

Section 16H

Nottingham Trent University

Quality Handbook

Part E: Regulations

**Section 16H: Common
Assessment Regulations for
Online Postgraduate
Degrees (Wiley)**

Section 16H

Contents

1.	Principles behind the regulations	4
2.	Scope of the regulations	5
3.	Changes to the regulations	5
4.	Consultation	5
5.	Course specific requirements	6
6.	Students with disabilities.....	6
Awards and level.....		6
7.	Awards	6
8.	Levels of study	7
9.	Available classifications.....	7
10.	Course titles	8
Registration matters.....		8
11.	Registration periods	8
12.	Intercalation.....	9
13.	Credits per calendar year	9
14.	Extension of registration	9
15.	Accreditation of prior learning (APL)	9
External examiners		9
16.	Requirements	9
Module Assessment Panels		10
17.	Purpose	10
Boards of examiners.....		11
18.	Purpose and powers	11
19.	Operation of the board.....	11
Submission of coursework.....		12
20.	Assessment and Feedback Plan.....	12
21.	Late submission	12
22.	Pass and fail modules	13
Module results		13

Section 16H

23.	Definition	13
24.	Grade based assessment scheme	13
25.	Exceptions	13
26.	Pass or fail credits	14
27.	Minimum pass grades	14
28.	Compensation	14
29.	Considerations in applying compensation	15
30.	Module failure	16
31.	Maximum module attempts	16
32.	Referral and retake	16
33.	Minimum pass grade for retakes and referrals	17
34.	Maximum grade for retake	17
35.	Maximum grade for referral	17
36.	Zero grade as an academic irregularities penalty	17
37.	Referral submission dates	17
38.	Module shortfall (including trailing modules)	18
39.	Termination of studies	18
40.	Improvement of grades	18
	Level result	19
41.	Definition	19
	Determining awards	19
42.	Classification	19
43.	Classification calculation	19
44.	Master's degree: failure	20
45.	Postgraduate diploma: failure	21
46.	Postgraduate certificate: failure	22
	Notification of extenuating circumstances	23
47.	Clarifications and variations	23
	Academic appeals and complaints	24
48.	Clarifications and variations	24

Section 16H

Academic irregularities.....	25
49. Clarifications and variations.....	25
Appendix	26

Section 16H

1. Principles behind the regulations

The principles and regulations of assessment set out in the Quality Handbook are designed to ensure that the University, its Schools and course teams have in place processes of assessment which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes of the award.

The main purposes of assessment are to judge the students' achievement of learning outcomes and to safeguard threshold academic standards. Appropriate assessment also informs teaching, facilitates and shapes learning and engagement and supports the development of graduate attributes.

Assessment is always a matter of judgment, not simply of computation and regulation. Grades do not represent absolute values but symbols used to communicate examiners' judgments on different aspects of a student's learning. They provide information for a Board of Examiners' final decision on the student's fulfilment of the course outcomes and the achievement of the award standard. Course outcomes capture the learning and attributes developed by the course as a whole – which is normally more than the simple sum of its parts.

This set of regulations provides a framework within which to exercise this judgment so that students are treated with parity across the University's courses. However, boards have discretion to interpret the regulations flexibly for individual students with due consideration to the course outcomes and the award standard.

Academic judgments cannot, in themselves, be questioned or overturned.

Section 16H

2. Scope of the regulations

- 2.1 These regulations apply to all students registered on the University's online postgraduate courses offered in partnership with Wiley (hereafter called 'Wiley online course(s)'). The regulations take effect from September 2016.
- 2.2 Where indicated, a Board of Examiners (hereafter referred to as 'board') and Wiley online students must refer to the course specific documentation for further details of any course specific regulations.
- 2.3 These Wiley online course regulations apply the same principles that govern all postgraduate courses offered at NTU. This section is part of the University's Quality Handbook (QH).

3. Changes to the regulations

- 3.1 The University reserves the right to alter its courses without prior notice and to modify from time to time its regulations for the admission and progression of students and for the conferment of awards. Where these changes affect the title of an award or cause a student to be unable to complete the named award for which they are registered, they will be consulted and the board (including external examiners) informed. Where the named award cannot be offered or completed, the University will describe the title and modular components of an alternative award which can be made available to the student.
- 3.2 The regulations will be reviewed and updated periodically in line with developments in University policy and practice. There may be differences in regulations as they apply to different cohorts of students registered for the same award. Every effort will be made to inform students about proposed changes and, if educationally appropriate, introduce such changes for all cohorts of students.
- 3.3 A student cannot demand reassessment in a module that is no longer offered (see also regs. 31.2, 32.1 and 38.4).

4. Consultation

- 4.1 While the University reserves the right to modify its assessment regulations at any time, particular thought will be given to the timescale for entering changes and the effect on current cohorts of students. Changes would not normally be introduced for implementation in the current calendar year, but would take effect in the following calendar year.
- 4.2 Changes to the regulations should be made after appropriate consultation. At university level, proposed changes will be discussed with staff who will be given the opportunity to comment on such changes. Students and external examiners will also have an opportunity to comment. Proposed changes may be modified in the light of feedback.
- 4.3 At course level, students and external examiners should be consulted on any proposed changes to the assessment regime which may affect progression and award requirements. Students must be kept fully informed as to any changes to the regime which affects them.

Section 16H

4.4 The above processes apply to all Wiley online courses.

5. Course specific requirements

5.1 Course specific requirements relating to Wiley online courses should be set out in course documentation and include:

- a. the approved postgraduate awards contained within the course;
- b. the approved title(s) of the course awards;
- c. the course learning outcomes;
- d. the curriculum map showing where the course learning outcomes are assessed;
- e. the assessment schedule; the assessment and feedback plan;
- f. the criteria for determining each award – including the criteria for classification;
- g. specific applications or interpretations of these regulations;
- h. agreed statements on any requirements for work-based learning, professional practice or residence;
- i. details of any special professional body or statutory requirements;
- j. requirements that affect progression or awards.

Guidance note 5.1

A curriculum map charts each module against the course learning outcomes, indicating where an outcome is assessed. The map is used by the course team to assure itself that the course learning outcomes are adequately assessed across the curriculum and the board to determine that course learning outcomes have been achieved.

6. Students with disabilities

6.1 Reasonable adjustments to assessment arrangements will be made to ensure that students with disabilities are not substantially disadvantaged. The course leader will ensure that students are made aware of the procedures for requesting adjustments, will consider such requests and will agree arrangements, referring to Student Support Services and the Academic Office for guidance as necessary. Any agreed adjustments will be notified to the board.

Awards and level

7. Awards

7.1 Wiley online courses incorporate the awards set out below and the outcomes for each will be articulated in the course documentation. Each has a credit definition:

Section 16H

- a. Postgraduate certificate – successful completion of 60 credits at level 7;
 - b. Postgraduate diploma – successful completion of 120 credits at level 7;
 - c. Master's degree – successful completion of 180 credits at level 7.
- 7.2 Wiley online students proceeding to a master's degree will not be awarded a postgraduate certificate (stage 1) or postgraduate diploma (stage 2); these awards are only conferred on students who do not progress to the final master's degree for whatever reason. A student will normally be entitled to receive one award as a result of a continuous period of registration.

8. Levels of study

- 8.1 Normally, only one academic level, level 7 is used in Wiley online courses. This corresponds to the level defined by the Framework for Higher Education Qualifications (FHEQ).
- 8.2 A master's course may incorporate modules with a value of up to 20 credits from an undergraduate level (normally level 6) provided this fits with the course aims, outcomes and specification, and is approved accordingly. Course documentation should describe any such dispensation. This level of dispensation may be exceptionally exceeded provided this is justified and approved by a Development and Approval Group (DAG) (see QH section 5).
- 8.3 A module used in the above way becomes attached to master's level rather than retaining its actual academic level. So that, for example, an existing level 6 module in Psychology when used in a Master's degree in Business Studies should be regarded as a level 7 module for the purposes of determining awards and classification.
- 8.4 A board may 'count down' credits that a student may have achieved **beyond stage 1** in order to make up for a shortfall in the minimum credits required for the award of postgraduate certificate or postgraduate diploma.

9. Available classifications

- 9.1 Wiley online course documentation will set out the criteria used in determining the classification of awards.
- 9.2 The master's degree is classified (distinction, commendation or pass). The specific criteria for each classification will be set out in the course documentation and follow the grade based assessment scheme set out in the appendix to these regulations.
- 9.3 The postgraduate certificate and postgraduate diploma awards are classified (distinction, commendation or pass). The specific criteria for each classification will be set out in the course documentation and follow the grade based assessment scheme set out in the appendix to these regulations.

Section 16H

10. Course titles

- 10.1 The Wiley online course specification will contain the course title(s) that will have been approved according to criteria set out in the QH.
- 10.2 To be eligible for the approved master's degree course title, a student who has entered with advanced standing must normally have gained at least 60 credits by satisfactorily completing modules on the specified Wiley online course.
- 10.3 To be eligible for the approved postgraduate diploma course title, a student who has entered with advanced standing must normally have gained at least 40 credits by satisfactorily completing modules on the specified Wiley online course.
- 10.4 To be eligible for the approved postgraduate certificate course title, a student who has entered with advanced standing must normally have gained at least 20 credits by satisfactorily completing modules on the specified Wiley online course.
- 10.5 A board has discretion to recommend an award with the approved course title where a student has not met the precise requirements set out in course documentation. In doing so, a board must be satisfied that the named course title is fair and appropriate.
- 10.6 Where a board cannot award the approved course award title because the student has not achieved the appropriate learning outcomes, the student will only be entitled to receive a transcript.

Registration matters

11. Registration periods

- 11.1 A student who enters the beginning of a Wiley online course should normally complete their studies within the following maximum periods:

	Minimum	Maximum
Postgraduate certificate	1 year	3 years
Postgraduate diploma	2 years	4 years
Master's degree	2.5 years	5 years

Section 16H

12. Intercalation

12.1 Subject to approval, a Wiley online student may vary their rate of study to suit their individual needs and circumstances. Where a student has formally interrupted their studies, the period of interruption of study will not be included for the purposes of calculating their maximum period of registration.

13. Credits per calendar year

13.1 A Wiley online student should study a minimum of 30 credits in a calendar year.

14. Extension of registration

14.1 The Dean of the School responsible for the Wiley online course, or agreed nominee, can extend a student's registration on an exceptional basis beyond that set out in para. 11.1.

15. Accreditation of prior learning (APL)

15.1 A Wiley online student may be accredited with prior learning where they can demonstrate evidence of achievement comparable to the learning outcomes set out in course documentation. This may apply to certificated or experiential learning (also see regs. 10.2 – 10.4 for rules governing the conferment of course titles).

Guidance note 15.1

Course teams must have procedures for granting APL. A student's prior learning claims should be approved before they commence the course.

External examiners

16. Requirements

16.1 A Wiley online course must have an external examiner(s) approved and appointed on behalf of Academic Board.

Guidance note 16.1

Full information on external examiners can be found in QH section 9, including procedures for their appointment.

Section 16H

- 16.2 An external examiner will attend at least one board meeting each year; this board will consider student progression (including referrals) and recommendations for final award. Where additional boards are held, the external examiner does not need to attend if no final awards are being considered. Where final awards are being recommended, the external examiner may participate in these additional Board meetings via online conferencing software rather than by physical attendance. Whether in physical attendance or not, the external examiner must confirm in writing that they are in agreement with the final awards being conferred.
- 16.3 If unavoidable circumstances result in an external examiner being absent from the mandatory board meeting, the external examiner should subsequently indicate by written notification – via the course leader – that they been involved in the assessment process and agree with the decisions made at the board.
- 16.4 It is not necessary for an external examiner to be consulted or signify their agreement with a postgraduate diploma or postgraduate certificate award unless the course leader and external examiner agree that this is necessary – these parameters should be negotiated at the time of the mandatory board meeting each year.
- 16.5 The external examiner(s) must submit an annual report within four weeks of the mandatory board meeting held each year.

Module Assessment Panels

17. Purpose

- 17.1 After every 16 week delivery block in stages 1 and 2 (following moderation), a Module Assessment Panel (MAP) meets to make recommendations about whether students who fail a module should be allowed to undertake remedial work and / or referred work alongside the modules they study in their next delivery block.
- 17.2 In reaching its recommendations, the MAP must take into account the number and extent of the module failure(s) and the student's profile thus far.
- 17.3 The MAP membership comprises:
- course leader;
 - module leaders;
 - secretary.
- 17.4 All MAP recommendations are subject to ratification by the chair of the board.
- 17.5 Where a MAP determines that the extent of module failure is too substantial or that a student's overall performance and / or engagement is giving concern, it may recommend to the chair of the board that referral takes place at a later date or that the decision on how a student retrieves their failure be deferred until the next board meeting. This latter decision may entail the student retaking the module the next time it is offered – see sub-section 31.
- 17.6 Where a student fails a module or is referred at a later date, the student must study the module again when it is next offered.

Section 16H

Boards of examiners

18. Purpose and powers

18.1 Each Wiley online course must have a board to:

- a. ensure there are consistent and fair arrangements for assessment;
- b. make academic judgements on the progress of students;
- c. make academic judgements on the conferment of awards; and
- d. consider any case of student performance that is giving cause for concern.

18.2 A board should operate with due regard to:

- a. the course specification;
- b. any Academic Board agreements with other validating, accrediting or professional bodies (or a collaborating centre) as appropriate; and
- c. the principles and policies on assessment as set out in QH section 15.

18.3 A board may be responsible for more than one Wiley online course provided this is approved at a DAG. On occasions, an alternative NTU board may be utilised to expedite recommendations for small numbers of students.

19. Operation of the board

19.1 A board will be held once a year. This mandatory board will consider student progression, referrals and recommendations for final award. The course leader and module leaders (or their nominees) should be present at the Board unless prior arrangements have been made with the chair; module tutors and Wiley representatives are not required to attend. The external examiner will attend this board.

19.2 Additional board meetings may be held during the calendar year as dictated by student profiles and other business. External examiners must be involved in each board that considers a final award, but need only physically attend one board per academic session (see also sub-section 16 for external examiner involvement).

19.3 The chair of the board has delegated authority to ratify MAP recommendations (as set out in sub-section 17).

Guidance note 19.3

The full membership, terms of reference and key duties of members of boards are available as QH supplement (QHS) 15b.

19.4 All award and module results (including referral results) will be considered and agreed by a board.

19.5 A board is required if there are reasons to consider the termination of a student's studies on the course.

19.6 It is the duty of board members to uphold the confidentiality of all of its meetings.

Section 16H

19.7 All of the assessed grades contributing to a module or an award remain provisional until confirmed by a board.

19.8 Care should be taken to record in the board minutes the reasons why discretion has or has not been exercised in relation to specific regulations.

Submission of coursework

20. Assessment and Feedback Plan

20.1 A Wiley online student must submit work for assessment in the required form(s) by a specified time on the dates indicated in the Assessment and Feedback Plan and to the person designated for receiving work.

21. Late submission

21.1 Where a student is taking a first attempt at a module and submits assessed work after the submission date (and specified time) indicated in the Assessment and Feedback Plan, the work will be marked if submitted within five working days of the submission date.

21.2 Where a student is making a first attempt and submits assessed work by this second deadline (i.e. five working days after the submission date), the maximum grade awarded will be a *pass*. Where the quality of the assessed work falls below the minimum acceptable level (i.e. below a *pass*) a lower grade will be awarded as appropriate.

21.3 Students who have been granted a 'time extension' for the first attempt will have the same second deadline.

Guidance note 21.3

Further details on 'time extensions' and extenuating circumstances are contained in subsection 47 of these CAR and in regs. 21.6 and 21.7 below. The full Notification of Extenuating Circumstances (NEC) procedures can be found in QH section 17a.

21.4 Where a student is making a referred or retake attempt at a module they must submit work by the submission date and they will not be allowed a second deadline. Work received after the submission date without a 'time extension' will be awarded a *zero* grade. Examiners must only comment on the work for learning purposes and return it to the student with a *zero* grade.

21.5 Where a student is making a first attempt at a module and submits work after the second deadline, a *zero* grade will be awarded and examiners must only comment on the work for learning purposes and return it to the student with a *zero* grade.

21.6 A student who has substantiated extenuating circumstances may be granted a 'time extension' (see QH section 17a.) to submit work either five or ten days after the submission date. Where a student is authorised to submit work after the submission date, they will not be penalised provided it was submitted within the authorised time extension.

Section 16H

21.7 The nature of many online assessments and / or the local conditions within which Wiley online students study, may warrant shorter authorised time extensions and a more immediate decision. In this respect, a module tutor may grant a short extension (up to 48 hours) in appropriate circumstances. The student must provide a written statement in support of the extension within five days of the agreed extension. Where a student is authorised to submit work after the submission date, they will not be penalised provided it is submitted within the authorised time extension.

22. Pass and fail modules

22.1 In modules that are marked on a pass and fail basis, a 'Late Pass' should be recorded by the board for successful work that is submitted after the submission date and without a time extension.

Module results

23. Definition

23.1 A module is summatively assessed by an element or elements. Normally that element is located within a module, but may be located within a course assessment. Sub-elements of assessment are smaller units of assessment that may make up a single element. These are used in disciplines where several small tasks are required to ensure that all the course learning outcomes are met.

24. Grade based assessment scheme

24.1 All elements and sub-elements are graded according to the University's postgraduate grade based assessment scheme – see the appendix to these regulations. The full range of fourteen grades should be used.

Note

- The University is rolling out a revised set of numerical equivalents to its GBA schemes. This will affect students starting Wiley courses from January 2018. Students continuing on Wiley courses who have already accrued credits prior to January 2018 will remain on the 2016/17 grading scheme. Both schemes are provided in the appendix.

25. Exceptions

25.1 A Wiley online course may include competency-based elements that are assessed on a pass and fail basis and are not be used to determine the module grade, level result or award classification. These modules will be clearly identified in course documentation.

Section 16H

Guidance note 25.1

A competency-based module is a practical skill, professional or work-based type of performance module that is normally measured as an individual personal competence against criteria assessed on a pass and fail basis.

Competency-based modules may test application of theory and knowledge and will have a set of learning outcomes.

26. Pass or fail credits

26.1 Where a Wiley online student has been admitted on the basis of prior learning or has undertaken study at another institution as part of their course, the credits may be graded on a pass or fail basis. For the purposes of the award classification, such credits are not used to determine the module grade, level result or award classification.

27. Minimum pass grades

27.1 The minimum pass grade for a module is a *pass*.

27.2 The minimum pass grade for an element and a sub-element is a *pass* (but see reg. 27.4 below).

27.3 Where a module is assessed by more than one element, the module result will be determined by averaging (with appropriate weighting as necessary) the numerical equivalents of the element grades. Where an element is assessed by more than one sub-element, the element grade is also determined by averaging the numerical equivalents of the sub-element grades.

Guidance note 27.3

The actual number that results from the above calculation (and not the numerical equivalent) is used to determine the student's level result (see reg. 46.1).

27.4 If a *marginal fail* grade is achieved in an element of a module, then providing at least a *pass* grade has been achieved for the module as a whole, the student's performance will be recorded as a pass for that module.

28. Compensation

28.1 A board may compensate a *marginal fail* grade for a module as a whole. In such cases, the student's performance will be recorded as a compensated pass for that module.

28.2 In addition, a board may compensate a *mid-fail* grade for an element provided at least a *pass* grade has been achieved for the module as a whole. In such cases, the student's performance will be recorded as a compensated pass for that module. In cases of a *marginal fail* grade in an element of a module, see reg. 27.4 above.

Section 16H

28.4 A board may apply compensation according to the maxima set out below:

- Stage 1 – normally 20 credits; but the combined compensation for stage 1 shall not exceed 30 credits.

28.5 A board may compensate beyond the maxima where extenuating circumstances apply.

Guidance note 28.5

Where there are no extenuating circumstances but the board is satisfied that the course learning outcomes have been achieved it may exercise discretion in cases of marginal and mid fail grades and compensate beyond the maxima agreed.

The major piece of work (stage 2) should not be compensated.

29. Considerations in applying compensation

29.1 Compensation is where a board makes an academic judgment that a Wiley online student is deemed to have passed a module because they have:

- a. achieved elsewhere the course outcome(s) to which the failed module contributes;
- b. performed satisfactorily on the course as a whole.

29.2 Normally a student must have achieved the minimum pass requirement or higher at the end of the stage to be eligible for compensation (see also reg. 46.1).

29.3 A module or element grade that has been compensated must not be adjusted.

29.4 A board should be cautious in applying compensation to students who have not completed all of the stage modules.

29.5 A board should not apply compensation if the student has not completed all pieces of assessment associated with that element, unless extenuating circumstances apply.

Guidance note 29.5

Compensation should be awarded with care; it should be fair and reasonable in relation to the course learning outcomes and the standard of the award. In exercising its academic judgment, a board should normally take into consideration:

- a. the curriculum map;
- b. the course and module leader's recommendation;

Section 16H

c. the overall result that the student has achieved.

30. Module failure

- 30.1 A student who has not achieved the minimum module pass grade (pass) – and who has not been granted a compensated pass – has failed the module.
- 30.2 Normally a student shall have a right following initial failure of a module to be reassessed on one further occasion to achieve a pass.
- 30.3 At stage 2, a Wiley online student will not be offered the opportunity to be reassessed for a marginal failure until a board has confirmed the decision.

31. Maximum module attempts

- 31.1 The maximum permitted number of attempts normally allowed for a student to pass a module will be two – first attempt and referral or retake. A board has the discretion to authorise a third attempt.
- 31.2 A student may not demand reassessment in a module that is no longer offered in the course. A board may, at its discretion, make special arrangements where it is not practicable for students to be reassessed in the same modules and by the same methods as at the first attempt.

32. Referral and retake

- 32.1 For reassessment in a module, a student will either:
- undertake a referral in the failed element(s) of the module or an alternative assessment(s) as recommended by the MAP and ratified by the board; or
 - retake the whole module at the next available opportunity, including the new module assessments, with or without further attendance.
- 32.2 In the case of referral, a student should not have to repeat an element that they have passed.

Guidance note 32.2

Referral is the normal form of reassessment since it is linked to the student's original module studies and normally will not involve further engagement with the learning materials. As it is linked to the student's original module studies it should take place within a reasonable timescale and a MAP may recommend referral alongside the next delivery block.

A MAP may recommend to the board that a student reworks an online activity or assessment rather than undertakes fresh coursework and / or examination.

A MAP has discretion to recommend setting one task to assess two or more assessment elements if this is fair and valid.

Section 16H

A student's academic profile may be such that a MAP recommends to the board that referral is delayed to a later date. A student may decline the option to undertake their referral alongside their next delivery block and decide to undertake the referral at a later stage.

In the case of low, mid and zero grades, it may be appropriate for a MAP to recommend that the board withhold an immediate referral opportunity and thereby require a student to retake the module with or without further engagement with the learning materials. Without engagement means that the student is not required to re-study to module learning materials except those, if any, during which assessment is conducted. If a student fails the retake, the board has the discretion to grant a referral opportunity.

33. Minimum pass grade for retakes and referrals

- 33.1 The minimum pass grade for a retake module is a *pass*. However, at the discretion of the board, a failed retake module or element within it may be compensated according to the parameters set out in regs. 28 – 29.
- 33.2 The minimum pass grade for a referred module is a *pass*. Where a student is referred in more than one element, a *pass* grade in each of the referred element(s) is required unless the board sets out an alternative minimum as part of the referral conditions. At the discretion of the board, a failed referred module or element within it may be compensated according to the parameters set out in regs. 28 – 29.

34. Maximum grade for retake

- 34.1 The maximum grade that is recorded for a retake module is *pass*.

35. Maximum grade for referral

- 35.1 The maximum grade for a referred assessment element is *pass*. However, where a student is referred in an element, the grade for any element that was passed at the first attempt is used in the calculation of the module result. A student may therefore achieve a grade that is higher than a *pass* for a referred module.

36. Zero grade as an academic irregularities penalty

- 36.1 A student who has committed an academic irregularity (see sub-section 49) may be referred in a module or element in order to provide the student with the opportunity to meet the learning outcomes. If a student subsequently demonstrates those outcomes, a *pass* should be recorded – the module is not compensated and the module grade remains *zero*.

37. Referral submission dates

- 37.1 All students who are required to undertake referred work should be given a common date to submit work to the University.

Section 16H

38. Module shortfall (including trailing modules)

38.1 For students who decide to complete the major piece of work within the normal duration of the module (i.e. either 8 months or 12 months depending on the approved module specification), a board may allow them to commence Stage 2 (the major piece of work) carrying a shortfall of either:

- (i) a maximum of 20 credits of referred modules; or
- (ii) a maximum of 10 credits of retake or not yet attempted module (because of study breaks, workload issues or other reasons),

subject to approval by the Progression Board or Board of Examiners.

However, if a student wishes to complete the major piece of work within six months or less than six months as specified in the approved module specification (i.e., an accelerated route in order to complete the master's course in 2.5 years), they can only commence Stage 2 (the major piece of work) if they do not have any trailing module (either a referred/retake module or module not yet attempted).

38.2 A student will not be allowed to proceed to Stage 2 if they have not passed the pre-requisite module(s) for the major piece of work in Stage 2.

38.3 At the discretion of a board, a student who is allowed to proceed to the next stage carrying a failure(s) in an optional module may be allowed to make good the deficiency either in the same failed module or an approved alternative module of at least the same level and credit value. An alternative module should be treated the same as if it was a retake module.

39. Termination of studies

39.1 A board is authorised to terminate a Wiley online student's studies for the following reasons:

- a. the student has exhausted the total number of attempts as set out under reg. 31.1;
- b. the student has an overall poor record of performance, engagement or commitment on the course and the board judges that there are no grounds to permit the undertaking of further remedial or retake modules;
- c. major academic irregularities.

Guidance note 39.1

A member of the course team should formally counsel a student who has failed a majority of modules at interim assessment points or where progress is giving cause for concern.

40. Improvement of grades

40.1 No reassessment is permitted for a Wiley online student to improve upon a grade above the pass level required for the award.

Guidance note 40.1

In situations where a student has a substantiated case of extenuating circumstances but also a module result that is above the pass grade, the board should not require, permit

Section 16H

or offer the student an opportunity to undertake a reassessment. Instead the board should take into account the fact that substantiated extenuating circumstances affected the student's performance in that module and exercise appropriate discretion when deciding on the student's final award classification.

Level result

41. Definition

41.1 At the completion of a Wiley online course (and normally at the completion of stage 1 and stage 2), a student will be given a level result. This level result is derived by averaging (with appropriate weighting as necessary) the numerical equivalent mark of the modules that comprise that student's level or award.

Guidance note 41.1

The level 7 result is used as a guide for progress and the award of compensation. It is also used to help determine the award classification.

Determining awards

42. Classification

42.1 The following classifications apply to Wiley online courses:

Postgraduate degree	Grade bands
Distinction	Distinction, Mid Distinction, High Distinction, Exceptional Distinction
Commendation	Commendation, Mid Commendation, High Commendation
Pass	Pass, Mid Pass, High Pass

43. Classification calculation

43.1 The classification for an online Wiley course is based upon the module results for all modules contributing to the award.

Guidance note 43.1

A master's degree is calculated on the basis of all of the 180 credits contributing to the award (for a postgraduate diploma it is all 120 credits, and for a postgraduate certificate it is all 60 credits).

A course may base its classification on less than the full credits where it has a professional practice or similar module assessed on a pass and fail basis (see regs. 25.1 and 26.1). This arrangement must be approved at a DAG.

43.2 A higher classification may be awarded than that determined by the classification

Section

calculation.

Guidance note 43.2

A board may exercise its academic judgment and award a higher classification to that obtained by the classification calculation. In deciding whether to award a higher classification, a board should take into account:

- a. the strength of the student's profile of grades, i.e. whether an acceptable proportion of module results for a particular student are in a higher classification;*
- b. information about a student's performance other than the raw module grades achieved, e.g. their particular strengths in important outcomes or curriculum areas, or their special capabilities, attributes or postgraduate skills.*

This discretion must be used only to raise and not lower a student's classification.

A board may also exercise additional discretion for students who have extenuating circumstances.

The principles of this guidance note should also apply to the award of distinction and commendation for postgraduate certificate and postgraduate diploma.

43.3 Consideration of a student's final master's degree award will take place after the student has completed all modules comprising the course.

44. Master's degree: failure

44.1 Where a candidate for a master's degree has failed a module(s), a board may agree one of the following:

- a. allow a student's overall performance to compensate for module failure and award a master's degree and classification provided the board is confident that the course learning outcomes have been satisfactorily achieved;

Guidance note 44.1a

A Board may apply compensation as defined in regs. 28 and 29 above.

A Board may – where possible – ascribe a grade for a module where extenuating circumstances apply (a minimum pass or higher grade). This would normally have the effect of raising a student's classification calculation.

- b. allow a student to be reassessed in the failed modules for the master's degree;

Guidance note 44.1b

Section 16H

Where a Wiley online student is reassessed for a master's degree, a board may specify a maximum classification that the student can achieve.

If a student fails some or all of these reassessed modules, they may claim a postgraduate diploma (see 44.1c) or they may be offered one further attempt for a master's degree at the discretion of the board.

- c. award a postgraduate diploma if a student has achieved at least 120 credits and met the award outcomes;

Guidance note 44.1c

A board may award a named postgraduate diploma even though a student has not met the precise requirements set out in course documentation (see reg. 7.1).

A candidate for a master's degree who is subsequently awarded a postgraduate diploma may receive a commendation or distinction provided they have achieved the grade range set out in reg. 42.1.

- d. require a student to withdraw from the course with no further attempts;
- e. offer the award of an aegrotat master's degree or postgraduate diploma as appropriate. Aegrotat awards do not carry a classification.

Guidance note 44.1e

A Wiley online student who declines an aegrotat and instead elects to resit (as if for the first time) may not subsequently claim the aegrotat if they fail but they may be reassessed for the award.

45. Postgraduate diploma: failure

45.1 Where a non-progressing student is a candidate for a postgraduate diploma and has failed a module(s), a board may agree one of the following:

- a. allow a student's overall performance to compensate for module failure and award a postgraduate diploma and classification provided the board is confident that the course learning outcomes have been satisfactorily achieved;

Guidance note 45.1a

A board may apply compensation as defined in regs. 28 and 29 above.

A board may – where possible – ascribe a grade for a module where extenuating circumstances apply (a minimum pass or higher grade). This would normally have the effect of raising the student's classification calculation.

- b. allow a student to be reassessed in the failed modules for a postgraduate diploma;

Section 16H

Guidance note 45.1b

Where a student is reassessed for a postgraduate diploma, a board may specify a maximum classification that the student can achieve.

If a student fails some or all of these reassessed modules, they may claim a postgraduate certificate (see 45.1c) or they may be offered one further attempt for a postgraduate diploma at the discretion of the board.

- c. award a postgraduate certificate if the student has achieved at least 60 credits and met the award outcomes;

Guidance note 45.1c

A board may award a named postgraduate certificate even though a student has not met the precise requirements set out in course documentation (see reg. 7.1).

A candidate for a postgraduate diploma who is subsequently awarded a postgraduate certificate may receive a commendation or distinction provided they have achieved the grade range set out in reg. 42.1.

- d. require a student to withdraw from the course with no further attempts;
- e. offer the award of an aegrotat postgraduate diploma or postgraduate certificate as appropriate. Aegrotat awards do not carry a classification.

Guidance note 45.1e

A student who declines an aegrotat and instead elects to resit (as if for the first time) may not subsequently claim the aegrotat if they fail but may be reassessed for the award.

46. Postgraduate certificate: failure

46.1 Where a non-progressing student is a candidate for a postgraduate certificate and has failed a module(s), a board may agree one of the following:

- a. allow a student's overall performance to compensate for module failure and award a postgraduate certificate and classification provided the board is confident that the course learning outcomes have been satisfactorily achieved;

Guidance note 46.1a

A board may apply compensation as defined in regs. 28 and 29 above.

A board may – where possible – ascribe a grade for a module where extenuating circumstances apply (a pass grade or higher). This would normally have the effect of raising the student's classification calculation.

Section 16H

- b. allow a student to be reassessed in the failed module(s) for a postgraduate certificate;

Guidance note 46.1b

Where a student is reassessed for a postgraduate certificate, a board may specify a maximum classification that the student can achieve.

If a student fails some or all of these reassessed modules, they may be offered one further attempt for a postgraduate certificate at the discretion of the board.

- c. require a student to withdraw from the course with no further attempts;
- d. offer the award of an aegrotat postgraduate certificate. Aegrotat awards do not carry a classification.

Guidance note 46.1d

A student who declines an aegrotat and instead elects to resit (as if for the first time) may not subsequently claim the aegrotat if they fail but may be reassessed for the award.

Notification of extenuating circumstances

47. Clarifications and variations

47.1 Wiley online courses adhere to the University's NEC policy and process, with the exception of a set of approved clarifications and variants as set out in this sub-section.

Guidance note 47.1

The University's NEC policy and process can be found in QH section 17a.

47.2 Students studying Wiley online courses are required to submit the documentary evidence as set out in appendix 1 of the NEC policy and process. Because of the special nature and potential location of online students, the extenuating circumstances that may be considered can be extended to some of those that would normally not be accepted (see para. 6.4 of QH section 17a).

47.3 Where extenuating circumstances are claimed and upheld (and such claims have been made prior to an assessment event or submission date), the board will:

- a. provide a five or ten day extension to an assessment deadline where this is appropriate and practicable;

Guidance note 47.3a

A shorter extension of 48 hours may be granted by a module tutor (see reg. 21.7).

Section 16H

- b. provide the opportunity for the student to be assessed at the next available point and, where the next available opportunity is to be considered a first sit, for the grade to be uncapped;

Guidance note 47.3b

A student may be allowed to undertake the assessment alongside their next delivery block of modules as set out in para. 17.1.

- c. provide the student with the opportunity to intercalate.
- 47.4 Submission of a notification of extenuating circumstances must be made using the NEC section of the online Academic Appeals portal and should be supported by appropriate evidence.
- 47.5 Requests for extenuating circumstances are considered by a Notification of Extenuating Circumstance Contact (NECC); each School that offers an online Wiley course has a NECC. The NECC reports to the School's Notification of Extenuating Circumstances Panel (NECP).

Academic appeals and complaints

48. Clarifications and variations

- 48.1 Wiley online courses adhere to the University's Academic Appeals policy and process, with the exception of a set of approved clarifications and variants as set out in this sub-section.

Guidance note 48.1

The University's Academic Appeals policy and process can be found in QH section 17b.

- 48.2 The course leader is responsible for handling academic appeals and complaints. A Request for Reconsideration (R4R) or appeal must be submitted through Academic Appeals Portal. Students must submit documentary evidence as set out in appendix 2 of QH section 17b.
- 48.3 Each School that offers a Wiley online course has a Reconsideration Panel, constituted as described in sub-section 7 of QH section 17b.
- 48.4 A student (and their companion and / or witness) may participate in a SAIP via online conferencing software wherever possible.

Section 16H

Academic irregularities

49. Clarifications and variations

49.1 Wiley online courses adhere to the University's Academic Irregularities policy and process, with the exception of a set of approved clarifications and variants as set out in this sub-section.

Guidance note 49.1

The University's Academic Irregularities policy and process can be found in QH section 17c.

49.2 The course leader is responsible for initiating the Academic Irregularities Procedures and liaising with their Academic Team Leader / Head of Department.

49.3 Schools offering Wiley online courses convene School Academic Irregularities Panels (SAIP).

49.4 A student (and their companion and / or witness) may participate in a SAIP via online conferencing software wherever possible.

49.5 The Academic Irregularity Penalty Framework as set out in para. 5.2 of QH section 17c applies to all Wiley online courses.

Section 16H

Appendix:

- a. GBA grades and grade points for level 7 modules for students starting courses from January 2018.

Class	Grade	Grade point	Mark range
Distinction (excellent)	Exceptional distinction	16	15.5 – 16.0
	High distinction	15	14.5 – 15.4
	Mid distinction	14	13.5 – 14.4
	Distinction	13	12.5 – 13.4
Commendation (very good)	High commendation	12	11.5 – 12.4
	Mid commendation	11	10.5 – 11.4
	Commendation	10	9.5 – 10.4
Pass (good)	High pass	9	8.5 – 9.4
	Mid pass	8	7.5 – 8.4
	Pass	7	6.5 – 7.4
Fail (insufficient)	Marginal fail	6	4.5 – 6.4
	Mid fail	4	2.5 – 4.4
	Low fail	2	1.5 – 2.4
Zero	Zero	0	0.0 – 1.4

Section

b. GBA grades and grade points for students who have previously accrued level 7 credits prior to January 2018.

Class	Grade	Numerical equivalent	Mark range
Distinction (excellent)	Exceptional Distinction	96	100 – 93
	High Distinction	89	92 – 85
	Mid Distinction	81	84 – 78
	Distinction	74	77 – 70
Commendation (very good)	High Commendation	68	69 – 67
	Mid Commendation	65	66 – 64
	Commendation	62	63 – 60
Pass (good)	High Pass	58	59 – 57
	Mid Pass	55	56 – 54
	Pass	52	53 – 50
Fail (insufficient)	Marginal Fail	47	45 - 49
	Mid Fail	42	40 - 44
	Low Fail	24	1 - 39
Zero	Zero	0	0

Policy owner
CADQ

Change history			
<i>Version:</i>	<i>Approval date:</i>	<i>Implementation date:</i>	<i>Nature of significant revisions:</i>
Sept 2016	30.09.16	01.10.16	New Section
Sept 2017	12.09.17	01.10.17	None
Feb 2018	15.02.18	15.02.18	Erroneous paragraph removed (previously para. 28.3) referencing previous NEC policy
April 2018	17.04.18	17.04.18	Took out barrier between Stages 1 and 2 Provided an option to complete the dissertation in less than 12 months Clarified definition of shortfall of modules to be carried over to the Dissertation Module

Equality Impact Assessment		
<i>Version:</i>	<i>EIA date:</i>	<i>Completed by:</i>
Sept 2017	01.07.17	CADQ