

Structure and Assessment Regulations – Undergraduate and Taught Postgraduate Programmes^A

UPR AS14 - version 18.1

Policies superseded by this document

This document replaces version 18.0 of UPR AS14, with effect from 1 September 2024.

Summary of significant changes to the previous version

Amendments have been made to sections C3.8 and D5.1 to align the University's exceptions to the 'fit to sit' policy with the Office of the Independent Adjudicator (OIA) guidance.

Amendments have also been made to sections D5.2.2 and D5.2.3 to clarify the eligibility of students for referral.

Amendments have been made to sections C3.7 and C3.8 for clarification of the UH-based procedures for exceptional circumstances.

Glossary

A glossary of approved University terminology can be found in [UPR GV08](#).

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Note A for Partner Organisations (UK and overseas)

Apart from sections C3.7 and C3.8, this UPR applies in full to all franchised and University-validated programmes, unless otherwise agreed. Organisations will have their own standard operating procedures although they may refer to the Director of Academic Services at the University for guidance. Where programmes are conducted under validated arrangements, the principles and conduct of assessment must be set out in the approved programme documentation.

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Introduction

These regulations have been approved by the Academic Board. With the exception of examinations and assessments deferred or referred from the Academic Year 2021-2022, the regulations, procedures and guidelines set out in this document will apply to all examinations and assessments conducted on or after 1 September 2024.

These regulations have been developed to give effect to a resolution by the Academic Board that Common Assessment Regulations and a Common Academic Structure should be adopted for all taught programmes, modules and credit-bearing short courses capable of leading to awards of the University (including most of those offered in collaboration with other organisations).

The regulations for externally validated programmes, modules and credit-bearing short courses will be considered on an individual basis as part of the normal validation and monitoring process (see UPR AS17^B).

No deviations from the mandatory elements of these regulations will be allowed, unless they have been notified in advance and supported by an explicit justification found acceptable by the Vice-Chancellor (or nominee). The Academic Standards and Audit Committee of the Academic Board will ensure that these regulations are maintained, referring any issues of principle to the Academic Board for decision.

A Definitions and regulations relating to teaching

A1 Semesters

The academic session is divided for the purpose of student contact, including induction, advice, teaching, examining and assessment purposes, into semesters on the basis of an agreed common University calendar.

A2 Modules and credit-bearing short courses

A2.1 Definition of a module

A module is defined as a self-contained quantum of study which is part of a validated programme of study, with defined intended learning outcomes, syllabus, and assessments, which measures knowledge/skill.

A2.2 Definition of a credit-bearing short course

A University of Hertfordshire Credit Bearing Short Course ('short course') is defined as a self-contained quantum of study, with defined intended learning outcomes, syllabus and assessments which measure these outcomes. A short course is not part of a defined programme of study leading to a University of Hertfordshire award, as defined in UPR GV08^C, but the credit achieved may contribute to a University of Hertfordshire award.

^B UPR AS17 'Academic Quality'

^C UPR GV08 'Terminology – Glossary of Approved University Terminology'

A2.3 Module and short courses are further defined:

- i by the identifier code allocated by the Academic Registry which will be adopted;
- ii by the Level (see section A2.6 'Definition of module/short course level');
- iii normally by the academic School which has quality assurance responsibility for it.

(Note:

- 1** Although modules are approved and offered as part of a validated programme of study, they may additionally be offered on a standalone basis.
- 2** It is possible for similar modules to share some elements. For instance, similar modules may share part or all of the same lecture series or share some of the coursework assessment or questions on the examination papers. However, the differences should be recorded by having separate identifier codes, separate Definitive Module Documents and recognisable differences in the learning outcomes recorded for each module.)

In addition, a module may:

- i have other modules as a pre-requisite; be a pre-requisite for other modules or have prohibited combinations;
- ii be core or optional for awards available under one or more programmes.

(Note:

- 3** When individual modules are approved as part of an approved programme of study leading to an award, the regulations of that module are deemed to form part of the regulations for gaining the relevant award. The same module may be linked with a number of different delivery modes but modules should be assessed on the basis that the study time is in accordance with A2.4 'Definition of module/short course size and credit points' below.

A2.4 Definition of module/short course size and credit points

The size of a module is **15** University credit points (which is equivalent to **7.5** European Credit Transfer System - ECTS - credit points) or integral multiples thereof.

The size of a short course is **5** University credit points (which is equivalent to **2.5** European Credit Transfer System - ECTS - credit points) or integral multiples thereof, up to a maximum of **30** University credit points.

An average student should be expected to devote approximately **150** hours of study per **15** credit points (including directed and independent study time). The maximum class contact time (including any timetabled laboratory time) per **15** credit points is **56** hours. Any deviation from this regulation requires the prior written approval of the Director of Academic Quality Assurance (or Deputy).

A2.5 Permissible shape of modules and short courses

- i The permissible shape of modules is outlined in the table below.

Modules		Short Courses	
Credit points	Duration	Credit points	Duration
15	1 semester	5	Not specified
		10	Not specified
		15	Not specified
		20	Not specified
		25	Not specified
30	1 or 2 semesters	30	Not specified
45	1, 2 or 3 semesters		
60	1, 2 or 3 semesters		
90	2 or 3 semesters		
120	2 or 3 semesters		

- ii Only **15** credit point modules which operate outside the conventional two (2) semester academic year will be permitted to cross semester boundaries. Any exemptions will require the prior written consent of the Director of Academic Quality Assurance (or Deputy).
- iii A module or short course will be delivered continuously within permitted teaching weeks without any breaks.
- iv Assessment for a module will be contained within the semester(s) within which it is being taught.
- v A module with **60** credit points in one (1) semester or **120** credit points in two (2) semesters should only be used for major project work.
- vi **For extended year programmes only** (which run over semesters A, B and C) the following are also permissible:

Credit points	Duration
30	3 semesters

A2.6 Definition of module/short course level

All modules must be identified with one of the following Levels according to their academic function:

Academic Level (also QAA Framework for Higher Education Qualifications Level, and Regulated Qualifications Framework level):	Description:
1	The University recognises modules and awards at Level 1. These are reserved for Further Education level awards regulated by OfQual.
2	The University recognises modules and awards at Level 2. These are reserved for Further Education level awards regulated by OfQual.
3	The University recognises modules and awards at Level 3. These are reserved for Further Education level awards regulated by OfQual.
0	The University recognises modules and programmes of study at Level 0. These are designed for entrants to higher education who do not possess the appropriate entry qualifications for direct entry to specific programmes of study at Level 4. They may be offered as part of an extended degree programme or foundation programme.
4 (previously Level 1)	Level 4 is typically equivalent to the standard of first year full-time degree study. Modules and short courses at this level will normally provide the basis for further study in a particular subject area.
5 (previously Level 2)	Level 5 is typically equivalent to the standard of second year full-time degree study. Level 5 modules and short courses will normally develop study in a particular subject area in which students are beginning to specialise and typically assume some prior study of that subject at Level 4.
6 (previously Level 3)	Level 6 modules and short courses represent in-depth, advanced or specialist study of a subject area and represent exit level standard for an Honours degree in that subject. Level 6 modules may also be included in approved programmes of study leading to postgraduate awards, within the regulations for those awards (see UPR AS11 ^D).
7 (previously Level M)	Level 7 modules and short courses represent exit level standard for a Master's degree in that subject.

^D UPR AS11 'Schedule of Awards'

(Note:

- 4** A module or short course may only be designated at a single Level. If there is a case for offering **exactly** the same module or short course to two groups of students, the first seeking, say, Level **5** credit and the second, say, Level **6** credit, then it should be designated as Level **6**.

If it is seen to be appropriate to offer two groups of students similar modules but different in, say, level of assessment, there should be two separate module codes, two separate Definitive Module Documents and some recognisable differences in the **learning outcomes** recorded for each module.)

A3 Awards, programmes and courses

- A3.1 An **award** is a named qualification offered by the University in recognition of academic achievement. The list of awards that can be offered and the requirements for each type of award are listed in UPR AS11^D. Individual named awards may have additional requirements that are set out in the Programme Specification for the set of awards to which it belongs.
- A3.2 A **programme of study** is the approved curriculum in terms of a set and sequence of modules followed by any individual student or group of students studying towards a particular named award.
- A3.3 The term '**course**' may be used to describe a set of modules which leads to a particular named award or set of awards which meet the overall programme aims and objectives or learning outcomes. A course may have prescribed modules and assessment regulations, including prerequisites and prohibited combinations of modules. Use of the term 'pathway' should be avoided in this and other contexts to minimise confusion.
- A3.4 A **programme** is a set of one or more awards which are administered together. The essential feature is that each programme has only one set of programme regulations contained in a Programme Specification, even though there may be many awards (and their associated interim awards).

A4 Study Rates within an academic year

(NOTE

- 5** One credit represents 10 notional hours of learning. This includes not only formal contact hours, but also preparation for these, private reading and study, and the completion of formative assessment tasks and revision.)

A4.1 Minimum, normal and maximum study rates

The normal rate of full-time study is **120** credit points per two (2) semester academic year and **180** credit points per three (3) semester academic year.

The table below shows the minimum and maximum study rate for full-time and part-time students:

	Part-time study rates (credits)	Minimum full-time study rates (credits)	Normal full-time study rate (credits)	Maximum full-time study rate (credits)
1 Semester	15 - 30	45	60	75
2 Semesters	30 - 75	90	120	150
3 Semesters	30 - 105	120	180	210

Compulsory zero (0) credit-rated placement activity contributes to these credit requirements through the hours of placement required (i.e. each 150 hours of placement contributes the equivalent of 15 credits).

Any programme exemptions will require the prior written consent of the Director of Academic Quality Assurance (or Deputy).

A4.2 Study rates for individual students

Programme Boards of Examiners have the authority to restrict or counsel students to reduce their study rate on any programme of study. Individual students may be permitted to reduce their study rate or pattern of study, subject to availability of modules.

B Principles of assessment and award

B1 General framework for assessment

- B1.1 The Academic Board has approved a Schedule of Awards and determined their standards (see UPR AS11^D). The University registers the student on a programme which may embrace multiple awards. Students are normally registered as working towards the highest Level of award offered as part of that programme but each programme is required to also offer exit points with a lower Level of award. Students enrol on modules by which they can accumulate credit towards these awards. Cut-off dates, by which students must confirm enrolment and withdrawal, will be published by the Secretary and Registrar (or nominee).

- B1.2 Section 5, UPR AS12^E and section 5, UPR AS13^F stipulate minimum standards associated with assessment processes and should be referred to in implementing this framework for assessment. Associated guidance can be found on the University of Hertfordshire Learning and Teaching Innovation Centre Knowledge Exchange.

B2 The purpose of assessment

The purpose of assessment is to enable students to demonstrate that they have essentially met the intended learning outcomes of a module or short course and achieved the standard required for the credit (and ultimately the award) they seek.

B3 The scope of assessment regulations

Deans of School are responsible for ensuring that these regulations (UPR AS14), programme-specific regulations and any module or short course-specific regulations are made known to students. The assessment requirements of an individual programme of study are normally subject both to these regulations (UPR AS14) and regulations specific to the programme within which that programme is being followed and students should be made aware of the detailed requirements of both sets of regulations.

B4 Responsibility for assessment and conferment regulations

- B4.1 The Academic Board has overall responsibility for Assessment and Conferment Regulations and will:
- i determine general examination policy and regulations;
 - ii establish both Module Boards of Examiners, Short Course Boards of Examiners and Programme Boards of Examiners and receive the titles of Boards and the names of their Chairs;
 - iii consider matters referred to it by Boards of Examiners;
 - iv assure itself that appropriate arrangements exist for the appointment of External Examiners;
 - v ratify through the Secretary and Registrar (or nominee) the awards for all programmes of study showing the classes or grades of award made to successful students.

^E UPR AS12 'Assessments and Examinations (Undergraduate and Taught Postgraduate) and Conferments (University-delivered provision)'^E

^F UPR AS13 Assessments and Examinations (Undergraduate and Taught Postgraduate) and Conferments (Partner Organisation-delivered provision)'

B4.2 Approval of variations to the assessment and conferment regulations

(NOTE

- 6** Significant deviations from the regulations set out in this document (UPR AS14) will be considered only in the case of Joint or Dual Awards with other degree-awarding bodies or where Professional or Statutory Regulatory Bodies specify alternative arrangements as a condition of approval.)

i Joint Awards

Assessment regulations for Joint Awards will require the prior approval of the Standing Working Party on University Policies and Regulations of the Academic Board to which the Academic Board has delegated authority for this purpose, save and except that fundamental issues of academic principle and policy will be referred for decision by the Board itself and any approval given by the Standing Working Party reported to the Board at the earliest opportunity.

ii Approval of programme-specific assessment regulations which are not consistent with UPR AS14

Such variations will require the specific, prior written approval of the Director of Academic Quality Assurance to whom the Academic Board has delegated authority for this purpose, save and except that fundamental issues of academic principle and policy will be referred for decision by the Board itself. Any variations so approved will be identified in the relevant Programme Specification.

B5 Authority of the Academic Board

- B5.1** The Academic Board has ultimate responsibility and authority for the decisions made by the University's Boards of Examiners. This responsibility is delegated to each Board of Examiners.
- B5.2** In very exceptional circumstances, for example, where it believes that a Programme, Module or Short Course Board of Examiners has misused or otherwise contravened its authority or there are procedural irregularities, the Academic Board has the power to consider and, if appropriate, change the decision of the Board of Examiners. In such exceptional circumstances, the delegation of authority made to the Board of Examiners by the Academic Board would be temporarily revoked (Minute 725.3, Academic Board, 15 March 2000, refers).
- B5.3** The Academic Board has the power to withhold or withdraw an award. Examples of the circumstances in which the Board might exercise its authority are given in UPR AS11^D.

B6 Vice-Chancellor

The Vice-Chancellor has discretion to draw to the attention of a Board of Examiners any relevant matter and to request that the Board concerned reconsiders its decisions in light of the information provided to it by the Vice-Chancellor. However, the Vice-Chancellor does not possess the power to alter the decisions of a Board of Examiners.

C Boards of Examiners

C1 General regulations for Boards of Examiners

- C1.1 The Vice-Chancellor, acting under the terms of a delegation of authority by the Academic Board, establishes Module Boards of Examiners, Short Course Boards of Examiners and Programme Boards of Examiners (see section B.4.1, ii). Module Boards and Short Course Boards are responsible for the award of grades to students on individual modules or short courses; Programme Boards are responsible for recommendations for the conferment of University awards and decisions on continuation on the basis of grades received from Module Boards and/or Short Course Boards.
- C1.2 Boards of Examiners are the only bodies authorised to assess students and must act in accordance with University, modules, short courses and programme assessment regulations. Within these regulations, Boards of Examiners have discretion in reaching decisions on the grades and awards to be recommended for individual students.
- C1.3 All Boards of Examiners are established by and accountable to the Academic Board and must conduct their business in accordance with the Standing Orders of the Academic Board.
- C1.4 All proceedings which relate to individual students are confidential to the members of the Board of Examiners concerned.
- C1.5 Boards of Examiners may not vary decisions or recommendations which have been arrived at with the agreement of the External Examiner(s) without the approval of the External Examiner(s).
- C1.6 A Board's academic judgement cannot, on its own, be questioned or overturned. No other body or individual has authority to amend the decision of an approved and properly constituted Board of Examiners acting within its terms of reference and in accordance with assessment and conferment regulations unless the circumstances described in section B5 'Authority of the Academic Board' apply.
- C1.7 The title and Chair of each Programme Board of Examiners will be recommended by the Dean of School responsible for the programme of study and must be approved by the Vice-Chancellor. The title of each Programme Board, the name of its Chair and the dates on which it is scheduled to meet (and any subsequent amendments to this information) will be published by the Head of Student Administration (or nominee) to the students concerned, and reported to the Academic Board.
- C1.8 The title and Chair of each Module Board of Examiners will be recommended by the Dean of School responsible for the relevant modules and must be approved by the Vice-Chancellor. The title of each Module Board, the name of its Chair and the dates on which it is scheduled to meet (and any subsequent amendments to this information) will be published by the Head of Student Administration (or nominee) to the students concerned, and reported to the Academic Board.
- C1.9 The title and Chair of each Short Course Board of Examiners will be recommended by the Dean of School responsible for the relevant short courses and must be approved by the Vice-Chancellor. The title of each Short Course Board, the name of

its Chair and the dates on which it is scheduled to meet (and any subsequent amendments to this information) will be published by the Head of Student Administration (or nominee) to the students concerned, and reported to the Academic Board.

- C1.10 In exceptional circumstances, the Director of Academic Quality Assurance has delegated authority to approve an alternative Chair of a Board of Examiners. The proposed alternative Chair must have prior experience of chairing meetings of Board of Examiners.
- C1.11 Each Board of Examiners will be constituted in accordance with the relevant composition approved by the Academic Board as set out in C3.3 'Composition of Module Boards and Short Course Boards' and C4.2 'Composition of Programme Boards'. Provided that the University regulations requiring the attendance of External Examiners at specific meetings are observed, one half of the members of a Board of Examiners will constitute a quorum.
- C1.12 In order to inform their decisions, Boards of Examiners may invite the attendance or comments of internal moderators and appropriate tutors not already members in some other capacity, such attendance not conferring rights of membership.
- C1.13 Students may be called to appear at a meeting of a Board of Examiners but they may not be a member or officer of a Board of Examiners or volunteer to attend an Examiners' meeting. The only exception to this is if a person qualified to be a member of a particular Board of Examiners (for example, as a member of academic staff) is co-terminously registered as a student under the authority of a different Board of Examiners; this will not, in itself, disqualify that person from carrying out normal examining commitments.
- C1.14 In order to avoid any suggestion of bias or favouritism, any member of staff who is a member or officer of a Board of Examiners (or who is otherwise involved in the assessment of students' work) having a present or past relationship with a student beyond the usual academic one is obliged to declare such an interest in confidence to their Dean of School and/or the Chair of the appropriate Board of Examiners. (This would include, for example, a family, landlord/tenant, financial or consensual sexual relationship.)
- C1.15 The Dean of School or Chair of the appropriate Board of Examiners should consider whether the relationship might be seen as casting doubt on the Examiner's ability to evaluate the student's work with the appropriate degree of impartiality and objectivity. They should then decide, in consultation with the Director of Academic Quality Assurance (or nominee), whether the member of staff may continue to serve as a member of the Board or whether any special arrangements should be made. The Examiner's Dean of School will consult the Chair of the Board of Examiners if the membership or operation of the Board of Examiners is likely to be compromised in any way. If in doubt about the appropriate course of action, the Examiner's Dean of School should consult the Secretary and Registrar.

C2 Chair's Action on behalf of a Board of Examiners

- C2.1 Decisions or recommendations on student grades, continuation and awards will normally be considered at a Board of Examiners, and the University discourages the use of Chair's action as a routine alternative method. However it is recognised that in particular circumstances it is necessary to make decisions or recommendations subsequent to these meetings. In such cases, the Chair will have delegated authority to take action, with or without consultation with Board members.
- C2.2 Chair's Action should normally only be used:
- i to fulfil a minuted Board decision to delegate authority, following completion of an action on an individual student (for example, a decision on progression following confirmation of an outstanding module grade, the outcome of a Student Academic Misconduct Panel, or acceptance of Exceptional Circumstances);
 - ii where matters referred are considered by the Chair to be non-contentious, to review a decision or recommendation when required to do so under the terms of the University's procedures for requesting a formal review of the decision or recommendation of a Board of Examiners (see as appropriate Appendix I, UPR AS12^J or Appendix I, UPR AS13^K);
 - iii to correct errors or omissions caused by administration processes.
- C2.3 Of the above, a Programme external examiner's approval and signature would usually only be required on recommendations affecting the final intended award of a student.
- C2.4 Chair's Action should only be taken following recorded consultation with Board members:
- i to make changes to grades or progression or award decisions for a cohort of students;
 - ii to recommend a higher classification of award to an individual student;
 - iii where matters referred are considered by the Chair to be contentious, to review a decision or recommendation when required to do so under the terms of the University's procedures for requesting a formal review of the decision or recommendation of a Board of Examiners (see as appropriate Appendix I, UPR AS12^J or Appendix I, UPR AS13^K).
- C2.5 Following appropriate consultation and external examiner's approval (see sections C2.3 and C2.4, above), the Chair has full delegated authority to make a decision or recommendation, which is not subject to subsequent ratification by the Board of Examiners. The decision or recommendation should only be re-opened if it is shown to be contrary to University regulations.
- C2.6 Chair's Action should normally be taken by the Chair of the Board of Examiners. However, in circumstances where the Chair is unable to carry out Chair's Action following the Board, the responsibility for those duties may exceptionally, and subject to the justified and recorded approval of the Dean of School, be delegated to an appropriate senior member of academic staff with experience of chairing Boards of Examiners.

C2.7 All Chair's actions must be recorded in the minutes of the next scheduled Board of Examiners meeting.

C3 Module Boards of Examiners (Module Boards) and Short Course Boards of Examiners (Short Course Boards)

C3.1 A Module Board must be established for every module and will typically cover one or more modules within a cognate subject area. Module Boards will meet and confirm grades before the meetings of relevant Programme Boards. A Module Board may also take responsibility for short courses within the same cognate subject area as the modules for which it has responsibility.

C3.2 A Short Course Board must be established to cover every short course (unless it is covered by a Module Board (see section C3.1) and will typically cover one or more short courses within a cognate subject area.

C3.3 Composition of Module Boards and Short Course Boards

A Module Board of Examiners or Short Course Board of Examiners will be composed as follows:

- i a Chair, nominated by the Dean of School and appointed by the Vice-Chancellor;

(Chairs of Module Boards of Examiners are not allowed to chair the Board whilst any modules or short courses are being considered for which they are either (a) the module or short course leader or (b) also in attendance as a representative of the module or short course in membership category ii, below. In addition, Chairs are required to declare to the Board any modules or short courses under consideration on which they have taught or assessed)

(NOTE:

7 The procedures for the appointment and the responsibilities of Chairs of Board of Examiners are set out in Appendix I of this document (Appendix I, UPR AS14^G).)

- ii at least one representative from the academic staff having a major responsibility for teaching and/or assessment of each module or short course;
- iii the Module or Short Course External Examiner(s), where appointed;
- iv appropriate Associate Deans, if not already members (ex officio).

Officers in Attendance

Secretary and Registrar (or nominee)
Clerk nominated by the Head of Student Administration

^G Appendix I, UPR AS14 'Chairs of Boards of Examiners – Roles and Terms of Reference'

Role of the Secretary and Registrar

As Secretary to the Academic Board, the Secretary and Registrar is formally Secretary to all committees and boards within the Committee Structure of the Academic Board. The Secretary and Registrar may nominate another member of staff to attend meetings on their behalf. The individuals nominated will be expected to discharge all aspects of the Secretarial role and will have the authority to intervene on points of order and, where appropriate, to advise the Chair on procedural issues.

In attendance

The Chairs (or their nominees) of Programme Boards served by a Module Board will have the right to attend Module Boards but will not be members, unless qualified by one of the conditions above.

(NOTE:

- 8** The procedures for appointment and the responsibilities of Clerks to the Boards are set out in Appendix II, UPR AS14^H.)

C3.4 Responsibilities of Module Boards and Short Course Boards

The responsibilities of Module Boards and Short Course Boards are:

- i to receive and consider marks and/or grades for the modules and short courses for which the Module Board or Short Course Board has responsibility (in fulfilling this duty, Module Boards and Short Course Boards will consider the comments of External Examiners and the overall average student performance on the module or short course);
- ii in the case of Module Boards, confirm and report to Programme Boards the award of grades for all students, in accordance with section D1 'Assessment and Award Regulations' of this document (UPR AS14);
- iii to receive decisions on Exceptional Circumstances (see section 3.8) that have been recommended to the Module Board via the Exceptional Circumstances team and to determine the appropriate status code. Only Exceptional Circumstances submitted via the Student Portal will be considered. However, where an Exceptional Circumstances request has been accepted by the Exceptional Circumstances team (see section 3.7), the Module Board may apply the decision to other assessments that fall within the relevant timescale but that have not been included by the student in their request.

^H Appendix II, UPR AS14 'Clerks to Boards of Examiners – Role and Responsibilities'

- iv Module Boards and Short Course Boards may only overturn decisions of the Exceptional Circumstances team:
 - a if acceptance of an Exceptional Circumstances request is contrary to programme specific assessment regulations; or
 - b where the student has provided incorrect information e.g. they have not indicated that they sat /submitted the relevant assessment, or the assessment hand-in dates given are incorrect and so do not align with the dates on evidence provided; or
 - c if an administrative error on the part of the Exceptional Circumstances team comes to light (e.g. dates misread).
- v where a student has successfully appealed to the Dean of School (or nominee) against a rejection of their request for Exceptional Circumstances, within the permitted grounds of appeal set out in UPR AS12 Appendix 1^J section 5.4, the Module Board must follow the decision and determine and apply the appropriate status code.
- vi to consider other written communications from staff and/or students relevant to its work which they wish the Board to take into account e.g. issues concerning learning and teaching, errors on an examination paper, disruption caused by fire alarms.
- vii to apply the academic penalties imposed in proven cases of Academic Misconduct (see Appendix III, UPR AS14^I).
- viii In the case of Module Boards, to monitor the performance of the various cohorts of students from different programmes enrolled upon a particular module and to report substantial differences in such performances to the appropriate Programme Boards and to the appropriate Programme Committees for annual monitoring purposes;
- ix to review a decision or recommendation when required to do so under the terms of the University's procedures for requesting a formal review of the decision or recommendation of a Board of Examiners (see as appropriate, Appendix I, UPR AS12^J or Appendix I, UPR AS13^K);
- x to issue results to students after each Module Board or Short Course Board.

^I UPR AS14, Appendix III 'Academic Integrity and Academic Misconduct'

^J UPR AS12, Appendix I 'Assessments and Examinations - Regulations for Students (Including Requests for the Review of Examination Decisions (Appeals Procedure) (University-delivered provision)'

^K UPR AS13, Appendix I 'Assessments and Examinations - Regulations for Students (Including Requests for the Review of Examination Decisions (Appeals Procedure)) (Partner Organisation-delivered provision)'

C3.5 Involvement of External Examiners in Module Boards and Short Course Boards

C3.5.1 Module External Examiners may also be appointed to act as Short Course External Examiners and vice-versa.

C3.5.2 Module External Examiners

Module External Examiners are expected to attend Module Boards. If, exceptionally, they are unavoidably absent they should be consulted and their agreement on the decisions of the Board obtained. Module External Examiners will, in any event, have moderated the examination papers and/or other assessments and have the right to moderate the scripts and coursework assessment of students if they so wish.

C3.5.3 Short Course External Examiners

Short Course External Examiners are expected to attend Short Course Boards. If, exceptionally, they are unavoidably absent they should be consulted and their agreement on the decisions of the Board obtained. Short Course External Examiners will, in any event, have moderated any assessments and have the right to moderate the assessment of students if they so wish.

C3.6 Issue of results

C3.6.1 The University will issue results to students after each Board, upon their confirmation. The University will notify students of the arrangements for the publication of the outcomes of Module and Short Course Boards of Examiners.

C3.6.2 If External Examiners are in attendance at Module Boards or Short Course Boards, or have been consulted and signified their agreement to grades (and for those modules where there is no External Examiner involvement), grades are confirmed at this stage.

C3.6.3 If External Examiners are not in attendance and have not yet been consulted, all grades determined by the Module Board or Short Course Board will be provisional. The results will then be sent to the External Examiner for agreement that they may be released to students as confirmed grades. In exceptional cases, for example, if the External Examiner is unavailable for some weeks, the Chair/Chairs of the Module Board(s) or Short Course Board(s) will be consulted and may agree to the release of grades to students on the clear understanding that they are provisional and subject to moderation (see section 9.3.1, UPR AS12^E/section 9.3.1, UPR AS13^F).

C3.6.4 It is accepted that decisions on grades may be needed urgently in order for students to select study options (or, exceptionally, to retrieve failure) for the following semester and Module Boards may not be able to confirm grades in a timely manner. In such cases the Chair of the Programme Board has authority to rule on study programmes for individual students, acting in consultation with Chairs of Module Boards and programme officers as appropriate.

C3.7 Exceptional Circumstances team

(NOTE:

9 Section 3.7 does not apply to franchised or University-validated provision unless otherwise agreed. UPR AS13 Appendix 1 section 3 sets out the principles and procedures that apply in partner institutions the absence of express agreement to the contrary.)

- C3.7.1 The Exceptional Circumstances team is established under powers delegated by the Academic Board.
- C3.7.2 The Exceptional Circumstances team is designed to provide an effective way to achieve consistency of approach and to facilitate the work of Module Boards and Short Course Boards in considering students who require special consideration because of Exceptional Circumstances.
- C3.7.3 The decisions of the Exceptional Circumstances team must be recorded. If necessary, an 'in confidence' record, accessible only to the Team Leader will be kept to provide justification for the decision of the team.

C3.8 Exceptional Circumstances

(NOTE:

10 Section 3.8 does not apply to franchised or University-validated provision unless otherwise agreed. UPR AS13 Appendix 1 section 3 sets out the principles and procedures that apply in partner institutions the absence of express agreement to the contrary).

- C3.8.1 Exceptional Circumstances are significant unforeseen circumstances beyond a student's control that would have affected their ability to perform to their full potential if they were to sit or submit an assessment at the appointed time.
- C3.8.2 If a student has problems or difficulties significantly affecting performance on their programme of study, they should consult the online advice and guidance on Ask Herts and discuss their concerns with either their personal tutor or an academic support officer or their programme leader.
- C3.8.3 Exceptional Circumstances significantly affecting student performance will only be considered by a Module Board or Short Course Board if submitted by the student via their Student Portal. The request(s) must be submitted by the student at the earliest possible time after the applicable assessment deadline and within fifteen (15) working days of the assessment deadline, and at least five (5) working days before the applicable Board of Examiners' meeting. Information and guidance are available to students via the 'Ask Herts' service to explain how to submit a request for Exceptional Circumstances. Students may find out the dates of the relevant Module or Short Course Board via the Ask Herts service.

C3.8.4 Students who sit or submit an assessment deem themselves to be sufficiently able to take the assessment and cannot later claim to have suffered Exceptional Circumstances.

C3.8.5 However, the following two circumstances are considered to be exceptions to C3.8.4, above:

- i where a student suddenly becomes unwell during an examination or in-class test and elects to leave without completing the assessment.

Where the examination or test is invigilated during the assessment, before leaving the student must notify the Invigilator or Proctor of the Exceptional Circumstances which have necessitated their leaving the examination or test.

Where the examination or test is un-invigilated (or invigilated/reviewed as a post assessment activity), the student must submit a request based on exception i via their Student Portal by midnight on the calendar day after the on-line assessment. By submitting a request based on exception i, a student renders their original attempt null and void.

- ii where, at the time of sitting or submitting the assessment concerned, the student was suffering from serious ill health or other circumstances which impaired their ability to make a rational judgement to take the assessment. This view must have the written support of a relevant professional who must have been consulted close to the assessment submission date.

Evidence from a relevant professional must be provided on the Fit to Sit Exemption Form and could be a statement from the student's doctor, care provider, a domestic violence service, the Improving Access to Psychological Therapies (IAPT) programme, or from sources of support within the University such as mental health adviser, disability adviser, safeguarding officer, or counsellor.

Requests based on exception ii must be made by a student via their Student Portal using the submit request function within fifteen (15) working days of the assessment date.

Late submissions will not be accepted unless explicitly supported by the relevant professional to the effect that they consider that it was not reasonable to expect the student to submit their request within fifteen (15) working days of the assessment date.

Late submissions after the student's results have been issued must be made via Stage 1 – 3 of the process set out in UPR AS 12 Appendix 1 (Early Resolution and Appeals Process.)

C3.8.6 A student's Exceptional Circumstances request must include full details and written evidence from independent third parties. If the student is concerned about the personal nature of the information or finds it difficult to obtain evidence they should consult the Associate Dean of School (Academic Quality Assurance) (or nominee) and/or the Dean of Students prior to submission of the statement.

C3.8.7 Students can be assured that all statements of Exceptional Circumstances will be treated as confidential. Where circumstances are particularly sensitive, students may request that they are disclosed only to the Exceptional Circumstances team, unless further permission has been sought and granted by the student.

C3.8.8 The acceptance of Exceptional Circumstances will not necessarily cause the Module Board or Short Course Board to come to a different decision.

C3.9 Academic Misconduct

C3.9.1 Academic Misconduct is:

- i defined in Appendix III UPR AS14[!]. Student Programme Handbooks should also include a section on Academic Misconduct;
- ii breaches of the University's academic regulations;
- iii dealt with in accordance with the procedures set out in Appendix III, UPR AS14[!].

C3.9.2 Use of electronic plagiarism detection facilities and services

The University of Hertfordshire reserves the right, at its absolute discretion, to use electronic plagiarism detection facilities and services. In registering as students of the University of Hertfordshire, individuals consent to copies of their work being submitted to any plagiarism detection service employed by the University or processed by any electronic plagiarism detection facility used by the institution. Where a student is not the rights holder of their work, it is the student's responsibility to notify the University.

C4 Programme Boards of Examiners (Programme Boards)

C4.1 Programme Board(s) must be established for every programme of study leading to a University award. The main business of a Programme Board is to make decisions about interim and final awards and about the continuation of students on their programmes. A Programme Board is the only body authorised to recommend the conferment of an award of the University upon a student who, in the judgement of the Board, has fulfilled the learning outcomes of the approved programme and achieved the standard required for the award.

C4.2 Composition of Programme Boards

A Programme Board will be composed as follows:

- i a Chair, nominated by the Dean of School and appointed by the Vice-Chancellor

(NOTE:

- 10** The arrangements for the appointment and the responsibilities of Chairs of Boards are set out in Appendix I of this document (see Appendix I, UPR AS14⁶.)

- ii a minimum stated number of representatives of the staff associated with programme management
- iii representatives of the appropriate Module Boards
- iv appropriate Associate Deans if not already members (ex officio)
- v Programme External Examiners (where appointed) (See also section E2.2).

Officers in Attendance

Secretary and Registrar (or nominee)
Clerk nominated by the Head of Student Administration

Role of the Secretary and Registrar

As Secretary to the Academic Board, the Secretary and Registrar is formally Secretary to all committees and boards within the Committee Structure of the Academic Board. The Secretary and Registrar may nominate another member of staff to attend meetings on his or her behalf. The individuals nominated will be expected to discharge all aspects of the Secretarial role and will have the authority to intervene on points of order and, where appropriate, to advise the Chair on procedural issues.

(NOTE:

- 11 The arrangements for the appointment and the responsibilities of Clerks to the Boards are set out in Appendix II of this document (see Appendix II, UPR AS14^H).)

C4.3 Powers and responsibilities of Programme Boards

C4.3.1 Programme Boards will operate within the University's assessment regulations and within any approved programme-specific assessment regulations and will have the following specific responsibilities:

- i to receive confirmed grades awarded by Module Boards;
- ii to decide on the award of final compensatory credit and to make the appropriate changes to confirmed grades (see section D4 'Final Compensatory credit');

(NOTE:

- 12 Programme Boards may only change grades and status codes awarded by Module Boards in the following circumstances:

- a in the award of final compensatory credit (see section D4);
 - b to rectify errors (see section C4.3.1, xii and xiii).
- iii to consider the achievement of students completing programmes which may lead to awards and exercising discretion, as required, to uphold the standard of awards and to ensure that justice is done to individual students, to recommend to the Academic Board the conferment of awards and the class or grade of such awards;

(NOTE:

13 Programme Boards must be governed by both the programme specific regulations (as represented in the Programme Specification) and those in this document (UPR AS14) in recommending particular awards and the titles of those awards. Boards of Examiners do not have authority to devise titles or to make awards which are not provided for in the approved Programme Specification.)

- iv where University regulations require, to make recommendations for awards 'with Distinction' or 'with Commendation', as appropriate (see section D7 'Final awards - Awards with distinction and commendation');
- v where appropriate, to confirm the award of a Grade Point Average (GPA) for students completing programmes and at the completion of each academic stage;

(NOTE:

14 The University is introducing a Grade Point Average (GPA) system, and will award a GPA for students completing their level 4 studies in 2017/18, their levels 0, 4 and 5 studies in 2018/19, their levels 0, 4, 5 and 6 studies in 2019/20 and their levels 0, 4, 5, 6 and 7 studies in 2020/21.)

- vi to consider situations where a student's achievement has been affected by absence, failure to submit work or poor performance in all or part of an award due to illness or other valid cause and, where appropriate, recommend an award, including posthumous or Aegrotat awards (see section D9.4);
- vii to recommend to the Academic Board the award of University prizes and other prizes as appropriate;
- viii to make decisions about the continuation and termination of students on programmes of study, including students who have replaced their University of Hertfordshire level 5 studies with study abroad;
- ix to note and confirm recommendations for the award of APCL and/or APEL for students entering the programme during the current academic session;
- x to review a decision or recommendation when required to do so under the terms of the University's procedures for requesting a formal review of the decision or recommendation of a Board of Examiners (see as appropriate Appendix I, UPR AS12^J or Appendix I, UPR AS13^K);

- xi to make recommendations to the appropriate University committees on the assessment arrangements for the programme as a whole and to report to these bodies any significant issues.
 - xii If, subsequent to a Programme Board of Examiners' meeting, an error is found in a mark or grade affecting the continuation of one or more students, the Chair of the Programme Board of Examiners will consult with the Chair/Chairs of relevant Module Boards of Examiners, the relevant Head of Student Administration or, for collaborative Boards, the Assistant Registrar (Collaborative Partnerships), the appropriate administrator and, if appropriate, the internal Examiners/moderators for the module concerned to recommend a revised decision. The revised decision will be reported to the next meeting of the Programme and Module Board of Examiners.
 - xiii In the case of an error which would affect the final award of one or more students, the case must (in addition to the consultation process defined in section C4.3.1, xii) be considered by the full Programme Board of Examiners, including the External Examiner(s). At the discretion of the Chair of the Programme Board of Examiners and with the explicit written agreement of the External Examiner(s), consultations with members of the Programme Board may be conducted other than by means of a formal meeting. The media employed might include, but are not necessarily limited to, video-conferencing, e-mail or the telephone.
- C4.3.2 Programme Boards, with the approval of the External Examiners, may also approve the membership and terms of reference for sub-committees to advise on particular areas of their work (for example, supervised work experience or professional aspects of the programme). Such delegation may not always be appropriate. In cases where recommendations for award are to be made, the membership of that sub-group must include at least one Programme External Examiner who will be invited to attend a meeting of the sub-group and, if unable to be present, will be consulted fully and agree to the recommendations in writing.

C4.4 Programme External Examiners

Programme External Examiners are expected to attend Programme Boards. If, exceptionally, they are unavoidably absent they should be consulted and their written agreement on the decisions of the Board obtained prior to the publication of Award Pass Lists (see section 9.3.2, UPR AS12^E/section 9.3.2, UPR AS13^F).

D Assessment and award regulations

D1 Module and short course assessment grading

A student's performance on an individual module or short course will be reported to Boards of Examiners using the following grades for reporting/recording achievement, along with associated status codes for reporting additional information.

D1.1 Interpretation of grades

Grade awarded				Interpretation of Grade	
100-point Numeric Grade	Grade Point ¹	19-point Numeric Grade	10-point Numeric Grade	Grade Descriptor ³	Indicative Classification Descriptor
90-100 ²	4.50	95 ²	95 ²	Outstanding	1 st Class Honours/ Distinction
80-89		85	85	Excellent	
75-79		77	75	Very good	
70-74		72			
67-69	3.75	68	65	Good	Upper 2 nd Class Honours/ Commendation
64-66	3.50	65			
60-63	3.25	62			
57-59	3.00	58	55	Clear pass	Lower 2 nd Class Honours/ Pass
54-56	2.75	55			
50-53	2.50	52			

				Levels 0, 4, 5, 6	Level 7	Levels 0, 4, 5, 6	Level 7
47-49	2.25	48	45	Marginal pass	Marginal fail	3 rd Class Honours/ Pass	Not applicable
44-46	2.00	45					
40-43	1.75	42					
37-39	1.00	38	35	Marginal fail	Clear fail	Not applicable	
34-36	0.75	35					
30-33	0.50	32					
20-29	0.25	25	25	Clear fail			
0-19	0.00	10 0	10 0	Little or nothing of merit			

- 1 Module Boards award grade points alongside numeric grades for all modules from 2017/18.
- 2 For classification purposes, a cap of **90** will be applied to all module or short course numeric grades contributing toward the average numeric grade used to determine Honours classification and for conferring University awards 'with Distinction' or 'with Commendation'.
- 3 The University's Grade Descriptors are contextualised at School, subject or programme level. In doing so, Schools must take account of the QAA outcome classification descriptions, at:

https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11 .

D1.2 Interpretation of module status codes

The following status codes will be reported by Module Boards to describe a student's status on a module:

Status Code	Description
P	Passed.
P(REF)	A module or short course passed at referral. The numeric grade for the module is limited through elements failed and re-attempted being capped to the minimum pass grade.
P(REN)	A module or short course passed at re-enrolment, or where an alternative module to a failed module has been passed.
COMP	Compensated pass. Failed module or short course which has been compensated by the Programme Board.
FREFE	Fail, referred in examination. The student has failed to meet the minimum pass criteria for the module or short course. The Module Board or Short Course Board will allow the student to be referred (that is, reassessed without re-enrolment) in the examination element of this module or short course.
Status Code	Description
FREFC	Fail, referred in coursework. The student has failed to meet the minimum pass criteria for the module or short course. The Module Board or Short Course Board will allow the student to be referred (that is, reassessed without re-enrolment) in the coursework element of this module or short course (the detail of which is prescribed by the Module Board or Short Course Board).
FREFB	Fail, referred in both coursework and examination. The student has failed to meet the minimum pass criteria for the module or short course. The Module Board or Short Course Board will allow the student to be referred (that is, reassessed without re-enrolment) in both elements of this module or short course (the detail of which is prescribed by the Module Board or Short Course Board).
FRENE	Fail, re-enrol. The student has failed to meet the minimum pass criteria for the module or short course and the Module Board or Short Course Board will permit re-enrolment , with reassessment in the examination element only. Re-enrolment is not available at any stage on repeating a module or short course which has been passed.
FRENC	Fail, re-enrol. The student has failed to meet the minimum pass criteria for the module or short course and the Module Board or Short Course Board will permit re-enrolment , with reassessment in coursework elements only (the detail of the assessment is prescribed by the Module Board or Short Course Board). Re-enrolment is not available at any stage on repeating a module or short course which has been passed.

FREN	Fail, re-enrol. The student has failed to meet the minimum pass criteria for the module or short course and the Module Board or Short Course Board will permit re-enrolment , with reassessment in all elements. Re-enrolment is not available at any stage on repeating a module or short course which has been passed.
FNFA	Fail, no further attempts. The student has failed to meet the minimum pass criteria and may not seek further re-enrolment or reassessment on the module or short course. The student may enrol on an alternative module, only if available on the validated programme of study and at the discretion of the Programme Board. Module Boards and Short Course Boards should exercise caution in applying this status code. It should normally be awarded only where a student has previously been referred and reassessed on the same module (see also sections D5 'Deferral, Referral, Re-enrolment' and C3.9 'Academic Misconduct').
DEFE	Deferred in examination. The Module Board or Short Course Board will allow the student to undertake a deferred examination because of proven Exceptional Circumstances.
DEFC	Deferred in coursework. The Module Board or Short Course Board will allow the student to undertake deferred coursework because of proven Exceptional Circumstances.
Status Code	Description
DEFB	Deferred in both coursework and examination. The Module Board or Short Course Board will allow the student to undertake deferred assessments because of proven Exceptional Circumstances.
AT	Attendance Only. To signify where a student has chosen at the outset to take a module without undertaking the formal assessment associated with that module.
C	Competent (approved modules and short courses only).
N	Non-competent (approved modules and short courses only).
APCL	Credit for certified learning which has been achieved prior to entry onto the programme.
APEL	Credit for prior experiential learning which has been assessed.

(NOTE:

15 The University reserves the right to amend status codes, as required.)

- D1.3 A student may not enrol on a module or short course on more than two (2) occasions, unless there are agreed Exceptional Circumstances.
- D1.4 The failed grade awarded at the first assessment on repeating the module or short course may be FREFC/FREFE/FREFB or FNFA but not FRENC/FRENE/FREN. If

FREFC/FREFE/FREFB is awarded at the first assessment on repeating the module or short course, subsequent failure at referral would automatically result in an FNFA.

D2 Consideration of results

- D2.1 The results of individual students will come before a Programme Board when the student:
- i is eligible for recommendation for an award on the programme for which the University has registered them, by virtue of having enrolled upon modules or short courses which, if passed, would have enabled the student to accumulate the required minimum number and level of credit points for that award;
 - ii is to be considered for continuation on their programme;
 - iii or where their registration is to be terminated.

D3 Interim awards and progression

- D3.1 The University wishes to recognise the achievement of students but to discourage the conferment of multiple awards for a particular period of continued study. Thus, undergraduate programmes typically provide for a range of exit points with interim awards and, in this context, all undergraduate awards up to and including a Bachelor's degree are considered as interim awards when approved as part of an Honours degree programme.
- D3.2 The conferment of interim awards is associated with exit from a programme of study. If a student withdraws from their programme of studies (or is withdrawn by the University without the option of continuation) before achieving the final intended award, the maximum possible interim award will be conferred upon them by the Programme Board of Examiners.
- D3.3 If a student is neither able to progress to the next stage of their programme of studies nor receive their final intended award, but is eligible to continue on their programme of studies (in other words, to repeat the failed elements of their studies), eligibility for an interim award will be noted by the Programme Boards of Examiners. If the student subsequently wishes to continue registration with the intention of achieving a higher award, they must indicate in writing that intention by the deadlines published by the University. Failure to do so will lead to the student being withdrawn and the interim award being conferred by the Programme Board.
- D3.4 A student who receives an interim award may subsequently seek to undertake further study towards a higher award but admission to such a programme (and the amount of specific credit to be allowed) is at the discretion of the University. Information concerning the University's APL guidelines may be obtained from Academic Services.

If the student seeks admission to further study on this programme within the current or following academic year, this will only be granted on return of the interim award certificate and transcript. Programme and/or Admissions tutors will have discretion to take account of the circumstances of individual students, such as those studying part-time over extended and interrupted periods or those whose study pattern may be influenced by sponsorship, in applying these regulations.

Graduates with an award (either of this University or another) will not normally be allowed to register for the same award again unless it is in a substantially different subject area. The University wishes to discourage the use of Accreditation of Prior Learning (APL) for this purpose, on the basis that APL should normally be a means for students to move to a higher Level of award or to gain credit towards study in a different area.

D3.5 This policy has been established in the full understanding that:

- i over a period of time, students may, nevertheless, gain multiple awards for the same period of study (although not necessarily evident from their qualifications alone, this will be identifiable on any Curriculum Vitae from the dates of the awards);
- ii students who have gained interim awards elsewhere and are admitted through accreditation of prior learning might be seen to have an unfair advantage over those who exited with interim awards from this University (this will be a matter for APL, admissions policies and, again, will be evident from a Curriculum Vitae);
- iii BTEC awards are not subject to the regulations outlined in this section (D3). A student registered for a BTEC award must receive that award if they meet the requirements, even if the BTEC programme is embedded within an undergraduate degree programme.

D3.6 An undergraduate student cannot undertake further study at higher Levels on the same programme of study if they have more than **60** credit points of failure outstanding from previous Levels.

D3.7 A student will be withdrawn from a programme with the maximum possible interim award if they acquire **45** credit points or more of modules with FNFA status codes which are part of their validated programme of study.

D3.8 A Programme Board has discretion to withdraw a student from a programme with the maximum possible interim award if the student has not achieved any credit during the academic session.

D3.9 A Programme Board has discretion to withdraw a student from a programme with the maximum possible interim award if the student has failed to achieve their final intended award within a period of eight (**8**) years for undergraduate programmes or five (**5**) years for postgraduate taught programmes.

(NOTE:

- 16** The progression criteria in sections D3.6 to D3.9 describe minimum expected levels of achievement. Further constraints may be imposed by Programme Boards, for instance to reflect Professional or Statutory Regulatory Body requirements or to preserve the academic coherence of the programme across levels of study.)

D4 Final Compensatory credit

D4.1 Within the following regulations, Programme Boards have the authority and discretion to award final compensatory credit for failed modules and/or short

courses, in light of the student's overall profile at the point at which an award is considered.

D4.2 Final compensation will not be awarded for any module or short courses where:

- i a student has not attempted any elements of assessment leading to a numeric grade of zero (**0**) for the module or short course;
- ii a programme learning outcome is associated uniquely with the module or short course.

D4.3 It is recognised, however, that Programme Boards considering recommendations for University awards which are coterminous with licence to practise or professional registration may find that their discretion to award final compensatory credit is limited.

D4.4 Final Compensatory credit for undergraduate programmes

D4.4.1 When considering students for any undergraduate award (except those awards requiring **60** credits or less) the Programme Board may award final compensatory credit for fail grades at any Level but is limited to a total of **30** credit points.

D4.4.2 Where final compensatory credit is awarded, the appropriate fail status code(s) will be changed to COMP status code(s), however the grade(s) awarded will be unchanged.

D4.4.3 Where final compensatory credit is awarded, it will influence degree classification in the manner described in sections D6.3.2 and D7.2.4.

D4.4.4 Compensation cannot be applied if the average numeric grade for the modules contributing to award classification (identified in sections D6.1.1, D6.2.1 and D7.1) is less than **39.50**, after applying the penalty for final compensatory credit described in sections D6.3.2 and D7.2.4.

D4.4.5 Where students choose to seek an opportunity for reassessment for an award, any final compensatory credit previously awarded will be forfeited.

D4.5 Final compensatory credit for postgraduate (taught) awards (including Integrated Master's Degrees)

D4.5.1 When considering students for any postgraduate award (except those awards requiring **60** credits or less), the Programme Board may award final compensatory credit for fail grades at any Level but is limited to a total of **30** credit points.

D4.5.2 Where final compensatory credit is awarded, the appropriate fail status code(s) will be changed to COMP status code(s), however the grade(s) awarded will be unchanged.

D4.5.3 Where final compensatory credit is awarded, it will influence degree classification in the manner described in section D7.2.4.

D4.5.4 Compensation cannot be applied if the average numeric grade for the modules contributing to award classification (identified in section D7.1) is less than **49.50**, after applying the penalty for final compensatory credit described in section D7.2.4.

- D4.5.5 Where students choose to seek an opportunity for reassessment for an award, any final compensatory credit previously awarded will be forfeited.

D5 Deferral, Referral, Re-enrolment

Deferral, Referral and Re-enrolment are all alternative assessment or reassessment opportunities.

D5.1 Deferred assessments

(NOTE:

- 17** Grades DEFC, DEFE and DEFB will be used by Module Boards and Short Course Boards to indicate the recommended type of deferral. See section D1.2.)

- D5.1.1 The Exceptional Circumstances team may recommend that a student who has attempted one or more assessments, because of proven Exceptional Circumstances, may be permitted to undertake deferred assessments in the following circumstances:

- i where, at the time of sitting or submitting the assessment concerned, the student was suffering from serious ill health or other circumstances which impaired their ability to make a rational judgement to take the assessment. This view must have the written support of a relevant professional who must have been consulted close to the assessment submission date.

Evidence from a relevant professional must be provided on the Fit to Sit Exemption Form and could be a statement from the student's doctor, care provider, a domestic violence service, the Improving Access to Psychological Therapies (IAPT) programme, or from sources of support within the University such as mental health adviser, disability adviser, safeguarding officer, or counsellor.

- ii the student became unwell during the examination or in-class test and has appropriate evidence of Exceptional Circumstances to support such request (see section C3.8.4).

The Module Board or Short Course Board will normally follow the recommendation of the Exceptional Circumstances team.

- D5.1.2 Where a student submits a claim that, at the time of sitting or submitting the assessment concerned, the student was suffering from serious ill health or other circumstances which impaired their ability to make a rational judgement about their ability to take the assessment the original mark will be null and void. If the student's claim is rejected, the original mark will stand.
- D5.1.3 Where, in seeking a deferral, a student who has become ill suddenly during an examination or in-class test relies on proven Exceptional Circumstances, their original mark will be null and void. If, however, the student's circumstances are rejected by the Module Board or Short Course Board, the original mark will stand.
- D5.1.4 At the discretion of the Module Board or Short Course Board, deferred assessments would normally be undertaken at the same time as referred assessments and be considered at the following Module Board or Short Course Board. Should such

deferrals be failed and the student be offered referral or further deferral, these will be undertaken at the module's or short course's next regular assessment period.

- D5.1.5 Students who suspend their studies with outstanding assessments will normally be granted a deferral by the Module Board.
- D5.1.6 Where a student is being considered for a final award, the Programme Board will, where possible, first recommend an award which may be an interim award based on the results achieved by the student including those results where the student has claimed Exceptional Circumstances (see section D5.4).

D5.2 Referral

- D5.2.1 Referral is defined as a reassessment opportunity for students who have been unsuccessful at their first attempt. Students are not required to re-enrol for the module or short course but will be reassessed, either within the University's normal referred assessment period or the module's or short course's next regular assessment period, whichever is the sooner.

D5.2.2 Referral in undergraduate programmes

- i Module Boards and Short Course Boards will normally allow a student the opportunity to be referred (indicated by the award of a FREFE/FREFC/FREFB status code) in an examination and/or coursework assessment. It is the responsibility of the student to choose which referral opportunities to accept, with the benefit of advice and counsel from the programme team and in accordance with University and programme regulations.
- ii Where a student chooses not to accept a referral opportunity in a module at the next available assessment period, the Programme Board or Short Course Board will permit them to re-enrol on the module (indicated by the award of a FREN/FRENC/FRENE status code) unless the module is being repeated (see section D1.3). However, the Module Board or Short Course Board will normally offer a student with proven Exceptional Circumstances the opportunity to defer any chosen referred assessments.
- iii The nature of referral is at the discretion of the Module Board or Short Course Board, operating within policies established by Schools providing the modules or short courses.
- iv Students who are successful in referred assessments will be awarded a P(REF) status code for the module. The numeric grade for the module will be limited by any assessment elements which have been failed and then passed at referral being capped to the minimum pass grade.

D5.2.3 Referral in postgraduate programmes

- i Module Boards and Short Course Boards will normally allow a student the opportunity to be referred (indicated by the award of a FREFE/FREFC/FREFB status code) in examination and/or coursework assessment. It is the responsibility of the student to choose which referral opportunities to accept, with the benefit of advice and counsel from the programme team and in accordance with University and programme regulations. Where a student has more than **60** credits of referral the Programme Board will not allow further study other than that relevant to the referrals.
- ii Where a student chooses not to accept a referral opportunity in a module or short course at the next available assessment period, the Programme Board will permit them to re-enrol on the module or short course (indicated by the award of a FREN/FRENC/FRENE status code) unless the module or short course is being repeated (see section D1.3). However, the Module Board or Short Course Board will normally offer a student with proven Exceptional Circumstances the opportunity to defer any chosen referred assessments.
- iii The nature of referral is at the discretion of the Module Board or Short Course Board, operating within policies established by Schools providing the modules or short courses.
- iv Students who are successful in referred assessments will be awarded a P(REF) status code for the module. The numeric grade for the module will be limited by any assessment elements which have been failed and then passed at referral being capped to the minimum pass grade.
- v Reassessment for postgraduate awards is also covered in D10.3 'Reassessment for Award - Postgraduate Programmes'.

D5.3 Re-enrolment

- D5.3.1 Re-enrolment is defined as the opportunity for a student to repeat a module(s) or short course(s) which they have previously failed at first attempt and possibly at referral and is indicated by the award of a FREN/FRENC/FRENE status code. In offering re-enrolment, the Module Board or Short Course Board considers that the student requires substantial further study in the module or short course and that it is normal for that student to repeat all assessment elements, irrespective of their overall performance. In cases where the Module Board or Short Course Board decides that it is not a requirement to repeat all assessment elements, it will identify the elements required (indicated by the award of a FRENC or FRENE status code).
- D5.3.2 Students who have achieved a pass grade in any module or short course will be credited accordingly. They may not elect to repeat the module or short course in an attempt to improve the grading, nor may they be required to repeat the module or short course in order to qualify for an award.
- D5.3.3 Following re-enrolment on any module or short course, whether or not the student has attended, the grades awarded will be those actually achieved in the assessment.
- D5.3.4 Whether students are eligible for re-enrolment on the module concerned (indicated by the award of a FREN/FRENC/FRENE status code) or not (indicated by the award of a FNFA status code), they may elect to study an alternative module, only if available on the validated programme of study and at the discretion of the Programme Board. Attendance will be required and the grades awarded will be

those actually achieved in the assessment. Further re-enrolment on the replacement module is not allowed.

D5.4 Availability of Reassessment Opportunities (by Referral, Deferral or Re-enrolment)

A student for reassessment may not demand assessment in elements which are no longer current in the programme. It is the student's responsibility to check whether the syllabus or format of the reassessment is different from the original assessment. The Module Board or Short Course Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.

D5.5 Alternatives to Reassessment

Where students have not been able to achieve the required credit points towards the named award of their choice by following the approved programme to which they were admitted, the following choices may be available to them:

- i to exit with a different award;
- ii to extend their period of registration in order to take additional modules and/or seek reassessment for modules previously failed (see also D10 'Reassessment for Award');
- iii to increase their study rate by taking additional modules or short courses where available.

D6 Final awards – Honours classification

D6.1 Calculation of overall classification grade for Honours classification (Bachelor's Degree)

(NOTE:

20 Throughout sections D6 and D7 the word 'average' will be read as 'arithmetical mean'.

D6.1.1 For students being considered for a final award with Honours classification, the Programme Board of Examiners will determine for each student:

- i the average numeric grade of the best **90** credits at Level **6** or higher; and
- ii the average numeric grade of the best remaining **90** credits at Level **5** or higher; and
- iii a combined average numeric grade, weighted 75% (i) and 25% (ii), above; and
- iv the student's Honours classification will be considered on the basis of this combined average numeric grade.

- D6.1.2 For classification purposes, a cap of **90** will be applied to all module and short course numeric grades contributing toward the average numeric grade used to determine Honours classification.
- D6.1.3 Where recommended by a Programme Committee, the Director of Academic Quality Assurance has discretion to authorise that up to **30** credits of identified modules at Level **6** or higher should contribute towards the calculation of the overall classification grade, even if these modules do not meet the criteria identified in section D6.1.1, i. These modules may only be designated:
- i in order to satisfy the published requirements of a Professional or Statutory-Regulatory Body; or
 - ii where core modules are, for example, fundamental to the attainment of QAA subject benchmark outcomes.
- D6.1.4 All pass grades (including referred passes) and compensated grades are eligible for inclusion in the determination of the combined average numeric grade, with the exception of grades awarded for non-University of Hertfordshire modules studied during a period of study abroad and additional modules which are not part of a validated programme of study.
- D6.1.5 For direct entrants to Level **6**, direct entrants with 45 credits or more of APL at level 5, and for those students who have replaced all or part of their University of Hertfordshire level 5 studies with study abroad, Honours classification will be determined from the average numeric grade of the best **90** credits at Level **6** or higher.
- D6.1.6 For direct entrants to Levels **5** or **6**, any graded University of Hertfordshire standalone credit (that is, credit not associated with a programme of study) achieved prior to admission to the programme is eligible for inclusion in the determination of the combined average numeric grade, providing that the modules or short courses concerned have been shown to contribute towards the achievement of the programme learning outcomes through an APCL process.

D6.2 Calculation of overall classification grade for Honours classification (Integrated Master's Degrees)

- D6.2.1 For students being considered for a final award with Honours classification, the Programme Board of Examiners will determine for each student:
- i the average numeric grade of the best **90** credits at Level **7**; and
 - ii the average numeric grade of the best remaining **120** credits at Level **6** or higher; and
 - iii the average numeric grade of the best remaining **90** credits at Level **5**; and
 - iv a combined average numeric grade, weighted 50% (i), 30% (ii) and 20% (iii), above; and
 - v the student's Honours classification will be considered on the basis of this combined average numeric grade.

- D6.2.2 For classification purposes, a cap of **90** will be applied to all module and short course numeric grades contributing toward the average numeric grade used to determine Honours classification.
- D6.2.3 Where recommended by a Programme Committee, the Director of Academic Quality Assurance has discretion to authorise that up to **45** credits of identified modules at Level **6** or higher should contribute towards the calculation of the overall classification grade, even if these modules do not meet the criteria identified in section D6.2.1. These modules may only be designated:
- i in order to satisfy the published requirements of a Professional or Statutory-Regulatory Body; or
 - ii where core modules are, for example, fundamental to the attainment of QAA subject benchmark outcomes.
- D6.2.4 All Pass grades (including referred passes) and compensated grades are eligible for inclusion in the determination of the combined average numeric grade, with the exception of grades awarded for non-University of Hertfordshire modules studied during a period of study abroad and additional modules which are not part of a validated programme of study.
- D6.2.5 For direct entrants to Level **6**, and for those students who have replaced all or part of their University of Hertfordshire level 5 studies with study abroad, Honours classification will be determined from:
- i the average numeric grade of the best **90** credits at Level **7**; and
 - ii the average numeric grade of the best remaining **120** credits at Level **6** or higher; and
 - iii a combined average numeric grade, weighted **62.5%** (i) and **37.5%** (ii); and
 - iv the student's Honours classification will be considered on the basis of this combined average numeric grade.
- D6.2.6 For direct entrants to levels **5**, **6** or **7**, any graded University of Hertfordshire standalone credit (that is, credit not associated with a programme of study) achieved prior to admission to the programme is eligible for inclusion in the determination of the combined average numeric grade, providing that the modules or short courses concerned have been shown to contribute towards the achievement of the programme learning outcomes through an APCL process.

D6.3 Recommendation for an Honours classification

D6.3.1 Classification:

- i **For a first class Honours award** a student must achieve a combined average numeric grade of **69.50** or more;
- ii **For an upper second class Honours award** a student must achieve a combined average numeric grade of **59.50** or more;

- iii **For a lower second class Honours award** a student must achieve a combined average numeric grade of **49.50** or more;
 - iv **For a third class Honours award** a student must achieve a combined average numeric grade of **39.50** or more.
- D6.3.2 Students who are awarded final compensatory credit by the Programme Board, as indicated by a Comp status code, will have their combined average numeric grade reduced by **2.5** for each **15** credits of final compensatory credit awarded.
- D6.3.3 Students who fail to meet the requirements for an Honours award will be recommended for the highest interim award consistent with their achievements.
- D6.3.4 The Programme Board of Examiners retains discretion to recommend awards which do not strictly comply with the regulations provided it records clear grounds for doing so.
- D6.3.5 The Programme Board of Examiners may also, where there is good cause, place restrictions on the student seeking to undertake further study with the University.

D7 Final awards – Awards with distinction and commendation

- D7.1 The following awards only may be made 'with Distinction' or 'with Commendation' on the recommendation of the Programme Board of Examiners. The number and Level of credit points on which Distinction and Commendation awards are calculated for each award are specified alongside:
- i Taught Master's degrees (including Master of Business Administration):
 - the best **150** credits contributing to the programme;
 - ii Postgraduate Diploma:
 - the best **120** credits contributing to the programme;
 - iii Diploma in Management Studies:
 - the best **120** credits contributing to the programme;
 - iv Postgraduate Certificate in Education:
 - the best **120** credits contributing to the programme;
 - v Professional Graduate Certificate in Education:
 - the best **120** credits contributing to the programme;
 - vi Graduate Diploma:
 - the best **120** credits contributing to the programme, including all those studied at Level **6**;
 - vii Bachelor's degrees (without Honours) where the award 'without Honours' is the final intended award:
 - the best **60** credits at Level **6** (including any mandatory elements at these Levels);
 - viii Foundation Degree:
 - the best **120** credits at Level **5**;
 - ix Enhanced Diploma:

- the most recent **120** credits including all those studied at Level **6**;
- x Diploma in Professional Studies:
 - the best **90** credits contributing to the programme;
- xi Diploma of Higher Education:
 - the best **120** credits at Level **5**;
- xii University Higher Diploma:
 - the best **120** credits at Level **5**;
- xiii University Diploma:
 - the best **60** credits at Level **5**;
- xiv Certificate in Education:
 - the best **120** credits at Level **4**;
- xv Higher National Diploma:
 - the best **90** credits at Level **5**;
- xvi Higher National Certificate:
 - the best **60** credits contributing to the programme, including all mandatory elements at Level **5**.

The principles underlying the above list (see section D7.1) are that awards 'with Distinction' or 'with Commendation' will not be available where the primary award is a research degree or is relatively small and/or of modest Level or where an award with Honours or other marks of achievement is already available.

D7.2 Criteria for conferring University awards 'with Distinction' or 'with Commendation'

D7.2.1 For a Distinction award in a programme:

a student must achieve an average numeric grade of **69.50** or more, calculated from the credit points identified in section D7.1.

Where the student has completed more than the minimum credit requirements for an award, the calculations will be based on the best results which meet those requirements.

D7.2.2 For a Commendation award in a programme:

a student must achieve an average numeric grade of **59.50** or more, calculated from the credit points identified in section D7.1.

Where the student has completed more than the minimum credit requirements for an award, the calculations will be based on the best results which meet those requirements.

D7.2.3 For classification purposes, a cap of **90 will be applied to all module and short course numeric grades contributing toward the average numeric grade used for conferring University awards 'with Distinction' or 'with Commendation'.**

- D7.2.4 Students who are awarded final compensatory credit by the Programme Board, as indicated by a Comp status code, will have their combined average numeric grade reduced by **2.5** for each **15** credits of final compensatory credit awarded.
- D7.2.5 Credit at a higher Level can always be substituted for credit at a lower Level in calculating averages for a Commendation or Distinction award provided it meets the programme and award requirements. If a student has already qualified for an interim award without Distinction or Commendation, these may not be added subsequently.
- D7.2.6 For entrants to taught Master's Degrees where up to **30** credits of non-University of Hertfordshire APL have been approved, awards 'with Distinction' or 'with Commendation' will be determined from the average numeric grade of the best **150** credits contributing to the programme. For entrants where over **30** credits of non-University of Hertfordshire APL have been approved and fewer than **150** credits of University of Hertfordshire credit have been passed, awards 'with Distinction' or 'with Commendation' cannot be made.
- D7.2.7 All Pass grades (including referred passes) and compensated grades are eligible for inclusion in the determination of the combined average numeric grade, with the exception of grades awarded for additional modules which are not part of a validated programme of study.
- D7.2.8 Any graded University of Hertfordshire credit prior to admission to the programme is eligible for inclusion in the determination of the combined average numeric grade, providing that the modules or short courses concerned have been shown to contribute towards the achievement of the programme learning outcomes through an APCL process.
- D7.2.9 The Programme Board of Examiners retains discretion to recommend awards which do not strictly comply with the regulations provided it records clear grounds for doing so.

D8 Final awards – Determination of a Grade Point Average (GPA)

(NOTE:

- 21** A Grade Point Average (GPA) will be calculated for those students eligible for the awards identified in section D8, having accumulated credit contributing to the award from 2017/18 onwards.)
- D8.1 For students being considered for the following awards, the Programme Board of Examiners will determine for each student the weighted arithmetic mean of the grade points awarded for the identified credits from the validated programme of study:
- i Integrated Master's Degree:
 - the best **480** credits (including at least 360 credits at levels 5/6/7, of which at least 240 must be at levels 6/7 and at least 120 must be at level 7)
 - ii Bachelor's Degree with Honours:
 - the best **360** credits (including at least 240 credits at levels 5/6, of which at least 120 must be at level 6)
 - iii Foundation Degree:

- the best **240** credits (including at least 120 credits at level 5).

- D8.2 The student's GPA will be calculated on the basis of this combined average, alongside Honours classification or any classification 'with Distinction' or 'with Commendation'.
- D8.3 All grade points (including those for referred passes, re-enrolled passes and compensated modules) are eligible for inclusion in the determination of the GPA, with the exception of grade points awarded for non-University of Hertfordshire modules studied during a period of study abroad and additional modules which are not part of a validated programme of study.
- D8.4 For direct entrants to Levels **5** or **6** and any other students awarded credit on the basis of prior certified or experiential learning (APCL or APEL), GPA will be determined for each student from the weighted arithmetic mean of the grade points awarded for the subsequent University of Hertfordshire modules from the validated programme of study. Any graded University of Hertfordshire standalone credit (that is, credit not associated with a programme of study) achieved prior to admission to the programme is eligible for inclusion in the determination of the GPA, providing that the modules or short courses concerned have been shown to contribute towards the achievement of the programme learning outcomes through an APCL process.

D9 Posthumous and Aegrotat Awards

- D9.1 If it is established to the satisfaction of the Programme Board that a student's absence, failure to submit work or poor performance in all or part of an award was due to illness or other cause found valid on production of acceptable evidence, the Board may:
- i where it is satisfied that there is sufficient evidence of the student's achievement or this evidence is subsequently obtained, recommend the student for the award for they are registered (with or without Honours classification, Distinction or Commendation, as appropriate). In order to reach a decision, a Programme Board of Examiners may assess the student by whatever means it considers appropriate: it may also recommend a posthumous award, up to the student's final intended award where at least one third of the student's programme of studies had been completed;
 - ii where the Programme Board does not have enough evidence of the student's performance to recommend the award for which the student was a student or an interim award permitted under these regulations but is satisfied that, but for illness or other valid cause, the student would have reached the standard required, recommend the offer of an Aegrotat award (in recognition of an incomplete programme of study, and without classification). The student may, however, decline the award and seek reassessment without penalty.
- D9.2 In the case of an aegrotat award, before a recommendation under (i) or (ii) above is implemented the student must, within reason, have signified, in writing, that they are willing to accept the award and that accepting implies waiving the right to be reassessed under D5 above as a deferred, referred or re-enrolled student.

D10 Reassessment for award

- D10.1 Students may not seek reassessment in order to improve their classification unless there are, in the view of the Programme Board, valid reasons for poor performance,

in which case the regulations in section D9 'Valid reasons for Poor Performance' will apply.

10.2 Reassessment for award - undergraduate programmes

D10.2.1 Students who have failed to qualify in their first consideration at a final Programme Board of Examiners for their intended award have the opportunity for reassessment, through referral (see section D5.2.2) and/or re-enrolment (if available and normally with the following cohort. See section D5.3) in any or all Level **5/6/7** modules or short courses in which they have been awarded FREFE/FREFC/FREFB or FRENE/FRENC/FREN (but not FNFA) status codes. Module Boards and Short Course Boards have discretion to decide whether or not attendance is required on re-enrolment on the relevant modules and/or short courses.

D10.2.2 It is recognised that, in some cases, professional bodies will not permit such an arrangement for particular named awards; in such cases, alternative named awards may be made as is common practice under the CATS system. Approval for an award of this nature must be obtained under the University's normal quality assurance arrangements (see sections D5.3 and C4.3.1, iii).

D10.2.3 'Topping up' interim awards

A student who has accepted an interim award may seek to undertake further study in order to qualify for a higher award. Admission to such a programme and the amount of specific credit to be granted are at the discretion of the University and will be considered under the normal procedures for accreditation of prior learning. The study programme will be prescribed by the University to accumulate the specific credits required at each Level for the award. Section D3 'Interim Awards and Progression' contains other relevant regulations.

D10.3 Reassessment for award - postgraduate programmes

D10.3.1 Students for a postgraduate award who fail in their first attempt to satisfy the final Programme Board of Examiners may, at the discretion of the Board of Examiners, be reassessed through referral (see section D5.2.3) and/or re-enrolment (if available and normally with the following cohort. See section D5.3) in any or all of the elements of assessment.

D11 Viva Voce examinations

D11.1 Except when (i) part of the approved module assessment process for students, (ii) written into programme-specific regulations, or (iii) authorised by the Associate Dean of School (Academic Quality Assurance) (or nominee) where suspected plagiarism or another assessment offence is being investigated, viva voce (that is, oral) examinations may only be used at the discretion of Module Boards or Short Course Boards.

D11.2 The results of the viva voce must be reported to the Module Board or Short Course Board and may be used:

- i to confirm the standards achieved on modules or short courses;
- ii as an alternative or additional assessment where valid reasons for poor performance have been established.

D12 Students' fitness to practise

Successful completion of a Professional Programme (at any level), as defined in UPR SA15^L, would make the student concerned eligible to apply for Registration and/or would entitle them to practise and/or would indicate the student's potential suitability to practise. UPR SA15^L defines 'Registration' as the process whereby a Regulator registers individuals, thereby permitting them to practise their profession lawfully. The term 'Regulator' is used generically in UPR SA15^L and means a body authorised by the Privy Council to permit practise but also, a Professional Statutory Regulatory Bodies or Professional Bodies, where appropriate/relevant.

Concerns, complaints and allegations which, if upheld, would call into question a student's fitness to practise, are considered under the provisions of UPR SA15^L. UPR SA15^L sets out, amongst other things, the circumstances in which a student might be withdrawn from a programme and also the circumstances in which a student might be excluded from the University by the Vice-Chancellor.

D12.1 Where a student is permitted, exceptionally, to continue on the programme

In certain exceptional cases, and following appropriate consultation, where the nature of the concern, complaint or allegation is such that it would not otherwise warrant their exclusion from the University, a student may be permitted to continue on their programme. In these circumstances, a Student Fitness to Practise Panel may impose a lesser penalty.

(NOTE:

- 22** UPR SA15^L sets out the circumstances in which a report will be made by the University to the relevant Regulator.)

D12.2 Where a student is permitted, exceptionally, to transfer to another programme

- i Where the nature of the concern, complaint or allegation is such that it would not warrant their exclusion from the University had they been following another programme, the Student Fitness to Practise Panel may, in exceptional circumstances and subject to the following conditions, recommend that the student be permitted to transfer to another programme:
 - a the student's past conduct would not prevent them from achieving any Registration (as defined in UPR SA15^L) associated with the new award or render them ineligible for membership of any professional body for which the new award would otherwise qualify its holder;
 - b a place is available on the programme which they have chosen;
 - c the student meets the entry requirements for the programme;
 - d the student is judged to be a suitable student by the Admission Tutor for that programme and by the relevant Associate Dean of School.
- ii In these circumstances, the student will be suspended from the University by the Vice-Chancellor until they enrol on their new programme.

D13 Arrangements for collaborative programmes

^L UPR SA15 'Student Fitness to Practise'

Arrangements for the conduct of Boards of Examiners on a programme leading to an award of the University and offered at a partner organisation must comply with these regulations unless specifically agreed otherwise, in writing.

E External Examiners

E1 General information

E1.1 Programme External Examiners

- i Programme External Examiners are appointed by the University to have oversight of the programme-specific assessment and ensure that it has been undertaken in a manner which is just to the individual student and that the standard of the University's awards is maintained. Membership and attendance of Programme External Examiners at the Programme Board of Examiners is expected (but see also section E2.3).
- ii By confirming the academic standards of a programme at its final board, the Programme External Examiner is implicitly endorsing the Level and standards of any interim awards for the programme. Therefore, unless there are specific Programme or Professional/Statutory Regulatory Body requirements for External Examiners to approve interim awards, it is not necessary to do so.

E1.2 Module External Examiners

- i Module External Examiners are appointed by the University to ensure that the assessment and academic standards in cognate subject areas are appropriate. They will be asked to moderate assessment and standards, possibly across a broad range of credit-rated modules at different Levels. Module External Examiners are members of Module Boards of Examiners (see C3.5 'Involvement of External Examiners in Module Boards and Short Course Boards' above). Membership and attendance of Module External Examiners at the Module Board of Examiners is expected (but see also section E3.2). Where they are not also Programme External Examiners, they are not members of the Programme Board but may be invited to attend by the Chair/Chairs of relevant Programme Board(s).
- ii Module External Examiners are appointed for all modules at Levels **5, 6** and **7**. By confirming the academic standards of a Bachelor's programme at Levels **5** and **6**, External Examiners are implicitly endorsing the standards at Level **4** of a programme. Therefore, unless there are specific Programme or Professional/Statutory Regulatory Body requirements for External Examiners to consider modules at Level **4**, it is not necessary to do so. For final awards at Levels **0** and **4**, Module External Examiners are appointed for modules at the Level of the final award.

E1.3 Short Course External Examiners

- i Short Course External Examiners are appointed by the University to ensure that the assessment and academic standards in cognate subject areas are appropriate. They will be asked to moderate assessment and standards, possibly across a broad range of credit-rated short courses at different Levels. Short Course External Examiners are members of Short Course Boards of Examiners (see C3.5 'Involvement of External Examiners in Module Boards and Short Course Boards' above).
- ii Short Course External Examiners are appointed for all short courses at Levels 5, 6 and 7.

E2 Role, responsibilities, rights and duties of Programme External Examiners

- E2.1 The role of the Programme External Examiner(s) is: to audit the programme assessment process; to ensure that justice is done to the individual student; to ensure that the standard of the University's award is maintained and to ensure compliance with the regulations for the award.
- E2.2 Programme External Examiners must be appointed to all programmes which may lead to an award. Where External Examiners have been appointed, no recommendation for the conferment of a University award may be made without their written consent. On any matter which the Programme External Examiner(s) declare(s) a matter of principle, the decision of the Programme External Examiner(s) will either be accepted as final by the Board of Examiners or will be referred to the Academic Board.
- E2.3 If a Programme External Examiner is absent from a meeting of a Board of Examiners which is concerned with the determination of the class or grade of award and, because of the circumstances, no substitute has been duly appointed, then they should be consulted and their agreement on the decisions of the Board obtained (see section 9.3.2, UPR AS12^E/section 9.3.2, UPR AS13^F). It is essential that, in such circumstances, every endeavour is made to ensure that at least one (1) of the Programme External Examiners is present at the meeting and that no decision of the Board be made final until the concurrence of the absent External Examiner(s) has been established.

E2.4 Responsibilities of Programme External Examiners

The following outlines the collective and individual responsibilities of Programme External Examiners. They should:

- i be able to judge each student impartially on the basis of the results submitted by the relevant Module Boards and Short Course Boards, without being influenced by previous association with the School(s), the staff or any of the students;
- ii be able to compare the performance of students with that of their peers on comparable programmes of higher education elsewhere;
- iii attend all meetings of Programme Boards of Examiners at which recommendations for final awards are made and other meetings of Boards of Examiners, as agreed with the Chair and/or Associate Dean of School (Academic Quality Assurance);

- iv be consulted about and agree to any proposed major changes to the assessment or programme regulations which will directly affect current students;
- v require assurance that the form and content of proposed assessments have been approved by Module and/or Short Course External Examiners;
- vi require assurance that all students have been assessed fairly in relation to the curriculum and regulations;
- vii ensure that recommendations for awards are reached by means consistent with the University's regulations, requirements and normal practice in Higher Education;
- viii participate, as required, in reviews of decisions and recommendations about individual students;
- ix report to the University annually on the conduct of assessments and on issues relating to assessment;
- x report to the Chair of the Academic Board (the Vice-Chancellor) on any matters of serious concern arising from the assessments, which put at risk the standard of the University's award(s).

E3 Role, responsibilities, rights and duties of Module External Examiners and Short Course External Examiners

- E3.1 Any credit-rated module or short course which is capable of contributing to the classification of a final award of the University must have a Module External Examiner or Short Course External Examiner associated with it. Module External Examiners may be responsible for shared modules between a number of different programmes. They may also act as Programme External Examiners for one or more of the programmes.
- E3.2 If a Module or Short Course External Examiner is absent from a meeting of a Module Board or Short Course Board then their written agreement to the decisions of the Board must be obtained (see section 9.3.1, UPR AS12^E/section 9.3.1, UPR AS13^F). The decisions of the Board will be provisional until the agreement of the absent External Examiner has been obtained (see section C3.6).
- E3.3 The following outlines the responsibilities of Module and Short Course External Examiners. They should:
 - i be able to judge each student impartially on the basis of the work submitted for assessment, without being influenced by previous association with the School(s), the staff or any of the students;
 - ii be able to compare the performance of students with that of their peers on comparable programmes of higher education elsewhere;

- iii approve and moderate the form and content of proposed assessments, model solutions /marking schedules, where appropriate, and have the right to see all relevant examination scripts;
 - iv sample major coursework assessments;
 - v where appropriate, take part in forms of assessment such as oral examinations, observation of teaching experience, observation of creative presentations and performances etc., as appropriate;
 - vi discuss matters, where appropriate, with internal examiners and others involved in teaching and assessment (such as placement providers/assessors);
 - vii be consulted about any proposed changes to the assessment regulations which will directly affect students currently on the modules and/or short courses for which they are responsible;
 - viii have the right to recommend changes to the marks awarded by the internal Examiners but always in the context of fairness and equity to all students: such recommendations are to be made to the Module Board or Short Course Board;
 - ix ensure that the assessments are conducted in accordance with the regulations for the modules or short courses;
 - x attend all meetings of the Module Boards or Short Course Boards participating, as required, in reviews of decisions and recommendations about individual students;
 - xi report to the University annually on the conduct of assessments and on issues relating to assessment and academic standards in this subject area;
 - xii report to the Chair of the Academic Board (the Vice-Chancellor) on any matters of serious concern arising from the assessments, which put at risk the standard of the University's award(s).
- E3.4 To enable Module External Examiners to fulfil their role effectively, they must be given adequate opportunities to communicate with internal examiners and others involved in teaching and assessment, including placement providers/assessors.

E4 Matters of concern to External Examiners

- E4.1 In addition to preparing annual reports, all External Examiners are free to write directly to the Chair of a Board of Examiners, the Dean of School and, ultimately, the Vice-Chancellor on any matter of concern to them.
- E4.2 Where an External Examiner has a serious concern relating to systemic failings with the academic standards of a programme, and the matter has not been resolved through the submission of a confidential report to the Vice Chancellor, they may invoke QAA's concerns scheme:

<http://www.qaa.ac.uk/reviewing-higher-education/how-to-make-a-complaint>

or inform the relevant professional, statutory or regulatory body.

E5 Disagreements between or with External Examiners

- E5.1 Where disagreements involving External Examiners arise, which result in a Board of Examiners being unable to agree a recommendation, it is for the Academic Board to ensure that the matter is resolved. This responsibility is delegated to an External Examiners' Disputes Committee, which is an ad hoc committee of the Academic Board.

(NOTE:

- 23** The student(s) concerned will be informed that the recommendation of the Board of Examiners has been deferred pending further discussion and will be notified of the date by which it is expected the matter will be resolved.)

- E5.2 The composition of the External Examiners' Disputes Committee will be as follows:

- i a senior member of the academic staff, nominated by the Vice-Chancellor and appointed by the Academic Board, who will be Chair
- ii one **(1)** member of the academic staff, nominated and appointed by the School

(these members should be experienced External Examiners)

- iii Secretary and Registrar (or nominee)

- E5.3 The External Examiners' Disputes Committee will meet as necessary and is empowered to investigate and take decisions on disputes. A quorum of three **(3)** is mandatory.
- E5.4 The Committee will not be required to report on individual disputes but the Academic Board reserves the right to request a report, where it deems this to be appropriate.
- E5.5 Dissenting Examiners retain the usual rights of all External Examiners to write, in confidence, to the Vice-Chancellor and, ultimately, to the QAA (or any relevant professional, statutory or regulatory body) if it is believed that there is a systematic failing with academic standards (see section E4.2).

Sharon Harrison-Barker
Secretary and Registrar
Signed: **1 August 2024**

Alternative format

If you need this document in an alternative format, please email us at governanceservices@herts.ac.uk or telephone us on +44 (0)1707 28 6006.