

# Assessment Regulations



**Harper Adams  
University**

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# Safety Net Assessment Scheme and Regulations for Taught and Master of Research Courses

## 2020/21 Academic Session

### COVID-19 Pandemic: Specific Provisions within the 2020/21 Assessment Regulations

In light of the ongoing uncertainty caused by the COVID-19 pandemic, the University has incorporated a number of specific provisions within the 2020/21 assessment regulations. At this time, it is not possible to accurately predict the impact of the COVID-19 pandemic upon the 2020/21 academic year. Consequently, the University reserves the right to review and revise these regulations during the academic year if required. The University is committed to ensuring that its assessment regulations minimise disruption to student progression and degree outcomes, whilst also maintaining the academic standards and integrity of the University's awards. The University recognises that the COVID-19 pandemic may impact also upon students beyond 2020/21 and these aspects will continue to be addressed in future versions of the University's assessment regulations.

For transparency, the specific provisions within the 2020/21 regulations that relate to COVID-19 are detailed inside the blue text boxes within this document.

### COVID-19 Pandemic: Safety Net Provisions for 2020/21

Although the 2020/21 assessment regulations incorporated a number of COVID specific provisions (as detailed within the blue text boxes within this document), the University has determined that a series of further revisions are appropriate to provide a 'safety net' for all students. The safety net regulations are intended to minimise disruption to student progression and degree outcomes, whilst also maintaining the academic standards and integrity of the University's awards. The revised 2020/21 assessment regulations have received approval from the University's Academic Board.

For transparency, the safety net updates to the 2020/21 regulations that have been introduced are detailed inside the green text boxes within this document and elements of the original regulations which have been superseded have been struck-through.

# Assessment Scheme and Regulations for Taught and Master of Research Courses

## 2020/21 Academic Session

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### 1. Introduction

The arrangements and regulations for assessment and awards have been devised to determine if each student has achieved the module and award outcomes and can demonstrate qualities and abilities which reflect the general educational aims of each course. These regulations apply to sandwich, full-time and part-time students on certificate, diploma, degree and taught postgraduate courses.

### 2. Course and subject assessments boards

Moderation of results and decisions on student progression and awards are the responsibility of the subject and course assessments boards. These have the constitution, authority and responsibilities ascribed to them in **Section 5** of the Harper Adams *Academic Quality Assurance Manual*.

#### **SP1 - COVID-19 specific provision – Assessment Boards**

The University will continue to operate its Course and Subject Assessment Boards in accordance with the terms of reference defined in Section 5 of the Academic Quality Assurance Manual. However, for operational reasons, the University reserves the right to conduct these meetings via an online platform (e.g. Microsoft Teams) and, if necessary, to alter the scheduled dates of the meetings and to vary the quoracy requirements to ensure that the meetings are able to take place. If meeting dates for the Boards do need to be revised, it may also be necessary to alter the dates that definitive results are released to students. The University will confirm to students (via email) the publication date for results as soon as possible.

### 3. External examiners

External examiners (and in some instances, external professional reviewers for work-based modules) are appointed to each of the subject assessments boards where the results of all module assessments are reviewed and, where appropriate, moderated and confirmed. A taught awards board examiner is also appointed to each course assessments board, at which the overall performance of individual students is considered. The role, appointment, rights and responsibilities of external examiners are described in the *Harper Adams Academic Quality Assurance Manual*. Students who are requested to meet with an external examiner, to support quality assurance processes, must normally do so, before their individual award can be conferred (see section 9) or progression to the next part of the course can be confirmed.

#### **SP2 - COVID-19 specific provision – External Examiners**

The University will endeavour, wherever possible, to maintain its normal requirements for external examiner participation and input into Course and Subject Assessment Board decision making. However, if an external examiner is ill and unable to perform their duties within our agreed timescales, the Chair of Academic Board will be asked to authorise, exceptionally, for the SAB and CAB Chairs to approve marks, progression and awards without their participation in our processes. In such circumstances, an independent, senior member of staff from Harper Adams will be required to join the Board to verify that the Board is operating in accordance with its terms of reference and the approved regulations.

### 4. Assessment scheme

#### 4.1 Course definition

The course of study leading to an award shall be that approved by a validation panel and the Programme Approvals Committee.

#### 4.2 Credit and course parts

Courses are defined by the amount and level of credit and the parts through which students progress. The definition of amount and level of credit and the minimum credit requirements for awards are set out in **Section 4.4** of the *Academic Quality Assurance Manual*. Undergraduate bachelors degree courses are divided into the Preparatory Year, Parts 1, 2 and 3 and, additionally, for the postgraduate element of the MSci and MEng courses, Part 4. Foundation Degree courses are divided into the Preparatory Year, Parts 1 and 2. There is a progressive development of the course content and module level at different parts and the extent to which they contribute to the overall classification of awards (section 10). Progression of students from one part to the next is also governed by assessment regulations (section 8).

**The preparatory year** is the year preceding Part 1 of Extended Degree/Foundation Degree Programmes or its equivalent by part-time study, undertaken by those candidates who do not satisfy normal entry requirements for enrolment into Part 1.

**Part 1** is the first and sandwich years of foundation degree courses and the first year of bachelors, Integrated Master of Engineering and Master of Science degree courses, or its equivalent by part-time study.

**Part 2** is the second year of full-time undergraduate courses or the second and third years of sandwich courses or the equivalent by part-time study.

**Part 3** is the final year of undergraduate degree courses or its equivalent by part-time study.

**Part 4** is the final year of Integrated Master of Engineering and Master of Science courses or its equivalent by part-time study.

#### 4.3 **Level 3 Credit**

Course definitions may include credit at level 3. In such cases up to 30 level 3 credits may be substituted for level 4 in the following regulations.

#### 4.4 **Module assessment scheme**

Each module is normally assessed by the end of the study part in which it is completed except in the case of work-based modules. The methods and timing of assessment employed in each module are set out in the module descriptor. Changes to the mode of assessment may only be made with the agreement of the Chair of the subject board concerned and must be agreed with Course Managers before the start of the academic session in which changes are to be implemented, and ratified by the Programme Approvals Committee.

#### **SN(i) - Exceptional COVID-19 regulations – Completion of assessments within a Study Part**

The substitution of Timed Open-Book Assessments (TOBAs) for closed-book on-campus examinations should mean that the majority of continuing students are able to complete their assessments prior to the next study part of their course. However, where assessment of **practical skills** is an absolute requirement in order for intended learning outcomes to be demonstrated, the disruption caused by COVID-19 may result in such assessments being deferred to the next study part (with the timing of deferred assessments to be confirmed by the Course Assessment Board). Such modules that remain incomplete by the September Course and Subject Assessment Boards will **not** impact on the ability of students to progress to the next study part.

To achieve an overall pass grade for a module, students must normally achieve an overall mark of 40% from the assessment task(s), unless, exceptionally, specified in the module descriptor (see section 5.1 below for an outline of Qualified Failure and Accreditation Failure). Some modules are assessed on a Pass/Fail basis, with no marks awarded. Full details of the assessment strategy are stated within each approved module descriptor.

Where specifically requested, procedures for the assessment of students with certified disabilities or specific learning difficulties should, wherever reasonable, comply with the recommendations of the needs assessment report. The extant Harper Adams' learning, teaching and assessment policy for students with disabilities will determine the reasonable adjustments that should be made in supporting individual student needs.

#### 4.5 **Placement assessment schedule**

The industrial placement period is assessed by an evaluation of employability, written work and submission of a personal development plan portfolio and students must achieve a pass grade for each. In awarding a grade for employability, the assessor will take into account the employer's grade and other evidence as described in the industrial placement section of the course handbook. Each outcome grade will be separately recorded on the student's transcript.

## 5. Module grading and compensation

### 5.1 Module grading

Grading of students on modules (other than those assessed on a Pass/Fail basis) and on industrial placement is determined by assessment criteria and recorded as follows:

<b>Extended Foundation Degree/ Foundation Degree</b>	<b>Mark Range (%)</b>	
Distinction	70-100	} Pass grades
Merit	55-69	
Pass	40-54	
R	30-39	} Fail grades
F	0-29	
<hr/>		
<b>Honours Degree / Ordinary Degree / Extended Degree / Dip HE / University Dip / Cert HE / University Foundation Cert</b>	<b>Mark Range (%)</b>	
A	70-100	} Pass grades
B	60-69	
C	50-59	
D	40-49	
E	35-39	} Fail grades
F	0-34	
<hr/>		
<b>Level 7 modules</b>	<b>Mark Range (%)</b>	
Distinction	70-100	} Pass grades
Merit	60-69	
Pass	40-59	
Fail	0-39	} Fail grade

Students receive written feedback in percentage points, in order to fully inform them of their progress against overall module grading and award classification or grading.

#### **Qualified Failure and Accreditation Failure**

Where a student achieves an overall mean mark of 40% or more but achieves less than 30% (or as specified within the approved module descriptor) in one or more assessment component, they will be awarded a Qualified Failure (QF), when specified in the approved module descriptor. Where a student is studying on a programme where a professional body requires that a student must pass each assessment component, an Accreditation Fail (AF) grade will be awarded, where a student achieves an overall mean mark of 40% or more but achieves less than 40% in one or more assessment component.

### 5.2 Compensation

In considering progression and awards, all undergraduate and postgraduate course assessments boards have discretion to compensate a marginal fail, as follows:

### **SN(ii) - Exceptional COVID-19 Regulations – Compensation**

For all students, the course assessments boards have discretion to compensate a failed module (between 30-39%) in a maximum of any one module per part, being assessed for the first time with a credit value of no more than 20. Compensation will only be considered if the student has obtained an overall mean mark of at least 45% and has failed no more than 40 credits in that study part and if, in the opinion of the board, the student has achieved all of the outcomes of the award at that stage, especially if the marginal fail is in a core module (see section 10.5). The Course Assessment Board may not be able to compensate modules, or may be restricted in the volume of compensation possible in some instances due to specific Professional, Statutory and Regulatory Body requirements.

~~For all students, the course assessments boards have discretion to compensate a marginal failure (between 35-39%) in a maximum of any one module per part, being assessed for the first time with a credit value of no more than 20. Compensation will only be considered if the student has obtained an overall mean mark of at least 50% and has failed no more than 40 credits in that study part and if, in the opinion of the board, the student has achieved all of the outcomes of the award at that stage, especially if the marginal fail is in a core module (see section 10.5). The original mark achieved in compensated modules will be used in the classification of awards and the corresponding grade (E, R and F) will be included in the transcript, with a reference to the compensation.~~

No more than 45 combined credits or 15% of the total requirement, (whichever is the lesser), from compensated and/or condoned modules can contribute to award requirements.

## **6. Equivalence of grades and credits delivered in institutions outside the UK**

The equivalence of credit value of modules studied in countries outside the UK is based upon the approach adopted in the European Course Credit Transfer System (ECTS) in which credits are awarded by proportion of year of study rather than for study hours. Each year of study on a standard degree in each institution will thus carry 60 ECTS or 120 UK credits. The number of credits awarded per module will therefore depend on the proportion of the year represented by each module.

The equivalence of grades derived from degree modules delivered in partner institutions will be determined by aligning marking and assessment criteria within the ECTS system.

Whilst it shall be normal practice to accept the module grades determined by overseas institutions, with which there are approved student exchange arrangements), in determining award classification, course assessments boards shall in all cases consider whether the results achieved in overseas study are significantly different from those achieved in the rest of the programme and use discretion in determining the class agreed because of individual experience of the student (see section 10.6).

## 7. Reassessment, restudy and withdrawal

- 7.1 **Reassessment of modules in Extended degree/Foundation degree, Foundation degree, undergraduate degree and diploma courses**  
Students who have obtained E, R, F and QF grades at the first attempt in a module, including the Major Project, will have the right to be reassessed once, within the following limits:

**~~Level 3 and Level 4 reassessment entitlement~~**

~~a maximum of **FOUR modules** per part (up to a maximum of 60 credits)~~

**~~Level 5 reassessment entitlement~~**

~~a maximum of **THREE modules** per part (up to a maximum of 45 credits)~~

**OR**

~~a maximum of one module per part where the failed module exceeds 45 credits~~

**~~Level 6 reassessment entitlement~~**

~~a maximum of **TWO modules**, per part (up to a maximum of 60 credits)~~

**OR**

~~a maximum of one module per part where the failed module exceeds 40 credits~~

**SN(iii) - Exceptional COVID-19 regulations – Revised Reassessment Entitlement (undergraduates)**

For undergraduate student cohorts studying in the 2020/21 academic year, the University has agreed to revise its reassessment entitlements as follows:

Students who have obtained E, R, F and QF grades at the first attempt in a module, including the Major Project, will have the right to be reassessed once, within the following limits:

**Level 3 and Level 4 reassessment entitlement**

a maximum of **FIVE modules** per part (up to a maximum of 75 credits)

**Level 5 reassessment entitlement**

a maximum of **FOUR modules** per part (up to a maximum of 75 credits)

**Level 6 reassessment entitlement**

a maximum **THREE modules**, per part (up to a maximum of 75 credits)

If a student fails more credits than the reassessment entitlement, they may be eligible for repeat study (see section 7.6 and SN(viii) for further details.

Students will have the right to be reassessed once in any module which was awarded an Accreditation Fail grade, unless they have failed more than the permissible number of credits in other modules with E, R, F and QF grades. Students who fail more than the permissible volume of credits in any one part are still entitled to undertake reassessment once in a maximum of 40 credits, towards a lower level or volume award.

The form and timing of reassessment is at the discretion of the subject assessments board but normally involves all module outcomes and will be completed ~~immediately before the start of the next study part~~, or within a period of one year for part-time students. The maximum mark awarded for a reassessed module is 40%. If a student fails to achieve 40%, an F or Fail grade will be awarded.

**SN(iv) - Exceptional COVID-19 Regulations – Reassessment timing**

It is anticipated that the majority module reassessments will be completed in advance of the start of the next study part (i.e. by September 2021). However, where first attempt results are not available to the Course and Subject Assessment Boards in July 2021, it will be permissible for the Course Assessment Board to sanction practical assessment and/or up to 20 credits of non-practical reassessment to be deferred into the next study part. Any such deferred reassessment must be completed by the end of the Autumn term in the 2021/22 academic year.

For modules originally awarded QF or AF grades, the student will only be reassessed in the previously failed component(s). The module mark awarded following reassessment is restricted to the original QF or AF mark. If the student fails to pass the previously failed component(s) in a QF module, they will be awarded an F or Fail grade. If the student fails to pass the previously failed component(s) in an AF module, they will be awarded a further AF grade. Students who have not been withdrawn from the course and who have been awarded AF grades, after any permissible reassessments, will be permitted two further reassessment opportunities. The mark and grade awarded on passing such a module will be restricted to the original mark, when first assessed.

**7.2 Reassessment of modules in postgraduate courses (including Master of Research courses)**

~~Students are entitled to reassessment in a maximum of 60 credits in total. Where a student has not failed any other module, they are entitled to reassessment in the major research project.~~ The form and timing of reassessments shall be determined by the board. The grade awarded for successful reassessment will be limited to 40%. Where a student has acquired more than 60 credits of reassessment, they will not normally be permitted to submit a major project for assessment and their registration on that module will be terminated with associated consequences on final award.

**SN(v) - Exceptional COVID-19 regulations – Revised Reassessment Entitlement (Postgraduate)**

For postgraduate student cohorts studying in the 2020/21 academic year, the University has agreed to revise its reassessment entitlement as follows:

Students are entitled to reassessment in a maximum of up to **75 credits** in total, which includes reassessment of the masters research project.

**7.3 Restudy of modules in undergraduate courses (including Integrated Master of Engineering and Master of Science awards)**

Students who have not been withdrawn from the course who have been awarded F or Fail grades, after attempting any permissible reassessments, will be permitted to restudy the module(s) once only or, in

the case of optional modules, to study an optional replacement module as if for the second time. The maximum volume of restudy normally permissible in any one part is one module up to 20 credits in value. ~~Students who fail to pass a restudy or optional replacement module will not normally be permitted a further reassessment opportunity.~~ The mark and grade awarded on passing a restudied or optional replacement module will not be restricted **unless** the scheduled reassessment was not undertaken by the student, in which case, the maximum mark for the module will be capped at 40%.

**SN(vi) - Exceptional COVID-19 regulations – Reassessment of restudy modules in 2021/22 (undergraduate)**

For students who progress to the next part of their course in 2021/22 with a permitted restudy, the University will allow an automatic right to reassessment if the restudy is failed. The maximum mark that may be awarded for a reassessment of a restudy will be capped at 40%.

**7.4 Restudy of modules on postgraduate courses**

Students who have not been withdrawn from the course and who have been awarded a Fail grade, after attempting permissible reassessment, will be entitled to restudy a maximum of one (15 or 30 credit) module only, following permissible reassessment. ~~Students who fail to pass a restudy (or optional replacement) module will not normally be permitted a further reassessment opportunity.~~ The mark and grade awarded on passing a restudied (or optional replacement) module will not be restricted **unless** the scheduled reassessment was not undertaken by the student, in which case, the maximum mark for the module will be capped at 40%.

**SN(vii) - Exceptional COVID-19 regulations – Reassessment of restudy modules in 2021/22 (postgraduate)**

For students who progress to the next part of their course in 2021/22 with a permitted restudy, the University will allow an automatic right to reassessment if the restudy is failed. The maximum mark that may be awarded for a reassessment of a restudy will be capped at 40%.

**7.5 Reassessment and restudy of the placement period in sandwich courses**

If a student is awarded a fail grade by the employer, has their employment terminated, or leaves without the agreement of the University they may be permitted to complete another placement employment period at the discretion of the course assessments board, or placement panel acting on its behalf as set out in course placement handbooks, before progressing to the next part of the course.

If a student is awarded an E, R or F grade for the assignments they will be reassessed on the written work alone, in a manner to be agreed by the placement assessment board, operating on behalf of the course assessments board. The maximum mark awarded on reassessment of the written work will be 40%. Students who fail to pass a reassessment of the written work, will fail the placement unless the course assessments board exercises discretion to allow a further exceptional reassessment of the placement assignment(s).

The placement assessment board is convened to consider only the results of placement assessment with a view to determine the overall placement outcome, grades and, where appropriate, the nature and timing of

reassessments. Its membership comprises the course assessments board Chair who chairs the meeting, Exams Office Manager, Placement Manager, Course Manager and Course Tutor(s).

#### **7.6 Withdrawal from a course and repeat study for undergraduate courses (including Integrated Master of Engineering and Master of Science awards)**

Students who fail to satisfy the requirements for progression or for the award will normally be withdrawn unless the course assessments board exercises discretion to allow a repeat of all or part of the year. This discretion to repeat study will only be allowed if the student concerned has:

##### **SN(viii) Exceptional COVID-19 regulations – revised repeat study criteria (undergraduate)**

For undergraduate students studying in the 2020/21 academic year, the University has revised the following element of its repeat study criteria:

- (i) obtained a mean mark of over 35% for that part of the course after permitted reassessment, and
- ~~(i) obtained a mean mark of over 40% for that part of the course after permitted reassessment, and~~
- (ii) obtained credits that are no more than 45 short of the requirement to proceed to the next part of their registered programme.

Students who elect to repeat study will not be eligible to register, concurrently, for other taught or sandwich elements of their programme, until they have passed all their outstanding modules. There is no entitlement to repeat study for students who fail more than 60 credits in a part and such students will normally be withdrawn from the course unless there are approved mitigating circumstances.

#### **7.7 Withdrawal from a course and repeat study for postgraduate courses (excluding Master of Research courses)**

Students who fail to satisfy the requirements for their intended award will normally be withdrawn unless the course assessments board exercises discretion to allow a repeat all or some of the failed modules. This discretion to repeat study will only be allowed if the student concerned has:

##### **SN(ix) Exceptional COVID-19 regulations – revised repeat study criteria (postgraduate)**

For postgraduate students studying in the 2020/21 academic year, the University has revised the following element of its repeat study criteria

- (i) obtained a mean mark of over 35% for that part of the course after permitted reassessment, and
- (ii) obtained a mean mark of over 40% in the taught components of the course after permitted reassessment, and
- (iii) successfully passed at least 50% of their taught modules that they have studied within the current academic year.

Students who accept the discretionary opportunity to repeat study will not be eligible to register, concurrently, for other taught modules, research projects or placement elements of their programme, until they have passed all their outstanding modules. There is no entitlement to repeat study for students who fail more than 50% of their taught module credits and such students will normally be withdrawn from the course.

## **8. Progression requirements**

For the purposes of progression considerations, Accreditation Fail (AF) grades are considered pass grades. Where a student has exhausted their reassessment opportunities (see section 7.1), and cannot proceed to the professionally accredited final award, they will be transferred to the associated programme that is not in receipt of professional accreditation

### **8.1 Requirements for progression to Part 1 of Extended Degree/Foundation Degree Programmes**

To proceed to Part 1 of the Extended Degree Programme, students must have acquired 100 credits, after reassessment.

### **8.2 Requirements for progression to Part 2 of Extended Degree/Foundation Degree, Foundation Degree, Ordinary Degree, Honours Degree and Integrated Master of Engineering and Master of Science courses**

To proceed to Part 2, Honours Degree, Integrated Master of Engineering and Master of Science candidates must have acquired 120 credits and Ordinary Degree candidates 105 credits after reassessment (but see section 7.3). To proceed to Part 2 of the Foundation Degree course, students must have acquired 105 credits after reassessment (but see section 7.3) and in sandwich courses must normally have passed the industrial placement assessment(s). To proceed to Part 2 of the Extended Degree/Foundation Degree Programme, students must have acquired 225 credits, of which at least 105 are at level 4 after reassessment (but see section 7.3) and in Extended Foundation Degree sandwich courses must normally have passed the industrial placement assessment(s).

~~Students must achieve a minimum weighted mean mark of 60% to proceed to Part 2 of Integrated Master of Engineering or Integrated Master of Science courses.~~

#### **SN(x) Exceptional COVID-19 regulations – Integrated Masters progression requirements**

Students must achieve a minimum weighted mean mark of 55% to proceed to Part 2 of Integrated Master of Engineering or Integrated Master of Science courses.

Students who proceed to Part 2 of Ordinary Degree courses with only 105 credits, who obtain a further 15 credits during the year, and who otherwise qualify for progression to Part 3 of the Honours Degree may do so (but see section 7.3).

### **8.3 Requirements for progression to Part 3 of Extended Degree, Ordinary Degree, Honours Degree courses and Parts 3 and 4 of Integrated Master of Engineering and Master of Science courses**

To proceed to Part 3 of Honours Degree and Integrated Master of Engineering and Master of Science courses, students must normally have acquired 240 credits of which at least 105 are at level 5 or above, and in

sandwich courses must normally have passed the industrial placement assessment(s). To proceed to Part 3 of Extended Degree and Ordinary Degree courses students must have acquired a minimum of 195 credits of which at least 90 are at level 5 or above and, in sandwich courses, must normally have passed the industrial placement assessment(s). Where progression to the Ordinary Degree is permitted with only 90 level 5 credits, the candidate must be in a position to be able to successfully complete the compulsory modules for the specific award, within the restudy limits specified in section 7.3. To proceed to Part 4 of Integrated Master of Engineering and Master of Science courses, students must have acquired 360 credits of which at least 90 are at level 6 (honours level) or above.

~~Students must achieve a minimum weighted mean mark of 60% in part 2 and part 3 of the Integrated Master of Engineering or Integrated Master of Science courses.~~

**SN(xi) Exceptional COVID-19 regulations – Integrated Masters progression requirements**

Students must achieve a minimum weighted mean mark of 55% in part 2 and part 3 of Integrated Master of Engineering or Integrated Master of Science courses.

Students who have proceeded to Part 3 of the Ordinary Degree course with fewer than 240 credits will be permitted to restudy modules to a maximum of 15 credits from Parts 1 or 2, within the normal registration period to qualify for an Honours Degree (but see section 7.3).

Students who proceed to Part 3 of the Extended Degree or Ordinary Degree course and who have successfully completed the award will be permitted to register on to an Honours Degree conversion programme, within the normal registration period, and at the discretion of the Course Manager, based on academic performance.

**8.4 Progression of part-time students**

Course Assessments Boards have discretion to vary the progression requirements set out above, especially for part-time students and students who have entered with advance standing, to take into account individual circumstances and the appropriateness of studying related modules from other parts of the course before having accumulated the total number of credits for each part.

**9. Requirements for awards**

The credit requirements for awards are listed below. These should be considered, in the context of individual awards, in conjunction with the requirement to satisfy all generic and award specific outcomes and the associated expectations set out in the validation programme. For all undergraduate awards, this includes the successful completion of an individual major project. Additionally, students who are requested to meet with an external examiner must normally do so, before their individual award can be conferred (see section 3).

**9.1 Credit requirements for awards**

No more than half of the credit of an award may be derived from the assessment of experiential learning and at least one third of the credit for an undergraduate award and one half for postgraduate awards must be derived from Harper Adams modules. A minimum total of 50% of level 5 and 6 weighted credit must be graded through Harper Adams assessment

procedures for the conferment of a Harper Adams award. Modules which have been compensated (see section 5.2) or condoned (see section 11.3) are included in the achievement credits of students. No more than 45 combined credits or 15% of the total requirement, (whichever is the lesser), from compensated and/or condoned modules can contribute to award requirements.

**9.2 The award of a Master of Research Degree**

To qualify for a Master of Research Degree, students must have acquired 180 credits with no more than 30 at level 6 (honours level) and at least 150 at level 7, including 120 credits derived from the individual MRes Research Project.

**9.3 The award of a Master's Degree**

To qualify for a Master's Degree, students must have acquired 180 credits with no more than 30 at level 6 (honours level) and at least 150 at level 7 including a minimum of 60 derived from an individual major project. For Master's degrees that incorporate a mandatory industrial placement period, students must also successfully obtain 120 P credits to satisfy the requirements of the award. The 120 P credits will **NOT** be used to determine the classification of the final award.

**9.4 The award of a Professional Master's Degree**

To qualify for a Professional Master's Degree, students must have acquired 180 credits with no more than 30 at level 6 (honours level) and at least 150 at level 7. There is no requirement for students to undertake an individual major project as part of a Professional Master's degree.

**9.5 The award of an Integrated Master of Engineering (MEng) or Master of Science (MSci)**

To qualify for an Integrated Master of Engineering (MEng) or Master of Science (MSci) award, students must have acquired 480 credits of which no more than 135 are at level 4 and no fewer than 90 are at level 6 (honours level), with a minimum of 120 at level 7, of which 60 are derived from an individual study module (Research Project).

**9.6 The award of a Postgraduate Diploma**

To qualify for a Postgraduate Diploma, students must have acquired a minimum of 120 credits, with no more than 30 at level 6 and at least 90 at level 7.

**9.7 The award of a Postgraduate Certificate**

To qualify for a Postgraduate Certificate, students must have 60 credits with no more than 15 at level 6 and at least 45 at level 7.

**9.8 The award of a Degree with Honours**

To qualify for a Degree with Honours, students must have acquired 360 credits at levels 4, 5 and 6, of which no more than 135 are at level 4 (but see section 4.3) and no fewer than 90 are at level 6, with a minimum of 30 derived from an individual, independent study module (such as the Honours Research Project).

**9.9 The award of a Graduate Diploma**

To qualify for a Graduate Diploma, students must have acquired 80 credits which must all be at level 6.

- 9.10 The award of a Graduate Certificate**  
To qualify for a Graduate Certificate, student must have acquired 40 credits which must all be at level 6.
- 9.11 The award of an Extended Ordinary Degree**  
To qualify for an Extended Ordinary Degree, students must have acquired a minimum of 420 credits at levels 3, 4, 5 and 6, which will consist of no more than 120 level 3 credits from the Preparatory year, no more than 135 are at level 4 (but see section 4.3) and no fewer than 60 are at level 6, with a minimum of 15 credits derived from an individual, independent study module (such as the Degree Review Project).
- 9.12 The award of an Ordinary Degree**  
To qualify for an Ordinary Degree, students must have acquired at least 300 credits at levels 4, 5 and 6, of which no more than 135 are at level 4 (but see section 4.3) and no fewer than 60 are at level 6, with a minimum of 15 credits derived from an individual, independent study module (such as the Degree Review Project).
- 9.13 The award of an Extended Foundation Degree**  
To qualify for an Extended Foundation Degree, students must have acquired a minimum of 360 credits at levels 3, 4 and 5, with no more than 120 level 3 credits from the Preparatory Year, no more than 150 at level 4 (but see section 4.3), no fewer than 90 credits at level 5, and with a minimum of 15 derived from an individual, independent study module (such as the Professional Project).
- 9.14 The award of Foundation Degree**  
To qualify for a Foundation Degree, students must have acquired a minimum of 240 credits at levels 4 and 5, with no more than 150 at level 4 (but see section 4.3) and with no less than 90 at level 5, and with a minimum of 15 derived from an individual, independent study module (such as the Professional Project).
- 9.15 The award of a University Diploma**  
To qualify for a University Diploma, students must have acquired at least 60 credits at level 3, 4 and 5, of which a minimum of 45 should be at level 5 or above.
- 9.16 The award of a Diploma of Higher Education**  
To qualify for a Diploma of Higher Education, students must have acquired a minimum of 240 credits at levels 4 and 5, with a maximum of 150 at level 4 (but see section 4.3) and of which at least 90 should be at level 5 or above. Eligible students proceeding to a higher qualification will not normally receive this award.
- 9.17 The award of a Certificate of Higher Education**  
To qualify for a Certificate of Higher Education, students must have acquired a minimum of 120 credits at level 4 or above (but see section 4.3). Eligible students proceeding to a higher qualification will not normally receive this award.
- 9.18 The award of a University Foundation Certificate**  
To qualify for a University Foundation Certificate, students must have acquired a minimum of 60 credits at levels 2, 3 or 4, of which a minimum of 45 must be at level 4.

### 9.19 The award of sandwich qualifications

The assessment of the industrial placement period(s) does not contribute to the class or grade of a degree award. However, this (these) period(s) is (are) regarded as an integral part of the course and 120 P credits must be obtained before a sandwich award can be made. A minimum period of 44 weeks of approved placement employment, or longer where specified in the programme specification, must normally be completed for students to be considered for a sandwich award.

#### **SP3 - COVID-19 specific provision – Industrial Placement Requirements**

For students who undertake an industrial placement period during the 2020/21 academic session, the Industrial Placement Board/Course Assessment Board is permitted to exercise discretion in relation to the minimum duration that is required for satisfactory completion of a placement. Discretion may be applied in instances where placements which ended before the normal minimum period of employment was completed (see **section 9.19** above), is sanctioned by both the employer and the University.

## 10. Classification of awards

The University currently operates with two sets of classification rules.

The classification rules in section (10.1 – 10.7) apply to the following cohorts:

- a. All postgraduate students (including MRes students), who commenced study **prior to August 2020** and who have an expected graduation year of 2020, 2021, 2022 or 2023\*.
- b. All Integrated Masters Degree students (MEng and MSci) who commenced level 4 study **prior to August 2019** and who have an expected graduation year of 2020, 2021, 2022 or 2023\*.
- c. All undergraduate students who commenced level 4 study **prior to August 2019** and who have an expected graduation year of 2020, 2021, 2022\* (including top up students who have an expected graduation year of 2020, 2021 or 2022\*).

*\*Students for whom their expected graduation date is deferred due to postponement, repeat study (including repeat placement) or an approved 2 year postgraduate major project duration will be subject to the classification rules defined in sections 10.8 to 10.13 if their graduation date extends beyond the dates defined above.*

The classification rules in section (10.8 – 10.13) apply to the following cohorts:

- d. All postgraduate students (including MRes students), who commenced study **from September 2020 onwards** and who have an expected graduation year of 2021 or later.
- e. All integrated Masters students (MEng and MSci) who commenced level 4 study **from September 2019 onwards**<sup>#</sup> and who have an expected graduation year of 2024 or later.
- f. All undergraduate students who commenced level 4 study **from September 2019 onwards**<sup>#</sup> and who have an expected graduation year of 2021 or later.
- g. All degree apprenticeship students who commenced level 4 study **from September 2018 onwards** and who have an expected graduation year of 2023 or later.

<sup>#</sup> This includes students who commenced on an Extended Foundation Degree programme in September 2018 and who progressed to Part 1 of their award in September 2019.

The classification rules in this section (10.1 – 10.7) apply to the following cohorts:

#### **SP4 – COVID-19 specific provision – impact upon achievement**

The University recognises that COVID-19 may potentially impact upon the award classifications for students that have undertaken modules that contribute to the award mean mark in 2019/20 and 2020/21, but who are not due to complete their studies until 2021/22 or later. The University will continue to review the impact of COVID-19 upon student achievement in 2019/20 and 2020/21 at levels 5, 6 and 7 to determine if academic performance is significantly lower than that of previous cohorts. This review will then be used to inform if the regulations require any form of adjustment to ensure that final student achievement is consistent with long term achievement levels.

- a. All postgraduate students (including MRes students), who commenced study **prior to August 2020** and who have an expected graduation year of 2020, 2021, 2022 or 2023\*.
- b. All Integrated Masters Degree students (MEng and MSci) who commenced level 4 study **prior to August 2019** and who have an expected graduation year of 2020, 2021, 2022 or 2023\*.
- c. All undergraduate students who commenced level 4 study **prior to August 2019** and who have an expected graduation year of 2020, 2021, 2022\*.  
(including top up students who have an expected graduation year of 2020, 2021 or 2022\*)

*\*Students for whom their expected graduation date is deferred due to postponement, repeat study (including repeat placement) or an approved 2 year postgraduate major project duration will be subject to the classification rules defined in sections 10.7 to 10.12 if their graduation date extends beyond the dates defined above.*

In determining awards, boards will give due consideration to the criteria for upgrading award classifications (section 10.5). For undergraduate degree programmes, candidates who enrol on to an Honours Degree award at the commencement of Part 3 and who wish to transfer, with the written approval of their Course Tutor, to an Ordinary Degree award must notify the Harper Adams' Student Records Office, in writing, by the last day of the Autumn term in the final year. Students who transfer to an Ordinary Degree course, within this time frame, will be eligible to be considered for a degree with commendation, where they meet the requirements laid out in section 10.3.

#### **10.1 Postgraduate awards with Distinction or Merit**

A Master's Degree, which incorporates a 60 or 120 credit individual major project (including Master of Research awards), will be awarded with Distinction if a student has achieved an aggregate weighted mean mark of 70% or more across all modules (including the 60 or 120 credit major project), **OR** if the student has achieved Distinction grades in at least 50% of the taught modules, with no reassessments, in addition to a Distinction in the major project.

A Master's Degree, which incorporates a 30 credit Professional Practice Project, will be awarded with Distinction if a student achieves an aggregate weighted mean mark of 70% or more across all modules (including the 30 credit Professional Practice Project), with no reassessments **OR** if the student has achieved Distinction grades in at least 50% of the taught modules, with no reassessments, in addition to a Distinction in the Professional Practice Project.

A Professional Master's degree will be awarded with Distinction if a student has achieved an aggregate weighted mean mark of 70% or more across all modules. A Professional Master's degree with Merit will be awarded if a student has achieved an aggregate weighted mark of 60% or more across all modules.

For **120 credit Postgraduate Diplomas**, a Distinction will be awarded if a student has achieved an aggregate weighted mean mark of 70% or more across all modules, **OR** Distinction grades in modules to the value of 60 credits and no reassessments.

For **180 credit Postgraduate Diplomas**, a Distinction will be awarded if a student has achieved an aggregate weighted mean mark of 70% or more across all module, **OR** if the student has achieved Distinction grades in modules to the value of 90 credits and no reassessments.

A Postgraduate Diploma or Master's Degree, including Master of Research awards, with Merit will be awarded to candidates only if a student has achieved an aggregated weighted mean mark of 60% or more across level 6 and 7 modules.

## **10.2 Classification of Integrated Masters Degrees**

The classification of both the Integrated Master of Engineering and the Master of Science awards is based upon the mean mark derived from the level 6 and 7 credit that contributes to the award, after weighting for the credit value of modules.

The Integrated Master of Engineering and Master of Science awards will be awarded with Distinction if a student has achieved an aggregate weighted mean mark of 70% or more across all level 6 and level 7 modules (including the 60 credit major project), **OR** if the student has achieved marks of 70% (or better) in at least 50% of the level 6 and level 7 taught modules, with no reassessments, in addition to a Distinction in the major project.

The Integrated Master of Engineering and Master of Science awards with Merit will be awarded to candidates only if a student has achieved an aggregated weighted mean mark of 60% or more across level 6 and 7 modules.

## **10.3 Classification of the Degree with Honours**

The classification of the Degree with Honours awards is based upon a mean mark derived from the level 5 and 6 credit that contributes to the award, including credit brought forward from Harper Adams' interim awards (as at **Section 4.5.12** of the *Academic Quality Assurance Manual*). The mean mark for modules is determined

separately for level 5 and 6 after weighting for the credit value of modules. The overall mean will then be derived as follows:

$(\text{mean mark level 5 modules} \times 0.3) + (\text{mean mark level 6 modules} \times 0.7)$ .

This does not apply to awards incorporating level 5 or 6 credit from other institutions (other than under the provisions of 6 above). In these cases, the overall classification is based solely on the weighted mean mark of modules achieved through Harper Adams' assessment arrangements, where weighting is determined by credit value with no differential by level for a normal 'conversion' programme (as **Section 4.5.12** of the *Academic Quality Assurance Manual*).

The following ranges will then be used to determine the Honours Degree classification:

<b>Class of Honours Degree</b>	<b>Award mean mark (%)</b>
First	70 or over
Second (Division I)	60-69
Second (Division II)	50-59
Third	40-49

- 10.4 Grading of the Ordinary Degree or Extended Ordinary Degree**  
The grade of the Ordinary Degree is based upon the weighted mean mark derived from level 5 and 6 level modules, studied as part of the student's Ordinary Degree programme. Students who enter Part 3 on an Ordinary Degree Programme and who achieve a mean mark of 60% or over will be awarded an Ordinary Degree with commendation. An Ordinary Degree with commendation is not awarded to candidates who achieve an Ordinary Degree having entered final year assessments as an Honours candidate and who have not transferred to an Ordinary Degree award by the last day of the Autumn term (see section 10).

- 10.5 Grading of the Foundation Degree or Extended Foundation Degree**  
The overall grade for the Foundation Degree or Extended Foundation Degree is based upon a mean mark derived from level 5 credits. The following ranges will be used to determine the grading of the Foundation Degree or Extended Foundation Degree:

<b>Grade</b>	<b>Award mean mark</b>
Distinction	70 or over
Merit	55-69
Pass	40-54

- 10.6 Eligibility for upgrading award classification**  
Candidates will be **eligible** for a higher ~~undergraduate or~~ postgraduate award classification other than that indicated by the marks achieved if, having excluded the one module that makes the lowest weighted contribution to the overall mean, irrespective of its credit value or level, but excluding the individual major project, they are **no more** than two percentage points below the mean mark required. It is **NOT** permissible to round this adjusted weighted mean to the nearest integer. Where a student is within two percentage points, the higher classification **will** be awarded by the

board, based upon MEng, MSci, Honours and Ordinary Degree students satisfying **at least TWO** of the three defined upgrade criteria (a, b and c), whilst to Postgraduate and FdSc students who must satisfy **at least one** of the upgrade criteria (b or c) as defined below:

#### **SN(xii) - Exceptional COVID-19 Regulations – Upgrading an award classification**

Where a student is within two percentage points, the higher classification **will** be awarded by the board, based upon MEng, MSci, Honours, Ordinary Degree students satisfying **at least ONE** of the three defined upgrade criteria (a, b and c) as defined below.

- a. The weighted mean mark, having discounted the module which makes the lowest contribution to the overall mean, is **at or above** the mean mark required for the higher classification (when rounded to the nearest integer i.e. fractions of 0.5 or above will be rounded up);

#### **AND/OR**

- b. the mean mark for the highest level of the award (ie level 7 for postgraduate programmes (including Integrated Masters Degrees), level 6 for honours degrees and level 5 for foundation degrees) is **at or above** the mean mark required for the higher classification;

#### **AND/OR**

- c. at least 50% of the modules studied (in number, although not less than 60 credits (honours degrees) or 45 credits (ordinary degrees) in value), at the highest level of the award, were achieved in the higher grade band. Modules studied at a lower level in the award year are excluded from this consideration.

### **10.7**

#### **Discretion for upgrading award classification**

Exceptionally, candidates may be considered for a higher undergraduate or postgraduate award classification where the board is satisfied that the approved mitigating or special circumstances (see section 11) are likely to have significantly affected student performance. In such cases, the board should determine the extent to which the higher award classification would be an accurate reflection of the student's capability or where further, uncapped, assessment opportunity/ies would be a more appropriate outcome. Such discretion may only be exercised by the board in those instances where the adjusted mean (excluding lowest contributing module) is no more than two percentage points below the mean mark required for the higher classification.

### **SN(xiii) - Exceptional COVID-19 regulations – Norm referencing of classifications**

The University will review the distribution of award classifications for the 2021 graduating cohort (based on the adjusted weighted mean mark) against the mean classification achievement of the last six cohorts to graduate from the course suite *prior* to the 2019/20 academic year. Where the 2021 undergraduate cohort outcomes deviate negatively from the longer term mean achievement levels by more than 5% points, the Course Assessment Board is authorised to confer award upgrades on a strictly ranked basis within the 2021 graduating cohort of students.

For postgraduate students, the University will review the distribution of awards for the 2021 graduating cohort (based on the adjusted weighted mark) against the mean classification achievement of the last six cohorts to graduate with a Harper Adams University postgraduate award prior to the 2019/20 academic year. Where, the 2021 postgraduate cohort outcomes deviate negatively from the longer term mean achievement levels by more than 5% points, the Course Assessment Board is authorised to use its discretion to confer award upgrades on a strictly ranked basis within the 2021 graduating cohort of students.

The norm-referencing review of classifications will take place at the September Course Assessment Boards, which may result in some degree outcomes being revised from the outcome originally noted at the July Course Assessment Board. Unless material error is discovered within module results data, the University guarantees that no student's outcome will be downgraded as a result of this review process.

The classification rules in this section (10.8 – 10.13) apply to the following cohorts:

- d. All postgraduate students (including MRes students), who commenced study **from September 2020 onwards** and who have an expected graduation year of 2021 or later.
- e. All integrated Masters students (MEng and MSci) who commenced level 4 study **from September 2019 onwards**<sup>#</sup> and who have an expected graduation year of 2024 or later.
- f. All undergraduate students who commenced level 4 study **from September 2019 onwards**<sup>#</sup> and who have an expected graduation year of 2021 or later.
- g. All degree apprenticeship students who commenced level 4 study **from September 2018 onwards** and who have an expected graduation year of 2023 or later.

<sup>#</sup> This includes students who commenced on an Extended Foundation Degree programme in September 2018 and who progressed to Part 1 of their award in September 2019.

For undergraduate degree programmes, candidates who enrol on to an Honours Degree award at the commencement of Part 3 and who wish to transfer, with the written approval of their Course Tutor, to an Ordinary Degree award must notify the Harper Adams' Student Records Office, in writing, by the last day of the Autumn term in the final year. Students who transfer to an Ordinary Degree

course, within this time frame, will be eligible to be considered for a degree with commendation, where they meet the requirements laid out in section 10.3.

For all students, award mean marks at or above 40% will be rounded to the nearest integer i.e. fractions of 0.5 or above will be rounded up. For all award mean marks below 40%, no rounding will take place and results will be reported to one decimal place.

#### **10.8 Postgraduate awards with Distinction or Merit**

A Master's Degree, which incorporates a 60 or 120 credit individual major project (including Master of Research awards), will be awarded with Distinction if a student has achieved an aggregate weighted mean mark of 70% or more across all modules (including the 60 or 120 credit major project), **OR** if the student has achieved Distinction grades in at least 50% of the taught modules, with no reassessments, in addition to a Distinction in the major project.

A Master's Degree, which incorporates a 30 credit Professional Practice Project, will be awarded with Distinction if a student achieves an aggregate weighted mean mark of 70% or more across all modules (including the 30 credit Professional Practice Project), with no reassessments **OR** if the student has achieved Distinction grades in at least 50% of the taught modules, with no reassessments, in addition to a Distinction in the Professional Practice Project.

A Professional Master's degree will be awarded with Distinction if a student has achieved an aggregate weighted mean mark of 70% or more across all modules. A Professional Master's degree with Merit will be awarded if a student has achieved an aggregate weighted mark of 60% or more across all modules.

For **120 credit Postgraduate Diplomas**, a Distinction will be awarded if a student has achieved an aggregate weighted mean mark of 70% or more across all modules, **OR** Distinction grades in modules to the value of 60 credits and no reassessments.

For **180 credit Postgraduate Diplomas**, a Distinction will be awarded if a student has achieved an aggregate weighted mean mark of 70% or more across all module, **OR** if the student has achieved Distinction grades in modules to the value of 90 credits and no reassessments.

A Postgraduate Diploma or Master's Degree, including Master of Research awards, with Merit will be awarded to candidates only if a student has achieved an aggregated weighted mean mark of 60% or more across level 6 and 7 modules.

#### **10.9 Classification of Integrated Masters Degrees**

The classification of both the Integrated Master of Engineering and the Master of Science awards is based upon the mean mark derived from the level 6 and 7 credit that contributes to the award, after weighting for the credit value of modules.

The Integrated Master of Engineering and Master of Science awards will be awarded with Distinction if a student has achieved an aggregate weighted mean mark of 70% or more across all level 6 and level 7 modules (including the 60 credit major project), **OR** if the student has

achieved marks of 70% (or better) in at least 50% of the level 6 and level 7 taught modules, with no reassessments, in addition to a Distinction in the major project.

The Integrated Master of Engineering and Master of Science awards with Merit will be awarded to candidates only if a student has achieved an aggregated weighted mean mark of 60% or more across level 6 and 7 modules.

#### **10.10 Classification of the Degree with Honours**

The classification of the Degree with Honours awards is based upon a mean mark derived from the level 5 and 6 credit that contributes to the award, including credit brought forward from Harper Adams' interim awards (as at **Section 4.5.12** of the *Academic Quality Assurance Manual*). The mean mark for modules is determined separately for level 5 and 6 after weighting for the credit value of modules. The overall mean will then be derived as follows:

$$(\text{mean mark L 5 modules} \times 0.25) + (\text{mean mark L 6 modules} \times 0.75).$$

This does not apply to awards incorporating level 5 or 6 credit from other institutions (other than under the provisions of 6 above). In these cases, the overall classification is based solely on the weighted mean mark of modules achieved through Harper Adams' assessment arrangements, where weighting is determined by credit value with no differential by level for a normal 'conversion' programme (as **Section 4.5.12** of the *Academic Quality Assurance Manual*).

The following ranges will then be used to determine the Honours Degree classification:

<b>Class of Honours Degree</b>	<b>Award mean mark (%)</b>
First	70 or over
Second (Division I)	60-69
Second (Division II)	50-59
Third	40-49

#### **10.11 Grading of the Ordinary Degree or Extended Ordinary Degree**

The grade of the Ordinary Degree is based upon the weighted mean mark derived from level 5 and 6 level modules, studied as part of the student's Ordinary Degree programme. Students who enter Part 3 on an Ordinary Degree Programme and who achieve a mean mark of 60% or over will be awarded an Ordinary Degree with commendation. An Ordinary Degree with commendation is not awarded to candidates who achieve an Ordinary Degree having entered final year assessments as an Honours candidate and who have not transferred to an Ordinary Degree award by the last day of the Autumn term (see section 10).

#### **10.12 Grading of the Foundation Degree or Extended Foundation Degree**

The overall grade for the Foundation Degree or Extended Foundation Degree is based upon a mean mark derived from level 5 credits. The following ranges will be used to determine the grading of the Foundation Degree or Extended Foundation Degree:

<b>Grade</b>	<b>Award mean mark</b>
Distinction	70 or over
Merit	55-69
Pass	40-54

### 10.13 Discretion for upgrading award classification

Exceptionally, candidates may be considered for a higher undergraduate or postgraduate award classification where the board is satisfied that the approved mitigating or special circumstances (see section 11) are likely to have significantly affected student performance. In such cases, the board should determine the extent to which the higher award classification would be an accurate reflection of the student's capability or where further, uncapped, assessment opportunity/ies would be a more appropriate outcome. Such discretion may only be exercised by the board in those instances where the adjusted mean (excluding lowest contributing module) is no more than two percentage points below the mean mark required for the higher classification.

## 11. Mitigating circumstances

### 11.1 Procedure for claiming mitigating circumstances

A student who believes that their ability to enter for assessment or that their assessed work has been affected by circumstances outside their control, may draw these circumstances to the attention of the course assessments board that considers their progression or final award.

The University's mitigating circumstances policy (including the associated mitigating circumstances claim forms) is available from [www.harper.ac.uk/keyinfo](http://www.harper.ac.uk/keyinfo) or **Annex 5.28** of the *Academic Quality Assurance Manual*. All claims for mitigating circumstances must be made by the deadlines stated within the mitigating circumstances policy.

### 11.2 Module condonement

Where mitigating circumstances are demonstrated to have affected student performance, the course assessments board has discretion to condone marginal failure ~~(35-39%)~~ in a maximum of 45 credits or 15% of total credit requirements, (whichever is the lesser), excluding the individual major project. The original mark achieved in a condoned module will be used in the classification of awards and the corresponding grade will be included in the transcript, with a reference to the condonement.

No more than 45 combined credits or 15% of the total requirement, (whichever is the lesser), from compensated and/or condoned modules can contribute to award requirements.

#### **SN(xiv) – Exceptional COVID-19 regulations – Module condonement**

Where mitigating circumstances have been approved by the University, the course assessment board has discretion to condone module failure where a mark of between 30-39% is achieved in the 2020/21 academic year (subject to the limits detailed in **section 11.2** above). The Course Assessment Board may not be able to condone modules, or may be restricted in the volume of condonement possible in some instances due to specific Professional, Statutory and Regulatory Body requirements.

## **12. Provision for incomplete assessment of poor performance due to illness or other valid cause**

If it is established to the satisfaction of a course assessments board that a student's absence, failure to submit work or poor performance in one or more modules was due to illness or other cause found valid on production of acceptable evidence, then the board shall act under a to d below. It is for the board to decide whether or not the student has presented a valid case and, where the board is not satisfied, the student does not have a right to resit as if for the first time.

- a. The student will have the right to be assessed as if for the first time in one or more modules in the normal way or as specified by the course assessments board. If the assessment(s) affected by illness was itself a second attempt the student shall be permitted to resit as if for the second time.
- b. Where the course assessments board is satisfied that there is sufficient evidence of the student's achievement, or this evidence is subsequently obtained, the student may be recommended for the award for which he or she is a candidate, with or without honours classification as appropriate. In order to reach a decision the course assessments board may assess the candidate by whatever means it considers appropriate.
- c. An aegrotat award (see section 13) may be recommended when the course assessments board has insufficient evidence of the student's performance to recommend the award for which the student was a candidate. Aegrotat awards are unclassified but this word does not appear on the degree certificate.
- d. Before a course assessments board's recommendation under b and c above is confirmed, the student must have signified in writing that he or she is willing to accept the award and understands that this implies waiving the right to be reassessed under a above.

## **13. Aegrotat awards**

Where a student is prevented by illness, or other valid cause, from completing the final assessments of a programme, the University may confer an aegrotat award. In such cases, the Course Assessment Board should be satisfied that, on balance of probabilities, the student would have achieved the standard required, as supported by appropriate evidence. The Course Assessment Board must be satisfied that the student is unlikely to be able to resume their studies within a reasonable period of time.

Any aegrotat award will be unclassified and ungraded and may not entitle the student to gain recognition from any professional body associated with the programme. An aegrotat classification may be awarded for any level of taught undergraduate or postgraduate qualification. For Master's degrees (including Integrated Master of Engineering, Master of Science and Master of Research awards), an aegrotat award may only be awarded if the Major Project has been successfully completed by the student.

## **14. Posthumous awards**

Any award of Harper Adams may be conferred posthumously and accepted on the deceased's behalf by a parent, partner or other appropriate person. The course assessments board will exercise discretion in determining the deceased's academic achievement against award requirements.

**15. Appeals procedure**

Students who have valid reasons for appeal may do so through the Appeals Procedure of the Academic Board. Details are published on the University's Key Information Page ([www.harper.ac.uk/keyinfo](http://www.harper.ac.uk/keyinfo))

**16. Graded transcript**

A graded transcript will be issued to each student on which will be recorded the mark and grade in each module of the course at each assessment stage and in the industrial placement period(s).

**17. Academic misconduct: cheating, collusion and plagiarism**

Students are expected to have familiarised themselves with Harper Adams' extant policy, procedure and guidance on academic misconduct as published on University's Key Information Page ([www.harper.ac.uk/keyinfo](http://www.harper.ac.uk/keyinfo)), to ensure their work meets normal expectations of acceptable Higher Education practice.

**SP5 - COVID-19 specific provision – Academic misconduct**

The University remains committed to supporting all students during this challenging period. However, the University will continue to robustly address any instances of academic misconduct in all forms of assessments, including TOBAs (i.e. cheating (including contract cheating/use of essay mills), collusion and plagiarism. The University will closely monitor student submissions (using turnitin and other writing style check resources as appropriate) to identify instances of academic misconduct and apply the normal range of penalties if such cases are discovered (including post-conferment of awards and subsequent rescinding of such awards earned through cheating).

**18. Coursework deadline policy**

Arrangements for the submission of all student work will be published for each module and the industrial training period(s). In addition to the paper copy, an identical electronic copy, where required, must also be provided, as detailed in assignment briefs by the stated date/time. Student work (paper or digital) submitted UP TO 5 working days later than the published date/time will be subject to the final mark being capped at 40%. Student work submitted AFTER 3.00pm on the fifth working day will be awarded a grade of zero.

**SP6 - COVID-19 specific provision – Submission deadline policy for electronically submitted assessment papers**

It is not currently possible to predict the future social distancing requirements that will be specified by the UK government to suppress COVID-19 during 2020/21. In view of this, for the majority of taught modules, formal, invigilated written examinations will be replaced by Timed Open Book Assessments (TOBAs). For these electronically submitted assessments, the consequence of submitting work **after** the stated deadline is that the work will be awarded a mark of **ZERO**, unless:

- a) The submission was received between 3.00pm and 3.15pm and evidence is available that the upload was started **before** the 3.00pm deadline.
- or
- b) Mitigating circumstances have previously been approved by the University;

The only exception to the above is if a student produces a written claim for mitigating circumstances using the approved Deferral Request Form, with appropriate evidence, in support of a failure to hand work in on time, normally **within 48 hours** of the submission deadline, the Course Manager or delegated Course Tutor, will advise the module leader to mark the work and to record the provisional marks. The relevant

assessment board, or panel appointed by the assessment board Chair, will subsequently consider the claim and decide whether or not the provisional marks attributed to the late work should be accepted and advise the relevant subject assessment board accordingly. The outcome will be reflected in the results notified to students following the assessment board meeting.

**19 Penalties for late submission of coursework-based reassessments**

Other than for a small number of modules, coursework-based reassessments will be submitted in digital format only by the deadline stated within the reassessment brief. For coursework-based reassessments, the consequence of submitting work after the stated deadline is that the work will be awarded a mark of **ZERO**.

**20 Penalties for the late submission of individual major projects**

Individual major projects that are submitted, ~~in both paper and~~ in electronic format, up to five working days after the published deadline will be accepted for marking but the mark will be capped at 40%.

Individual major projects submitted after 3.00pm on the fifth working day of the published deadline, and without an approved extension request or deferral request, will not be accepted and a zero mark will be awarded.

**21 Arrangements for considering incomplete/missing marks due to significant disruption**

In the event that assessment marks/grades are unavailable to the University due to force majeure (including loss due to fire, theft, loss, illness, industrial action or other event outside of the University's control), the Chair of the Academic Board and the Chair of the Quality and Standards Committee shall have the authority to convene an emergency meeting to determine the detailed arrangements that will be implemented to address the absence of marks/grades. In order to ensure the quoracy of such a meeting, a minimum attendance of ten representatives is required, including the Chair(s) of appropriate Subject Assessment Board(s), the Chair of the Course Assessment Board and at least two additional representatives from both Academic Board and the Quality and Standards Committee.