor and President, following a recommendation by the Education Committee.

# Study Regulations for Postgraduate Taught Programmes

## Appendix A: Conceptual Equivalents Scales/Descriptors Guidance

**Note:** Conceptual equivalent scales/descriptors are most appropriate for less quantitative modules and their use is mandatory unless answers are clearly either right or wrong, for example multiple choice and numerical assessments. The scale can be considered either as a set of discrete marks or as defined bands of marks. Discrete marks are most appropriate for less quantitative assessments and their use is mandatory.

- i. Exemptions from the above, for example, due to the requirements of professional or statutory bodies, require approval by the Courses and Regulations Group.
- ii. The scale should be applied once, at the level of the assessed component of the module, and not at any subsequent stage.
- iii. Separate descriptors for dissertations and projects have not been developed at either undergraduate or postgraduate Level. The descriptors for Level 3 and postgraduate level (with appropriate deletion of phrases such as “module content/material”) are likely to provide sufficient general guidance for this purpose.
- iv. The postgraduate scale applies to all postgraduate programmes and modules.
- v. Successive sets of descriptors subsume lower sets within each level and across each band. A piece of work identified as falling within a given class or mark range should include some or most, but not necessarily all, of the relevant descriptors. It is expected that the full marking scale be utilised, for example where students’ work is considered to be excellent, outstanding or exemplary, a first class mark should be awarded as indicated on the table.
- vi. It is expected that at all levels there will be an effective use of language and an acceptable level of written expression.
- vii. An indicative but not exhaustive list of module material includes: module resource material, textbooks, journal articles, internet sources, videos, CBL, lab work, reflection on work placements.
- viii. At Level 1 exploration of learning resources outside module materials is not necessarily expected.
- ix. At Level 1 completeness/ comprehensiveness /quality of argument is the guide to a mark.

When the discrete marks are used for sections of a paper or for individual questions, combining them will probably produce an overall mark which does not correspond to one of the discrete marks on the scale. The overall mark should not be altered where this is the case.

The Secretary to the Board of Examiners should record in the minutes that due consideration has been given to the conceptual equivalents scale.

## Conceptual Equivalents Scale Postgraduate

| Module Descriptor | Mark Band | Criteria  | Determinator within grade band                             |
|-------------------|-----------|---|--|
| A (Outstanding)   | 80-100    | <ul style="list-style-type: none"> <li>i. Thorough and systematic knowledge and understanding of module content;</li> <li>ii. Clear grasp of issues involved, with evidence of innovative and original use of learning resources</li> <li>iii. Knowledge beyond module content</li> <li>iv. Clear evidence of independence of thought and originality</li> <li>v. Methodological rigour</li> <li>vi. High critical judgement and confident grasp of complex issues</li> </ul> | Originality of argument                                    |
| A (Clear)         | 70-79     | <ul style="list-style-type: none"> <li>i. Methodological rigour</li> <li>ii. Originality</li> <li>iii. Critical judgement</li> <li>iv. Use of additional learning resources.</li> </ul>   | Methodological rigour                                      |
| B                 | 60-69     | <ul style="list-style-type: none"> <li>i. Very good knowledge and understanding of module content</li> <li>ii. Well argued answer</li> <li>iii. Some evidence of originality and critical judgement</li> <li>iv. Sound methodology</li> <li>v. Critical judgement and some grasp of complex issues</li> </ul>   | Extent of use of additional or non-core learning resources |
| C                 | 50-59     | <ul style="list-style-type: none"> <li>i. Good knowledge and understanding of the module content</li> <li>ii. Reasonably well argued</li> <li>iii. Largely descriptive or narrative in focus</li> <li>iv. Methodological application is not consistent or thorough</li> </ul>   | Understanding of the main issues                           |
| Marginal Fail     | 40-49     | <ul style="list-style-type: none"> <li>i. Lacking methodological application</li> <li>ii. Adequately argued</li> <li>iii. Basic understanding and knowledge</li> <li>iv. Gaps or inaccuracies but not damaging</li> </ul>   | Relevance of knowledge displayed                           |
| Weak Fail         | 0-39      | <ul style="list-style-type: none"> <li>i. Little relevant material and/or inaccurate answer or incomplete</li> <li>ii. Disorganised</li> <li>iii. Largely irrelevant material and misunderstanding</li> <li>iv. No evidence of methodology</li> <li>v. Minimal or no relevant material</li> </ul>   | Weakness of argument                                       |

\*Module content should be interpreted as the topic or area of research being undertaken in the study in keeping with the learning outcomes for the module.

The above criteria can be applied to both taught modules at M-level and the M-level dissertation (ignoring reference to module content).