

Exceptional Academic Regulations

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These Exceptional Academic Regulations (EAR) operate in conjunction with the General Academic Regulations and associated policies and procedures. Where the provisions within the Exceptional Academic Regulations replace provisions usually required in the GAM and associated policies in an emergency situation, information will be published at the time the EAR are invoked.

Last review date: 1 June 2020

1 Introduction

- 1.1 The overall objective of exceptional regulations is to ensure that students are not disadvantaged because of circumstances beyond their control whilst also assuring the quality and consistency of decisions in respect of College awards.
- 1.2 These Exceptional Academic Regulations (EAR) are invoked by the Warden on behalf of Academic Board when circumstances require, usually in an emergency situation. When agreeing that these EAR should be invoked, it will also be agreed when they will come to an end.
- 1.3 Where particular programmes are governed by a Professional, Statutory and Regulatory Body's (PSRB) requirements, these PSRB requirements may need to take precedence over the EAR.
- 1.4 The EAR provide for a range of different situations and are therefore not specific to one particular scenario. They might cover a situation where a cohort of students has been impacted by a particular circumstance or a situation where all students have been impacted. The College has a Critical Incident Group and procedure. It is responsible for determining a critical incident and would determine whether or not the College needs to consider if these exceptional regulations should be invoked. The College will determine which provisions set out within them must be applied as appropriate to the particular situation when they are invoked.
- 1.5 The EAR do not replace the existing academic regulations and associated policies and procedures in full, the provisions of which will still apply as appropriate to the circumstances and as published in the Goldsmiths Academic Manual <https://www.gold.ac.uk/gam/>. Where provisions set out in the EAR do directly replace particular provisions of the GAM, or any associated policy or procedure, in any situation these will be clearly set out and published at the time the EAR are invoked.

2 Key Principles

- 2.1 The following key principles have been applied to these exceptional regulations:
 - Students will be treated in a fair and equitable manner.
 - Maintaining academic standards and professional requirements will remain paramount.
 - Wherever possible normal assessment procedures (i.e., assessment regulations, assignment release, assignment submission, marking and moderation etc) should be followed.

- Consideration will continue to be given to whether the learning outcomes for the programme as a whole, or the specific level of the programme, have been met.
- Adjustments to assessment procedures must be carefully considered and balance the need to protect standards with the desire to ensure that students are not unduly affected by circumstances beyond their control.
- Wherever possible, students should be able to graduate or progress from one stage of their programme to the next.
- Where there is no doubt about a student's level of attainment, either because all or sufficient marks exist for a sound academic judgement to be made about their overall level of attainment, then the normal regulations should be applied and results determined accordingly.
- Where marks are missing, and adjustments are considered essential, there must be consistency and fairness in the application of this guidance to student cohorts.
- These Regulations cannot be applied if they conflict with PSRB requirements.

3 Use of Exceptional Academic Regulations

- 3.1 The Academic Registrar, via the Chair of the Quality and Standards Subcommittee (QSSC), will request that the EAR are invoked by the Warden (as Chair of the Academic Board). This will be recorded at the next available meetings of Academic Board and Council.
- 3.2 These regulations may take precedence over other specific academic regulations relating to student assessment, classification and progression including the General Academic Regulations, Regulations for Taught Programmes.
- 3.3 The College's Research Regulations, Academic Misconduct, Academic Appeals and Complaints, Student Disciplinary Procedure, Fitness to Practise and Fitness to Study procedures will normally remain in force during periods of disruption and when the EAR are invoked. Published time periods for these regulations and procedures may be impacted, including but not limited to the number of working days by which students can expect to receive outcomes to submitted academic appeals or complaints.

- 3.4 The process for submitting, considering and approving Extenuating Circumstances requests from individual students will normally continue as described within the relevant regulations and procedures. However, the College may agree amendments to the list of acceptable and unacceptable reasons for claiming ECs and, depending on the specific circumstances, may make other amendments, including to published timescales.
- 3.5 When a situation arises that requires the EAR to be invoked, College staff should be involved in discussing this as academic departments and professional services staff will be involved in the work required to implement them. These discussions should include the Students' Union.
- 3.6 Once a decision to invoke the EAR has been taken every effort should be made to advise students as soon as possible of any changes and, in particular, of any alterations to teaching, learning and/or assessments. Students should assume that assessments are going ahead unless they receive a formal communication to the contrary. Responsibility for communicating changes to teaching, learning and assessments rests with the academic department responsible for the programme of study. The College will be responsible for communicating the invocation of the EAR to students.
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4 Incidents that impact teaching, learning and assessment

- 4.1 These regulations can be invoked when an emergency situation impacts on teaching, learning and assessment. The following principles will be applied when determining alternative teaching and assessment arrangements:
- Consistency of approach, as far as possible
 - Focus on the delivery of content that allows students to meet the learning outcomes of the module and/or programme affected
 - Fairness to students in terms of the weighting and bunching of assessments
 - Prioritisation of necessary guidance, support and supervision for students whose assessment methods/requirements have changed
 - Treatment of students with a RASA should be consistent with all relevant policies, procedures and regulations

Alternative teaching, learning and assessment arrangements

- 4.2 In an emergency situation, these regulations allow for in-year changes to teaching, learning and assessment arrangements to be made. Departments are responsible for proposing revisions required in light of the particular situation and the Programme Scrutiny Sub-Committee (PSSC) is responsible for considering and approving them. Approved changes will be reported to the next available meeting of the Academic Board.
- 4.3 Departments are responsible for communicating approved changes to teaching, learning and assessment arrangements to their students. Departments are also responsible for delivering changes once they have been approved. It will not normally be necessary for published Programme Specifications to be amended in emergency situations when changes to teaching and assessment are required. The Quality Office will be responsible for holding and reporting a change log of all programme alterations proposed and the decisions taken on them.

Amending assessment elements

- 4.4 Assessments can only relate to material that has been taught to students and, where applicable, they reflect limitations in access to resources. Changes will normally be made by the module convenor who should check that alternative assessments allow students to meet all module learning outcomes, and/or PSRB requirements. If timescales permit, External Examiners (EEs) should be informed of changes made and be provided with an opportunity to comment but they will not necessarily be asked to approve the amendments made. Where assessment changes at the module level have a cumulative impact on the programme learning outcomes, EE's should be consulted wherever possible.
- 4.5 The College is responsible for determining a central examination timetable. It will be responsible for deciding any changes to that timetable that might be needed in an emergency situation which can include the cancellation of all centrally arranged examinations. In taking such a decision, the College will also determine the alternative arrangements required. Departments are responsible for setting all other assessment deadlines. In an emergency situation, departments should consider whether it is necessary to amend published deadlines. Departments do not normally need to seek approval from the College to amend assessment deadlines but will need to ensure that adjusted deadlines allow time for marking and moderation to be completed, for Boards of Examiners to confirm outcomes and for results to be confirmed to students in advance of any resit period.

- 4.6 Assessment deadlines must normally be set within the current academic year in order for students to receive progression or award decisions. Substantive changes to assessment deadlines that do not enable timely completion of marking and moderation and Board of Examiner consideration should not be confirmed to students without a department having checked and received confirmation from the School Administrator that these have been confirmed by the Academic Registrar and the Assessments Team.
- 4.7 Where a department is considering reducing the number of remaining assessments on a module(s) and wishes to determine a module mark on that basis, the following will apply:
- assessment elements can only be reduced where the remaining assessments enable students to achieve all module learning outcomes for that module
 - assessment elements should not be reduced to a single assessment element unless no other alternative is possible (on the basis that students are likely to be disadvantaged by single assessments worth 100% and the grade achieved for the module may therefore not be reflective of their academic ability)

5 Boards of Examiners

- 5.1 These exceptional regulations allow for Boards of Examiners to operate differently from usual requirements in an emergency situation. The intention of doing so is to account for the impact of the situation and to ensure that students obtain module marks, progression and/or final award decisions whilst the College continues to ensure the security of those decisions.
- 5.2 When these EAR are invoked and the provisions for the operation of Boards of Examiners apply, the College will publish full guidance for Boards of Examiners on how they should operate and apply them.

Board of Examiners' Schedule

- 5.3 In general, boards should convene at the scheduled times regardless of any prospective limitations in the availability of information which may impact on the ability of the board to provide confirmed outcomes.
- 5.4 The College is responsible for determining timeframes for Boards of Examiners and will communicate this to departments. Timeframes may be adjusted in light of an emergency situation. Any adjustments will take due care to ensure students continue to have sufficient notification of any resit requirement. Departments are responsible for ensuring that adjusted timelines are met.

Board of Examiners' decision making

- 5.5 It is usually the case that Boards of Examiners, or Board Chairs, will confirm final marks and outcomes for students. In an emergency situation when it is necessary for exceptional academic regulations to operate, the College permits Boards to determine provisional outcomes for students. Boards may be permitted to determine provisional outcomes for module marks, progression decisions and for final awards where this is deemed a necessary response to the emergency situation. The process for determining provisional outcomes is set out below.

Pre-Boards, Part in Advance Boards and Chair's action

- 5.6 In an emergency situation, it may be necessary to reduce the number of in-person meetings of examination boards and to allow for this business to be conducted and completed outside of meetings by the Chair and appropriate colleagues.
- 5.7 Under these EARs, the College can therefore determine whether meetings of pre-boards and/or Part in Advance Boards are required. The College can also determine changed arrangements for the full Board of Examiners meetings to adjust the quoracy (see below) and format of meetings as required. Where meetings are no longer required, the College will set out the processes which will operate instead.

Quoracy and operation of Boards of Examiners

- 5.8 There may be circumstances that impact on members' ability to physically or remotely attend scheduled Boards. Efforts will be made to provide opportunities for all available members to participate remotely. Under these EARs, Boards will be considered quorate when the Chair of a Board, an academic member of staff and an administrative member of staff are able to participate in the Board either physically or remotely.
- 5.9 In an emergency situation these EARs allow Boards to proceed without the attendance of an EE. Decisions taken by the Board can be confirmed by the EE following the meeting. Board decisions are considered provisional until this has been completed.
- 5.10 Prior to the Board commencing, the scope of the Board's decision-making powers based on the members available will be determined by the Chair of the Board and in accordance with the arrangements determined by the College. The decision will be recorded in the minutes.

- 5.11 If it has not been possible for a module to be moderated by an EE, the Board will consider module results in line with the arrangements set out in these exceptional regulations.
- 5.12 An External Examiner can submit their annual report separately from the Board meeting and at a later date.

College/School level Boards

- 5.13 When operating EARs in an emergency situation, the College may determine that an additional higher-level (above departmental boards) Board of Examiners is required to ensure the application of the exceptional regulations is consistent and in accordance with required standards.
- 5.14 Where this is required, a College level Board of Examiners will be convened for each School. Membership of these Boards will consist of a Chair (appointed by the Chair of the Learning Teaching and Enhancement Committee), Chairs of Departmental Boards of Examiners, a Regulatory Advisor (usually from the Assessments Team), an External Examiner (appointed by the LTEC Chair) and a Secretary. Other staff can attend Boards of Examiners as required, including departmental exam officers (or equivalent).
- 5.15 School Boards will consider recommendations from Departmental Boards of Examiners concerning students to whom these exceptional regulations have been applied and will ratify recommendations. Where a School Board is unable to ratify a recommendation on the basis of the information put forward and because the recommendation does not meet the requirements set out in either the GAM or the EAR, the reasons for this will be clearly minuted along with an alternative outcome for the student(s) determined by the School Board on the basis of the application of the regulations.
- 5.16 External Examiners of School Boards do not need to be subject experts (as Boards will cover a range of subjects) but will need to be independent of the College and have a minimum of three years' experience at a senior level in operating academic regulations and/or external examining experience at another higher education institution.
- 5.17 The role of the School Boards will be set out in full by the College and published in the Guidance for Boards of Examiners.
- 5.18 When School Boards are in force, the below regulation is amended to include School Boards:

Academic Board delegates responsibility for the assessment of students and the consideration of results, progression and degree awards to Boards of Examiners (GAM, 3.7.1).

Determining module results/marks

- 5.19 Heads of Department must make all reasonable efforts to ensure that assessed work can be set, marked and moderated in line with the College's requirements and by internally agreed deadlines. Heads of Department are able to adjust standard marking and moderation procedures in line with these EARs where the situation makes this necessary. Any such adjustments must be reported to and recorded at the relevant Board of Examiner(s) and subsequently reported to the College.
- 5.20 There may be circumstances that lead to missing marks at module level due to assessments not being set, run or marked, or because individual students are not able to engage with set assessments due to the emergency situation. The Board of Examiners can agree overall module outcomes on the basis of completed assessments or elements of assessments as long as:
- The Board determines that sufficient information exists to enable a decision to be reached on a consistent basis about each student's overall performance and achievement of the learning outcomes
 - At least 50% of the weighted module assessment is available to the Board
- 5.21 If the Board considers that it is not possible to determine an overall mark for a particular module, it may consider whether or not the student has achieved a pass standard overall so that the Board can decide whether or not to set reassessment or agree progression or award. In these cases, the Board should be reconvened (or action taken by the Chair on behalf of the Board) at such time that marks are available to allow for full outcomes to be determined. Boards will need to exercise caution about academically failing students and so if a decision is not possible based on available information, the decision is better deferred.
- 5.22 Detailed records of all decisions taken and the reasons for them must be made in the minutes of the Board.

Provisional outcomes

- 5.23 These exceptional regulations allow for provisional outcomes for individual students and cohorts of students to be recommended by the Board of Examiners in the following circumstances:
- If a module cohort has been able to submit work but it has not been possible to mark or moderate it in time for Boards. This can include circumstances where the required EE moderation of modules has not taken place in time.

- Provisional progression decisions can be determined on the basis of missing marks (where not all assessment elements have been completed and/or where marking and moderation procedures have not been completed in full but a first mark is available) providing the Board has sufficient information available to determine a progression decision.
- Provisional award outcomes can be determined on the basis of missing marks (where not all assessment elements have been completed and/or where marking and moderation procedures have not been completed in full but a first mark is available) providing the Board has sufficient information available to determine a final outcome.

5.24 Provisional outcomes can be communicated to students. Communications will make clear that such outcomes may be subject to alteration once the College has had the opportunity to mark, moderate, externally examine and ratify them as required under the College's procedures. Any communication of provisional outcomes should give a timeframe for when final confirmation is likely to be possible. The College is responsible for communicating results to students.

Incomplete moderation

- 5.25 If a module cohort has been able to submit work but it has not been possible to mark and moderate it in time for Boards of Examiners, Boards will normally determine provisional outcomes with the expectation that they will reconvene (in person, remotely or by the Chair acting on behalf of the Board) to consider final confirmed outcomes once it is possible to mark and moderate work in line with the College's standard procedures.
- 5.26 The College will exceptionally allow single marked results for assessments for which double marking is required to be considered by Boards of Examiners.
- 5.27 The College will exceptionally allow results which have not undergone the internal moderation process to be considered by Boards of Examiners.

External Examiner moderation of work

- 5.28 If an External Examiner is not available to moderate work for a module which leads to classification in time for the Board of Examiners this work should be completed at a later date. The Board can determine provisional outcomes for modules where this is so, which would be confirmed by the Board once the EE moderation is complete.

- 5.29 If an External Examiner is not available to undertake moderation work for a module which leads to classification and cannot complete this work at a later date, the Assessments Team will check, via the Quality Office, the most recent EE reports in order to determine whether there have been any previous concerns about standards or quality associated with the module(s) in question.
- 5.30 If no issues are identified, and confirmation that the College's double marking and internal moderation processes have been applied, the Board can accept the exceptional circumstances and the assurances given and consider the marks as they are presented. The agreed outcomes will therefore be confirmed. This will be recorded in the Board minutes.
- 5.31 If, however, issues are identified as a consequence of checking the previous EE report, or if it has not been possible to complete double marking or internal moderation process, an alternative EE to complete moderation can be sought by the Head of Department. If no replacement can be sought in time, the Board can consider the marks and the agreed outcomes will be provisional until such time as an EE is available to moderate the work.

Limited assessment completion

- 5.32 Where module cohorts have not been able to engage with all assessment elements for a module due to emergency conditions, Boards will consider whether there is enough information available (from completion of other assessment elements for the module) to determine final module outcomes. Boards will apply these exceptional regulations where approved by the College in doing so, otherwise standard regulations governing confirmation of module marks will apply.
- 5.33 Where this exceptional regulation is applied, the College will normally consider the missing assessment element a valid attempt in accordance with the requirements of the Progression and Award for Students on Taught Programmes, 2.3 which states:

Students must, as a minimum, make a 'valid attempt' at all summative assessments for a module and achieve an overall final mark at the pass mark or above in order to pass the module.

- 5.34 In an emergency situation, the College will also consider whether it needs to apply an amended definition of what constitutes a valid attempt. If a new definition is determined this will be clearly articulated to Boards of Examiners.

- 5.35 If limited assessment elements have been completed but the student has otherwise passed the module but has not met the learning outcomes of the module, the student will need to take the missed assessment element at the next available assessment point.
- 5.36 Where there are limited assessment elements completed and the student has not passed the module, a provisional mark can be determined on the basis of the completed assessment elements. The student will be required to take the missed assessment element at the next available assessment point.
- 5.37 Modules for which no marks are available cannot be considered by Boards of Examiners. Boards should record the circumstances relating to no marks being available and confirm that marks will be considered at the next available opportunity.

6 Re-entry for Module Assessments

- 6.1 Where a Board of Examiners determines that a student can be re-entered for an assessment on the basis that the student has failed their first attempt at the module, these exceptional regulations allow for the two remaining attempts to be uncapped. This will apply to all students without the need for a Board of Examiners to consider extenuating circumstances relating to the particular student(s). This will not apply retrospectively to students taking a capped attempt during the period of the emergency situation.
- 6.2 Where this exceptional regulation is in force it will replace regulation 3.2.10 of the General Academic Regulations which states:

Failed assessments will be capped at the relevant pass mark for subsequent attempts.

7 Progression to the next level of study

- 7.1 In an emergency situation, it might be appropriate for the College to review progression rules to allow Boards of Examiners to determine whether there is enough information available to make a judgement about students' likely attainment of programme learning outcomes at the relevant level to permit progression to the next stage to be confirmed. This can be on the basis of lowering of the usual credit threshold to allow Boards to determine progression for a student(s) who has not yet met the normal credit requirements for progression.
- 7.2 Where this exceptional regulation is applied, the following provisions of the General Academic Regulations will be amended:

Regulation 3.4.1 Full-time students taking a 3-year undergraduate degree are required to pass modules to a minimum value of 90 credits at level 4 at the end of the first year of study to progress to the second year and in modules to a minimum of 90 credits at level 5 taken in the second year of study to progress to the final year, unless individual programme specifications detail additional requirements.

Regulation 3.4.2 Full-time students taking a 4-year undergraduate degree are required to pass modules to a minimum value of 90 credits at level 4 at the end of the first year of study to progress to the second year and in modules to a minimum value of 90 credits at level 5 taken in the second year of study to progress to the third, intercalated year of study away from Goldsmiths, unless individual programme specifications detail additional requirements. Some programmes may require students to pass an ungraded assessment at the end of the year of study away from Goldsmiths to progress to the final year of the programme. Individual requirements will be detailed in the programme specification.

- 7.3 Amendments to these provisions will be determined by the College in light of the emergency situation, however, allowing a maximum of 60 credits to be trailed to the next level of study should not be exceeded regardless of the nature of the emergency situation. Boards of Examiners when confirming progression decisions on the basis of these exceptional regulations should also consider whether a student will be put at immediate risk of academic failure if progressed to the next level of study trailing a higher number of credits.
- 7.4 Where courses are governed by PSRB requirements, these PSRB requirements may need to take precedence.
- 7.5 In circumstances where a Board has confirmed that students can trail a higher number of credits under these exceptional regulations, students should be offered additional options/support where modules have not been passed. This may include the following:
- Provision of additional resit opportunity if possible
 - Providing students with an option to repeat the credit. The Board will need to give careful consideration to the feasibility of this option and might need to consider the repeats taking place in a later year
- 7.6 Detailed records of all decisions taken and the reasons for them must be made in the minutes of the Board.
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8 Progression to the next stage of study

- 8.1 In an emergency situation it might be necessary to consider part-time students, or students enrolled on taught postgraduate programmes that are more than 12 months' duration and the requirements set to progress to the next stage of study. These exceptional regulations set out these criteria.

Part-time undergraduate students

- 8.2 Undergraduate students studying part time are required to pass 45 credits to progress to the next year of study (as distinct from the credit requirement to progress to the next stage of study). In an emergency situation, it might be necessary to remove this requirement and to apply a presumption of progression to allow students to progress to the next year of study without having met these requirements.

- 8.3 Where this applies regulation 3.4.4 of the General Academic Regulations will be amended, which states:

Part-time undergraduate students are required to pass modules to a minimum value of 45 credits in each academic year in order to progress to the next year of study, unless individual programme specifications detail additional requirements.

- 8.4 Boards of Examiners will apply this change when determining progression decisions for part-time students. In circumstances where a Board has confirmed that part-time students can trail a higher amount of credit into the next year of study, students should be offered additional options/support where modules have not been passed. This may include the following:
- Provision of additional resit opportunity if possible
 - Providing students with an option to repeat the credit. The Board will need to give careful consideration to the feasibility of this option and might need to consider the repeats taking place in a later year
- 8.5 Detailed records of all decisions taken and the reasons for them must be made in the minutes of the Board.

Postgraduate taught students

- 8.6 Where a postgraduate taught programme requires part-time students or full-time students on programmes greater than one year in length to pass specific modules in order to progress to the next year of study or to proceed to the completion of the major project/dissertation, individual programme specifications prescribe these requirements.
- 8.7 In an emergency situation, it might be necessary to amend these requirements. Amendments to requirements as set out in published programme specifications will be proposed by departments and changes will be approved by QSSC. Communication of these approved changes to students will be undertaken by the relevant department. It will not normally be necessary for published programme specifications to be amended, although the College may consider whether additional information needs to be published.
- 8.8 Boards of Examiners will be responsible for applying approved changes when determining progression decisions for postgraduate taught students. In circumstances where a Board has confirmed that postgraduate taught students can trail a higher amount of credit into the next year of study, students should be offered additional options/support where modules have not been passed. This may include the following:
- Provision of additional resit opportunity if possible

- Providing students with an option to repeat the credit. The Board will need to give careful consideration to the feasibility of this option and might need to consider the repeats taking place in a later year

8.9 Detailed records of all decisions taken and the reasons for them must be made in the minutes of the Board.

Foundation year/Year 0 students

8.10 In an emergency situation, it might be necessary to consider amendments to progression requirements from Foundation Year/Year 0 to Level 4. Progression requirements are prescribed in individual Foundation Year programme specifications. Departments will propose amendments to published requirements for consideration and approval by QSSC. Departments will be responsible for communicating approved changes to enrolled students. It will not normally be necessary for published programme specifications to be amended, although the College may decide that additional information should be published with original programme specifications.

8.11 Boards of Examiners will be responsible for applying approved changes when determining progression decisions for Foundation Year students. In these circumstances a Board may also need to consider whether students should be offered additional options/support where modules have not been passed but a student is allowed to progress to Level 4. This may include the following:

- Provision of additional resit opportunity if possible
- Providing students with an option to repeat the credit. The Board will need to give careful consideration to the feasibility of this option and might need to consider the repeats taking place in a later year

8.12 Detailed records of all decisions taken and the reasons for them must be made in the minutes of the Board.

9 Final Awards

9.1 It will be necessary in an emergency situation for consideration to be given to the potential impact of the situation in determining final degree outcomes for students.

- 9.2 The criteria to determine the classification of a final award are set out in the General Academic Regulations. These exceptional regulations allow the College to consider amendments to published classification algorithms and/or to allow a Board of Examiners to recommend a higher classification for a student(s) where there is evidence that indicates a student(s) performance has been negatively impacted as a result of the situation.
- 9.3 In circumstances that require it, the College may adopt additional measures to ensure students can achieve a fair outcome representative of their performance across the period of study taking into account performance before and after the time the emergency situation occurred. This is sometimes referred to as a ‘no detriment’ or ‘safety net’ clause.
- 9.4 QSSC will consider proposals from the Academic Registrar for amendments to degree algorithms. Approved amendments will be reported to the next meeting of the Academic Board. Approved changes will be implemented by Boards of Examiners when reaching decisions on students’ final degree outcomes.
- 9.5 The College will publish approved changes to degree algorithms and will be responsible for communicating these changes to students and for ensuring the guidance for Boards of Examiners is updated to reflect approved changes.
- 9.6 In applying these exceptional regulations the provisions of the policy and procedures for the Progression and Award for Students on Taught Programmes will be amended as appropriate:

Undergraduate programmes

9.3.1 The scheme of classification is as follows:

70% - 100%	First class
60% - 69%	Upper second class (2.1)
50% - 59%	Lower second class (2.2)
40% - 49%	Third class

9.3.2 Undergraduate degrees are governed by a classification scheme entitled ‘Formula for the Final Weighted Average Mark’.

9.3.3 Under this formula the student’s final degree classification is calculated using the marks from modules to the value of 300 credits as follows:

Best 90 credits at level 4 (year 1) weighting applied x1
Best 105 credits at level 5 (year 2) weighting applied x3
Best 105 credits at level 6 (year 3) weighting applied x5

Taught postgraduate programmes

9.7.1 The scheme of classification is as follows:

70% - 100%	Distinction
60% - 69%	Merit
50% - 59%	Pass

9.7.2 The criterion for the award of a final classification of distinction is that a student has obtained an overall weighted average mark (based on credit value) of at least 70%.

9.7.3 The criterion for the award of a final classification of merit or is that a student has obtained an overall weighted average mark (based on credit value) of between 60% and 69%.

9.7.4 The criterion for the award of a final classification of pass is that a student has obtained an overall weighted average mark (based on credit value) of between 50% and 59%.

Amending undergraduate classification algorithms

- 9.7 Where first year cohort performance might have been impacted by an emergency situation, these exceptional academic regulations will allow for that cohort's final degree classification to be calculated using an additional algorithm that discounts first year marks in full. Whichever calculation provides the higher classification outcome for students will be used in confirming the final award.
- 9.8 The College will apply this change wherever possible to the student record system in time for the affected cohort in its graduating year. Boards of Examiners will confirm the higher outcome for each student.
- 9.9 The College will be responsible for communicating this change, if applied, to students.
- 9.10 Where a second year cohort performance might have been impacted by an emergency situation, these exceptional regulations will allow a Board of Examiners to consider the overall performance profile of a student to compare performance before and after the emergency situation when determining a final degree classification in the students' graduating year.

- 9.11 Where there is evidence to suggest that a student's performance has worsened as a result of the emergency situation, the Board of Examiners can recommend a higher classification is awarded to that student. Boards will determine this on the basis of module marks e.g., where a student's module marks obtained outside of the emergency situation are demonstrably at a higher classification than those during, it will recommend that the final classification is at a higher level. In making a recommendation for a higher classification, this would normally be limited to one classification band higher. In applying this exceptional regulation, it will normally be the case that School Boards of Examiners are in operation. School Boards will ratify final awards recommended by Boards of Examiners under this exceptional regulation.
- 9.12 The College is responsible for communicating this change, if applied, to students. Boards of Examiners are responsible for applying the exceptional regulation to students when confirming awards in the graduating year.
- 9.13 Where a final year cohort performance is impacted by an emergency situation, these exceptional regulations will allow a Board of Examiners to consider the overall performance profile of a student to compare performance before and after the emergency situation commenced when determining a final degree classification.
- 9.14 Where there is evidence to suggest that a student's performance has worsened as a result of the emergency situation, the Board of Examiners can recommend a higher classification is awarded to that student. Boards will determine this on the basis of module marks e.g., where a student's module marks obtained outside of the emergency situation are demonstrably at a higher classification than those during, it will recommend that the final classification is at a higher level. In making a recommendation for a higher classification, this would normally be limited to one classification band higher. In applying this exceptional regulation, it will normally be the case that School Boards of Examiners are in operation. School Boards will ratify final awards recommended by departmental Boards of Examiners under this exceptional regulation.
- 9.15 The College is responsible for communicating this change, if applied, to students. Boards of Examiners are responsible for applying the exceptional regulation to students when confirming final award outcomes.

Amending taught postgraduate classifications

- 9.16 Where a taught postgraduate cohort performance is impacted by an emergency situation, these exceptional regulations will allow a Board of Examiners to consider the overall performance profile of a student and to make a recommendation for a higher classification than that determined by the application of the degree algorithm alone.
- 9.17 Boards of Examiners can consider a postgraduate taught student's performance on the final project/dissertation in comparison to the student's overall performance across the remaining modules.
- 9.18 Where a student's performance in the final project/dissertation is lower than the performance on the remaining modules the Board should recommend a higher classification on this basis. When recommending a higher classification on this basis, this would normally be limited to one higher classification band. When operating exceptional academic regulations, the College will normally be operating School Boards of Examiners in addition to departmental boards. Departmental Boards of Examiners will therefore make recommendations to the School Board who will ratify the decision and confirm the application of the exceptional academic regulations to allow the award of the higher classification.
- 9.19 The College is responsible for communicating this change, if applied, to students. Boards of Examiners are responsible for applying the exceptional regulation to students when confirming final award outcomes.

Provisional award and classification outcomes

- 9.20 The award of a final qualification is normally dependant on a student's accumulation of all necessary credit for that award. However, for the duration of these Exceptional Academic Regulations, Boards may permit impacted students at the final stage/level of a degree to be considered for a provisional award and classification if the student has accumulated at least half of the final level/stage credits.
- 9.21 Provisional outcomes will be calculated on the basis of the modules passed with grades. These outcomes will be subject to alteration following the receipt of actual marks (moderated, externally examined and ratified).
- 9.22 Students can receive confirmation of the provisional award which will also make clear that if modules(s) is/are not subsequently passed or are passed at a lower than predicted grade, a lower award or classification may result. Alternatively, if a student performs better than their predicted grade, a higher award or classification may be confirmed. The Certificate/HEAR will not be issued/finalised until the outcome of the module(s) and award is confirmed.

Additional award dates

- 9.23 Where warranted by an emergency situation and the implementation of exceptional regulations, the College may determine additional award dates to those normally in place and as determined in the College's regulations and policies.

10 PSRB accredited programmes

- 10.1 Whilst these exceptional academic regulations can be applied by the College, programmes accredited by PSRBs may have different requirements such that the provisions set out here cannot be applied in full.
- 10.2 In an emergency situation, the College will be responsible for ensuring checks are made with PSRBs to determine any limitations in the application of the exceptional regulations to accredited programmes at the College. PSRB requirements will take precedence over the College's exceptional regulations where necessary.
- 10.3 Where the College's EAR cannot be applied to an accredited programme, once this has been confirmed, the Department will be responsible for communicating this to students.