

## Annex 1: No Detriment Policy – Exceptional Regulations

### Background

1. Senate is responsible, through the Vice-Chancellor, for the implementation of Annex 1 *Exceptional Regulations* where extreme and serious circumstances beyond the University's reasonable control (for example industrial action, natural disasters or epidemics of infectious diseases), require exceptions and additions to the University's standard Regulations. They are applicable to all University students including those based at Partner Colleges and apprentices. The Vice-Chancellor will determine the date the *Exceptional Regulations* will come into effect, and when the period of implementation ends.

2. The Exceptional Regulations contain within them amendments to:

- Academic Assessment Regulations
- Assessment and Feedback Policy
- Mitigating Circumstances Policy
- Boards of Examiners Policy

3. The University will take reasonable action under the *Exceptional Regulations* to ensure final awards and confirmation of progressing and continuing student status are expedited, whilst maintaining the academic standards and integrity of its awards. The principle of no detriment will be applied for all final year students, and for Level 5 progressing students where a proportion of their marks contributes to the overall grade at the award stage.

The no detriment policy ensures that final grades at the end of the academic year are not lower than the grade achieved based just on work completed in the first half of the final year.

4. Wherever possible, the standard *Academic Assessment Regulations* will apply, and every effort should be made for confirmed module marks to be presented to the Assessment Boards. Where students do not have a full profile of confirmed marks due to circumstances beyond their control, these *Exceptional Regulations* provide guidance to enable Assessment Boards to confirm students' progression and awards. In some circumstances Assessment Boards will have to delay decisions on progression and awards until further information is available, particularly where there are Professional, Statutory and Regulatory Body (PSRB) requirements to be met. PSRB requirements will supersede the Exceptional Regulations where necessary.

5. Students retain their right to appeal under the *Academic Appeals Procedure* against decisions made by Assessment Boards in applying Annex 1: *Exceptional Regulations*.

### Marking and Moderation

6. The *Exceptional Regulations* modify the previously required arrangements for marking and moderation of assessments. Every effort should be made to adhere to the normal

internal moderation and external examining processes, but with student work for Levels 5, 6 and 7 (and any areas of concern) being prioritised. Where it is not possible to follow these processes, marks may be submitted directly for consideration at the Assessment Boards (unless PSRB requirements specifically do not allow for this). The Module Impact Statement should record whether any form of moderation has taken place for consideration at the Assessment Board. Comments made by External Examiners – either in person at the Board or through their *in-absentia* reports – will be used to inform the Board.

7. Under the *Exceptional Regulations*, there is no requirement for all marks to be first considered and confirmed at a Module Board, whether held separately or as the first part of an Assessment Board. This means that the marks submitted by the academic staff and presented to the Assessment Board shall be taken to be the confirmed element/module marks, and all decisions will be made on that basis.

8. Where students have failed a module but demonstrated pass mark(s) for elements normally amounting to at least 50% of a module's assessment load, but with non-submissions for remaining elements, Assessment Boards may ratify normally the highest of those element marks as the overall module mark (taking the element weightings into account), except where PSRB requirements would not be met. This does not apply to modules which are not normally compensatable eg undergraduate dissertations/projects or Master's dissertations.

### **Progression and Continuation**

9. Progression Assessment Boards shall permit full-time undergraduate students at FY, L4 and L5 who have accumulated a minimum of 90 credits (either as module or ratified element/module marks in point 8) to progress to the next level/stage. Students will either be given compensation for modules within the normal compensatable range, or be given an 'aegrotat pass' for the remaining module(s) if required up to 30 credits, irrespective of any element marks and will not be required to undertake reassessment. This will not apply where there are unmet PSRB requirements.

10. Where possible and practicable, students progressing under point 9 may be given the option of completing (normally) Level 5 assessment for the 'aegrotat pass' modules during Level 6 for full marks, with no change to their progression status and no reduction to their overall level average.

11. Where students have not met the criteria for progression under point 9, they will be required to undertake reassessment (noting that alternative assessments may be set for this). Assessment Boards may, as normal, require reassessment in all modules.

### **Reassessment marks**

12. Assessment Boards shall permit students who are in a position to undertake reassessment, to do so for the full mark rather than under the normal practice of capping elements at 40% where passed, for all modules under consideration by the Board. Reassessment must be marked out of 100% and the full mark submitted for consideration by the Reassessment Board.

## Reassessment Boards

13. Reassessment Boards will apply the progression rules under point 9 for students given reassessment under the *Exceptional Regulations*. Students who do not meet the progression criteria may be allowed to trail up to 30 credits into the next Level, or will be given exit awards, offered repeat years or be failed from the programme.

## Undergraduate Awards

14. Wherever possible, the standard *Academic Assessment Regulations* will apply for undergraduate awards, including the standard compensation regulations. Exceptionally, Assessment Boards may make awards where 90 credits have been achieved at Level 5 or Level 6 as appropriate, taking into account point 15 below.

15. Where Assessment Boards consider making an award on the basis of 90 credits achieved, it must be satisfied that the student's profile demonstrates the appropriate learning outcomes for the level or award. It must also be satisfied that the student's profile demonstrates engagement with learning over the period affected by the extreme or serious circumstances, and/or take the Module Impact Statement into account. **Additionally, the 90 credits achieved must include** the dissertation or equivalent module for each programme (ie those modules which under the standard regulations do not allow compensation). Where students do not have a pass mark for such modules, they will be reassessed for an uncapped mark.

16. Students will be considered by Assessment Boards for a final qualification, utilising point 8 above, and in accordance with the tables below.

	<i>Student's credit and module mark profile</i>	<i>Recommendation (unless PSRB requirements determine otherwise)</i>
a.	120 credits at Level 6	Award using the standard regulations
b.	90 credits at Level 6 including dissertation or equivalent modules	Confirm missing 30 credits as compensated or aegrotat pass and make award (taking into account point 15 above).
c.	90 credits at Level 6 excluding dissertation or equivalent modules	Reassess dissertation or equivalent modules for uncapped mark
d.	Less than 90 credits at Level 6	Reassess for uncapped marks, but use a and b in Reassessment Board decisions

	<i>Student's credit and module mark profile</i>	<i>Recommendation (unless PSRB requirements determine otherwise)</i>
a.	120 credits at Level 5	Award using the standard regulations

b.	90 credits at Level 5 *	Confirm missing 30 credits as compensated or aegrotat pass and make award (taking into account point 15 above).
c.	Less than 90 credits at Level 5	Reassess for full marks, but use a and b in Reassessment Board decisions

\*Where modules are excluded from the standard compensation regulations, the same rule to be applied as for Honours degrees in Table 1 b and c.

## Postgraduate Awards

17. Wherever possible, the standard *Academic Assessment Regulations* will apply for postgraduate awards, including the normal compensation regulations. Where appropriate, point 8 should be utilised for Level 7 modules. However, Masters' stage Dissertation modules (usually of 60 credits) or equivalents are exempt from point 8.

18. Postgraduate students who have accumulated a minimum of 90 credits (either as module or ratified element/module marks in point 8) out of 120 credits at the PG Diploma stage of a Masters programme will either be given compensation for modules within the normal compensatable range, or given an 'aegrotat pass' for up to 30 credits, irrespective of any element marks and will not be required to undertake reassessment.

19. Where an Assessment Board consider awards of PG Diploma on the basis of 90 credits achieved, it must be satisfied that the student's profile demonstrates the appropriate learning outcomes for the award. It must also be satisfied that the student's profile demonstrates engagement with learning over the period affected by the extreme or serious circumstances, and/or take the Module Impact Statement into account. This will not apply where there are unmet PSRB requirements.

20. Where Assessment Boards consider PG Certificate awards where no compensation is allowed under the standard regulations, it must be satisfied that the student's profile demonstrates the appropriate learning outcomes for the award and demonstrates engagement with learning over the period affected by the serious circumstances, and/or take the Module Impact Statement into account, before considering any form of compensation. This will not apply where there are unmet PSRB requirements.