

Board of Examiners Notes 2022/23

1 Format of the Board of Examiners

- 1.1 Boards of examiners may be held as in-person meetings on a College Campus (or other venue as appropriate for the programme under consideration), virtually through a secure video-conferencing platform, or in a hybrid mode. Each Department will confirm with the members the expected mode of attendance when setting the dates for their Boards.
- 1.2 Where Board of Examiners will be held wholly or partly online, when preparing it is important to ensure that best practice for online meetings is followed, including ensuring that principles of data protection are adhered to. Following the UK adequacy decision, the data sharing with the EU may continue, within the bounds set out in GDPR legislation. If any member of the Board is expecting to join online from outside of the EU for any reason, confirmation will be needed if this meets GDPR requirements.
- 1.3 There are a number of factors that need to be considered in preparing for the Boards this year which may impact on the decision of each Board as to how they wish to proceed. Support and guidance from ICT on secure remote working including distribution of files can be found at <http://www.imperial.ac.uk/admin-services/ict/self-service/be-secure/>.
- 1.4 Further information on GDPR can be found on the College webpages at <https://www.imperial.ac.uk/admin-services/secretariat/information-governance/data-protection/gdpr/>.

2 Academic Regulations

This year, Examination Boards will need to apply the relevant set of Academic regulations to students as below:

2.1 Undergraduate Students

Undergraduate students who commenced their studies in 2019/20 (or have joined from a cohort from a previous year) will be considered under the *Regulations for Taught Programmes of Study (regs a)*. This would normally cover all students in years 1, 2, 3 and 4.

<https://www.imperial.ac.uk/about/governance/academic-governance/regulations/2022-23-regulations-a/>

All other undergraduate students will be considered under the *Academic and Examinations Regulations (regs b)*. This would normally include:

- years 5 or 6 of integrated master programmes with additional years for research or industry placements
- year 5 and 6 of MBBS

- students that have not moved to the curriculum reviewed version of the programme following their return to the programme after an interruption of study or reassessment year

<https://www.imperial.ac.uk/about/governance/academic-governance/regulations/2022-23-regulations-b/>

2.2 Postgraduate Students

Postgraduate students who are on programmes which have been through curriculum review are to be considered under the *Regulations for Taught Programmes of Study (regs a)*. A full list of these programmes can be found on the academic regulations webpages.

<https://www.imperial.ac.uk/about/governance/academic-governance/regulations/2022-23-regulations-a/>

All students on other postgraduate taught programmes will be considered under the following regulations:

<https://www.imperial.ac.uk/about/governance/academic-governance/regulations/2022-23-regulations-b/>

2.3 Students that have changed cohort due to a requirement to complete following year resits, after a period(s) of interruption of study or other cause

Where a student has changed cohort and is studying the curriculum reviewed version of the programme, it is expected that they will normally have also changed to the [Regulations for Taught Programmes of Study](#) (regs a). In some circumstances a student will continue on the previous curriculum in tandem with those on the newer curriculum, these students are expected to remain on the corresponding *Academic and Examination Regulations* (regs b).

The Board of Examiners must be clear which regulations are being applied to a student or cohort of students when making their decisions, and record this in the minutes of the meeting.

It is not appropriate or permissible to apply sections of regulations a and b for a student(s) within the same year of the programme. Decisions taken under regs b prior to the student's transfer to regs a will stand and cannot be retrospectively amended to be brought in line with regs a.

3. Advice for the application of Mitigating Circumstances decisions

3.1 Examinations Boards will need to consider the recommendations made from Mitigating Circumstances Boards for **accepted** claims in accordance with paragraph 8.6 of the [Mitigating Circumstances Policy and Procedure](#), as follows.

- 1) **Defer:** Where the student has failed the assessment(s), the Board of Examiners can consider offering the student:
 - a) a further opportunity to attempt the assessment(s) at the next available assessment point. If relating to a first attempt at the assessment this will receive an uncapped mark.

- b) to take an uncapped Supplementary Qualifying Test(s) (Faculty of Engineering, previous curriculum only) to retrieve outstanding modules
- c) to be permitted to take an SQT(s) (Faculty of Engineering previous curriculum only) to enable progression
- d) to be offered an opportunity to retake the year as a first attempt

Where the assessment(s) has/have been passed or the module overall is a pass (however see 3.2 below), and therefore a) to d) are not applicable, the Board of Examiners may consider:

- e) extended consideration at the borderline for an uplift in classification in accordance with the regulations
- f) consideration at the borderline where a qualifying mark is required for continued progression

Whilst the above options would normally be sufficient the Mitigating Circumstances Board may make a recommendation in the light of the information that it holds for a particular action. However, it is ultimately the decision of the Board of Examiners in the knowledge that the student has an accepted claim for mitigation to consider the appropriate 'mitigation' to be offered, subject to the regulations and any programmes specific requirements.

- 2) **Allow Late.** Where the claim was submitted to mitigate for the late submission of a piece of assessment, (either coursework or a timed remote assessment) it would now be accepted as though 'on time' and receive an uncapped mark.

3.2 Where a student has mitigating circumstances for an assessment and they were unable to take/submit, or have done so and received a fail mark, under the College regulations the module would normally be considered incomplete until such time as the student has been able to complete an assessment, not impacted by mitigating circumstances. In such circumstances the Board should normally offer the student the opportunity to take the assessment as if for the first time at the next available opportunity. This enables the module result to be as close to the student's expected academic 'norm' as possible. (paragraph 10.4, regs a).

3.3 **What can't a Board do?**

Boards cannot increase the marks or overall weighted average of a student on the basis of accepted claim for mitigating circumstances. The transcript must show the marks and credits as actually achieved. For further information about considering borderline students, see the relevant section below.

3.4 In very limited circumstances of those students that had commenced their studies prior to 2018/2019, Board of Examiners may need to consider students that have had accepted Mitigating Circumstances claims under the previous policy that are being 'carried' to a subsequent meeting. The Board needs to be clear where this is the case in its decision-making and in the minutes. Support can be sought from the Quality Assurance team (quality@imperial.ac.uk) where necessary.

4 Impact of Industrial action

- 4.1 The Boards of Examiners should consider any cumulative impact in relation to the strike action that has occurred during students' programmes of study. Depending on the programme, students may have been disrupted due to strike in 2017/2018, 2019/2020, 2021/2022 and the most recent action in 2022/2023.
- 4.2 For those students that were impacted prior to 2022, it is likely that the decisions made at the time remain appropriate but may have also been impacted by the COVID-19 pandemic and/or the further industrial action. As any impact will differ from programme to programme, Boards should ensure that its discussion and any agreed actions taken in relation to student results and progression due to industrial action is recorded in the minutes.

Marking and Moderation Boycott

- 4.3 A marking and moderation boycott may impact on the Board of Examiners in different ways, and its individual impact on students differ depending on the number, and in some cases the specific members, of staff that have decided to participate. It may include:
- Delays in marking processes
 - Missing marks for individual assessments (for example project marking), a cohort for a particular assessment or module, up to and including all assessment for the academic year.
 - Unavailability of external examiner to complete external moderation activity or attendance at the Board of Examiners
 - Reduced number of College examiners attending the pre-board or EPAB, meaning that quoracy cannot be achieved

Where a complete set of marks is unavailable to EPAB, provision should be made for the Board to have the option to confirm the progression of students to the next year of study, and to confirm the graduation of final year students with a provisional classification that will only be the same or improved once the full set of marks is available. [Annex E](#) provides guidance for Undergraduate Exam Boards on the disruption to assessment and managing missing marks for 2022-23. Guidance for Postgraduate Taught programmes will follow.

The College is required as part of the [Conditions of Registration](#) to limit the impact of industrial action on students.

5 Ongoing Impact of Covid-19 – Safety Net and Fair Assessment

- 5.1 For Undergraduate Programmes of Study, [a College wide Safety-Net Policy](#) was agreed for 2019-20. The safety net augmented, where possible and appropriate, practices already approved for special situations in our regulations. These applied in 2020-21 under the approach to Fair Assessment (see [Annex B](#)). Whilst from 2021/22 onwards, College processes returned to normal, Boards will need to ensure that they apply where relevant the appropriate outcomes under the safety net, such as discounting the year from the programme Overall Weighted Average (POWA) calculation (further details on calculation of Year and Programme Overall Weighted Averages can be found at [Annex C](#)) and that the principles of the fair assessment policy are applied.

- 5.2 In the extremely limited instances of students from part time Postgraduate Taught programmes that have been delayed in their final completion of the programme due to Interruption of Study or other reasons and were actively studying during academic year 2019/2020 or 2020/21, the actions taken by Boards in considering the cohort at their time of study should be taken into account when making any final decisions, for example if it had been agreed to discount the marks from that year in the calculation of the Programme Overall Weighted Average, and therefore classification decision.

6. Classification and Consideration at the Borderline

Classification

- 6.1 At the Boards of Examiners it is likely that there will be students that are being considered under the *Academic and Examination Regulations* (regs b) as they are studying the previous curricula and others that will be considered under the [Regulations for Taught Programmes of Study](#) (regs a) that are on curriculum reviewed programmes (see paras 2.1-2.3). **There are differences in the classification and borderline processes between these regulations. It is important to ensure that students are considered under the correct regulations and that this is accurately recorded in the minutes.**
- 6.2 Notes for programmes on the *Regulations for Taught Programmes of Study* regs a):
- Candidates whose programme overall weighted average (POWA) is 0.5 percentage points or less from the threshold mark (such as 70 for Distinction or First Class honours) will be automatically rounded to next whole integer (for example 69.50 will become 70.00).
 - Normal classification borderline is between a POWA of n8.00 and n9.49 (for example 68.00 to 69.49). All students that fall into this are expected to be *considered* for a higher classification in line with the agreed process/criteria for the programme. All decisions should be recorded in the minutes as normal.
 - Compensation is applied at module level, to the maximum of 15 credits *per academic level* (or less where specified in the Programme Specification to meet PSRB requirements).

Borderline cases

- 6.3 Where a student meets the criteria above for consideration as a borderline candidate, it is important to ensure that the official minutes of the Board of Examiners meeting set out clearly discussions and decisions taken, where the Board has exercised discretion outside the 'norm'.

These minutes are necessary to ensure:

- The College is able to review individual exceptional decisions to ensure that they are made in a clear and rational way, with due consideration of all factors.
- An accurate record of the decision is available in the event of an appeal, complaint to the Office of the Independent Adjudicator for Higher Education, through civil action or in the event of a Subject Access Request under Data Protection legislation.
- Informed advice or guidance is available to students of the deliberation of the Board, if requested
- The College can identify trends and take action as needed.

- 6.4 The requirement to record the decisions does not necessarily mean that each decision will need significant detail. For example, where there is a clear algorithm to consider students in the borderline zone for an uplift in classification (where there is no mitigation to consider) this can simply state that
- candidate X was considered in the classification borderline and the decision was to *uplift/not uplift* as the criteria was *met/ not met* due to...
- 6.5 Where a student has an approved claim for mitigating circumstances, which has not been taken into consideration because the module was passed at the first attempt, the Mitigating Circumstances Procedure allows the Board of Examiners to give extended consideration at the borderline for an uplift in classification. The *Academic and Examination Regulations* (regs b) state that the borderline can be extended to a 5-percentage point band. The *Regulations for Taught Programmes of Study* (regs a) do not stipulate a specific band. Where a Board is considering candidates for higher classification under the *Regulations for Taught Programmes of Study* (regs a), a consistent approach should be taken and each decision should be clearly recorded.
- 6.6 Care should be taken to ensure that the mitigation is taken fully into account, without double counting or providing an undue advantage to the student. When designing any form of algorithm for consideration at borderline, the Board should carefully consider how the design can or should be adapted in cases of approved mitigation, so as to avoid putting in place impossible requirements or to “double count” mitigation.
- 6.7 Examples of methods that a Board may use include:
- Recalculating the POWA (or module marks) by excluding those modules (or assessments) that have been impacted by mitigating circumstances. NB this is not suitable if a significant proportion of the final year has been impacted by mitigation.
 - Considering the ratio of modules in the higher to lower bands, when those impacted by mitigation have been excluded.
 - Considering the overall profile of the student when marks that have been impacted by mitigating circumstances have been excluded.
- 6.8 Boards are reminded that appeals made on the basis of mitigating circumstances that have not previously been declared are dealt with as late mitigating circumstances claims by Boards, rather than as appeals via Registry.

7. Academic Misconduct

- 7.1 The [Academic Misconduct Policy and Procedures](#) govern the processes by which any alleged offences should be investigated, and the sanctions that may be given where an allegation is proven. Under the procedures limited cases may be considered locally within the department, with remainder considered by a centralised panel and managed by the Student Casework team.
- 7.2 Cases considered within the Department on behalf of the Board must be reported to the next Board of Examiners. The outcomes of cases managed by the Student Casework team will be reported back to the Department and should be reported and formally recorded at the Board.

Sanctions in the Academic misconduct process

- 7.3 When the panel considers a proven case of academic misconduct, they do not have the full details of the student's programme of study, such as year marks, previous repeated assessment or programme specific regulations. Therefore, there may be occasions in which the given penalty would have an undue impact on the student, such as preventing course completion where this was not intended. This is most likely where sanctions require a mark of zero to be recorded for the referral where passed, if the remainder of the student's profile means that they fail to achieve a minimum overall percentage mark for completion of the stage or final classification. The intention of the penalty is to reduce the final overall weighted average of the student and potentially lowering the classification. It is not intended to be a *de facto* expulsion. The Board should therefore take this into account and modify the penalty accordingly. Any modifications must be clearly identified, the reasoning and actions recording in the minutes of the Board of Examiners and provided to the Student Casework team for the official record of the offence.

8. Ongoing Impact of Curriculum Review

- 8.1 Due to the introduction of new or revised curricula from 2019/20 following the Curriculum Review process, Boards of Examiners need to continue to consider the wider implications of any decision to require a student to undertake a retake. Clear guidance will need to be provided to students who may need to transfer over to the new curricula either as a result of going straight to retake year under the new curricula or following unsuccessful resits.

9. Guidance with regards to referral limits and compensation under the Single Set of Taught Academic Regulations

- 9.1 The attached flowcharts ([Annex D](#)) should be used to consider students that are governed by the [Regulations for Taught Programmes of Study \(regs A\)](#). Additional support can be requested from the Quality Assurance team. Please email quality@imperial.ac.uk in the first instance.

Compensation

- 9.2 Under *Academic* and *Examination Regulations* (regs b), compensation occurs between modules as listed within the programme specification where a pass mark is only required across a number of modules, rather than individually.

For programmes governed by the [Regulations for Taught Programmes of Study \(regs A\)](#) modules may only be compensated if:

- They are not classified as 'core'
 - Are in the relevant mark band (30.00 to 39.99 for levels 4-6, 40.00-49.99 for level 7)
 - For progression, the year overall weighted average is at least 40.00% when including the compensated module marks in the calculation.
 - The maximum limit for the level/programme has not been exceeded.
- 9.3 The College regulations permit up to 15 ECTS of compensation per academic level for undergraduate programmes, 10 ECTS for a Postgraduate Diploma and 15 ECTS

for any full Master programmes (MSc, MRes etc.). This limit may be lower where approved as part of programme specific regulations to meet PSRB requirements.

- 9.4 It would normally be expected that a student is offered the opportunity to complete a resit prior to offering compensation. Where a student has a large number of assessments to redeem, the Board will need to balance the academic load for the student with the consideration of possible outcomes if other modules are failed and compensation has already been fully utilised.

Reassessment: Resits/Retake/Repeat Years

- 9.5 Reassessment is the umbrella term that includes each form of opportunity to redeem a failed module.
- Resit: opportunity to complete an assessment again for a capped mark, without attendance. This would normally be in the summer vacation period for undergraduate students. For postgraduate taught students this may be in the summer vacation period or in the following year.
 - Retake: Taking the module again for a capped mark. This would include all learning and teaching activities and relevant assessment.
 - Repeat year: the student is required to repeat a year in full. This would normally be for capped marks and so student would not normally be expected to repeat the year except where they had failed more than three quarters of the previous year.

N.B SQTs are only used under *Academic* and *Examination* Regulations (regs b)

- 9.6 In making decisions about reassessment, the Board will need to balance the academic workload required, any known accepted mitigating circumstances, previous repeated assessment opportunities, academic competence demonstrated by the student for the programme and maximum registration periods.
- 9.7 Boards are encouraged to offer in year resits where possible, so as to support a student to remain with their cohort if appropriate.

10. Reporting Board of Examiner Outcomes

- 10.1 The outcomes from the Board of Examiners should be recorded on the results return template received from the Assessment Records team, and returned as promptly as possible in order to complete the results process.
- 10.2 Provided at [Annex A](#) is the coding for the results template. Any queries regarding coding should be directed to assessment.records@imperial.ac.uk.

Outcome	Outcome Code	Outcome Description
Award (Completion)* <i>* AW is to be used where the qualification awarded matches their initial target qualification (i.e. the programme they are currently registered on)</i>	AW	<p>This outcome should be used when a student has successfully achieved the required number of credits at the required level (including any programme specific requirements as set out in the Programme Specification) to be considered for award, and the College is authorised by the Board of Examiners to confer the degree award.</p>
Award (Exit)* <i>*AT is to be used where the qualification being awarded is different to the target qualification initially registered for (e.g. exit award)</i>	AT	<p>This outcome should be used when the student has not achieved the required number of credits at the required level to proceed on their current programme of study but have been confirmed as eligible for a different award by the Board of Examiners.</p> <p>Progression outcome decisions of AT are subject to the criteria outlined in the Programme Specification with regards to minimum required number of credits at the required level (including any programme specific requirements) for the award conferred by the Board of Examiners (i.e. MSci/MEng student awarded a BSc (Hons)/BEng (Hons)).</p> <p>Progression outcome decisions of AT should also be used where there is provision in the Programme Specification for an exit award.</p>
Award (Provisional)* <i>*applicable to UG programmes due to impact of marking and assessment boycott</i>	AP	To be used in accordance with the Guidance for Boards on managing missing marks.
Proceed	PP	This outcome should be used when a student has successfully achieved the required number of credits at the required level and is authorised by the Board of Examiners to proceed to the next level of study.
Proceed (Transfer)	PT	<p>This outcome should be used in either of the below scenarios:</p> <ul style="list-style-type: none"> ➤ where the minimum required number of credits at the required level to proceed on their current programme of study has not been met, and the student is authorised by the Board of Examiners to transfer to a different programme of study (with no re-assessment required); ➤ where the minimum required number of credits at the required level to proceed (or be awarded) on their current programme of study has been met, but the student is authorised by the Board of Examiners to proceed on a programme with a different target award to that of their initial programme award (e.g. BEng to MEng). <p>Progression outcome decisions of PT are subject to the criteria outlined in the Programme Specification for the particular programme of study, which clearly states the circumstances in which a student would be required, or authorised, to transfer, including if they have not met the required level of performance for a placement year (including study abroad).</p>

<p><i>Operational note: the programme transfer will be actioned upon progression to the next year of study, and will not be reflected on the student's record during the current academic year</i></p>		
<p>Proceed-trailing module credits* <i>*applicable to UG programmes due to impact of marking and assessment boycott</i></p>	PC	To be used in accordance with the Guidance for Boards on managing missing marks.
Referral (same session)	DR	This outcome should be used when a student has failed a module(s) and is authorised by the Board of Examiners to be re-assessed in the module(s) during the current academic year (e.g. summer resits).
Deferral (same session)	MS	This outcome should be used when a student has been granted mitigation which permits them to be re-assessed in the module without penalty (as if for the first time) during the current academic year.
		If a student has <u>ANY</u> failed modules not covered by mitigation, then a Referral (same session) (DR) progression outcome should be used.
Referral (next session)	FR	This outcome should be used when a student has failed a module(s) and is authorised by the Examination Board to be re-assessed in the module(s) during the next academic year. Students are not expected to be in attendance for the duration of the next academic year and will not be re-registered for the module in Banner.
		Students should be provided with an opportunity to complete a referred assessment prior to the next academic year (with an initial progression outcome of DR), in order to allow them to progress with their cohort subject to successful completion.
		Updated outcomes for students reported as FR for the previous academic year are expected at the next review point (i.e. June/July of the next academic year).
Deferral (next session)	MN	This outcome should be used when a student has been granted mitigation which permits them to be re-assessed in the module without penalty (as if for the first time) during the next academic year. Students are not expected to be in attendance for the duration of the next academic year and will not be re-registered for the module in Banner.
		If a student has <u>ANY</u> failed modules not covered by mitigation, then a Referral (next session) (FR) progression outcome should be used.
		Students should be provided with an opportunity to complete a deferred assessment prior to the next academic year (with an initial progression outcome of MS), in order to allow them to progress with their cohort subject to successful completion.
		Updated outcomes for students reported as MN for the previous academic year are expected at the next review point (i.e. June/July of the next academic year).
Reassessment (same session) - transfer required	DT	This outcome should be used when a student has failed a module(s) and is authorised by the Board of Examiners to be re-assessed in the module(s) during the current academic year (e.g. summer resits) in order to proceed on a different programme of study.

Students who successfully complete the re-assessment will subsequently be considered to progress under the Proceed (Required to Transfer) (PT) arrangements set out above following the resit examination board.

The Programme Specification must clearly state the circumstances in which a student would be required to transfer (i.e. MSci/MEng to the BSc (Hons)/BEng (Hons)), including if they have not met the required level of performance for a placement year (including study abroad).

Operational note: the programme transfer will be actioned upon progression to the next year of study, and will not be reflected on the student's record during the current academic year. Please note that it is not possible to action the programme transfer during the current academic year, due to visa compliance and external reporting considerations.

Re-take (full year) <i>*applicable to UG programmes only</i>	FY	<p>This outcome should be used when the minimum required number of credits at the required level to proceed on their current programme of study have not been met, and the student is authorised by the Board of Examiners to re-take the entire year, in attendance.</p> <p>This would only normally be offered after an unsuccessful referral opportunity.</p> <p>This outcome may also be used in exceptional cases where a student is authorised by the Board of Examiners to re-take the entire year, as if for the first time due to significant mitigation.</p>
Re-take (part year) <i>*applicable to UG programmes only</i>	FP	<p>This outcome should be used when the minimum required number of credits at the required level to proceed on their current programme of study have not been met, and the student is authorised by the Board of Examiners to re-take all failed module(s), in attendance.</p> <p>This would only normally be offered after an unsuccessful referral opportunity.</p>
Reassessment (next session) – transfer required	RT	<p>This outcome should be used when a student has failed a module(s) and is authorised by the Examination Board to be re-assessed in the module(s) during the next academic year and must also transfer programme. Students are not expected to be in attendance for the duration of the next academic year.</p> <p>Students required to transfer programme should be provided with an opportunity to complete a referred assessment prior to the next academic year (with an initial progression outcome of DT), to allow them to progress with their cohort subject to successful completion.</p> <p>Updated outcomes for students reported as RT for the previous academic year are expected at the next review point (i.e. June/July of the current academic year). In cases where the assessment is yet to be completed by the next appropriate review point, the appropriate module outcome should be reported alongside an updated progression outcome.</p>
Re-take (part) – transfer required <i>*applicable to UG programmes only</i>	RP	<p>This outcome should be used when the minimum required number of credits at the required level to proceed on their current programme of study have not been met, and the student is authorised by the Board of</p>

		Examiners to re-take all failed module(s), in attendance, and transferred to a different programme.
Re-take (full) – transfer required <i>*applicable to UG programmes only</i>	RY	This outcome should be used when the minimum required number of credits at the required level to proceed on their current programme of study have not been met, and the student is authorised by the Board of Examiners to re-take the entire year, in attendance and transferred to a different programme.
Fail (required to withdraw)	FW	This outcome should be used when the Board of Examiners terminate a student's programme registration due to insufficient academic progress, and where no exit award can be offered (e.g. where a student has exhausted the maximum permitted number of attempts at a module).
Minor amendments required* <i>*applicable to non-curriculum reviewed PG programmes only</i>	SP	This outcome should be used when a student has satisfied the examiners in all other parts of the examination, but their essay/report/dissertation requires minor amendments. The Board of Examiners may require the student to complete the amendments specified within one month, which must then be approved by a member of the Board of Examiners or a nominee.
Decision pending	DP	This outcome should only be used in exceptional circumstances when the Board of Examiners is unable to confirm a progression outcome, or for Year Abroad or Placement years where results are yet to be received by the College for consideration and review by the Board of Examiners.
		Any DP progression outcomes reported must be accompanied with a note indicating why a decision on progress cannot yet be made.
		A progression outcome decision must be made prior to the start of the next academic year and reported to the Assessment Records Team for processing.
No formal progression	NA	This outcome should only be used when confirming module results only (i.e. students on part-time programmes with no formal progression point, students registered on occasional programmes, students currently on an interruption of study*, or in cases of voluntary withdrawals where no exit award has been offered).
		*Module results for students currently interrupted can only be returned for assessments and modules completed prior to the interruption. Students cannot attempt module assessments during an interruption of study period.

Covid-19 - Fair Assessment 2020/2021

For Undergraduate Programmes of Study the Safety Net Policy was agreed for 2019-20. The safety net augmented, where possible and appropriate, practices already approved for special situations in our regulations. These will still apply in 2020-21 under the approach to Fair Assessment.

Boards of Examiners will need to satisfy themselves that the following practices have been adhered to:

- The processes and methods for marking assessments have been conducted in the normal way.
- That students have satisfied the usual requirements for progression or award, i.e. a student must pass modules as specified for their programme for the safety net to be considered.
- Students who do not meet these requirements will retain the right to resit opportunities, as set out in the regulations.

Under the 2020-21 Approach to Fair Assessment, the following applies:

- **Treatment of Year One**
 - On classification, calculate with and without year 1 as in 2019/20
 - The final degree classification will be determined by the better outcome of: zero weighting or 7.5 percent weighting of year 1 (with exception for MBBS and iBScs, which are to be managed locally).
- **Resits**
 - In-year resits for all years and levels (UG and PGT), with option for students to resit either in-year or during the following year.
 - No fees for in-year resits.
- **Cohort analysis**

In the College's 2021 commitment to the maintenance of fair assessment the following statement has been made:

The College will ensure your cohort's overall performance is not impacted in comparison to previous years. We will implement a process of cohort analysis to ensure that overall year (or element) weighted averages are consistent with the performance of equivalent cohorts in the past. Our normal marking and moderation processes will continue to be applied at module and/or assessment level by each Board of Examiners. This is no different to any other year. In addition, for this academic year, if the proportion of students in a cohort achieving 70% or more for their year (or element) weighted average is less than the proportion in the past then Boards of Examiners will make specific adjustments to ensure that the proportion achieving 70% or more this year is at least equal to the historic proportion.

Our normal comparisons will be to the performance of equivalent cohorts in immediate pre-pandemic academic years. The additional process which looks at the proportion of students achieving 70% or more this year applies to all taught students for the 2020/21 academic year except: 1st year undergraduates, MBBS students, and students studying programmes where either the current cohort is small or limited historic data to compare to is available. Normal marking and moderation process will still apply to this group.

This note is a non-technical summary of the more detailed guidance for Boards of Examiners.

In summary: where the appropriate historical data exists, Boards of Examiners should make appropriate adjustments to ensure that the proportion of students achieving 70% or more in 2020/21 should not be less than the mean proportion achieving 70% or more for the three cohorts 2018/19, 2017/18 and 2016/17.

The six steps outlined in the detailed guidance can be summarised as:

1. The normal marking and moderation processes are applied at module or assessment level as per the standard arrangements for the programme/department.
2. The normal initial year/element weighted averages for each student who has passed the year of study are calculated. If a student has failed modules/assessments such that they cannot pass the year of study then they should be considered through the normal processes for such cases – the cohort analysis process only applies to students who have passed the year.
3. A decision must be made as to what programme(s) and/or years of study will be used for comparison (e.g. UG year 2, separating the BSc from MSci cohort, or group of MSc programmes).
4. Identify if the proportion of students achieving 70% or more in the 2020/21 cohort is less than the mean proportion of the equivalent cohort achieving 70% or more for the three academic years 2018/19, 2017/18 and 2016/17. [If yes, go to step 5; if no go to step 6]
5. If the results of the cohort for 2020/21 are below the mean proportion of the equivalent cohort for the three academic years 2018/19, 2017/18 and 2016/17, the Board of Examiners must make adjustments to ensure they are not. Mark adjustments and/or scaling should be applied at either assessment or module level. The exact process for mark adjustment or scaling is to be determined by the relevant Boards of Examiners.
6. The normal processes should then continue. The Board of Examiners must make classification decisions for graduating students (including consideration of students at the borderline). Module and year marks, progression outcomes and classification decisions must be reported to the Registry. All decisions/actions taken must be recorded in the minutes of the Board of Examiners meetings, to aid in the handling of any complaints and appeals

Explanatory Note: Calculation of Module Marks and Year/ Programme Overall Weighted Averages

Version: 1.4 (05 May 2023)

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1 Calculating module results

1.1 Terminology and definitions

1.1.1 Assessment components

Each module must contain one or more assessment components, each which represent an individual standalone item of assessment completed by the student. Each assessment component is classified as either:

- *numerically graded*, with an assessment component mark recorded as a real number to 2 decimal places between 0.00 and 100.00. Additionally, for numerically graded assessment components, an assessment component pass mark must be defined and recorded as a real number to 2 decimal places between 0.01 and 100.00
- *pass/fail*, with a Pass or Fail outcome recorded. A numerically based mark scheme may be used to determine the pass threshold for a pass/fail assessment component, but the assessment component outcome will only be recorded as Pass or Fail

In addition, every assessment component will carry a Yes or No designation as to whether it is a “must pass” assessment component.

1.1.2 Modules

Each module must contain one or more assessment components and is graded either:

- *numerically*, with an overall module mark recorded as a real number to 2 decimal places between 0.00 and 100.00. The module pass mark is defined within the Regulations for Taught Programmes of Study and depends on the FHEQ level of the module:
 - 40.00 for FHEQ Level 4, 5 or 6
 - 50.00 for FHEQ Level 7
- *pass/fail*.

A numerically graded module may contain pass/fail assessment components but must include at least one numerically graded assessment component. All numerically graded modules must include weightings of the numerically graded assessment components.

A pass/fail graded module may contain numerically graded assessment components (each with a given pass mark). A pass/fail graded module must contain at least one assessment component designated as “must pass”.

All modules have a volume of credits associated to them - the number of ECTS. The permissible values are defined in Table 4 of the Regulations for Taught Programmes of Study and are expressed as a real number to 2 decimal places. The default permissible values are: 5.00, 7.50, 10.00, 15.00, 20.00, 25.00, 30.00, 35.00, 40.00, 45.00, 50.00 and 60.00.

1.2 Calculation of module result for numerically graded modules

1.2.1 General method

For numerically graded modules the overall module mark is calculated using the following information:

- Number of assessment components which are numerically graded for the module expressed as an integer: c , which must be at least 1.
- Assessment component marks for numerically graded assessments for the module expressed as a real number to 2 decimal places: $\alpha_1, \dots, \alpha_c$. Permissible range of values is 0.00 to 100.00.
- Assessment component weightings for numerically graded assessments for the module expressed as a real number to 2 decimal places: $\lambda_1, \dots, \lambda_c$. Permissible range of values is 0.01 to 100.00.

Importantly, the assessment component weightings for a given module must sum to 100.00, or

$$\sum_{k=1}^c \lambda_k = 100.00 \quad (1)$$

Assuming none of the assessment components are designated as “must pass” then the overall module mark (m) expressed as a real number to 2 decimal places (with a permissible range of 0.00 to 100.00) for such modules is the weighted arithmetical mean, calculated as:

$$m = \sum_{k=1}^c \frac{\lambda_k \alpha_k}{100.00} \quad (2)$$

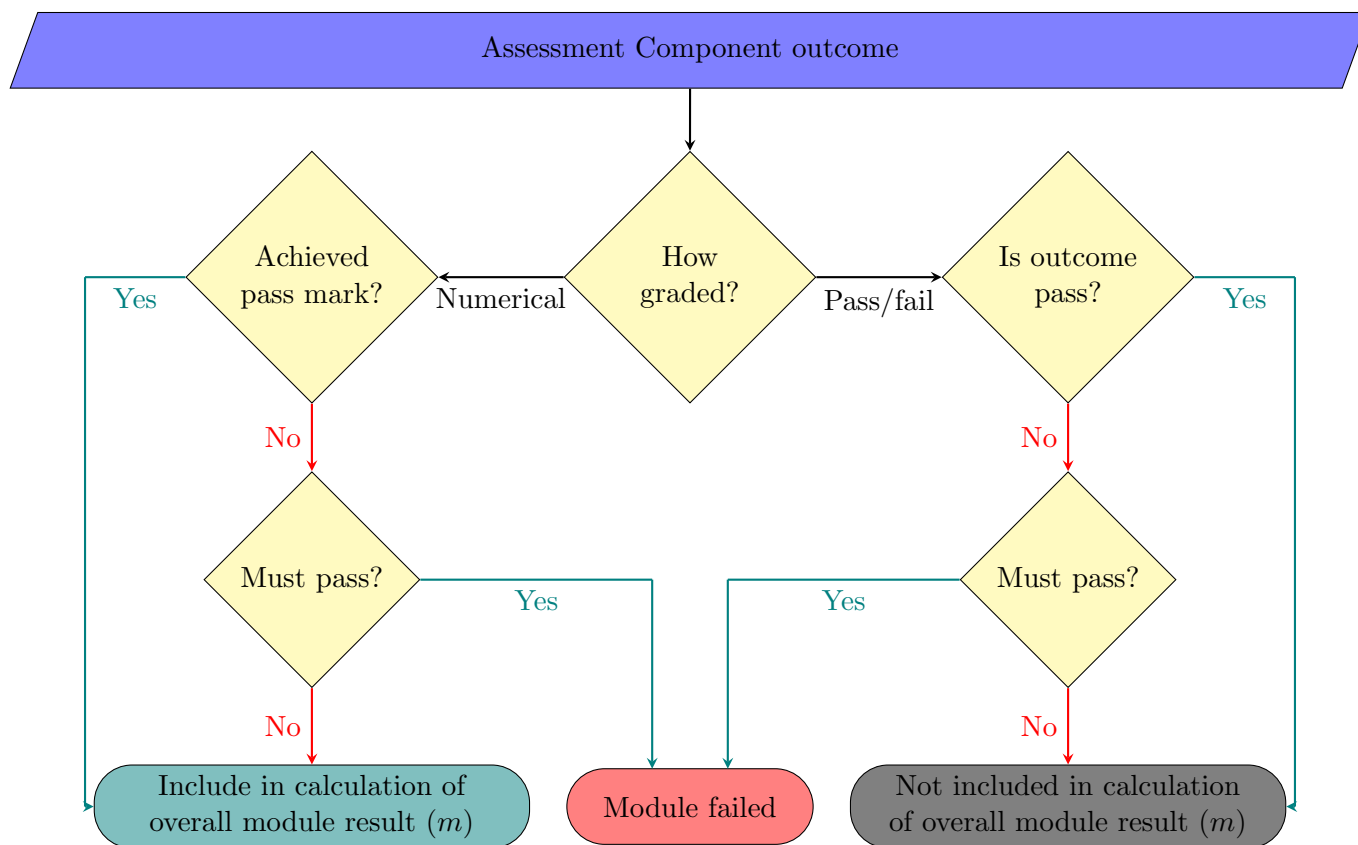
The overall module mark (m) is calculated to full precision and then rounded to 2 decimal places.

1.2.2 Pass/fail and must pass assessment components

Amendments to the calculation of the overall module mark (m) may be necessary if the module contains pass/fail assessment component(s) or any of the assessment components are designated as Yes for “must pass”:

- If the module contains a pass/fail assessment component which is designated as No for “must pass” then no change in the calculation of the overall module mark (m) is required even if the student fails the assessment component.
- If the module contains a pass/fail assessment component which is designated as Yes for “must pass” then if the student fails the assessment component the module is failed.
- If the module contains a numerical assessment component which is designated as Yes for “must pass” then if the student does not achieve the given pass mark for the assessment component the module is failed and the overall module mark (m) is set to 0.00.
- If the module contains a numerical assessment component which is designated as No for “must pass” then if the student does not achieve the given pass mark for the assessment component there is no change in the contribution of the assessment component result to the calculation of the overall module mark (m).

The following flow chart summarises the process for a given assessment component outcome:



1.2.3 Examples

The assessment components for a numerically graded module at FHEQ Level 5 (module pass mark 40.00) are:

Assessment Component	Type	Pass Mark	Must Pass	Weighting
Problem Sheet 1	Numeric	40.00	Yes	10.00
Problem Sheet 2	Numeric	40.00	Yes	10.00
Problem Sheet 3	Numeric	40.00	No	10.00
Exam	Numeric	40.00	No	70.00
Project construction	Pass/Fail	n/a	Yes	n/a
Presentation	Pass/Fail	n/a	No	n/a

The assessment component and overall module result for four students studying this module are:

Assessment Component	Student A	Student B	Student C	Student D
Problem Sheet 1 (Must Pass)	30.00 (Fail)	60.00	65.00	72.50
Problem Sheet 2 (Must Pass)	70.00	60.00	65.00	65.00
Problem Sheet 3	65.00	20.00 (Fail)	70.00	75.00
Exam	50.00	35.00 (Fail)	70.00	64.00
Project construction (Must Pass)	Pass	Pass	Fail	Pass
Presentation	Pass	Fail	Pass	Fail
Module outcome	Fail	Fail	Fail	Pass
Overall module result (m)	0.00	38.50	0.00	66.05

- Student A achieves 30.00 for problem sheet 1 for which the pass mark is 40.00. As this assessment component is designated as Yes for “must pass” and despite passing the other assessment components this student fails the module because of this.
- Student B achieves the pass threshold in the three assessment components designated as Yes for “must pass”. However, when the overall module mark (m) is calculated this is 38.50, so below the pass mark for the module which is 40.00, so the student fails the module because of this. The overall module mark (m) is calculated as:

$$\begin{aligned}
 m &= \frac{(60.00 \times 10.00) + (60.00 \times 10.00) + (20.00 \times 10.00) + (35.00 \times 70.00)}{100.00} \\
 &= \frac{600.00 \dots + 600.00 \dots + 200.00 \dots + 2450.00 \dots}{100.00} \\
 &= \frac{3850.00 \dots}{100.00} \\
 &= 38.50 \dots \\
 &= 38.50 \text{ (rounded to 2 decimal places)}
 \end{aligned}$$

- Student C achieves the pass threshold in all but the project construction assessment component. As this assessment component is designated as Yes for “must pass” this student fails the module because of this.
- Student D achieves the pass threshold in all but the presentation assessment component. As this assessment component is designated as No for “must pass” this student can still pass the module without a pass in this component if they overall module mark (m) is at least 40.00. The overall module mark (m) is calculated as:

$$\begin{aligned}
 m &= \frac{(72.50 \times 10.00) + (65.00 \times 10.00) + (75.00 \times 10.00) + (64.00 \times 70.00)}{100.00} \\
 &= \frac{725.00 \dots + 650.00 \dots + 750.00 \dots + 4480.00 \dots}{100.00} \\
 &= \frac{6605.00 \dots}{100.00} \\
 &= 66.05 \dots \\
 &= 66.05 \text{ (rounded to 2 decimal places)}
 \end{aligned}$$

1.2.4 Capping and other amendments

In certain circumstances (eg. referral, outcome of academic misconduct) capping is applied to either the assessment component mark (α) or overall module mark (m). In these cases a substitution is made in either the

calculation or overall result of formula 2.

Compensation is a mechanism by which a module can be passed and credit can be awarded by the Board of Examiners where the student has achieved a marginal failure. Only compulsory or elective modules can be compensated, and there are limits on the number of modules which can be compensated. Further details are provided in the Regulations for Taught Programmes of Study in paragraphs 10.8 to 10.16. When a module is compensated the overall module mark (m) as determined by formula 2 is used without any amendment to calculate the overall year/programme weighted average, despite it being less than the given module pass mark.

For Referred modules the overall module mark is calculated using the new assessment component mark(s) for the initially failed components to determine whether the module has been passed, but the overall module mark (m) is then set to the pass mark. The exception is in cases of accepted Mitigating Circumstances where it has been determined that the module is uncapped, so the overall module mark (m) remains as calculated with the new assessment component mark(s) for the failed components.

A summary of where substitutions are made in formula 2 and the resulting numerical values of the overall module mark (m) are:

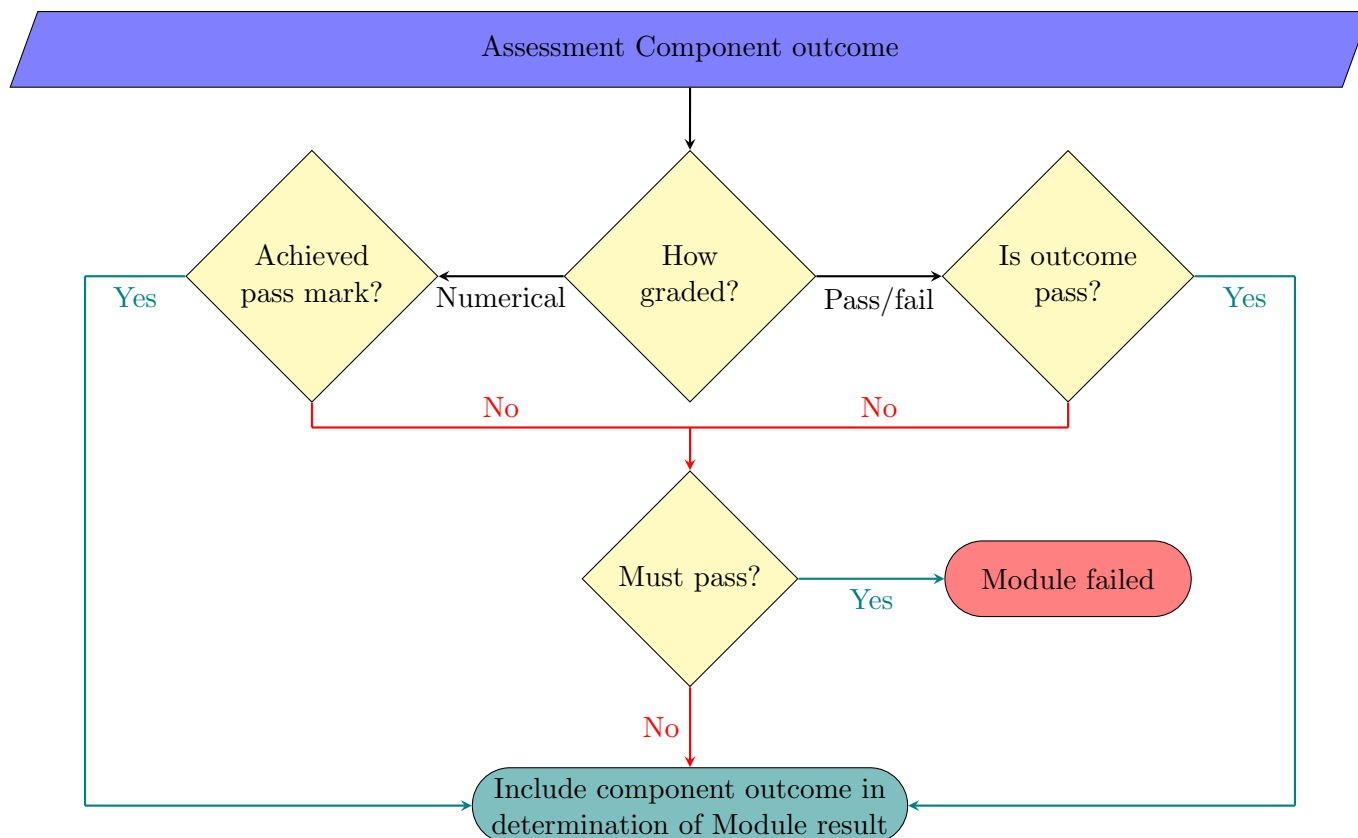
Module outcome	Substitution	Overall module mark range	
		FHEQ Level 4/5/6	FHEQ Level 7
Pass	n/a	40.00 to 100.00	50.00 to 100.00
Compensated	n/a	30.00 to 39.99	40.00 to 49.99
Referred	Module mark	40.00	50.00
Referred (uncapped due to Mitigating Circumstances)	n/a	40.00 to 100.00	50.00 to 100.00
Deferred	n/a	40.00 to 100.00	50.00 to 100.00
Pass - Academic Misconduct Penalty D	Assessment mark (capped)	40.00 to 100.00	50.00 to 100.00
Pass - Academic Misconduct Penalty E	Module mark	40.00	50.00
Pass - Academic Misconduct Penalty F	Module mark	0.00	0.00
Repeated modules - Academic Misconduct Penalty G	Module mark	40.00	50.00

1.3 Calculation of module result for pass/fail graded modules

1.3.1 General method

For pass/fail graded modules the overall outcome is calculated using just the Pass or Fail outcome of the assessment component(s). At least one assessment component must be designated as Yes for “must pass”. No weighting of assessment components is used for determining the outcome of pass/fail modules.

The following flow chart summarises the steps to determine the overall module outcome:



1.3.2 Examples

The assessment components for a FHEQ Level 7 pass/fail graded module are:

Assessment Component	Type	Pass Mark	Must Pass
Assignment 1	Numeric	50.00	No
Assignment 2	Pass/fail	n/a	No
Class test	Numeric	50.00	Yes
Navigation exercise	Pass/Fail	n/a	Yes

The assessment component and overall module outcome for four students studying this module are:

Assessment Component	Student A	Student B	Student C	Student D
Assignment 1	45.00 (Fail)	75.00 (Pass)	80.00 (Pass)	78.00 (Pass)
Assignment 2	Pass	Pass	Pass	Fail
Class test (Must Pass)	65.00 (Pass)	40.00 (Fail)	70.00 (Pass)	50.00 (Pass)
Navigation exercise (Must Pass)	Pass	Pass	Fail	Pass
Module outcome	Pass	Fail	Fail	Pass

- Student A achieves 45.00 for assignment 1 for which the pass mark is 50.00 so does not reach the pass threshold, but passes all other assessment components. As this assessment component is designated as No for “must pass” the student passes the module.
- Student B achieves 40.00 for the class test for which the pass mark is 50.00 so does not reach the pass threshold, but passes all other assessment components. As this assessment component is designated as Yes for “must pass” the student fails the module.
- Student C achieves the pass threshold in all but the navigation exercise assessment component. As this assessment component is designated as Yes for “must pass” this student fails the module because of this.
- Student D achieves the pass threshold in all but assignment 2. As this assessment component is designated as No for “must pass” this student still passes the module.

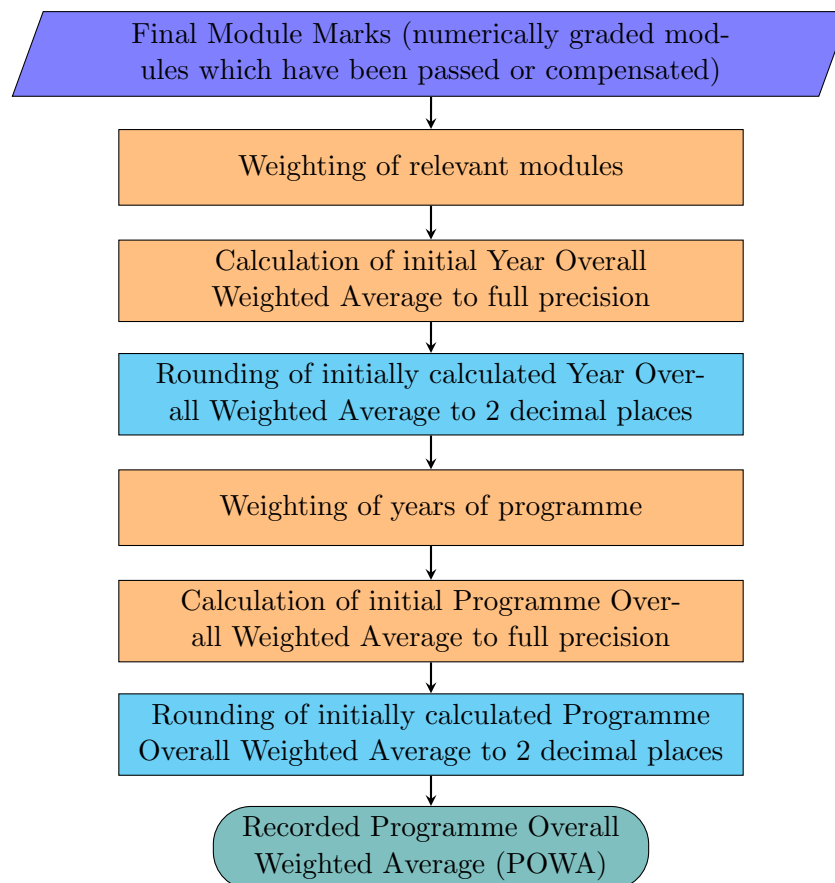
2 Undergraduate programmes

The calculation of year and programme overall weighted averages assumes, as an input the calculations, that all relevant modules have been passed or compensated. Only numerically graded modules are included in the calculation of the year or programme overall weighted average.

2.1 Process summary

The Year Overall Weighted Average (YOWA) is the weighted arithmetical mean of the final marks of all numerically graded modules (which have met the pass or compensated pass threshold). The weight for a given module is the fraction of the credit volume of the module with respect to the total credits of numerically graded modules for the year of study (except iExplore modules). iExplore modules (which are numerically graded) are not used within the calculation of the Year Overall Weighted Average.

The Programme Overall Weighted Average (POWA) is the weighted arithmetical mean of the Year Overall Weighted Averages. The weight for a given Year Overall Weighted Average is defined in Table 8 of the Regulations for Taught Programmes of Study (or within previous sets of regulations for such programmes).



2.2 Year Overall Weighted Average (YOWA)

2.2.1 Definition

The Year Overall Weighted Average (YOWA) is calculated using the following information:

- number of numerically graded modules within a given year of study which are used in calculation of the year overall weighted average (an integer of at least 1): n . (Typically the only numerically graded module not included is an iExplore one).
- module marks for the given numerically graded modules expressed as a real number to 2 decimal places: m_1, \dots, m_n . Permissible range of values is 0.00 to 100.00
- credit volumes (ECTS) for the given numerically graded modules expressed as a real number to 2 decimal places: c_1, \dots, c_n . Permissible range of values is given in section 1.1.2.

The Year Overall Weighted Average (ψ) is calculated as:

$$\psi = \left(\frac{1}{\sum_{i=1}^n c_i} \right) \sum_{i=1}^n m_i c_i \quad (3)$$

The Year Overall Weighted Average (ψ) is calculated to full precision and then rounded to 2 decimal places.

2.2.2 Example 1

A student's module results for the year are:

Module	Grading Mode	Credits (ECTS)	Final Mark
Maths	Numeric	10.00	72.50
Biology	Numeric	5.00	64.00
Physics	Numeric	5.00	78.00
Chemistry	Numeric	5.00	55.00
Mapping	Numeric	5.00	42.50
Programming	Pass/Fail	10.00	Pass
Group Design Project	Numeric	15.00	61.00
French (iExplore)	Numeric	7.50	82.00

The Year Overall Weighted Average (ψ) for this student is calculated using all the above module outcomes apart from Programming (as the module is pass/fail) and French (as the module is iExplore and therefore not used in the calculation even though it is numerically graded), both shown in red. The details of the calculation are:

$$\begin{aligned} \psi &= \left(\frac{1}{10.00 + 5.00 + 5.00 + 5.00 + 5.00 + 15.00} \right) \left(\begin{array}{l} (10.00 \times 72.50) + (5.00 \times 64.00) + \\ (5.00 \times 78.00) + (5.00 \times 55.00) + \\ (5.00 \times 42.50) + (15.00 \times 61.00) \end{array} \right) \\ &= \left(\frac{1}{45.00} \right) (725.00 \dots + 320.00 \dots + 390.00 \dots + 275.00 \dots + 212.50 \dots + 915.00 \dots) \\ &= \left(\frac{1}{45.00} \right) (2837.50 \dots) \\ &= 63.0555555 \dots \\ &= 63.06 \text{ (rounded to 2 decimal places)} \end{aligned}$$

2.2.3 Example 2

A student's module results for the year are:

Module	Grading Mode	Credits (ECTS)	Final Mark
Maths Methods	Numeric	15.00	62.50
Stratigraphy	Numeric	5.00	44.00
Life over deep time	Numeric	5.00	58.00
Deforming the Earth	Numeric	7.50	78.00
Volcanism	Numeric	5.00	65.00
Programming	Numeric	10.00	55.00
Fieldwork	Numeric	15.00	42.50

The Year Overall Weighted Average (ψ) for this student is calculated using all the above module outcomes. The details of the calculation are:

$$\begin{aligned}\psi &= \left(\frac{1}{15.00 + 5.00 + 5.00 + 7.50 + 5.00 + 10.00 + 15.00} \right) \begin{pmatrix} (15.00 \times 62.50) + (5.00 \times 44.00) + \\ (5.00 \times 58.00) + (7.50 \times 78.00) + \\ (5.00 \times 65.00) + (10.00 \times 55.00) + \\ (15.00 \times 42.50) \end{pmatrix} \\ &= \left(\frac{1}{62.50} \right) (937.50 \dots + 220.00 \dots + 290.00 \dots + 585.00 \dots + 325.00 \dots + 550.00 \dots + 637.50 \dots) \\ &= \left(\frac{1}{62.50} \right) (3545.00 \dots) \\ &= 56.720000 \dots \\ &= 56.72 \text{ (rounded to 2 decimal places)}\end{aligned}$$

2.3 Programme Overall Weighted Average (POWA)

2.3.1 Definition

The Programme Overall Weighted Average (POWA) is calculated using the following information:

- the weighting of each year of study given as a percentage in Table 8 of the Regulations for Taught Programmes of Study expressed as a real number to 2 decimal places
- the Year Overall Weighted Average for each year of study expressed as a real number to 2 decimal places: ψ_1, ψ_2, ψ_3 and (for MEng/MSci programmes) ψ_4 , as defined by formula 3. Permissible range of values is 0.00 to 100.00

The Programme Overall Weighted Average (p), for **BEng/BSc students** is therefore calculated as:

$$p = \frac{7.50\psi_1 + 35.00\psi_2 + 57.50\psi_3}{100.00} \quad (4)$$

The Programme Overall Weighted Average (p), for **MEng/MSci students** is calculated as:

$$p = \frac{7.50\psi_1 + 20.00\psi_2 + 36.25\psi_3 + 36.25\psi_4}{100.00} \quad (5)$$

Note some undergraduate programmes have different year weightings, outlined in Table 8 of the Regulations for Taught Programmes of Study.

2.3.2 Example 1 - BEng/BSc

A student studying a three year Bachelor's programme has the following year results:

Year of Study	Year Weighting	Year Mark (ψ)
1	7.50	77.27
2	35.00	69.94
3	57.50	63.06

The Programme Overall Weighted Average (p) for this student is calculated as:

$$\begin{aligned}
 p &= \frac{(7.50 \times 77.27) + (35.00 \times 69.94) + (57.50 \times 63.06)}{100.00} \\
 &= \frac{579.5250\dots + 2447.90\dots + 3625.950\dots}{100.00} \\
 &= \frac{6653.3750\dots}{100.00} \\
 &= 66.533750\dots \\
 &= 66.53 \text{ (rounded to 2 decimal places)}
 \end{aligned}$$

2.3.3 Example 2 - MEng/MSci

A student studying a four year Integrated Master's programme has the following results:

Year of Study	Year Weighting	Year Mark (ψ)
1	7.50	57.25
2	20.00	72.58
3	36.25	63.06
4	36.25	68.54

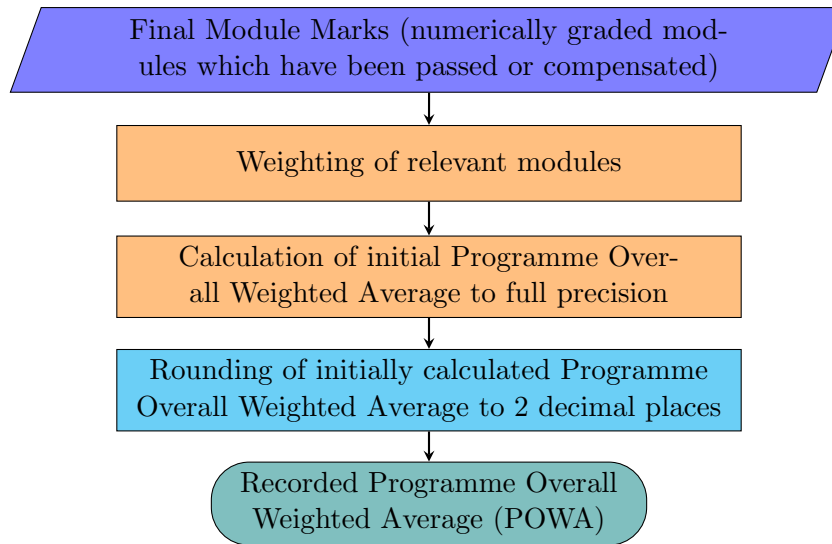
The Programme Overall Weighted Average (p) for this student is calculated as:

$$\begin{aligned}
 p &= \frac{(7.50 \times 57.25) + (20.00 \times 72.58) + (36.25 \times 63.06) + (36.25 \times 68.54)}{100.00} \\
 &= \frac{429.3750\dots + 1451.60\dots + 2285.9250\dots + 2484.5750\dots}{100.00} \\
 &= \frac{6651.4750\dots}{100.00} \\
 &= 66.514750\dots \\
 &= 66.51 \text{ (rounded to 2 decimal places)}
 \end{aligned}$$

3 Taught postgraduates

3.1 Process summary

The Programme Overall Weighted Average (POWA) is the weighted arithmetical mean of the final marks of all numerically graded modules (which have met the pass or compensated pass threshold). The weight for a given module is the fraction of the credit volume of the module with respect to the total credits of numerically graded modules for the programme.



3.2 Definition

The Programme Overall Weighted Average (POWA) is calculated using the following information:

- number of numerically graded modules within a given year programme (an integer of at least 1): n .
- module marks for the given numerically graded modules expressed as a real number to 2 decimal places: m_1, \dots, m_n . Permissible range of values is 0.00 to 100.00
- credit volumes (ECTS) for the given numerically graded modules expressed as a real number to 2 decimal places: c_1, \dots, c_n .

The Programme Overall Weighted Average (p) is calculated as:

$$p = \left(\frac{1}{\sum_{i=1}^n c_i} \right) \sum_{i=1}^n m_i c_i \quad (6)$$

The Year Overall Weighted Average (ψ) is calculated to full precision and then rounded to 2 decimal places.

3.3 Examples

3.3.1 Example 1

A student's module results for the programme are:

Module	Grading Mode	Credits (ECTS)	Final Mark
Maths Primer	Pass/Fail	5.00	Pass
Thermodynamics	Numeric	5.00	62.50
Rocket Propulsion	Numeric	5.00	78.00
Navigation Technology	Numeric	5.00	65.00
Composite Materials	Numeric	5.00	62.50
Classical Mechanics	Numeric	5.00	77.40
Gene Therapy	Numeric	5.00	82.50
Classical Mechanics	Numeric	5.00	67.60
Organisational Behaviour	Numeric	5.00	55.00
Financial Accounting	Numeric	5.00	67.50
Machine Learning	Numeric	10.00	82.00
Individual Project (Dissertation)	Numeric	30.00	69.00

The Programme Overall Weighted Average (p) for this student is calculated using all modules except the

maths primer (as it is a pass/fail module). Details of the calculation are:

$$\begin{aligned}
 p &= \left(\frac{1}{5.00 + 5.00 + 5.00 + 5.00 + 5.00 + 5.00 + 5.00 + 5.00 + 5.00 + 10.00 + 30.00} \right) \left(\begin{array}{l} (5.00 \times 62.50) + \\ (5.00 \times 78.00) + \\ (5.00 \times 65.00) + \\ (5.00 \times 62.50) + \\ (5.00 \times 77.40) + \\ (5.00 \times 82.50) + \\ (5.00 \times 67.60) + \\ (5.00 \times 55.00) + \\ (5.00 \times 67.50) + \\ (10.00 \times 82.00) + \\ (30.00 \times 69.00) \end{array} \right) \\
 &= \left(\frac{1}{85.00} \right) (312.50 \dots + 390.00 \dots + 325.00 \dots + 312.50 \dots + 387.00 \dots + 412.50 \dots + 338.00 \dots \\
 &\quad + 275.00 \dots + 337.50 \dots + 820.00 \dots + 2070.00 \dots) \\
 &= \left(\frac{1}{85.00} \right) (5980.00 \dots) \\
 &= 70.352941176471 \dots \\
 &= 70.35 \text{ (rounded to 2 decimal places)}
 \end{aligned}$$

3.3.2 Example 2

A student's module results for the programme are:

Module	Grading Mode	Credits (ECTS)	Final Mark
Optical Devices	Numeric	15.00	64.00
Lasers	Numeric	15.00	78.00
Biomedical Imaging	Numeric	15.00	65.00
Nanophotonics	Numeric	15.00	52.00
Individual Project (Dissertation)	Numeric	30.00	59.00

The Programme Overall Weighted Average (p) for this student is calculated using all modules, details of the calculation are:

$$\begin{aligned}
 p &= \left(\frac{1}{15.00 + 15.00 + 15.00 + 15.00 + 30.00} \right) \left(\begin{array}{l} (15.00 \times 64.00) + \\ (15.00 \times 78.00) + \\ (15.00 \times 65.00) + \\ (15.00 \times 52.00) + \\ (30.00 \times 59.00) \end{array} \right) \\
 &= \left(\frac{1}{90.00} \right) (960.00 \dots + 1170.00 \dots + 975.00 \dots + 780.00 \dots + 1770.00 \dots) \\
 &= \left(\frac{1}{90.00} \right) (5655.00 \dots) \\
 &= 62.83333 \dots \\
 &= 62.83 \text{ (rounded to 2 decimal places)}
 \end{aligned}$$

Note that while the Programme Overall Weighted Average for this student is greater than 60.00 this does not necessarily mean the classification awarded will be a Merit. For taught postgraduate students the Programme Overall Weighted Average is only one aspect used to determine a classification (see Regulations 13.15 to 13.17). Normally a student would also be expected to achieve a minimum of 60.00 in their dissertation as well as a Programme Overall Weighted Average of 60.00 to be awarded a classification of Merit. In this example the student did not achieve 60.00 in the dissertation.

3.3.3 Example 3

A student’s module results for the programme are:

Module	Grading Mode	Credits (ECTS)	Final Mark
Strategy	Numeric	7.50	54.00
Economics	Numeric	7.50	75.00
Marketing	Numeric	7.50	51.00
Organisational Behaviour	Numeric	7.50	73.00
Corporate Finance	Numeric	7.50	59.00
Financial and Management Accounting	Numeric	7.50	63.00
Leadership	Numeric	7.50	65.00
Advanced Corporate Finance	Numeric	5.00	72.00
Advanced Financial and Management Accounting	Numeric	5.00	74.00
Individual Project (Dissertation)	Numeric	30.00	62.00

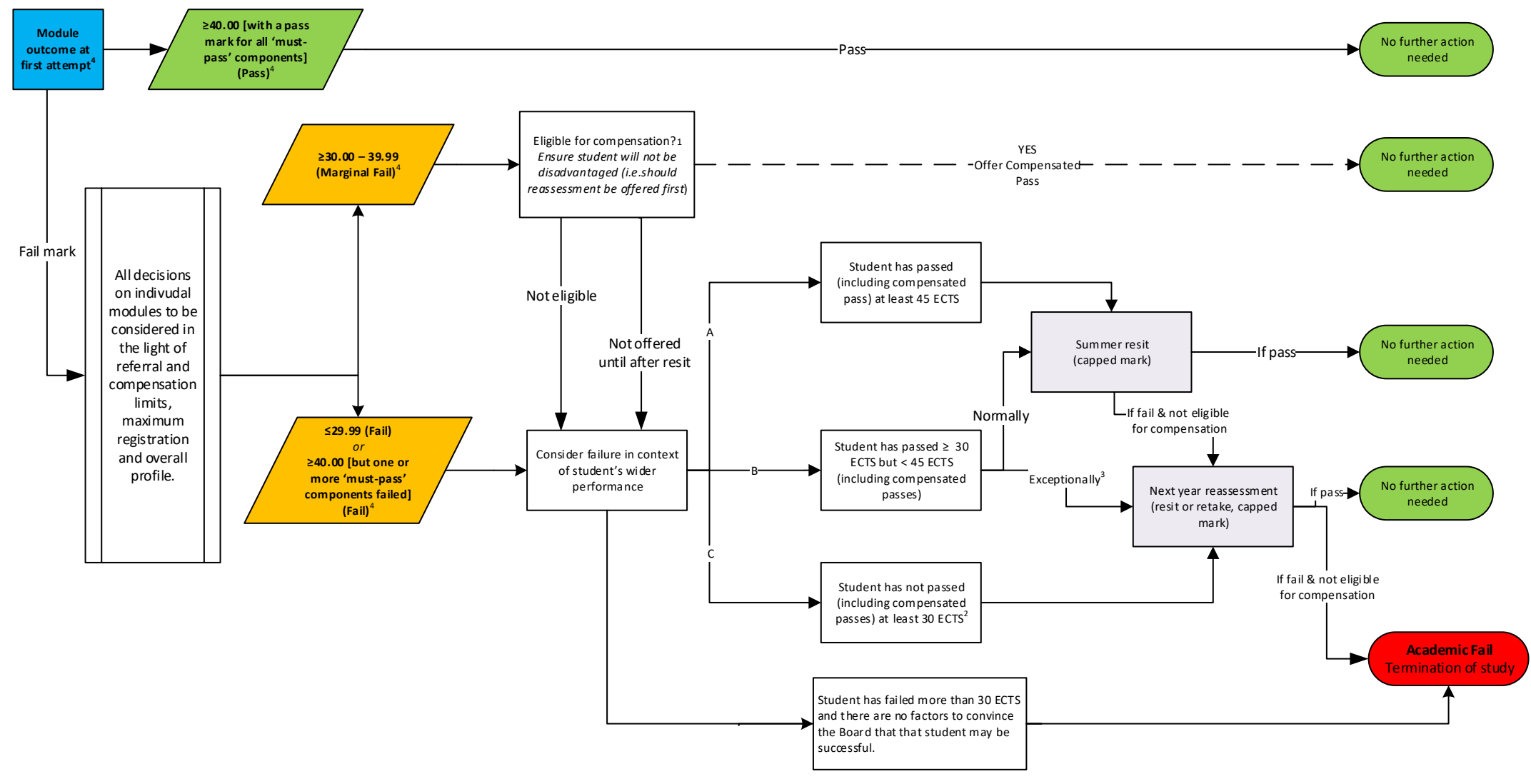
The Programme Overall Weighted Average (p) for this student is calculated using all modules, details of the calculation are:

$$\begin{aligned}
 p &= \left(\frac{1}{7.50 + 7.50 + 7.50 + 7.50 + 7.50 + 7.50 + 7.50 + 5.00 + 5.00 + 30.00} \right) \left(\begin{array}{l} (7.50 \times 54.00) + \\ (7.50 \times 75.00) + \\ (7.50 \times 51.00) + \\ (7.50 \times 73.00) + \\ (7.50 \times 59.00) + \\ (7.50 \times 63.00) + \\ (7.50 \times 65.00) + \\ (5.00 \times 72.00) + \\ (5.00 \times 74.00) + \\ (30.00 \times 62.00) \end{array} \right) \\
 &= \left(\frac{1}{92.50} \right) (405.00 \dots + 562.50 \dots + 382.50 \dots + 547.50 \dots + 442.50 \dots + 472.50 \\
 &\quad \dots + 487.50 \dots + 360.00 \dots + 370.00 \dots + 1860.00 \dots) \\
 &= \left(\frac{1}{92.50} \right) (5890.00 \dots) \\
 &= 63.675675675 \dots \\
 &= 63.68 \text{ (rounded to 2 decimal places)}
 \end{aligned}$$

3.4 Part-time programmes

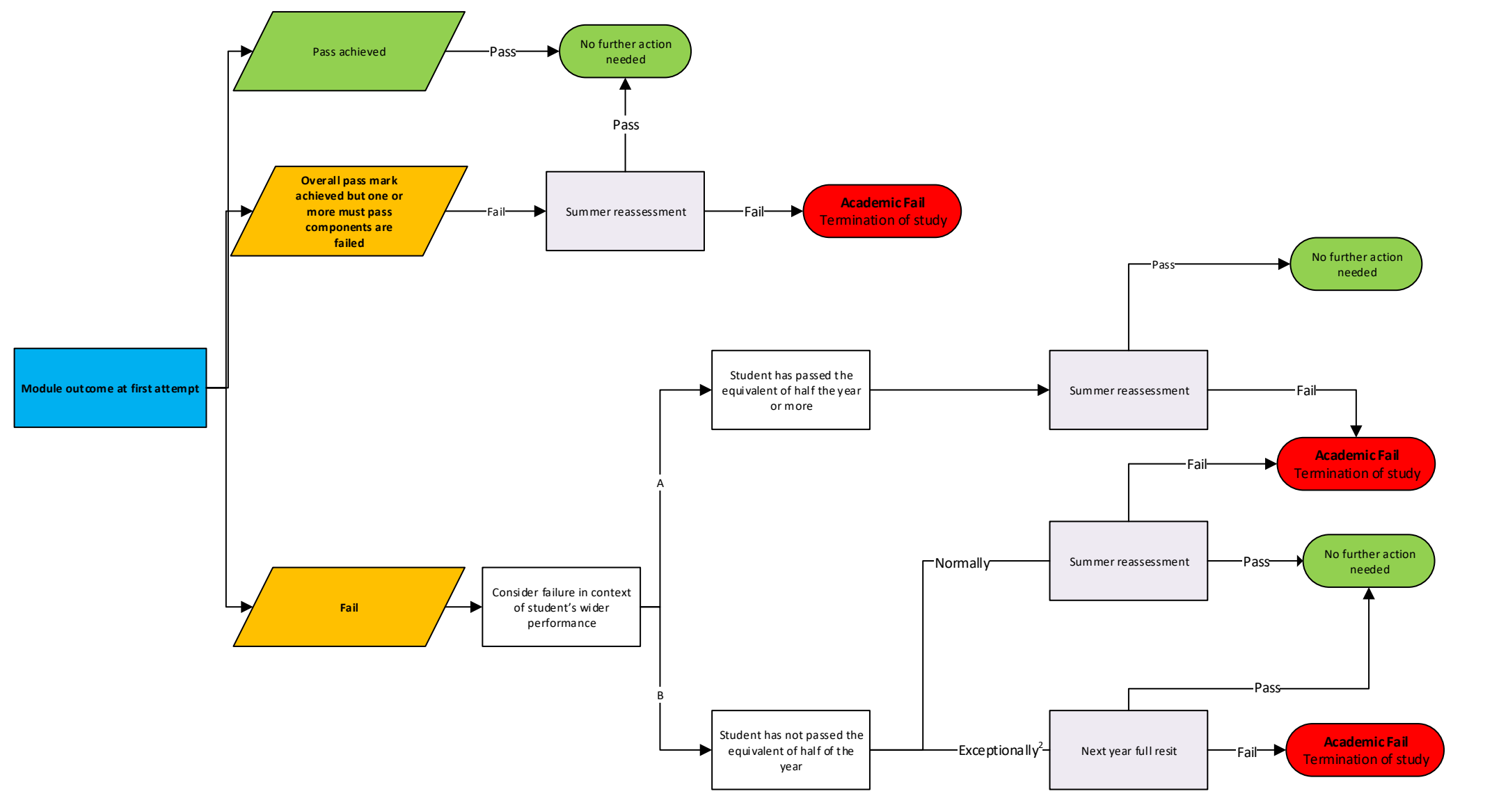
In the case of part-time taught postgraduate programmes the Programme Overall Weighted Average can only be calculated at the end of the programme when the outcomes of all modules are known. Some part-time taught postgraduate programmes have a progression requirement between stages of the programme which should be outlined in the Programme Specification.

Undergraduate Programmes - individual module options. To be considered in light of College Regulations and guidance with regards to full profile
(BSc, BEng, iBSc, MSci, MEng)



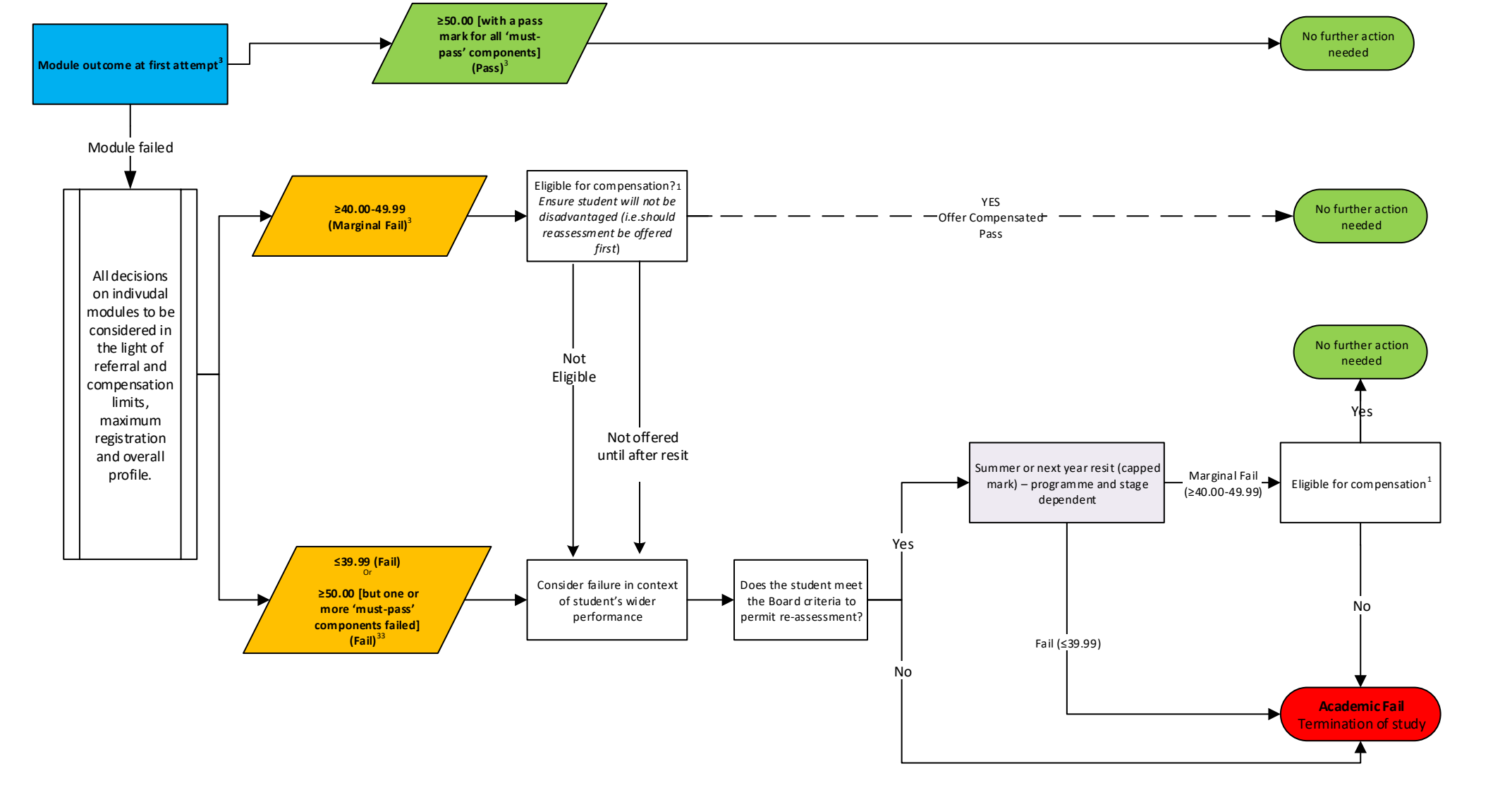
¹ To be eligible for compensation the module must be designated compulsory or elective, have a module score of 30.00 -39.99, and all 'must pass' assessment components have been passed. Boards must also take into account the maximum level of compensation per level and programme.
² If a student has accumulated significant failure in the first year (Level 4) or year 2 (level5), the Board may exceptionally consider offering a fresh start for that year of the programme (full retake of all modules, uncapped, no module marks carried over) on one occasion. I.e. not for year 1 and then year 2. Unless mitigating circumstances apply, in all other circumstances repeated modules will be for capped marks.
³ This will be dependent on the type of module (for example lab-based or other assessment that cannot be completed over the summer) and/or the overall achievement of the student (i.e. the academic workload is considered to be too high within the timeframe).
⁴ The pass mark for level 7 modules will be 50%, regardless of the programme of study. Therefore in the chart above, when considering a level 7 module the mark boundaries should be adjusted accordingly.

Undergraduate - MBBS individual module options. To be considered in light of College Regulations and guidance with regards to full profile



¹ To be eligible for compensation the module must be designated compulsory or elective, to be no more than 1 Standard Error of Mean (SEM) from the pass mark, and all 'must pass' assessment elements have been passed. Boards must also take into account the maximum level of compensation per level and programme.
² If a student has accumulated significant failure in the first year (Level 4) the Board may exceptionally consider offering a fresh start for that year of the programme (full retake of all modules, uncapped, no module marks carried over) on one occasion. In addition, if a student has significant failure across the year (outside of level 4) the Board may advise a student that they should resit in the next year (full year retake, capped), as in their academic opinion on the amount of work outstanding is unachievable over the summer.

Postgraduate Taught - individual module options. To be considered in light of College Regulations and guidance with regards to full profile
(MBA, MEd, MPH, MRes, MSc)



¹ To be eligible for compensation the module must be designated compulsory or elective, have a module score of 40.00-49.99, and all 'must pass' assessment elements have been passed. Boards must also take into account the maximum level of compensation per level and programme.
² The Board will make consistent decisions based on overall performance (overall average for programme and credits passed to date), amount of compensation that may be offered in the programme any other particular factors relevant to the programme.
³ Where a level 6 module has been taken as part of a Postgraduate taught programme (normal pass mark at level 7 is 50%), the mark boundaries in the chart above should be adjusted accordingly.

Guidance for Undergraduate Exam Boards on disruption to assessment and managing missing marks

Senate has considered the approach which should be adopted by the College to mitigate the impact of disruption to the assessment process and to ensure that the academic standards of the College's awards are maintained.

Senate agreed that in the event that a complete set of marks is not available to the Examiners' Progression and Award Board (EPAB, also hereafter 'the Board'), provision should be made for the Board to have the option to confirm the progression of students to the next year of study, and to confirm the graduation of final year students with a provisional classification that will only be the same or improved once the full set of marks is available.

Guiding principles

As far as possible, departments should follow their normal procedures for marking, assessment and the running of the Board, including preparatory work by any Pre-Board. When this process is disrupted, the following overarching principles should guide departments in making any adjustments.

1. The integrity of the process must be maintained to ensure confidence that outcomes are rigorous and fair.
2. Any unavoidable delays to the provision of marks, feedback and decisions must be communicated to students as early as possible.
3. If prioritisation is necessary, then graduating students should come first, followed by progressing students who need to achieve a certain overall mark to remain on their programme (e.g. integrated Master's, year abroad or on placement).
4. Students should not be disadvantaged by adjustments required to ensure the integrity of the process.

Decisions for the Board to consider when marks are missing

In making any decisions about assessment outcomes or classification of awards, either provisional or final, the Board must take care to clearly record the decision and the basis for it where the full set of marks have not been available to support their decision making.

The approaches set out below allow the Board to take a risk-based approach to managing disruption to assessment based on their knowledge of their modules and programmes and of the overall outcomes that they have previously produced.

The Board will need to be satisfied that all programme learning outcomes have been met before confirming that a student has graduated, particularly for accredited programmes. In some cases, external requirements, e.g. by the General Medical Council for the MBBS programme, may mean that this guidance cannot be applied.

Departments should use their Pre-Boards to determine their approach in advance of the EPAB, and discuss their approach with the external examiners ahead of the EPAB meeting.

When marks become available after the EPAB, such that one or more students has a full set of marks, the final classification decision will normally be made by EPAB Chair's action. Once all of the marks for all students are available, it is expected that the College examiners will reconvene (e.g. as part of a staff meeting) to confirm the final marks and review the outcomes.

When the EPAB is unable to make a decision about one or more students for any reason, the matter will be referred back to Senate. Senate may also decide to confirm provisional marks as final at any point after the EPAB meeting.

1. Quoracy of the Board

The [Conduct of Examination Boards](#) states that normally a minimum of 60% of the membership should be present for valid decisions to be taken. That document also sets out the expectation for which staff should be in attendance at the EPAB, as well as expected External Examiner attendance. Where a Chair of the EPAB has concerns that the meeting will not be quorate, they should contact the Academic Registrar or the Head of Academic Services for guidance on how to proceed. This should always be done where no external examiners are able to attend.

Departments are encouraged to enable Board members to attend online to make attendance as easy as possible for them.

2. Decisions on Marks for an assessment or module with missing marks

Where an assessment has multiple parts that are marked independently, the Board could decide to use the available marks from some parts to determine a provisional mark for the whole assessment, if the students have been able to demonstrate that they have met the associated learning outcomes. This could be an acceptable approach where the available marks cover a representative majority of the assessment. The method for determining a provisional mark for an assessment must be recorded and made available to the students. Once the missing marks are available, the assessment mark should either be increased or the provisional mark should be confirmed. The assessment mark must not be decreased.

Where there is more than one item of assessment for a module, the Board could decide to count the mark of one (or more) assessment(s) to determine a provisional module mark, if in completing the marked assessment(s), students have been able to demonstrate that they have met the learning outcomes of the module. This could be an acceptable approach where the available marks count for a higher proportion of the overall assessment load for that module. For example, it is unlikely that students would have met all the learning outcomes in a piece of assessment weighted at 20% but may well have done in one weighted 70% or higher. The method for determining a provisional module mark must be recorded and made available to the students. Once the missing marks are available, the module mark should either be increased or the provisional mark should be confirmed. The module mark must not be decreased.

3. Missing marks not resulting from disruption

If a student has not completed all items of assessment for a module and does not have any mitigating circumstances for this, i.e. there are missing marks that are not due to disruption, then they should be deemed as incomplete and a provisional mark should not be submitted.

Where the student has submitted mitigating circumstances for an assessment (which leads to a missing mark), these should be considered as normal and a deferred assessment opportunity given. Otherwise the Board should not normally confirm progression, award or provisional classification until the student has completed all items of assessment.

4. Progression decisions for continuing students

This only applies where students have attempted the assessment, but the work has not been marked or marks are unavailable to the Board. Where a student has up to a maximum of 30 ECTS of modules for which the missing marks mean a pass cannot be determined, the Board can exceptionally allow students to progress pending the availability of the missing marks.

The Board should not confirm progression at this point where a student has either confirmed or provisional module failures. Compensation should not be applied when marks are provisional. Students should instead be offered a resit opportunity. The Board should be very careful of confirming progression where there is a

risk that a student might need to undertake a number of resits alongside their studies in the following year, as this would not be in the student's interest.

Progression decisions (for example to Integrated Master's programmes or students progressing to a year abroad or placement) can be made using provisional marks. Care should be taken where such a decision would normally result in a change of degree programme and thus have implications for student visas.

When returning progression decisions to the Registry Assessment Records team, departments will be asked to indicate which are based on provisional or unavailable module marks. Further guidance on the details of the process will be made available by the Assessment Records team.

5. Final Award and Classification decisions

For graduating students with an incomplete set of marks, the Board must first determine whether those students have met the learning outcomes for the programme and be confident that the students will have met the requirements for to pass.

For students deemed to have passed, the Board must then determine a provisional classification from the available marks. A range of options is available to the Board, and some suggestions follow. Boards may opt to confirm a compensated pass for a module(s) based on provisional marks for final year students if this enables them to graduate, the student does not wish to undertake a resit for the module(s) and the total compensated credits (derived from either provisional or final module marks) is within the limits for the programme.

Registry will issue a partial transcript showing the available marks and this will be accompanied by a letter from the Academic Registrar explaining that the student has been deemed to have graduated with the provisional classification, noting that this has been determined bearing in mind the historic distribution of degree classifications awarded and that the final classification will not be lower than this.

Senate has confirmed that where a provisional classification is made, the confirmed classification cannot be lower and so Boards are advised to take a risk-based approach when making a provisional classification, particularly where a student's overall mark profile means that they could be close to a borderline.

Mitigating circumstances should all have been submitted by students prior to the EPAB and should therefore be considered as normal in advance of the EPAB. The Board should take accepted mitigating circumstances into account within their risk-based approach and keep clear records of all decisions. All mitigating circumstances must be formally considered when confirming final classifications.

When returning module marks to the Registry Assessment Records team, departments will be asked to indicate which are provisional. When confirmed module marks are available, a subsequent return will be made to either confirm the provisional module mark or increase it. Further guidance on the details of the process will be made available by the Assessment Records team, including the process to change a classification will be made available by the Assessment Records team.

Students may not appeal against provisional classification decisions, but can request an arithmetic mark check on an assessment as normal (noting that this process can result in a mark being decreased).

Additional practical suggestions of how Boards might choose to operate, including:

- Students in danger of failing, or at critical borderlines (e.g. 2.1/2.2): an experienced examiner would be expected to review the scripts with missing marks to see whether there is prima facie evidence that a student has passed or failed the given assessment(s).

- In determining provisional classifications, the Board might agree to substitute a range of representative values for missing marks to assess the risk that it might prove to be incorrect, including:
 - Identifying a reasonable lower bound and average for marks on a module based on experience from prior years
 - Using the average mark across a set of similar modules the student has completed
 - Using the range of marks already achieved by a student on the programme
- If both pessimistic and optimistic representative values yield the same classification, this is clearly a low risk decision.
- If the classification is sensitive to the choice of representative mark then more care needs to be taken.
- In making provisional classifications, the Board must bear in mind the historic distribution of degree classifications that it has awarded.