

TEMPORARY ADJUSTMENTS TO UNIVERSITY REQUIREMENTS FOR PROGRESSION AND GRADUATION IN THE EVENT OF EXTRAORDINARY CIRCUMSTANCES
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Preamble

- 1 These regulations have been prepared to allow for the progression and graduation of students within an agreed framework of academic standards when extraordinary circumstances impact on the assessment process.
- 2 In this context “extraordinary circumstances” denotes circumstances in which assessment marks are missing as a direct consequence of an internal University issue such as an assessment boycott or other equivalent local matter. Marks missing as a result of a student’s failure to complete/submit a coursework assessment or to sit an examination that was held will be treated in the normal way.
- 3 The University does not hold a definitive list of circumstances in which these regulations may be applied, however it is expected that the application of these regulations will be rare and reserved for extreme occasions.
- 4 In all instances written approval must be obtained directly from the Academic Registrar prior to invoking these Regulations

Underlying Principles

- 1 Wherever possible, students should be able to graduate or progress from one stage of their degree programme to the next **as long as the standard of University awards is not imperilled.**
- 2 Where there is no doubt about a student’s level of attainment, either because all the marks exist or because sufficient marks exist for a sound judgment to be made about the student’s overall level of attainment, then the normal regulations should be applied and results determined accordingly.
- 3 Where marks are missing, and notional or hypothecated marks are used to arrive at an overall result then that result will be on a “no detriment” basis – ie: if marks subsequently become available then any provisional results will either be confirmed or raised but not lowered.
- 4 Where the mark awarded by a first marker exists but the usual marks moderation process cannot take place as a result of extraordinary circumstances, then the existing unmoderated mark will be used with the provision that students who feel they may have been disadvantaged will have the right to ask for the normal marks moderation procedures to be applied (on a “no detriment” basis) should circumstances normalise.
- 5 Every effort will be made to apply these procedures across the range of provision at the University. In some instances however, Professional and Statutory Body (PSB) requirements will necessarily override these Regulations

Application of the Adjustments – First Sitting Boards

Module Boards (Undergraduate)

1. All Years/Levels

- 1.1 Where marks exist for all module components, the overall module mark will be calculated in the usual way and the Board will confirm the module mark and make a recommendation (Pass/Refer/Defer) using normal regulations.
- 1.2 Marks reported at the meeting may be accepted where these are given by the marker in person or on the submission to the Board of an authorised written record from the marker. The Chair of the Board will need to ascertain whether these are moderated or unmoderated marks. Where the mark is unmoderated, it may be used but a clear indication that the mark is unmoderated must be made on the master module mark sheet and incorporated in the overall recommendation code so that tracking mechanisms can be operated.
- 1.3 Where marks are reported at the meeting and this completes a full set of module component marks for a student, the normal procedures under 1.1 will apply.

Missing Marks

- 1.4 Where component marks are missing, these should be recorded through the use of appropriate coding so that tracking mechanisms can be operated.
- 1.5 Where some component marks are missing but it is certain that the student will fail even if missing marks were returned at 100% or where a confirmed failed component would lead to a fail overall, a fail recommendation for the module should be confirmed and the module recommended for referral. The referral will only relate to those components where an actual fail mark has been recorded. The coding used in such cases will identify whether, if missing marks were returned at 100%, any condonement provisions could be considered by the Progression/Award Board (normally this would only apply to Year 1 students at First Sitting Boards).
- 1.6 Where a marker has given a pass/fail indication for a module or component of a module, but no actual mark is available, this should be recorded as a notional mark of 40% or 39%. The coding for the module (or component) will indicate that a pass or fail is confirmed but that the mark is notional.
- 1.7 Where a module forms part of a PSB requirement for academic progression (eg Sports Therapy) and there are missing component marks, the overall module code will indicate that the module is Incomplete: Professional Body Requirement.
- 1.8 Where students have approved extenuating circumstances as reported to the Board through EMC Panels, consideration of a deferral recommendation will be given in the normal way even where there are missing module component marks.

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2. Non-finalists

- 2.1 Where some or all component marks are missing but there is a possibility that an overall module pass could be achieved, a notional mark of 40% will be awarded for the module. The module mark on the master mark sheet will be coded to clearly indicate that this is a notional mark and this will also be incorporated in the overall recommendation code so that tracking mechanisms can be operated.
- 2.2 When considering cases under 2.1 it is not necessary to allocate notional marks to components with missing marks nor to undertake a calculation for the overall module mark. [The appropriate Missing Mark code should be entered on the master module mark sheet where there is a missing component mark – see 1.4].

3. Finalists

- 3.1 Where some component marks are missing but the percentage missing is 25% or less than the total assessment for that module, the missing component mark will be imputed from the marks available taking account of any weightings.

Eg Module X

	Component 1	Component 2	Component 3
Weighting	.25	.25	.50
Mark	Missing	65%	47%

In this example it is possible to impute the missing component mark as the percentage of missing marks for the total assessment is no more than 25%. The calculation is:

$$\frac{65 + (2 \times 47)}{3} = 53\%$$

Overall module mark = 53%

- 3.2 The same principle may be adopted for modules which operate on a pass/fail basis.
- 3.3 Where a component mark is imputed it will be used to calculate the overall module mark in the normal way and a recommendation made as in 1.1.
- 3.4 Where a calculation relying on one or more imputed component marks generates a fail mark for the module overall but incorporation of an actual mark (up to 100%) could generate a pass, then the assessment for that module will be deemed incomplete. The Missing Mark code should be entered on the master module mark sheet in place of the missing component mark(s) and the overall recommendation code will indicate that the module is incomplete due to the extraordinary circumstances.

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Eg Module Y (module requires a pass overall but not in individual components)

	Component 1	Component 2	Component 3
Weighting	.25	.25	.50
Mark	Missing	35%	37%

In this example the imputed component mark would be 36% and the consequent overall module mark would be 36% but a pass may still be possible. (For cases where it is certain that the module will be failed see 1.5).

- 3.5 Where a component mark has been imputed, this must be clearly indicated on the master module mark sheet through the use of an appropriate code. The code should also be incorporated in the overall module recommendation code so that tracking mechanisms can be operated.
- 3.6 Where the percentage of missing component marks exceeds 25% of the total assessment for the module then the assessment for that module will be deemed incomplete. The Missing Mark code should be entered on the master module mark sheet in place of the missing component mark(s) and the overall module recommendation code will indicate that the module is incomplete due to the extraordinary circumstances.

4. Core Modules

- 4.1 For the purposes of these regulations, sections 2 and 3 will apply to core modules unless they form part of PSRB requirements.

Progression/Award Boards (Undergraduate)

5. Non finalists

- 5.1 The Board will consider the profile of marks and recommendations generated by Module Boards under sections 1 and 2 above and determine progression recommendations in the normal way including the confirmation of Referrals, Deferrals and Condonements.
- 5.2 Any progression recommendation which has been based on anything other than a complete set of moderated actual marks (this should be clear from the module codes) must incorporate the extraordinary circumstances code on the master profile sheet so that tracking mechanisms can be operated.
- 5.3 Where academic progression is dependent on Professional and Statutory Body regulations which require a pass in individual modules and any modules have been noted as Incomplete: Professional Body Requirement, it will not be possible to confirm a Progression decision at the Board (see 8 below).

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6. Finalists

- 6.1 Where the Board has a full profile based on actual, unmoderated or imputed marks (or any combination of these), overall results and classification decisions will be made in the normal way. If any unmoderated or imputed marks are included in the profile, the final result must incorporate the appropriate codes on the master profile sheet so that tracking mechanisms can be operated.
- 6.2 Where there are missing module marks in the profile but this represents no more than 60 credits (out of 240), marks can be imputed for the missing marks based on an average of all the other marks available at Stage 2, and an overall result/classification calculated in the normal way including Yr 2/3 weightings.

Eg Profile X

	Year 2 (40%)						Year 3 (60%)					
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Mk	63	55	66	66	45	53	Incomplete	Incomplete	63	82	66	58

In this case the imputed module mark (Add M1 to M12 and divide by 10) for the incomplete modules is 55.

- 6.3 This method can be employed even where the module marks have themselves been imputed.
- 6.4 Any cases where results/classifications are generated under 6.2 must incorporate an appropriate code on the master profile sheet to show that averaging has been applied so that tracking mechanisms can be operated.
- 6.5 Where the APM generated under 5.2 results in a fail overall but this could be improved to a pass if the actual marks were sufficiently high (even up to 100%), there will be no overall result and the recommendation will be: Incomplete: Extraordinary Circumstances. Any other action would be unsafe.

Eg Profile Y

	Year 2 (40%)						Year 3 (40%)					
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Mk	40	40	40	40	40	40	Incomplete	Incomplete	40	40	31	31

In this case the imputed mark for the incomplete modules is 38 giving an overall fail APM. If the true marks for the incomplete modules were 100% however, the APM would be above 40 which would generate a classified degree (using condonements) but it would be unsafe to make that assumption at this stage.

- 6.6 In all other cases where marks are missing for more than 60 credits there will be no overall result and the recommendation will be: Incomplete: Extraordinary Circumstances.
- 6.7 Degrees and Diplomas accredited by Professional and Statutory Bodies may be awarded under the above procedures where the academic award stands in its own

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right, and the student may graduate but may not qualify for professional accreditation unless the missing marks become available and are incorporated into the marks profile (see also below).

7. Use of Profile

7.1 In cases where there is a full array of module marks (which may include imputed marks), the profile mechanism for the calculation of degree classification will be used alongside the APM in line with normal regulations.

8. Incorporation of missing marks following resolution of the circumstances

8.1 If missing marks become available they will be entered on the student record system and module, progression and award results recalculated. Where this results in a higher module mark/higher classification, the higher mark/class will be awarded. Where the marks generate a lower module mark/class, the student will have the right to retain the higher mark/class previously awarded.

8.2 Where marks become available for components covered by deferral, the student will have the right to determine whether to undertake a further assessment. Where a further assessment is taken which returns a lower mark, the original mark will stand.

8.3 Where the incorporation of missing marks generates a fail in a module which has been previously entered as a pass under these procedures, the student will be offered the opportunity to resit but will not be required to do so unless to achieve PSB recognition. Students who are unable to make good PSB requirements through resit opportunities will be considered for transfer to alternative awards if necessary.

8.4 Where a student chooses to undertake a resit under 8.3 and the resit mark is lower than the imputed or notional mark previously awarded, the higher mark will stand.

8.5 Where the incorporation of missing marks identifies students who have been recommended for progression under these procedures where they would otherwise have failed, the progression decision will stand but the student will be counselled in relation to other possible options including reassessment, changing modules and/or transferring awards where it is thought to be in the best interests of the student to do so.

9. Integrated awards which confer a licence to practise (PGCE, Nursing)

9.1 Where awards comprise modules which integrate academic and professional requirements, the use of these procedures will be strictly limited to those areas, if any, where academic decisions alone can be made.

10. Postgraduate Awards

10.1 Module marks should be considered as for 'Finalists' (see section 3). Where 25% or less of the component marks are missing, a mark may be imputed and included in the overall profile of marks. Where more than 25% of the component marks are missing, the module will be recorded as incomplete.

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10.2 The absence of marks should not prevent Progression (unless through PSB requirements) but will prevent final award decisions at this stage unless there is a full profile of marks.

11. Second Sitting Boards (Resits)

11.1 The University will issue separate arrangements for Second Sitting Boards as necessary.

12. Proviso

12.1 Given the unusual circumstances in which these adjustments may be applied, it is not possible to outline every possible set of circumstances that will arise. Assessment Boards are expected to operate with fairness and consistency to implement the underlying principles which introduce these proposals. Notwithstanding, Assessment Boards will not make a decision they have grounds to believe is academically unsafe. Where sufficient doubt exists, no decision will be recorded and the matter referred to the Academic Registrar. Module level decisions will be subsequently confirmed through Chair's Action whilst any outstanding Progression or Award decisions will be confirmed through a specially constituted Board.

13. Attendance at Boards

13.1 Current quoracy regulations in relation to Assessment Boards may be suspended in order to allow these procedures to operate effectively subject to consultation with the Academic Registrar.

14. Briefings

14.1 The Academic Registrar is responsible for the detailed operational procedures that underpin this paper and will ensure that comprehensive briefings for Chairs of Assessment Boards are held prior to their application.

15. Publication of Results

15.1 Application of these adjustments may lead to a delay in the publication of some results. Students will be kept informed as necessary.