

Edge Hill University

Coronavirus (COVID-19) Pandemic:

Framework for the Assessment, Progression and Award of Qualifications to Students undertaking taught programmes (incorporating Temporary Regulations)

Academic Board

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Context

1. The University is currently operating in extraordinary circumstances. The challenges and conditions caused by the coronavirus pandemic are unprecedented. Within the past two months, the country has moved from relative normality to substantial restrictions of movement for anything other than essential purposes. Strict social distancing measures are in place for those cases where being out in public is permitted, and restrictions in some form are likely to remain in place for the foreseeable future.
2. Edge Hill University is an autonomous institution with powers to award academic credit and qualifications to registered students. This autonomy means the University is responsible for ensuring that appropriate arrangements are in place to maintain quality and standards during this extraordinary period, whilst also protecting student interests.
3. In response to the evolving impacts of coronavirus, and in order to protect the health and wellbeing of students and staff, on 16 March the University temporarily changed its delivery model for taught programmes from predominantly face-to-face teaching to online delivery. On 23 March, in line with government advice, the University closed most of its buildings. Academic and professional support services staff are now working remotely, and the University remains committed to ensuring that students are well supported academically and pastorally in their virtual learning environment.
4. While the University has, to all intents and purposes, continued to deliver the normal curriculum, the end of year assessment process cannot proceed in the normal way. Face-to-face assessments are not viable, and there is no doubt that the assessment period in the final term of the current year has been, and will continue to be, affected.
5. The University has a duty to recognise that the student learning and assessment journey has been disrupted, and to acknowledge that the circumstances surrounding this period will mean that our students will also be coping with a period of upheaval, uncertainty, anxiety and distress, and, for some, grief.
6. This Framework has been developed to allow for the assessment, progression and confirmation of credit and qualifications for students within an agreed set of academic standards in these extraordinary

circumstances. It incorporates updated Temporary Regulations, which will apply until such point as the Academic Board determines that the coronavirus pandemic ceases to impact on the assessment process.

7. The Temporary Regulations in this Framework supersede any aspect of the [Academic Regulations](#) where there is a conflict of information. In all other instances the normal Academic Regulations will still apply.

Our Approach and Principles

8. Protecting student interests and maintaining quality and standards are not separate issues. Maintaining the value of our students' qualifications at the point of award, and over time, is one of the key ways in which we will protect students' interests during this period.
9. The University has considered its range of responsibilities and thought carefully about how we manage all our duties. We have therefore agreed a set of principles to support the University's decision making regarding the impact of coronavirus on student assessment, progression and award. These principles are as follows:

i. Protect student interests

The University will:

- provide all students with high quality support to ensure they have every opportunity to achieve the outcomes they have been working towards
- give special consideration and additional support to those students who may be most impacted or especially vulnerable in these circumstances
- ensure that there are no unnecessary barriers preventing progression or award, by simplifying processes and relaxing requirements where it is academically sound to do so
- operate with a 'no-detriment' approach. That is, in so far as the University can reasonably enable, ensure no student should find themselves in a worse position than they would have otherwise been because of these circumstances
- operate transparently, explaining any changes made and the impact of these changes. The University will communicate changes before they take effect and ensure students are made aware of any choices they may need to make, and the timescale required for those choices

- ensure our complaints and appeals procedures are accessible and operated flexibly

ii. **Maintain academic quality and standards**

The University will:

- maintain the quality of courses through delivering comprehensive and sound alternative arrangements to face-to-face teaching
- follow robust and documented procedures when adjusting assessment forms to ensure reliable assessment
- refrain from adjusting marks in a blanket way, ensuring that all marks awarded fairly reflect individual students' demonstrable attainment
- work within the scope of the Office for Students' (OfS) [Quality and Standards](#) guidance published on 3 April 2020, and follow any other contemporaneous guidance from the OfS available at the time the University's decisions are made
- ensure compliance with any requirements of Professional, Statutory or Regulatory bodies (PSRB) where relevant
- have due regard to non-regulatory guidance published by organisations such as the Quality Assurance Agency (eg [Securing Academic Standards and Supporting Student Success](#))
- ensure good record keeping for the approach we take and the decisions we make

iii. **Act reasonably, fairly, and in proportion to the circumstances**

The University will:

- undertake all reasonable steps to ensure that students are neither disadvantaged nor disproportionately advantaged by our response to these circumstances
- ensure an equitable, yet flexible, approach for students, while recognising that it may be appropriate for different levels of study, and for some courses, to be considered differently
- make decisions in a timely way, using all the best information and guidance available at the time
- make decisions in a transparent and fair way, having regard to the principles of good governance
- behave responsibly, and with integrity and compassion.

10. In approving this Framework and Temporary Regulations, full consideration has been given to ensuring ongoing compliance with the [OfS's conditions of registration](#) for quality and standards ('the B conditions').
11. Every effort will be made to apply these procedures across the range of provision at the University. In some instances, however, PSRB requirements will necessarily preside.
12. The University recognises the need to carefully balance the maintenance of quality and standards with the protection of student interests during this national crisis. By approving this Framework, the University is confident that it meets its statutory and regulatory responsibilities in the current circumstances. That is, the University is confident it has adopted a fair, reasonable and proportionate approach which protects student interests and preserves the integrity and value of Edge Hill University awards.

Student Assessment

General

13. The University operates with a mixed approach to delivering teaching and scheduling assessment. There is a combination of 'short fat' modules completed in single semesters or terms, and 'long thin' modules undertaken on a year-long basis. This approach means that many students have already completed a significant part of their assessment for the year and/or their course.
14. All assessment undertaken prior to 16 March 2020 will be treated in the normal way, and will be subject to all the normal rules applicable to individual modules. Until further notice, all assessments due on or after 16 March 2020 will be considered as affected by the exceptional circumstances.
15. For the purpose of this Framework, the University has broadly defined three forms of assessment:
 - i. Coursework: a formal assessment normally due in written form, such as an assignment or dissertation.
 - ii. Examination: A formal timed assessment of any duration, usually closed book, that is subject to continuous invigilation.

- iii. Practical assessment: A face to face assessment such as a performance, presentation or skills assessment; or the submission of a specified article, such as a portfolio or poster presentation.
16. In view of the circumstances, the University has carefully considered the extent to which all scheduled assessments are necessary and if so, whether an alternative form of assessment to that originally envisaged would be appropriate. Full details of the University's considerations and changes agreed are given in points 18- 27 below.
17. All changes to module level assessments have been through a rigorous Institutional validation process to ensure that, in all cases, alternative arrangements are pedagogically sound and programme learning outcomes will continue to be met.

Coursework

18. In the majority of cases, coursework consists of a typed assessment which students submit via the established Virtual Learning Environment. Arrangements for assessment by coursework will, overall, be maintained since the University's normal submission requirements can generally be facilitated at home.
19. In recognition of the circumstances, the following arrangements will also be in place:
- i. All coursework due for submission on or after 16 March will be given a blanket extension of 14 calendar days.
 - ii. Where electronic submission is not possible, students may complete a hand-written submission and submit a scanned copy to their department (a hard copy should be posted to Academic Registry within 10 working days of submitting the scanned copy).
 - iii. Individual support, for example the loan of equipment, will be provided where possible for those students who are not otherwise able to access the resources required to facilitate their learning and assessment in these circumstances.

Examinations

20. All examinations scheduled during the period will be cancelled.
21. In relation to Level 4, the University has undertaken a detailed analysis of how programme learning outcomes can be met from the examinations and coursework undertaken so far, and planned coursework. Aside from where specific PSRB regulations preside, Level 4 assessments originally planned as timed examinations will be cancelled. Where, despite previous and planned assessment, there are outstanding programme level outcomes which still require testing, academic departments will advise students of how and when they will be assessed in a way which is proportionate to the outcomes to be demonstrated. These 'new' assessments are all validated through a rigorous approval process. This assessment will not, however, be by formal examination.
22. For all assessments at undergraduate Level 5 and Level 6 and postgraduate Level 7 (which therefore count towards the award classification) and which were due to be undertaken by examination, these will now be replaced with open-book, non-invigilated, online Time Limited Assessments (TLAs).
23. Except where the University is constrained by the rules of any PSRB, students will be given a 24-hour window to complete their TLA online. This 24-hour window will be from 10:00 – 10:00 BST. Students will be provided with a full timetable for TLAs, including guidance on how to access the question papers.
24. The purpose of providing this 24-hour window is to enable students to undertake the TLA at a time best suited to them since, for example, students may be in a different time-zone, have caring and other responsibilities or their living environment may not be conducive to completing the work within a more restrictive timescale. It is not the intention that students spend 24 hours completing the TLAs. Students should seek to complete TLAs within the time normally allocated for the examination and this will be made clear on TLA rubrics. Adjustments can be made as required for students who normally have additional time by way of a Reasonable Adjustment.
25. To support students in only spending a proportionate amount of time on the TLAs, a word count restriction will be placed on the TLA, with a recommended approximate word length for each individual question; students will be notified of this by their academic department and it will appear on the question paper. Penalties may be incurred if word count

limits are breached and, in the academic judgement of the markers, this compromises the coherence of the answer.

26. To ensure students have sufficient time to prepare for assessment, the semester two assessment period has been moved from 4-15 May 2020 to 18 May – 5 June 2020. It has been extended to run over three weeks rather than two, to allow for the additional time required for TLAs.

Practical Assessment

27. In so far as reasonably possible all practical assessments will now be undertaken online or replaced by a coursework or TLA. Individual departments will make arrangements as appropriate, and will advise students accordingly.

Academic Malpractice

28. The University regards the use or attempted use of unfair means to enhance performance or to influence the standard of award obtained as a serious academic offence that may constitute grounds for exclusion. The University's normal rules and procedures governing [academic malpractice](#) therefore apply during the period, and must be observed by students.
29. In line with ordinary circumstances, all penalties for academic malpractice will be applicable during the period. This includes the potential for a student to be withdrawn from their programme if they are found to have used services provided by one or more third parties where such input is not permitted, also known as 'contract cheating'.

Placements

30. The University's arrangements for student placements will vary depending on both the type of placement and an individual student's circumstances. If placements are disrupted, the University may consider the following options:
 - i. Removing the requirement for the placement if a student can demonstrate that the relevant outcomes have been achieved by other means. For example, if attainment has already been demonstrated in a previous placement or other completed assessment.

- ii. Amending the time or location of a scheduled placement to enable it to be completed now or at a later date.
 - iii. Substituting the placement for an alternative activity which allows students to demonstrate that relevant outcomes have been achieved.
 - iv. Where a student is in agreement, removing the placement and enabling progression towards a different qualification which does not require placements.
31. Where placements go ahead, (eg for many students in the Faculty of Health, Social Care and Medicine, and for some in the Faculty of Education), the University will ensure students continue to be appropriately supported and supervised.
32. The University will have due regard to the advice of health regulators and PSRBs and will, at all times, follow professional guidance for supporting students remaining on placements during the pandemic.

Exceptional Mitigating Circumstances

33. The arrangements for assessment described above have been put in place to mitigate the impacts of coronavirus on the assessment process. The University expects that this, along with the Temporary Regulations that will be adopted by Progression and Award Boards (see Annex 1), will mean that most students can go on to complete all planned assessment, and progress or be awarded their qualification as would have otherwise been the case. It is recognised, however, that some individuals may have been significantly affected and that these general mitigations may not be sufficient in all cases.
34. In ordinary circumstances, if a student is unable to complete assessment, and an extension will not suffice, students may apply, through the Exceptional Mitigating Circumstances (EMC) process, to defer to the next assessment period. The University normally expects EMC applications to include independent supporting evidence. In the current circumstances, the University recognises that it is not reasonable to expect students to provide such evidence. Any EMC application made relating to the impacts of coronavirus will not require evidence in support of the claim. Where students are unable to engage with the provisions the University has put in place, either due to personal circumstances or illness, they may apply to be deferred to a subsequent assessment round. All EMC applications during this period that relate to coronavirus will be approved.

35. It is also accepted that these circumstances will have affected all students to some extent. This may include a direct impact, such as illness, or the impact caused by fear, uncertainty and anxiety about the circumstances. The University's assessment boards will therefore issue blanket deferrals (or further referrals as appropriate) to all students who fail to achieve a Pass standard or meet the requirements for condonement, for any module in this round of assessment. This means any student that fails a module during this period will be given a further opportunity in a future assessment period, without additional penalty. The only exception is where academic malpractice is found to have occurred, in which case the normal process will apply.
36. While the University has developed a simplified route through which students can request a deferral of upcoming assessments, it is strongly recommended that students complete end of year assessment(s) if at all possible. The mitigations in place that are described in this Framework have been specifically designed to support students to succeed in this round of assessment in the current circumstances. It will be in all students' interests to complete their assessment and perform to the best of their ability so that they may improve their mark profile and have the full benefit of the learning they have undertaken.
37. Where a student has exceptional circumstances that do not relate in some way to coronavirus, the normal EMC procedure remains applicable.

Marking and Moderation

38. In view of all the circumstances, the University does not envisage that there will be a significant impact on the normal approach to marking and moderation since in ordinary circumstances this can be undertaken remotely.
39. The University recognises however that some flexibility may be required since normal schedules have been subject to change, and there is the potential for staff and External Examiners to be affected by the impacts of coronavirus. Heads of Department therefore have the discretion to adjust normal arrangements, subject to the requirements specified in 40 and 41 below.
40. Moderation of appropriately sized samples of work by Internal and External Examiners must still take place.

41. Where there is any significant deviation from the normal procedures, a report must be made to the relevant Module Board. The Chair of the Module Board, who may consult with the Director of Quality Assurance, must confirm they are content with the arrangements in place before module outcomes are confirmed.

Operation of Assessment Boards

42. Following the assessment and marking process, all students will have a profile of credits and marks (even where zero) which will be considered by end of year assessment boards as follows:
 - i. Module Boards: Confirm the marks and outcome for every student for each module of study
 - ii. Progression and Award Boards: Determine overall decisions on progression or award for individual students in view of their profile of module marks and outcome, applying condonement where appropriate.
43. In these extraordinary circumstances, all Module Boards and Progression and Award Boards may be convened in a virtual environment. While this will usually be a synchronous meeting, asynchronous meetings may be held where the Chair of the Board deems this to be appropriate.
44. Chairs are responsible for ensuring the environment they use to hold meetings is secure and complies with data protection requirements. Secretaries are responsible for ensuring that examiners and relevant staff are given access and support to use the facilities.
45. Quoracy requirements will be relaxed. Where meetings do not meet the normal requirement for one third of the membership to be in attendance, meetings may proceed where the Chair of the Board, having consulted with the Academic Registrar, is content that the Board is equipped to discharge its responsibilities and is able to make appropriate judgements soundly. Requirements for the engagement of External Examiners are given in points 57, 58 and 65 below.
46. In cases where it is judged that an assessment board cannot proceed as planned, the meeting will be postponed and rescheduled as swiftly as possible. Students must be informed if the postponement of a meeting will have any impact on the planned results notification schedule.

Module Boards

47. Module Boards are responsible for:
 - i. Confirming the marks to be awarded to individual candidates for each module they are completing in that subject;
 - ii. Confirming any scaling of marks across a cohort where this has been approved by the external examiner; and
 - iii. Making recommendations on module outcomes to Progression and Award Boards.
48. Marks determined by Module Boards will not be subject to revision by other assessment boards.
49. In advance of Module Board meetings, the Student Records System will be updated so that any module that was impacted by these circumstances is accurately recorded as such. Modules that are Partially Impacted (see 53) will be denoted with the symbol '~'. Modules that are Wholly Impacted (see 54) will be denoted with the symbol '^'. Module Boards are responsible for confirming that all relevant modules are appropriately recorded.
50. Where a module has not been affected by this period, outcomes will not be adjusted and no special notation on the Student Records System is required. 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 etc) using normal regulations.
51. Where a module has been impacted, in part or whole, the guidance in points 52-56 will apply.
52. *Level 4 examinations.* Where Level 4 examinations have been cancelled, Module Boards must treat the relevant examination element(s) as a Pass since examinations have only been cancelled where the University is certain that programme learning outcomes at the appropriate level have otherwise been met. Where a module is comprised of more than one element, the highest element mark achieved at a pass standard by each individual student will be awarded to them for the examination component(s). Where a student's highest element mark in the module is below 40%, the standard pass mark of 40% will be awarded for examination component(s). Where relevant modules are comprised of 100% examination, they will be recorded as a Pass.
53. *Modules partially impacted by the period.* Modules will be considered as 'Partially Impacted' where at least 50% of the module assessment was

completed before 16 March 2020. Where a module is classed as Partially Impacted, a no-detriment approach will be applied to any marks achieved in the period affected. Where any mark achieved in the period affected is indicative of lesser performance than the individual student has achieved in assessment for the module before 16 March 2020, the highest element mark achieved in that module will be applied for all assessments scheduled for that module in the affected period.

54. *Modules wholly impacted by the period.* Modules will be considered as 'Wholly Impacted' when some or all assessment was scheduled on or after 16 March 2020 and where the requirements in point 53 have not been met. Where a module is Wholly Impacted, all marks should be confirmed by Module Boards in the normal way. In these cases, the no-detriment principles will be applied at Progression and Award Boards. Full details are given in Annex 1.
55. For all levels, where a student has met the requirements for successfully completing the module, a total mark should be calculated and the appropriate coded recommendation recorded. Where such a mark would ordinarily be used for classification purposes, a no-detriment approach will apply. Full details are given in Annex 1 and point 53.
56. In all cases where a student has not met the requirements for successfully completing a module that is Partially or Wholly impacted by the period, an opportunity for a 'no detriment' reassessment will ordinarily be given. That is, a Deferral for first sittings and a further Referral for any reassessments. The exceptions to this rule are where PRSB regulations do not allow this and when Academic Malpractice has been proven, in which case the normal regulations should be followed and a referral or failure confirmed.
57. In view of all the circumstances, which include adjustments to assessment schedules and changes to Module Board meeting dates, External Examiners are welcome but not required to attend Module Board meetings. Departments should, however, ensure that External Examiners are engaged in the assessment process in the normal way and confirm this to Module Boards. Module level reports from External Examiners may be presented remotely or by correspondence to the Module Board. End of year reports should be submitted in the normal way.
58. Where an External Examiner is not able to engage in the process for confirming module outcomes, the Head of Department must be notified as

soon as possible so that they may consult with the Director of Quality Assurance to make alternative arrangements.

Progression and Award Boards

59. Progression and Award Boards are responsible for:
- i. Confirming the results for each student in relation to their progression or award having regard to the recommendations from Module Boards and panels considering mitigating circumstances;
 - ii. Confirming any RPL recommendations approved by authorised panels;
 - iii. Determining condonements, referrals and deferrals having regard to Module Board recommendations; and
 - iv. Making recommendations in relation to Qualified Teacher Status (QTS).
60. The University is committed to maintaining quality and standards while also adopting a no detriment approach for all students in our arrangements for progression and the award of credit and qualifications. The University has therefore carefully considered how it will apply a no detriment approach for students at different stages of their programme.
61. The Temporary Regulations provided in Annex 1 set out the University's arrangements for each of the main levels at the University. Progression and Award Boards are responsible for following these regulations, and ensuring that due regard is paid to individual programme requirements which may necessarily preside in some cases. In all cases external accreditation conditions must be complied with when implementing these regulations.
62. In developing the Temporary Regulations, the University has sought, where possible, to limit the requirement for further assessment in the next assessment period (summer 2020) since it is not yet clear whether the conditions in the summer assessment period will be substantially different to those at present. To accommodate this, the University has relaxed its normal restrictions on progression, and full details are given in Annex 1.
63. Further, to ensure that students may progress or be awarded a qualification as originally planned, where appropriate evidence supports this, the University has relaxed its normal requirements for condonement. Through the facility to apply condonement, the University will actively

consider whether it can award credit, or deem modules to have been completed, where students have not successfully completed all planned assessments. Full details, as applicable to each level, are given in Annex 1.

64. The Temporary Regulations detail the University's arrangements for classifying final awards during this period. The University operates with a criterion-based approach and does not apply a norm-referenced system. This means that overall outcomes will be led by student attainment, and will not be manufactured by the University. The University has, however, considered the extent to which the Temporary Regulations could lead to unwarranted grade inflation. In view of sampling undertaken by the Academic Registry, the University has no reason at this stage to believe that the marks achieved earlier in the academic year would be materially different to those ordinarily expected during the period (where a 'no detriment' approach to marks achieved will be applied). Therefore, the University is confident, in so far as it reasonably could be, that the arrangements in place are sound and will not lead to unwarranted grade inflation for degree outcomes.
65. In view of all the circumstances, which include adjustments to Award Board meeting dates, it is recognised that some External Examiners may have difficulty attending Award Board meetings. Every effort however should be made to engage External Examiners in the awarding process. Where External Examiners cannot attend an Award Board, they should undertake all reasonable means to review outcomes outside of the meeting, and prior to results confirmation. Where an External Examiner is not able to engage in the process for confirming awards, the Pro Vice-Chancellor and Dean of Faculty must be notified as soon as possible so that they may consult with the Director of Quality Assurance and Academic Registrar to make alternative arrangements.

Results Notification

66. The changes set out in this Framework and the Temporary Regulations are substantial. It is therefore vital that the University ensures appropriate quality assurance processes are in place to protect the accuracy and integrity of all assessment board outcomes. This will be particularly important at the point where marks are scrutinised at an individual module level and when every individual student's performance is considered at Progression and Award Boards. It is vital that the University ensures fairness for every individual and the University will need to set sufficient time aside for this process.

67. As a result, the end of year results notification schedule will be revised, and results will be published later than originally scheduled. It is envisaged that results will be available during the week commencing 20 July 2020. Students will be notified once final dates are confirmed.

Reassessment / Deferred Assessment

68. All standard failure relating to the period requiring a reassessment will be reassessed on a no detriment basis, that is a Deferral for first sittings and a no-detriment Referral for submissions that were already reassessments.
69. As detailed in this framework, the University has sought to limit the requirement for immediate reassessment where possible, since there is not a known end point for the current circumstances. Deferring assessment to the next scheduled assessment point does not guarantee that circumstances would be materially different.
70. Where a reassessment is necessary before progression or award can be agreed, or where a student seeks to undertake reassessment at the next available opportunity, reassessment will take place in advance of the 2020/21 academic year commencing. Where necessary and appropriate, reassessment may be carried forward to the 2020/21 academic year. Progression and Award Boards will determine timings as usual.
71. Full details of reassessment requirements will be provided in individual results notification letters.
72. Where assessment is deferred to a future point when there are normal conditions, the standard Academic Regulations will apply and the module/marks will be treated in the usual way.

Academic Appeals

73. All results letters will provide details of the appeals procedure along with a deadline for submitting an appeal. The normal grounds for appeal stand, and are given below:
- Procedural irregularity in the assessment process
 - Bias or perceptions of bias
 - Exceptional mitigating circumstances, details which were, for good reason, not previously available to the appropriate assessment boards
74. For the avoidance of any doubt, if a student passes an assessment but believes their module results have been impacted by the circumstances, they may use the appeals procedure to request a further assessment. Students must however provide good reason for not declaring this information prior to the appropriate assessment boards.
75. All students who submit an academic appeal will be given clear information about their right to complain to the Office of the Independent Adjudicator if they are not satisfied with the University's response.

Student Choice

76. The University's approach to EMC detailed in points 33 to 37 explains how students may defer assessment in advance if they are not able to undertake an assessment in the first instance. This information has been communicated to all students through an email to individual accounts.
77. Once the assessment period is complete, the Academic Appeals process may be used where a student seeks to challenge a decision of an assessment board. The exceptions to this rule are given in points 78 and 79 below.
78. Where any student has been progressed to the next level or year of study but is concerned about their ability to cope, they should discuss their options with their personal tutor. No student will be forced to progress to the next level of study if they do not feel able to do so. Where appropriate, students may recoup their outstanding credit while studying as a part-time student, with an aim to progress to the next level in September 2021.

79. Condonement may be rejected by students in line with normal arrangements.
80. Students may apply for a Repeat Year in the normal way. Students should note that since the majority of this academic year was not affected by the circumstances, a full case would need to be made for a Repeat Year to be accepted and the normal tuition fee will apply.

Annex 1: Temporary Regulations for Progression and Awards

Progression

Level 4

A1. In accordance with the University's Academic Regulations, Level 4 is formative in nature and marks achieved at this level do not count in the degree classification. This level is also normally at least two calendar years away from the point at which qualifications are awarded, and there is therefore significant latitude for the University to ensure that all essential learning outcomes go on to be met before final qualifications are awarded. The University therefore considers it appropriate to exercise significant flexibility in its arrangements for condonement and the requirements for progression from this level.

A2. Progression from Level 4 to Level 5 will therefore normally be permitted at the first sitting where at least 60 credits at Level 4 have been successfully completed (this includes condonement, which is construed as a Pass). The exceptions are where PSRB restrictions apply, or where pre-requisite study requirements have not been met and the relevant academic department believes this would fatally undermine a student's ability to successfully undertake Level 5.

A3. The University recognises the burden that carrying 60 credits of outstanding assessment alongside a higher level of study would present. Therefore, the following measures will be in place, aside from where PSRB regulations preside:

- i. Condonement will be applied at the first sitting in up to 60 credits, where an aggregate mark of 25% or higher is achieved in each individual module. Aside from where PSRB requirements preside, condonement may be applied to all modules, including those defined as 'Core'.
- ii. Unless prohibited by PSRB requirements, reassessment for Level 4 may take the form of one piece of coursework, such as a reflective log, which may satisfy an appropriate range of learning outcomes for multiple modules.
- iii. Individual learning support and assessment schedules will be agreed between each student and their personal tutor so that assessment is adequately spaced during the next academic year. Where appropriate, assessment may be scheduled in the summer assessment period of 2021 in order to extend the time available for students to retrieve modules.

A4. Where a student does not meet the requirements for progression at this stage, or where the student wishes to retrieve outstanding credits at the first opportunity, they will be reassessed in the summer 2020 assessment period.

A5. Where any student seeks to withdraw from Level 4 at this stage, the normal requirements for the award of a Certificate of Higher Education will apply.

Level 5

B1. In accordance with the University's Academic Regulations, module marks achieved at Level 5 ordinarily count in the final degree classification. The University will be cognisant of this in the measures it invokes to support students to progress. This level is however also normally at least one calendar year away from the point at which qualifications are awarded, and there is therefore some latitude for the University to ensure that all essential learning outcomes go on to be met before final qualifications are awarded.

B2. Progression from Level 5 to Level 6 will therefore generally be permitted where at least 60 credits at Level 5 have been successfully completed (including condonement) and, taking into account trailed modules from Level 4, a student is carrying no more than 60 credits alongside Level 6. The exceptions are where PSRB restrictions apply, or where pre-requisite study requirements have not been met and the relevant academic department believes this would fatally undermine a student's ability to successfully undertake Level 6.

B3. The University recognises the burden that carrying 60 credits of outstanding assessment alongside a higher level of study presents. Therefore, the following measures will be undertaken in all cases, aside from where PSRB regulations preside:

- i. Condonement may be applied where appropriate, see B4 below. Aside from where PSRB requirements preside, condonement may be applied to any Level 5 module, including those defined as 'Core'.
- ii. All students at Level 5 will be given the opportunity to submit any outstanding assessment in the summer 2020 assessment period.
- iii. Individual learning support and assessment schedules will be agreed between students and their personal tutor so that assessment is adequately spaced during the next academic year. Where appropriate, assessment will be scheduled in the summer assessment period of 2021 in order to extend the time available for students to retrieve modules.

B4. The University's Academic Regulations make provision for the condonement of failure across Levels 5 and 6, to a maximum of 40 credits where marks do not fall below 30%. In these circumstances, for Level 5 students, an additional 20 credits of condonement will be available for Level 5 modules only, taking the total condonement allocation to be as follows:

- i. Twenty credits may be used exclusively at Level 5 only, in the 2019/20 academic year (where marks do not fall below 30); and
- ii. The normal 40 credits to be available for use across Levels 5 and 6 as deemed appropriate by Progression and Award Boards.

B5. Where Level 5 Progression Boards consider applying the 40 credits that are also available for use at Level 6, they should make the best-informed decisions in view of all the circumstances. Condonement will need to be applied with care, and with strong input from academic departments since condonement at this stage will restrict further use in future years. Progression Boards are advised to refrain from applying more than the new allocation of 20 credits of condonement at the first sitting unless a higher amount is judged to be essential, and academically sound.

B6. Module marks confirmed as a Pass (including condonement) relating to modules Wholly Impacted by the period affected, will not be included in the calculation of a student's final degree classification if the marks achieved in the period are indicative of poorer performance than the student has demonstrated under ordinary circumstances. For Level 5, normal performance for these purposes will be taken to be the average of those modules with Confirmed Achievement in 2019/20. Confirmed Achievement will be derived from all modules completed before 16 March 2020, and all Partially Impacted modules, where a no-detriment approach will be applied by Module Boards.

B7. Where a student does not meet the requirements for progression at this stage, or where the student wishes to retrieve outstanding credits at the first opportunity, they will be provided with a reassessment opportunity in the summer 2020 assessment period.

B8. Where any student seeks to withdraw from Level 5 at this stage, the normal requirements for the award of a Diploma of Higher Education will apply.

Integrated Masters

C1. For progression candidates, including Level 6, the same general principles will be adopted as for standard undergraduate degrees where applicable (see sections A and B). This includes the requirement for PSRB regulations to preside where appropriate.

C2. The normal requirement for Level 5 candidates to achieve an average percentage mark of no less than 50% in order to progress has been relaxed. Where a student does not automatically qualify for progression because of their average mark, Progression Boards may agree to a student's progression to Level 6 where the relevant academic department makes the case that, with appropriate support, there is the potential for the student to succeed at postgraduate level study.

Postgraduate

D1. There is no progression requirement between years at postgraduate level study since all modules undertaken are usually at Level 7. The key considerations in these circumstances are therefore reassessment opportunities and the impact of any marks achieved in this period on the final classification.

D2. Condonement will not be applied at this stage for continuing students since it will be in students' interests to reserve their condonement allocation until the final stages of their study when the full range of module outcomes will be available, and condonement can be applied in view of the whole profile.

D3. Aside from where PSRB requirements preside, all failure relating to the period requiring a reassessment will be reassessed on a no detriment basis, that is a Deferral for first sittings and a no-detriment Referral for submissions that were already reassessments. Progression Boards will determine deadlines as appropriate.

D4. In accordance with the University's Academic Regulations, all module marks achieved at Level 7 ordinarily count in the final award classification.

D5. Any mark confirmed as a Pass (including condonement) for a module Wholly Impacted by the period, will not be included in the calculation of a student's final degree classification if the marks are indicative of poorer performance than the student has demonstrated under ordinary circumstances at Level 7. For Level 7, normal performance for these purposes will be taken to be the average of those modules with Confirmed Achievement at Level 7. Confirmed Achievement will be derived from all modules completed before 16 March 2020, and all Partially Impacted modules, where a no-detriment approach will be applied by Module Boards.

D6. Where any student seeks to withdraw from postgraduate study at this stage, the normal requirements for the award of an exit qualification will apply.

Finalists

Principles for making awards and setting the benchmark standard

E1. A fundamental principle underpinning the conferral of all Edge Hill Awards is that students must pass or be condoned in all modules registered against their programme in order to be recommended for an award. This principle continues to apply in these extraordinary circumstances.

E2. To ensure that students may be awarded a qualification as originally planned, where appropriate evidence supports this, the University has relaxed its normal requirements for condonement. Through the facility to apply condonement, the University will actively consider whether it can award credit, or deem modules to have been completed, where students have not successfully completed all planned assessments. Full details, as applicable to each Award Type, are given in sections F-L below.

E3. Aside from where PSRB requirements preside, condonement may be applied to all modules, including those defined as 'Core'. Where, having exhausted the potential for condonement, a student does not meet the threshold for an award to be made, they will be referred for reassessment.

E4. Where a student qualifies for a classified award, the classification will be derived from the 'Counting Credits'. The Counting Credits will be determined as follows:

- i. Firstly, the modules that would normally count when awards are classified will be identified. Arrangements will differ across the range of Award Types the University offers, for example module marks at Level Four are not counted in Honours Degree classifications in ordinary circumstances. Full details, as applicable to each level and award type, are given in sections F-L below;
- ii. Once the relevant modules have been identified, an analysis of individual performance will be undertaken so that marks achieved during the extraordinary period can be included on a no-detriment basis where appropriate (see E5-E9, and sections F-L).

No Detriment Principles

E5. In all cases the University will establish a benchmark for each individual student's attainment (see E6-7). Where the mark for a module Wholly Impacted by the extraordinary period falls below the benchmark, the mark will be excluded from the classification calculation (except for the provisions in E9).

E6. The benchmark will be derived from all modules scheduled during the 2019/20 academic year that were completed prior to 16 March 2020 or were only Partially Impacted by the circumstances. These modules will be considered to have 'Confirmed Achievement'. Modules that were only Partially Impacted by the circumstances will be included in the benchmark calculation since the University will have already applied a no-detriment mark at the module level (see point 53). Marks for modules Wholly Impacted by the circumstances will not be included in the benchmark.

E7. The benchmark will be a straight average mark for all modules included in the calculation.

E8. Where the benchmark figure has been derived from at least 60 credits (or equivalent to half of the level of study), it will be considered as a Confirmed Benchmark. Where a benchmark is formed on the basis of less than 60 credits, it will be considered as a Provisional Benchmark (see E9).

E9. In the vast majority of cases, finalists will have a Confirmed Benchmark, based on at least 60 credits. In a small number of cases, for example where a significant amount of assessment was scheduled in the period impacted, students may not have completed a sufficient amount of credit in normal circumstances to be awarded a Confirmed Benchmark. In these circumstances, a Provisional Benchmark will be calculated in accordance with E6. Where a student has a Provisional Benchmark, Award Boards hold the discretion to apply this Provisional Benchmark in the same way as a Confirmed Benchmark. However, where a student's average performance for the whole year (including marks for modules Wholly Impacted by the circumstances) is substantially below the benchmark, Award Boards may use academic judgement to determine the most appropriate classification to award in view of the student's whole profile. In all cases where a Provisional Benchmark is in place and a no-detriment classification cannot be awarded, students will be offered the opportunity to resit assessment, as for the first time, so that they may have the opportunity to improve their classification when circumstances normalise. This will be made clear in results notification letters.

Honours Degrees (360 credits)

F1. Students must pass or be condoned in all modules registered against their programme in order to be recommended for an award.

F2. The University's Academic Regulations make provision for the condonement of failure across Levels 5 and 6, to a maximum of 40 credits where marks do not fall below 30%. In these circumstances, an additional 20 credits of condonement will be available so that the University has an appropriate amount of flexibility to actively consider the award of credit and qualifications where students have not successfully completed all planned assessments.

F3. The increased condonement allocation means that Level 6 students may be condoned in up to 60 credits at Level 6 where individual module marks do not fall below 30%. This allocation will be reduced accordingly where condonement has already been applied for individuals at Level 5.

F4. Aside from where PSRB requirements preside, condonement may be applied to any Level 6 module, including those defined as 'Core'.

F5. Where a student meets the requirements for an award, the classification will be determined on the basis of the marks achieved at Level 5 and Level 6.

F6. The primary mechanism for determining classifications is through a weighted average percentage mark (APM). In view of all the circumstances, two APM calculations will be formulated for all students. These are:

- i. The standard algorithm: The APM recognises exit velocity and is calculated from all credits at Levels 5 and 6 in a ratio of 40:60% (Levels 5:6) in proportion to the counting credits at each level. A lowest mark discard, to the value of 20 credits, is incorporated.
- ii. The no-detriment algorithm: The APM recognises exit velocity and is calculated from all credits at levels 5 and 6 in a ratio of 40:60% (Levels 5:6) in proportion to the counting credits at each level. Where any modules at Level 6 were Wholly Impacted, they will not be included in the calculation if they fall below the student's benchmark (see section E). A lowest mark discard, to the value of 20 credits will be incorporated.

F7. Each APM calculation will be denoted on student profiles for Award Boards to consider. Individual profiles will indicate whether a student's benchmark is confirmed or provisional.

F8. It is an Award Board's responsibility to ensure that where these two APMs generate different outcomes, the higher average is confirmed as the student's final

APM where a student has a Confirmed Benchmark. Award Board's may take both APMs into account where a student has a Provisional Benchmark.

F9. Classifications will be awarded in accordance with the classification bands detailed below:

- 70% and above: First Class Honours
- 60 - 69%: Upper Second Class Honours
- 50 - 59%: Lower Second Class Honours
- 40 - 49%: Third Class Honours

F10. In accordance with the normal Academic Regulations, classifications may also be agreed by reference to a student's Profile, as follows:

- i. The standard algorithm: Where at least half of the module marks achieved across the whole of Levels 5 and 6 are in the recommended class or higher, that classification will be awarded provided the student's final APM is not more than 2% away from that classification band; or
- ii. The no-detriment algorithm: Where at least half of the module marks attained from Level 5 and Confirmed Achievement at Level 6 are in the recommended class or higher, that classification will be awarded provided the student's final APM is not more than 2% away from that classification band.

F11. Where a student's profile is at a borderline point, the normal rules for considering borderline cases will apply. Full details are given in Appendix 12 to the Academic Regulations 'Assessment Boards: Operation of Discretion'.

Honours Degrees with Sandwich Placement

F12. Where an honours degree incorporates a sandwich placement, the same provisions as for standard honours degrees will apply (see section F1-11) aside from the exceptions detailed in F13 below.

F13. The primary mechanism for determining classifications is through a weighted average percentage mark (APM). In view of all the circumstances, two APM calculations will be formulated for all students. These are:

- i. The standard algorithm: The APM recognises exit velocity and is calculated from the counting credits in a ratio of 30:10:60% (Levels 5:year out:6) in proportion to the counting credits at each level, having operated a lowest mark discard to the value of 20 credits.
- iii. The no-detriment algorithm: The APM recognises exit velocity and is calculated from the counting credits in a ratio of 30:10:60% (Levels 5:year out:6) in proportion to the counting credits at each level. Where any modules at Level 6 were Wholly Impacted, they will not be included in the calculation if they fall below the student's benchmark (see section E). A lowest mark discard, to the value of 20 credits will be incorporated.

F14. Each APM calculation will be denoted on student profiles for Award Boards to consider. Individual profiles will indicate whether a student's benchmark is confirmed or provisional.

F15. It is an Award Board's responsibility to ensure that where these two APMs generate different outcomes, the higher average is confirmed as the student's final APM where a student has a Confirmed Benchmark. Award Boards may take both APMs into account where a student has a Provisional Benchmark.

Conversion Degrees

G1. Students must pass or be condoned in all modules registered against their programme in order to be recommended for an award.

G2. The normal provision for the amount of condonement that can be applied will be relaxed so that the University has an appropriate amount of flexibility to actively consider the award of credit and qualifications where students have not successfully completed all planned assessments. The provision for condonement will therefore be increased to a total of 40 credits (from 20 credits) at Level 6, where the mark is no lower than 30% (subject to the caveat in point G3).

G3. In accordance with the Academic Regulations, condonement may only be applied to Conversion Degrees where all 120 credits are graded either through study or graded Recognition of Prior Learning.

G4. Where a student meets the requirements for an award, the classification will be determined on the basis of the marks achieved at Level 6.

G5. The primary mechanism for determining the classification is through a straight average percentage mark (APM). In view of all the circumstances, two APM calculations will be formulated for all students. These are:

- i. The standard algorithm: The APM is a straight average of all module marks achieved at Level 6.
- ii. The no-detriment algorithm: The APM is a straight average of all module marks achieved at Level 6. Where any modules at Level 6 were Wholly Impacted, they will not be included in the calculation if they fall below the student's benchmark (see section E).

G6. Each APM calculation will be denoted on student profiles for Award Boards to consider. Individual profiles will indicate whether a student's benchmark is confirmed or provisional. It is an Award Board's responsibility to ensure that where these two APMs generate different outcomes, the higher average is confirmed as the student's final APM where a student has a Confirmed Benchmark. Award Board's may take both APMs into account where a student has a Provisional Benchmark.

G7. Classifications will be awarded in accordance with the classification bands detailed below:

- 70% and above: First Class Honours
- 60 - 69%: Upper Second Class Honours
- 50 - 59%: Lower Second Class Honours
- 40 - 49%: Third Class Honours

G8. In accordance with the normal Academic Regulations, classifications may also be agreed by reference to a student's Profile, as follows:

- i. The standard algorithm: Where at least half of the module marks achieved across the whole of Level 6 are in the recommended class or higher, that classification will be awarded provided the student's final APM is not more than 2% away from that classification band; or
- ii. The no-detriment algorithm: Where at least half of the module marks attained from Confirmed Achievement at Level 6 are in the recommended class or higher, that classification will be awarded provided the student's final APM is not more than 2% away from that classification band.

G9. Where a student's profile is at a borderline point, the normal rules for considering borderline cases will apply. Full details are given in Appendix 12 to the Academic Regulations 'Assessment Boards: Operation of Discretion'.

Foundation Degrees

H1. Students must pass or be condoned in all modules registered against their programme in order to be recommended for an award.

H2. The normal provision for the amount of condonement that can be applied will be relaxed so that the University has an appropriate amount of flexibility to actively consider the award of credit and qualifications where students have not successfully completed all planned assessments. The provision for condonement will therefore be increased to a total of 40 credits (from 20 credits) at Level 5 where the mark is no lower than 30%.

H3. Where a student meets the requirements for an award, the classification will be determined on the basis of the marks achieved at Level 5.

H4. The primary mechanism for determining the classification is through a straight average percentage mark (APM). In view of all the circumstances, two APM calculations will be formulated for all students. These are:

- i. The standard algorithm: The APM is a straight average of all module marks achieved at Level 5.
- ii. The no-detriment algorithm: The APM is a straight average of all module marks achieved at Level 5. Where any modules at Level 5 were Wholly Impacted, they will not be included in the calculation if they fall below the student's benchmark (see section E).

H5. Each APM will be denoted on student profiles for Award Boards to consider. These marks will be generated from the Student Records System, taking account of the marker placed against all modules impacted during the period. It is an Award Board's responsibility to ensure that where these two APMs generate different outcomes, the higher average is confirmed as the student's final APM where a student has a Confirmed Benchmark. Award Board's may take both APMs into account where a student has a Provisional Benchmark.

H6. Classifications will be awarded in accordance with the classification bands detailed below:

- 70% and above: Distinction
- 60 - 69%: Merit
- 40 - 59%: Pass

H7. In accordance with the normal Academic Regulations, classifications may also be agreed by reference to a student's Profile, as follows:

- i. The standard algorithm: Where at least half of the module marks achieved across the whole of Level 5 are in the recommended class or higher, that classification will be awarded provided the student's final APM is not more than 2% away from that classification band.
- ii. The no-detriment algorithm: Where at least half of the module marks attained from Confirmed Achievement at Level 5 are in the recommended class or higher, that classification will be awarded provided the student's final APM is not more than 2% away from that classification band.

H8. Where a student's profile is at a borderline point, the normal rules for considering borderline cases will apply. Full details are given in Appendix 12 to the Academic Regulations 'Assessment Boards: Operation of Discretion'.

Integrated Masters

11. Students must pass or be condoned in all modules registered against their programme in order to be recommended for an award.

12. Condonement will be permitted in 40 credits at Level 7 (compared with the normal 20 credits), in marks down to 30% (subject to PSRB requirements). The threshold mark to apply condonement has been lowered (from 35%) so that the University has an appropriate amount of flexibility to actively consider the award of credit and qualifications where students have not successfully completed all planned assessments.

13. Where a student meets the requirements for an award, the classification will be determined on the basis of the marks achieved at Levels 5, 6 and 7.

14. The primary mechanism for determining classifications is through a weighted average percentage mark (APM). In view of all the circumstances, two APM calculations will be formulated for all students. These are:

- i. The standard algorithm: The APM recognises exit velocity and is calculated from the counting credits in a ratio of 20:30:50% (Levels 5:6:7) in proportion to the counting credits at each level. A lowest mark discard, to the value of 20 credits is incorporated.
- ii. The no-detriment algorithm: The APM recognises exit velocity and is calculated from the counting credits in a ratio of 20:30:50% (Levels 5:6:7) in proportion to the counting credits at each level. Where any modules at Level 7 were Wholly Impacted, they will not be included in the calculation if they fall below the student's benchmark (see section E). A lowest mark discard, to the value of 20 credits will be incorporated.

15. Each average mark will be denoted on student profiles for Award Boards to consider. These marks will be generated from the Student Records System, taking account of the marker placed against all modules impacted during the period. It is an Award Board's responsibility to ensure that where these two APMs generate different outcomes, the higher average is confirmed as the student's final APM where a student has a Confirmed Benchmark. Award Board's may take both APMs into account where a student has a Provisional Benchmark.

16. Classifications will be awarded in accordance with the classification bands detailed below:

- 70% and above: First Class Honours
- 60 - 69%: Upper Second Class Honours
- 50 - 59%: Lower Second Class Honours
- 40 - 49%: Third Class Honours

17. In accordance with the normal Academic Regulations, classifications may also be agreed by reference to a student's Profile, as follows:

- i. The standard algorithm: Where at least half of the module marks achieved across the whole of Levels 5, 6 and 7 are in the recommended class or higher, a classification by Profile will be awarded provided at least 60 of these credits have been achieved at Level 7 and the APM is not more than 2% away from the recommended class.
- ii. The no-detriment algorithm: Where at least half of the module marks achieved from Confirmed Achievement at Levels 5, 6 and 7, are in the recommended class or higher, that classification will be awarded provided at least 60 of these credits have been achieved at Level 7 and the APM is not more than 2% away from the recommended class.

18. Where a student's profile is at a borderline point, the normal rules for considering borderline cases will apply. Full details are given in Appendix 12 to the Academic Regulations 'Assessment Boards: Operation of Discretion'.

Postgraduate Qualifications

Programmes where marks are applied

J1. Students must pass or be condoned in all modules registered against their programme in order to be recommended for an award.

J2. The threshold mark to apply condonement and the volume of credit that may be condoned have been relaxed so that the University has an appropriate amount of flexibility to actively consider the award of credit and qualifications where students have not successfully completed all planned assessments. Full details are given below:

	Masters	Postgraduate Diploma	Postgraduate Certificate
Threshold mark	30% (was 35%)	30% (was 35%)	30% (was 35%)
Volume of Credit	40 (was 30)	40 (was 20)	20 (was 10)

J3. Where a student meets the requirements for an award, the classification will be determined on the basis of the marks achieved at Level 7.

J4. The primary mechanism for determining the classification is through a straight average percentage mark (APM). In view of all the circumstances, two APM calculations will be formulated for all students. These are:

- i. The standard algorithm: The APM is a straight average of all module marks achieved at Level 7.
- ii. The no-detriment algorithm: The APM is a straight average of all module marks achieved at Level 7. Where any modules at Level 7 were Wholly Impacted, they will not be included in the calculation if they fall below the student's benchmark (see section E).

J5. Each average mark will be denoted on student profiles for Award Boards to consider. These marks will be generated from the Student Records System, taking account of the marker placed against all modules impacted during the period. It is an Award Board's responsibility to ensure that where these two APMs generate different outcomes, the higher average is confirmed as the student's final APM where a student has a Confirmed Benchmark. Award Board's may take both APMs into account where a student has a Provisional Benchmark.

J6. Classifications will be awarded in accordance with the classification bands detailed below and regulation J8:

70% and above: Distinction

60 - 69%: Merit

40 - 59%: Pass

J7. In accordance with the normal Academic Regulations, classifications may also be agreed by reference to a student's Profile, as follows:

- i. The standard algorithm: Where at least half of the module marks achieved across the whole of Level 7 are in the recommended class or higher, that classification may be awarded provided the student's final APM is not more than 2% away from that classification band.
- ii. The no-detriment algorithm: Where at least half of the marks achieved from Confirmed Achievement at Level 7 are in the recommended class or higher, that classification may be awarded provided the student's final APM is not more than 2% away from that classification band.

J8. For taught postgraduate awards that include a dissertation, Distinction and Merit will only be awarded where the dissertation is no more than 2% away from the class awarded.

Programmes where grades are applied

J9. Students must pass or be condoned in all modules registered against their programme in order to be recommended for an award.

J10. Where modules are successfully completed, they are awarded grades of Pass, Merit or Distinction.

J11. Where a student has failed to meet the pass threshold condonement may be considered for any academic module, including those defined as 'Core', aside from where PSRB requirements preside.

J12. Since the University will not have specific marks to refer to, Award Boards must ensure that condonement is considered on a case by case basis, with care and very strong input required from academic departments.

J13. Condonement should be considered for any module where the pass standard has not automatically been met. Condonement may be applied where:

- i. Student performance has not reached the standard of a Level 7 Pass but is within a 'threshold range' within the marking rubric; and

- ii. Where there is strong academic rationale from the department that, based on performance prior to 16 March, the student was working towards a higher trajectory (including formative and summative performance).

J14. The volume of credit which may be condoned will mirror that permitted for other Postgraduate awards, so that the University has an appropriate amount of flexibility to actively consider the award of credit and qualifications:

	Masters	Postgraduate Diploma	Postgraduate Certificate
Volume of Credit	40	40 (rounded from 30 to take account of standard module sizes)	20

J15. Overall classifications of Merit and Distinction may be awarded where at least half of the academic credits are in the recommended class, as usual. When considering awards, Award Boards must refer to the credits completed for the programme prior to 16 March 2020. Where at least half of these credits are in a classification band, Award Boards may use this as justification for that classification to be awarded where the Board agrees it is pedagogically sound to do so.

J16. The requirement for the dissertation to be in the same class has been relaxed. Instead academic departments will be able to confirm to Award Boards that a dissertation was within a threshold range of the borderline for the higher grade. In these cases Award Boards may agree that the higher overall classification is awarded.

PGCE

Primary, Early Years and Further Education & Training

Academic qualification – 60 credits

K1. Students must achieve a pass standard in all academic modules registered against their programme in order to be recommended for an academic qualification. The award of Qualified Teacher Status (QTS) is separate, see K9.

K2. Where academic modules are successfully completed, they are awarded grades of Pass, Merit or Distinction. Specific marks are not awarded. Classification arrangements are detailed in K8.

K3. Where a student has failed to meet the requirements for a Level 7 award, condonement may be considered for any academic module, including those defined as 'Core', aside from where PSRB requirements preside.

K4. Since the University will not have specific marks to refer to, Award Boards must ensure that condonement is considered on a case by case basis, with care and very strong input required from academic departments.

K5. Condonement should be considered for any module which is not considered a Level 7 pass. Condonement may be applied (for the award of a Level 7 outcome) where:

- i. Student performance has not reached the standard of a Level 7 Pass but is within a 'threshold range' within the L6/L7 marking rubric; and
- ii. Where there is strong academic rationale from the department that, based on performance prior to 16 March, the student was working towards a higher trajectory (including formative, summative and placement performance).

K6. Condonement may be applied in one module (up to a value of 30 credits).

K7. The consideration for Level 6 awards under normal circumstances takes place for those students who have failed two previous attempts to achieve Level 7. In these circumstances, a recommendation for a Level 6 award will be considered after one failed attempt to achieve Level 7. Second attempts will be eligible for condonement at the reassessment board.

K8. Overall classifications of Merit and Distinction may be awarded where at least half of the academic credits are in the recommended class.

K9. The award of Qualified Teacher Status (QTS) is separate to the academic qualification. In respect of the evidence base for the award of QTS, where placement experiences have been disrupted students will be required to undertake a viva based on an e-Portfolio that they produce. Successful completion of the academic qualification, e-portfolio and viva will lead to the award of PGCE with QTS.

Secondary

Academic qualification – 120 credits

K10. Students must achieve a pass standard in all academic modules registered against their programme in order to be recommended for an academic qualification.

K11. Modules are not graded, they are considered as Pass (for Postgraduate or Professional Graduate) or Fail only.

K12. Where a student has failed to meet the requirements for a Level 7 award, condonement may be considered for any academic module, including those defined as 'Core', aside from where PSRB requirements preside.

K13. Since the University will not have specific marks to refer to, Award Boards must ensure that condonement is considered on a case by case basis, with care and very strong input required from academic departments.

K14. Condonement should be considered for any module which is not considered a Level 7 pass. Condonement may be applied (for the award of a Level 7 outcome) where:

- i. Student performance has not reached the standard of a Level 7 Pass but is within a 'threshold range' within the L6/L7 marking rubric; and
- ii. Where there is strong academic rationale from the department that, based on performance prior to 16 March, the student was working towards a higher trajectory (including formative, summative and placement performance).

K15. Condonement may be applied in up to 40 credits.

K16. The PGCE Secondary award is not classified. Students who have passed all academic modules associated with the award will be awarded either the level 7 (Postgraduate) or level 6 (Professional) award based on the threshold standard achieved for the completed credits.

K17. The award of Qualified Teacher Status (QTS) is separate to the academic qualification. In respect of the evidence base for the award of QTS, where placement experiences have been disrupted students will be required to undertake a viva based

on an e-Portfolio that they produce. Successful completion of the academic qualification, e-portfolio and viva will lead to the award of PGCE with QTS.

Professional Qualifications (2019/20)

L1. Some of the University's academic awards also incorporate or are awarded simultaneous to a professional qualification or external accreditation. Where courses are accredited or recognised by a PSRB, the University will work with individual PSRBs to determine how to apply their requirements given the current circumstances.

L2. The University will endeavour to follow the approaches set out in sections A-K of this annex where possible, as applicable to courses and levels. However, it is the external accrediting body that will be the authority for professionally recognised or regulated aspects of accredited qualifications.

L3. Students undertaking professional qualifications should note therefore that there may be particular restrictions on the application of these regulations for their programme, and in particular the University may be limited in its ability to apply condonement and/or relax the timeframes for completing courses.

L4. Where programme specific requirements impact on the University's ability to apply these Temporary Regulations, programme specific advice will be provided to students.