EXAMINING BOARD NOTES OF GUIDANCE – 2019/2020 MEETINGS

Student and Academic Services February 2020



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**INTRODUCTION**

This set of guidance is designed to assist examining board personnel with the conduct of, and decision making processes for Field and Award Boards convened during the 2019/2020 academic year.

* Boards are reminded that these guidelines should be applied in line with the Academic Regulations and Procedures 2019/2020.

Any queries regarding the UWE regulations in relation to the conduct of examining boards, or the content of this guidance should contact the Academic Frameworks Development Team: Academic.Regulations@uwe.ac.uk

Student and Academic Services, February 2020

**EXAM BOARD RESPONSIBILITIES**

Part **A6** of the academic regulations and the [The Examining Board Code of Practice](https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/studentandacademicservices/regulationspoliciesquality/regulationsandprocedures.aspx) set out the full details of the operation and membership of examining boards. Examining board members should pay particular attention to the following:

Accountability

**A6** The examining board is the sole body which may act on behalf of Academic Board in awarding credit, granting an award or amending a properly executed decision.

Membership

All members of the examining board should attend meetings of the board. In exceptional circumstances and by prior agreement from the Chair a nominee may act as a representative. Members may nominate a colleague to attend in their place provided that person is able to fully participate in the business of the board with regard to the module/s, award/s they are representing.

Quoracy

An examining board meeting is quorate if at least two-thirds of the members eligible to attend are present.

When a Field Board is considering results for the resit of a module, if the Module Leader has already confirmed the marks in writing and there are no other issues for discussion then at the discretion of the Chair, they are not required to attend the board.

The Module Leader should then give their apologies to the relevant team in advance of the meeting.

The two-thirds requirement for quoracy must be maintained. However, in this scenario **only**, the Module Leader is removed from the overall quoracy for the meeting.

**For example**:

* A resit Field Board has 20 members overall (including the Chair, the Field Leader, UG/PG Director, Module Leaders etc).
* 5 Module Leaders have confirmed their marks in writing and there are no other issues for discussion. It is agreed they do not need to attend.
* The quoracy for this meeting goes down to 15.
* To maintain the two-thirds threshold, this means at least 10 members must attend in order that the Board is viable.

In regard to all Boards, in order that an accurate list of attendees is prepared and quoracy is maintained it is important that members confirm their attendance (or that of their nominee) to the relevant administration team in advance of the meeting/s. If a Chair has been approached directly by a Module Leader they should ensure that the relevant Student Administration Team are notified.

Recording the views of those unable to attend

An examining board must include an external examiner; either in person or contributing via a video, web, telephone or other link, in order to have the authority to grant credit or an award to students.

When a field board is considering results for the resit of a module, it may award credit for that module without the relevant external examiner being present; providing the Module Leader has confirmed to the Chair in advance that due process in the setting, marking and moderation of assessment has been followed and there are no other issues that require discussion.

The contribution of the external examiner for all boards of which they are a member of must be reflected in the minutes.

Avoiding potential conflicts of interest

No student shall be a member of an examining board or attend an examiner’s meeting other than as a candidate for assessment. No member of staff who is enrolled on a module or registered for an award under consideration by the board shall be a member of the board whilst the module or award is under discussion.

Maximum amount of credit

**C3.** Students on undergraduate programmes on a full time mode of delivery may normally enrol for a maximum of 150 credits in one academic year. It is the responsibility of the Award Board to determine whether a student may be permitted to enrol on more than 150 credits at their next enrolment.

Review of assessment decisions

The quorum for a sub-committee of an examining board is five, and normally at least 3 members must have been present at the original meeting, one of whom should be the Chair or their nominee. The sub-committee may be convened virtually or as a formal meeting. Where possible an external examiner will be a member of the sub group, but if this is not possible an external examiner should be consulted. If the decision relates to an award, the chief external examiner should either be a member of the sub group or be consulted. The consent of an external examiner is required for any changes to the original decision of an examining board and written consent from the chief external examiner is required for any changes to the original award granted.

Examining Board minutes

Examining Board Chairs and Clerks are asked to ensure that a clear minute is recorded when decisions are made on individual students, including the rationale. Errors, procedural irregularities, or invigilator comments should also be recorded. Exam Board minutes will be referred to in the case of a student appeal/complaint.

**FIELD BOARD GUIDANCE**

Information available to the Field Board

|  |  |  |
| --- | --- | --- |
| **Type of report** | **Format** | **Use of report/s** |
| **Agenda, Membership, Terms of Reference and minutes** | Uploaded to Sharepoint (link sent to staff) or circulated via Outlook  | To provide clarity on the remit and authority of the Board. |
| **Module Legend** | Hard copy for all members | Produced by the Student Administration Team, one for each faculty. Will include the running order and details of the modules which have been flagged for discussion. |
| **Field Board report and statistics for individual modules** | Electronic for all members (the Clerk has a hard copy) | To be used when exploring / discussing module results in detail. |
| **Field Board summary statistics** There may be slight variances in the summary statistics in comparison to the record system data. This is because the summary statistics do not go down to element level. Therefore, these statistics should be viewed as indicators of performance. For example, to assist in the identification of outlying modules. The detailed results can then be referred to on the Field Board reports. | Hard copy for all members | Provides oversight of module performance in order to stimulate quality related discussions regarding topics such as:* Distribution of marks
* Pass rates
* Distinctive / interesting information about the results
* Performance of different programme cohorts on the module
* Good practice and success
* Actions or developments for the future
 |

All Module Leaders will have the opportunity to flag up items to note for their module. For example, highlighting areas of good practice, suggestions for actions and developments in the future or discussing the statistics for the individual module.

**Important note:** Students who have personal circumstances accepted on the grounds of affected decision making or illness during an exam will have had their mark/s removed for the individual elements affected by the personal circumstances. The mark/s will have been replaced by a non-submission ‘NS’.

The confirmation of the accuracy of marks is carried out prior to the meeting using SharePoint[[1]](#footnote-1). Where there are reasons why this prior confirmation cannot happen, for example, if there are adverse group circumstances, this will take place in the meeting.

The meeting should consider the performance of modules, with particular attention being drawn to those in the following categories:

* Statistical outliers.
* Where there are comments from the Module Leader.
* On request from the Field Leader / Head of Department.
* Where there are adverse group circumstances affecting a cohort or sub-cohort of students. For example, any errors or disruptions causing problems with the assessment process.
* Where there are comments from the External Examiner.

Field Boards and Assessment Offences

It is not within the remit of the Field Board to consider an alleged assessment offence, to determine whether an offence has occurred or to make a decision on an appropriate penalty.

Prior to the Field Board the [Assessment and Feedback Policy and Operational Guide](https://www1.uwe.ac.uk/about/corporateinformation/policies/assessmentandfeedback.aspx) should have been used to inform the processes of internal marking, element and component moderation and agreeing the module aggregate mark.

**AWARD BOARD GUIDANCE**

Information available to the Award Board

|  |  |  |
| --- | --- | --- |
| **Type of report** | **Format** | **Use of report/s** |
| **Agenda, Membership, Terms of Reference and minutes** | Uploaded to Sharepoint (link sent to staff) or circulated via Outlook. Available on the day via LearnPad tablet. | To provide clarity on the remit and authority of the Board. |
| **Running order (where used)** | Hard copy for all members | Produced by the Student Administration Team to guide the order of the meeting. |
| **Award Board reports and statistics** | Available electronically prior to the meeting on SharePoint and on the day via LearnPad tablet | To be used when discussing student results in detail.  |

Award Boards and Assessment Offences

Where an assessment offence is found to have occurred in relation to two or more modules the Award Board may decide to:

* take no further action;
* vary the class of award recommended.

**INFORMATION FOR INTERNATIONAL PARTNER BOARDS**

Operation of the Boards

International partner boards are not managed by exception. All modules will be presented to the Field Board and all student profiles will be presented to the Award Board, in accordance with the academic regulations.

Quoracy

Page 4 of this guidance sets out the requirements for quoracy for UWE, Bristol Boards.

The membership of an international partner board is:

* Chair
* Partner module leaders (or nominee/s)
* Link tutor/s
* External Examiner/s

The [Assessment and Feedback Policy and the Operational Guide](https://www1.uwe.ac.uk/about/corporateinformation/policies/assessmentandfeedback.aspx) provide further

information regarding the additional processes in place for the setting and

moderation of assessments at International Partners.

**AWARD BOARD - RETAKES**

* Students who are registered on **standard** and **project** modules are permitted two automatic attempts on **(Academic regulation D1 – Module Types).**
* If the professional practice component of a **Professional practice** module has not been passedit may be re-assessed only if approved by the Award Board. Eligibility for a resit or retake remains an Award Board decision **(D1).**
* **Masters Dissertation modules** As of the 2018/2019 academic yearMasters Dissertation modules have two attempts by right **(D1).**
* Students failing a module which is compulsory for a named award will have their registration for that award terminated by the University and may not register for another award for which that module is compulsory (as per **G2)**. Furthermore, a student in this position cannot return to re-enrol in order to attempt to gain an interim award, even if they still have attempts remaining on other modules.
* Where a student retakes a module, the mark for the whole module is limited to 40% (or 50% for Level M), unless the mark has been uncapped due to accepted personal circumstances **(G5).**

**AWARD BOARD - BORDERLINES**

Criteria for raising the classification / differential level of an award (academic regulation N4)

Any **overall** mark that is less than or equal to **0.5%** below a classification will automatically be uplifted to the next class or differential.

**Update** Any **overall** mark that is greater than **0.5% and less than or equal to 1%** below a classification or differential will automatically be uplifted to the next class or differential if **50% or more of the credits at the highest level required by the programme[[2]](#footnote-2) have marks in the higher banding[[3]](#footnote-3).**

**Update** It is important to note that it is possible to pass some modules without submitting all of the required assessments. For example, where a module component has more than one element. Therefore, if a student has any newly accepted or historic personal circumstances **for modules they have passed,** the Board should review the student’s profile to consider whether an uplift would be appropriate.

**Please note:** Whilst the Board will **not** be informed of the details of the student’s circumstances the Chair may be advised of these confidentially if this is relevant to the decision making process. Board Chairs should ensure that the discussion which leads to the final decision is recorded in the minutes.

Notes on raising the classification / differential level of award

* The criteria above can be used for all award types (e.g. Foundation / interims / Postgraduate).
* The application of the criteria will be subject to the requirements of any professional and statutory regulatory body accrediting a programme.
* **Update** Whilst an automatic uplift must be formally confirmed by the Board in its meeting, it is expected that all students who meet the criteria will have their classification / differential raised up without question.

**Update:** Should a student be eligible for an honours degree, but has passed level M modules, these may be included in the honours degree calculation. For the purposes of the calculation they will be weighted as level 3 modules.

**AWARD BOARD - MASTERS DIFFERENTIAL AWARDS**

**Students who have registered on or after the 1st September 2018**

In order to be awarded a Masters Degree with merit a student must have achieved a weighted average mark at level M of not less than 60% across 120 credits.

In order to be awarded a Masters Degree with distinction a student must have achieved a weighted average mark at level M of not less than 70% across 120 credits.

The mark for the best 120 credits is weighted according to the size of the module.

**For example.**  A student passes 180 credits on a Masters programme.

The Dissertation (or equivalent) module mark is indicated by an asterix.

**Mark     Credit size           Mark x Credit Size**

72\*         60                           4320

70           30                           2100

70           30                           2100

**TOTAL**   **120                         8520**

65           30                           Not included in the best 120 credits

61           30                           Not included in the best 120 credits

Divide 8520 (weighted mark) by 120 (credit total) = 71

The student will receive a Distinction

**Update** Please note that this method of calculation does not preclude consideration for an uplift. The Award Board is able to consider an uplift provided the student meets the required criteria.

**AWARD BOARD – CREDIT EXEMPTION (80% RULE)**

Award Boards may offer an award despite a credit shortfall, provided that the shortfall does not exceed 20% of the total credit requirements for the award and it is set against personal circumstances (noted in the [Examining Board Code of Practice](https://www2.uwe.ac.uk/services/Marketing/students/Student%20advice/Exam-board-code-of-practice.pdf)).

It is the Award Board’s responsibility to consider and agree the best course of action for the student i.e. in this case whether the 80% rule can be offered to a student. This responsibility should not be delegated.

**The 80% rule should only be applied by an Award Board at the point of granting the final award**. The rule should not be applied at a progression point at the end of a level or an academic year. However, it may be used to grant an intermediate award where a student has stated in writing that they wish to withdraw and claim the intermediate award, or due to failing a compulsory module/s they are no longer able to continue on the highest level of award.

When considering cases under the 80% rule, boards should look at the whole profile of the student and determine whether they have sufficient evidence of academic achievement in all the key areas of study for the particular award; that there are no significant gaps in the knowledge base for that award and that, but for the personal circumstances, the student would have achieved all the necessary credits. If so, boards may allow the award including in cases where the student has a profile containing Prior Certificated Learning (Accredited Learning) and / or Prior Experiential Learning (Accredited Experiential Learning).

For a module to be considered eligible for consideration the personal circumstances must be accepted but they do not have to be against the failed component.

* The 80% rule cannot be applied retrospectively.
* Students will be written to with an offer and a deadline for reply. If there is no response, the default position is that the student is given the award.
* Students have the right to refuse an offer and take up any remaining assessment opportunities for the module(s) in question, or to nominate another module when appropriate.
* In advance of the Board if a student is identified as potentially being in this position when checking the reports, the Student Administration Team can produce a ‘What If?’ scenario from the record system, complete with a classification calculation omitting the excused module.
* If a student latterly returns to register on a higher level award after accepting a lower level award with credit exemption, they will be required to make up the credit which they had not passed at the lower level. For example, where a student is awarded a Foundation degree or a Dip HE with credit exemption but then wishes to return to work towards an honours degree they will **also** need to pass the exempted credit as it will still be showing as ‘not achieved’ on their record.

**AWARD BOARD – CONDONED CREDIT**

Condoing failed credit

Award Boards are able to condone failed credit.

It is the Award Board’s responsibility to consider and agree the best course of action for the student, i.e. in this case whether a module can be condoned. Condoning failed credit is not an offer, and its application should not be negotiated with the student.

**E4**. Except where statutory or professional bodies require otherwise, any marginal failure (i.e. a module outcome with a mark of 37% or greater at levels 0 – 3 / FHEQ levels 3-6; 47% or greater at M level /FHEQ level 7) may be condoned by award boards as follows, provided students have passed modules worth a minimum of 90 credits at the same level or above and the learning outcomes of the module have been met:

* a maximum of 30 credits at level 0
* a maximum of 30 credits at level 1
* But overall a maximum of 30 credits can be condoned at levels 0 and 1
* a maximum of 30 credits at level 2
* a maximum of 30 credits at level 3
* But overall a maximum of 45 credits can be condoned at levels 2 and 3
* a maximum of 30 credits at M level

All decisions to condone are final. There can be no retrospective condonation of a failed mark even if the minimum credit requirements are met at a later examination board.

Chairs are asked to consider whether condoning failure is in the student’s best interests taking the following into account:

* Whether the student has a resit or retake opportunity that could be taken.
* The member of staff presenting the student’s profile must be able to assure the board that the module learning outcomes have been met. If the learning outcomes cannot be met by other modules on the programme then the module should not be condoned.
* The Clerk to the Board should ensure that a full record of the discussion is minuted, including the outcome and whether assurance has been given that the learning outcomes have been met.
* Even if the module does not count towards the award overall it will still use up some of the maximum amount of credit that it is possible to condone.
* Condoning credit at a lower level may mean it is not possible to condone at a higher level if the overall maximum will then be exceeded.
* Whilst credit awarded as accredited learning / accredited experiential learning does count towards the credit total for an award, a Board may wish to consider carefully whether it condones a module for a student who has a profile which includes a significant proportion of this type of credit.
* Condoning module failure should not be considered on the basis of passed outcomes at a lower level than that of the failed outcome. However, performance at a higher level can be used in determining whether condonation can be considered.
* If a failed module is presented as an overall fail without resit or retake opportunity the Award Board is reminded that, providing the failed mark falls within the ranges specified by the regulations, a decision to condone failure will overturn the fail.

Component marks and condoned credit

There is no imperative for Award Boards to refer to individual component marks before making any decision to condone credit. Any failed credit with a mark of 37% or greater (levels 0-3) or 47% or greater (level M) can be considered under the terms of the regulation.

**Illustrative examples**

In each example the module is level 0-3 and the weighting between component A and Component B is 25:75

Comp A = 75%, Comp B = 15%

Overall Mark = 30%, Decision = 1RB

This failure should not be condoned as the overall mark is less than 37%

Comp A = NS, Comp B = 100%

Overall Mark = 75%. Decision = 1RA

This failure could be condoned as the overall mark is greater than 37%

Comp A = 10%, Comp B = 75%

Overall Mark = 59% (rounded up). Decision = 1RA

This failure could be condoned as the overall mark is greater than 37%

**Please note:**

* The Award Board cannot consider modules for condonation with a lower overall module mark even if the student has personal circumstances accepted.
* Students who have committed an assessment offence and have received a penalty may still be considered for condonation should their profile suggest this is possible.
* Students are not permitted to submit an appeal in order to request condonation.

Impact of condoning credit versus allowing a resit

If a module has two components and the student passes one but not the other at the first sit, the mark for the passed component is carried forward to the resit and the mark for the referred component will be capped at 40% (levels 0-3). This results in a partially capped module mark (one component is capped, one is not).

In this scenario it may be possible for a student to achieve a mark higher than 40% at the resit. However, if a module is condoned, the mark is not included in the calculation of the classification or differential level of award (if it had been eligible).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module mark** | **Comp A**  | **Comp B** | **Module outcome** | **Outcome if student resits** | **Outcome if student is condoned at the first sit** |
| 42 | 24 | 60 | 1RA | Comp A will be capped at 40% but Comp B will remain as 60%. If the student passes Comp A. The student could obtain a mark of 50% for the module which *may* impact upon the final degree classification | The condoned mark of 42 is not included in the final calculation of the degree classification, this may affect the final outcome. |
| 38 | 38 | 38 | 1RALL | Student needs to resit both components and will be capped at 40% for the whole module. The mark may be included in the final degree classification. | The condoned mark of 38 is not included in the final calculation of the degree classification. |

|  |  |  |
| --- | --- | --- |
| **FAQ** | **Condoned credit** | **80% rule** |
| Does the student need to have personal circumstances accepted? | No | Yes |
| Does the student have to achieve a minimum module mark? | Yes 37% at levels 0-347% at level M | No |
| Does the student have to achieve a minimum component mark? | No | No |
| Does the student need to have passed a minimum number of credits elsewhere? | Yes. At least 90 credits at that level or above even if it has been accumulated over more than one academic year. | Yes. 80% of the total credit requirements. |
| Is there a maximum amount of credit which can be considered? | Yes (see p.17) | 20% of the total credit requirements for the award. |
| Is the mark included in the calculation of the degree classification? | No | No |
| Is the credit included in the award credit total? | Yes | No |

Illustrative examples

* A UG FT student who achieved 90 credits at level 1 in the previous year, retakes a level 1 module in the current year and obtains a mark of 39%. The student could be condoned.
* A UG PT student passes 60 credits at stage 2.1, takes 60 credits at stage 2.2, but only passes 30, achieving a mark of 37% in the second module. They could be condoned for the remaining 30 credits.
* A student has personal circumstances accepted against a passed component but none were approved on the other component, the presence of personal circumstances is still enough to confer eligibility for consideration under the 80% rule.

**AWARD BOARD - PERSONAL CIRCUMSTANCES**

Students may only submit a personal circumstances application if:

* they missed an assessment;
* they fell ill during an exam / controlled conditions assessment;
* they did the assessment but their circumstances affected their judgement.

In the last two scenarios the mark for the affected assessment will have been removed.

It is possible that some student profiles will show a mark at component or module level **and** have personal circumstances accepted. One reason may be where a component has more than one element. One of the elements may have been submitted and was unaffected by personal circumstances but another was not submitted and the student applied under the missed assessments process.

Award Board actions for accepted personal circumstances

Uncapping

* If a student fails **both** components at a sit, but only has accepted Personal circumstances for one and an Award Board decides to ‘uncap’ a mark, the uncapping must apply to the whole module. If one component was capped in this scenario, there would be a risk of generating a mark lower than 40% (or 50% for M level modules). To avoid this happening, the Board has the ability to uncap a mark for a whole module even if personal circumstances only apply to one failed component.
* If personal circumstances are accepted on a component which is passed at the sit and the other is referred with no personal circumstances, it is not possible to uncap the whole module. The mark for the passed component is carried forward to the resit and the mark for the referred component is capped at 40. This results in a **partially** capped module mark (one component is capped, one is not).

Granting additional attempts (retakes)

* The presence of personal circumstances is enough to confer eligibility for consideration for a retake, the circumstances do not need to have solely impacted on a component which has not been passed.
* A retake may only be applied at the sit on which the personal circumstances have been accepted.

Use of ‘ongoing’

* A decision of ‘ongoing’ should be recorded where the student has passed but there are personal circumstances accepted. As a result the notation ‘EC’ will appear next to the module at each future Award Board allowing it to be referred to at the point of consideration of the student’s final award. **N.B. In this context it does not mean that the personal circumstances themselves are ongoing.**
* If the board wishes to adopt a default position of agreeing a decision of ‘ongoing’ to all students who fulfil this criteria, this should be stated at the beginning of the meeting. An accurate record may then be made in the minutes and the correct information input into the record system.

If the module **has not been passed** the board may:

* uncap a resit / retake (provided the student is not already capped);
* consider applying the 80% rule for students exiting with an award;
* grant the student a further attempt;

Assessment offences and personal circumstances

* If a mark is removed due to accepted personal circumstances for an assessment where an assessment offence has been proven to have taken place, the record of the assessment offence will remain.

**AWARD BOARD – AEGROTAT AND POSTHUMOUS AWARDS**

Occasionally an Award Board may be required to consider making an award to a student who was unable to complete because of illness or incapacity or because they are deceased.

M1. Aegrotat awards

A student may be granted an unclassified aegrotat award where illness or a similar cause has meant they cannot complete the required assessments and there is evidence from previously submitted work that, had they been assessed, they would have achieved the necessary standard for the award.

An aegrotat award is not classified neither is it awarded with merit, distinction or other differential level.

Except in the case of posthumous awards, the student must have signified that they are willing to accept the award and understand they waive the right to be assessed.

M2. Posthumous awards

A deceased student may be granted a normal\* or aegrotat\*\* award posthumously if registered at the time of death and where there is sufficient evidence from previously submitted work that, had they been assessed, they would have achieved the necessary standard for the award.

A report should be submitted to Academic Board as and when aegrotat and posthumous awards are made.

\*A normal award is made where a student has completed all modules (or **could** be awarded credit for example, on the grounds of the 80% rule), so it can be classified.

\*\*A posthumous aegrotat degree should be awarded with honours, but is unclassified. Students should be granted their target award irrespective of the duration they were registered for, or how much of the programme had been completed. For example, a student on level 1 of an honours degree should be awarded a degree, a student on a Masters award should be awarded the full Masters rather than a PG Cert or PG Dip.

Students on a named award which would normally confer professional body accreditation or registration should be granted the default award.

**AWARD BOARD – PROGRESSION**

Progression to level 1 from level 0

The **normal** expectation is that students will successfully complete the full 120 credits at level 0 before progressing into level 1.

The Terms of Reference of an Award Board, stated within the [Examining Board Code of Practice](https://www2.uwe.ac.uk/services/Marketing/students/Student%20advice/Exam-board-code-of-practice.pdf) states that it is the Award Board’s responsibility to determine ‘the progression of a student to further study on an award’. Therefore, if after the resit, a student has not passed all credits at level 0 the Award Board should determine whether the student’s achievement is sufficient enough to enable progression to level 1.

Award Boards are asked to consider whether allowing progression is in the student’s best interests taking the following into account:

* The overall number of modules which have not yet been passed.
* If approved personal circumstances are present for a module which has not been passed.
* Whether the student has a mark in the condonable range for a module which has not been passed.
* Would progression be to the benefit of the student or is there risk of further failure?
* Students on undergraduate programmes on a full time mode of delivery may normally enrol for a maximum of 150 credits in one academic year.
* Are there any Professional and Statutory Body requirements / constraints?

A student who the Board agrees should not proceed to level 1 at this point may still retake the level 0 modules they have not passed in the normal way with a view to progressing in the future (provided they are eligible for a retake).

Progression from a Foundation Degree to an Honours Degree

Students registered on a Foundation Degree but who have not completed it, should not be permitted to progress onto an Honours Degree trailing a module/s between the two awards.

**RECONVENED BOARDS**

Reconvened examining boards

If an examining board is required to review a decision after the full meeting, the authority may be delegated to a sub-committee to act on its behalf (known as a reconvened board) with terms of reference limited to the review in question. The [Examining Board Code of Practice](https://www2.uwe.ac.uk/services/Marketing/students/Student%20advice/Exam-board-code-of-practice.pdf) states:

The quorum for a sub-committee of an examining board is five, and normally at least three members must have been present at the original meeting, one of whom should be the Chair or their nominee. The sub-committee may be convened virtually or as a formal meeting.

Where possible an external examiner will be a member of the sub group, but if this is not possible an external examiner should be consulted. If the decision relates to an award, the chief external examiner should either be a member of the sub group or be consulted.

The consent of an external examiner is required for any changes to the original decision of an examining board and written consent from the chief external examiner is required for any changes to the original award granted.

**ACCREDITED PRIOR LEARNING AND ACCREDITED EXPERIENTIAL LEARNING**

**Accreditation of prior learning or accredited experiential learning**

Where an examining board records the award of AL or AEL, and the credit will be identified as such on the student’s certificate of credit, it will need to ensure the two-thirds rule has been adhered to.

**Re-using credit towards a higher level qualification**

Where AL or AEL or a combination of the two contribute to the credit requirements of an award of the University, this must not exceed two-thirds of the total credit requirements for the award. This limit does not apply to AL credit which has been achieved under the University’s own academic regulations where the student is proceeding towards a higher award (as per **E7.**)

Where a student fails to meet the requirements of their award they may be eligible to receive a lower level award. In such cases, the two-thirds maximum will become directly proportional to the overall number of credits required**.**

For example:

**Non honours degree (300 credits required)**

Student has 240 AL credits so they will need to pass 100 taught credits.

Ratio: 200 AL credits: 100 taught credits.

**Diploma of higher education (240 credits required)[[4]](#footnote-4)**

Student has 240 AL credits so they will need to pass 80 taught credits.

Ratio: 160 AL credits: 80 taught credits.

Credit awarded for AL will not:

* carry marks or grades awarded by another institution;
* carry marks achieved under the University’s own academic regulations;
* be used to gain an award in its entirety;
* be shown on the student’s Notification of Credit and Assessment Marks;
* be used in the calculation for honours or other differential level of award.

**AWARD BOARD REPORTS**

Award Board report example



The shaded modules have already had board outcomes in the past so it is only the unshaded module marks that are looked at unless it is a completing profile.

The board consider marks and outcomes at an individual student level.

Credit totals and overall marks are shown here

Key to Award Board Reports

|  |
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| **MODULE OUTCOMES** |
| 1RA, 2RA, 3RA | Referred in component A on first/second/third attempt of module. |
| 1RB, 2RB, 3RB  | Referred in component B on first/second/third attempt of module. |
| 1RALL, 2RALL, 3RALL | Referred in all components on first/second/third attempt of module. |
| 1F, 2F, 3F | Failed module on a first/second/third attempt, student is already eligible for further attempt. No further action required (unless there are accepted personal circumstances to consider). |
| 2F+ | Failed module on the second attempt and has used up an exceptional retake awarded by an Award Board. Eligible for a further attempt. No further action required (unless there are accepted personal circumstances to consider). |
| **PERSONAL CIRCUMSTANCES CODES** |
| UZSNMQ-30-2 (EC) | Previous personal circumstances exist for this module which have already been considered by an Award Board meeting and have been flagged as “ongoing” – i.e. their effect could have a bearing on the board’s ultimate decision about the student’s award outcome. |
| EC(A) | Current component or module with PC accepted. |
| EC(R) | Current component or module with PC rejected.PC application rejected as it did not meet the acceptable grounds or it was rejected because a student applied and had already submitted work or went onto submit work. |
| EC(P) | Current component or module with PC pending. |
| **FAILED MODULES** |
| **Fails**All fails need to be considered by boards. It needs to be noted if a failed module is a compulsory module. If it is then the student is required to withdraw from the award unless the compulsory module is being made optional or being replaced by a new compulsory module in the next academic year. If this is the case the student may then be recorded as having just failed the module but not required to withdraw from the award.  |
| FAIL | Failed module, not eligible for a retake unless there are accepted personal circumstances to consider. |
| FAIL (2) | Failed module on a second attempt, not eligible for exceptional retake. |
| FAIL? | Failed module, eligible for exceptional retake if agreed by an Award Board. |
| F+ | Failed module on an exceptional retake, not eligible for a further exceptional retake as they have previously had one awarded. |
| FAIL(2)? | Failed module on a second attempt, eligible for exceptional retake if agreed by an Award Board.  |
| **AWARD BOARD DECISIONS (ABDEC)**  |
| These occur on professional practice modules – and any further opportunity to resit / retake is agreed by the examination board. N.B. The decision is prefixed by the module run enrolment attempt number and module run enrolment sit number. The number after the ABDEC shows the number of fails. |
| 1\_1\_ABDEC 1 | Award Board Decision on professional practice module, first sit, first attempt. |
| 1\_2 ABDEC 2 | Award Board Decision on professional practice module, second sit, first attempt. |
| 2\_1\_ABDEC 3 | Award Board Decision on professional practice module, first sit, second attempt. |
| 2\_2\_ABDEC 4 | Award Board Decision on professional practice module, second sit, second attempt. |

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| **OTHER CODES** |
| 30 (C)  | Previously condoned module. |
| AO | Assessment Offence |
| **DECISION CODES** |
| NYE  | Not yet eligible (i.e. passed all modules taken). |
| Refer  | Student is required to resit / retake a module/s. |
| RW  | Required to Withdraw. |
| **CLASSIFICATION CODES** |
| 1 | First | MP | Masters Pass |
| U2 | Upper Second | MM | Masters Merit |
| L2 | Lower Second | MD | Masters Distinction |
| 3 | Third |  |  |

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| **TYPES OF CREDIT GAINED** |
| 120 | Standard credit gained normally |
| 40(AL/AEL) | Standard credit gained by means of AL or AEL |
| 20(Exc) | Standard credit not gained but “excused” for award purposes as a result of personal circumstances |
| 140(NA) | Standard credit attempted but not achieved (failed or referred) |
| 20(NC) | Non-counting credit |

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| **CAPPING AND ASTERIXES** |

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| --- |
| USSJBA-10-M |
| RES METH |
| 45 |
|  |
| 45(ECA)\* |
| 1F |

This mark has been capped from a previous board, but has still not been passed. Personal Circumstances have been submitted and accepted for this opportunity

|  |
| --- |
|  USPJCL-20-1  |
| RDM1 |
| 44 |
| 35\* |
| 39 |
| 1F |

This is a resit attempt - This module would have partial capping from the previous board, if the student had passed. The weighting of the components is A:40 B:60

|  |
| --- |
| USSJBB-10-M |
| RES REVIEW |
| 50(65)\* |
| 10 |

The module mark is capped, the full mark is the number in brackets. This capping has been imposed from a previous board and so has an asterisk

* To indicate where a previous Award Board has already granted an Exceptional Retake the module will be suffixed with a ‘+’.
* To indicate where a failed module has been attempted more than once the failed decision will be suffixed with the number of actual attempts e.g F(2) or F(2)?

**FAILED AWARDS – ADMINISTRATIVE GUIDANCE**

**Introduction**

This guidance is intended to assist with the management of the student record in the event that a ‘Failed Award’ (FA) or ‘Failed Target’ (FT) decision is recorded at an Award Board.

**1. Failed Award no resits available**

In the event that a Failed Award decision is reached by an Award Board and the student has no outstanding resits on any modules they are enrolled on, then the decision of ‘FA’ should be recorded on the record system.

The student cannot re-enrol on the award.

**2. Failed Award with retakes available**

In the event that a Failed Award decision is reached by an Award Board regardless of the fact that the student still has the potential to take the module again, the decision of ‘FA’ should be recorded on the record system.

The student cannot re-enrol on the award.

**3. Failed Award with resits available**

If a student fails a compulsory module but has outstanding resits on other modules they have the right to engage with any outstanding resit within that academic year.

The decision of ‘FT’ (Failed Target) is used to record the Award Board outcome. This will result in a failed decision outcome being published to the student, but will allow the Primary Award registration to continue as ‘registered’ in order for the student to resit modules and potentially improve an interim eligibility.

The student may undertake their resits within the same academic year, but cannot re-enrol on the award in order to complete any outstanding retakes.

Once the resit outcomes are known and have been presented to the appropriate Board the student will then be subject to a Failed Award decision (‘FA’) which will have the effect of closing down the whole registration.

The resit opportunities will be presented as contributing to the existing ‘failed award’, but will be shown on the pre-Award Board paperwork as having a registration status of ‘RW’ against the ‘Reg Status’ (example shown below). This denotes that the student has already been subject to a failed target decision and that the new decisions are being presented to complete the resits available and note any change in interim award eligibility.



**4. Failed Target regardless of whether resits or retakes are available**

In the event that a Failed Target decision is reached by an Award Board, regardless of whether the student has outstanding resits or retakes for any modules they are enrolled on, then the decision of ‘FT’ should be recorded on the record system.

If the student wishes to register on an alternative award then they must go through the transfer process.

**Successful appeal of an FA or FT decision**

In the event that an FA or FT decision is overturned on appeal and the student has been transferred to a new award or virtual award, the new award should be withdrawn using withdrawal code ’29 - Registered in Error’ and the student re-instated in the original award. This will allow the new registration to be ignored for monitoring purposes and will avoid high withdrawal statistics.

1. At Hartpury staff will create a pack of reports which is available as a hard copy for the Chair, Clerk and Academic Registrar (and other members as required). The pack is then projected for the reference of the wider Board membership. [↑](#footnote-ref-1)
2. For example, for a foundation degree this would be level 2, for an honours degree this would be level 3, for a masters degree this would be level M. [↑](#footnote-ref-2)
3. This refers to 50% of the highest level credits contributing to the credit requirements of the individual award and NOT 50% of the marks counting towards the award calculation. E.g 50% of an honours degree would normally be 60 credits at level 3, 50% of a masters would normally be 90 credits at level M. However, this may vary depending on the structure of the award. [↑](#footnote-ref-3)
4. In practice it is likely that this will be most commonly used for non honours degrees interims. [↑](#footnote-ref-4)