GENERAL REGULATIONS FOR UNDERGRADUATE AND INTEGRATED MASTER'S PROGRAMMES

Applicable to students in all Stages/years of programmes

These General Regulations, approved by the University Senate, set out the requirements for Undergraduate awards. Programme regulations are published as part of the programme specification.

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1 DEFINITIONS

1.1 An **Aegrotat Degree** may be awarded to individual candidates who have enrolled for a degree and who, in the judgement of the Examination Board, would have qualified for the award had he or she not been prevented by illness or incapacity from being fully examined. An Aegrotat Degree is unclassified and is not an Honours Degree (Ordinance VIII, Paragraph 16). Information about the ability and standard of performance on the programme of the holder of an Aegrotat Degree may be obtained through references.

1.2 **Approved Placement** means industrial or professional or occupational training or experience, or linguistic experience or study abroad, approved by the School Learning and Teaching Committee and undertaken by students enrolled on a sandwich or language degree programme.

1.3 **Approved Programme** means a set of modules organised into a series of Stages leading to a formal qualification offered by the University (e.g. the BSc in Chemistry), as prescribed by a programme specification approved by the Senate on the recommendation of the University Learning and Teaching Committee and the relevant School Learning and Teaching Committee.

1.4 An **Assessment** is the measurement of a student's performance in a module. This may comprise a number of elements, including written papers, oral tests, essays, continuously assessed work, laboratory or field studies or reports, or other forms of evaluation.

1.5 **Associate Dean** means the person designated to co-ordinate all the undergraduate programmes in a School, and to monitor the quality and standards of these programmes, normally this will be the Associate Dean Undergraduate Programmes or the Associate Dean Learning and Teaching, or their nominee.

1.6 An **Associate Student** of the University may enrol for, and be assessed in, individual credit-rated modules to a maximum of 60 credits in any five-year period without enrolling for an approved programme of study. Access to appropriate learning resources will be provided for Associate Students.

1.7 **Board of Examiners** means the Board of Examiners of the University for a particular programme, as approved by the Senate on the recommendation of the relevant School Learning and Teaching Committee. Boards of Examiners have responsibility for considering progression and conferment of awards, in accordance with the requirements of the individual programme, and in the light of all the separate module results and any exceptional circumstances, exercising powers of condonement as appropriate.

1.8 **Condonement** is the process by which a Board of Examiners, in consideration of a student's overall performance, recommends that credit be awarded for part of a programme in which the student has failed to satisfy the assessment criteria, on the grounds that the positive aspects of the overall performance outweigh the area of failure. Programme specifications shall indicate whether any modules are not subject to condonement or where limits to condonement apply, having regard to the aims and learning outcomes of the programmes concerned.

1.9 **Exceptional Circumstances** are circumstances which cause the student to:

a perform less well in coursework or examinations than might have been expected on the basis of other work, or
b fail to meet submission deadlines.

In general, **exceptional circumstances** will be of a medical or personal nature significantly affecting the student at or during a relevant period of time and/or during the examination period and which can normally be corroborated by independent evidence.

1.10 **Mature Students** are those aged 21 or over on the first day of the term in which they start their programme.

1.11 **Patterns of Study**

a Full-time. An approved full-time undergraduate programme should normally comprise the equivalent of 120 credits per year.
b Part-time. An approved part-time undergraduate programme should normally comprise the equivalent of 60 credits per year.
c Language. An approved language programme normally includes at least 30 weeks abroad undertaking a programme of linguistic experience or studying in a foreign language at a recognised institution (usually including assessments), normally prior to the final Stage of study at the University.
d Sandwich. An approved sandwich programme has, in addition to the full or part-time programme, at least 30 weeks of approved industrial or professional experience.

1.12 **Progression:** Credit requirements

To progress from one Stage to the next of an Honours Degree programme, students are expected to achieve 120 credits for the appropriate Stage and to have satisfied all module prerequisites for the next Stage specified in the programme specification. The Board of Examiners may, at its discretion, recommend progression with a minimum of 100 credits at that Stage. In such cases the credits associated with the trailed modules shall be added to the progression or award requirements of the subsequent Stage, including for purposes of eligibility for referral. For purposes of condonement, trailed credits remain subject to the maximum condonement volume of their original stage.

1.13 **Qualifications**. The requirements for all Aston University Qualifications, including credits, and Levels of awards, are detailed in Aston University Credit and Qualifications Framework.

1.14 **Referred Assessment** in a module is a new assessment in that module, of such form and timing as the Board of Examiners may determine, undertaken upon initial failure in that module without following any further tuition for the module. Referred assessments normally take place prior to the start of the next academic year. (See also Regulation 7 below.)

1.15 **Repeat Assessment** in a module is a new assessment in that module, of such form and timing as the Board of Examiners may determine. The Board of Examiners may require the student to attend the University and receive tuition. Repeat assessments normally

take place in the academic year following the previous attempt(s). (See also Regulation 7 below.)

1.16 **Restart Assessments**. Restarting a Stage normally requires full attendance and all modules must be retaken. Existing credits from previous attempts at this Stage will be set aside. Restart assessments are not allowed in the case of final Stage modules. (See also Regulation 7 below.)

1.17 **School Learning and Teaching Committee** is responsible for the maintenance and enhancement of the academic standards and quality of the taught programmes of a School. School Learning and Teaching Committees may formally delegate all or some of the responsibilities assigned in these General Regulations to appropriate bodies or individuals. Any such delegation of authority should be recorded in the minutes of the Committee.

1.18 **Stage**. The Stage referred to within the regulations is a period of time culminating in a decision by the Board of Examiners on progression or completion. It is normally an academic year of enrolment on a full-time basis, i.e. from the beginning of the Autumn Term to the last day of the Summer Vacation.

1.19 **Trailed Modules**. A trailed module is a module which forms part of a preceding Stage of study and has not yet been passed. At the discretion of the Board of Examiners the credits associated with the module are added to the progression or award requirements of the subsequent Stage.

1.20 **Transcript.** Students, except those in debt to the University, will, at the end of each Stage, be supplied by their School with an official transcript recording the modules for which the candidate registered, the Level, the credits awarded and the percentage marks awarded. The transcript should indicate any module passed by condonement or in a referred or repeat assessment.

2 ENTRY QUALIFICATIONS

2.1 In order to qualify for admission to an approved programme, a student must produce evidence of having fulfilled the entry requirements as prescribed by the programme specification relating to that particular programme

AND

have provided evidence of proficiency in the English language and mathematics as demonstrated by a pass at GCSE Grades A*, A, B or C, or a qualification recognised by the Senate as being equivalent.

2.2 The relevant Associate Dean may exempt from part of a programme of study individual students who have satisfactorily pursued a previous programme of study of an appropriate nature and standard. The Associate Dean may award credit to a maximum of two thirds of the total credit required for an Aston Bachelor award; or three quarters of the total credit required for an integrated Master's award. The extent of the credit awarded must be recorded by the Board of Examiners.

2.3 Cohorts of students that have satisfactorily pursued a previous programme of study of

an appropriate nature and standard may be exempted from more than one-third of the total credit required for an Aston award subject to approval of the volume and nature of the certificated prior learning by the Programme Approval Sub-Committee (PASC).

2.4 An Aston undergraduate degree may only be awarded to students who successfully complete the final academic Stage of study with Aston University.

2.5 The following basic principles have been drawn up to assist Schools in developing procedures for the Recognition of Prior Learning (RPL), in cases where this is accepted by the School. RPL includes certificated learning and experiential learning whether gained before admission to the University, or during the period of enrolment.

a the responsibility rests with the student for making a claim and supporting the claim with appropriate evidence, although advice and assistance on the nature of the evidence required should be provided by the responsible member of School staff. The School should determine appropriate fees for this service;
b the experience of the student is significant only in so far as it can be identified as a source of learning;
c academic assessment of certificated and experiential prior learning is the responsibility solely of academic staff;
d attention should be paid to the matching of a student's stated achievements and competencies against the module learning outcomes for each module for which exemption on the basis of RPL is sought;
e in making offers for exemption the authorised member of staff should be sure that the student has already gained the required knowledge/skills for which exemption is awarded and that their ability to follow the rest of the programme will not be jeopardised;
f any exemptions on the basis of RPL should be approved by the appropriate Associate Dean.

Where a proposal for exemptions involving Recognition of Prior Experiential Learning applies to a group of students, the University recognises that whilst the experience of the group might be similar, the students' learning from it, and therefore the exemptions to which they may individually be entitled, might differ.

3 CHANGES TO PROGRAMMES

The University reserves the right to make variations to the contents or methods of delivery of programmes, if such action is reasonably considered to be necessary by the University. If the University discontinues any programme, it will use its reasonable endeavours to provide a suitable alternative programme.

4 ATTENDANCE

4.1 School Learning and Teaching Committee, or its nominee, may approve a maximum of 24 months leave of absence.

4.2 A student whose attendance has not met the requirements of the programme specification may be required by the relevant Associate Dean to withdraw from the programme. It is the responsibility of each student to advise the Associate Dean in writing of any factors which may have affected their attendance.

5 ASSESSMENT OF SANDWICH/LANGUAGE PLACEMENTS

5.1 Minimum required Components of Assessment

5.1.1 Students that successfully complete a sandwich/language placement shall be awarded 120 credits at Level P.

5.1.2 In order to be eligible for the award of 120 Level P credits students must successfully complete the following components of assessment:

Component a a continuous reflective account by the student of the placement experience e.g. a log-book or diary.

Component b an analytical account of the placement experience by the student, which allow summative academic assessment of students' achievement of the expected placement learning outcome(s) e.g. essay, completion of academic modules at another institution, oral presentation, poster presentation. It is the responsibility of each Programme Director to inform all placement students of how the mark for this component is calculated (e.g. if there is more than one component).

Component c independent feedback on students' performance while on placement. This should incorporate views from employers (normally for work placements), tutors (normally for study placements) and reports of visits by University staff. The Examination Board will judge the relative importance of the different contributions as appropriate for each programme of study.

5.1.3 Each component a to c may comprise a single, or a number of, assessed items. The assessment methods used for each component may differ from the examples given. The appropriate School is responsible for determining the number of assessed items within each component of assessment, and the specific assessment methods to be used.

5.2 Assessment for the Award of Marks and/or Grades

5.2.1 Placement assessment component a shall be assessed either,

on a Pass/Fail basis, or

using a Grade Scale agreed by the relevant School (e.g. Pass/Merit/Distinction or similar may be used).

Students should be informed of the criteria for the assessment of each grade category used. No numerical marks shall be awarded for any item contributing to this category.

5.2.2 Placement assessment component b shall be assessed,

on a Pass/Fail basis, or

using a Grade Scale agreed by the relevant School (e.g. Pass/Merit/Distinction or similar

may be used), or

by numerical mark.

Students shall be informed of the criteria for the assessment of each grade or mark category used.

5.2.3 Placement assessment component c shall be assessed either

on a Pass/Fail basis, or

using a Grade Scale agreed by the relevant School (e.g. Pass/Merit/Distinction or similar may be used).

Students shall be informed of the criteria for the assessment of each grade category used. No numerical marks shall be awarded for any item contributing to this category.

5.3 Contribution of Sandwich/Language Placement to Degree Classification

5.3.1 Sandwich/language placements normally contribute to degree classification. The programme specification for the programme shall specify whether marks from the sandwich/language placement contribute to degree classification.

5.3.2 Where sandwich placement assessment contributes to award classification a numerical mark will be awarded for placement assessment component b. This mark will contribute 10% to degree classification.

5.3.3 Where sandwich placement assessment does not contribute to award classification placement assessment component b will not be given a numerical mark. Contribution to final award classification will be 0%.

6 DECISIONS OF THE BOARD OF EXAMINERS

6.1 Wherever the Board of Examiners considers that more than one outcome is applicable, it may allow the student to choose between those options available.

6.2 Subject to the Qualifications Frameworks, REG/15/503 and subsequent versions, and Regulation 1.12 above, the Board of Examiners for each programme shall have the discretion to decide whether the student:

a following award of the specified number of credits in the final Stage, shall be recommended for an award, or
b following award of the specified number of credits at Stages other than the final Stage, shall proceed to the next academic Stage of the programme, or
c shall be required to take referred assessments with no further tuition, or
d shall be required to take repeat assessments with or without attendance and in receipt of such tuition as is specified by the Board, or
e shall be required to restart the Stage with full attendance and in receipt of such tuition as is specified by the Board, or
f shall be required to withdraw from the programme, with or without the award of a Certificate or Diploma of Higher Education; or Bachelor’s exit qualification for

Integrated Master's programmes, or

g shall be required to transfer to the Ordinary Degree, where the programme specification for the programme states that it is available, or

h shall be offered the opportunity to return to the Honours Degree from the Ordinary Degree, where sufficient credits have been achieved.

Where exceptional circumstances are to be taken into account, further options become available to the Board of Examiners, as set out in Section 8 below.

6.3 The period for which credit is valid for progression from one Stage of a programme to another or for the award of a degree or other qualification applicable to that Stage shall be three years for a student on a full-time degree, except where otherwise specified in the programme specification for the programme.

6.4 The Board of Examiners shall have the discretion to condone failure in a maximum of 40 credits in each academic Stage from Stage 1 to Stage F provided that there is evidence of adequate performance from the student concerned. The volume of condonement for an individual candidate should not exceed 60 credits in total across all academic stages of a Bachelor's Degree and 80 credits in total across all academic stages of an integrated Master's Degree.

6.5 The threshold for condonement of modules at Levels 4, 5 and 6 shall be 35%. For Level 7 modules the threshold shall be 45%. Marks below the threshold may not be condoned. The mark obtained by the student for each condoned module shall be used by the Board of Examiners in calculating the overall mark for the Stage of the programme and/or the student's degree classification. The student's transcript shall indicate that the module was passed by condonement.

6.6 Before implementing a decision that a student should withdraw from a programme, the Board of Examiners shall give the student concerned, aided by another member of the University (as defined in paragraph 1 of the Charter and Section II of the Statutes) if so desired, an opportunity to make representations, in writing or in person or both, of any circumstances which might have affected his/her performance, that were unknown to the Board when the first decision was made.

6.7 A student wishing to request a formal review of the decision of a Board of Examiners may appeal on the grounds set out in the University's Academic Appeals Procedure. The Academic Appeals Committee may consider allegations of procedural irregularity in the conduct or marking of assessments; the decisions of the Board of Examiners in all matters relating to academic judgement shall be final.

7 OPTIONS IN CASE OF FAILURE

7.1 Principles

7.1.1 Except in the case of a restarted Stage, students may not be reassessed in any module for which they have already obtained credit. It must be made explicit to the student how a module is to be reassessed, how the percentage mark for each module is to be determined and the implications of any further failure. Reassessment should be of all elements of a module, unless any components are specifically exempted by the Board of Examiners.

7.1.2 The Board of Examiners may allow a student to be assessed in a new module(s) as a substitute for a failed module(s). A substitute module(s) will be treated as a referred or repeat module(s) and the module pass mark shall be recorded for modules passed.

7.1.3 The Board of Examiners shall record the module pass mark for referred and repeat modules passed. There is no ceiling on the percentage mark a student may achieve in restart assessments.

7.1.4 The Board of Examiners' decisions in case of failure are governed by the options set out in Regulation 6.2 above.

7.2 Stages of Assessment prior to the Final Stage, excluding Level P

7.2.1 A student who fails not more than 40 credits has the right to take referred assessments in the failed modules.

7.2.2 The Board of Examiners may, at their discretion, taking into account the student's overall performance and any exceptional circumstances, allow referral in a further 20 credits up to a maximum of 60 credits, including any referred trailed credits.

7.2.3 The Board of Examiners may require a student who fails in more than 40 credits in assessments,

to restart the entire Stage of assessment with full attendance and in receipt of tuition, or

to undertake repeat assessments in the failed modules not later than 12 months after the first attempt, with or without attendance and in receipt of tuition as specified by the Board, or

to withdraw from the programme. A student required to withdraw may be eligible for the award of a Certificate or Diploma of Higher Education, see R7.6.1 below.

7.2.4 If a student fails referred assessments, where these constitute the second attempt, the Board of Examiners may require the student to undertake repeat assessments in the failed modules not later than 12 months after the second attempt, with or without attendance and in receipt of tuition as specified by the Board.

7.2.5 If a student fails repeat assessments, where these constitute the second attempt, the Board of Examiners may require the student,

to take referred assessments, or

to restart the Stage of assessment with full attendance and in receipt of tuition, or

to withdraw from the programme. A student required to withdraw may be eligible for the award of a Certificate or Diploma of Higher Education, see R7.6.1 below.

7.2.6 If a student fails repeat assessments, where these constitute the third attempt, the Board of Examiners will require the student to withdraw from the programme of study or to transfer to the Ordinary Degree, if available and if sufficient credits have been accrued.

7.2.7 Sandwich or language students who are required to undertake a referred or repeat assessment(s) at the Stage prior to placement may, subject to the approval of the Board of Examiners and the organisation(s) involved, proceed to their approved placement before taking the referred or repeat assessment(s).

7.2.8 If a student fails restart assessments, where these constitute the second attempt, the Board of Examiners may require the student to take referred assessments.

7.2.9 If a student fails restart assessments, where these constitute the third attempt, the Board of Examiners will require the student to withdraw from the programme of study or to transfer to the Ordinary Degree, if available and if sufficient credits have been accrued.

7.3 Level P Stage of Assessment

7.3.1 A student who fails to satisfy the Board of Examiners in the Level P Stage of assessment at the first attempt may be required either,

to take referred assessments, or

to restart the entire Stage of assessment.

Failure of placement assessment component c (see Regulation 5.1.2 above) may only be retrieved by repeating the placement.

7.3.2 A student who fails referred assessments in the Level P Stage of assessment, where these constitute the second attempt, may be required to restart the entire Stage of assessment.

7.3.3 A student who fails a restarted Stage of assessment at Level P, where this constitutes the second attempt, may be required to undertake referred assessments.

7.3.4 A student who fails either referred or restart assessments at Level P, where these constitute the third attempt, will be required to withdraw from the programme of study, or may be allowed, after consultation with the appropriate Associate Dean, to transfer to a related full-time programme, where available.

7.4 Final Stage of Assessment

7.4.1 A student who fails not more than 40 credits has the right to take referred assessments in the failed modules.

7.4.2 The Board of Examiners may, at their discretion, taking into account the student’s overall performance and any exceptional circumstances, allow referral in a further 20 credits up to a maximum of 60 credits, including any referred trailed credits.

7.4.3 The Board of Examiners may require a student who fails in more than 40 credits in assessments to undertake repeat assessments in the failed modules not later than 12 months after the first attempt, with or without attendance and in receipt of tuition as specified by the Board.

7.4.4 A student who fails to satisfy the Board of Examiners in repeat assessments at the final Stage of a programme will be required to withdraw from the programme, or may be awarded a Pass Degree or Diploma of Higher Education provided that they have fulfilled the relevant criteria for such an undergraduate degree. A Bachelor's exit award may be awarded to students enrolled on an Integrated Master's programme in this scenario.

7.5 Ordinary Degree

7.5.1 The Board of Examiners may require a student to transfer to an Ordinary Degree, where available, when they fail to meet the requirements for progression to the next Honours Stage. Such transfer shall only take place where the student, following any condonement, has accumulated 100 credits at the end of first Stage, or at least 200 credits at the end of Stage 2. Transfer to the Ordinary Degree shall not be effected unless the student, prior to any condonement, has accumulated 80 credits at the end of first Stage, or at least 160 credits at the end of Stage 2.

7.5.2 Students on Stage 2 of an Ordinary Degree may elect to take 120 credits in the Stage of study, which, if passed without condonement, offers the student the opportunity to return to the Honours Degree. This will apply only where the student has achieved 120 credits at Stage 1.

In such cases, if condonement of, at most, 20 credits at Stage 2 is needed for the student to achieve 120 credits, the opportunity for the student to return to the Honours Degree may be offered at the discretion of the Board of Examiners, subject to the limitation that the student shall not benefit from condonement of more than 40 credits in total over the first and second Stages of study combined.

7.5.3 Transfer from Ordinary Degree to Honours Degree shall be prior to the start of the final Stage. Students on an Ordinary Degree must pass any trailed modules before transfer to the Honours Degree is considered.

7.5.4 The Board of Examiners should review the situation of every student on an Ordinary Degree at the end of each Stage of assessment following the transfer from Honours.

7.6 Certificates and Diplomas of Higher Education

7.6.1 A student who has gained the requisite number of credits but who is unable, for whatever reason, to complete their degree programme shall be awarded a Certificate of Higher Education (Stage 1) or a Diploma of Higher Education (Stages 1 and 2).

7.6.2 The award of a Certificate of Higher Education indicates that the student:

a has knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;
b has an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study
c can evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work

d is able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments

e has a the ability to undertake further training and develop new skills within a structured and managed environment

f has the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

7.6.3 The award of a Diploma of Higher Education indicates that the student:

a has knowledge and a critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;

b an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;

c has knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;

d an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge;

e can use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;

f is able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;

g has a the ability to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations;

h has the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

OPTIONS IN CASE OF FAILURE

Initial Stages of Study	**2 further attempts**		
Failure in Level P credits	‘Referred Assessments*	-> Restart	-> Withdraw****
	or		
	Restart*	-> Referred Assessments	-> Withdraw ****
Failure in up to 40 credits	Referred Assessments	-> Repeat Assessments	-> Withdraw**
Failure in between 41 and 60 credits	Restart*	-> Referred Assessments*	-> Withdraw**
	or		
	Repeat Assessments*	-> Restart or Referred Assessments*	-> Withdraw**
	or		
	Referred Assessments*	->Repeat Assessments*	-> Withdraw**
	or		
	Withdraw*		
Failure in over 60 credits	Restart*	->Referred Assessments*	-> Withdraw**
	or		
	Repeat Assessments*	-> Restart or Referred Assessments*	-> Withdraw**
	or		
	Withdraw*		
Final Stage of Study	**2 further attempts**		
Failure in up to 40(60) credits	**Referred Assessments**	Repeat Assessments**	***Withdraw***
*****	**at the discretion of the Board of Examiners**		
******	**possibility of transfer to Ordinary Degree**		
*******	**possibility of Pass Degree**		
********	**possibility of transfer to full-time degree**		

8 FACTORS AFFECTING PERFORMANCE/EXCEPTIONAL CIRCUMSTANCES

8.1 The Board of Examiners will consider any claims of exceptional circumstances. All decisions relating to adequate performance and the allocation of marks are at the discretion of the Board, and such circumstances will inform, but not determine, its decisions.

8.2 It is the student’s responsibility to inform the Chair of the Exceptional Circumstances and Absence Panel (ECAP) in writing, normally prior to the meeting of the Panel, of any factors that occurred either during or prior to any of their assessments which they feel may have affected their performance. Students should supply any relevant evidence and must comply with any procedures published by the relevant Associate Dean.

8.3 By entering an examination room and viewing an examination or assessment paper students will be regarded as having deemed themselves to be able to undertake the assessment in question, subject to consideration of factors affecting performance (including factors which may arise subsequent to beginning an assessment) which are notified to the Board of Examiners by the student. In such cases the Examination Board will not normally allow the assessment to be retaken as if for the first time.

8.4 A student who is prevented from taking all or part of an assessment, or whose performance has been significantly affected, by illness or other sufficient cause may, where none of the options available in Section 7 is deemed sufficient or appropriate, be allowed to sit the assessment at the next normal occasion as if for the first time. Sufficient cause should be taken as to circumstances genuinely beyond the student's control.

8.5 Exceptional Circumstances claims which are judged to meet University Regulations will be addressed by taking appropriate action specific to the individual module(s)/assessment(s) concerned whenever possible (e.g. by allowing a further attempt with no penalty), or by putting in place provisions to address a special need (such allowing a longer length of time for an examination). These Exceptional Circumstances will be deemed to be 'spent' (already dealt with).

8.6 Exceptional Circumstances claims which meet University Regulations, but have not been dealt with by module- or assessment-specific action before the final Board of Examiners for the programme ('unspent' Exceptional Circumstances), will be dealt with by Boards of Examiners as follows:

- Exceptional Circumstances which meet University Regulations will not be addressed using condonement.
- If a candidate has 'unspent' Exceptional Circumstances and there is evidence of reasonable performance elsewhere in their profile the Board of Examiners may decide to increase the borderline band for degree classification for the candidate, taking into account the learning outcomes of the programme.
- If a candidate has 'unspent' Exceptional Circumstances the Board of Examiners may decide that a failed assessment should be attempted as if for the first time, or, accept a module mark which is based on completed components based on a mapping of the module learning outcomes against the assessments.

8.7 In the case of a final Stage assessment the student will normally be offered the option of undertaking the assessment at the next opportunity, normally during the referred examination period and/or at the next normal point of assessment. The following options are also available:

a to recommend the award of a classified degree on the available evidence, which may include an oral examination on the missed module(s);

b to recommend the award of an Aegrotat Degree (the student should be made aware that some professional bodies do not recognise Aegrotat Degrees, while others only give limited recognition).

8.8 Evidence of exceptional circumstances taken into consideration by Boards of Examiners should be carried forward to meetings of Boards of Examiners considering the student's progress at subsequent Stages of the programme.

9 AWARD OF DEGREE

9.1 A student who has gained the appropriate number of credits at the appropriate Levels shall be recommended to the Senate for award.

9.2 Students whose performance in the Four Year Integrated Master's Degree (e.g. MChem) Final Stage of assessment is considered by the final Stage Board of Examiners not to be of Honours standard may be considered for a Bachelor's Degree with or without Honours.

9.3 For Ordinary Degree students the average mark for Stage 2 modules will contribute 25% to the overall final mark. The remaining 75% will consist of the average Stage 3 mark. Students whose performance in the Ordinary Degree is considered by the final Stage Board of Examiners to be of an exceptionally high standard (normally a final average percentage of 60% or above) may be recommended for the award of an Ordinary Degree with Merit.

9.4 In order for an award to be conferred a student must have discharged all obligations to the University, normally within 12 months of the date upon which the Board of Examiners recommended the award.

10 CLASSIFICATION OF AWARDS

10.1 Degree classifications shall be determined by an overall weighted average mark. Boards of Examiners shall observe the following criteria for the award of classified Honours Degrees:

Mark %	Classification	
70 or above	I	First Class Honours
60-69	IIi	Upper Second Class Honours
50-59	IIii	Lower Second Class Honours
40-49	III	Third Class Honours

10.2 Three-year and Sandwich/Language Degrees

10.2.1 If there is no placement or the placement does not contribute to degree classification

the average mark for Stage 2 modules will contribute 25% to the overall final mark. The remaining 75% will consist of the average Stage 3 mark.

10.2.2 If the placement contributes to degree classification

the average mark for Stage 2 modules will contribute 15% to the overall final mark, and the placement stage mark will contribute 10%. The remaining 75% will consist of the average Stage F mark.

10.2.3 Borderline candidates

a Candidates who are 0.5% or less below a boundary will be promoted automatically to the higher class.

b Candidates whose mark falls within a 2.0% band below automatic promotion will be considered for promotion to the higher class. Where R10.2.3.b applies:

- Any candidate who has 50% or more of the 16 eligible units in the higher classification should be promoted automatically. The 16 eligible units are:
    - 12 units representing the final stage weighted appropriately, i.e. 20 credit modules count as 2 credit units;
    - 2 units representing the average mark for the second academic stage (normally Stage 2);
    - 2 units representing the average mark for the placement. Or
- If a candidate does not have 16 eligible units (as defined in R10.2.3) ineligible units (e.g. credit from Recognised Prior Learning or other credit without marks) are removed from the calculation and promotion is based on achieving the higher classification in 50% or more of the remaining units.

10.3 Four-year programmes leading to a Level 7 award (e.g. MPharm, MEng, MChem)

10.3.1 Degree classification will be based on the final three academic Stages of the programme only. The final Stage will contribute a minimum of 50% to the overall final mark. If there is a placement which contributes to the degree classification, this will contribute 10% of the overall final mark. The programme specification for the programme shall specify the method of calculation of the overall weighted average mark.

10.3.2 Borderline candidates

a Candidates who are 0.5% or less below a boundary will be promoted automatically to the higher class.

b Candidates whose mark falls within a 2.0% band below automatic promotion will be considered for promotion to the higher class. Where R10.3.2.b applies:

- Any candidate who has 50% or more of the 16 eligible units in the higher classification should be promoted automatically. The 16 eligible units are:
    - 12 units representing the final stage weighted appropriately, i.e. 20 credit modules count as 2 credit units
    - 2 units representing the average mark for the third academic stage (normally Stage 3)
    - 2 units representing the average mark for the second academic stage (normally Stage 2); Or
    -
- If a candidate does not have 16 eligible units (as defined in R10.3.2) ineligible units (e.g. credit from Recognised Prior Learning or other credit without marks) are removed from the calculation and promotion is based on achieving the higher classification in 50% or more of the remaining units.

11 PUBLICATION OF RESULTS

11.1 The results achieved in all assessed work, both by module and overall, and at all Stages of study, should be released to individual students in the form of a transcript detailing his

or her own assessment results in the form of a percentage mark per module.

11.2 Percentage marks awarded for each module will be provisional until confirmed by the relevant Board of Examiners; subject to this provision students shall be given informal guidance with regard to their academic performance at such times as the relevant Associate Dean may determine.

11.3 Any final award, including the degree classification of a student, is regarded as public information and may be published by the University in any form and released to enquirers on request. The results of students who have been recommended for an award shall be published in a list drawn up in alphabetical order by student name.

12 WAIVERS OF REGULATIONS

Where, in the opinion of the School Learning and Teaching Committee, there have been exceptional circumstances affecting a student after admission to the programme which could not reasonably have been foreseen at the time of admission and which operate to the detriment of the student, the School may:

a waive any relevant part of the programme specification on such conditions as it may deem fit to the benefit of the student, or

b recommend that the University Learning and Teaching Committee waive any relevant part of the General Regulations on such conditions as it may deem fit to the benefit of the student.