

## **UWEHartpury Variant Academic Regulations and Force Majeure**

### **Summary of resulting status of Academic Regulations applying to UWEHartpury students.**

- Part A** As main UWE Bristol Academic Regulations.
- Part B** As main UWE Bristol Academic Regulations and to note that these should be read in conjunction with Hartpury's Admissions Policy.
- Part C** As main UWE Bristol Academic Regulations.
- Part D** As main UWE Bristol Academic Regulations with the UWE Bristol Force Majeure regulatory change.
- Part E** As main UWE Bristol Academic Regulations with approved variants to E2 and E4.
- Part F** As main UWE Bristol Academic Regulations with note that these should be read in conjunction with the approved variant Hartpury Assessment Cycle.
- Part G** As main UWE Bristol Academic Regulations with an approved variant to G1 and the UWE Bristol Force Majeure regulatory change to G4.
- Part H** As approved variant including reading in conjunction with approved variant principles and procedures for Extenuating Circumstances and Reasonable Adjustments.
- Part I** As main UWE Bristol Academic Regulations with the UWE Bristol Force Majeure regulatory change.
- Part J** As main UWE Bristol Academic Regulations.
- Part K** As main UWE Bristol Academic Regulations.
- Part L** As main UWE Bristol Academic Regulations.
- Part M** As main UWE Bristol Academic Regulations with the UWE Bristol Force Majeure regulatory change.
- Part N** As main UWE Bristol Academic Regulations with approved variant.
- Part O** As main UWE Bristol Academic Regulations with the UWE Bristol Force Majeure regulatory change.
- Part P** As main UWE Bristol Academic Regulations.
- Part Q** As main UWE Bristol Academic Regulations.
- Part R** As main UWE Bristol Academic Regulations.

**Part S** As main UWE Bristol Academic Regulations.

**Part T** As main UWE Bristol Academic Regulations.

**Part U** As main UWE Bristol Academic Regulations.

**Part V** As main UWE Bristol Academic Regulations.

**Note:** An approved variant title of Module Examination Board to replace Field Board and Programme Examination Board to replace Award Board.

## **Approved Variant Regulations for UWEHartpury Students**

The Approved Variant Regulations for UWEHartpury students come into effect from 8<sup>th</sup> March 2020.

### **E2. Module pass marks**

To pass, students must achieve the pass mark/s in the component and for the module overall.

For modules at levels 0 to 3 (FHEQ levels 3 to 6) if a student achieves less than 35% in a component, has a mark of 40% or higher for the module and has a resit available, they must resit that component. If the student achieves between 35% but less than 40% in both of the components, they cannot achieve the module pass mark and if eligible, must resit both components.

For modules at level M (FHEQ 7) if a student achieves less than 40% in a component, has a mark of 50% or higher for the module and has a resit available, they must resit that component. If the student achieves between 40% but less than 50% in both of the components, they cannot achieve the module pass mark and if eligible, must resit both components.

Within the same attempt, a student is not permitted to resit a component if the mark already achieved is 40% or above (levels 0-3/FHEQ levels 36) or 50% or above (level M/FHEQ level 7).

Once a module has been passed, a resit or retake is not permitted unless a Professional, Statutory or Regulatory Body requires it.

During the period of operation of the force majeure regulations a threshold pass mark of 'pass' and module outcome of 'pass' may be awarded to a student, for a module if:

- a) the assessment for a module has not been able to be completed as published to students and described in the module specification; and;
- b) assessment has determined that the student has demonstrated achievement of a minimum of all except one of the module's learning outcomes and any professional competencies component contained within a professional practice module.

### **E4. Condoning a marginal fail in a module**

If a student attempts a module but marginally fails it, an Award Board may allow them to retain the mark and be awarded the credit without the need to do a resit or retake.

An Award Board can condone a marginal fail when:

- the overall module mark is 37% or above at levels 0 – 3/FHEQ levels 3-6; or 47% or above at M level/FHEQ level 7;
- the learning outcomes of the programme have been met;
- the professional body allows it.

The Award Board cannot consider modules for condonation with a lower overall module mark even if the student has personal circumstances accepted.

Condoned modules may contribute to the credit total for the highest level of interim award for which a student is eligible.

Marginal failure may only be condoned if the student has concurrently achieved a mark in the condonable range and meets the credit requirements. There can be no retrospective condonation of a failed mark even if the minimum credit requirements are met at a later examination board.

All decisions to condone are final.

### Permitted maximums

a maximum of 30 credits at level 3 (0)	But overall a maximum of 45 credits can be condoned at levels 5 and 6.
a maximum of 30 credits at level 4 (1)	
a maximum of 30 credits at level 5 (2)	
a maximum of 30 credits at level 6 (3)	
a maximum of 30 credits at level 7 (M)	

### G1. Resits

- A resit is the opportunity to be assessed for a second time in an attempt, having failed to reach the required pass standard at the first sit.
- A student who does not pass the module after the resit will either be eligible for a further resit, a further attempt or will be deemed to have failed the module, as confirmed by a Programme Examination Board.

## **Part H: Assessment support processes**

### **H1. Late submission of work for assessment**

Late submission of an element of written assessment without documented and approved extenuating circumstances (see Extenuating Circumstances principles and procedures) is penalised in accordance with the following criteria:

- a. The range of marks for the element of assessment submitted up to 24 hours after the published deadline will have no penalty.
- b. The mark for the element of assessment submitted more than 24 hours after the published deadline will be 0% or 'not pass'.

The resultant mark for the element of assessment will be used in the calculation of the component and overall module marks and outcome.

### **H2. Processes to support students experiencing difficulties which impact on their ability to meet assessment deadlines**

Students are expected to plan their workload to avoid being impacted upon by circumstances of which they are already aware, and to have made reasonable effort to avoid being impacted upon by unforeseen events. However, if a significant and serious event arises then a student can use one of the procedures described in Hartpury's Extenuating Circumstances Principles and Procedures. These include assessment deadline extension, missed assessments and exceptional removal of a mark, recognising adverse circumstances affecting a whole student cohort or sub-cohort and suspension of studies procedures.

### **H3. Reasonable adjustments**

Reasonable adjustments will be provided where necessary, to reduce the impact of a circumstance having a substantial impact on a student's capacity to study and/or take assessments in the usual way. Where appropriate students may be eligible for adjustments to their exam arrangements, coursework deadlines or the method of assessment. This is described further in Hartpury's Reasonable Adjustments to Assessment Arrangements Principles and Procedures.

#### **N4. Method of calculation – general notes**

When business has been significantly disrupted by force majeure, and a student is eligible for an award with a differential level then provided both:

- a. A Programme Examination Board has been held in the current academic year prior to the force majeure; and;
- b. The student had marks validated by a Module Examination Board, for modules at the FHEQ academic level of the award at the time of that prior board;

Two calculations of differential level of award, made using the method outlined in N1, N2 and N3 of these regulations, will be completed.

1. A calculation based on the marks validated by a Module Examination Board at the time of the most recent Programme Examination Board prior to the force majeure – the prior differential level of award; and;
2. A calculation based on the marks validated by a Module Examination Board when eligible for the award post the force majeure – the post differential level of award.

If this prior differential level of award is higher than the differential award calculated at the time of the current board (post differential level) the student's profile will be identified and considered by the Programme Examination Board. The Programme Examination Board will recommend the higher differential level of award unless at least one of the criteria below are met, in which case the post differential level of the award will be recommended.

- a. If no credits awarded at the FHEQ academic level of award were achieved with marks of at least the upper boundary.
- b. If the only credits achieved at the FHEQ academic level of award in the upper boundary have confirmed assessment offences on the current assessments.

#### **Borderline Criteria**

The Programme Examination Board will consider recommending students whose final award aggregate falls within 1.5% of a differential award boundary for the higher differential level of award. The following factors may justify this recommendation:

- The majority of credits at the highest FHEQ academic level are in at least the upper boundary.
- Where there is an equal amount of credits (at the highest FHEQ academic level) in at least the upper boundary as in the lower boundary, the mark for the distinctive module(s) of the programme is in the upper boundary.

Modules with accepted Extenuating Circumstances (including Adverse Group Circumstances) or with marks confirmed when business has been significantly disrupted by force majeure recorded as affecting their current module mark shall not contribute to calculations of credit totals in the lower boundary.

### **Assessment Cycle – Variant principles and procedures**

- Amend Stage 2, point 4 to clarify that during the approval of new assessment briefs in response to these exceptional circumstances the external examiner may not have scrutinised them. Typically the new assessment briefs have been produced following consideration of the originally approved brief and previous external examiner comments.

### **Extenuating Circumstances – Variant principles and procedures**

- Amend self-certification principles to suspend the constraint that self-certification may only be used once during each academic year.
- Clarify that self-certification can be used to evidence circumstances that extend beyond five days.