Regulations for Taught Programmes

Regulation 01: 2023 Version 1
Effective from: 1 April 2023

Date	Supersedes	Description of Change
9 February 2023	2022 Version 1	Incorporation of new medical degree and Professional Registration modules in Section 10
30 September 2022	2021 Version 1.1	Section 1.2 changed to allow for exceptional circumstances.
1 August 2021	2020 Version 1.2	Appendix 1 adjustment to reflect Library processes.

Document Owner	Approved By	Date Approved	Review Frequency
Head of Student Administration.	Senate Regulations and Special Cases Committee.	2 August 2021.	Every three years.

Note: In exceptional circumstances, and subject to approval by the Chair of the Senate Regulations and Special Cases Committee, responsibilities assigned to Schools, Heads, of School, School Officers or School Committees in these Regulations may be assumed by the College, Head of College, College Officers or College Committees respectively, as appropriate.

Regulations for Taught Programmes

Regulations for the Award and Assessment of
Taught Degrees, Diplomas and Certificates

These regulations apply to all students on taught programmes.

Signposts for Students

You enrol on a **programme** (course)	Section 1.1
Programmes have **titles**, e.g. History Programmes lead to an **award**, e.g. Bachelor of Arts (BA)	
Awards are usually **classified**, e.g. Second Class, First Class, Merit, Distinction Awards are classified using the overall average mark and other criteria	Section 4
Modules are building blocks that allow you to get credits. You must get the right number of credits for the award, e.g. 360 credits for a BA	Section 1.3
Modules are **assessed** by examinations and coursework.	Sections 6.2 & 6.3
You have to **pass** each part/year of the programme	Section 3
You can **resit** examinations and resubmit coursework if you fail part of a programme	Section 5
You should report **special circumstances**	Section 8
You must keep to the University's general regulations	Regulation 13
Disabled students are encouraged to declare impairments so that support can be considered	Code 11
There is support to help with employability and preparing for work	Code 04
There is support to help with personal problems	Code 15
There are ways to complain and appeal	Procedure 01 & 02

This document is for:

Undergraduate Programmes (UG)
- Higher Education Certificates (HE Certificate)
- Higher Education Diplomas (HE Diploma)
- Higher National Certificates (HNC)
- Higher National Diplomas (HND)
- Foundation Degrees
- Bachelor's Degrees (Ordinary)
- Bachelor's Degrees (Medicine)
- Bachelor's Degrees (Honours)
- Extended Undergraduate Degrees
- Graduate Certificates
- Graduate Diplomas

Taught Postgraduate Programmes (PGT)
- Postgraduate Certificate
- Postgraduate Diploma
- Master's Degrees including Master of Research (MRes)

Sections 5-9 of this document are also for:

- Postgraduate Certificate in Education - See also the Regulations for the Postgraduate Certificate in Education (PGCE)
- Professional Doctorates - See also the Regulations for Postgraduate Research Programmes

This document is not for:

- Programmes that do not lead to a University Award - See the Code of Practice on Non-Award-Bearing Provision
- Masters by Research - See the Regulations for Postgraduate Research Programmes
- MPhil and PhD - See the Regulations for Postgraduate Research Programmes
- Senior Doctorates - See the Senior Doctorate Regulations

The regulations, codes and other documents are available at:
https://www.bangor.ac.uk/regulations/

Contents

1. Study Period, Time Limits and Credits

1.1. Study Period and Time Limits

Award	Study Period (years)		Time Limit (years)	
	Full-time	Part-time	Full-time	Part-time
HE Certificate	1	2	3	6
HE Diploma	2	4	4	8
HNC	[*1]	2	[*1]	6
HND	2	4	4	8
Foundation Degree	2	4	4	8
Bachelor's Degree (Ordinary)	3	6	5	10
BMBS Medical Degree	5	n/a	6	n/a
Bachelor's Degree (Honours)	3	6	5	10
Extended Undergraduate Degrees	4	8	6	12
Graduate Certificate	6 months	1	6 months	1
Graduate Diploma	12 months	2	12 months	2
Postgraduate Certificate	4 months	1	4 months	1
Postgraduate Diploma	8 months	2	8 months	2
Master's Degree	1	2[*2]	1	3[*2]

[*1] The HNC is only available part-time.
[*2] A part-time Master's Degree can also be completed over a 3 year study period and with a time limit of 3 years
    (See Additional Information).

Additional information:

Study (Registration) periods
- Study periods must be stated in Programme Specifications and may therefore be different to those specified in the Table above.
- Study periods and time limits can be increased for a programme at validation, for example, to allow placements abroad or in industry.
- For a part-time Master's degree with a study period of 2 years, students complete 90 credits in each year, or 60 credits in one year and 120 credits in the other year. Students can, provided this is allowed for the programme, study over 3 years, completing 60 credits in each year. For the 2 year and 3 year routes, students must

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submit the Research Project within 3 years of starting the programme. Students should consider any financial implications, in terms of support and living costs before choosing study over 2 years or 3 years.
- Some programmes can only be studied full-time or part-time.
- Students will not be allowed to carry on studying after the programme's time limits.
- If the School and the Head of Student Administration (or nominee) agrees, individual students, on a case-by-case basis, can register for longer than a programme's study period. The study period can only be increased for preparatory activities (that do not have to be credit-bearing). For example, a student could register for 18 months for a Graduate Diploma (normal registration period - 12 months), if during the extra 6 months there is language training or subject-specific training.
- The study period can be reduced if a student transfers credit or is assigned credit based on prior learning.
- If study periods are increased or decreased then the time limit must also be adjusted by the same amount of time as the study period (i.e. if the study period is increased by 6 months the time limit must be increased by 6 months).

Start date
- Full-time programmes usually start in September. Other start times can be agreed at validation.
- If the Head of Student Administration agrees, a student can start a programme on a date other than the official start date.
- If programmes start at an alternative time, the sequence of modules must allow students to obtain transferable and subject specific skills and complete any pre-requisites for modules studied later in the programme.

Extensions
- The Board of Examiners can recommend an extension to the time limit if there are special circumstances. Recommendations must be sent to the Student Administration Section for approval by the Pro Vice-Chancellor (Education and Student Experience).
- Schools can approve extensions of up to 3 months for students on the Graduate Certificate, Graduate Diploma, Postgraduate Certificate, Postgraduate Diploma and Master's Degree.

Fees
- Students will be charged tuition fees and other costs, such as study visit fees and laboratory charges.
- Fees will be adjusted if a student's registration period is increased or decreased.

1.2. Transfers

Students can transfer between full-time and part-time programmes. Students can normally only transfer once during their enrolment period.

Study periods are calculated as shown below. The calculations must be adjusted if the lengths of the full-time and/or part-time programmes have been changed at validation (See Appendix 5)

From Part-Time to Full-Time

The study period **already completed** is calculated as:

For all programmes except PGT

Full-time equivalent (months) = Part-time study completed (months) /2

For PGT

Full-time equivalent (months) = Part-time study completed (months) /3

From Full-Time to Part-Time

The study period **already completed** is calculated as:

For all programmes except PGT

Part-time equivalent (months) = Full-time study completed (months) * 2

For PGT

Part-time equivalent (months) = Full-time study completed (months) * 3

Additional information:

- Applications must be submitted using a Change of Mode Form.
- Master's students can only transfer during the taught part of the programme.
- UG students cannot transfer within the last three months of the study period.
- Students can transfer from a full-time programme to a full-time programme in a different School and/or subject area. The study period on the new programme will be the same as the time left on the original programme.
- Students can transfer from a part-time programme to a part-time programme in a different School and/or subject area. The study period on the new programme will be the same as the time left on the original programme.
- The admitting School can specify that a student must start a new programme from the beginning with a study period and time limits as defined for the programme in Section 1.1. For example, if the student is transferring to a different subject area, and has not completed core or compulsory modules for the new programme. If a student has to restart the new programme from the beginning, the admitting School can allow the student to carry-forward up to 20 credits.

1.3. Credits and Levels

All programmes are made up of modules. Modules must be at least 10 credits and must be in multiples of 10 or 15 credits. In exceptional circumstances, such as CPD programme or skills-based learning, permissions may be granted for teaching at microcredit level (5 credits or above), if approved at validation. Programmes can include core, compulsory and optional modules. (Students may also take modules as elective modules). These modules can be taken for credit, in which case they will not count towards the overall degree classification or

for interest. (See Section 10 for definitions). Core (including professional registration), compulsory and optional modules must be defined in the Programme Specification. Students choose optional modules from a set of modules listed in the Programme Specification. PGT programmes must include a 60 credit Research Project and MRes programmes must include a 120 credit Research Project. The Research Project in PGT programmes must be a core module.

The credits and levels for awards are shown below. Part-time students can take up to 90 credits per academic year.

Award (Level)	Number of Credits Studied (Minimum number of credits at the highest level)				
	Total	Level 4	Level 5	Level 6	Level 7
HE Certificate (Level 4)	120	120 (90)			
HE Diploma (Level 5)	240	120	120 (90)		
HNC (Level 4)	150	75^1	75 (30)		
HND (Level 5)	240	120	120 (90)		
Foundation Degree (Level 5)	240	120	120 (90)		
Bachelor's Degree (Ordinary) (Level 6)	360	120	120	120 (60)	
BMBS Medical Degree (Level 6)	600	120	120	240	120 $(120)^2$
Bachelor's Degree (Honours) (Level 6)	360	120	120	120 (90)	
Extended Undergraduate Degrees (Level 7)	480	120	120	120	120 (120)
Graduate Certificate (Level 6)	60			60 (40)	
Graduate Diploma (Level 6)	120			120 (90)	
Postgraduate Certificate	60				60 (50)
Postgraduate Diploma	120				120 (100)
Master's Degree	180				180 (150^3)

[1] The HNC must have at least 65 credits at Level 4.
[2] Year 5 of the Programme is taught at Level 7 but the award is at Level 6
[3] For the MRes 160 credits must be at Level 7.

Additional information:

Credits and levels
- Each single credit has 10 notional learning hours.
- The number of credits at the highest level (as described in the table) can only be changed when a programme is validated.
- Foundation Degrees must include at least 20 credits of work-based learning.
- In PGT programmes and at Level 5 of Undergraduate Degrees, students can study 20 credits of elective modules. Elective modules can only be used if approved at validation.
- In PGT programmes, modules must be at Level 6 or Level 7.
- Because the overall pass mark for PGT programmes is 50%, students should aim to achieve a mark of at least 50% in modules below Level 7 (i.e. even though the marking criteria for the modules will be based on a pass mark of 40%).

Research Project
- The Research Project, which must be a Core module, can be based on several elements of thematically-linked assessment in (a) a single Research Project module or (b) separately coded multiple modules.

Exit points
- Certificates and Diplomas awarded as exit points must have the same number of credits as Certificate and Diploma programme.
- Intermediate exit points must be named for each programme at validation. The exit points must have the same titles as the final award unless alternative names are approved at validation.
- Programmes can be approved without exit points if there is a good reason (e.g. if there are professional body rules).
- The possible exit points are:

Award	Possible Exit Points
HE Diploma and Foundation Degree	HE Certificate
HND	HE Certificate and HNC
BMBS Medical Degree	HE Certificate, HE Diploma, Bachelor's Degree (Ordinary) and Bachelor's Degree (Honours)
Bachelor's Degree (Honours)	HE Certificate, HE Diploma and Bachelor's Degree (Ordinary)
Extended Undergraduate Degree	HE Certificate, HE Diploma and Bachelor's Degree (Honours)
Graduate Diploma	Graduate Certificate
Postgraduate Diploma	Postgraduate Certificate
Master's Degree (except MRes)	Postgraduate Certificate and Postgraduate Diploma.
MRes	Postgraduate Certificate

- There are no exit points for the HE Certificate, Graduate Certificate or Postgraduate Certificate.

Studying part-time
- Full-time University staff usually study on a part-time basis.

- Part-time students can register for more than 90 credits per year if the extra credits are for a module taken over several years.

Bachelor's Degrees - Joint Honours and Major/Minor combinations
- Joint Honours programmes have 60 credits in each subject at Level 5 and Level 6. Joint Honours programmes are called 'A and B', for example, French and German.
- Programmes with a minor subject have 80 credits in the major subject and 40 credits in the minor subject at Level 5 and Level 6. These programmes are called 'A with B', for example, French with German. In this example, French is the major subject 'A'). All versions of programmes have to be validated, e.g. 'French with German' and 'German with French' have to be validated as two separate programmes.
- The School that organises the first named subject is responsible for the programme.
- 'Single Honours programmes can be validated with 'and' or 'with' in the programme title. For example, 'French and German' can be validated as a Single Honours Programme.

Honours Degree after Ordinary Degree
- Boards of Examiners can allow students with an Ordinary Degree to enrol to complete 120 credits at Level 6 to gain an Honours Degree. The degree class must be based on the 120 credits of Level 6 modules.

Posthumous and Aegrotat Awards
- If a student is prevented from completing a programme, Boards of Examiners can recommend to the Head of Student Administration that a posthumous or aegrotat award is made. Posthumous awards are made if a student dies before completing a programme. Aegrotat awards are made if a student is unable to complete a programme because of illness and there is evidence that the student will be unable to resume studies at the University or elsewhere. Boards of Examiners can recommend posthumous or aegrotat awards if there is evidence that the student would have completed the award had circumstances permitted. Evidence can include completed credit, other completed work, and evidence from supervisors and/or tutors regarding a student's work and/or commitment. If there are restrictions on what can be awarded, for example because of professional accreditation, an alternative award may be recommended.

1.4. Admission Rules

Admission rules are in the Policy and Code of Practice on Student Recruitment and Admissions (Admissions Policy).

Students must have the qualifications stated in the Programme Specification and must be able to meet the academic, intellectual and personal standards needed to complete the programme.

Additional information:

Disclosure and Barring Service (DBS) checks
- DBS checks may be required for some programmes.

Upgrading an award
- A student awarded a Certificate or Diploma as an exit award can apply to study for a Diploma, Bachelor's or Master's Degree in the same or equivalent programme.

1.5. Credit Transfer and Prior Learning

Previous study or experience can count towards the credits needed for a programme. Schools can accept:

- Results from previous study (Credit Transfer).
- Prior learning (Recognition of Prior Learning – RPL).

The maximum numbers of credits that can be transferred from previous study are:

Award	Credits	Minimum Level
HE Certificate	60	4
HE Diploma	120	4
HNC	100	4
HND	160	4
Foundation Degree	120	4
Bachelor's Degree (Honours)	240	4
Extended Undergraduate Degrees	240	4
Graduate Certificate	40	4
Graduate Diploma	80	4
Postgraduate Certificate	40	6
Postgraduate Diploma	80	6
Master's Degree (except MRes)	120	6
MRes	60	6

Applications for Credit Transfer must include the following information in order to assess suitability (if the information is not included within the application it should be sent under separate cover to the Admissions Office):

- A recent transcript outlining all modules, courses and assignments completed or being taken as part of the current programme of study.
- Where possible, predicted grade / classification from a current tutor, preferably as part of a written academic reference.
- A list of all academic and other relevant achievements to date.
- A statement of intent, with reasons for requesting entry to Bangor University.

Once this information has been received, Admissions Tutors will endeavour to make a timely decision as to whether an offer of a place for the second (or subsequent) year of entry can be made. Where courses or modules previously taken do not satisfactorily match the core

components and/or learning outcomes of the first year (and second as applicable) at Bangor University, an offer for entry into our first year (or second year if applicable) may be made.

RPL should only be approved if:

- The applicant has provided evidence that is less than 5 years old.
- Learning outcomes, and their levels, match the learning outcomes for the University programme or module.
- The evidence has **not** already been submitted to the University and been awarded University credits.
- The RPL can be applied to whole modules.
- No restrictions on RPL were defined for the programme at validation.

The procedures to consider and approve applications for RPL are in Appendix 2.

Additional information:

Definitions
- RPL is defined in Section 10.

Credits
- Transferred Credit must be less than 10 years old. Other time limits can be applied by the University and/or professional bodies.
- Students must complete the correct number of credits as described in Section 1.3.
- Credits cannot be transferred from a programme (e.g. undergraduate degree) that a student has already completed unless a specific admissions or progression route has been approved at validation, for example, to allow entry onto a professionally accredited programme after completing a similar non-accredited programme.

Marks and classifying awards
- A pass mark should be recorded on the transcript for transferred credit or RPL.
- Transferred credit should not be used to calculate the overall average mark unless under the terms of the agreement between the University and a collaborative partner institution (including Articulation Agreements).
- The Board of Examiners can decide whether transferred credit or RPL is of merit or distinction standard. This may be useful if a student's overall average mark is borderline and additional evidence is needed before raising the degree class.

2. Responsibilities

2.1. Responsibilities of Schools

At the beginning of each programme, students must be given:

- A list of the core, compulsory and optional modules.
- Details of work experience and/or professional practice placements.
- The credit rating of each module.
- The criteria for passing from one level to another.
- The criteria for passing the programme.
- The requirements of accrediting or professional bodies.

At the beginning of each module, students must be given:

- The learning outcomes.
- The methods of assessment.
- The contribution of each element of assessment to the final module mark.
- The submission date(s) for coursework and the date(s) when marked work will be returned.
- The dates of any examinations or tests arranged by the module organiser.
- The marking criteria.

Additional information:

Learning Outcomes
- All programme and module learning outcomes must be assessed. One learning outcome may be assessed by more than one form of assessment. Several learning outcomes may also be assessed by the same method (e.g. essay).

Schools' responsibilities
- Students must be given details of any changes to programme content.
- Programme organisers must check that coursework submission dates across modules are distributed over time. The programme organiser must discuss deadlines with the module organisers if changes have to be made.
- Schools must have procedures to make sure that:
  - Questions are unambiguous.
  - Module content allows students to complete the assessment(s).
  - There is enough time to complete the assessment(s).
- Examinations and coursework must be marked anonymously unless there is a justifiable reason why this is not possible.
- Students must be informed of any changes to assessment regulations that come into force during their period of study.
- Schools must ensure that procedures meet the University's minimum standards for assessment and feedback.

2.2. Responsibilities of Students

Students must:

- Tell the School in the first four weeks of the academic year if they are unable, on religious grounds, to take examinations on certain days. The University will, as far as is possible, take account of this information when preparing the examinations timetable.
- Tell the School, within 2 weeks of the start of a module, if they want to sit examinations and submit coursework in Welsh.
- Find the times of examinations from the timetable published by the University.
- Attend examinations and submit work for assessment on the dates given by the University.
- Provide the Board of Examiners with any information on personal circumstances which may have affected their results (See Section 8). This information must be sent as soon as possible and before the meeting of the Board of Examiners.
- Submit, with each piece of coursework, a signed statement that the work is their own.

Students are advised to read the Student Charter (http://www.bangor.ac.uk/studentcharter/index.php.en), Code of Practice on Inclusive Provision for Disabled Students, and the Academic Integrity Procedure.

3. Passing Levels

Students have to pass each level of a programme before moving to the next level. For example:

- Passing Level 4 (first year of UG) before starting Level 5 (second year of UG).
- Passing Level 6 before starting Level 7 of an extended undergraduate programme.

To pass each level a student must have:

- An overall average mark of at least a pass[*].
- A pass[*] mark in all core modules.
- Pass* marks in modules worth at least 80 credits.
- No mark in any modules below 30% at Level 4-6 (does not apply to elective modules).

[*] **The Pass Mark at Level 4-6 is 40%.**

Additional information:

Extended Undergraduate programmes
- To progress from Level 5 to Level 6, students must also have an overall average mark of at least 50% at Level 5 (or have achieved alternative criteria defined in the Programme Specification). If they do not fulfil this additional criterion they can, if the Board of Examiners agrees, transfer onto the final year of an UG programme.
- For students who began their studies after 1 September 2015: To progress from Level 6 to Level 7, students must have pass marks in modules worth at least 100 credits.
- Students on an UG programme who have an overall average mark of at least 50% at Level 5 or at Level 6 (or have achieved alternative criteria defined in the Programme Specification) can, if the Board of Examiners agrees, transfer onto an extended UG programme.
- Opportunities to transfer onto an extended UG programme may be restricted by the requirements of accrediting bodies.

PGT programmes
- PGT students are not required to fulfil any criteria before beginning the Research Project unless criteria are approved for a programme at validation. If criteria are approved at validation then:
  o The Programme Specification must define any individual modules that have to be passed (a mark of at least 50%) before students can start the Research Project. The Research Project can only be marked when a student has fulfilled the criteria and is eligible to proceed.
  o Boards of Examiners can allow PGT Students to proceed if they have not fulfilled the criteria, but only if there are documented special circumstances. The reasons for the decision must be recorded in the minutes of the Board of Examiners.

- o A PGT student who is not allowed to proceed can be awarded a Postgraduate Certificate if it is available for the programme and if the student has met the criteria for the Postgraduate Certificate (See Section 4).

4. Calculation and Classification of Final Results

Stage A. Calculate overall percentage mark

For HE Certificate

Overall % = L_4

For HE Diploma and Foundation Degree

Overall % = $[L_4 + (L_5 \times 2)] / 3$

For Bachelor's Degree (Honours)

Overall % = $[L_5 + (L_6 \times 2)] / 3$

For Extended Undergraduate Degree

Overall % = $(0.4 \times L_6) + (0.6 \times L_7)$

If approved at validation, the results of Level 5 modules may be included in the calculation of the overall mark for extended undergraduate degrees as:

Overall % = $[L_5 + (2 \times L_6) + (3 \times L_7)]/6$.

For Graduate Certificate and Graduate Diploma

Overall % = L_6

For Postgraduate Certificate and Postgraduate Diploma

Overall % = L_7

For Master's Degree and MRes

For students who began their studies **before** 1 September 2017

Master's Degree (except MRes)

Overall % = $(L_{7\text{-}T} + L_{7\text{-}RP}) / 2$

MRes

Overall % = $[L_{7\text{-}T} + (L_{7\text{-}RP} \times 2)] / 3$

For students who began their studies **after** 1 September 2017

Master's Degree and MRes

$$\text{Overall \%} = L_7$$

Where:

L_4 is the mean mark across Level 4 modules

L_5 is the mean mark across Level 5 modules

L_6 is the mean mark across Level 6 modules

L_7 is the mean mark across Level 7 modules

$L_{7\text{-}T}$ is the mean mark across taught modules in PGT programme

$L_{7\text{-}RP}$ is the mark for a PGT Research Project

Additional information:

Exit awards
- The procedures in Sections A-E of this section also apply to exit awards.
- The overall % mark for the Postgraduate Certificate and Postgraduate Diploma (L_7) can include the Research Project.

HNC, HND and Bachelor's Degree (Ordinary)
- The overall percentage mark is not calculated - the criteria for the awards do not include the overall percentage mark.

Calculating L_4, L_5, L_6, L_7 and $L_{7\text{-}T}$
- The mean marks must be based on weighted module marks (i.e. the number of credits in each module must be taken into account).
- When students transfer credits (See Section 1.5), the components of the overall percentage mark (L_4, L_5, L_6, L_7 and $L_{7\text{-}T}$) must be based on modules completed at the University.
- If a programme contains more than 120 credits at Level 6, L_6 must be based on all Level 6 modules.
- L_5, L_6, L_7 and $L_{7\text{-}T}$ can include modules at a lower level subject to the constraints in Section 1.3.
- If internal examiners or External Examiners adjust marks for all students on a module, this should be completed before calculating the overall percentage mark.

Changes to the formulae
- Marks for elective modules must not be included in the calculations.
- The Chair of the Senate Regulations and Special Cases Committee can approve changes to the number of modules included in the calculation of the overall percentage mark if there are professional and/or statutory requirements.

Stage B. Round the Overall Percentage Mark

The overall percentage mark must be rounded to the nearest integer. Boards of Examiners must round marks as follows:

39.5% or above	=	40%
49.5% or above	=	50%
59.5% or above	=	60%
69.5% or above	=	70%

All other marks must also be rounded, for example a mark of 57.5% or above must be rounded to 58%.

Additional information:

- The guidance in this Section also applies to rounding module marks, for example, when working out if a student has met the criteria for progression (See Section 3) or for awards (as defined in Section C below).
- The guidance in this section also applies when working out if a student is borderline (see Stage E), for example for a Bachelor's Degree (Honours) a mark of 57.5% or above must be rounded to 58% and the criteria for raising the student to a IIi must be considered. Similarly, a mark of 37.5% or above must be rounded to 38% and the criteria for raising the student to a III must be considered.
- Component marks: The overall average mark for modules and the overall average mark for courses must be calculated using component marks. The overall mark for a degree must be displayed to one decimal place.
- Displaying marks: In all Banner and MyBangor reports, the overall average mark for modules must be displayed as an integer (following rounding), the overall average mark for courses, and any other calculated marks must be displayed to one decimal place.
- Marks must not be rounded by more than 0.5. For example, a mark of 39.5% should be rounded to 40%, but a mark of 39.3% should not be rounded to 40%. A mark of 39.3% must be reported as 39%.

Stage C. Determine overall eligibility

To be eligible for any award, a student must have:
- Pursued credits as specified in Section 1.3.
- Passed all Core modules (Pass Mark at Level 4-6 is 40% and the Pass Mark at Level 7 is 50%).
- Meet all learning outcomes as listed in the programme specification.
- Fulfilled any other conditions defined at validation.

And for HE Certificate
- Achieved an overall average of at least 40%.
- Passed at least 80 credits at Level 4.

And for HE Diploma
- Achieved an overall average of at least 40%.
- Passed at least 80 credits at Level 5.

And for Foundation Degree
- Achieved an overall average of at least 40%.

  For students who began their studies **before** 1 September 2015
  - Passed at least 80 credits at Level 5.

  For students who began their studies **after** 1 September 2015
  - Passed at least 100 credits at Level 5.

And for Bachelor's Degree (Ordinary)
- Passed at least 60 credits at Level 6.

And for Bachelor's Degree (Honours)
- Achieved an overall average of at least 40%.

  For students who began their studies **before** 1 September 2015
  - Passed at least 80 credits at Level 6.

  For students who began their studies **after** 1 September 2015
  - Passed at least 100 credits at Level 6.

And for Extended Undergraduate Degree
- Achieved an overall average of at least 50%.

  For students who began their studies **before** 1 September 2015
  - Passed at least 80 credits at Level 7.

  For students who began their studies **after** 1 September 2015
  - Passed at least 100 credits at Level 7.

And for Graduate Certificate
- Achieved an overall average of at least 40%.

  For students who began their studies **before** 1 September 2015
  - Passed at least 40 credits at Level 6.

  For students who began their studies **after** 1 September 2015
  - Passed at least 50 credits at Level 6.

And for Graduate Diploma
- Achieved an overall average of at least 40%.

  For students who began their studies **before** 1 September 2015
  - Passed at least 80 credits at Level 6.

  For students who began their studies **after** 1 September 2015
  - Passed at least 100 credits at Level 6.

And for Postgraduate Certificate
- Achieved an overall average of at least 50%.
- Passed at least 40 credits at Level 7.

And for Postgraduate Diploma
- Achieved an overall average of at least 50%.
- Passed at least 80 credits at Level 7.

And for Master's Degree (except MRes)
- Achieved an overall average of at least 50%.
- Passed at least 80 credits across taught modules.

For students who began their studies **after** 1 September 2019
- Have no mark under 40%.

And for MRes
- Achieved an overall average of at least 50%.
- Passed at least 40 credits across taught modules.

Additional information:
- For some programmes, e.g. those leading to professional accreditation, students have to complete all learning outcomes.
- For the HNC and HND, all modules are core and students must pass all modules.

Stage D. Determine Class

For Bachelor's Degree (Ordinary):

> A Pass is awarded if a student meets the criteria specified in Stage C. A Fail is awarded if a student does not meet the criteria specified in Stage C.

For HE Certificate, HE Diploma, HNC, HND, Foundation Degree, Graduate Certificate and Graduate Diploma:

Overall Average Mark*	Degree Class
70% and over	Distinction
60% – 69%	Merit
40% – 59%	Pass
0% – 39%	Fail

For Postgraduate Certificate, Postgraduate Diploma and Master's Degrees:

Overall Average Mark*	Degree Class
70% and over	Distinction
60% – 69%	Merit
50% – 59%	Pass
0% – 49%	Fail

For Bachelor's Degree (Honours):

Overall Percentage Mark	Degree Class
70% and over	First Class Honours Degree - I
60% – 69%	Upper Second Class Honours Degree – II(i)
50% – 59%	Lower Second Class Honours Degree – II(ii)
40% – 49%	Third Class Honours Degree - III
0% – 39%	Fail

For Extended Undergraduate Degree:

Overall Percentage Mark	Degree Class
70% and over	First Class Honours Degree - I
60% – 69%	Upper Second Class Honours Degree – II(i)
50% – 59%	Lower Second Class Honours Degree – II(ii)
0% – 49%	Fail

All special circumstances must be considered by the Board of Examiners before classifying a certificate, diploma or degree whether or not a student is borderline.

Additional information:

- If a student mark is in a fail category, and the student does not fulfil the criteria to be raised to the higher class as a borderline student (see Section E), the Board of Examiners must consider whether to allow resits/resubmission or to award an exit qualification (if defined for the Programme). The exit qualification can be chosen if the student has already been allowed two resit attempts or the student, in the opinion of the Board of Examiners, has not demonstrated a commitment to the programme through their attendance and/or timely submission of assessed work, and there are no special circumstances that have not already been considered.
- BMBS Medical Degrees are not classified.

Stage E. Review Class for Borderline Students

Boards of Examiners must use all available evidence to review the class for borderline students, including special circumstances. Boards of Examiners should not raise a student to a higher class if the student's average mark after rounding up is more than 2% below the lower boundary of a class. For example in a Bachelor's degree, 58% could be considered for a II(i) at the discretion of the Board of Examiners. However, 57% should not be considered for a II(i). Similarly, in a Master's degree, 68% could be considered for a Distinction at the discretion of the Board of Examiners. However, 67% should not be considered for a Distinction.

A higher class must be awarded if a student fulfils **one** of the following criteria (where marks refer to rounded marks):

For HE Certificate, Graduate Certificate, Graduate Diploma, Postgraduate Certificate and Postgraduate Diploma

    i. Marks for at least ⅔ of the credits are in the higher class.

For HE Diploma and Foundation Degree

    i. Performance in the final year of the course is consistent with the higher class. Students must be awarded the higher class if their average mark across Level 5 modules is in the higher class and marks for at least ½ of the credits at Level 5 are in the higher class.
    ii. Marks for at least ⅔ of the credits across Levels 4 and 5 are in the higher class. Students must be awarded the higher class if they have achieved marks in the higher class in at least 160 credits across Levels 4 and 5.

For Bachelor's Degree (Honours)

    i. Performance in the final year of the course is consistent with the higher class. Students must be awarded the higher class if their average mark across Level 6 modules is in the higher class and marks for at least ½ of the credits at Level 6 are in the higher class.
    ii. Marks for at least ⅔ of the credits across Levels 5 and 6 are in the higher class. Students must be awarded the higher class if they have achieved marks in the higher class in at least 160 credits across Levels 5 and 6.

For Extended Undergraduate Degree:

    i. Performance in the final year of the course is consistent with the higher class. Students must be awarded the higher class if their average mark across Level 7 modules is in the higher class and marks for at least ½ of the credits at Level 7 are in the higher class.
    ii. Marks for at least ⅔ of the credits across Levels 6 and 7 are in the higher class. Students must be awarded the higher class if they have achieved marks in the higher class in at least 160 credits across Levels 6 and 7.

For Master's degree:

     i. The mark for the Research Project is in the higher class.
    ii. Marks for at least ⅔ of the credits across the taught modules are in the higher class.

Boards of Examiners can also use other information to confirm that a student should be raised to a higher class. For example, a Master's student with an average mark below 68%, after rounding-up, could be considered for a Distinction based on an exceptionally high mark for the Research Project.

Additional information:

Boards of Examiners – changing marks
- A Board of Examiners can change a student's module mark(s). However, module marks must not be changed just to alter a student's overall average. There must be reasons for changing the module mark (For example, special circumstances – See Section 8).

Borderline cases
- The criteria for dealing with borderline cases must be published in the online student handbooks.
- The reasons for changing the class for a borderline student must be recorded in the minutes of the Board of Examiners.

5. Resits and Resubmission

Students can resit examinations and/or resubmit coursework if they have not fulfilled:

- The criteria to pass from one level to the next (See Section 3).
- The criteria to pass the programme as a whole (See Section 4).

If a student is allowed to resit or resubmit because of special circumstances, the mark must not be capped, and the resit or resubmission must be treated as a first attempt.

Students can resit examinations and resubmit coursework twice. Boards of Examiners must offer students **one** of the following options:

i. Resit an examination or resubmit coursework before the Board of Examiners.
ii. Resubmit coursework after the Board of Examiners with a deadline set by the Board.
iii. Resit an examination during a re-assessment period (e.g. July/August).
iv. Register as a part-time student.
v. Assessment as an external student in the following year.

For all options (i-v), the highest mark that can be given for the module is a pass mark (40% at Level 4-6 and 50% at Level 7).

Additional information:

Options for resits and resubmission
- Option i should only be offered if a student has achieved a module mark which will not allow them to pass from one level to the next or pass the programme as a whole. For example, a mark less than 30% in an examination that is the only form of assessment in an undergraduate module.
- Option ii and iii should only be offered to an UG student who has an overall average mark over 25% and has passed modules worth at least 50 credits.
- Options iv and v should only be offered if there are acceptable reasons why a student can't be offered (or is unable to accept) one of the other options. Options iv and v can also be offered if a student has failed after being given one resit or resubmission under options i, ii or iii.
- Options iv and v can be combined – i.e. registration as a part-time student and assessment as an external student for additional credits.
- Students redeeming failure on a part time or external basis should be allowed one further opportunity to redeem failure if they do not achieve the mark required to progress or obtain an award after the first attempt as a part time or external student.
- External students can submit assessments and sit examinations but are not allowed to attend modules. External students must not be asked to complete coursework that requires specialist facilities that are only available to registered students. Alternative assessment methods may be necessary.
- If there are exceptional special circumstances, a student can be allowed to repeat a semester or year.

- If the method of re-assessment is not the same as the original assessment, this should be explained at the start of each module (for example, if the original assessment was based on an activity that cannot be repeated without access to specific facilities).
- Students completing a programme linked to a professional qualification may not necessarily or automatically be granted the opportunity to resit or resubmit.
- Additional resits or resubmission may be allowed if approved for programmes at validation (e.g. to meet professional body requirements).
- Subject to approval at validation, PGT students can complete different taught modules (but not the Research Project) up to a maximum number of credits:
Postgraduate Certificate	15 credits
Postgraduate Diploma	30 credits
Master's Degrees (except MRes)	30 credits
MRes	20 credits
- If it is not possible for a student to resit examinations or resubmit coursework in the original module (for example if the module was based on a placement that can't be repeated), the student can be given an opportunity to complete an alternative module (Under option iv or v). If an alternative module is taken, the marks for examinations and coursework should not be capped and the mark for the replaced module should not be included on the student's transcript.

Timing of resits and resubmission
- Schools should provide opportunities to resit examinations or resubmit coursework as soon as is practically possible, ensuring that students have a chance to progress or complete.
- All resits and resubmissions must be completed in the time limits for the programme (Section 1.1). If a student runs out of time, resits and resubmissions can only be allowed if an extension is approved.
- If a PGT student is unable to complete in the time limits for the programme (Section 1.1) because they had to resit or resubmit before proceeding to the Research Project, the Research Project must be submitted within the time limits or within the extension period (of no more than 3 months – see Section 1.1) granted by the School. A PGT student who does not submit within the time limit or extension period must, unless there are special circumstances, be awarded a Postgraduate Certificate or Postgraduate Diploma (if available for the Programme). Students can apply to complete the programme as described in Section 1.4.
- A PGT Research Project must be resubmitted within twelve months from the date when the University informs the student that the original submission failed.

Marks
- After a resit or resubmission the highest mark must be used (e.g. if a student has a mark of 35% in a resit examination and had a mark of 38% at the first attempt, the mark of 38% must be used).
- Students should not be allowed to resit examinations or to resubmit coursework simply to improve a module mark or award class. The exceptions are:
  - Where resits or resubmissions are allowed in order to achieve a pass mark required by professional bodies.
  - Where a student at Level 5 of an undergraduate programme has achieved the criteria to progress but has module marks in the range 30-39% and wishes to attempt to raise these marks to 40%.

- o Where a student at Level 6 of an extended undergraduate programme has achieved the criteria to progress but has module marks in the range 30-39% and wishes to attempt to raise these marks to 40%.

Fees
- A fee will be charged for completing modules as an external student, registering as a part-time student and for resubmitting a PGT Research Project

6. Coursework and Examinations

6.1. Word Limits and Length of Examinations

For modules:
- A 10 credit module must only have one summative examination.
- An examination must not be longer than 3 hours for a 10 credit module.
- Coursework must not be longer than 4,000 words for a 10 credit module.

For PGT Research Projects:
- 60 credit Research Project - maximum of 20,000 words
- 120 credit Research Project – maximum of 40,000 words

Additional information:

Amount of assessment
- If a module is assessed by a combination of methods, the length of the examination and coursework should be adjusted. For example, in a 10 credit module assessed by an examination and an essay (both worth 50% of the module marks), the examination must not be longer than 1½ hours and the essay must not be longer than 2,000 words.
- Module organisers must make sure that the time required for assessments (including preparation time) plus the time spent in other activities (e.g. lectures) is 100 learning hours per 10 credit module.

Word Limits
- Word limits for coursework must be defined when modules are approved.
- Students must be given the word limits with the details of each assessment.
- The word limits do not include footnotes, bibliography or appendices.
- For modules except PGT Research Projects, the module organiser can set word limits that include footnotes, bibliography and appendices provided that students are made aware that they are included in the word limit.

6.2. Organising Examinations

Module organisers must inform students of:

- The length of examinations.
- The types of question (e.g. multiple choice, essay, and short answer).
- The date and location of any examinations that are not on the timetable produced by the Student Administration Section.

The University has procedures covering:

- The confidentiality and security of examination papers.
- Processes to print sufficient copies of papers for each examination.
- The timetabling of examinations.
- Venues to provide appropriate examination conditions.
- Invigilation.

- Examinations for disabled students.
- Storage of examination papers.
- Systems for students to access past examination papers.

An External Examiner must approve all questions in examinations that contribute to an award. See also: Code of Practice for External Examiners: Undergraduate and Taught Postgraduate Courses.

6.3. Submitting Coursework and Master's Research Project

Procedures for submitting work must:

- Provide a secure and robust system for submitting, accessing and archiving work.
- Allow accurate recording of the date and time of submission.
- Allow work to be accessed by External Examiners.
- Provide ways for markers to provide students with feedback and marks.
- Tell students to keep a copy of coursework.

Procedures for submitting work electronically must also:

- Make sure that students can be identified by their University IDs.
- Define the acceptable file formats (e.g. PDF, Word, Excel, PowerPoint).
- Allow the use of plagiarism-checking software (except when the form of assessment, e.g. mathematical proof, does not allow).

The procedures for submitting applications for extensions, acceptable reasons for submitting work late, and unacceptable reasons for failing to submit work on time are described in Section 8.

Work submitted up to one week after the deadline must be marked but the mark must be capped at the pass mark (40% at Level 4-6 and 50% at Level 7). If there are good reasons (e.g. the requirements of professional bodies), a mark of 0% can be given for work submitted within one week of the deadline. A mark of 0% must be given for any work submitted 1 week after the deadline. These percentage capped marks must be used for all work whether the work was originally marked on a categorical or a numerical scale. All unmarked work must be retained for Boards of Examiners.

Students can submit a Master's Research Project, at the earliest, 3 months before the end of the period of study. Applications to submit a Research Project sooner than 3 months before the end of the period of study must be approved by the Student Administration Section. Research Projects must be bound (soft bound is acceptable). Two copies of the Research Project, and an electronic version must be submitted. Students must not change a Research Project after it has been submitted; a Board of Examiners can ask a student to make minor corrections to a Research Project which has been passed and can delay confirmation of the overall result until the corrections have been completed.

Additional information:
- Guidance on submitting a Master's Research project is in Appendix 1 but schools can provide alternative guidance to conform to discipline-specific conventions or requirements.

- Schools must also provide alternative guidance if a Research Project is based on separately coded multiple modules (See Section 1.3).

6.4. Keeping Assessed Work

Examination answer books and all other assessed work must be kept for at least 12 months after the final Board of Examiners for each programme. If work cannot be kept (e.g. laboratory work books or portfolios), marks and comments must be recorded and kept.

Examples of assessed work for all modules must be kept for reference, representing a range of award classes. These must be kept for at least 3 years after the final Board of Examiners for each programme.

6.5. Submitting Work in Welsh

Every student has the right to sit examinations and submit coursework in Welsh or English. This does not include language modules where students must answer questions in a specific language.

Original work (examinations and coursework) should be marked and translation avoided. If work has to be translated for marking, verification or for an External Examiner:

- Students must be given an opportunity to meet the school Welsh medium coordinator to look at a hardcopy of the translated work, and to provide comments on the translated work before it is marked. At the meeting, the student must note any concerns about subject-specific terminology or concepts. The Welsh medium coordinator is responsible for resolving any concerns by discussion with the person who set the assessment and/or translator.
- Translators can comment on the linguistic style/standard of the Welsh version.
- The marker can consult with the translator to discuss the translation.
- If presentation, layout, or appearance contributes to the marking criteria, the marker should look at the original and translated work.

Additional information:
- When a student is completing an extended piece of coursework (e.g. dissertation) or thesis in Welsh, and the work is supervised by a member of staff who is not Welsh speaking, the student can submit drafts to the translator before the final version is submitted. This is to enable the supervisor to monitor the progress of the work and to provide feedback. Students must contact the translator before submitting drafts to discuss the dates when work will be submitted for translation, the subject area and the expected length of the work.
- Due to GMC requirements, final summative assessments in BMBS Medical degrees must be completed in English.

6.6. Viva Voce Examinations

All students must be treated fairly, without being advantaged or disadvantaged by the use of *viva voce* examinations.

Viva voce examinations must only contribute to marks if this has been approved for programmes at validation.

Viva voce examinations can be conducted by External Examiners on all or a sample of students. The purpose is to assist an External Examiner to moderate a programme. Evidence from these examinations must not be used as part of a Board of Examiners' consideration of individual students. However, the evidence can be used by External Examiners when commenting about the general standards of the programme. External Examiners can use evidence from *viva voce* examinations to recommend adjustments to the marks of all students in a cohort – such adjustments can only be applied at a module level. Such a recommendation must then be considered by the Board of Examiners. A *viva voce* examination should not be used as the basis for reducing an individual student's mark or an individual student's award classification.

Viva voce examinations must not be used by Boards of Examiners when classifying borderline students unless the *viva voce* examinations formed part of the assessment structure for a programme.

Interviews with students can be arranged at the request of the Chair of the Board of Examiners. The interviews can be arranged to obtain further information from a student about matters such as unexpected results or special circumstances. The interviews must not be called *viva voce* examinations. Information from the interview can be considered by the Board of Examiners. The interview must not disadvantage the student.

7. Marking and Feedback

7.1. Marking Scales

Assessment can include examinations, class tests and coursework (essay, laboratory, report, project etc.). Work must be marked using a categorical scale:

Categorical Mark	Undergraduate Degree Level	Master's Level	Equivalent % Mark
A*	First Class	Distinction	95
A+			87
A			80
A-			74
B+	Upper Second Class	Merit	68
B			65
B-			62
C+	Lower Second Class	Pass	58
C			55
C-			52
D+	Third Class	Fail	48
D			45
D-			42
E+	Fail		38
E			35
E-			32
F1			25
F2			15
F3			5
F4			0
NS	Non submission	Non submission	0

A categorical mark of A**, equal to a mark of 100, can also be used.

The Pass mark for a single module at Levels 4-6 = 40% and at Level 7 = 50%.

Additional information:

- In order to meet GMC expectations, BMBS Medical degrees apply standard setting methods for assessments.

Marking Criteria
- The criteria associated with degree classes and categorical marks are in Appendix 3. Generic criteria to be used in module outlines are in Appendix 4.

Categorical and percentage marks
- Marking as a percentage is allowed if the subject or assessment demands and where relatively small differences in performance can be discerned with accuracy. Examples of where marking numerically is possible include:

- o Subject areas where answers/coursework involving computation will lead to numerical marks across the whole range of marks from 0%-100%.
        - o Multiple choice tests/examinations where the sum of marks over a large number of individual questions will lead to percentage marks across the whole range of marks from 0%-100%.
        - o Coursework/examinations consisting of sections, each of which is marked out of a pre-defined number. For example, an examination consisting of short answer questions, each marked out of 10. In such cases the marking of each question, although as a number, is effectively categorical; i.e. the mark is one chosen from a scale with 11 categories from 0-10. The sum of marks over these individual questions will lead to percentage marks across the whole range of marks from 0%-100%.
    - In some cases, particularly grading of professional practice placements, pass/fail grades can be used without subdividing the pass or fail grades into further categories. However, even where only a pass/fail mark is given, it is expected that students will be provided with detailed feedback on the work.
    - Module marks must be calculated as percentages.

Reporting marks to students
- Marks must be reported to students consistently. Marks reported as a categorical mark on one occasion should not subsequently be reported as a percentage.
- Overall module marks must be reported to students as percentages.
- Marks for components must be reported as categorical or numerical, depending on how the component was marked.

Pass marks
- Students cannot pass from one level to another with module marks below 30% at Levels 4-6 and below 40% at Level 7 (See Section 3).

7.2. Guidelines on Categorical Marking

A mark must be chosen from the available categories (Section 7.1) without first thinking of a percentage mark. It might help markers to think which degree class would be appropriate for the work and to grade within that class. For example, work of upper second class standard, approaching the standards needed for first class would be given a B+ mark.

Schools must not use systems where markers award percentage marks that are converted to the categorical scale as an administrative function. This process would eliminate the potential benefits of categorical marking and creates an unnecessary step with its own risks of conversion and transcription errors.

Schools must have procedures to make sure that any calculations involving categorical marks are consistent and accurate. Schools must not use procedures that attempt to derive an average categorical mark by purely subjective means. There are cases where the average is obvious. For example, in an examination paper with three equally weighted questions. If the marks for the three questions are A+, A and A-, the average will be A. However, beyond the simplest examples, it is not possible to reliably and consistently determine the average categorical mark by a subjective or intuitive method. Guidance on calculations involving categorical marks are in Appendix 6.

7.3. Marking Coursework that Exceeds Word Limits

Module Organisers can accept and mark work if the word count is about 10% higher than expected. Students must be informed, for any coursework, if this 10% rule will not be applied. Students must be informed about the consequences of exceeding word limits. The penalties are:

- Give a mark that takes into account the marking criteria and the extent to which the word limit has been exceeded.
- Ignore any content above the word limit, e.g. not marking any work after page 4.

7.4. Verification of Marks

The purpose of verification is to:

- Check that examinations and coursework have been marked in line with the assessment brief and the marking criteria.
- Make sure that marking is fair and consistent.
- Make sure that there are similar standards across modules.

Schools are expected to verify modules every time a module is delivered. Schools must:

- Have procedures to decide which assessments in a module have to be verified.
- Have procedures to verify marks for assessments that do not involve written assessment, e.g. oral presentations or performances.
- Specify where sampling is not allowed and all work must be verified.
- Have procedures to deal with major differences between markers and Verifiers.
- Provide students with details of the verification procedures.

For each module, Schools must choose one of the following options:

Ratification	The Verifier must confirm that marks have been allocated as defined in the assessment brief and that appropriate feedback has been given. Unless the class size is small, the ratification is based on a sample of assessments. Examples of when it might be used: • When the module mark does not count towards an Award. • When the assessment is worth a small proportion of the module marks. • When the assessment can be marked with little subjective judgement (e.g. multiple choice test).
Moderation	The Verifier must confirm that marks have been allocated as defined in the assessment brief, that appropriate feedback has been given, and that the marks are appropriate. Unless the class size is small, the moderation is based on a sample of assessments. Examples of when it might be used: • When the module mark does not count towards an Award. • When there is little scope for students to vary the way in which the assessment is submitted (e.g. assessment involves completing a template report). • Examination with short-answer questions.
Standard Double Marking	The Verifier marks the assessment. The comments and marks awarded by the first marker are available to the Verifier. The Verifier can mark all or a sample of the assessments. Examples of when it might be used: • When the module mark counts towards an Award. • When the assessment is worth more than 50% of the module mark. • When there is scope for students to address the assessment brief in various ways (e.g. essay or examination answer). • When a module has to be passed to meet professional body requirements.
Blind Double Marking	The Verifier marks the assessment without seeing either the comments or marks awarded by the first marker. The Verifier can mark all or a sample of the assessments.

	Examples of when it might be used:
	• When the module mark counts towards and Award. • When the assessment is the only form of assessment for a module worth over 30 credits. • When the assessment provides opportunities for students to conduct independent work and/or develop original ideas (e.g. dissertation).

In this table, 'assessment' is used for submitted coursework and examination answer books.

When Verifiers sample work, the sample size must be:

Number of Students	Sample Size
Up to 5	all (100%)
5-10	50%
11-50	25%
51-200	10%
Over 200	20 assessments

Work can be sampled at random, but it is recommended that the sample includes work that has failed and work from across the range of marks.

If the Verifier marks a sample of work, and the Verifier is content with the first mark, then the first mark must be entered into the students' records. If the Verifier marks all assessments then the first marker and Verifier must provide an agreed mark. Schools must have procedures to deal with differences between the first mark and Verifier mark. The procedures must state when:

- A discussion between the marker and Verifier should resolve differences.
- An agreed mark must be submitted. The agreed mark can either be for an individual student or can be based on an adjustment for the whole cohort. The mark of an individual student must only be adjusted if the marker and Verifier agree on an individual case **and** if the marker has verified all the work (i.e. not a sample of work). It is appropriate to adjust the mark for the whole cohort if there is a consistent difference between the first marker and Verifier based on the Verifier's verification of all the work or a sample of work.
- Another School procedure should be used to resolve differences (e.g. marking by third person).

Additional information:

School verification procedure
- It is expected that Schools have a statement that describes its verification procedures. The statement must be approved by the Board of Studies (or nominated committee/group) and must be made available to students. The statement must also be available for consideration at Internal Quality Audits.
- Schools must describe the verification procedure(s) that will be used for non-written work, such as performances and practical competencies. The procedures must be consistent with those described for assessments in the Section.

Choosing first markers and Verifiers
- The first marker should be the person who set the assessment.
- A member of staff with less experience of the subject area can act as the Verifier. An example of good practice is 'triangulation' where each member of staff is paired with at least two others for verification across a range of modules. Pairings of markers and Verifiers must be agreed before the start of each academic year. "Cosy pairs" and "perpetual reciprocal pairs" must be avoided.
- Assessments can be translated for verification (See Section 6.5).

Marking PGT Research Projects
- Supervisors may mark or verify a Master's Research Project. Marks for Research Projects must be verified as described in this section.

School records
- A record should be kept of the outcomes of verification, and this should be available for inspection in reviews and internal quality audits.

External Examiner
- The External Examiner must not be asked to act as an additional Verifier.

7.5. Feedback to Students on Coursework and Examinations

The purpose of assessment is to:

- Show that students have achieved learning outcomes.
- Relate student achievement to UK national standards and qualifications frameworks.
- Allow students to identify strengths and areas for improvement.

Feedback should provide students with information that enables personal academic development and that enables students to assess their progress. Feedback on coursework must help students to identify strengths and areas for improvement and must be detailed enough to explain the mark that was given. Feedback on coursework must be provided no later than four weeks from the submission deadline (excluding vacation weeks). Marks from examinations must be provided no later than four weeks from the end of the examination period. Wherever possible, submission deadlines should be set so that feedback can be provided before a vacation period. If feedback is not available after four working weeks, the Head of School (or nominee) must give students a written explanation.

Marked copies of assessments must be kept for the External Examiner. If students do not submit duplicate copies of coursework, the marked version must be kept for the External Examiner. Examination answer books should not be returned to students. However, students should have access to their marked answer books and can discuss their examination results with tutors.

Marks should be available to students electronically. Marks may be published on notice boards, by student names or IDs, but students must be allowed to opt-out from this method of publishing results. Schools are encouraged to give students the average mark and spread of marks (e.g. range and standard deviation) for each module. Students must be informed that marks are provisional until they have been confirmed by a Board of Examiners.

8. Special Circumstances

8.1. Requests for Extensions and Examination First-Sits

Students can request an extension to a coursework deadline. Students can also request to be allowed to sit an examination as a first-sit (first attempt). The University operates an application-based system for requests, and all applications must be reviewed and assessed to determine if an extension or examination re-sit should be granted. Students must submit a request before the deadline for coursework and before the date of an examination. Extension applications are specific to individual pieces of coursework. Students can apply for first-sits for a group of examinations (e.g. if there are circumstances that prevent attendance in the Semester 1 examinations) or for an individual examination (e.g. if there are circumstances that prevent attendance at some, but not all, examinations in Semester 1). Students must submit applications via the MyBangor Request Centre. Acceptable reasons (and the evidence required) for granting extensions and examination first-sits, and the reasons why requests will not be granted, are in Section 8.2. Students cannot request an examination first-sit by self-certification.

Schools must have a group to consider and grant extensions for each level of a programme. The group must also approve requests for examination first-sits. Each group should have no more than 6 members of staff, and may include staff such as the Course Director, Programme Lead, Joint Honours Tutor or Assessment Director. When determining the length of an extension for coursework, Schools must ensure that the extension is consistent with the amount of time that has been affected by the special circumstances.

If an examination first-sit is approved, Schools can choose when first-sits are organised for modules, using the options below:

- Reading Week in Semester two (for Semester 1 examinations)
- Easter vacation (for Semester 1 examinations)
- Week 4 of the summer examination period (for Semester 1 and/or Semester 2 examinations). If this option is chosen for students in the final year of their programme, it will provide an opportunity for them to graduate with their cohort in July.
- Supplementary Assessment Week (for Semester 1 and/or Semester 2 examinations). If this option is chosen for students in the final year of their programme, then the students will not be able to graduate with their cohort in July.

8.2. Granting Extensions and Examination First-Sits: Acceptable and Unacceptable Reasons

Acceptable Reasons for granting extensions, and for allowing examination first-sits, are:

Reason[1]	Evidence
Physical and / or Mental Illness[2]	Doctor's Note or appropriate Health Professional note
Engagement with Student Services	Notification from Student Services (including PLSP)

Reason[1]	Evidence
Bereavement/Compassionate Leave	No evidence required
Family Illness	Documentary evidence where appropriate
Sexual Violence	No evidence required (suggest discussion with one member of staff who will provide a confidential note [restricted access] and a second note to confirm that serious trauma has occurred.)
Gender-based Violence	No evidence required (suggest discussion with one member of staff who will provide a confidential note [restricted access] and a second note to confirm that serious trauma has occurred.)
Family Crisis	Documentary evidence where appropriate
Maternity / Paternity / Adoption Leave	Appropriate form
Job Interview (including Student Union Sabbatical Elections)	Copy of appropriate invite
Jury Service	Copy of Jury Service letter
PLSP (only if the PLSP refers to extension of assessment deadlines)	Copy of PLSP
Crime (e.g., burglary)	Crime Reference Number required
Inordinate Professional Commitments (Part-time students in full-time employment with exceptional pressure of work or change in work circumstances)	Confirmation from employer
Blackboard unavailable	
Representing the University at a sporting event	AU approval on the Request Centre

[1] Other reasons may be considered on a case-by-case basis.
[2] For coursework, students can apply for an extension of 7 calendar days by self-certification. Self-certification is only permitted on the grounds of illness. Any other request (and requests for over 7 days on the grounds of illness) require the evidence indicated in the Table above. Applications for back to back extensions on the basis of self-certification will not be accepted. Students will be permitted three applications based on

self-certification per academic year. Applications for examination first-sits cannot be based on self-certification.
Requests for extensions for more than four weeks will not normally be approved.

Unacceptable reasons for requesting extensions and for examination first-sits are:

- Having (other) examinations.
- Having other coursework to do.
- Not having access to a computer.
- Failure or loss of a computer or electronic files – students should make adequate and regular back-ups of their work.
- Misreading timetables, deadlines or guidelines for assignments.
- Not being able to find any books/papers/sources on the subject.
- Poor time management.
- Being on holiday.
- Other events that could be reasonably have been expected or planned.
- Exam stress or panic not diagnosed as illness.
- Sporting commitments (unless representing the University at a sporting event).
- Disrupted travel plans (except where extreme weather conditions, or similar circumstance outside the student's control, prevented travel and this can be evidenced).

8.3. Reporting Special Circumstances

Students must report any special circumstances (such as ill-health or bereavement) which may affect attendance, submitting work or results. The circumstances must be reported as soon as possible via the MyBangor Request Centre. Boards of Examiners have the right to ask for additional information about special circumstances. The deadlines for reporting special circumstances are:

Semester 1: midday on the first Monday of Semester 2.
Semester 2: midday on the last day of the Summer Term.

Students can submit documentary evidence to be seen only by the Chair of the Special Circumstances Committee. Such evidence must be submitted in a sealed envelope to the student's Student Admin Hub, with the student's name and Banner ID clearly written on the outside of the envelope and noting that the contents are Confidential Special Circumstances.

When reporting special circumstances, students must provide a list of all of the modules that they've taken during the Semester or Year, and the assignments linked to them. Students must indicate the examinations and/or coursework affected by the special circumstances.

Schools must arrange assessment(s) for students who miss a deadline or examination because of special circumstances (See Section 5). Schools must provide students with an opportunity to complete assessed work within a module. The assessment can be the same as the original or can be an alternative assessment.
If it is not possible to arrange the assessment before the meeting of the Board of Examiners, the Board of Examiners must make sure that the special circumstances are considered.
Boards of Examiners must create a sub-group to consider special circumstances. The sub-

group must provide the Board with recommendations about alternative assessment or changing marks. Schools must categorise special circumstances as specified below:

Code	Recommendation to Board of Examiners	Typically used when one or more of the following apply:
SC-01	No action	• Special Circumstances (SCs) are not related to the student's studies. • Allowances for SCs already made, e.g. by allowing extra time or modified form of assessments. **Example**: Illness that occurred after the summer assessment period. **Example**: Illness that affected Semester 1 examinations but extra time was allowed in the examinations.
SC-02	Allow an opportunity to repeat the assessment as a first attempt with no cap on the mark.	• Allowances for SCs have not already been made for assessments in specific module(s). • SCs apply to specific modules and there is no evidence that they had an impact beyond those specific modules. **Example**: Personal/Heath problems affecting a professional placement/module that is a core element of the programme.
SC-03	Allow an exemption for assignments or insert a replacement mark for assessments worth up to a total of 50% in two modules, or a maximum of 40 credits.	• The special circumstances have meant that it has not been possible to complete assignments or sit examinations. • The special circumstances were presented too late to allow an extension or examination first-sit. **Example**: Injury affecting Semester 1 coursework, there are justifiable reasons why the student did not ask for extensions to submission dates, and it is not feasible to set an alternative assessment.
SC-04	Increase degree class	• The student has a borderline mark. • There is evidence that the SCs had an impact beyond specific modules in which allowances were made. • Allowances for ECs cannot be made retrospectively at module level e.g. because of the form of assessment. **Example**: Illness that affected a Semester but that was diagnosed after the examination/assessment period. **Example**: Illness that affected the academic year. Allowances were made on the basis of symptoms

Code	Recommendation to Board of Examiners	Typically used when one or more of the following apply:
		but a severe condition was diagnosed after the examination/assessment period.
SC-05	Defer decision until further details are available	• Further details/confirmation of the ECs have been requested. • A decision can be made at another Board of Examiners (e.g. deferral from a Level 5 Board to a Level 6 (final) Board of Examiners). **Example**: Evidence provided by the student is insufficient or the student is waiting for medical confirmation of ECs.

Boards of Examiners must not change students' marks achieved in earlier years and previously confirmed by a Board of Examiners unless, for defined reasons, students have been informed that previously issued results are provisional.

Additional information:

- If SC-03 is chosen the replacement mark should be based on assignments within a module, rather than across all modules. Replacement marks can be based on all other assignments completed in a module (i.e. the mean mark across examinations and coursework in a module) or may be based on a sub-set of assignments (e.g. the mean mark of other laboratory reports). Schools must consider whether it may preferable to allow late submission and/or later examination first-sit for students in the final year of a programme, even if this delays their graduation.
- If SC-05 is chosen, students should be given a deadline for providing the additional information. The Board of Examiners should agree and record the outcome that can be approved by the Chair if satisfactory additional information is provided.

9. Board of Examiners

The University's regulations for Boards of Studies are available on the University`s website. The Board of Studies is responsible, acting as a Board of Examiners, for approving marks and final awards.

Boards of Examiners have discretion when classifying awards for individual students. Boards of Examiners must interpret the regulations for the programme using this document and experience of good practice in higher education. The academic judgements made by Boards of Examiners cannot be questioned or overturned. The Board of Examiners must:

- Make sure that any procedures/decisions are consistent with these regulations.
- Make sure that it has taken account of students' special circumstances.
- Confirm the module marks and overall marks for each student.
- Decide whether students are eligible for re-assessment if a module has been failed.
- Confirm the classification of awards.

Boards of Studies must act as the Board of Examiners for all programmes leading to an award. Student members of the Board of Studies must not attend the Board of Examiners. The Board of Examiners must include:

- Head of School (or nominee) as Chair
- Academic staff in the School(s) who have been involved in delivering the programme(s)
- External Examiner(s)

The Head of School must appoint one member of staff to act as the Secretary of the Board of Examiners. The School can also invite external contributors to the programme (e.g. Honorary members of staff) to attend the Board of Examiners.

Minutes should be taken at each Board of Examiners to:

- Record relevant discussion and decisions.
- Record the reasons for special recommendations/decisions for students, e.g. special examination arrangements, medical cases, plagiarism, exit awards.
- Provide examples for future Board of Examiners to ensure consistency.
- Record comments of External Examiners.

The agenda should follow a basic outline as follows:

i. Date of the meeting.
ii. Declarations of conflicts of interest.
iii. List of programmes.
iv. Members present and apologies.
v. Minutes of the previous meeting and any matters arising.
vi. Any actions by the Chair since the most recent meeting.
vii. Confirmation of module marks - to confirm that the Board agrees with the marks as listed in an attached appendix. This section must include generic information on

the reasons for any changes to marks (The reasons can be categorised as in Section 8 and specific details of a medical/personal nature should not be included).
viii. Award of Degrees, Diplomas and Certificates.
ix. Decisions taken with regard to any prizes or awards.
x. External Examiner's comments.
xi. Signing of CORP and NORF forms.

Additional information:

Other Boards of Examiners
- Boards of Examiners can approve sub-Boards (e.g. 'Internal' Boards responsible for a programme or group of programmes) that report to the Board of Examiners.
- In undergraduate programmes, decisions about passing from one level to another are made by the Senate Examination Board.
- Boards of Examiners are established for collaborative programmes as defined in the Code of Practice for Collaborative Provision and the Validation Manual.

Timing of meetings
- Boards of Examiners meetings for Level 4 and Level 5 must be held within 3 weeks of the end of Semester 2.
- Senate Examination Board meetings must be held within 5 weeks of the end of Semester 2.
- Board of Examiners meetings for final awards must be held within 2 weeks of the end of Semester 2.

Agenda and Minutes
- An agenda for Boards of Examiners meetings should be prepared by the Secretary of the Board in consultation with the Chair.
- Boards of Examiners minutes should be written by the Secretary or nominee and signed by the Chair.
- The minutes must be kept in accordance with the University's record retention schedule.

Conflicts of interest
- Members of staff must inform the Chair of the Board of Examiners of any personal interests, involvement or relationship with any students. The Chair must decide whether the circumstances have to be declared at the meeting. The member of staff must withdraw from the meeting when the student's case is being discussed. Any declaration of interest and/or withdrawal of a member of staff must be recorded in the minutes of the Board.

Notification of results
- Schools must complete two forms for the Student Administration Section:

  Confirmation of Results Process Form (CORP): The CORP form records the list of modules considered by the External Examiners and a list of programmes considered at the Board of Examiners meeting. This form is signed by the Chair of the Board of Examiners and all internal and External Examiners present. If, exceptionally no External Examiner is able to attend

the Board of Examiners meeting, a copy of the CORP form must be forwarded to at least one External Examiner for signature.

Notification of Results Form (NORF): The NORF form records the results for individual students. This form should be signed, usually at the end of the Board of Examiners meeting, by the Chair.

10. Terms

Recognition of Prior Learning (RPL)	Recognition of Prior Learning (RPL) includes the recognition of prior learning (RPL), recognition of prior certificated learning (RPCL), recognition of prior experiential learning (RPEL), recognition of prior certificated and/or experiential learning (RP[E/C]L) and the recognition of prior learning and achievement (RPL&A). RPL does not include credit transfer and accumulation (CAT).
Achievement Criteria (Assessment Criteria)	Descriptions of what a student is expected to achieve in order to demonstrate that a Learning Outcome has been met.
Assessment	Assessment is an essential element of the learning process. It is used to judge the achievement of students and to determine whether they have fulfilled module and programme learning outcomes.
	Assessment is also used as a noun to describe activities (e.g. examinations, coursework).
Award	Type of qualification (e.g. Bachelor of Arts, BA).
Boards of Examiners	Boards responsible for assessment, progression and classification of awards.
Boards of Studies	Boards responsible for academic matters related to programmes.
Classification	Category (class) of award (e.g. pass/fail or First, Upper Second etc.).
Compulsory Module	Module that must be taken by all students on a Programme.
Core Module	~~Module that must be taken by all students on a Programme and must be passed.~~
	Modules that must be taken by all students on a Programme and must be passed (this includes Professional Registration Modules).
Coursework	Any assessment which is not an Examination or Test.
Credit	Measure of learning outcomes achievable in notional hours. 1 credit is equivalent to 10 notional hours.
Credit Level	See Level 4, Level 5, Level 6 and Level 7.
Dissertation	See Research Project.
Elective Module	Module that does not contribute to the calculation of the overall percentage mark, and can be taken either for credit or for interest.
Enrolment	The process by which a student formally enrols for a named award of the University.
Examination	Assessment completed on a defined date and with fixed time-limits, under strict supervision and with clearly defined conditions and rules of conduct. Examinations are normally arranged by the University in periods at the end of modules.
External Examiner	Independent and impartial advisor providing informed comment on standards and student achievement. Usually a senior academic in other University, or an experienced practitioner in the subject area.

Learning Outcomes	Statements, at programme and module level, of what a student can be expected to know, understand and/or do as a result of a learning experience.
Level 4	Achievement at Level 4 reflects the ability to develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information, using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.[1]
Level 5	Achievement at Level 5 reflects the ability to generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well-defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.[1]
Level 6	Achievement at Level 6 reflects the ability to critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes.[1]
Level 7	Achievement at Level 7 reflects the ability display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making, including use of supervision.[1]
Level of Credit	Threshold standard of achievement within a hierarchy of levels. Levels of Credit and Qualifications are as defined by the Framework for Higher Education Qualifications (2014) (FHEQ) and the Credit and Qualifications Framework for Wales.[1]
Module	Discrete and coherent block of learning that forms part of a Programme.
Optional Module	Module named in the Programme Specification and chosen from a suite of modules.
Outcomes	See Learning Outcomes.
Professional Registration Modules	Modules that are required to be taken, and passed, as part of a programme leading to a Professional Body registration. These modules are used in programmes which exceed the minimum credit requirement for the Level studied; NB – all methods of assessment in such modules must also be passed.

Programme	Scheme of study validated by the University and having specified Core, Compulsory and Optional Modules as defined in a Programme Specification.
Programme Specification	Validated description of a Programme presented in a defined format.
Qualification	See Award.
Registration	The process by which enrolled students become 'registered' students for the current academic session. Students must re-register for each academic year of their studies.
Research Project	In Master's programmes, the term "research project" describes a research-orientated course component.
Scheme of Study	See Programme.
School	Section of the University responsible for delivering a programme.
Validation	The process of approving a programme. See the Code of Practice for Programme Approval, Monitoring and Review.

[1] CQFW. 2019. Credit and Qualifications Framework for Wales 2019

Appendix 1. Submitting a Master's Research Project

Master's Research Projects must be submitted electronically. A 1½ line spacing must be used in the main text, but single spacing may be used in the summary and in any indented quotations and footnotes.

All research projects must include the following:

- A statement that it is submitted in partial fulfilment of the requirements for the degree.
- A statement that is the result of independent work or investigation, indicating any portions for which the student is indebted to other sources.
- Confirmation that it has not been submitted for another award (unless for agreed dual awards).
- A statement **either** that it may be made available for inter-library loan or photocopying (subject to the law of copyright) and that the title and summary may be made available to outside organisations **or** that it may be made available after expiry of a bar on restriction to access.

The Research Project Agreement is shown in the next pages of this appendix.

Students can publish work from a Research Project before or after it is submitted for examination. The published work must not refer to the fact that the work is (or will be) part of the examination for a higher degree. In some cases, the University's regulations on intellectual property rights may restrict what can be published.

A Research Project should be openly available. The University may allow a restriction on access for a specified period of up to five years. The supervisor must apply to the Director of the Doctoral School for restricted access. If access to the research project is restricted, the title and summary must be freely available.

Research Project Agreement

All questions require an answer.

1. **Author Name**:

2. **Author Email address at Bangor University**:

3. **Author personal email address** (not Bangor University) (This will only be used to contact you after you have left the University in the event that there is a query about the availability of your thesis):

4. **Author student number**:

5. **Title of thesis**:

6. **Principal supervisor:**

7. **School:**

8. **Funder (leave blank if none):**

9. **Keywords that describe the subject of your thesis**:

10. **Embargo**: Please indicate whether you have an embargo (bar on access) on your thesis. For the embargo to stand, your Supervisor must also submit a request for a bar on access by contacting the Doctoral School. Once an embargo has been applied, the metadata describing the thesis will be available but the thesis will be inaccessible until the end of the embargo. *Please select one of the following two choices:*

☐ No embargo

☐ Embargo has been requested

☐ Embargo has already been granted

11. **Inclusion of copyright material.** You should be aware of when permissions are required to include third party copyright material in your digital thesis; this includes copies of any publications you have published. More information is available here: https://www.bangor.ac.uk/library/copyright/thirdparty.php.en. For assistance contact copyright@bangor.ac.uk. *Please select one of the following three options:*

☐ I have checked third party copyright issues throughout my thesis including all appendices, and intend to submit a single digital version of my thesis

☐ I have applied for a permanent embargo on my thesis as third party copyright is too widespread too remove, and permission from copyright holder(s) have not been granted

12. **Author's declaration**: by ticking this box ☐ I consent to all of the following statements:

1. I agree that I am the author (or have the authority of the author) to make this agreement and do hereby give Bangor University the right to make available the thesis in the way described above.
2. I agree that this work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree unless, as agreed by the University, for approved dual awards.
3. I agree that this thesis is the results of my own investigations, except where otherwise stated. All other sources are acknowledged by bibliographic references.
4. I agree that I have exercised reasonable care to ensure that the thesis is original and, to the best of my knowledge, does not breach any laws – including those relating to defamation, libel and copyright.
5. I agree that Bangor University does not hold any obligation to take legal action on behalf of the Author, or other rights holders, in the event of a breach of intellectual property rights, or any other right, in the material deposited.
6. I agree that I will indemnify and keep indemnified Bangor University from and against any loss, liability, claim or damage, including without limitation and related legal fees and court costs (on a full indemnity bases), related to any breach by myself of any term of this agreement.
7. I agree that Bangor University may electronically store, copy or migrate the thesis to any approved medium or format for the purpose of future preservation and accessibility. Bangor University is not under any obligation to reproduce or display the thesis in the same formats or resolutions in which it was originally deposited.

Signature:

Date:

Appendix 2. Procedures for Approving Recognition of Prior Learning

1. The term RPL is used generically to include the recognition of prior learning (RPL), recognition of prior certificated learning (RPCL), recognition of prior experiential learning (RPEL), recognition of prior certificated and/or experiential learning (RP[E/C]L) and the recognition of prior learning and achievement (RPL&A). RPL does not include results from previous study (Credit Transfer).

2. Once a School has approved an application for RPL, details must be sent to the Admissions Office.

3. It is recommended that Schools appoint an RPL Coordinator(s).

4. Schools are expected to define the type of evidence that is required for RPL to be approved. The evidence can include:

   - Completed assessments from the University or elsewhere.
   - An examination or test.
   - A portfolio of evidence.
   - A Curriculum Vitae with supporting evidence.
   - A demonstration or a performance.

5. Schools must inform applicants of:

   - The evidence required from the applicant.
   - The timescales for applications and decisions.
   - The support, if any, available to the applicant when preparing the application.

6. If an application is rejected, the applicant can complain to the Head of School under the informal stage of the Student Grievance Procedure.

7. Schools' procedures for considering and approving RPL should be reviewed on a regular basis.

8. Schools should ask students who used RPL to comment on their experience.

9. External Examiners should be invited to comment on RPL applications and Schools' procedures.

10. For Internal Quality Audits, Schools must keep evidence provided by applicants.

Appendix 3. Marking Criteria

The marking criteria are intended as 'baseline' standards. If Schools develop their own marking criteria they should not make their expectations higher than those conveyed by the table below. Schools **must not** amend the columns containing the Categorical Mark, the associated Degree classes and the General Overview.

The table provides general criteria. The criteria must be used in a way that reflects the links between the assessments, module learning outcomes, programme learning outcomes and subject benchmark statements. The criteria must also be used carefully in relation to the level of study. For example, knowledge and understanding have to be judged at the appropriate level. A student at Level 4 (year 1) might display evidence of knowledge which is excellent, but the same evidence might not be judged to be excellent for a student at Level 5 (year 2). Special attention should be given to the criteria that are in bold font in the table. They should be judged carefully in relation to the level at which a student is studying. For example, a student at Level 4 may display originality by using ideas that are normally presented and considered at a higher Level. Conversely, to demonstrate originality at Level 7, a student would have to present largely original ideas or ideas based on recent publications that were not part of the taught component of a module.

Categorical Mark	Degree Class Undergrad.	Degree Class Master's Degree	General overview Within Degree Class	Primary Marking Criteria	Secondary Marking Criteria
A*	First Class	Distinction	Outstanding	• Comprehensive knowledge • **Detailed understanding of the subject area** • **Extensive background study** • Highly focussed answer and well structured	• Exceeds expectations for most primary criteria • **Complete command of subject and other relevant areas** • **Ideas/arguments are highly original**
A+			Excellent	• Logically presented and defended arguments • No factual/computational errors • **Original interpretation** • **New links between topics are developed**	• Exceeds expectations for some primary criteria • **Complete command of subject** • **Ideas/arguments are highly original**

Categorical Mark	Degree Class Undergrad.	Degree Class Master's Degree	General overview Within Degree Class	Primary Marking Criteria	Secondary Marking Criteria
A			Good	• **New approach to a problem** • Excellent presentation with very accurate communication	• Meets all primary criteria • Command of subject but with minor gaps in knowledge • **Ideas/arguments are mostly original**
A-			Meets requirements of Class		• Meets most but not all primary criteria • Command of subject but with some gaps in knowledge • **Ideas/arguments are mostly original**
B+	Upper Second Class	Merit	Good	• Strong knowledge • Understands most but not all of the subject area • **Evidence of background study** • Focussed answer with good structure • Arguments presented coherently • Mostly free of factual/computational errors	• Exceeds expectations for some primary criteria • Command of subject but with gaps in knowledge • **Some ideas/arguments are original**
B			Mid-Level		• Meets all primary criteria • Strong factual knowledge and understanding • Ideas/arguments are well presented but few are original

Categorical Mark	Degree Class Undergrad.	Degree Class Master's Degree	General overview Within Degree Class	Primary Marking Criteria	Secondary Marking Criteria
B-			Meets requirements of Class	• Some limited original interpretation • Well known links between topics are described • Problems addressed by existing methods/approaches • Good presentation with accurate communication	• Meets most but not all primary criteria • Strong factual knowledge with minor weaknesses in understanding • Most but not all ideas/arguments are well presented and few are original
C+	Lower Second Class	Pass	Good within the Class	• Knowledge of key areas/principles • Understands the main elements of the subject area • **Limited evidence of background study** • Answer focussed on question but also with some irrelevant material and weaknesses in structure • Arguments presented but lack coherence	• Exceeds expectations for some primary criteria • Strong factual knowledge with some weaknesses in understanding • Ideas/arguments are limited but are well presented
C			Mid-Level		• Matches all primary criteria • **Moderate factual knowledge with some weaknesses in understanding** • Ideas/arguments are limited with weaknesses in logic/presentation

Categorical Mark	Degree Class Undergrad.	Degree Class Master's Degree	General overview Within Degree Class	Primary Marking Criteria	Secondary Marking Criteria
C-			Meets requirements of Class	• Has several factual/computational errors • **No original interpretation** • **Only major links between topics are described** • Limited problem solving • Some weaknesses in presentation and accuracy	• Matches most but not all primary criteria • Moderate factual knowledge with several weaknesses in understanding • Ideas/arguments are limited with weaknesses in logic/presentation
D+	Third Class*	Compensatable Fail	Good within the Class	• Knowledge of key areas/principles only • Weaknesses in understanding of the subject area • **Limited evidence of background study** • Answer only poorly focussed on question and with some irrelevant material and poor structure • Arguments presented but lack coherence	• Exceeds expectations for some primary criteria • **Moderate factual knowledge with several weaknesses in understanding** • A few ideas/arguments are presented but with weaknesses
D			Mid-Level		• Matches all primary criteria • Limited factual knowledge with several weaknesses in understanding • Very few ideas/arguments are presented

Categorical Mark	Degree Class Undergrad.	Degree Class Master's Degree	General overview Within Degree Class	Primary Marking Criteria	Secondary Marking Criteria
D-			Meets requirements of Class	• Several factual/computational errors • **No original interpretation** • **Only major links between topics are described** • Limited problem solving • Many weaknesses in presentation and accuracy • For PGT - Insufficient to fulfil the associated learning outcomes	• Matches most but not all primary criteria • Limited factual knowledge with many weaknesses in understanding • Very few ideas/arguments are presented and with errors in logic/presentation

Categorical Mark	Degree Class Undergrad.	Degree Class Master's Degree	General overview Within Degree Class	Primary Marking Criteria	Secondary Marking Criteria
E+	Compensatable Fail	Fail	Good within the Class	• Insufficient to fulfil the associated learning outcomes • **Deficiencies in knowledge even of key areas/principles** • No evidence of understanding, even of main areas	• Exceeds expectations for most primary criteria • Very limited factual knowledge with many weaknesses in understanding • Weak attempt to answer/address question
E			Mid-Level	• **Very limited evidence of background study** • Answer relies on tangential material and lacks a coherent structure • No arguments presented	• Exceeds expectations for some primary criteria • Major gaps in knowledge/understanding • Weak attempt to answer/address question
E-			Meets requirements of Class	• Many factual/computational errors • No original interpretation • No links between topics are described • No attempt to solve problems • The presentation is weak containing many inaccuracies	• Matches all primary criteria • Very limited evidence of knowledge/understanding • Ideas/arguments are largely irrelevant to question
F1	Fail	Fail	Good within the Class	• Insufficient to fulfil the associated learning outcomes • **No evidence of relevant knowledge or understanding**	• Exceeds expectations for most primary criteria • No evidence of knowledge/understanding • Only limited evidence of an attempt to answer the question

F2			Mid-Level	• **No evidence of background study** • Answer relies on irrelevant material and lacks a coherent structure • No arguments presented or arguments are not relevant to the assessment • Many factual/computational errors • No attempt at interpretation • No links between topics are described • No attempt to solve problems or to address the assessment brief • The presentation is very weak containing many inaccuracies	• Exceeds expectations for some primary criteria • No evidence of knowledge/understanding • Very limited evidence of an attempt to answer the question
F3			Meets requirements of Class		• Matches all primary criteria • No evidence of knowledge/understanding and/or evidence of misunderstanding • No attempt to answer/address the question
F4			Does not meet requirements of Class		• Matches very few primary criteria • No evidence to demonstrate even cursory knowledge or understanding • No attempt to answer/address question

*Under the regulations for Extended Undergraduate Degrees students must achieve an overall average of 50% and consequently, the categorical marks E, D-, D and D+ are 'fail' grades at degree level.

Appendix 4. Generic Module Achievement Criteria

The module achievement criteria provide students with guidance on what they must achieve in order to meet the requirements for particular grades and to meet the learning outcomes. These criteria can be included in student handbooks and/or module guides. The module achievement criteria are intended as generic 'baseline' standards. **Schools are encouraged** to adapt the criteria to link them as closely as possible to particular assessments. For example, for an assessment based on a field visit, these generic standards may be less helpful to a student than criteria written specifically for the assessment. The criteria must also be used carefully in relation to the level of study. For example, knowledge and understanding have to be judged at the appropriate level. A student at Level 4 (year 1) might be required to display evidence of knowledge which is excellent, but the same evidence might not be judged to be excellent for a student at Level 5 (year 2). Similarly, a student at Level 4 may display originality by using ideas that are presented and considered at a higher Level. Conversely, to demonstrate originality at Level 7, a student would have to present largely original ideas or ideas based on recent publications that were not part of the taught component of a module.

To achieve Grade A the assessment must:
- Demonstrate comprehensive knowledge and detailed understanding of the subject area.
- Demonstrate extensive background study.
- Be well structured and highly focussed.
- Contain logically presented and defended arguments.
- Be free of factual/computational errors.
- Include significant elements of original interpretation.
- Demonstrate an ability to identify, develop and present new links between topics.
- Include new approaches to analysing and/or explaining a problem.
- Be presented to very high standards with very accurate communication.

To achieve Grade B the assessment must:
- Demonstrate strong knowledge and understanding of most of the subject area.
- Demonstrate evidence of background study.
- Be well structured and focussed.
- Contain coherently presented arguments.
- Be mostly free of factual/computational errors.
- Include some elements of original interpretation.
- Describe well known links between topics.
- Analyse and/or explain problems using existing methods/approaches.
- Be presented to high standards with accurate communication.

To achieve Grade C the assessment must:
- Demonstrate knowledge of key areas/principles.
- Have some, if only limited, evidence of background study.
- Be focussed on the question (assessment brief) with only some irrelevant material and weaknesses in structure.
- Attempt to present relevant and logical arguments.
- Not contain a large number of factual/computational errors.

- Describe major links between topics.
- Attempt to analyse and/or explain problems.
- Be free of major weaknesses in presentation and accuracy.

To achieve Grade D the assessment must:
- Demonstrate knowledge of some key areas/principles.
- Have some, if only limited, evidence of background study.
- Attempt to present an answer on the question (assessment brief) with only some irrelevant material and weaknesses in structure.
- Attempt to present relevant and coherent arguments.
- Not contain a large number of factual/computational errors.
- Describe some links between topics.
- Provide some analysis and/or explanation of problems.
- Demonstrate an attempt to avoid major weaknesses in presentation and accuracy.

The assessment will be given Grade E-F if it does not fulfil the associated learning outcomes and contains:
- Insufficient detail.
- Deficiencies in knowledge even of key areas/principles.
- No evidence of understanding, even of the main areas.
- No evidence of background study.
- Tangential material, lacking a coherent structure.
- No arguments.
- Many factual/computational errors.
- No original interpretation.
- No description of links between topics.
- No attempt to solve problems.
- A weak presentation with many inaccuracies.

Appendix 5. Full-Time/Part-Time Transfers

When a student transfers from full-time to part-time, or vice versa, the study periods are calculated as shown below.

x = Length of full-time programme (months)
y = Length of part-time programme (months)

From Part-Time to Full-Time
The study period **already completed** will be calculated as:

Full-time equivalent (months) = Part-time study completed (months) * (x/y)

From Full-Time to Part-Time
The study period **already completed** will be calculated as:

Part-time equivalent (months) = Full-time study completed (months) * (y/x)

Appendix 6. Calculations Involving Categorical Marks

In this section, 'components of assessment' are examinations and pieces of coursework. 'Sub-components of assessment' are elements such as questions in an examination paper or separate sections of a piece of coursework.

Module marks must be calculated using these principles:

- Categorical marks must be converted into a percentage mark using the values given in Section 7.1.
- Any software used to convert categorical marks to percentage marks must be tested to make sure that the conversions and calculations are correct.
- The mark for each component and sub-component of assessment must be converted from a categorical to a percentage mark before calculating the module mark. The calculation must use all the sub-component and component marks, each appropriately weighted. This avoids the minor inconsistencies that could arise if the module mark is obtained by a serial calculation (e.g. an average exam mark is calculated and that average is then used to calculate the overall module mark).
- Examiners should consider carefully whether the benefits of sub-dividing an examination question or element of coursework into sub-sub-components are sufficient to justify the extra complexity of calculating a module mark.
- Back-conversion of percentage marks to categorical marks is not recommended because it is an extra step where errors could occur. Back-conversion could also unfairly advantage or disadvantage a student if the percentage mark calculated from the back-converted categorical mark is higher or lower than would have been obtained had an average mark been calculated from the converted marks for each section.
- Back-conversion of percentage marks to categorical marks is permitted in situations where there is a defined methodology, appropriate to the form of assessment, which may be used to produce an average categorical mark from numerical scores (e.g. results from multiple choice examinations/tests may be moderated and rescaled before deriving a categorical mark from numerical scores).
- There must be procedures to calculate an average module mark based on a sub-set of component marks. For example, if a student has been granted an exemption from completing one component because of special circumstances.
- Unless there are justifiable reasons, a categorical mark awarded to a component or sub-component should not be adjusted purely in order to force the calculation of a higher module mark.
- Markers must not replace the percentage mark derived using use the values given in Section 7.1. For example, if the categorical mark A- is given, this must be converted to 74%. Markers should not replace the mark given to raise it to a higher mark in the A- band. If a marker believes that 74% is inappropriate, the marker should consider whether an A rather than A- should have been given. The only exceptions include situations where numerical marks may be given with a high degree of accuracy because the numerical marks are linked to externally defined criteria/standards or to professional standards/experience.

The Office of the Independent Adjudicator for Higher Education (OIA) runs an independent scheme to review student complaints. Bangor University is a member of this scheme. If you are unhappy with the outcome from Bangor University, you may be able to ask the OIA to review your case. You can find more information about making a complaint to the OIA, what it can and cannot look at and what it can do to put things right here: https://www.oiahe.org.uk/students.

You normally need to have completed this procedure before you complain to the OIA. Bangor University will send you a letter called a 'Completion of Procedures Letter' when you have reached the end of these processes and there are no further steps you can take internally. If your complaint/appeal is not upheld, Bangor University will issue you with a Completion of Procedures Letter automatically. If your complaint/appeal is upheld or partly upheld you can still ask for a Completion of Procedures Letter from Bangor University if you want one. You can find more information about Completion of Procedures Letters and when you should expect to receive one here: https://www.oiahe.org.uk/providers/completion-of-procedures-letters.

To bring a complaint to the OIA, you need to submit a completed OIA Complaint Form within 12 months of the date of Bangor University's final decision (usually the date of the Completion of Procedures Letter), and you will normally need to send the OIA your Completion of Procedures Letter.