

CUCN-UEA

Digital Creativity Institute

Joint Institute Undergraduate
Progression and Award
Regulations

Academic Year 2026-27

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Introduction

1. The CUCN-UEA Digital Creativity Institute (the Joint Institute) currently offers the undergraduate courses listed in Appendix 1.
2. These regulations apply to students enrolled on the courses of study leading to UEA undergraduate awards at the Joint Institute.
3. The Undergraduate regulations operate on the basis of ensuring compliance with the Office for Students (OFS) conditions of registration.
4. These form the academic regulations for the academic content delivered by UEA or CUCN that contributes to the UEA award. For other matters relating to day-to-day student life, non-academic matters, and for academic content not included in the UEA award Communication University of China, Nanjing (CUCN) regulations apply.
5. These Regulations will be published annually before the start of the academic year on the UEA website.
6. Alterations to or concessions against these Regulations may be made only with the approval of the Joint Management Committee, established in accordance with the contract between UEA and CUCN or by named persons with delegated powers to operate on behalf of the Committee.
7. Exceptionally, regulatory changes may be adopted within the academic year. Such changes will only be approved where there is sufficient evidence that the changes are necessary to protect academic standards, or to ensure fairness to all students. Where this is necessary, students will be notified by written communication, which will explain the nature of the change and any impact this change may have to their course.
8. The general management of the course of study, including responsibility for the admission of students, and the organisation of teaching, shall be the responsibility of the Joint Management Committee, established in accordance with the contract between UEA and CUCN.
9. If an exceptional situation arises that is not covered by these joint regulations, the Joint Management Committee will refer to existing policies and procedures of either UEA or CUCN.
10. A course consists of two phases:
 - 10.1. Year 1 is broadly equivalent to a Foundation Year Zero (FHEQ Level 3) in the United Kingdom;
 - 10.2. Years 2-4 are broadly equivalent to undergraduate full-time stages 1-3 (FHEQ Levels 4-6) in the United Kingdom.

Definition of Terms

11. **Joint Delivery:** an award delivered jointly by UEA and CUCN. This is not the same as a “joint award”, but a joint award necessarily involves joint delivery.
12. **Dual Degree:** is a course that is jointly conceived by UEA and CUCN, leading to two separate qualifications awarded individually by each university. Students on these courses are full students of UEA and CUCN.
13. **Joint Institute:** Refers to CUCN-UEA Digital Creativity Institute.
14. **Joint Institute Examination Board:** refers to the examination board responsible for recommendation of UEA awards for JEI students. CUCN award will be considered by the JEI Teaching Committee
15. **English Language modules:** modules teaching English.
16. **Capped marks/Capping:** Capping is where the mark for an assessment is restricted to the minimum pass mark for the UEA transcript and calculation of award classification; the resit mark on the CUCN scale is shown separately (Appendix 3).
17. **Chinese compulsory modules:** modules that are required by the Chinese Ministry of Education but do not form part of the UK degree.
18. **Credit:** a measure of load that is awarded for the successful completion of a credit-bearing module. This is related to the contact hours in the Chinese system.
19. **Initial attempt:** the first attempt at the module assessment.
20. **Delayed First Sit:** This is where a student is permitted to retake an assessment(s) as if for the first time on the basis of an approved Exceptional Circumstances claim. This is usually within the same academic year and does not require additional teaching and learning. Delayed First Sit marks are not capped.
21. **Reassessment:** A further attempt of those elements of assessment within a module that have not been passed. This is usually within the same academic year and does not require additional teaching and learning. The reassessment mark on the CUCN scale is shown separately and capped at 60
22. **Repeat Year:** the repeat of a failed year of study means retaking the year with attendance. That is a repeat of the teaching, learning and assessment of modules that contribute to the UEA degree. Students do not need to repeat the Chinese compulsory modules.
23. **Year:** study years are numbered 1-4 to follow Chinese practice; these correspond to stages 0-3 at UEA.

Course of Study

24. The minimum period of registration shall be four academic years.
25. The maximum period of registration is eight years. This is not extended for any time spent on temporary withdrawal. Once a student has registered on an award, they are required to complete that award within the maximum period of registration. The maximum period of registration refers to the maximum period of time in which a student is permitted to complete the course and is calculated from the date of first registration on the course to the date of the student's final award and is inclusive of any periods of repeat study or temporary withdrawal.
26. Each course of study will consist of a list of modules published by the Joint Management Committee and approved by the Chinese Ministry of Education.
27. The list of modules will show the number of credits allocated to each module.

Admission and Registration

28. Any student who secures admission to a course on the basis of qualifications, documents or statements that are subsequently found to be false shall have their registration terminated and shall accordingly cease to be a student.
29. Students are not usually permitted to register for more than one taught programme of study leading to an award of the Joint Institute at the same time.
30. Returning undergraduate students will be re-registered with the UEA at the beginning of each academic year.
31. Registration may be terminated on academic grounds, where maximum period of registration is reached, or where permanent exclusion is determined as the penalty of a CUCN or UEA decision making body (for example, Academic Misconduct or Student Discipline Panel). In such circumstances, a student will be considered for an exit award appropriate to the credit achieved.

Assessment Requirements

32. The authorisation of exam assessments for each module on the course shall be governed by CUCN regulations, which are not repeated here.
33. A student registered for a module will be deemed to have attempted the module unless notice of withdrawal has been submitted in writing by published deadlines.

Module marks

34. The marking scales used by UEA and CUCN are mapped in a lookup table (Appendix 3) with marks specified as integers. A separate table is used to map marks conversion in each direction.

35. For these courses, modules are initially marked using the marking scale of one university and then converted to the other using the lookup table only. Each module, therefore, has two equivalent marks recorded.
36. The university's marking scale used for assessment within a module, and for the overall module mark is specified in the module outline.
37. All marks will be recorded and displayed to two decimal places. For the purposes of progression and classification, module, stage average and classification marks will be treated as if rounded to the nearest integer:
 - (a) Module marks within 0.5% of a pass mark will be awarded a pass;
 - (b) Module marks within 0.5% of a higher classification grade will be awarded the higher classification;
 - (c) Stage average marks within 0.5% of a progression boundary will be considered to have achieved the threshold;
 - (d) Classification marks within 0.5% of a higher classification will be awarded the higher classification;
38. A pass mark at CUCN is 60% and for UEA modules it is 40%.
39. To pass a module a conflated pass mark (i.e. 40% on UEA scale or 60% on CUCN scale) must be achieved.
40. A student who does not meet the requirements to pass a module will fail that module.

Moderation of Assessment

41. All programmes must have internal moderation systems in place to assure the consistency of marking and the proper application of the marking criteria across markers, students and modules.
42. Internal moderation may include, but is not limited to:
 - a) Checks to ensure that marking is comparable across marking pairs or teams
 - b) Checks to ensure that marking is comparable across different options and electives
43. Where the internal moderation process identifies substantial discrepancies, third marking of a set of assessments may be required.
44. Internal moderation processes must be documented and shared with the relevant Programme and Faculty Boards of Examiners.

Late submission

45. Where a student submits an assessment beyond the original published deadline without explicit authorization, a penalty deduction will be applied in line with the late submission penalties in Appendix 3.

Non-submission

46. When an assessment is not submitted, it will be counted as an attempt and a mark of 0% recorded.

Exceptional circumstances

47. The Exceptional Circumstances Panel advising the Joint Institute Examination Board shall consider extenuating circumstances formally reported to it, and make recommendations to the Board, in accordance with the DCI's Exceptional Circumstances Regulations in Appendix 4.
48. The Joint Institute Examination Board shall formally approve the recommendation made by the Exceptional Circumstances Panel. Any alternative arrangement shall only be approved by the Board if it is in the student's best interest.
49. The Exceptional Circumstances Panel advising the Board shall treat all statements of exceptional circumstances as confidential, not to be disclosed outside the meeting of the Panel. Where circumstances are particularly sensitive, students may ask that the disclosure of the information be limited.

Delayed assessment

50. A student may be granted a Delayed Assessment (including a Delayed Reassessment) in accordance with the JEI Exceptional Circumstances Regulations
51. Students for whom a Delayed Assessment has been approved shall normally be required to take the Delayed Assessment at the earliest possible opportunity.
52. A Delayed Assessment cancels the assessment it replaces and the mark originally awarded, if any. The recorded mark shall be the mark received for the Delayed Assessment and not the better of the two marks achieved. The mark for the Delayed Assessment/reassessment will be used to calculate progression and final classification. If a student has a Delayed Assessment which they requested and they choose not to take it they will receive a mark of zero, which will be the counting mark for that assessment except where 53 applies.
53. In the case where a Delayed Assessment/reassessment is approved at a student's request, but the initial attempt has been attempted and passed, it will be assumed that the delayed attempt is no longer required and that the student will keep the mark unless they request otherwise.

Progression

54. There will be a Stage Assessment Board once students have attempted the assessment for all modules with a credit total that equates to a Stage as defined in the Course Profile. At this meeting, the Joint Institute Examination Board will consider if students have successfully completed the relevant Stage of Study by

reviewing all module results for the Stage.

55. The Stage Assessment Board shall:

55.1. receive and confirm module marks and grades completed during the relevant Stage and an aggregate mark for the Stage for each student, expressed as a percentage and taking into account weightings of modules for the Stage in question;

55.2. receive from the Exceptional Circumstances Panel its recommendations regarding exceptional circumstances.

55.3. receive and confirm any in-year reassessment marks.

56. The Joint Institute Examination Board shall confirm that a student has satisfactorily completed the Stage where the student has achieved at least the pass mark for all numerically-marked modules.

Compensation

57. In order to meet Chinese regulatory requirements all modules must be passed. Therefore all modules contributing to the UEA award will be designated as Core and no compensation will be permitted.

Reassessment

58. Reassessment will normally be offered on one occasion only.

59. Reassessment for each module shall be completed in accordance with the timetable specified by the JEI.

60. Module marks following reassessment are calculated as follows:

60.1. All marks achieved at reassessment are stored on the Student Record System;

60.2. The highest mark achieved for each component, whether achieved at first attempt or reassessment, is used, weighted appropriately, to calculate the overall module mark. Where the overall module mark is at or above the pass mark, following reassessment, the mark will be capped back to the pass mark for UEA award classification purposes.

60.3. The reassessment mark on the CUCN mark scale is shown separately. The mark achieved on a reassessment will replace the original mark, even if it is lower.

Stage Reassessment Board

61. There shall be a Stage Reassessment Board at which the Joint Institute Examination Board shall confirm and consider module marks achieved for each student following their reassessment. It may act as a Stage Assessment Board or Final Assessment Board for students who have taken Delayed Assessments.

62. Confirmed marks will be presented as follows:
- (a) the original mark achieved in each module or component that was reassessed;
 - (b) the actual mark achieved at Reassessment
 - (c) the overall module mark calculated following Reassessment; the capped mark will be recorded against the module (for 'Pass on Aggregate' modules) or component (for 'Pass all components' modules) for use in progression and degree classification purposes.
63. The Joint Institute Examination Board shall receive recommendations from the Exceptional Circumstances Panel as per regulations 46 and 47.
64. The Joint Institute Examination Board shall confirm that a student has satisfactorily completed the Stage where the student has achieved at least the pass mark for all numerically marked modules, including individual components of modules and/or individual sections within examinations where required

Final Stage Assessment Board

65. The Joint Institute Examination Board will recommend students for an award where they have:
- 65.1. been registered on the course for a minimum period of four academic years;
 - 66. completed all requirements within a maximum period of eight years;
 - 66.1. the required CUCN delivered credits from Years 1-4 that are included within the UEA award, following any reassessment opportunity
 - 66.2. demonstrated B2 English language standard
 - 66.3. achieved at least the pass mark for numerically marked modules including individual components of modules and/or individual sections within examinations where required.
67. Each university will consider this recommendation and ratify awards according to its own regulations. It is, therefore, possible that one award will be made without the other.
68. The Joint Institute Examination Board will consider recommending the award of an Aegrotat degree where a student is unable to complete their studies in the foreseeable future. This may be because of serious illness or death. Each university will consider this recommendation and ratify an award according to its own regulations.

Award (UEA)

69. A student who has permanently withdrawn or has otherwise failed to achieve the standard required for the degree, but who meets the following criteria, may be recommended for the following exit awards by UEA:
- 69.1. *Diploma of Higher Education*: 240 credits, including a minimum of 100

credits at FHEQ Level 5 or above

69.2. *Certificate of Higher Education*: 120 credits, including a minimum of 100 credits at FHEQ Level 4

70. The mark achieved on the reassessment will be capped at the pass threshold for the module for the calculation of the UEA award classification. The mean includes all marks achieved on modules taken including marks of zero and fail marks.
71. The transcript provided by UEA will show all modules with marks on the UEA scale plus an overall classification. The calculation of the classification will be determined using the following algorithm:
 - 71.1. Year 3 mean based on all 120 credits with a weighting of 40%;
 - 71.2. Year 4 mean based on all 120 credits with a weighting of 60%.
72. UEA Undergraduate awards will be classified using the following overall framework:
 - 72.1. An overall grade mean of 70 – 100%: First class honours
 - 72.2. An overall grade mean of 60 – 69%: Upper second class honours
 - 72.3. An overall grade mean of 50 – 59%: Lower second class honours
 - 72.4. An overall grade mean of 40 – 49%: Third class honours

Award (CUCN)

73. CUCN will ratify awards according to CUCN regulations.

Students with a Declared Disability

74. The Joint Institute is committed to ensuring that disabled students are fully supported in their learning and assessment, in line with legislation in both the UK and China. A student is considered as disabled if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Teaching and assessment activities at the University fall within this definition. Impairments that may meet this definition include:
 - 74.1. Specific learning difference such as dyslexia and dyspraxia;
 - 74.2. Autistic spectrum disorders
 - 74.3. Sensory impairments, especially those impacting hearing or vision;
 - 74.4. Mobility difficulties and chronic pain impacting on mobility;

- 74.5. Long term health conditions, including cancer, HIV, diabetes and immune system disorders;
- 74.6. Chronic mental health difficulties including depression, bipolar disorder, psychosis and eating disorders.
75. The Joint Institute will seek to provide reasonable adjustments to learning and assessment for students whose disability is likely to impact on their learning and assessment. The purpose of a reasonable adjustment is to remove or minimise the barriers that a disabled student may face in order to provide them with a fair and equal opportunity to succeed. Examples of reasonable adjustments for examinations include the provision of an examination paper in an alternative form, such as an enlarged typeface, provision of a small group or individual room, additional examination time (to be used for writing or resting subject to a maximum duration of 4 hours including the additional time) and the use of approved assistive software on a computer.
76. The Joint Institute will take an anticipatory approach to the provision of reasonable adjustments when individual students disclose an impairment and also takes a broader anticipatory approach by designing its teaching and assessment in such a way that it is accessible to all students. However, where an assessment mode is used to measure a 'competence standard', the ability and legal duty to provide some types of reasonable adjustments to assessment may be limited. Such modes of assessment will be identified in course and module handbooks.
77. Students with an existing disability should let the CUCN Student Support Unit know about their disability as early as possible after their place at the Joint Institute is confirmed. This is to allow time for reasonable adjustments to be considered and implemented for the whole of the academic year. In order to be considered for reasonable adjustments to assessment a student will need to provide recent evidence to the Student Support Unit from an appropriate specialist (e.g. a medical practitioner or psychologist). The Student Support Unit and the student will jointly review the likely impact of the student's disability on their learning and/or ability to engage with particular modes of assessment. The Student Support Unit, in collaboration with the student, may then prepare an application for reasonable adjustments to assessment by setting out the nature of the student's disability and the issues that they are likely to encounter in engaging with the generic categories of assessment used in their course. The Student Support Unit may suggest reasonable adjustments that should remove or minimise any disadvantage that they might otherwise experience. Consideration of an application for reasonable adjustments will then follow the UEA procedure.

Voluntary Temporary Withdrawal

78. Undergraduate students may interrupt their studies at any time up until the end of the second semester in each year. The maximum period of registration is

eight years, inclusive of any periods of temporary withdrawal.

79. A student returning to the Joint Institute following temporary withdrawal will normally restart their studies at the beginning of the semester that they did not complete with the expectation of taking part in the full diet of teaching, learning and assessment as if for the first time.
80. Marks for semester/s completed before the temporary withdrawal will be ratified by the Module Assessment Board. Any marks (pass or fail) achieved during the incomplete semester and prior to the temporary withdrawal will be removed from the student's record where the student is restarting.
81. Individual students decide when to take a period of voluntary temporary withdrawal. It is the responsibility of the Joint Institute Examination Board to review the academic performance for the semester and to confirm the re-entry date and any assessments that will be set before/after re-entry or a repeat of the semester, as appropriate.
82. A student whose circumstances prevent them from returning to the Joint Institute by the date agreed by the Joint Institute Examination Board, may submit a request to the Dean to extend the temporary withdrawal period.
83. Where a student temporarily withdraws having completed the teaching for the semester but has either failed or not completed the assessment for the semester, the Joint Institute Examination Board may take action to enable a sit or resit of the assessment, in line with UEA regulations.

Academic Misconduct, Appeals and Student Discipline

Academic Misconduct

84. All instances of plagiarism, collusion, personation, fabrication of results, breach of research ethics or misconduct in an exam are serious failures to respect the integrity and fairness of the assessment process. As such, all cases of academic misconduct in module assessment must be seriously considered and appropriate penalties applied.
85. Where a student commits academic misconduct on an individual module, that offence shall be dealt with by the university teaching that module under its normal code of academic misconduct. Where a student commits a more serious examination offence the Programme Director will consult the relevant authorities of the two universities to determine which university shall deal with the offence. The university investigating the offence shall do so in accordance with its approved regulations and procedures and the university that is not investigating shall accept the decision of the other and any punishment will be applied by

both.

86. Penalties will be kept on record in both universities, and each university will follow its normal practice in whether the offence will be shown on the transcript.
87. If a student is withdrawn from one university due to breaching regulations, they will be withdrawn from the study of the Joint Institute.

Academic Appeals

88. Academic appeals will be considered under [the UEA procedure](#).
89. Any changes to academic outcomes as a result of an appeal must first be jointly agreed by the Joint Management Committee. Prior to this, UEA members must consult with the Academic Registry to ensure the proposed outcome aligns with UK regulation.
90. If a student is not happy with the outcome of an appeal and they have exhausted the UEA procedures, they can request an independent review by the Office of the Independent Adjudicator in the UK and both universities will be bound by that decision.

Student Discipline

91. Non-academic disciplinary matters will be dealt with by CUCN under Chinese law for students committing offences in China.

Complaints about the Joint Institute

92. Where a student has a formal complaint about teaching in any module, that complaint will be made under the standard procedures of the university providing the teaching.
93. Where the complaint is considered sufficiently serious that it may lead to disciplinary action against a member of staff, the two universities will consult on the appropriate action to be taken.
94. Once a student has entered a complaint under the procedures of one university, they may not subsequently complain to the other about this matter. The university receiving the complaint shall copy that complaint to the other and keep the other university fully informed of all steps taken.

External Examiners

95. Each university shall appoint external examiner(s), subject to the approval of the other.
96. Additional external examiners may be appointed as deemed necessary but must be approved by both universities.

APPENDICES

Appendix 1 – Awards of the Joint Institute

CUCN Award	UEA Award
Internet and New Media	BA Media Studies
Film and Television Photography and Production	BA Film and TV Production
Digital Media Technology	BSc Digital Media and Creative Computing

Appendix 2 – Marks conversion charts

Conversion from UEA to CUCN marks:

UEA	CUCN	UEA	CUCN	UEA	CUCN	UEA	CUCN
0	0						
1	2	26	39	51	70	76	89
2	3	27	41	52	71	77	89
3	5	28	42	53	72	78	90
4	6	29	44	54	73	79	91
5	8	30	45	55	74	80	91
6	9	31	47	56	75	81	92
7	11	32	48	57	75	82	92
8	12	33	50	58	76	83	93
9	14	34	51	59	77	84	93
10	15	35	53	60	78	85	94
11	17	36	54	61	79	86	94
12	18	37	56	62	79	87	95
13	20	38	57	63	80	88	95
14	21	39	59	64	81	89	96
15	23	40	60	65	82	90	96
16	24	41	61	66	82	91	97
17	26	42	62	67	83	92	97
18	27	43	63	68	84	93	97
19	29	44	64	69	84	94	98
20	30	45	65	70	85	95	98
21	32	46	66	71	86	96	99
22	33	47	67	72	86	97	99
23	35	48	68	73	87	98	99
24	36	49	69	74	88	99	99
25	38	50	69	75	88	100	100

Conversion from CUCN to UEA marks:

CUCN	UEA	CUCN	UEA	CUCN	UEA	CUCN	UEA
0	0						
1	1	26	17	51	34	76	58
2	1	27	18	52	35	77	59
3	2	28	19	53	35	78	60
4	3	29	19	54	36	79	62
5	3	30	20	55	37	80	63
6	4	31	21	56	37	81	64
7	5	32	21	57	38	82	66
8	5	33	22	58	39	83	67
9	6	34	23	59	39	84	69
10	7	35	23	60	40	85	70
11	7	36	24	61	41	86	72
12	8	37	25	62	42	87	73
13	9	38	25	63	43	88	75
14	9	39	26	64	44	89	76
15	10	40	27	65	45	90	78
16	11	41	27	66	46	91	80
17	11	42	28	67	47	92	82
18	12	43	29	68	48	93	84
19	13	44	29	69	50	94	86
20	13	45	30	70	51	95	88
21	14	46	31	71	52	96	90
22	15	47	31	72	53	97	92
23	15	48	32	73	54	98	95
24	16	49	33	74	55	99	97
25	17	50	33	75	57	100	100

Appendix 3 – Late Submission Penalties

Penalties for unauthorised late submission of work for assessment In the absence of acceptable exceptional circumstances submitted, late penalties will be applied.

Work submitted	Marks deducted
Up to and including 24 hours late. Work submitted no more than 24 hours after 15:00 on the due date	3 marks deducted or mark capped at pass mark, whichever is higher.
Up to and including 48 hours late. Work submitted more than 24 hours after 15:00 on the due date but no more than 48 hours after 15:00 on the due date.	10 marks deducted or mark capped at pass mark, whichever is higher.
More than 48 hours late. Work submitted more than 48 hours after 15:00 on the due date but before day 20 after the due date.	Mark deducted to pass mark.
After 20 days.	Work is not marked, feedback is not provided, and a mark of zero is recorded.

Saturdays, Sundays and Bank Holidays will be considered for the purposes of calculation of marks deducted.

Note: The penalties assume the work will have a maximum of 100 possible marks. The penalties should be adjusted pro-rata for any other (numerical) marking scheme.

Pass/fail assessment components and event assessments do not incur a late penalty.

Process for applying penalty:

All submitted work for assessment up to 20 working days after the published deadline will be marked normally and a non-penalised mark recorded in Blackboard.

Academic Registry staff will deduct any penalty for late submission where there are no accepted exceptional circumstances and record this in the student records system (viewable in eVision).

Any work submitted for assessment more than 20 working days after the published deadline (where there are no exceptional circumstances and where an extension has not been approved) will not be marked and will receive an automatic mark of zero / fail. This will apply to work submitted beyond an approved extension date, if the submission date is more than 20 working days after the published deadline.

Appendix 4 – Exceptional Circumstances Regulations

1. Overview and Purpose

1.1 The University recognises that a student may experience temporary personal difficulties, including exacerbations of the impact of a disability or long-term health condition, which may have a detrimental effect on their ability to study for and/or complete an assessment by the set deadline. Such situations are referred to as 'exceptional circumstances' or ECs.

1.2 The submission and recognition of Exceptional Circumstances through these Regulations cannot be used to change a mark received, remove the need to complete an assessment nor change the relative weighting of any assessment item.

1.3 Any student who has documented Exceptional Circumstances relating to summative assessments should not be unfairly disadvantaged, but the remedies associated with Exceptional Circumstances must not disproportionately advantage the affected student over the rest of the student body.

1.4 These regulations are informed by the University's Reasonable Adjustments for Students Policy.

2. Scope

2.1 These Regulations apply to students who are registered for the Award to which they have been appended. <https://my.uea.ac.uk/divisions/research-and-innovation/postgraduate-research/concessions-appeals-and-complaints>

2.2 When students have Reasonable Adjustments in place, these take precedence over any limitations that might otherwise be implied in this policy. Where the University could reasonably have been expected to be aware of a disability, but reasonable adjustments are not in place or have not been implemented, it will exercise discretion in consultation with Student Journey and Support Services (SJS).

2.2 Adherence to approved policy and regulations is fundamental to the effective operation of the university. This policy has been developed in alignment with sector best practice to promote consistency, accountability, and compliance with relevant standards. Observing the policy ensures that decisions and actions are informed, equitable, and aligned with institutional values.

2.3 The Regulations are consistent with the expectations, sector-agreed principles, and key practices set out in the UK Quality Code for Higher Education as maintained by the Quality Assurance Agency (QAA). The key principles addressed are:

2.3.1 Procedural Fairness: The policy must explicitly define what constitutes an "exceptional circumstance" so that the bar is transparent to all students.

2.3.2 Inclusivity and Equity: Processes must be designed so that students are not penalised by overly bureaucratic evidence requirements.

3. Definitions

Term	Definition
Capped	When a mark is capped, the maximum mark that will be awarded is the minimum pass mark for the module i.e. 40% for Undergraduate modules and 50% for Postgraduate modules. A higher mark may be recorded but not awarded.
Close family	The following relatives are understood as 'close': partner, child, parent, sibling, grandparent, and grandchild.
Deadline Submission	A student must upload a document to demonstrate their knowledge or understanding by a date and time specified in advance e.g. Coursework, Written Assignment, Dissertation, Project, Recorded Presentation. The date can be extended.
Deferred Event	An approved date to make a further uncapped attempt at an Event Assessment.
Delayed Assessment	An approved later date to make an uncapped attempt at a Deadline Submission.
Exacerbation	Sudden, temporary, or unexpected worsening of a long-term health condition or disability.
Exceptional Circumstances Panel (ECP)	A group of Academic staff, appointed by the Head of School in each School of Study to consider complex requests and reconsider upheld Academic Appeals relating to complex requests.
Exceptional Circumstances (EC)	Circumstances beyond the student's control which affect the student's academic performance or ability to complete assessments. Can be for medical and personal reasons
Exceptional Circumstances Request (ECR)	A request for an extension to a deadline where evidence is required and the reason is reviewed.
Extension	The assignment of a later submission date for coursework. Applied when students cannot meet deadlines for valid reasons
Event Assessment / Event Submission	A student must participate in a practical timed demonstration of their knowledge or understanding e.g. Examination, Live Presentation, Laboratory Demonstration, Objective Structured Clinical Examination (OSCE), Objective

	Structured Pharmacy Examination (OSPE), Practical Demonstration
Event Date	The specific date of completion of an Event Assessment, specified in advance. The date cannot be extended.
Evidence	Documentary proof of Exceptional Circumstances provided by students to support a request. Chinese language evidence will be accepted and a translated version of any such documentation will be retained for records purposes.
Formative (assessment)	Assessment which does not count towards a student's final grade, but is a requirement for progression on their course
Summative (assessment)	A deadline assessment or event assessment that is considered by a Board of Examiners for the purposes of progression or an award. Summative assessments are subject to these regulations.
Uncapped	The student will be awarded the mark recorded, with the limit being the maximum mark possible

4. Roles and Responsibilities

4.1 In relation to Exceptional Circumstances (hereafter ECs), students at the University have the responsibility to do everything possible to meet deadlines, submit in time and complete assessments and only request consideration of ECs for temporary personal difficulties, including exacerbations of the impact of a disability or long-term health condition that interfere with being able to take or complete an assessment.

4.1.1 A student should request consideration of ECs as soon as they are able and not wait for the result of the assessment.

4.1.2 An EC request is not a way of improving a mark through a second chance if the student does not achieve the expected mark.

4.1.3 Submitting an EC request will not automatically result in contact from the University or the initiation of support services.

4.1.4 Students should be aware that providing false or misleading information relating to ECs will be referred for a potential breach of the University's General Regulations.

4.2 Academic staff teaching, assessing or advising students who disclose Exceptional Circumstances to them have a responsibility to refer students to this Regulation or the student-facing guidance on this regulation in preference to making informal arrangements.

4.2.1 In particularly complex cases the CUCN team will contact the UA Academic Registrar for guidance.

4.3 Exceptional circumstances submissions shall be considered at CUCN and will be limited to a request for a 7 day extension in support of which the student must provide sufficient evidence demonstrating either significant health difficulties, bereavement or some other some other significant and documented circumstances beyond their control

4.4 All staff at the University have the responsibility to ensure that consideration of ECs will be treated confidentially with disclosure made to the smallest number of people necessary to progress the application.

4.4.1 It may be necessary to make a referral to the appropriate office responsible for the safety and welfare of students as a result of information provided in an EC request, where that information suggests a risk of harm to either the student or any third party

4.5 Communication University China, Nanjing (CUCN) are responsible for overseeing the process for disabled students who require or request Reasonable Adjustments, in accordance with the University's Reasonable Adjustments for Students Policy.

4.5.1 CUCN works with disabled students to identify appropriate adjustments, which may include adjustments to assessment arrangements and deadlines. Adjustments are accessed by Academic and Professional Services staff via University systems, Evision and the Reasonable Adjustments Tableau Report.

4.5.2 Where a disabled student has Reasonable Adjustment RA03 – 'consideration of change to deadlines due to exacerbation of impact of disability', this is applied through the Exceptional Circumstances (EC) process. In such cases, the approved adjustment will normally inform the outcome of the EC request and additional supporting evidence will not usually be required provided the request relates to the Reasonable Adjustment.

4.5.3 Disabled students should also use the EC process where there is an indication that their adjustments are no longer sufficient or have not been fully implemented. Consultation with CUCN should normally take place prior to submitting an EC request, where possible, to resolve the issue without recourse to the EC process.

4.5.4 Students who have formally approved reasonable adjustments should use these Regulations when there is an exacerbation or an indication that the adjustments are no longer sufficient or have not been provided in full, or when they have ECs unrelated to the reasons for their disability.

4.5.5 Where no formal Reasonable Adjustments are in place, but there is credible evidence of a disability, long-term condition, or emerging need, the University will exercise appropriate discretion. In such cases, decision-making will take account of the support that could reasonably have been in place, to ensure the student is not disadvantaged. Students who are disabled should seek support from CUCN as additional consideration may be appropriate, over and above the provisions within the Exceptional Circumstances Regulations.

4.6 A student who has an approved, ECR or Delayed Assessment Deadline may submit up to three versions prior to the original deadline, but any approved extension ends as soon as a submission is made, and no further submission can be made unless a formal invitation to Reassessment is issued.

4.7 The CUCN administrative team shall apply these Regulations to ECR and Deferred Event requests.

4.7.1 They will normally reach a decision and notify the student of the outcome within 3 working days of the evidence being received by the CUCN team. In some instances, such as University closure days it may take longer.

5. Exceptional Circumstances Regulations

5.1 To qualify as an Exceptional Circumstance each of the following conditions must be met:

5.1.2 The situation must have been unavoidable and/or beyond the student's control.

5.1.3 The situation must have a significant negative impact on the student's ability to undertake the assessment.

5.1.4 The situation should normally have occurred at a time close enough to the deadline submission or event date such that there was insufficient time to resolve the impact of the situation on the student. This is typically no longer than 3 weeks before the assessment.

5.1.5 Independent documentary evidence must be provided by appropriately qualified professionals, or a reasonable explanation given of why it is not available.

5.2 The following list of situations provides a guide to the common **reports that are likely to meet the conditions** in 5.1:

5.2.1 Bereavement: the recent death of a close relative or significant other.

5.2.2 A serious short-term illness, accident, or mental health crisis documented by a medical professional or resulting in a hospital stay.

5.2.3 A disability or long-term health condition (for which adjustments may already be formally in place) made significantly worse by the reported circumstances in the period covered by 5.1.4

5.2.4 A disability or long-term health condition where adjustments have been applied for but are not yet in place and where the responsibility for the delay in providing this support lies with the University

5.2.5 Being a victim of a serious crime where there is evidence of the crime being investigated and the impact can be demonstrated in the period covered by 5.1.4

5.2.6 Being required to attend an unavoidable appointment which might also permit an authorised Leave of Absence or LOA (as defined in General Regulation 13) which may include:

5.2.6.1 Compulsory attendance at a Court e.g. jury service

5.2.6.2 Medical appointments not covered by 5.2.2 or 5.2.3

5.2.6.3 Interviews for post-Graduation studies or employment.

5.2.7 A failure of University systems at the point of submission of coursework or during an event assessment.

5.3 The following situations are **common examples of requests that do not fall within the scope of 5.1**, and will be rejected:

5.3.1 Claim of any situation having a negative impact on the student which could reasonably be viewed as foreseeable and preventable.

5.3.2 Claim of a situation, the impact of which occurred more than three weeks before the relevant assessment unless it can be reasonably demonstrated that this longer period was insufficient time to resolve the impact of the experienced difficulties.

5.3.3 Claim of a situation having a negative impact without evidence that specifies the student was seen by a professional before or during the situation occurring:

5.3.3.1 Where the student has reported the situation to a professional after the date of the assessment and the professional does not or cannot specifically testify to a retrospective impact.

5.3.3.2 Where the situation was not disclosed before or during the assessment period, except where the non-disclosure was due to the nature of the EC e.g. the student was overseas without internet access.

5.3.4 Claim of a situation where the evidence provided does not refer to the ECs or the period where the student reports being affected.

5.3.5 Claim of a disability or long-term health condition for which the student is already formally receiving reasonable and appropriate adjustments, and which has not worsened temporarily or on an enduring basis and/or been exacerbated by the reported circumstances.

5.3.6 Claim of a minor illness or ailment which in a work situation would be unlikely to lead to absence from work.

5.3.7 Claim of pregnancy except where there are complications relating to the pregnancy documented by professional evidence

5.3.8 Claim of levels of assessment related stress typically experienced.

5.3.9 Claim of lack of knowledge of University Academic Regulations including claims that the student was unaware of (or misread) the dates or times of Deadline submission or Events.

5.3.10 Claim of financial issues.

5.3.11 Claim of commitments related to paid employment and non-course organised internships or activities.

5.3.12 Observance of a religious festival (including pilgrimage) or holy day.

5.3.13 Claim of a booked Holiday and/or other social occasion or commitments (including weddings and baptisms) unless these have been arranged prior to commencement to the programme and/or a prior agreement is in place with the School of study.

5.3.14 Claim of common every-day travel problems, such as traffic congestion.

5.3.15 Claim of issues caused by inadequate academic practice such as poor time management and planning, especially in relation to bunched deadlines.

5.3.16 Claim of misunderstanding because the language of assessment was not the student's main language.

5.4 Students with Reasonable Adjustments should be aware of some specific differences to the Exceptional Circumstances process, summarised below and referenced throughout this document.

5.4.1 Students who have a specific type of approved Reasonable Adjustment for 'consideration of changes to deadlines due to an exacerbation of impact of a disability' do not need to provide further evidence to a 21-day extension request if the request relates to their reasonable adjustment. Further guidance can be seen [on the University's guidance page here](#).

5.5 A student must report ECs to CUCN by the approved method detailed in guidance provided to students. **5.6** A student must provide documentary evidence to support an ECR that relates to the period in 5.1.4, unless exempt as covered in 5.4, and:

5.6.1 Evidence must be provided by a professional third-party source. Third-party means the student cannot provide evidence from a professional family member or provide a professional testimony for themselves, even if qualified to do so for another person.

5.6.2 Evidence must clearly explain how the situation prevented the student from completing the assessment to the best of their ability and not just document that a situation occurred.

5.6.3 An ECR or Deferred Event request submitted in advance of the assessment date may by necessity only report that a medical or other professional appointment to manage the situation has been made for a date after the assessment. The evidence provided should demonstrate the appointment has been confirmed and not just requested.

5.6.4 Any late claim for ECs submitted after the assessment date via a Stage 1 Academic Appeal must be accompanied by evidence that relates to the assessment date and the period covered in 5.1.4 and cannot be supported by evidence of future appointments.

5.6.5 Any evidence written in Chinese language will be translated following submission to CUCN and a record of both the original and translation retained.

https://www.iti.org.uk/iti-directory.html?directory_type=translator**5.6.6**

Evidence from a third-party professional must be sent from their professional email account or, if provided as a picture of a document, must be signed and dated, on headed paper.

5.6.7 A student must provide documentary evidence and not submit a contact number, internet link or name of a person to verify their claim.

5.6.8 A student must provide their evidence at the same time as submitting an ECR for a deadline submission. Where provision of evidence to the student in time for this was unavoidably delayed, a Stage 1 Academic Appeal may be submitted with the delayed evidence. The delay will need to be documented.

5.6.9 A student must provide evidence for an ECR for an Event within 10 working days of their request. Where provision of evidence to the student in time for this was unavoidably delayed, a Stage 1 Academic Appeal may be submitted with the delayed evidence. The delay will need to be documented.

5.7 A student with ECs may request to defer an event (a Deferred Event Request) to the next available assessment period.

5.7.1 The request to defer must be made in advance or on the day of the event.

5.7.2 A student may make a Deferred Event request in advance with evidence that relates to the 3 weeks before the event. Students with Reasonable Adjustments must provide evidence of Exceptional Circumstances, as Reasonable Adjustments apply to Deadline Assessments. Students may have Assessment Adjustments for event assessments.

5.7.3 A student may make a Deferred Event request on the day of the event with evidence that relates to the day of the event. They will have up to 10 working days from the date of the request to provide evidence relating to the day of the event. A student who does not provide evidence within 10 days will have the Deferred Event request rejected. Where provision of evidence to the student in time for this was unavoidably delayed, a Stage 1 Academic Appeal may be submitted with the delayed evidence. The delay will need to be documented.

5.7.4 An approved Deferred Event will normally take place in the next assessment period.

5.7.5 An approved Deferred Event request will cancel the first attempt scheduled and any mark originally awarded. The recorded mark shall be the mark for the Deferred Event and not the better of the two marks achieved. The Deferred Event mark will be used to calculate progression and final classification.

5.7.6 Where a Deferred Event request is approved, but the first attempt was given a passing mark, it will be assumed that the deferred attempt is no longer required and the student will keep the mark unless they request otherwise within 10 days of the mark being published. If a new attempt is requested and taken, the student cannot void the attempt and request to receive the original mark.

5.8 A Request to Repeat the Year (with or without a Break in Studies) on medical grounds can be made by any student who can provide substantial medical evidence of the ongoing impact of ECs on their ability to study. This Request can be submitted at any point in the Year if the student has not already had an outcome confirmed by the Board of Examiners.

5.9 A Request to Repeat the Year (with or without a Break in Studies) can be made for other reasons and will be considered on receipt of suitable evidence. This will need to cover a longer period than expected for consideration of an ECR. This Request can be submitted at any point in the Year if the student has not already had an outcome confirmed by the Board of Examiners.

5.10 A Request to Break in Studies without any Repeat period can only be made where the student requesting can provide evidence that the break is necessary due to circumstances beyond the student's control such as a medical condition or an enforceable obligation such as military service.

5.11 A student requesting any combination of Repeat and Break will need to confirm they understand the impact of their request on any Visa or Finance arrangements they have in place.

5.12 Any extension to the total period of study as a result of 5.8-5.12 can only be for a maximum of two years beyond the specified length of the course.

5.13 A Student when returning to study will return under any Award Regulation or requirements in place for their new cohort or new year of study, and not the Award Regulation or requirement in place when they initially commenced their studies.

Examples and Details of Evidence

A1. A student who suffers a bereavement of a parent, child, sibling or grandparent can provide any professional notice of this bereavement in support e.g. a memorial notice, invitation to a ceremony or other documentation of the circumstances of the death. A formal death certificate is not required but will be accepted if available and dated within 3 weeks of the assessment. Where students suffer a bereavement that is not a close family member, or is more than 3 weeks before the assessment date, evidence of the impact on themselves should be provided rather than evidence of the bereavement itself.

A2. For medical or mental health ECs including pregnancy complications the evidence should show the student's name and confirm the impact on their ability to complete the assessment

A3. A student who is admitted to hospital as an inpatient can provide their discharge summary dated within 3 weeks of the assessment to either extend or defer an assessment or event.

A4. A student who is the victim of a crime must provide official documents showing the reporting of the crime to authorities and the official log of that report.