

Faculty of Humanities Annotated Undergraduate Degree Regulations (including Integrated Masters), September 2016

IMPORTANT NOTE

Text which appears in a box has been added by the Faculty of Humanities to clarify certain points or make them more specific. This document should be read in conjunction with the following University documents: the [Guide to the Taught Degree Regulations](#) and the [Glossary of Terms](#)

NOTE: This document is for administrative purposes only and should not be circulated to students.

All variations from the standard University agreed Regulations must be approved by the Faculty's Teaching and Learning Committee, on the University [form](#).

All Students (registered from September 2012 onwards i.e. progressing students and those registering for the first time in 2016) will be subject to version 2.4 (September 2016) of the Undergraduate Degree Regulations (Guide to the Taught Degree Regulations).

Students may not self-select the Degree Regulations under which their work is assessed (Guide to the Taught Degree Regulations).

In Campus Solutions, the Admit Term will generally be used to decide which set of regulations apply for the given student. For example, when you post a Resit Exam Grid the Admit Term will be used to decide whether the OLD taught degree regulations apply for the student, or the NEW.

In some exceptional cases, however, a student may fall under different degree regulations than their admit term suggests. The [SSO Bulletin 52](#) (18/12/12) contains a document explaining how you can use two new Positive Service Indicators (OLD, NEW) to flag up such students in the student system.

Title of Taught Awards (Guide to the Taught Degree Regulations)

The authority to approve titles of degree awards lies with Senate.

The title of a programme or an award will normally follow the following conventions:

The title "X" signifies that at least two thirds of the credits of the programme relate directly to the subject X.

The title "X and Y" signifies that the distinct subjects X and Y each comprise more than one third of the credits of the programme and of the credits in the final year.

The title "X with Y" signifies **either**

(i) that subject X is studied with subject Y, where Y comprises at least one quarter but no more than one third of the credits of the programme and of the credits in the final year; **or**

(ii) that subject X is combined with a substantial period of study Y (typically one academic year) away from the University.

The titles "X (with Y)" or "X (Y)" may be used to signify that subject X is studied with subject Y where Y is another subject or pathway that comprises less than one quarter but at least one sixth of the credits of the programme and of the credits in the final year.

Titles of awards will not normally include more than two subjects, to which "with Y" for a period of study Y as above may be added where applicable.

Duration of Undergraduate Programmes (Guide to the Taught Degree Regulations)

There is no set maximum Undergraduate length of study specified in the Degree Regulations. The length of study for both UG and PGT students depends on whether a student has exhausted their resit opportunities, whether there are any mitigating circumstances or periods of interruption, or if there are any variances approved by the Faculty, as stated in programme handbooks. However, Schools will have to be mindful of visa requirements when taking action which may extend a student's duration of study and should also consider whether the content of the programme is still current when looking at agreeing to extend a student's length of study.

The duration of the programme is that which was approved during the programme approval process.

Students Returning after Interruption (Guide to the Taught Degree Regulations)

Students commencing their studies from September 2012 will be subject to the 2012 Degree Regulations (or the subsequent version of the Degree Regulations which were in place at the time of their registration). Students who are returning after a period of interruption should return to the set of Degree Regulations they were originally registered upon if they have undertaken work or achieved credits which are counted towards their final degree classification.

In the case of a first year student who is returning after interruption and the work they have already undertaken is not counted in the final degree classification, they would return on the latest set of Degree Regulations if they agree to this. It is important that the student agrees to the transfer to the new set of Regulations as a condition of their return and that this is carefully documented with a transparent audit trail which would need to be available in the case of an appeal or complaint.

A second year student would normally return on the original Regulations under which they registered. However, if their first year does not count towards their final classification, they can agree to transfer to the latest Regulations. Again, there would need to be agreement from the student and a clear paper trail regarding their agreement to the transfer.

Students applying to take an interruption should be given details of how their interruption is likely to affect the set of Regulations they would return on, taking into account the fact that there could be advantages or disadvantages of transferring to a different set of Regulations.

Any periods of interruption/breaks away from studies due to mitigating circumstances are over and above the expected duration of a programme.

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A. Credit and Award Framework

1. All awards of the University of Manchester will be given on the basis of the accumulation of credit as mapped out in table 1. This table is based on the credit/awards and levels required by the national Framework of Higher Education Qualifications (FHEQ):

Table 1: Credit and Postgraduate Award framework:

Name of Award	Minimum Credit for the Award	ECTS	Minimum credits at the level of qualification	ECTS	FHEQ level
Integrated Masters Degree	480	240	120	60	7
Bachelors Degree with honours	480	240	180	90	6
Bachelors Degree with honours	360	180	90	45	6
Ordinary Bachelors Degree	300	150	60	30	6
Graduate Diploma (GDip)	120	60	120	60	6
Graduate Certificate (GCert)	60	30	60	30	6
Diploma of Higher Education (DipHE)	240	120	90	45	5
Certificate of Higher Education (CertHE)	120	60	90	45	4

Note 1: the table refers to the levels as defined in the FHEQ. It may be of assistance to the reader to understand that Level 7 of the FHEQ relates to a Masters, while levels 4, 5 and 6 correspond to years 1, 2 and 3 of an undergraduate degree.

Note 2: One ECTS (European Credit Transfer System) is equivalent to two UK credits.

Note 3: The column titled 'minimum credits at the level of qualification required for an award' is to be used when making awards only and is not to be used for the purpose of deciding progression.

Table 1 is intended to be used for exit awards, not for deciding progression.

Ordinary degrees are intended as exit awards only (except for exceptional mitigating circumstances); students are not normally expected to progress onto an Ordinary degree for example due to course unit failure.

Students can, however, progress onto an Ordinary Degree on the basis of decisions made by a School or Faculty misconduct committee, see Regulation D15.

At the Faculty's Undergraduate Programmes Sub-Committee meeting (13/11/13) it was agreed that a student will normally only be allowed to take up to a maximum of 30 credits at a neighbouring level, so they will not be permitted to take level 4 credits in level 6. However, exceptionally, by permission of the Teaching & Learning Director / Undergraduate Director in consultation with the Programme Director a student may be allowed to take up to a maximum of 30 level 4 credits in level 6.

2. All students who exit prior to completion of the programme on which they registered will receive an exit award if they have achieved the appropriate amount of credit in accordance with that award, as specified in table 1: Credit and Award Framework (see section A, page 2).

Exit Award	Total Credits Required	Minimum Credits at Level of Qualification	FHEQ Level
CertHE	120	90	4
DipHE	240	90	5

Ordinary Bachelors	300	60	6
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Rescinding Awards (Guide to the Taught Degree Regulations)

It is not a right to rescind an award. All students attempting to gain admission to the University are subject to admission requirements regardless of previous enrolment status.

Students who have received an exit award as a result of academic failure may not rescind and be readmitted as they have exhausted all assessment opportunities previously.

The formal rescindment of an existing award will take place at the Examination Board, once the replacement award has been ratified.

The administrative rescindment of the award will take place after re-admittance has been accepted, using the [SSO guidance](#) on readmit and rescinded awards and the certificate should be placed on the student's file:

If due to failure, the subsequent award is not conferred, the original award will remain in place and the original certificate returned to the student.

The University is able to rescind an award when academic misconduct has been proven after graduation, in accordance with [Statute XX paragraph 7](#).

3. A student must achieve the minimum amount of credit at the level of the qualification in accordance with table 1 (see section A, page 2). However, (subject to the programme requirements) students can take credit at a higher or lower level in order to achieve the minimum credit for the award.

Award	Min credit required / level	Additional credit required	Minimum Credit Required for Award
CertHE	90 / 4	30	120
DipHE	90 / 5	150	240
Ordinary Bachelors	60 / 6	240	300
Bachelors with Honours	90 / 6	270	360
Bachelors with Honours	180 / 6	300	480
Integrated Masters	120 / 7	360	480

B. Title of Awards

4. Titles of degrees can be found in the University's Regulation XI "Titles of Degrees and other Distinctions" at <http://www.manchester.ac.uk/medialibrary/governance/generalregulations.pdf>

Authority to approve titles of degrees lies with Senate.

C. Accreditation of Prior Learning –AP(E)L

5. A maximum of 120 credits of a three year Bachelors degree, and 240 credits for four year Bachelors degree can be considered for AP(E)L. A maximum time limit of 5 years should apply between award and consideration of AP(E)L.

The principle is that prior learning is relevant and current to the award.

Schools should have processes in place at the admissions stage to consider AP(E)L requests. The University's document [Principles and Guidance for the Application of the Accreditation of Prior Learning \(AP\(E\)L\)](#) provides guidance on the application of the Accreditation of Higher Learning in relation to the University's Taught Degree Regulations and Credit Framework.

Any unit exempted will not be awarded a mark but should be graded a pass and hence excluded from the calculation of the overall marks.

6. AP(E)L may be used in exceptional circumstances for entry into Level 6 (or 7 of an Integrated Masters). However, a case must be made to and approved by the Faculty.

Approval must be sought from the Faculty using the form available at:
<http://www.tlso.manchester.ac.uk/degree-regulations/>

Students on Integrated Masters Programmes who have completed the required course units in Research Methods will be able to progress to the full Masters level programme i.e. to complete the dissertation element (provided that the 'top-up' has been formally approved by the Faculty) within 5 years of starting the final year of their IM programme, providing they can pay the fee upfront.

Transferred course units from accredited prior learning will be listed as '120 APEL' credits. Students will need to refer to UG transcripts for details of those 120 credits. A text box can be added to Masters transcripts by the graduation team to explain the APEL route (this text should be agreed with Programme Directors prior to inclusion).

7. Students can receive an exit award if they have AP(E)L credit in their profile, providing their performance in University of Manchester also satisfies the award requirements in table 1 (see section A, page 2) and at least half of the credits have been awarded by the University of Manchester.

8. Schools can stipulate when AP(E)L is not allowed due to Professional Body requirements.

Schools must stipulate, in relevant publications, when AP(E)L is not permitted. Schools need to report this to the Faculty on the [University form](#).

D Assessment & Progression

9. Undergraduate students must pass a minimum of 40 credits on the first attempt at each level, including any compulsory units, specified by the School, in order to progress. When a student fails to do this they will have failed the level (see section on repeating the year or exit awards).

A minimum of 40 credits are to be passed at the first attempt in order to progress. The credit required to automatically progress from level 4 to level 5 is 120 credits, 240 credits to progress from level 5 to level 6.

Students who fail more than two thirds i.e. more than 80 credits are deemed to have failed the level and Regulation D11 details the options available to Examination Boards.

The above regulation does not mean that all compulsory units must be passed at the first attempt (e.g. a programme may have 80 credits which are compulsory at level 1); the minimum 40 credits that must be passed can include compulsory units. Schools can stipulate that more than 40 credits have to be passed first time.

The credit required to progress automatically from year 1 to year 2 is 120 credits.

10. Undergraduate students progress on the basis of credit accumulation in accordance with the programme requirements. Students can progress once they have achieved enough credit as specified in the programme handbook at each level of their programme.

Students (normally) need to pass 120 credits in each year in order to progress to the next year of a programme (120 credits required to progress from level 4 to level 5; 240 credits required to progress from level 5 to level 6).

Students need to pass a minimum of 40 credits at first attempt in each year (if they don't achieve this the Examination Board decides what happens see Regulation D11).

11. Where a student has failed more than the required credits on the first attempt, or fails to meet progression requirements after compensation or reassessment, the Examination Board has the following options at its discretion:

- Withdraw the student and award an Exit Award if criteria are met in accordance with table 1 (section A, page 2).
- Permit the student to retake the year (see section H on repeating the level)
- Permit the student to carry over up to 20 credits (see section G on carrying forward failed credit) in exceptional circumstances, as defined by an Examination Board
- Consider reassessment, where there is approved and verified mitigation.

Only 'Resit in attendance' is permitted. The Guide to the Taught Degree Regulations states that *'Resit without attendance has resulted in complaints about student support and can place students in an invidious position with regards to their unemployment status. As a result resit without attendance is to be avoided unless exceptional e.g. mitigating circumstances apply. An alternative is to permit the student to repeat the year.'*

The Head of Academic Policy has confirmed that in the final bullet point of Regulation D11, that in the context of mitigating circumstances, 'reassessment' means 1st sit / deferral.

Reproduced from the [SSO Bulletin 55 \(25/01/13\)](#) - The new taught degree regulations do not allow students to resit without attendance. However, there will still be students studying on the old regulations for 12/13, possibly 13/14, who will be able to take reassessment whilst not in attendance. If a student is being reassessed under the old regulations and is repeating without attendance the following should be adhered to:

- The School should ensure that the student has access to the learning materials relevant to when they were originally registered on the unit.
- The School must make it clear to the student that they will be assessed on the material relevant to the period they were previously registered on the unit, not the subsequent versions of learning materials, assessment or course content available via Blackboard.

12. The progression rules, D9 to D11 apply to progression to and from any year of study, regardless of level, except when progressing to the final year (level 7) of an Integrated Masters degree (see D14).

13. Schools may have alternative progression and assessment regulations where these are required by Professional, Statutory and Regulatory Bodies (PSRBs). However, should students fail to meet PSRB standards, but have succeeded in achieving University standards then a 'non professional' alternative award may be awarded by an Examination Board (see I42).

A different named award can be set up on Campus Solutions (CS). Schools are to contact their Faculty Teaching and Learning Officer to request a new programme / exit award be put on CS, as and when required.

14. Students progressing to the final year (level 7) of an Integrated Masters must achieve an average of at least a lower second classification in order to progress.

The Faculty's requirement is that students have to achieve an overall weighting of 60% or above (across years 1-3) to progress to the final year of an Integrated Masters.

15. Students cannot progress onto an Ordinary degree, unless it is as a result of a decision made by a School or Faculty misconduct committee/discipline panel.

Regulation D11 outlines the options available to Examination Boards.

E. Compensation

16. The compensation zone is defined by the Undergraduate Unit Marking Scheme, found in table A, Appendix A of the Guide to the Taught Degree Regulations.

Table A. Undergraduate course unit marking scheme

Mark (class) descriptor	Mark Range (whole numbers)
First Class	70 – 100
Upper Second	60 to 69
Lower Second	50 to 59
Third	40 to 49
Compensatable fail	30 to 39
Non-compensatable fail	Less than 30

Course unit marks are recorded as whole numbers.

The mark can be compensated for credit only and the original mark will stand. A course unit mark which has been compensated has a suffix of (C).

NB: The Taught Degree Regulations [Glossary of Terms](#) identifies compulsory course units as those which *'cannot be substituted and must be taken by students in order to meet the intended learning outcomes of the programme. Compulsory units are not compensatable but may be resat. Schools can, however, specify if compulsory units need to be passed at the first attempt, and this must be clearly stated in the unit specification.'*

The Glossary states that *'Core units must be taken by students in order to achieve all the required intended learning outcomes of the programme. They differ from 'compulsory units' as they can be resat and compensated. (Aside from 'compulsory' and 'core' units, other units can be optional, free choice or elective units - see 'Optional course units'.)*

Schools need to ensure that the correct terminology is used (i.e. compulsory or core).

17. A maximum of 40 credits, per level, can be compensated at Level 4 and 5 of an undergraduate programme.

Compensation of failed units is a measure to reduce the need for referred assessment where the student has demonstrated academic ability through passing at least two thirds i.e. at least 80 credits (at levels 4 & 5). In the final year a different process applies and is referred to as 'Special Compensation' (see section J) (Guide to the Taught Degree Regulations).

The total 'failure' permitted per level is 80 credits; 40 credits of which could be compensated. It must be the Examination Board which determines which units to compensate and which to refer when there are

more than the permitted credits in the compensation zone.

Compensation applies to marks between 30% - 39%. Special compensation is permitted in the final year (level 6 & 7) see Regulations J47 & J48.

Unless the unit has been defined as non-compensatable, compensation is normally automatic; however under paragraph E20 the decision on how to apply compensation is at the discretion of the Examination Board (Guide to the Taught Degree Regulations).

Some professional bodies may not allow compensation on programmes they have accredited; such cases must be agreed by the Faculty and clearly articulated in programme handbooks. Such exemptions should be applied for on the University [form](#).

Credit-rated experience away from the University, such as certain types of study abroad that constitute part of the credit of a University of Manchester programme, may be compensated (Guide to the Taught Degree Regulations).

18. Compensated units will keep the original mark and this is used in the weighted average for the calculation of the final classification/ award.

19. Referred assessment is compensatable (see paragraph F21 for details of referred assessment or reassessment).

Referred assessment is compensatable provided the number of compensated credits permitted (40) hasn't been exceeded. Schools can decide when a unit is not compensatable, but this must clearly be defined in the handbook and programme and unit specifications.

Extract from the [SSO Bulletin 56](#) – 4 February 2013

If a referral mark is compensated, it is capped at the compensation level and recorded as a pass-by-resit with a suffix R

It can sometimes happen that a student who resits a course unit ends up with an overall mark after resit that is in the compensation zone. This is illustrated in the example below:

Career	First Sit	Resit Mark	Final Mark
UG	25	38	30R

In this example, an Undergraduate student has failed the module with an overall mark of 25%. As a result, the student is asked to resit the unit. While the student's performance has improved after resit, they have still not passed the course unit: The overall mark after resit is 38%, and this is in the compensation zone.

Referral marks are compensatable. After reviewing the student's overall record, the Exam Board decides to allow this course unit mark to be compensated.

The resit mark is capped at the compensation level, and so the final course unit mark is 30%. Nevertheless, in spite of this use of compensation, the final mark is recorded on Campus Solutions with a suffix of R. If a referral mark is compensated, it is still treated as a pass by resit.

Guide to degree Regs - In the event of a student failing a course unit with a mark less than 30% & then obtaining a compensatable fail in the resit where there is compensation available the student would receive the credit and the mark would be capped at 30R.

The following table has been produced to aid staff members in recording students' marks, in cases of compensation, to accompany information contained within the Undergraduate Degree Regulations, and the Guide to the Taught Degree Regulations.

Applying Compensation (compensation range 30-39%)

1 st Mark	Resit	Recorded Mark	Note
38	No	38C	
12	38	30R	Failed first attempt and resit in compensation zone. Cap of 30 used with R suffix as it's a pass at resit.

If a mark is in the compensation zone but a student has exceeded their number of permitted credits of compensation, or the unit is non-compensatable, then the mark would be a fail, with no credit awarded, and the assessment must be resat/referred. If the assessment is passed at resit/referral, the student would be awarded the original mark with an R suffix to denote a pass at resit.

When considering students having compensated resits, it should be noted that this is only permitted when a student has not exceeded their compensation allowance (40 credits).

20. Decisions on compensation are made by Examination Boards. Schools can specify when a unit is not compensatable or when PSRB rules take precedence.

Schools to specify, in relevant publications, when a unit is not compensatable e.g. core unit / subject to PSRB requirements – **these must be approved by the Faculty**. Schools to submit the information on the [University form](#).

F Reassessment

21. Where the overall unit mark is below the compensation zone or the maximum amount of compensation has been exceeded, reassessment may be taken unless in the final year (or level 6) of a Bachelors degree (see section E) or the final years of an integrated masters (level 6 or 7). This is known as a 'Referral' and the referred assessment must be designed to assess the achievement of the same intended learning outcomes but need not be of the same form as that originally used. The referred assessment will normally take place in the same academic year as the original assessment to enable the students to progress as originally intended.

No reassessment is permitted in the final year of a Bachelors Degree or Integrated Masters Degree. For clarification, work which was undertaken in any year preceding the final year of a programme can be reassessed (or referred) in the final year (subject to the referral limits set out in the Degree Regulations). Similarly, work/assessments from any year preceding the final year that are deferred due to mitigating circumstances can be taken in the final year. However, work which was undertaken as part of the final year of a programme cannot be reassessed during the final year. This is where 'special compensation' may apply (Guide to the Taught Degree Regulations).

Students need to pass minimum of 40 credits at first attempt in each level.

Reassessment is available for units with marks below the compensation zone i.e. 29% or less; or where more than the 40 credits are in the compensation zone (subject to the limit specified not being exceeded). Reassessment is not available for improving marks. The Examination Board should decide which course units should be referred e.g. when more than the maximum allowable are in the compensation zone (Guide to the Taught Degree Regulations).

For all referred assessment, the original pass mark will stay the same; therefore for Undergraduate referred assessment, a student will have to achieve a mark of 40 to pass, but this mark will be capped at the lowest compensatable mark (30%). This includes dissertations (Guide to the Taught Degree Regulations).

Referrals are capped at the lowest compensatable mark (30%). The capped mark is applied to the unit level mark, not just the failed element (Guide to the Taught Degree Regulations).

A course unit final mark is calculated as a whole number.

The Vice President (Teaching, Learning & Students) has confirmed that the number of referral & compensation credits allowed is NOT cumulative; i.e. the total number of credits of referral and compensation is 80 credits.

It is expected that reassessment will take place in same academic year as the original assessment i.e. no later than the August resit period. The word 'normally' is used to allow for mitigating circumstances. Schools can decide when best to do resit by essay; this needs to be in time for consideration by the Examination Board following the August resit period.

22. If an Examination Board has documented evidence that, (a) a student's work or attendance or both have been unsatisfactory, and (b) the student has been formally warned of the unsatisfactory work or attendance but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse referred assessment. See [regulation XX – Work and Attendance of Students](#).

23. The Examination Board must specify the minimum circumstances to enable the student to progress and any remedial action required by the student, subject to teaching capacity not being exceeded (i.e. taking into account the number of students on a specific programme at one time). The Examination Board will decide which referred assessment should be taken, to achieve the credit to enable the student to progress.

It must be Examination Board that chooses which units to compensate and which to refer when there are more than the permitted 40 credits in the compensation zone.

24. An Examination Board may allow a student one attempt, per unit, at referred assessment (two attempts in total). This principle does not apply to attempts with approved and verified mitigating circumstances. Additional attempts at assessment as a result of mitigating circumstances are known as 'Deferrals', are considered a first attempt and no cap is applied.

Approved mitigating circumstances = first attempt (deferral)

The Regulations permit two attempts at meeting the intended learning outcomes (ILOs) of the unit *as a whole*.

So, if a student took a unit of 30 credits which has three assessments and they failed two of these, they could resit both assessments if they needed to. It depends what the unit specifications say.

If a unit requires students to pass everything then they will need to resit both failed elements. If the unit specification requires a pass average across all assessments to pass a unit, then the student could only resit one of the failed elements to enable them to meet the average pass mark for the unit and meet the ILO of the unit.

However the students only get two attempts at the whole unit, but can resit as many of the component assessments as required to meet the ILO of the unit. Which elements to take is an Examination Board decision.

25. When a student fails to achieve the required credit after referred assessment, the Examination Board may decide to allow them to take the whole course unit again, on one further occasion, in attendance (see section G), subject to teaching capacity not being exceeded (i.e. consideration given to the number of students being taught within the course unit). This only applies to level 4 or 5. **This means a student could have three attempts in total: an original unit first sit, a referral, and**

then one carried credit attempt, if the Examination Board agrees to the student taking the whole course unit again.

The Guide to the Taught Degree Regulations states that *'it is agreed a student can take up to 20 credits in attendance, but this should be a decision of the examination board and not a right, and should be taken with due consideration of the burden on the student and the availability of facilities'*.

Students can be permitted to take up to 20 credits in addition to the credit load for the year i.e. they will be studying 130/140 credits. Based on the student's performance the Examination Board needs to determine whether the student is able to pass with a heavier load. This may not be in the best interest of the student but there may be students who are capable of redeeming themselves (Guide to the Taught Degree Regulations).

3 attempts in total: 1st sit; resit; carried credit (one attempt only to pass).

26. Undergraduate students can be offered referrals in up to 80 credits, per level, except level 6 and 7 (see F29 for exceptions relating to PSRBs). The authority to decide which units are retaken rests with the Examination Board.

It has been confirmed by the Vice President Teaching, Learning & Students that the number of referral & compensation credits allowed is NOT cumulative; i.e. the total number permitted for referral and compensation is 80 credits.

The following table has been produced to aid staff members in recording students' marks, in cases of resits / referrals, to accompany information contained within the Undergraduate Degree Regulations, and the Guide to the Taught Degree Regulations.

UG Pass Mark: 40%

1 st Mark	Resit Mark	Recorded Mark	Note
12	55 (pass)	30R	Pass on resit, cap at lowest compensatable mark.
38	55 (pass)	38R	Pass on resit but as original mark was in compensation zone it stands.
12	32 (fail)	12 (no suffix, failed)	Fails resit and has no compensation allowance. Failed with no credit, original mark stands.
34	38 (fail)	34 (no suffix, failed)	Fails resit and has no compensation allowance. Failed with no credit, original mark stands.

27. Referral pass marks will be capped at the lowest compensatable mark (30) for undergraduate students, unless the previous mark was within the compensation zone, in which case the original mark will stand.

Referral is a 2nd attempt at summative assessment, with a penalty applied (mark capped at 30%) and recorded at 30R. The referral capped mark is applied to the unit level mark, not just the failed element. If you have an assessment worth 20% of the total assessment for the unit and it is either specified that this must be passed or the unit level mark is failed because of this mark then the unit mark is capped upon referral. The capped mark just stands and doesn't need compensating (referrals are in addition to compensation) students can still progress with a number of marks in the 30-39% range.

In the event of a student failing a course unit with a mark less than 30, and then obtaining a compensatable fail in the resit, where there is compensation available, the student would receive the credit and pass the year overall. The student's mark would be capped at 30R (Guide to the Taught Degree Regulations).

Where a student is permitted a resubmission following the application of a penalty due to academic

malpractice, the resubmission is capped at 30R. Whilst capping the referred mark is the norm (which means that the unit mark is also capped) Academic Malpractice Panels can make other recommendations which could over rule the degree regulations if appropriate. If a resubmission is allowed it can be stipulated that it is just the mark for the resubmitted element which is capped; this is to ensure that the penalty isn't disproportionate e.g. when the assessment is only a small proportion of the total assessment for the unit.

Extract from the [SSO Bulletin 56](#) – 4 February 2013

The table below shows the mark that the student got when they were first assessed (First Sit) and the mark they achieved in the resit (Resit Mark). The last column shows the final mark that is recorded on the student's record in Campus Solutions (Final Mark).

In the examples below, the student passes the resit with a mark of 60% and gains the credit for the completed course unit:

First Sit	Resit Mark	Final Mark
0	60	30R
5	60	30R
15	60	30R
25	60	30R
35	60	35R
39	60	39R

In the examples below, the student fails the resit with a mark of 20%. In these examples the student has failed the unit and so does not gain any credit:

First Sit	Resit Mark	Final Mark
0	20	0
5	20	5
15	20	15
25	20	25
35	20	35
39	20	39

(Guide to Taught Degree Regulations)

Some of the principles behind the way referrals are handled are as follows:

- If a student passes a course unit by resit, then they should not end up with a lower mark than they obtained at the first sit. So if a UG student gets 35% in the first sit (which is a fail), and then they get 60% in the resit, then their final mark should be 35R and not 30R.
- A student who got a low mark in the first sit of an exam should not gain an advantage compared to a student who got a relatively good mark in the first sit. So, for example, if a UG student got 23% in the first sit and then 60% in the resit, their final mark will be 30R. That is, their resit mark is capped at the compensation level. This final mark is lower than that of the student in the first example, above, as intended.

So the basic rule is that if the student **passes** the resit, then the resit mark is capped at the compensation level. However, if the original first-sit mark was in the compensation range, then this original mark is retained. On the other hand, if a student **fails**, then the first-sit mark stands and would be recorded without a suffix of 'R'.

For all referred assessment, the original pass mark will stay the same; therefore for Undergraduate referred assessment, a student will have to achieve a mark of 40% to pass, but this mark will be capped at the lowest compensatable mark (30%). This includes dissertations.

28. If a student fails a referred assessment the first mark stands and the student has failed to achieve the required credit (see section G on carrying forward failed credit).

Can only carry forward 20 credits. Compensation zone 30%-39%. Fails 29% and below.

29. Students cannot be referred in order to improve their marks at level 6 or 7. However, for students on programmes accredited by a PSRB, the following applies:

- A student who fulfils the requirements for the award of a degree may seek to be reassessed in some units in the final year in order to achieve higher marks required by a relevant professional, statutory or regulatory body. **However, the marks will be capped at the pass mark to determine the class of degree awarded to the student.**

There are no referral opportunities at levels 6 & 7. Special compensation can be applied (see Regulation J47)

In cases where a student is required to resit a failed component of a unit (even though they may have achieved an average pass mark in the unit) in order to meet the requirements of the programme or of a professional body, the marks will be capped at the pass mark to determine the class of degree awarded to the student (Guide to the Taught Degree Regulations).

Where a variation to the Degree Regulations (for professional purposes) hasn't been approved the original marks are left unchanged and there is no capping of marks in this case. This means that the marks in Campus Solutions would be left as they originally were. However the mark achieved at resit can be communicated to the professional body if that is required.

In this sort of situation, you may be concerned that the transcript will still show the failed component mark. However, official University transcripts do not include component marks, so the original fail mark for the component will not appear there. If you locally produce a transcript that does include component marks, you can add a note against the failed component mark to say 'Passed after resit'.

G. Carrying Forward Failed Credit on UG Programmes

30. An Examination Board may exceptionally permit an undergraduate student to carry forward up to 20 failed credits. This decision will be based on a student's academic standing. The student should resit, in attendance, at the next available opportunity subject to teaching capacity not being exceeded. There may be restrictions imposed on programmes which have PSRB accreditation.

Can only carry forward 20 failed credits in attendance.

There is no Resit Without Attendance (RWA) anymore, except for exceptional mitigating circumstances. RWA has the potential to be a poor experience for students as they can be unsupported and this status can place students in an invidious position with regards their unemployment and visa status. As a result RWA is to be avoided unless exceptional e.g. mitigating circumstances apply. Staff must seek advice from the Student Immigration Team (visa@manchester.ac.uk) for students on a Tier 4 visa in respect of RWA (Guide to the Taught Degree Regulations).

Where PSRB restrictions mean that a unit cannot be carried forward this must be clearly articulated to students in the relevant publications. Schools need to inform the Faculty if PSRB restrictions apply on the University [form](#).

It is agreed a student can take up to 20 failed credits in attendance, but this should be a decision of the Examination Board and not a right, and should be taken with due consideration of the burden on the student the availability of facilities. The intention is that the 20 credits would be taken **in addition to** the 120 credits required for the subsequent year so they would study 130/140 credits in a year, not just the

carried 10/20. The Examination Board would have to make the decision based on whether the student is able to pass with a heavier load. This may not be in their best interests but there might be some students who are capable of redeeming themselves. UG students permitted to carry 20 credits into a subsequent year will not be charged any additional tuition fee but will be required to cover any additional costs associated with the course unit(s) concerned, e.g. mandatory field trips (Guide to the Taught Degree Regulations).

31. Credit for compulsory units cannot be carried over to subsequent levels.

The Taught Degree Regulations Glossary of Terms defines compulsory course units as '*course units which cannot be substituted and must be taken in order to meet the intended learning outcomes of the programme. Compulsory units are not compensatable*'.

Schools must inform students, in the relevant publications, that compulsory units cannot be carried over to subsequent levels.

32. Whole units must be repeated in attendance, with assessment taken in full and marks are capped to the lowest compensatable mark.

If passed the mark is capped at the lowest compensatable mark (30%) unless the previous mark was within the compensation zone, in which case the original mark will stand.

33. Students can only have one attempt at regaining credit carried over to a subsequent year/ level. If they fail to regain the credit, they will be considered for an exit award.

Only 20 credits can be carried over and only one further attempt is available to regain the credit (3 attempts in total); if the student fails to regain the credit they will be deemed to have failed and should be considered for the relevant exit award.

Schools need to make it clear to students in the letter notifying them of the requirements following the Board of Examiners any consequences for failure of carried credit.

34. Optional units can be substituted but a replacement unit should not be considered a first sitting and there will be no further opportunities to regain the credit if the unit is failed after assessment/ reassessment.

Students don't have to do the same unit again, this can be a different unit, but only one attempt is available to pass it. Students need to be counselled that this is risky as they will only have one attempt to pass it and the consequences of failure will result in an exit award.

35. Students should be advised by the Examination Board that if they fail the credit then they may not qualify for an Honours degree. Because 'carrying' extra units imposes a significant additional burden on the student, the Examination Board should give permission only where it judges that, in the light of previous results, the student is likely to be able to cope adequately.

The consequence of failure needs to be included in communication to students, from the School, following the Examination Board.

H. Repeating the Level – 120 credits

36. Examination Boards are permitted to make a decision on academic grounds when deciding whether or not a student is academically suitable to repeat a level of study. This outcome of this decision is also subject to teaching capacity not being exceeded.

This is a decision of the Examination Board and not a right.

37. Normally an undergraduate can repeat either level 4 or level 5 (but not both) once throughout the entirety of the degree (subject to teaching capacity not being exceeded). Exceptions may be permitted in cases of mitigating circumstances.

38. Fees are payable when levels are repeated as a result of a failure, without approved and verified mitigating circumstances.

UG students permitted to repeat a year/level of study (or part of) are charged full tuition fees at the rate applicable for the academic year concerned. If there are proven mitigating circumstances and the School feels that they are serious enough, they can decide that a student shouldn't be charged fees to repeat the period of study, but the final decision should be a School one (Guide to the Taught Degree Regulations).

39. A student who is repeating a level cannot carry over credit from the level that is repeated.

The student has to do all of the level again i.e. the full 120 credits. Any results from the previous attempt at the level are discounted.

40. Schools may seek approval for alternative arrangements where professional body requirements take precedence. Professional Bodies might stipulate extra conditions or may not allow students to repeat any part of the programme.

Schools need to seek approval from the Faculty, on the University [form](#).

I. Exit Awards

41. Once a student has exhausted all the opportunities to retrieve failed assessment they will be given an exit award in accordance with table 1 (see section A, page 2), subject to the accrual of the appropriate number of credits, as defined in the Programme Specification.

Award	Minimum Credit for Award	Minimum Credit at Level Qualification	FHEQ Level
CertHE	120	90	4
DipHE	240	90	5
Ordinary Bachelors	300	60	6

42. All programmes must have approved exit awards.

These can be set up on Campus Solutions on a needs basis. To set up the relevant exit award please contact your School's Faculty Teaching and Learning Officer.

43. If a student decides to withdraw, they will automatically be awarded the relevant exit award in accordance with table 1 (section A, page 2) and as defined in the Programme Specification.

Award	Minimum Credit for Award	Minimum Credit at Level Qualification	FHEQ Level
CertHE	120	90	4
DipHE	240	90	5
Ordinary Bachelors	300	60	6

J. Final Year of an UG (including Integrated Masters) Programme

44. There will be no reassessment in the final year (level 6 or 7) unless it is a PSRB requirement (see F29), in which case the originally obtained marks will be used to determine the class of degree awarded to such a student.

A student must be awarded 360 credits for a 3 year Bachelors degree and 480 credits for a four year Integrated Masters degree; hence allowance must be made for course unit failure in the final year(s) as there are no referrals.

Special compensation is applied to failed units in the final year (level 6 & 7); see Regulations J48 – 50, which allow up to 40 credits to be failed for 2:2; 2:1 and 1st class degrees; and up to 60c for third class degrees. Note that there is no change in marks as this ‘special’ compensation is for credit only.

45. In order to qualify for an award, students must meet the credit criteria as stated in the credit and award framework (See: Table 1, in section A, page 2) and passed assessment as specified in the Unit/ Programme Specifications.

Award	Minimum Credit for Award	Minimum Credit at Level Qualification	FHEQ Level
CertHE	120	90	4
DipHE	240	90	5
Ordinary Bachelors	300	60	6
Bachelors with Honours	360	90	6
Bachelors with Honours	480	180	6
Integrated Masters	480	120	7

46. In year three (level 6) of a four year Integrated Masters programme, reassessment can be considered at the discretion of the Examination Board and based on the academic standing of the student and/or mitigating circumstances.

47. When considering classifications for classes 1st, 2:1 or 2:2, an Examination Board may award special compensation* for up to 40 credits at level 6 of a Bachelors degree programme or levels 6 or 7 of an integrated masters, for any failed unit, providing they meet the following criteria:

- Has passed at least 80 credits at the level of the award.

* Information about special compensation can be found in the [Taught Degree Regulations Glossary of Terms](#).

A student must be awarded 360 credits for a 3 year Bachelors programme and 480 credits for a four year Integrated Masters programme therefore allowance must be made for course unit failure as there are no referrals permitted in the final year. This is known as ‘special’ compensation and allows up to 40 credits to be failed for 2:2; 2:1 and 1st class degrees, and up to 60 credits for third class degrees.

There is no change in marks as ‘special’ compensation is for credit only.

For both bachelors (level 6) & Integrated Masters (level 7) special compensation permitted – retains classification – 80 credits at level of award needed.

classification	Special compensation (credits)	Number of credits to be passed at (same) level
1 st	40	80
2.1	40	80

2.2	40	80
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48. When considering classifications for classes 1st, 2:1 or 2:2, an Examination Board may award 'special' compensation for up to 60 credits at level 6 of a Bachelors degree programme or levels 6 or 7 of an Integrated Masters, for any failed unit, providing they meet the following criteria:

- Has passed at least 60 credits at the level of the award.
However, there is a penalty applied due to the failure of more than 40 and up to 60 credits and the student will have the classification reduced to the classification below that which would have been awarded on the bases of the weighted average for the programme.

For both bachelors (level 6) & Integrated Masters (level 7) special compensation is permitted – NB this reduces classification – 60 credits at level of award needed

Classification	Special compensation (credits)	Number of credits to be passed at (same) level	Award
1 st	60	60	2.1
2.1	60	60	2.2
2.2	60	60	3 rd

Special compensation – original marks used to calculate degree classification

Regulation 48 relates to the classification for classes 1st; 2.1 & 2.2 for those students who have failed between 50 – 60 credits.

49. When considering classifications for a third class degree, an Examination Board may award 'special' compensation for up to 60 credits at level 6 of a Bachelors degree programme for any failed unit, providing they meet the following criteria:

- Has passed at least 60 credits at the level of the award

Bachelors' 3rd class degree classification

Classification	Special compensation (credits)	Number of credits to be passed at (same) level	Award
3 rd	60	60	3 rd

Special compensation – original marks used to calculate degree classification.
60 credits need to be passed at level of award.

50. Where special compensation is given, this is for credit only and the original unit marks are recorded and used to calculate the degree classification.

51. Where up to 20 credits have been carried over from level 5 to level 6, this credit may be considered under the special compensation regulations providing the maximum allowable has not been exceeded. This also applies to credit carried over from level 6 to level 7 of an Integrated Masters (see section G).

Special compensation can be applied to 20 credits taken out of level (i.e. carried over from level 5 to level 6). (TLSO FAQs) If passed, you would use the Level 5 capped mark to recalculate the 2nd year average, contributing to the overall average for classification. Carried over units are capped at 30R, regardless of what is actually achieved. If failed, the 'special compensation' can be applied, giving the student the credit only for the carried over unit/s and the original fail mark is used in the 2nd year average calculation.

52. Ordinary Degrees can be awarded at the end of a programme of study where a student has obtained 300 credits, 60 of which must be at the level of the qualification (FHEQ level 6). Special compensation does not apply to Ordinary degrees.

K. Classification of an Integrated Masters

53. Integrated Masters classifications will be decided using weighted total points for four year degrees. Schools can choose to implement either of the following options: **1 to Y4 (L4 to L7 FHEQ) using weights of 0.0 (L4), 0.2 (L5), 0.4 (L6) and 0.4 (L7);** or **1 to Y4 (L4 to L7 FHEQ) using weights of 0.06 (L4), 0.19 (L5), 0.375 (L6) and 0.375 (L7);** unless there are alternative requirements for external accreditation, (see Appendix A for boundaries for classification and boundary zone demarcation).

The following were agreed at the Faculty’s Teaching & Learning Committee (July 2012)
 Level 4 (year 1) will not be included in the degree average calculations of Integrated Masters Programmes.
 1 to Y4 (L4 to L7 FHEQ) using weights of 0.0 (L4), 0.2 (L5), 0.4 (L6) and 0.4 (L7)

54. Decisions with regards to ‘borderline’ classifications for individual students should be resolved using the mechanisms outlined in appendix A.

The following boundaries inform classification when the weighted average falls below a classification threshold.

Integrated Masters degree classification weighted to 120 credits	Classification thresholds: weighted average (0 to 100 mark range)	Boundary zone weighted average
First class	70.0	68.0 – 69.9
Upper second class	60.0	58.0 – 59.9
Lower second class	50.0	48.0 – 49.9
Fail	Below 49.9	

Consideration of integrated masters students within the boundary zone by mark distribution

After allowances have been made for mitigating circumstances, a student whose weighted average at the first assessment is within the boundary zone specified above, must be awarded the higher degree classification as long as the following are satisfied (see also notes on AP(E)L),

- 75 credits out of 120 in the final year (level 7) are equal to/or higher than the final award (for example if the student is in the boundary between a 2.1 and a first, 75 out of 120 credits must be at 70% or higher to fulfil this criteria and award the student a first class degree).

Stage 2: Classification Review and use of Viva Voca

If a student is in the boundary zone of the average mark and does not satisfy the additional criteria, Schools may apply a further stage of ‘Classification Review’, with decisions supported by an External Examiner. The process of ‘Classification Review’ should not change unit marks and can only influence the classification awarded.

Schools may choose to viva students once the process of ‘Classification Review’ has taken place and the results considered to be inconclusive. However, this option must be applied consistently across a whole School, be approved by the Faculty and programme handbooks must clearly articulate to students that it is an option.

It was agreed at the Faculty’s Teaching & Learning Committee (July 2012) that mark review will not include the use of a viva voce examination.

If a student’s classification is raised as a result of classification review, this would not be noted on the

student's transcript.

The University's Teaching and Learning Group has agreed that Faculties could allow students to rescind an Integrated Masters award, for a Bachelors award, should they request it. It was also agreed that rescinding should happen at the point that the second award is conferred, not upon admission; that it is not an automatic right and that it should not be used in order to get a subsequent attempt, once a student has failed and been withdrawn.

L. Classification of a Bachelors Programme

55. To be considered for a Bachelors Degree a student must have achieved the requisite minimum credits listed in table 1 (see section A, page 2) in accordance with the unit marking scheme and grade descriptors. Students who have not achieved the minimum credit requirement for an honours degree will be awarded an ordinary degree in accordance with table 1.

Award	Minimum Credit for Award	Minimum Credit at Level Qualification (6)
Bachelors with Honours	480	180
Bachelors with Honours	360	90
Ordinary Degree	300	60

56. Bachelors degree classification will be decided using weighted total points for three year degrees. Schools can choose to implement either of the following options: **Y1 to Y3 (L4 to 6 FHEQ) using weights of 0.0 (L4), 0.33 (L5), and 0.67 (L6)** or **Y1 to Y3 (L4 to 6 FHEQ) using weights of 0.1 (L4), 0.3 (L5), and 0.6 (L6)**.

It was agreed at the Faculty's Teaching and Learning Committee (July 2012) that:

- Level 4 (year 1) will not be included in the degree average calculations of Bachelors Programmes.
- Y1 to Y3 (L4 to 6 FHEQ) using weights of 0.0 (L4), 0.33 (L5), and 0.67 (L6).

NB. Weighted averages calculated to 1 decimal point.

57. Four year Bachelors programmes, including a year studying abroad or in Industrial Placement will be classified using L56 as a guide. Programme Handbooks must specify how/ if the year abroad/ on placement is assessed and credit weighted.

Schools need to inform Faculty how four year Bachelor programmes with year abroad / industrial placement are classified, on the University [form](#).

58. Four year taught Bachelors programmes will be will be classified using L56 as a guide. Programme Handbooks must specify how the programme is weighted.

Schools need to inform Faculty how four year Bachelor programmes are classified, on the University [form](#).

59. Decisions with regards to 'borderline' classifications for individual students should be resolved using the mechanisms outlined in appendix A.

Bachelors' degree classification and boundary zone using weighted average with mark range 0-100:

Bachelors degree classification weighted to 120 credits	Classification thresholds: weighted average (0 to 100 mark range)	Boundary zone weighted average
First class	70.0	68.0 – 69.9
Upper second class	60.0	58.0 – 59.9
Lower second class	50.0	48.0 – 49.9

Third class	40.0	38.0 – 39.9
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Consideration of **bachelor degree** students within the boundary zone by mark distribution

After allowances have been made for mitigating circumstances, a student whose weighted average at the first assessment is within the boundary zone specified above, must be awarded the higher degree classification as long as the following are satisfied (see also notes on AP(E)L),

- 2/3 of the credits at level 6 are equal to/or higher than the final award (for example if the student is in the boundary between a 2.1 and a first, 2/3 of the credits must be at 70% or higher to fulfil this criteria and award the students a first class degree).

NB: 2/3rds (80) credits must be equal to or higher than final award.

Stage 2: Classification Review and use of Viva Voca

If a student is in the boundary zone of the average mark and does not satisfy the additional criteria, Schools will apply a further stage of 'Classification Review', with decisions supported by an External Examiner. The process of 'Classification Review' should not change unit marks and can only influence the classification awarded.

Schools may choose to viva students once the process of 'Classification Review' has taken place and the results considered to be inconclusive. However, this option must be applied consistently across a whole School, be approved by the Faculty and programme handbooks must clearly articulate to students that it is an option.

It was agreed at the Faculty's Teaching & Learning Committee (July 2012) that classification review will not include the use of a viva voce examination.

If a student's classification is raised as a result of mark review, this would not be noted on the student's transcript.

Classification in cases of Direct Entry students (Guide to the Taught Degree Regulations)

When students have been accepted onto a year after the first year of study, the weighting across the remaining years of the programme should be calculated on the following basis.

From the implementation of the 2012 Degree Regulations onwards, Schools/Faculties have been asked to state the weighting for each year of a three or four year undergraduate degree, e.g. for a three year Bachelors programme, Y1 to Y3 (L4 to 6 FHEQ) using weights of 0.0 (L4), 0.33 (L5), and 0.67 (L6) or Y1 to Y3 (L4 to 6 FHEQ) using weights of 0.1 (L4), 0.3 (L5), and 0.6 (L6).

If a student bypasses year 1 by directly entering in year 2 of a Bachelors programme for which the School/Faculty has opted for the second choice of weighting (0.1/0.3/0.6), the weighting for the final two years of the programme should be 0.33/0.67 in order to retain the same ratios of weightings for the final two years.

When a student enters by direct entry purposes into year 3 of a four-year programme, the same principles would apply to weighting of the remaining years, in order to retain the same ratios.

In cases where a student is admitted with direct entry into the final year (year 3 of a three-year programme or year 4 of a four-year programme), all the weighting would be based on marks achieved in year 3.

M. Aegrotat Degrees

60. The Examination Board may determine from evidence available to it that a candidate for an Honours degree who has been prevented by good cause from completing the final examination or assessment will be awarded a class of degree the Board judges to be suitable, as long as the candidate has gained over half the credits required for the award.

N. Examination Board Arrangements

61. There are normally three available assessment opportunities; January, May/ June and Aug/ September within each academic year. It is expected that all reassessment will take place in the academic year in which the assessment was first attempted.

It is expected that reassessment will take place in the same academic year in which the assessment was first attempted i.e. by August resit period.

Schools can decide when best to do resit by essay; this needs to be in time for consideration by the Examination Board following the August resit period.

62. There must be an opportunity after every assessment period for a chaired forum to make decisions regarding student's attainment on completed units.

When decisions are made regarding student progression, this must be conducted by an Examination Board. Often review of semester 1 results, e.g. in February, are for moderation and do not require decisions on progression. The role of the External Examiner is governed by the 'Guidance on External Examiner Procedures'. This will clarify Year 1 and Year 2 progression decisions and the review of referral results. The January / February forum doesn't have to be full Examination Board as it is usually used for moderation of marks only and not progression; the External Examiner does not have to be present (Guide to the Taught Degree Regulations).

If however decisions are made over student progression then this must be conducted by an Examination Board.

The Head of Academic Policy has confirmed that following review of semester one results at the February forum, where students are advised of the recommendations of this Forum they must be informed that the marks and decisions are provisional and may be subject to change at the Examination Board later in the year.

63. Examination Boards will take place at the end of each academic year or at points in the calendar where decisions are required with regards to progression, overseen by an External Examiner.

Decisions about progression or exiting must be taken in consultation with External Examiners.

Appendix A Undergraduate Degree Classification Scheme

This scheme should be used in conjunction with 'Table 1: Credit and Award Framework (see section A, page 2). Table 1 has been extracted from the Framework for Higher Education Qualifications, and students must meet the credit requirements of Table 1, prior to the classification being calculated, using the weightings, thresholds and boundaries below:

The Undergraduate Degree Classification Scheme is based upon weighted average using a 0-100 mark range calculated to one decimal place, where marks for individual course units are recorded as whole numbers.

Weightings

Bachelors degree classification will be decided using a weighted average for three year degrees (see L56). These weightings will also be used as a guide for four year Bachelors programmes and those which also include with a study abroad year or placement; unless there are alternative requirements for external accreditation by a PSRB.

Integrated Masters programmes will be classified using the weightings in K53; unless there are alternative requirements for external accreditation by a PSRB;

Stage 1: Classification Thresholds and Boundaries

Bachelor Degree classification using 0-100 mark range and 120 credits

The following boundaries inform classification when the weighted average falls below a classification threshold.

Table A1 Bachelors degree classification and boundary zone using weighted average with mark 0-100:

Bachelors Degree classification weighted to 120 credits	Classification thresholds: weighted average (0 to 100 mark range)	Boundary zone weighted average
First class	70.0	68.0 to 69.9
Upper Second class	60.0	58.0 to 59.9
Lower Second class	50.0	48.0 to 49.9
Third class	40.0	37.0 to 39.9

Consideration of Bachelor Degree students within the boundary zone by mark distribution

After allowances have been made for mitigating circumstances, a student whose weighted average at the first assessment is within the boundary zone specified above, must be awarded the higher degree classification as long as the following are satisfied (see also notes on AP(E)L),

- 2/3 of the credits at level 6 are equal to/higher than the final award (for example if the student is in the boundary between a 2.1 and a first, 2/3 of the credits must be at 70% or higher to fulfil this criteria and award the students a first class degree).

Distinguishing between the award of a Third Class & an Ordinary Degree (Guide to the Taught Degree Regulations)		
In boundary zone	Other stipulations	Resulting award or classification
37.0 to 39.9	<ul style="list-style-type: none"> • Have a total of at least 300 credits with 60 credits at level 6 • 2/3rds of the credits at level 6 are equal to/higher than the classification threshold of a third – 40.0 	Student is awarded a third class degree.
37.0 to 39.9	<ul style="list-style-type: none"> • Have a total of at least 300 credits with 60 credits at level 6 • Do not meet the criteria set above 	Student is awarded an Ordinary Degree.
36.9 or less	<ul style="list-style-type: none"> • Have a total of at least 300 credits with 60 credits at level 6 	Student is awarded an Ordinary Degree.

Integrated Masters Degree classification using 0-100 mark range and 120 credits

The following boundaries inform classification when the weighted total average falls below a classification threshold.

Table A2 Integrated Masters degree classification and boundary zone using weighted average with 0-100 mark range.

Integrated Masters classification-based on 120 credits	Classification thresholds: weighted average (0 to 100 mark range)	Boundary zone weighted average
First class	70.0	68.0 to 69.9
Upper Second class	60.0	58.0 to 59.9
Lower Second class	50.0	48.0 to 49.9
Fail	Below 49.9	

Consideration of Integrated Masters students within the boundary zone by mark distribution

After allowances have been made for mitigating circumstances, a student whose weighted average at the first assessment is within the boundary zone specified above, must be awarded the higher degree classification as long as the following are satisfied (see also notes on AP(E)L),

- 75 credits out of 120 in the final year (level 7) are equal to/or higher than the final award (for example if the student is in the boundary between a 2.1 and a first, 75 out of 120 credits must be at 70% or higher to fulfil this criteria and award the student a first class degree).

Stage 2: **Classification** Review and use of Viva Voca

If a student is in the boundary zone and does not satisfy the additional criteria, Schools may apply a further stage of 'Classification Review', **with decisions supported** by an External Examiner. The process of '**Classification** Review' should not change unit marks and can only influence the classification awarded.

Schools may choose to viva students once the process of '**Classification** Review' has taken place and the results considered to be inconclusive. However, this option must be applied consistently across a whole School, be approved by the Faculty and programme handbooks must clearly articulate to students that it is an option.

In addition, Schools must prepare all students for vivas by offering them similar experiences and opportunities to gain the necessary skills within the assessment of the programme. Further advice on the use of vivas in **Classification** Review can be found in the 'Guide to the Taught Degree Regulations'.

It was agreed at the Faculty's Teaching & Learning Committee (July 2012) that classification review will not include the use of a viva voce examination.

Further guidance on Classification Review can be found in the [Guide to the Taught Degree Regulations](#).

(Guide to the Taught Degree Regulations)

Classification Review (formerly referred to as Mark Review) is very difficult to prescribe as its purpose is to allow some flexibility to apply academic judgement to borderline cases, when a mechanistic approach is inappropriate, in exceptional cases.

Classification Review applies to students in the boundary zone and after the mark distribution rule has been

applied. It provides a final opportunity for an Examination Board to use its academic judgement on degree classification for those who remain in the boundary zone.

It is NOT the intention that every student who is in the boundary zone and does not meet the criteria for a higher classification is subject to Classification Review. It allows the Examination Board to consider those cases which it believes as a group, merits further consideration.

It is difficult to be prescriptive on what circumstances might merit a subsequent review, as this falls within the realms of academic judgement. Therefore, the judgement of which cases should be subject to Classification Review is at the discretion of the Examination Board and must have the support of External Examiner(s).

To guide this judgement, Classification Review should be used in exceptional circumstances with the expectation that the majority of students in the boundary who do not satisfy the rule for mark distribution should not be raised to a higher degree classification.

It is not the case when a final year set of marks show a lack of progression which is disappointing but reflects the achievement of the student. In many programmes there will be no need for Classification Review to be applied.

Students who fall into the borderline boundary zone, who have credits awarded via Special Compensation should also be considered for Classification Review as follows:

- An Undergraduate student who had failed 40 credits at Level 6 with an overall mark of less than 40 would not be eligible for a referral, but should be considered for Classification Review, with academic discretion being used to determine whether the student should receive, for example, a Third Class Honours Degree or an Ordinary Degree if their numerical classification merits that.
- Undergraduate students who have more than 40 and up to 60 credits of Special Compensation should not be considered under Classification Review, as this would be counterintuitive to paragraph 48 of the Undergraduate Degree Regulations, which requires a penalty of a reduction of one classification to be applied due to failing more than 40 and up to 60 credits.

Students in the borderline boundary zone with up to 40 credits special compensation who have 80 credits at the higher classification should, normally, automatically receive the higher classification.

Below are a few principles to assist Schools in the operation of Classification Review:

1. Classification Review does not remark or change marks.
2. Classification Review can only result in an increase in class to those cases which are in the borderlines and/or do not meet the criteria for the higher class.
3. Classification Review does not result in a lower classification.
4. Not every student in the boundary zone is eligible to receive a Classification Review.
5. The Examination Board can exercise its collective academic judgement in deciding which cases can be subject to Classification Review.
6. Classification Review allows an Examination Board to reflect on the near misses, which do not meet the criteria for a higher class and confirm the decision was correct.
7. During Classification Review, External Examiners approve the rationale to increase a class; they do not look at individual assessments or remark.
8. Classification Review allows Boards scope for academic judgement in exceptional circumstances.

Applications for mitigating circumstances to be taken into account are subject to a different process and Examination Boards should ensure there is no duplication of consideration of mitigation during Classification Review.

From September 2016 all undergraduate dissertations must conform to the University's document ['Guidance for the Presentation of Taught Dissertations for UG and PGT Provision'](#).

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