

## Force majeure regulations

Under Academic Regulation S3, the Chair of Academic Board may formally invoke mitigating processes in response to circumstances where University's business has been significantly disrupted by force majeure. On 17<sup>th</sup> March 2020, Steve West formally invoked mitigating processes as a result of the significant disruption to teaching and assessment arising from the escalation of the Covid-19 pandemic in the UK and internationally.

This document sets out changes made to UWE's published Academic Regulations for the 2019/20 academic year arising from force majeure disruption. If a regulation is not listed below, then there is no change. Unless stated otherwise, the force majeure regulations cover all programmes where the University of the West of England is the awarding body, including programmes delivered at partners. The regulations take precedence over other regulations relating to student classification and progression and over the regulations governing the quoracy for meetings of Boards of Examiners. Regulations relating to appeals processes remain in force during periods of disruption caused by force majeure. In the case of variant regulations, the Chair of Academic Board will decide which regulations will prevail.

In circumstances where there are Professional, Statutory and Regulatory Body (PSRB) requirements which must be met in addition to our Regulations, faculties will be responsible for communicating the implications of these requirements to students, and Award Boards will assure that appropriate processes were in place to mitigate disruption to graduating students while maintaining these additional requirements.

### Changes to Academic Regulations – Undergraduate and Postgraduate Taught

Existing regulation	Force majeure regulation							
<p><b>Part D: Module types</b></p> <p><b>D1. Classification of module types</b></p> <table border="1" data-bbox="195 1247 1166 1869"> <thead> <tr> <th data-bbox="195 1247 1166 1287">Standard modules</th> </tr> </thead> <tbody> <tr> <td data-bbox="195 1293 1166 1373"> <ul style="list-style-type: none"> <li>The default type of module. Unless otherwise stated in the module specification, a module is classed as a standard module.</li> </ul> </td> </tr> <tr> <td data-bbox="195 1379 1166 1459"> <ul style="list-style-type: none"> <li>Must have one component of controlled conditions assessment (A) which counts for at least 25% of the overall module mark.</li> </ul> </td> </tr> <tr> <td data-bbox="195 1465 1166 1545"> <ul style="list-style-type: none"> <li>May have a second component of assessment (B) which does not have to be taken under controlled conditions.</li> </ul> </td> </tr> <tr> <td data-bbox="195 1551 1166 1671"> <ul style="list-style-type: none"> <li>Component marks and the module mark are expressed as percentages. This will either be a weighted average of two components, or if there is only one component (A) the mark for (A).</li> </ul> </td> </tr> <tr> <td data-bbox="195 1677 1166 1797"> <ul style="list-style-type: none"> <li>At levels 0 and 1 <b>only</b>, if there are two components, one component may be assessed as pass/fail. The overall module mark will be the mark for the other component.</li> </ul> </td> </tr> <tr> <td data-bbox="195 1803 1166 1869"> <ul style="list-style-type: none"> <li>A student has the right to two attempts. Within each they have one sit and one resit, normally taken within the same academic session.</li> </ul> </td> </tr> </tbody> </table>	Standard modules	<ul style="list-style-type: none"> <li>The default type of module. Unless otherwise stated in the module specification, a module is classed as a standard module.</li> </ul>	<ul style="list-style-type: none"> <li>Must have one component of controlled conditions assessment (A) which counts for at least 25% of the overall module mark.</li> </ul>	<ul style="list-style-type: none"> <li>May have a second component of assessment (B) which does not have to be taken under controlled conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Component marks and the module mark are expressed as percentages. This will either be a weighted average of two components, or if there is only one component (A) the mark for (A).</li> </ul>	<ul style="list-style-type: none"> <li>At levels 0 and 1 <b>only</b>, if there are two components, one component may be assessed as pass/fail. The overall module mark will be the mark for the other component.</li> </ul>	<ul style="list-style-type: none"> <li>A student has the right to two attempts. Within each they have one sit and one resit, normally taken within the same academic session.</li> </ul>	<p><b>Part D: Module types</b></p> <p>During the period of operation of the force majeure regulations the requirement for modules to include one component of controlled conditions assessment is suspended unless still required by a PSRB.</p>
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<ul style="list-style-type: none"> <li>No marks are carried over between attempts.</li> </ul> <p><b>Project modules</b></p> <ul style="list-style-type: none"> <li>Has only one component of controlled conditions assessment (A). This requires the completion of a project, dissertation or similar piece of extended, individual or group work.</li> </ul> <p><b>To note:</b> Professional practice modules have one component which is the assessment of professional competencies and Masters Dissertations modules mirror project modules.</p>	
<p><b>E2. Module pass marks</b></p> <p>To pass, students must achieve the pass mark/s in the component <b>and</b> for the module overall.</p> <p>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.</p> <p><b>Level M (FHEQ level 7)</b></p> <p>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.</p> <p>Within the same attempt, a student is <b>not</b> permitted to resit a component if the mark already achieved is 40% or above (levels 0-3/FHEQ levels 3-6) or 50% or above (level M/FHEQ level 7).</p> <p>Once a module has been passed, a resit or retake is not permitted unless a Professional, Statutory or Regulatory Body requires it.</p>	<p><b>E2. Module pass marks</b></p> <p>During the period of operation of the force majeure regulations the pass mark requirements for components and modules remain. However, where appropriate, examination boards will be able to take the following actions where a student has not completed all of the assessment elements as set out in the module specification.</p> <p>Where all programme learning outcomes have been met (and PSRB requirements where relevant), and the University has determined not to set alternative assessment(s), a module mark will be calculated based upon the marks already achieved. Where appropriate this may mean:</p> <ul style="list-style-type: none"> <li>Awarding a component mark based on the elements which have been assessed;</li> <li>Awarding a module mark based on one component which has been assessed;</li> <li>If there is more than one mark to select from, it will be the highest mark which is applied to elements or components which have not been assessed.</li> <li>If the missing mark is part of a large credit-rated module (i.e. 45 credits or greater) the board's decision may be based on evidence from any contributing elements that may be available and previously marked;</li> <li>Applying personal circumstances to the student's record in order to use the 80% rule to accept failure to pass a module/s in order to offer an award.</li> </ul> <p>Where programme learning outcomes (and PSRB requirements where relevant) have not been met, or a student has not sat an alternative assessment, the following actions may be taken:</p> <ul style="list-style-type: none"> <li>Allowing the student to resit the failed element(s) or component(s) for an uncapped mark (provided they are not already capped);</li> <li>Applying personal circumstances to the student's record to allow for a further attempt.</li> </ul>
<p><b>E4. Condoning a marginal fail in a module</b></p> <p>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.</p> <p>An Award Board can condone a marginal fail when:</p>	<p><b>E4. Condoning a marginal fail in a module</b></p> <p>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.</p> <p>An Award Board can condone a marginal fail when:</p> <ul style="list-style-type: none"> <li>the overall module mark is normally 37% or above at levels 0 – 3/FHEQ levels 3-6; or normally 47% or above at M level/FHEQ level 7;</li> </ul>

- 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 student has passed a minimum of 90 credits at the same level or above;
- the learning outcomes of the module 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 0;	Overall a maximum of 30 credits can be condoned at levels 0 and 1.
a maximum of 30 credits at level 1;	
a maximum of 30 credits at level 2;	Overall a maximum of 45 credits can be condoned at levels 2 and 3.
a maximum of 30 credits at level 3;	
a maximum of 30 credits at M level.	

#### 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.
- If a student is required to resit a component because they have not passed it, or the module overall, they will be required to submit all resit elements for that component as identified in the module specification. This will be the case even if, at the first sit, the student completed some or all of the assessments or if they had personal circumstances accepted.

#### G3. Marks capping – general information

- the student has passed a minimum of 90 credits at the same level or above;
- the programme-level learning outcomes have been met;
- the professional body allows it.

The Award Board may in exceptional circumstances consider modules for condonation with a lower overall module mark, however it must record the reason for this exception.

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

Marginal failure may normally only be condoned if the student has concurrently achieved a condonable mark **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.

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#### 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.
- If a student is required to resit a component because they have not passed it, or the module overall, they will normally be required to resit the elements that they did not pass at the first sit.

#### G3. Marks capping – general information

<ul style="list-style-type: none"> <li>• Capping is the restriction of a mark gained when resitting or retaking. It can be applied at all levels.</li> <li>• Once a mark is capped, it cannot be uncapped.</li> <li>• The actual mark achieved for a capped module is recorded on a student's Certificate of Credit.</li> </ul>	<p>As left</p>
<p><b>G4. Marks capping – resits</b></p> <ul style="list-style-type: none"> <li>• Students who successfully resit a component will be capped at 40% (levels 0-3/FHEQ levels 3-6) or 50% (level M/FHEQ level 7).</li> <li>• If the module has two components and the student only needs to resit one, the overall module mark is partially capped. The mark for the other component is not capped.</li> <li>• If a student needs to resit two components the overall module mark will be fully capped at 40% (levels 0-3/FHEQ levels 3-6) or 50% (level M/FHEQ level 7).</li> <li>• For the purposes of classification for honours or a differential level of award, the partially or fully capped mark is the one used in the calculation.</li> </ul>	<p><b>G4. Marks capping – resits</b></p> <p>In addition to above:</p> <ul style="list-style-type: none"> <li>• Where a Field Board confirms that a student is required to resit an element or a component during the operation of the force majeure regulations, the component mark will not be capped at the following sit unless it is already capped.</li> <li>• Where a component mark has already been capped by a Field Board (for example during a retake), the component mark will continue to be capped</li> </ul>
<p><b>H1. Late submission of work for assessment</b></p> <p>The mark for an element of assessment submitted up to 24 hours after the published deadline will be penalised.</p> <p>The marks penalty will be applied to the element of assessment as follows:</p> <ul style="list-style-type: none"> <li>• Levels 0 – 3 (FHEQ levels 3 - 6) A mark of more than 40% will be reduced to 40%.</li> <li>• Level M (FHEQ level 7) A mark of more than 50% will be reduced to 50%.</li> </ul> <p>The reduced mark for the element will be used in the calculation of the overall module outcome.</p> <ul style="list-style-type: none"> <li>• A mark lower than 40% (levels 0 - 3 / FHEQ levels 3 - 6) or 50% (level M / FHEQ level 7) will stand and will be used in the calculation of the overall module outcome.</li> <li>• An assessment taken under a pass/fail marking scheme will have no penalty if the work is submitted within 24 hours of the published deadline.</li> <li>• After the 24 hour 'window' has elapsed, work will not be accepted and will be recorded as a non-submission.</li> <li>• If a student has a valid reason for requiring more time to submit an assessment they may use the five working day extension or Reasonable Adjustments process.</li> </ul>	<p><b>H1. Late submission of work for assessment</b></p> <p>During the period of operation of the force majeure regulations the 24 hour window will not apply.</p> <p>Once the deadline date and time has expired work will not be accepted and will be recorded as a non-submission.</p>

<p><b>H2. Five working day extension process.</b></p> <p>Students are expected to plan their workload to avoid being impacted upon by a minor illness or other cause. However, if a <b>significant</b> and <b>serious</b> event arises shortly before the published hand-in deadline for an individual coursework assignment which may prevent submission and for which a student can provide original, independent documentary evidence, they may apply for a <a href="#">five working day extension</a>.</p>	<p><b>H2. Five working day extension process.</b></p> <p>During the period of operation of the force majeure regulations, students can request a <a href="#">five working day extension</a> to a deadline for an individual coursework assignment. There will be no requirement to provide evidence.</p>
<p><b>H3. Missed assessments process</b></p> <p>If a student has a valid reason (e.g. illness) for not completing an assessment they may use the <a href="#">missed assessments process</a>. However, if they choose to <b>submit an assessment or attend an exam</b>, it will not be possible to use it.</p>	<p><b>H3. Missed assessments process</b></p> <p>The missed assessments process and its restrictions as set out in the code of practice are suspended for the duration of the force majeure regulations. Students do not need to submit an application for assessments affected during this period</p>
<p><b>I.2 How students become eligible for an award</b></p> <p>An award may be granted only when the following conditions are fulfilled:</p> <ul style="list-style-type: none"> <li>the student must have successfully completed the required number of credits at the level(s) specified for that award except where an examining board determines otherwise (e.g. aegrotat or posthumous awards);</li> <li>the student was registered on a University approved award at the time of their assessment and has paid the appropriate tuition fees to the University/affiliated institution;</li> <li>the faculty or affiliated institution has confirmed the student has completed a University approved award;</li> <li>the award has been recommended by an appropriately convened examining board;</li> <li>the recommendation for the award has been signed by the Chair of the examining board confirming that the recommendations have received the written consent of the External Examiner;</li> <li>the student has no outstanding obligations to the University</li> </ul>	<p><b>I.2 How students become eligible for an award</b></p> <p>An award may be granted only when the following conditions are fulfilled:</p> <ul style="list-style-type: none"> <li>the student must have successfully completed the required number of credits at the level(s) specified for that award except where an examining board determines otherwise (e.g. aegrotat or posthumous awards or during the operation of force majeure regulations);</li> <li>the student was registered on a University approved award at the time of their assessment and has paid the appropriate tuition fees to the University/affiliated institution;</li> <li>the faculty or affiliated institution has confirmed the student has completed a University approved award;</li> <li>the award has been recommended by an appropriately convened examining board;</li> <li>the recommendation for the award has been signed by the Chair of the examining board confirming that the recommendations have received the written consent of the External Examiner (this may be varied in exceptional circumstances where the Chair or External Examiner is ill);</li> <li>the student has no outstanding obligations to the University</li> </ul>
<p><b>Part N: Calculating award outcomes</b></p> <p>The University has approved methods for the calculation of award outcomes.</p>	<p><b>Part N: Calculating award outcomes</b></p> <p>The University has approved methods for the calculation of award outcomes.</p> <p>During the period of operation of the force majeure regulations, in addition to the Classification algorithms set out in Regulations N1, N2 and N3 the University will operate a 'No Detriment' Policy. This means that, where a student meets the requirements for an award, award boards will ensure:</p>

	<ul style="list-style-type: none"> <li>The overall level calculation for the highest level of study attempted in 2019/20 as per regulations N1, N2 and N3, is at least as high as the weighted average of all assessments a student submitted during academic year 2019/20 up until 18th March 2020.</li> </ul> <p>In practice:</p> <ul style="list-style-type: none"> <li>(RE N1) where a Level 3 UG student completes the credit requirements for their programme and had a weighted average of 63 for level 3 assessments in 2019/20 up until 18th March, but the best marks over 100 credits at Level 3 was 65, the 65 would be used to calculate the undergraduate award outcome. Where the best marks over 100 credits for the same student was 61, the award outcome would be recalculated by the award board substituting 63 instead under the 'No Detriment' Policy.</li> <li>(RE N1) where a Level 2 UG student, had a weighted average of 55 for Level 2 assessments in 19/20 up to 18<sup>th</sup> March, but at the point of consideration for their final award their best marks over 100 credits at Level 2 was 60, then the 60 would be used to calculate the undergraduate award outcome. Where the best marks over 100 credits at level 2 was 49, the award outcome would be recalculated by the award board substituting 55 for the 49, under the 'No Detriment' Policy.</li> <li>(RE N3) where a Masters student completes the credit requirements for their programme and had a weighted average of 62 for assessments up until 18th March 2020, but at the end of their programme their weighted average over any combination of modules totalling 120 credits was 58, the award outcome would be a merit.</li> </ul>
<p><b>Part O: Publication of results</b></p> <ul style="list-style-type: none"> <li>At the end of each academic session the University will release notification of module marks, grades and credit information individually to students.</li> <li>If an Award Board is due to meet within 15 working days of the Field Board, the notification will be issued after the Award Board.</li> <li>Students who are enrolled on modules but not registered for an award will receive their notification following the meeting of the relevant Field Board.</li> <li>Publication of overall results and awards will normally take place no later than five working days after their approval by the Award board. Publication on a later date will be subject to the agreement of Director of Student and Academic Services in consultation with the Chair of the board.</li> <li>Publication will be solely by an electronic means approved and designated for this purpose which students are individually responsible for accessing.</li> </ul>	<p><b>Part O: Publication of results</b></p> <ul style="list-style-type: none"> <li>At the end of each academic session the University will release notification of module marks, grades and credit information individually to students.</li> <li>If an Award Board is due to meet within 15 working days of the Field Board, the notification will be issued after the Award Board.</li> <li>Students who are enrolled on modules but not registered for an award will receive their notification following the meeting of the relevant Field Board.</li> <li>For the duration of the operation of the force majeure regulations where it is not possible to publish overall results and awards no later than five working days after their approval by the Award Board, the date of publication will be subject to the agreement of Director of Student and Academic Services in consultation with the Chair of the board.</li> <li>Publication will be solely by an electronic means approved and designated for this purpose which students are individually responsible for accessing.</li> </ul>

## Changes to PGR regulations

During the period of operation of the force majeure regulations the requirement for PGRs to attend progression examination viva, progress review meetings and final assessment viva in person is relaxed. Where the University is confident that these vivas/meetings can take place by other means without loss of confidentiality or academic integrity it will approve arrangements to do so. In the case of final assessment such arrangements will be made on an individual basis in consultation with examiners, supervisors and independent chairs.

These regulations apply in all cases and cover all doctoral research programmes (including the research phase of Professional Doctorate awards), and the MPhil delivered under the UWE regulations. In cases of doubt they will take place over regulations at PGR Parts 11.,13 and 14.

Existing PGR Regulations	Force majeure regulations
<p><b>Part 3. Applications and Admissions</b></p> <p><b>PGR 3.3 Offer of a place</b></p> <p><b>PGR3.3.1R</b> Successful applicants will only receive a formal offer with terms and conditions, after a successful formal interview.</p>	<p><b>Part 3. Applications and Admissions</b></p> <p><b>PGR 3.3 Offer of a place</b></p> <p><b>PGR3.3.1R</b> Successful applicants will only receive a formal offer with terms and conditions, after a successful formal interview.  During the period of force majeure regulations interviews may take place by video conferencing using software approved by the University.</p>
<p><b>Part 4. Postgraduate Researcher Registration</b></p> <p><b>PGR4.2.2R</b> A PGR can apply for suspension from their registration if they are unable to work on their research degree due to health or other acceptable reasons. The FRDC will not normally approve a suspension of more than one year at a time.</p> <p><b>PGR4.2.3R</b> Where recommended by the FRDC, the Research Degrees Award Board may extend the PGR’s registration where there are acceptable reasons, presented with appropriate supporting evidence and a realistic timescale for completion.  (See also information about personal circumstances at Part 7 of these PGR Regulations.)</p>	<p><b>Part 4. Postgraduate Researcher Registration</b></p> <p><b>PGR4.2.2R</b> A PGR can apply for suspension from their registration if they are unable to work on their research degree due to health or other acceptable reasons. The FRDC will not normally approve a suspension of more than one year at a time. <b>During the period of operation of the force majeure regulations there will be no requirement to supply supporting evidence for covid-19 related circumstances, whether personal or professional.</b></p> <p><b>PGR4.2.3R</b> Where recommended by the FRDC, the Research Degrees Award Board may extend the PGR’s registration where there are acceptable reasons, presented <b>together</b> with a realistic timescale for completion. <b>During the period of operation of the force majeure regulations there will be no requirement to supply supporting evidence for covid-19 related circumstances, whether personal or professional.</b></p> <p>(See also information about personal circumstances at Part 7 of these PGR Regulations.)</p>
<p><b>Part 7a. Personal Circumstances for Postgraduate Researchers</b></p> <p><b>PGR7.2.4R [Extract]</b>  In all cases with the exception of five days extension by self-certification, appropriate supporting evidence will be required. Processes for making applications are described in <a href="#">Graduate School PGR personal circumstances guidance</a>, available on the Graduate School website.</p>	<p><b>Part 7a. Personal Circumstances for Postgraduate Researchers</b></p> <p><b>PGR7.2.4R [Extract]</b>  <b>During the period of operation of the force majeure regulations there will be no requirement to supply supporting evidence for covid-19 related circumstances, whether personal or professional.</b> Processes for making applications are described in <a href="#">Graduate School PGR personal circumstances guidance</a>, available on the Graduate School website.</p>
<p><b>Part 8. Supervision Teams and the Supervision process</b></p> <p><b>PGR8.2 The supervision process</b></p> <p><b>PGR8.2.1R</b> The supervisory team is responsible for meeting with the candidate regularly, discussing progress made and agreeing any actions and objectives.</p>	<p><b>Part 8. Supervision Teams and the Supervision process</b></p> <p><b>PGR8.2 The supervision process</b></p> <p><b>PGR8.2.1R</b> The supervisory team is responsible for meeting with the candidate regularly, discussing progress made and agreeing any actions and objectives. <b>With the agreement of all parties involved supervisions may take place online using video conferencing software as long as confidentiality and authenticity can be maintained.</b></p>

<p><b>Part 9. Registration of the research project (RD1)</b></p> <p><b>PGR9.3.1R</b> Any fundamental or major change to the overall aims, scope or methodology of the research project requires the approval of the Faculty Research Degrees Committee using the appropriate RD form. (See also PGR8.3 and PGR8.7.1)</p> <p>Explanatory note: examples of acceptable reasons for change include, but are not limited to, the following:</p> <p>A change in the PGR’s employment; Lack of successful development of the project in its original form; A change to a collaborative agreement or contract, including funding; A change in access to resources or data previously agreed that cannot be resolved</p>	<p><b>Part 9. Registration of the research project (RD1)</b></p> <p><b>PGR9.3.1R</b> Any fundamental or major change to the overall aims, scope or methodology of the research project requires the approval of the Faculty Research Degrees Committee using the appropriate RD form. (See also PGR8.3 and PGR8.7.1)</p> <p>Explanatory note: examples of acceptable reasons for change include, but are not limited to, the following:</p> <p>A change in the PGR’s employment; Lack of successful development of the project in its original form; A change to a collaborative agreement or contract, including funding; A change in access to resources or data previously agreed that cannot be resolved; <b>A change in methodology or data collection, or other change due to Covid-19 restrictions.</b></p>
<p><b>Part 11. The progression examination</b></p> <p><b>PGR 11.3 Format of the progression examination</b></p> <p><b>PGR11.3.2R</b> All PGRs are required to attend the viva voce examination in person at the location and on the date specified by the University. This will normally be at one of the University’s campus sites, unless otherwise specified for PGRs within an approved academic agreement or schedule thereto between the University and the affiliated academic institution.</p>	<p><b>Part 11. The progression examination</b></p> <p><b>PGR 11.3 Format of the progression examination</b></p> <p><b>PGR11.3.2R</b> All PGRs are required to attend the viva voce examination in person at the location and on the date specified by the University. This will normally be at one of the University’s campus sites, unless otherwise specified for PGRs within an approved academic agreement or schedule thereto between the University and the affiliated academic institution. <b>When force majeure regulations are in operation however, and with the agreement of all parties, the Progression Exam Viva may be conducted on-line using video conferencing software, or via live-time email interaction with the examiners. Directors of Studies are responsible for ensuring that confidentiality and academic integrity is maintained.</b></p> <p><b>(NB. Separate guidance has been issued to Supervisors and PGRs)</b></p>
<p><b>Part 14. Final Assessment</b></p> <p><b>PGR14.2 Forms of assessment for MPhil and Doctoral level research based awards</b></p> <p><b>PGR14.2.1R</b> MPhil and Doctoral level research based awards (MPhil, PhD, Professional Doctorate degrees) are assessed by submission of a written thesis and a viva voce (oral) examination.</p>	<p><b>Part 14. Final Assessment</b></p> <p><b>PGR14.2 Forms of assessment for MPhil and Doctoral level research based awards</b></p> <p><b>PGR14.2.1R</b> MPhil and Doctoral level research based awards (MPhil, PhD, Professional Doctorate degrees) are assessed by submission of a written thesis and a viva voce (oral) examination. <b>When force majeure regulations are in operation the means by which the written thesis is submitted, and the way in which the viva is conducted will be accordance with procedural guidance provided by the Graduate School on behalf of the Research Degrees Award Board.</b></p> <p><b>Viva location</b></p> <p><b>PGR14.2.7R</b> All candidates are required to attend the viva voce examination in person at the location and on the date specified by the University. This will normally be at one of the University’s campus sites, unless otherwise specified for PGRs</p>



<p><b>Viva location</b></p> <p><b>PGR14.2.7R</b> All candidates are required to attend the viva voce examination in person at the location and on the date specified by the University. This will normally be at one of the University's campus sites, unless otherwise specified for PGRs within an approved academic agreement or schedule thereto between the University and an affiliated academic institution.</p>	<p>within an approved academic agreement or schedule thereto between the University and an affiliated academic institution.</p> <p>When force majeure regulations are in operation however, the Viva voce examination may be conducted on-line using video conferencing software that has been approved by the University.</p>
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## Changes to Codes of practice, policies and procedures supporting the Academic Regulations

<h3>Support processes code of practice</h3>	
<p><b>3.1 Overview</b></p> <p>A student may use the missed assessments process if they do not submit an assessment or do not attend an examination or other controlled conditions assessment such as a presentation. Students must ensure they have read regulation F1 before submitting an application for a missed assessment.</p> <p>If a student has chosen to submit an assessment or attend an exam, they have made a judgement they were fit to do so and so cannot apply under the missed assessments process.</p> <p>Applications accepted for missed assessments will subsequently be rejected if a student goes onto submit their work after making an application.</p>	<p><b>3.1 Overview</b></p> <p>The missed assessments process is suspended for the duration of the force majeure regulations. Students do not need to submit an application if they wish to be uncapped for assessments affected during this period. Exceptionally, under these regulations, students will be eligible to be considered for an uncapped resit if they attempt, but fail an assessment taken during this period.</p> <p>Students do not need to submit an application if they wish to be considered under the 80% rule or for an extra attempt during this period. The examination board will consider each student's profile individually and take appropriate action.</p>
<h3>Exam Board code of practice</h3>	
<p><b>Examining board quorum</b></p> <p>An examining board meeting is quorate if at least two-thirds of the members eligible to attend* are present.</p> <p>*where a virtual board is held attendance is defined as engaging in the board virtually.</p> <p>An examining board must include an external examiner; either in person or contributing via a video, web, telephone or other link, in order to have the authority to grant credit or an award to students.</p>	<p><b>Examining board quorum</b></p> <p>As main regulations.</p>

<p>However, when a Field Board is considering results for the resit of a module, it may award credit for that module without the relevant external examiner being present; providing the Module Leader has confirmed to the Chair in advance that due process in the setting, marking and moderation of assessment has been followed and there are no other issues that require discussion.</p>	
<p><b>Examining board membership</b></p> <p>Field Board membership:</p> <ul style="list-style-type: none"> <li>○ the Executive Dean, or authorised nominee (an appropriately senior member of academic staff) of the faculty having academic responsibility for the field (Chair)</li> <li>○ the field leader;</li> <li>○ the module leader, or nominee, for all modules within the jurisdiction of the board under consideration at the meeting*;</li> <li>○ the field external examiner(s) responsible for modules within the jurisdiction of the board under consideration at the meeting;</li> <li>○ the Director(s) of UG/PG studies or equivalent(s) from the faculty having academic responsibility for the field;</li> <li>○ representation, as appropriate, from academic partners.</li> </ul> <p>*When a field board is considering results for the resit of a module, if the module leader has already confirmed the marks in writing and there are no other issues for discussion then at the discretion of the Chair, they are not required to attend the board.</p> <p>All members of the examining board should attend meetings of the board. By prior agreement from the Chair, a nominee may act as a representative. Members may nominate a colleague to attend in their place provided that person is able to fully participate in the business of the board with regard to the module/s or award/s they are representing.</p>	<p><b>Examining board membership</b></p> <p>For the duration of the operation of the force majeure regulations, the Exam Board code of practice remains in operation with the following revisions:</p> <p>Field Board membership:</p> <ul style="list-style-type: none"> <li>○ the Executive Dean, or authorised nominee (an appropriately senior member of academic staff) of the faculty having academic responsibility for the field (Chair)</li> <li>○ the field leader;</li> <li>○ the module leader, or nominee, only for those modules under consideration at the meeting*;</li> <li>○ the field external examiner(s) responsible for those level 3 and level M modules only under consideration at the meeting;</li> <li>○ the Director(s) of UG/PG studies or equivalent(s) from the faculty having academic responsibility for the field;</li> <li>○ representation, as appropriate, from academic partners.</li> </ul> <p>*If the module leader has already confirmed the marks in writing and there are no other issues for discussion then at the discretion of the Chair, they are not required to attend the board and will be excluded from the quoracy.</p> <p><b>To note:</b></p> <p>*this practice already exists for resits, for the purposes of the FM regulations, we could extend it to the first sit boards.</p> <p>'in writing' includes confirming marks via Sharepoint.</p> <p>By prior agreement from the Chair, a nominee may act as a representative. Members may nominate a colleague to attend in their place provided that person is able to fully participate in the business of the board with regard to the module/s or award/s they are representing. [N.B. This paragraph appears only once in the code of practice, but it is repeated here as the membership of each board has been separated out just for clarity in this paper].</p>
<p><b>Examining board membership</b></p> <p>Award Board membership:</p> <ul style="list-style-type: none"> <li>• the Executive Dean, or authorised nominee (an appropriately senior member of academic staff), of the faculty holding academic responsibility for the modular scheme (Chair);</li> <li>• the Director of UG/PG studies or equivalent;</li> <li>• the Heads of Department and/or designated members with responsibility for the award(s)</li> <li>• chief external examiner;</li> </ul>	<p><b>Examining board membership</b></p> <p>Award Board membership:</p> <ul style="list-style-type: none"> <li>• the Executive Dean, or authorised nominee (an appropriately senior member of academic staff), of the faculty holding academic responsibility for the modular scheme (Chair);</li> <li>• the Director of UG/PG studies or equivalent;</li> <li>• the Heads of Department and/or designated members* with responsibility only for programmes where awards are being conferred;</li> <li>• chief external examiner;</li> <li>• for awards carrying professional recognition or accreditation, such other external examiners as are approved to represent the relevant professional body(ies) for awards under consideration by the board;</li> </ul>

<ul style="list-style-type: none"> <li>for awards carrying professional recognition or accreditation, such other external examiners as are approved to represent the relevant professional body(ies) for awards under consideration by the board;</li> <li>representation, as appropriate, from academic partners.</li> </ul> <p>All members of the examining board should attend meetings of the board. By prior agreement from the Chair, a nominee may act as a representative. Members may nominate a colleague to attend in their place provided that person is able to fully participate in the business of the board with regard to the module/s or award/s they are representing.</p>	<ul style="list-style-type: none"> <li>representation, as appropriate, from academic partners.</li> </ul> <p>*If a programme leader (included above as a 'designated member') has already confirmed the student profiles in writing and there are no other issues for discussion then at the discretion of the Chair, they are not required to attend the board and will be excluded from the quoracy.</p> <p><b>To note:</b> this is not an existing practice, but mirrors that which currently applies to only to resit Field Boards and module leaders</p> <p>By prior agreement from the Chair, a nominee may act as a representative. Members may nominate a colleague to attend in their place provided that person is able to fully participate in the business of the board with regard to the module/s or award/s they are representing. [N.B. This paragraph appears only once in the code of practice, but it is repeated here as the membership of each board has been separated out just for clarity in this paper].</p>
<h3>Examining board membership</h3> <p>Single tier Award Board membership:</p> <ul style="list-style-type: none"> <li>the Executive Dean, or authorised nominee (an appropriately senior member of academic staff), of the faculty holding academic responsibility for the single-tier award (Chair);</li> <li>the award leader;</li> <li>the module leader, or nominee, for all modules within the jurisdiction of the board under consideration at the meeting;</li> <li>the Director of UG/PG studies or equivalent;</li> <li>the Heads of Department and/or designated members with responsibility for the award(s)</li> <li>the single-tier chief external examiner/s and all other external examiners appointed to the award;</li> <li>for awards carrying professional recognition or accreditation, such other external examiners as are approved to represent the relevant professional body(ies) for awards under consideration by the board;</li> <li>representation, as appropriate, from academic partners.</li> </ul> <p>All members of the examining board should attend meetings of the board. By prior agreement from the Chair, a nominee may act as a representative. Members may nominate a colleague to attend in their place provided that person is able to fully participate in the business of the board with regard to the module/s or award/s they are representing.</p>	<h3>Examining board membership</h3> <p>Single tier Award Board membership:</p> <ul style="list-style-type: none"> <li>the Executive Dean, or authorised nominee (an appropriately senior member of academic staff), of the faculty holding academic responsibility for the single-tier award (Chair);</li> <li>the programme leader;</li> <li>the module leader, or nominee, only for those modules under consideration at the meeting*;</li> <li>the Director of UG/PG studies or equivalent;</li> <li>the Heads of Department and/or designated members* with responsibility for the award(s)</li> <li>the single-tier chief external examiner/s and all other external examiners appointed to the award only for level 3 and M modules and for programmes where awards are to be conferred;</li> <li>for awards carrying professional recognition or accreditation, such other external examiners as are approved to represent the relevant professional body(ies) for awards under consideration by the board;</li> <li>representation, as appropriate, from academic partners.</li> </ul> <p>*If the module leader has already confirmed the marks in writing and there are no other issues for discussion then at the discretion of the Chair, they are not required to attend the board and will be excluded from the quoracy.</p> <p>*If a programme leader (included about as a 'designated member') has already confirmed the student profiles in writing and there are no other issues for discussion then at the discretion of the Chair, they are not required to attend the board and will be excluded from the quoracy.</p> <p>By prior agreement from the Chair, a nominee may act as a representative. Members may nominate a colleague to attend in their place provided that person is able to fully participate in the business of the board with regard to the module/s or award/s they are representing. [N.B. This paragraph appears only once in the code of practice, but it is repeated here as the membership of each board has been separated out just for clarity in this paper].</p>
<h3>Field Board Terms of Reference</h3> <p>A Field Board is responsible for determining in relation to all modules within the field(s) assigned to the board:</p> <ol style="list-style-type: none"> <li>that all assessments undertaken for modules are properly scrutinised and marked;</li> <li>that all assessments are properly conducted;</li> </ol>	<h3>Field Board Terms of Reference</h3> <p>A Field Board is responsible for determining in relation to all modules within the field(s) assigned to the board:</p> <ol style="list-style-type: none"> <li>that all assessments undertaken for modules are properly scrutinised and marked;</li> <li>that all assessments are properly conducted;</li> <li>the impact, if any, of adverse circumstances affecting the delivery or assessment of a module on the performance of an identifiable cohort or an identifiable sub-group within a cohort on a component of assessment or a module as a whole;</li> <li>the mark or decision to pass/not pass made in respect of each student for assessment, resit or retake on each module;</li> </ol>

<ol style="list-style-type: none"> <li>3. the impact, if any, of adverse circumstances affecting the delivery or assessment of a module on the performance of an identifiable cohort or an identifiable sub-group within a cohort on a component of assessment or a module as a whole;</li> <li>4. the mark or decision to pass/not pass made in respect of each student for assessment, resit or retake on each module;</li> <li>5. the award of credit to a student where assessed performance meets the minimum threshold required for a pass in each module in accordance with the Academic Regulations;</li> <li>6. any matters arising from the analysis of assessment data for modules within the board's jurisdiction including discussions on module quality and enhancement.</li> </ol>	<ol style="list-style-type: none"> <li>5. the award of credit to a student where assessed performance meets the minimum threshold required for a pass in each module in accordance with the force majeure Academic Regulations;</li> <li>6. any matters arising from the analysis of assessment data for modules within the board's jurisdiction including discussions on module quality and enhancement.</li> </ol>
<p><b>Award Board Terms of Reference</b></p> <p>An Award Board is responsible for determining all taught awards within a faculty:</p> <ol style="list-style-type: none"> <li>1. recommendations for named awards within the jurisdiction of the board;</li> <li>2. eligibility of a student for an interim, default or other award within the jurisdiction of the board;</li> <li>3. the effect of any personal circumstances on a student in relation to an award or to progression within an award;</li> <li>4. the progression of a student to further study on an award;</li> <li>5. to withdraw a student according to regulation C7;</li> <li>6. the classification for honours or any other differential level of an award as provided for in the Academic Regulations taking account of a student's overall assessment profile;</li> <li>7. whether a student has satisfied any additional requirements as specified for awards carrying professional recognition or accreditation for employment or practice;</li> <li>8. to note all assessment offence penalties as imposed by the Assessment Offences Adviser/Panel and, as required, to take action in relation to the recommendation for an award;</li> <li>9. whether a student may be permitted to enrol on more than 150 credits at their next enrolment</li> <li>10. any matters arising from consideration of assessment practice and data within the board's jurisdiction which it wishes to draw to the attention of appropriate bodies.</li> </ol> <p>No recommendation for granting an award may be made without the written consent of the approved external examiner(s).</p> <p>An Award Board may not override a student's credit total as determined by Field Boards.</p>	<p><b>Award Board Terms of Reference</b></p> <p>To remain as left except for:</p> <p>Under the force majeure regulations recommendations for granting an award may be made without the written consent of the approved external examiner(s).</p> <p>An Award Board may not override a student's credit total as determined by Field Boards. However, during the operation of the force majeure regulations it may exercise its authority to condone credit and accept failure to pass a module provided the student has achieved 80% of the credit total for the award.</p>
<p><b>Single-tier* Award Board Terms of Reference</b></p> <p>A single tier* Award Board shall be responsible for determining:</p>	<p><b>Single-tier* Award Board Terms of Reference</b></p> <p>A single tier* Award Board shall be responsible for determining:</p>

<ol style="list-style-type: none"> <li>1. that all assessments undertaken for modules are properly scrutinised and marked;</li> <li>2. that all assessments are properly conducted;</li> <li>3. the impact, if any, of adverse circumstances affecting the delivery or assessment of a module on the performance of an identifiable cohort or an identifiable sub-group within a cohort on a component of assessment or a module as a whole;</li> <li>4. the effect of any personal circumstances on the performance of a student in relation to an award or to progression within an award;</li> <li>5. the mark or decision to pass/not pass made in respect of each student for assessment, referral or reassessment on each module;</li> <li>6. the progression of a student to further study on an award;</li> <li>7. to withdraw a student according to regulation C7;</li> <li>8. the eligibility of a student for an interim, default or other award within the jurisdiction of the board;</li> <li>9. the classification for honours or any other differential level of an award as provided for in the Academic Regulations taking account of a student's overall assessment profile;</li> <li>10. the award of credit to a student where assessed performance meets the minimum threshold required for a pass in each module in accordance with the Academic Regulations;</li> <li>11. whether a student has satisfied any additional requirements as specified for awards carrying professional recognition or accreditation for employment or practice;</li> <li>12. to note all assessment offence penalties as imposed by the Assessment Offences Adviser/Panel and, as required, to take action in relation to the recommendation for an award;</li> <li>13. whether a student may be permitted to enrol on more than 150 credits at their next enrolment;</li> <li>14. any matters arising from consideration of assessment practice and data within the board's jurisdiction which it wishes to draw to the attention of appropriate bodies.</li> </ol> <p>* For example used for Initial Teacher Education programmes resulting in recommendations for Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status.</p> <p>No recommendation for the grant of an award may be made without the written consent of the approved external examiner(s).</p>	<ol style="list-style-type: none"> <li>1. that all assessments undertaken for modules are properly scrutinised and marked;</li> <li>2. that all assessments are properly conducted;</li> <li>3. the impact, if any, of adverse circumstances affecting the delivery or assessment of a module on the performance of an identifiable cohort or an identifiable sub-group within a cohort on a component of assessment or a module as a whole;</li> <li>4. the effect of any personal circumstances on the performance of a student in relation to an award or to progression within an award;</li> <li>5. the mark or decision to pass/not pass made in respect of each student for assessment, referral or reassessment on each module;</li> <li>6. the progression of a student to further study on an award;</li> <li>7. to withdraw a student according to regulation C7;</li> <li>8. the eligibility of a student for an interim, default or other award within the jurisdiction of the board;</li> <li>9. the classification for honours or any other differential level of an award as provided for in the Academic Regulations taking account of a student's overall assessment profile;</li> <li>10. the award of credit to a student where assessed performance meets the minimum threshold required for a pass in each module in accordance with the Force Majeure Academic Regulations;</li> <li>11. whether a student has satisfied any additional requirements as specified for awards carrying professional recognition or accreditation for employment or practice;</li> <li>12. to note all assessment offence penalties as imposed by the Assessment Offences Adviser/Panel and, as required, to take action in relation to the recommendation for an award;</li> <li>13. whether a student may be permitted to enrol on more than 150 credits at their next enrolment;</li> <li>14. any matters arising from consideration of assessment practice and data within the board's jurisdiction which it wishes to draw to the attention of appropriate bodies.</li> </ol> <p>* For example used for Initial Teacher Education programmes resulting in recommendations for Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status.</p> <p>Under the force majeure regulations recommendations for granting an award may be made without the written consent of the approved external examiner(s).</p> <p>An Award Board may not override a student's credit total as determined by Field Boards. However, during the operation of the force majeure regulations it may exercise its authority to condone credit and accept failure to pass a module provided the student has achieved 80% of the credit total for the award.</p>
<p><b>Group adverse circumstances</b></p> <p>A Field Board or single tier Examining Board has the authority to take account of any circumstances relating to the delivery or assessment of a module which may have adversely affected the performance of a whole cohort or a sub-group of students. For example, an incident affecting an examination. The Board may consider such matters when requested to do so by members of staff, students enrolled on the module or following a report received from examination invigilators.</p>	<p><b>Group adverse circumstances</b></p> <p>As per the main regulations. These already allow a Field Board to take appropriate action to address adverse group circumstances for example where an assessment such as a drama performance has not been possible to run.</p>

<b>Assessment and feedback operational guide</b>	
<p><b>Part 10 - Element and Component Moderation (External Examiners)</b></p> <p>Element and component external moderation is the process of sending the sample of assessments which have already been through internal element and component marking processes, and have therefore been 2<sup>nd</sup> marked, to a Field External Examiner to ensure that marking is at an appropriate level and that candidates are fairly placed in relation to the cohort.</p> <p>External Examiners scrutinise level 2/3 and M draft examination questions and, where possible, draft coursework briefs and provide feedback. The minimum requirement in relation to draft coursework is a conversation with the External Examiner at the field board of any proposed differences in approach (e.g. assignment questions changing dramatically) for the following year. Involvement of the External Examiner in assessment setting is to be captured in the annual module report for the audit purpose.</p>	<p><b>Part 10 - Element and Component Moderation (External Examiners)</b></p> <p>Where alternative assessments are being set these will be scrutinised through internal processes only unless specifically required by a Professional, Statutory and Regulatory Body. However, should an External Examiner wish to see a sample of the student work they may request this.</p>
<b>Additional information to include in the Exam Board Guidance</b>	
<p><b>Principles governing the boards</b></p> <p>Consideration should be focussed on the learning outcomes of the programme as a whole, rather than those of individual modules.</p> <ul style="list-style-type: none"> <li>• Decisions reached should be uniform – all students affected in the same way should be treated in the same way (this does not necessarily imply the same outcome for them all)</li> <li>• Decisions should be fair to the students affected, and also fair to students who are not affected.</li> <li>• Academic standards and professional requirements should be maintained.</li> </ul> <p><b>If module marks / credit are missing apply the following principles</b></p> <p>Consideration should be focussed on the learning outcomes of the programme as a whole, rather than those of individual modules.</p> <ul style="list-style-type: none"> <li>• Decisions reached should be uniform – all students affected in the same way should be treated in the same way (this does not necessarily imply the same outcome for them all)</li> <li>• Decisions should be fair to the students affected, and also fair to students who are not affected.</li> <li>• Academic standards and professional requirements should be maintained.</li> </ul> <p><b>If there is a credit shortfall</b></p> <p>In the programme as a whole, if 80% of the total marks are submitted for the year (progression) or award (contributing modules) a decision should be possible. If marks are available within any given module, it may be possible to scale up the existing mark to provide an indication of a complete mark and used as evidence to help make a judgement. Other evidence may also be used (e.g. formative assessments during the year) to help judge whether the learning outcomes have been achieved. Where the marks are known for 80% or more of the credit that contributes to an award, the award board will consider the existing profile and make a judgement on whether the programme learning outcomes have been met and may make a decision on classification.</p> <p>If the profile for a final year/completing PGT student contains outstanding marks for compulsory modules no final judgement/classification can be made until such time as the marks become available and the decision will be recorded as 'decision pending'. [current force majeure action, but we may not wish to enact this one]</p>	

**Aegrotat awards**

Aegrotat awards may be granted where illness or a similar cause has meant students cannot complete the required assessments and there is evidence from previously submitted work that had they been assessed, they would have achieved the necessary standard for the award. However, aegrotats are unclassified and students must signify they are willing to accept them.

Can we check now how many level 3 students are at 80% of their marks and whether we need to go lower than 80% The provisional marks and grades report can be run by programme and can show marks for a student (Award Board reports can't show them until the Field Board is locked)