



Regulations for Postgraduate Taught Awards 2026/27

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1. Overview and Purpose

1.1 These Regulations govern the assessment, progression and awards for students studying on programmes leading to Postgraduate Certificates, Postgraduate Diplomas and Masters degrees.

2. Scope

2.1 These Regulations govern all students who commence on taught FHEQ level 7 courses leading to Postgraduate Certificates, Postgraduate Diplomas and Masters degrees from the academic year 2016/17, onwards.

2.2 These regulations govern the awards of:

Master of Arts (MA), Master of Business Administration (MBA), Master of Clinical Education (MClinEd), Master of Laws (LLM), Master of Research (MRes), Master of Science (MSc), Master of Surgery (MS),

Postgraduate Diplomas (PgDip), Postgraduate Diploma in Clinical Education (PgDipClinEd)

Postgraduate Certificates (PgCert), the Postgraduate Certificate in Education (PGCE) and the Postgraduate Certificate in Clinical Education (PgCertClinEd)

Graduate Diploma in Legal Studies (GDIPL)

Apprenticeships: These regulations cover the award of any academic qualification included as part of an apprenticeship. For apprenticeship courses where the End Point Assessment (EPA) is carried out externally (by an organisation other than UEA), these regulations apply to the UEA academic award only, with the apprenticeship award regulated by the relevant the End Point Assessment Organisation (EPAO).

2.3 These Regulations apply to full-time and part-time postgraduate students. Where appropriate these regulations also apply to Visiting and Credit-Only students at postgraduate level.

2.4 Alterations to or concessions against these Regulations may be made only with the approval of the Learning and Teaching Committee of Senate, or by named persons with delegated powers to operate on behalf of the Committee.

2.5 These regulations govern Boards of Examiners to act as end point assessors for integrated and regulated apprenticeships delivered by the University.

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.

3. Definitions

Term	Definition
Break in Studies	A period of absence from the course of studyIn some instances, this may relate to health or personal difficulties faced by the student
Compensation	Process in which a student is awarded credits for a module they have failed, allowing them to progress to the next level of study or qualify for an award.
Compulsory Module	A module which students must take in their course
Concession	A request that falls outside of University regulations
Core Module	A module which students must take and attain a pass mark in their course
Credit	Credit is a nationally recognised measure of the amount of study and how much learning a student has done.
Deadline	The time or date which a piece of assessment/coursework must be submitted. UEA has penalties for work not handed in on time.
Delayed Assessment	A new, first attempt at an assessment item (usually uncapped) allowed due to unforeseen circumstances (Exceptional Circumstances)
Double-marked	Two different members of academic staff review and mark work to provide a final grade Two different members of academic staff review and mark work to provide a final grade. 'Blind double-marked' is when two or more assessors independently grade a student's work without knowing each other's marks or feedback
Exit award	Qualification granted by a university or higher education institution to a student who leaves a program early or does not fulfil the requirements for their intended, higher-level degree. It recognises the credits and learning achieved up to the point of leaving but is not a named award.

Extension	The assignment of a later submission date for coursework. Applied when students cannot meet deadlines for valid reasons
Exceptional Circumstances	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
FHEQ	The Framework for Higher Education Qualifications
Formative	Assessment which does not count towards a student's final grade, but is a requirement for progression on their course
Mark capped	The maximum mark the student can attain, e.g. when students are required to undergo Reassessment the maximum possible mark is capped at the pass mark for the assessment
Module	A unit forming part of a course of study, usually with its own set of learning outcomes and assessment criteria. It has a set number of credits attached to it
Objective Structured Clinical Examination (OSCE)	A timed, station-based assessment in which students demonstrate clinical and communication skills in simulated scenarios using standardised tasks and marking criteria.
Objective Structured Practical Examination (OSPE)	A structured, station-based assessment used to evaluate practical and laboratory skills through objective tasks with predefined marking schemes.
Penalties	Penalties are deductions made on the assessment mark. Can be applied in cases where coursework is submitted late, student violates word count guidelines, or as a plagiarism case outcome.
Plagiarism	Reproduction without acknowledgement of work (including the work of fellow students), published or unpublished, either verbatim or in close paraphrase
Provisional progression	Temporary academic status allowing a student to proceed to the next stage of study, despite not having met all formal requirements, subject to passing required reassessments.
Professional, statutory or regulatory body(ies) (PSRB)	External organisations that set standards, accredit programmes, and regulate professional practice within specific disciplines.
Reassessment	Retaking of assessment item. Students may be called for a reassessment for some/all modules taken during a given year if they

	do not attain a pass mark. The reassessment item is usually 'capped' at the pass mark. The standard reassessment period is August. 'In-year reassessment' is when the reassessment takes place during the academic year.
Repeat of year	Starting a full academic year from the beginning, often linked to Exceptional Circumstances (ECs)
Retake of year	Allowing a second attempt at taking an academic year having not gained enough credits (usually after reassessment)
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.

4. Roles and Responsibilities

4.1 Adherence to the Award Regulations is the responsibility of all staff and students at the University.

4.2 University Senate is ultimately responsible for the conferment of awards, holding ultimate authority for ensuring academic integrity and safeguarding degree-awarding powers.

4.2.1 To help carry out its duties, University Senate delegates responsibilities for some matters relating to quality management to its committees.

4.3 Boards of Examiners are responsible for assessment of students, determining progression, and approving final awards based on established regulations.

4.4 Assessors are responsible for ensuring assessments are appropriate for the level and consistently and fairly marked.

4.5 The Academic Registry is responsible for administrative processes are followed.

5. Policy Statement

For ease of reference, the numbering in the Policy Statement starts at 1.

1. General Preconditions to an Award

To qualify for an award of the University a student must:

(a) satisfy the general entrance requirements of the University and any entrance requirements relevant to the course; and

(b) satisfactorily complete a programme of study and assessment in accordance with these Regulations and any specific criteria set out by the relevant Professional, Statutory and Regulatory Body (PSRB).

2. Course Requirements

2.1 The University shall:

- a) Publish any course-specific requirements for assessment and completion.
- b) Publish Course Profiles specifying the modules to be taken, and options available, for each course.
- c) Publish the content and assessment for each module.

2.2 Students may be awarded credit via the Recognition of Prior Learning in accordance with [the University's policy](#).

2.3 Courses shall consist of:

- a) 60 FHEQ level 7 credits for a Postgraduate Certificate
- b) 90 FHEQ level 7 credits for the Postgraduate Certificate in Education (PGCE)
- c) 120 FHEQ level 7 credits for a Postgraduate Diploma
- d) 180 FHEQ level 7 credits for a Masters Degree except as indicated in (e) below
- e) 240 FHEQ level 7 credits for a Masters Degree with a Placement Year or MA Public Policy and Public Management with Applied Area Studies (Two Years)

2.4 Dissertation requirements

2.4.1 A dissertation or research project submitted for a Masters degree (where required within the programme of study) may not incorporate, whether in the same or different form, work which has been submitted to this or any other university for a degree unless the subject of the research is an extension or continuation of research begun for such a degree. In such a case the extent of the material and the degree if any obtained should be indicated.

2.4.2 If the dissertation or research project submitted is a joint work the student must clearly indicate, at the time of submission, which part(s) is(are) their independent contribution.

3. Duration of Study

3.1 All students must enrol and complete their course in accordance with the course-specific requirements published by the University.

3.2 The maximum period of registration for part-time students is five years.

3.3 Extension to a period of study.

3.3.1 The Learning and Teaching Committee of the Senate may vary or amend the requirements of these Regulations in respect of a particular student. This may include the extension by interruption to, or repetition of, or extension of the time allowed to a student's period of study to a maximum of two years beyond the specified length of the course. In such instances, it may also impose alternative conditions and requirements.

3.3.2 PSRBs and the Department for Work and Pensions / Department for Education (DWP/DfE – governing apprenticeships) may impose a different maximum period of study, details of which are published in the relevant Course Handbooks.

4. Module Enrolment

4.1 Students shall be required to enrol for and complete modules according to the requirements set out in the Course Profile and Module Outlines, by the deadline published by the Academic Registry.

4.2 No student shall register for more than the credit requirement of their course as specified in their Course Profile.

4.3 No student shall intentionally register for modules that have clashing teaching events.

4.4 Students are not permitted to take undergraduate level (FHEQ 6 or below) modules.

4.5 A student seeking a late module enrolment, or change to enrolment, after the deadline published by the Academic Registry must:

- a) Meet any pre-requisite of the new module.
- b) Have the agreement of the new Module Organiser.
- c) Abide by an agreed learning plan drawn up with the new Module Organiser to remediate any missed learning activity.

4.6 Core/essential or compulsory modules cannot be changed.

4.7 With the approval of the Course Director, confirming the learning outcomes of the course will still be met, a student may vary their course by a maximum of up to 40 credits at level 7 during their period of study for a Masters Degree or Postgraduate Diploma. Such a variation shall not apply to core/essential or compulsory modules. There may be no substitution of modules for a Postgraduate Certificate.

4.8 A student may be suspended from a module which has a practice element/placement where a Professional Code of Conduct applies, pending formal investigation of the circumstances in accordance with published procedures, where the Head of School decides that:

- a) there is *prima facie* evidence that a student's behaviour has jeopardised the welfare of a subject (whether patient, pupil or client);
- b) and/or has contravened the relevant professional code of conduct;
- c) and/or the behaviour is incompatible with behaviour required by the relevant profession.

5. Study Away from the University

5.1 A student may seek approval from the Head of School or nominee (and Student Visa Compliance team where required) to spend no more than three months of the dissertation element of the period of study at some other approved place of study or research.

6. Assessment

6.1 Each course shall have an assessment strategy linked to the learning outcomes of the course.

6.2 The method and timings of each assessment shall be provided to students. Assessment deadlines shall be set according to the below guidelines:

- a) Formal University examinations will be held at the end of the Autumn and Spring Semesters for those modules that are examined, except for those courses where the format or timing of the course requires assessment at other times.
- b) Other assessments are normally assessed within or immediately following the semester in which the module is delivered.
- c) Modules may be assessed at additional or alternative times, as specified in the relevant Course Handbook and/or Module Outline.

6.3 The assessment of each module shall generate a single mark between 0% and 100%, calculated from contributing individual component marks, weighted appropriately.

6.4 The pass mark of a numerically marked Masters module (level 7) shall be 50%.

6.5 All marks will be recorded and displayed to two decimal places. For the purposes of progression and classification (pass/merit/distinction), module, taught component 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) Taught component average marks within 0.5% of the pass mark will be considered to have achieved the threshold.
- d) Classification marks within 0.5% of a higher classification will be awarded the higher classification.
- e) Classification marks within 0.5% of a borderline will be considered as being borderline.

6.6 In most cases, the pass mark must be achieved at the module level, regardless of the marks in each individual component of the module. These modules are identified with a 'pass on aggregate' marks scheme.

6.7 Modules may be assessed synoptically, across two or more modules. The same synoptic mark will be recorded against each of the modules concerned.

6.8 In some modules, each individual component of the module may be required to be passed to pass the module; such modules are identified with a 'pass all components' marks scheme.

6.9 Where appropriate, individual modules, or components within modules, may be assessed on a Pass/Fail basis.

7. Submission of Work for Assessment

7.1 The submission of work for assessment is the responsibility of the student.

7.2 The time by which all assessment items are submitted (via any method of submission) on a specified deadline day is 3:00pm. Later times cannot be set.

7.3 The method of submission for assessment items will be published to students.

7.3.1 For most assessment items, students submit their work electronically. When electronic submission is set up, it is the only method to submit the assessment item; hard copies are not accepted.

7.3.2 When electronic submission is not appropriate, the work should be submitted as advised by the Module Organiser.

7.4 Students are reminded that:

- a) The deadline for a piece of work is the last possible time for the work to be submitted without penalty for late submission (in the absence of exceptional circumstances).
- b) Time should be allowed for the submission process and for checking the quality of the submission.
- c) The earliest time for submission is one week ahead of the deadline.

7.5 UEA applies penalties for unauthorised late submission of work for assessment. Details and the process for applying them can be seen in Appendix 2 here. Penalties are not open to appeal.

7.6 Students are required to ensure that:

- a) They check the quality of the electronic submission, including that the correct file has been uploaded and not corrupted in transit.
- b) They receive confirmation of submission.
- c) They retain a copy of all assessment tasks submitted for assessment or re-assessment.
- d) All non-written work for assessment (e.g. an artefact, a musical performance, preparation of electronic data) is presented in the required format, by the published deadline and at the prescribed location.
- e) They retain a copy of all their summative coursework in all years of their course in case this needs to be recalled for scrutiny by Boards of Examiners as part of their decision-making processes for progression to the next Stage and/or degree classification and for moderation purposes regarding academic standards of awards.
- f) They follow assessment guidance as relates to file type.

7.7 Where possible, assessed work should be anonymised.

7.7.1 All written submissions that have a summative component should be identified by a unique identifier, not by the student's name.

7.7.2 Formative coursework does not need to be anonymised.

7.7.3 If a marker considers that a written assessment item should not be anonymised, they should consult the appropriate Director of Learning and Teaching.

7.7.4 Markers should not try to identify students from their registration number at the point of marking coursework.

7.8 Word limits for assessment will be published to students, clearly stated in the title of the assessment item.

7.8.1 Word count shall include: Footnotes and endnotes, references (in the main text), tables and illustrations and if applicable the abstract, title page and contents page. Any Appendices and the bibliography or reference list shall be excluded from the word count.

7.8.2 Students should declare the word count of the text of their work.

7.8.3 Penalties will be applied if work exceeds the word limit, with a 10% tolerance allowance.

7.8.4 Standard 24-hour online exams for taught programmes which include substantial prose answers (e.g. essays but not short answer questions) will have word limits set for individual questions where answers may be over 250 words. Module Organisers can also include a typical length. These will be published on the exam papers.

7.8.6 No specific mark deduction penalties should be applied to under- or over-length work submitted as part of an online exam, noting that text beyond the maximum will be disregarded by the marker. When the Module Organiser has not set any guidance for answer length, the whole answer should be marked.

7.9 Work submitted for assessment should not be illegible or gratuitously offensive.

7.9.1 Submitting gratuitously offensive material in assessment work puts you in breach of General Regulation 19.

7.9.2 Gratuitously offensive work and/or illegible work will be dealt with according to the University Guidance on Submission of Work for Assessment.

7.10 Provisional marks and feedback will be provided to students.

7.10.1 Marks for summative coursework remain provisional and possibly subject to change until confirmed by the relevant Board of Examiners.

7.10.2 Feedback on assessed work incorporate the learning outcomes of the item of assessment and the relevant marking criteria. Students are given advice on the

academic support available to them in the event of feedback indicating areas for improvement and enhancement.

7.10.3 The University is committed to returning feedback and provisional marks on summative coursework to students who submitted by the deadline as soon as possible, ideally within 15 working days and no later than 20 working days after the published deadline for submission. Normally this is the return of the marked coursework. Provisional marks are published on the students' eVision pages.

7.10.4 Because of their nature, Dissertations, Placement Reports, Projects, and Portfolios are normally returned within 30 working days.

7.10.5 When a student has been given an extension to submit coursework after the deadline, feedback and provisional marks will normally be provided to that individual within 20 working days of the new submission date. When an approved extension to the deadline exceeds the published deadline for feedback and provisional marks, a module organiser or teacher who has set the original piece of work can set an alternative assignment (consistent with the learning outcomes for the original piece of work) as appropriate, so as not to compromise a fair assessment opportunity.

8. Moderation of Assessment

8.1 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.

8.2 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

8.3 Where the internal moderation process identifies substantial discrepancies, third-marking of a set of assessments may be required.

8.4 Internal moderation processes must be documented and shared with the relevant Programme and Faculty Boards of Examiners.

9. The Board of Examiners

9.1 Membership of Boards of Examiners

9.1.1 The Board of Examiners shall comprise a Chair (who shall not be the Head of the School), external examiner(s) and at least two additional internal examiners, who are academic staff that have major responsibility for teaching and/or assessment of the

modules or the course under consideration. The membership of Boards of Examiners and their sub-groups must be approved by the Faculty Associate Dean of Learning and Teaching Quality.

9.1.2 With the exception of the Board of Examiners for the Final Assessment, a Board may delegate its functions to a sub-group of examiners which shall include the Chair (or Deputy Chair) of the Board and at least two other internal examiners.

9.1.3 There shall be an Exceptional Circumstances Panel which acts an advisory group to the Board of Examiners to consider students' exceptional circumstances and the related evidence.

9.1.4 All members of a Board of Examiners (or one of its sub-groups) are required to attend unless the Learning and Teaching Committee of Senate or delegated representative has approved their absence in advance. In the case of reassessment for the final degree classification, the Learning and Teaching Committee of Senate or delegated representative may approve the absence of the external examiners, if there is evidence that they have been appropriately consulted.

9.1.5 To inform its decisions, a Board of Examiners may invite the attendance or comments of other internal staff who are not members. These invitations will not confer rights of membership.

9.2 The Chair of the Board of Examiners has responsibility for:

- a) Seeking approval of the membership of the Board and its sub-groups, including appointment of External Examiners.
- b) The production of examination papers.
- c) Marking and moderation processes and other quality assurance scrutiny, in liaison with the School Director of Teaching and Learning where necessary.
- d) Chairing the meetings of the Board.
- e) Ensuring that any decisions on progression, classification or the award of academic qualifications are not influenced beyond the recorded marks by a student having plagiarised and/or colluded or otherwise been disciplined.
- f) Making and recording all arrangements with External Examiners, including the size and nature of the sample for moderation in accordance with University guidelines, arrangements for consultation at Reassessment Boards where required and ensuring that the views of External Examiners are given due weight in any decisions made by the Board of Examiners which are not determined by formal vote.

- g) Considering any recommendations of the Exceptional Circumstances Panel in accordance with Regulation 13 below.
- h) Recording decisions made by the Board of Examiners and ensuring that all members of the Board of Examiners or appointed sub-group thereof have approved the appropriate results and pass lists.
- i) Ensuring that prizes are awarded in accordance with the rules approved by the Learning and Teaching Committee and reporting the awards to the School Board.
- j) Ensuring compliance with the relevant Regulations.
- k) Other tasks as required by Senate.

9.3 The role of the External Examiner is to ensure that:

- a) Internal marking is consistent, fairly applied and of an appropriate standard.
- b) Assessment has enabled learning outcomes to be achieved and demonstrated.
- c) Academic standards are appropriate for the level of the award.
- d) Recommendations for awards and for classification of awards are consistent, fair, fairly applied and of an appropriate standard.

9.3.1 The External Examiner shall undertake duties as described in the Code of Practice for the External Examiner System, including consultation with the Chair of the Board of Examiners with regards to all arrangements, e.g. size and nature of the sample for moderation.

9.3.2 The External Examiner shall attend the Final Assessment Board(s) and, where appropriate, participate in the Final Reassessment Board(s) where recommendations for awards are made and approve the appropriate pass lists.

9.3.3 The External Examiner shall monitor module marks and confirm whether marking standards are acceptable. The External Examiner should review the marks awarded and report to the Board of Examiners as follows:

- a) When the marking standards are judged to be acceptable, that no further action is required.
- b) When the marking standards are judged to be unacceptable, and the external examiner has drawn this to the attention of the Board before module marks have been confirmed, request that the Board shall review and amend as appropriate the

marks of all the students who have taken the module or item in question. If the overall marking standards are acceptable but an individual mark appears to be inappropriate, the mark shall stand but it will be drawn to the attention of the Final Assessment Board.

- c) When the marking standards are judged to be unacceptable, and the external examiner has drawn this to the attention of the Board after module marks have been confirmed, request that the Board shall not amend confirmed marks but shall take appropriate action to ensure that the classification of students is not compromised. This will normally involve considering the position of all borderline candidates who have taken the module or item in question and might also involve a review of further samples of work to ascertain an appropriate allowance to be made in the consideration of such borderline students.

9.4 The Board of Examiners may determine its decisions by formal vote. Where a vote is taken the decision shall go with the overall majority. The Chair shall have the casting vote.

9.5 Meetings of the Boards of Examiners.

9.5.1 The individual meetings of the Boards of Examiners shall be scheduled at the beginning of the academic year by the Academic Registry in consultation with the Chairs of the Board of Examiners.

9.5.2 The dates of Board meetings depend on the course; and are influenced by the course's start and end date, its structure (taught modules plus dissertation/research project modules, or all taught modules) and its duration (up to 2 years full-time and 5 years part-time).

9.6 Provision of Assessment Information.

9.6.1 Boards of Examiners shall receive the following:

- a) Module marks and any contributing component marks achieved by each student taking the module.
- b) The aggregate mark for the taught component of the course for each student, in so far as completed, expressed as a percentage and taking weightings into account.
- c) Where relevant, the confirmed marks from previous Board(s).

9.6.2 Results will be presented as follows:

- a) Marks shall be displayed to two decimal places for all marks, including module and component marks, taught component and final award marks.

- b) When appropriate, modules and individual components assessed without the award of a mark shall be presented as Pass/Fail.

10. Student Progress

10.1 Students' attendance, engagement and progress will be monitored throughout the year under [General Regulation 13](#).

11. Confirmation of Marks

11.1 All marks are provisional until these have been confirmed by the Board of Examiners. The Board of Examiners shall receive the marks presented for each module being assessed, and its contributing components, for which it is responsible.

11.2 It is the role of the Board of Examiners to confirm that internal and external moderation has been completed and that the marking standards for the module are appropriate.

11.3 Adjustment of Marks

11.3.1 In exceptional circumstances, the Board of Examiners may determine that marks obtained in a component of the module should be amended by scaling. Scaling may only be undertaken with the approval of the Learning and Teaching Committee of Senate, which must be given for each assessment item for which the Board of Examiners believes that scaling is necessary. A recommendation that scaling should occur must be informed by factors other than the standard deviation and average marks for the module relative to other modules and should seek to address factors not previously addressed by internal and external moderation. Only upward scaling will be approved and the method for scaling shall be piecewise linear scaling. Any such adjustment must be made for all students who have taken the assessment in question.

11.3.2 Marks may not be adjusted for individual students. Individual factors are only considered during the Exceptional Circumstances process; recommendations are taken to the Boards.

11.4 After completing the above process, the Board shall confirm all marks.

11.5 When modules are assessed without the award of a mark the Board of Examiners shall resolve whether the student has achieved a Pass.

11.6 Marks confirmed by the Board of Examiners shall not normally be subject to further amendment except in the following instances:

- a) Correcting an error in recording or transcription.
- b) Following a decision to change a mark because of an Academic Appeal by a student. In such cases and after completion of the Academic Appeal process the final mark shall

be determined by the Board of Examiners via Board Agreed Principles, if necessary at a later date.

- c) Because of the outcome of a disciplinary hearing.

12. Exceptional Circumstances

12.1 The Exceptional Circumstances Panel advising the Board of Examiners considers exceptional circumstances formally reported to it, and makes recommendations to the Board, in accordance with [the University's Exceptional Circumstances \(Taught Programmes\) Regulations](#).

12.2 The Board of Examiners shall formally approve the compensation or other 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.

12.3 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.

13. Re-Marking of Work

13.1 When an assessment item is blind double marked or marked by more than two markers, a student cannot request a remark. However, a student with concerns about the conduct of the marking process may submit an Academic Complaint setting out those concerns.

13.2 When an assessment item (except in the case of OSCEs, OSPEs and written examinations (see 14.6 below) is marked and moderated a student may request a remark within 15 working days of publication of the mark on eVision. They may submit a remark request before this time if the mark is provisionally published.

13.3 A student requesting a remark will need to provide justification that either:

- a) the mark is not consistent with the feedback given, or;
- b) the feedback suggests that part of the student's submission has not been considered, or;
- c) the assessment criteria have not been applied appropriately.

13.4 Students are required to discuss their mark with the marker before formally asking for a re-mark.

13.5 Students are required to submit a re-mark request form clearly indicating how their request meets one or more of the criteria outlined in 14.3 above. If the meeting outlined in 14.4

is not possible before the remark request deadline, the student should submit the form with evidence of the planned meeting. If the marker is no longer available, the student should submit the form with evidence of this and ACR will suggest an alternative.

13.6 When a written examination, an Objective Structured Clinical Examination (OSCE) or an Objective Structured Practical Examination (OSPE) has been double marked, or was moderated in another way, students may not apply for a remark but may submit an Academic Appeal with their concerns about the marking process and evidence to demonstrate that the correct procedure was not followed.

14. Intermediate Assessment Board

14.1 There will be a period of Intermediate Assessment Board of Examiners activity to receive and confirm module marks and consider overall performance to date when:

- a) Full-time students have attempted all taught modules or assessment items as defined in the programme Course Profile.
- b) Full-time students on courses that extend over more than one academic year (or its equivalent) have attempted a specified set of taught modules or assessment items.
- c) Part-time or credit-only students have attempted specified taught module(s) in an academic year (or its equivalent).

14.2 The Board of Examiners process shall:

- a) Receive and confirm module marks.
- b) Receive and consider an aggregate mark for the taught component of the course for each student, or the part of the taught component so far completed, expressed as a percentage and taking weightings into account. Marks shall contribute to the aggregate in direct proportion to the number of credits associated with the module(s) in question. Where a course includes both numerically marked and pass/fail modules, the aggregate shall be calculated using only numerically marked modules.
- c) Note that marks used for the purpose of compiling an aggregate mark may not include any mark(s) derived from Recognition of Prior Learning (RPL) unless a concession has been granted by the Learning and Teaching Committee of Senate (or delegated authority).
- d) Confirm whether students have satisfactorily completed the taught modules attempted by the time of the Board meeting or should be referred to reassessment in failed modules.

- e) Confirm whether students have satisfactorily completed the taught component of the course where they have completed all taught modules or should be considered for compensation and/or referred to reassessment in failed modules.
- f) Confirm any recommendations made by the Exceptional Circumstances Panel.

14.3 In all cases, the Board should refer any student whose aggregate mark for the taught component is below 50% to the Head of School, Adviser or other delegated member of academic staff, for appropriate academic guidance and advice, including consideration under [General Regulation 13](#) (Attendance, Engagement and Progress).

14.4 The Board of Examiners may confirm that a student has satisfactorily completed the taught component of the course when the student has achieved the following:

14.4.1 For courses assessed with numerical marks:

- a) Achieved the pass mark in all taught modules;

or

- b) an overall aggregate of 50%; **and**
- c) at least the pass mark in all taught modules, except for up to 40 credits (Masters or Postgraduate Diploma) or 20 credits (Postgraduate Certificate) of taught modules, which shall be designated compensation; in accordance with Regulation 15.6; **and**
- d) at least the pass mark in all modules designated core/essential for the course and where applicable a pass in any component assessment of placement learning.

14.4.2 For courses assessed on a pass/fail basis:

- a) A pass in all taught modules.
- b) Where applicable, a pass in any component assessment of placement learning.

When a course is comprised entirely of modules marked on a pass/fail basis the Board does not have the discretion to permit compensation.

14.5 Failure to complete modules satisfactorily.

14.5.1 If a student has completed some modules for the course but has not done so satisfactorily, the Board of Examiners may offer the option of in-year reassessment in failed modules. In such circumstances, the student may:

- a) undertake in-year reassessment in the failed modules (see 16); or

- b) receive compensation at the discretion of the Board in accordance with Regulation 14.6, or
- c) withdraw from the course and receive an award where appropriate in accordance with Regulation 14.8.

Any student who has taken and failed in-year reassessment for a core/essential module will not have met the requirements to progress and will be required to withdraw from the University in the absence of exceptional circumstances. Any such student may take any other reassessments, as set out in 14.7 for credit.

14.6 Discretion to permit compensation. Based on the evidence available, the Board of Examiners shall consider whether the exercise of discretion, as distinct from a reassessment opportunity, is in the best interests of the student in terms of the outcome of the course.

14.6.1 The Board shall receive recommendations made by the Exceptional Circumstances Panel and any information submitted to it by previous Assessment Board(s).

14.6.2 Compensation is permitted in up to 40 credits (Masters and Postgraduate Diploma) or 20 credits (Postgraduate Certificate) of modules in total. Exceptions include Energy Engineering With Environmental Management (MSc) & Energy Engineering (MSc) where the accrediting body stipulates that a maximum of 20 credits can be compensated and that the minimum module mark for which compensation is allowed is no more than 10% below the nominal module pass mark (or equivalent if a grade-based marking scheme is used).

14.6.3 any decisions on compensation must not be influenced beyond the recorded marks by a student having plagiarised and/or colluded or otherwise been disciplined.

14.6.4 The Board does not have discretion to permit compensation where:

- a) All modules for a course are marked on a pass/fail basis.
- b) The modules are core/essential to the course and must be passed for the student to obtain their award
- c) The modules include an element or elements which students must pass in order to satisfactorily complete the module.

14.7 When an Intermediate Assessment Board is considering the marks of a student who has not yet attempted all modules for the course the Board shall:

- a) Either offer the option of in-year reassessment in the failed module(s) and/or required elements within a module where the mark for that element is below the pass mark; **or**

- b) Defer a decision on reassessment, where it is in the best interests of the student, until all marks are available for any student who has obtained an aggregate of at least 50% for the modules so far attempted and has failed (a) module(s) by a narrow margin.

14.8 Where the Board has offered the option of reassessment in failed module(s), the student may either:

- a) undertake reassessment as required by the Board of Examiners; or
- b) change to an exit award course, such as a generic Postgraduate Diploma or Postgraduate Certificate course for which the requirements may still be met, subject to the agreement of the appropriate Course Director; or
- c) withdraw from the course and receive an award where appropriate as in the table in Table 1:

Exit Award	Marking type	Credits and level	What does a student need for this Exit Award?
PGCert	Numerically marked	60 credits Level 7	An aggregate over 60 credits of FHEQ level 7 taught modules of at least 50% <u>AND</u> pass mark or above in 40 credits of FHEQ level 7 taught modules <u>AND</u> at least the pass mark in designated core/essential modules for the PGCert <u>AND</u> at the Board's discretion, permitted compensation of up to 20 credits <u>AND</u> at least 30 credits towards the PGCert must have been completed at UEA
PGCert	Pass/fail basis	60 credits Level 7	Pass in 60 credits of FHEQ level 7 taught modules <u>AND</u> at least 30 credits towards the PGCert must have been completed at UEA
PGCert in Educational Theory	Pass/fail basis	90 credits Level 7	Pass in 90 credits This is an alternative award for students who successfully complete 90 credits, but who do not meet the requirements for Qualified Teacher Status; it does not confer professional status.
PGDip	Numerically marked	120 credits	Aggregate over 120 level 7 credits of at least 50%

		Level 7	<u>AND</u> pass mark or above in 80 credits of FHEQ level 7 taught modules <u>AND</u> at least the pass mark in CORE/ESSENTIAL modules <u>AND</u> at the Board's discretion, permitted compensation of up to 40 credits. <u>AND</u> at least 60 credits towards the PGDip must have been completed at UEA.
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14.9 Students registered on apprenticeships courses must satisfactorily engage with Progress Review meetings and recording of Off-the-job Training evidence to meet relevant funding requirements.

14.9.1 Any student who has failed to adequately engage or provide requisite evidence for these processes will be referred to their Head of School of Studies, for appropriate advice and guidance, including consideration under General Regulation 13, Engagement.

15. Reassessment

15.1 Students will be referred to reassessment in all failed components of the failed module normally in the form of the original assessment or by synoptic reassessment, if they are not eligible for compensation or when compensation is not considered to be in their best interests. Any exceptions to this may be made only with the approval of the Learning and Teaching Committee of Senate (or delegated authority).

15.2 Students registered on courses that lead to professional registration may be referred to reassessment in:

- a) Any module where the aggregate mark obtained is below the pass mark acceptable to the professional, statutory or regulatory body (PSRB).
- b) Any component of a module where the mark in that component is below the pass mark acceptable to the PSRB.

In addition, where the failed module or component is a clinical/practical placement, the Board may:

- a) Modify the form and duration of the reassessment on an individual basis to take account of any special circumstances, the needs of the student and the needs of the placement provider.
- b) Choose not to offer a reassessment opportunity to a student who has demonstrated a failure that, in the view of the Board, indicates the student is unlikely to achieve a pass mark or reach the appropriate standards for professional practice within the

reassessment period (i.e. where there is evidence of continued and persistent failure to demonstrate professional competence within the placement with no significant trajectory towards competence). If reassessment is not offered, the student shall be required to withdraw from the course of study.

In all cases described above, the Board shall consider the comments of external examiners and where applicable, the guidelines issued by the relevant PSRB.

15.3 Reassessment will normally be offered on one occasion only.

15.4 Reassessment for each assessment item shall be completed:

- a) In accordance with the timetable specified by the University if by assessment of practice
- b) In accordance with arrangements agreed by the Board of Examiners (which may require the Board of Examiners to seek a concession from the Learning and Teaching Committee to extend the period of registration or to interrupt the student's period of study).

15.5 Module marks following reassessment are calculated as follows:

- a) All marks achieved at reassessment are stored on the Student Record System.
- b) For 'Pass on Aggregate' mark schemes, the highest mark achieved for each component, whether achieved at first attempt or reassessment, is used, weighted appropriately, to calculate the overall module mark.
- c) For 'Pass all Components' mark scheme modules, component marks at or above the pass mark achieved at reassessment will be capped at the pass mark.

16. Intermediate Reassessment Board

16.1 At its next available meeting the Board of Examiners shall:

- a) Confirm and consider the module marks achieved for each student following their reassessment of modules forming part of the taught component.
- b) Consider whether students who have attempted all taught modules as defined in the Course Profile have now satisfactorily completed the taught component of the course as set out in Regulation 16.
- c) Act an Intermediate Assessment Board or Final Assessment Board for students who have undertaken a delayed assessment and/or who have had an approved extension for the submission of work.

- d) When the Course Profile requires a student to pass all modules, consider whether a student has satisfactorily completed reassessment and should continue to the next component of the course, or be required to withdraw.

16.2 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 mark calculated after the reassessed assessment item mark is capped will be recorded against the module (for 'Pass on Aggregate' modules); the capped mark will be recorded against the component (for 'Pass all components' modules) for use in consideration of satisfactory completion of the taught component and classification (pass/merit/distinction) purposes.

16.3 The Board of Examiners shall receive recommendations from the Exceptional Circumstances Panel in accordance with Regulation 13.

16.3.1 Where a student has been granted a delayed assessment, in accordance with the Exceptional Circumstances Regulations, the Board of Examiners may require the student to interrupt their studies and return to undergo the delayed assessment at the next available opportunity.

16.3.2 For all other students with exceptional circumstances the Board of Examiners 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.

16.4 Satisfactory Completion of the Taught Component following Reassessment.

16.4.1 The Board of Examiners shall use the actual mark(s) obtained from the reassessment(s) where the mark is a pass mark, or the higher of the marks obtained for the module where the student has not achieved the pass mark, for the purposes of determining whether the student has satisfactorily completed the taught component.

16.4.2 Where an Intermediate Reassessment Board is reviewing the mark(s) of a student who has not yet attempted all the modules comprising the taught component (for example, part-time students and full-time students on courses lasting two years), or a credit-only student, the Board of Examiners shall confirm that a student has satisfactorily completed the module(s) so far undertaken where the student has obtained a pass mark at reassessment.

16.5 Discretion to permit compensation following reassessment.

16.5.1 The Board shall consider the record of each reassessed student and consider recommendations received from the Exceptional Circumstances Panel. For students who have attempted all modules comprising the taught component and have not completed the taught component satisfactorily after the Reassessment, the Board shall determine whether to permit compensation in accordance with Regulation 15.6.

16.5.2 The Board of Examiners may only permit compensation in up to 40 credits (20 credits for the Postgraduate Certificate) of taught modules across assessment and reassessment combined.

16.5.3 Discretion to permit compensation may only be exercised where a student has completed all the modules comprising the taught component of the course as set out in the Course Profile.

16.6 When a student has neither completed the taught component satisfactorily nor been permitted compensation through the discretion of the Board of Examiners, the Board shall:

- a) Recommend the award of the Postgraduate Certificate in accordance with Regulation 15.8 where the student would pass insufficient modules from the taught component and (where applicable) the dissertation component to qualify for the award of a Postgraduate Diploma; or
- b) require the student to transfer to a Postgraduate Diploma where the student could pass sufficient modules from the taught and (where applicable) dissertation components to qualify for the award; or
- c) Offer the student the opportunity to retake the year (see Appendix 3 for details on repeating a year of study).
- d) where neither of the above is available, require the student to withdraw from the University.

16.7 When the Intermediate Reassessment Board is considering the mark(s) of a student who has not yet attempted all modules comprising the taught component and who has not achieved the pass mark in (a) module(s) following reassessment, the Intermediate Reassessment Board shall:

- a) Require the student to change course to the exit award of Postgraduate Diploma, where the student could pass sufficient modules from the taught and (where applicable) dissertation components to qualify for the award; or
- b) Require the student to change course to the exit award of Postgraduate Certificate where the student could not pass sufficient modules from the taught and (where applicable) dissertation components to qualify for a Postgraduate Diploma, but could

pass sufficient modules from the taught component to qualify for a Postgraduate Certificate; or

- c) In the case of courses leading to professional registration and which comprise core/essential modules, either require the student to transfer to a Postgraduate Certificate or Postgraduate Diploma course where one exists or require the student to withdraw from the University and recommend an award where appropriate.

17. Final Assessment Board

17.1 There shall be a Final Assessment Board at which the Board of Examiners, including the External Examiner(s), shall consider the results of all students at the end of their period of study.

17.2 The Board of Examiners shall receive the results of all Assessments, and any Reassessment of the taught component modules, which count towards the award.

17.2.1 The Board of Examiners shall:

- a) Confirm the marks for the dissertation module (where applicable) and whether students have satisfactorily completed the dissertation module;
- b) Confirm any recommendations made by the Exceptional Circumstances Panel;
- c) Confirm that any subsequent marks and awards for the academic year will be considered and processed under Board Agreed Principles.
- d) Recommend to Senate the conferment of awards to all students who have met the requirements of their course as specified in the Course Profile and course handbook(s) and as laid out in these Regulations.

18.2.2 In respect of Masters Degree students who have met the requirements of their course as well as any other requirements specified by a PSRB, recommend that students have, in accordance with Regulation 16.4:

- a) passed with Distinction; or
- b) passed with Merit; or
- c) passed.

17.3 Consideration of Awards.

17.3.1 Recommendation of final awards shall be made as detailed in Table 2:

Award	Number and level of credits	What does a student need to get this Award?
Masters	180 credits Level 7	Overall aggregate of at least 50% for whole course <u>AND</u> the pass mark in dissertation (where taken) <u>AND</u> at least the pass mark core/essential modules <u>AND</u> , at the discretion of the Board of Examiners, permitted compensation in up to 40 credits. <u>AND</u> at least 90 credits, including any dissertation, must have been completed at UEA <u>AND</u> , where relevant, the student must also meet the requirements of the relevant professional, statutory or regulatory body(ies)
MSc in Physician Associate Studies	180 credits Level 7	Must achieve a pass in 180 level 7 credits Must achieve a pass in all modules All credits must have been completed at UEA
Postgraduate Diploma in Physician Associate Studies	150 credits Level 7	Must achieve a pass in 150 level 7 credits Must achieve a pass in all modules All credits must have been completed at UEA
Postgraduate Diploma (named award)	120 credits Level 7	Aggregate over 120 level 7 credits of at least 50% <u>AND</u> at least the pass mark in core/essential modules <u>AND</u> , at the discretion of the Board of Examiners, permit compensation in up to 40 credits <u>AND</u> at least 60 credits (including any dissertation) towards the PGDip must have been completed at UEA <u>AND</u> , where relevant, the student must also meet the requirements of the relevant professional, statutory or regulatory body(ies)
PGCert in Education (PGCE)	90 credits Level 7	Must achieve a pass in 90 level 7 credits Must achieve a pass in all modules

		<u>Must demonstrate achievement of the Qualified Teacher Standards (QTS)</u>
PGCert (named award, not not PGCE)	60 credits Level 7	Aggregate over 60 level 7 credits of at least 50% (not including any marks or credit from a dissertation or project) <u>AND</u> at least the pass mark in core/essential modules <u>AND</u>, at the discretion of the Board of Examiners, permit compensation in up to 20 credits <u>AND</u> at least 30 credits towards the PGCert must have been completed at UEA <u>AND</u>, where relevant, the student must also meet the requirements of the relevant professional, statutory or regulatory body(ies)
MA Public Policy and Public Management with Applied Area Studies (Two Years)	240 credits Level 7	Overall aggregate of at least 50% for whole course <u>AND</u> achieving a pass mark in the 60-credit 'Applied Area Studies' module in Year 2 <u>AND</u> the pass mark in dissertation (where taken) <u>AND</u> at least the pass mark core/essential modules <u>AND</u>, at the discretion of the Board of Examiners, permitted compensation in up to 40 credits. <u>AND</u> at least 90 credits, including any dissertation, must have been completed at UEA <u>AND</u>, where relevant, the student must also meet the requirements of the relevant professional, statutory or regulatory body(ies)
Masters Degree with a Placement Year		Overall aggregate of at least 50% for whole course <u>AND</u> passing the Postgraduate Placement Module (pass/fail module) <u>AND</u> the pass mark in dissertation (where taken) <u>AND</u> at least the pass mark core/essential modules <u>AND</u> the pass mark in the Year 1 Placement Preparatory (pass/fail module) <u>AND</u> at least 90 credits, including any dissertation, must have been completed at UEA

		AND, where relevant, the student must also meet the requirements of the relevant professional, statutory or regulatory body(ies) OR, at the discretion of the Board of Examiners, permitted compensation in up to 40 credits.
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17.3.3 Recommendation for Masters Awards with merit and with distinction, noting the convention for rounding up as stipulated in Regulation 7.5, shall be made as detailed in Table 3:

DISTINCTION	<u>For Masters Awards:</u>
	Overall aggregate over 180 credits of at least 70% for the whole course
	<u>For Masters with a Placement Year</u>
	Overall aggregate over 180 credits in Year 1 of course of at least 70% for the whole course (Placement Year does not contribute to award classification)
	<u>For Postgraduate Diploma in Senior Leaders Apprenticeship</u>
	Overall aggregate over 120 credits at Level 7 of at least 70% for the whole course
MERIT	<u>For Masters Awards:</u>
	Overall aggregate over 180 credits of between 60% – 69% for the whole course
	<u>For Masters with a Placement Year</u>
	Overall aggregate over 180 credits in Year 1 of course of between 60%-69% for the whole course (Placement Year does not contribute to award classification)
	<u>For Postgraduate Diploma in Senior Leaders Apprenticeship</u>
	Overall aggregate over 120 credits at Level 7 of between 60% – 69% for the whole course

17.3.4 Consideration of students for Masters Awards within 2% of merit and distinction categories shall be as detailed in Table 4:

Overall aggregate over 180 credits (Masters) owithin 2% of the PLUS Credits	Outcome
borderline of the higher	

68-69%	PLUS	At least 50% of credits at 70% or above	Distinction
58-59%	PLUS	At least 50% of credits at 60% or above	Merit

17.4 The Board of Examiners may recommend the award of an Aegrotat degree in cases where the Examiners are satisfied by appropriate evidence that a student would have obtained a degree but was unable to complete final assessment under the following circumstances and conditions. The Board must:

- a) be satisfied that the work done by the student shows beyond reasonable doubt that the student would have passed the assessment; and
- b) be informed of the circumstances which must be such that the student cannot complete the final assessment within a reasonable period; and
- c) the Examiners could not recommend the degree based on the range of marks available.

17.5 Apprenticeship End Point Assessment (EPA) is carried out separately to processes outlined within these regulations for all apprenticeship courses in which UEA acts as the End Point Assessment Organisation (EPAO). The EPA process will reflect relevant funding rules and the requirements of the individual apprenticeship standard.

17.6.1 For apprenticeship courses where the EPA is carried out externally (by an organisation other than UEA), these regulations apply to the UEA academic award only, with the apprenticeship award regulated by the relevant EPAO.

18. Final Reassessment

18.1 There shall be Final Reassessment Board activity at which the appropriate Board of Examiners shall review the marks achieved at reassessment in the dissertation and (where appropriate) in the taught component. The Board shall:

- a) Determine whether students have satisfactorily completed the course following the reassessment (including any placement requirements for the course).
- b) Recommend to Senate the conferment of awards to students who have met the requirements of their course as specified in the Course Profile and course handbooks and as laid out in these Regulations.
- c) Perform all the duties of a Final Assessment Board in respect of students who have undertaken a delayed assessment.

- d) Receive any recommendations made by the Exceptional Circumstances Panel.
- e) Where applicable, offer the student the opportunity to retake the year (see Appendix 3 for details on repeating a year of study).
- f) Where applicable, recommend an exit award, in accordance with Regulation 15.8.

18.2 The Final Reassessment Board may also act as the Intermediate and/or Final Assessment Board for students with a delayed assessment or approved extensions to the submission deadline for coursework, projects and/or the dissertation.

18.3 The Board of Examiners shall receive recommendations from the Exceptional Circumstances Panel in accordance with Regulation 13.

19. Disclosure of Results

19.1 The deliberations of Boards of Examiners are confidential except where a student requests information about their own award via an Academic Appeal or Academic Complaint (see Regulation 17.4 below).

19.2 Examiners are required to make academic decisions about students' performance, and marks are a guide to examiners in making those decisions. However, other factors may be considered in accordance with these Regulations and students should be aware that a particular number or pattern of marks does not necessarily lead to a given result.

19.3 Students will be formally advised of the outcome of the consideration of their academic performance by a Board of Examiners in accordance with procedures published by the Academic Registry.

19.4 As part of an informal or formal Academic Appeal or Complaint, the Head of School or Chair of the Board of Examiners may advise an individual student of the discussions of the Board of Examiners as they relate solely to the individual student's academic performance. In this context, minutes of the relevant Board of Examiners with appropriate redactions can be released by the School to the student who has submitted an Academic Appeal or Academic Complaint without recourse to the General Data Protection Regulations.

Appendix 1 - Criteria for Course Transfers and Module changes

1. Course Transfers

New students are permitted to transfer course up to the end of Week 2 during the Autumn Semester without concession where the following criteria are met:

The request is student driven and their rationale for the change is clear and considered

There is agreement that it is in their interests to do so

The student has discussed their request with a member of academic staff within their current programme (normally their Adviser) who is supportive

The student meets the entry / eligibility criteria for the proposed new course

The new course is 'open', there is a place available, including on any core or compulsory modules and there is space in the allocated teaching room(s)

The new Course Director is supportive and there is confirmation of a learning agreement in place, agreed with the student, to remediate any missed learning activity and support transition

The Admissions Director (or delegate) in the new School is supportive

2. Module changes

Undergraduate and taught postgraduate students are permitted to change module up to the end of Week 2 in the Autumn Semester and Week 2 in the Spring Semester (for year- long module the change must occur in the Autumn Semester) without concession where the following conditions are met, in advance of the request to change:

- The request is student driven and their rationale for the change is clear and considered
- The modules affected are NOT core or compulsory
- There is agreement that it is in their interests to do so
- The student has discussed the request with the new module organiser and they are supportive
- The student meets any prerequisites for the new module
- There is a place available on the module including space in the teaching room(s)
- The change does not take the student off-profile beyond that which is allowable under regulations.

3. Students on courses that do not follow the standard academic year are permitted to change course or module according to the principles above.

4. Any request to change a module or course after the deadlines will be treated as a concession; the requests must have the support of the School, including a learning plan agreed with the student to remediate any missed learning activity.

Appendix 2 - 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 3 - Retaking a year of study

A student who, despite attempting reassessments and passing at least 50% of the credit required, has not met the criteria to progress to the next year of studies, will have one opportunity to retake the year.

Considerations:

- Students must formally accept the offer to retake the year including agreement of the modules to be retaken or taken in place of failed optional modules.
- Students must check the funding impact of retaking a year of study
- Student Visa holders must check the impact on their visa status

On the retake year:

- Consideration will be given to the number of credits required to complete the level of study, and students may be enrolled on either a full time or a part time basis. The student must achieve the full complement of required credits when the first and second attempt at the year are aggregated.
- If a student is enrolled on the full complement of credits during the retake of the year, they only need to pass the number they had not achieved the first time they studied at that level.
- If the retake year counts towards their degree classification: and on completion, the student has more than the full complement of optional credits, they will be classified on the highest marks achieved.

6. Compliance and Monitoring

6.1 The University undertakes a comprehensive annual review of this policy in preparation for the arrival of students in a new academic year.

6.2. Staff and students are required to comply with this policy.

7. Related Documents

General Regulations for Students

8. Revision History

Version number	Approval date	Approval mechanism	Details of change
1.0	17/06/26	Senate	Consolidation of a range of award regulations and related policies carried out for 2026/27. Previous versions archived. Full change log available on request.