Assessment Scheme and Regulations:

Accelerated Degree Courses only

2026/27 Academic Session

Harper Adams University

Assessment Scheme and Regulations for Accelerated Degree Courses

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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 exclusively to accelerated degree programmes validated by Harper Adams University. The assessment regulations for the University's non accelerated taught programmes are available here.

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.* The University reserves the right to conduct these meetings on an in-person basis or via an online platform (e.g. Microsoft Teams)

3. External examiners

External examiners 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.

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 Reviews 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 Parts 1, 2 and 3. 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).

Part 1 is the first and second semesters of study of an accelerated degree, with the modules typically delivered and assessed at level 4. It is the equivalent of the first year of study of a standard honours degree.

Part 2 is the third and fourth semesters of study of an accelerated degree, with the modules typically delivered and assessed at level 5. It is the equivalent of the second year of study of a standard honours degree.

Part 3 is the fifth and sixth semesters of study of an accelerated degree, with the modules typically delivered and assessed at level 6. It is the equivalent of the final year of study of a standard honours degree.

The typical structure of an accelerated degree is as follows:

<table>
<tr><td rowspan="2">Year 1</td><td rowspan="2">Part 1</td><td>Semester one – September to February</td></tr>
<tr><td>Semester two – February to June</td></tr>
<tr><td rowspan="2">Part 2</td><td>Semester three – June to September</td></tr>
<tr><td rowspan="2">Year 2</td><td>Semester four – September to February</td></tr>
<tr><td rowspan="2">Part 3</td><td>Semester five – February to June</td></tr>
<tr><td>Semester six – June to September</td></tr>
</table>

**Please note that semester timings are indicative*

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. 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 student cohort, the Chair of the subject board concerned and must be agreed with Course Manager(s) before the start of the academic session in which changes are to be implemented and ratified by the Programme Reviews Committee.

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. Some modules may be 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.

5. Module grading and compensation

5.1 Module grading

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

Honours Degree	Mark Range (%)	
A	70-100	Pass grades
B	60-69	
C	50-59	
D	40-49	
E	35-39	Fail grades
F	0-34	

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.

5.2 Compensation

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

For all students, the course assessments boards have discretion to compensate a marginal failure (i.e a module result 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. Module compensation will not be considered where the fail outcome is as a result of an instance of minor, major or gross academic misconduct. 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. The original mark achieved in compensated modules will be used in the classification of awards and the corresponding grade (E or F) will be included in the transcript, with a reference to the compensation.

No more than 60 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.

7. Reassessment, deferred assessment, transfer, restudy and withdrawal

7.1 Reassessment of modules in accelerated degree courses

Students who have obtained E or F 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, Level 4, Level 5 and Level 6 reassessment entitlement
a maximum of **up to 60 credits** per part

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 interim award.

For accelerated degree courses, students will normally reassess in the failed element(s) which must be completed within the timescales indicated below. The maximum mark awarded for a reassessed element will be capped at 40%.

Semester of study	**Reassessment normally completed by:**
One (level 4)	Week 1 of Easter vacation (occurring during semester two)
Two (level 4)	Academic Week 37 (occurring during semester three)
Three (level 5)	Academic Week 6 (occurring during semester four)
Four (level 5)	*Academic Week V5 (first week of Easter Vacation period)*
Five (level 6)	*Academic Week 3 (approx. 7 weeks after final year Course Assessment Board)*
Six (level 6)	*Academic Week 3 (approx. 7 weeks after final year Course Assessment Board)*

Changes to the above timescales may be agreed by the Course Manager and Chair of the Subject Assessment Board where it benefits a student cohort.

7.2 Deferred assessment

Students who, through valid mitigating circumstances, request to defer a module assessment (or reassessment) will not be eligible to proceed to the

next part of the course until the module assessment (or reassessment) is successfully passed. Where ongoing mitigating circumstances do not permit a student to complete a reassessment in the timescales shown above, students will be required to take a break in studies and await another assessment (or reassessment) opportunity during the subsequent academic year. Alternatively, it may be possible to transfer to a cognate sandwich programme for students seeking to progress to part 2 of the course.

7.3 Withdrawal from a course, transfer and concurrent restudy, partial repeat study and repeat year options

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 permit one of the following options:

Transfer and concurrent restudy (level 4 only)

Where a student has failed no more than 30 credits after permissible reassessment in part one, the student may be eligible for transfer to part two of a cognate full time honours programme which allows concurrent restudy of the failed part one module(s) alongside the part two modules.

Partial repeat study

This discretion to permit a partial repeat study will only be allowed if the student concerned has:

(i) obtained a mean mark of over 40% for that part of the course after permitted reassessment, and

(ii) obtained a minimum of 50% of the credits (typically 60 credits) within that part of the course after permitted reassessment, and

(iii) the student has not previously repeated (either a partially or fully funded 'gift' year) a Part of a Harper Adams University undergraduate award. (Further guidance on student finance is available from the student loans section of the UK Government website).

The course assessments board is also authorised to exercise its discretion to permit a full repeat study of the year where a student has failed 60 credits or more (after permitted reassessments) or does not meet the minimum mean mark requirement for partial repeat study. If, based on the evidence presented, the course assessments board concludes that it is not appropriate to permit a full repeat study, students will normally be withdrawn from the course unless there are approved mitigating circumstances.

For students who elect to undertake a full repeat of the year, no credit may be carried forward from the original modules studied from the failed part of the course. Students who accept the opportunity to repeat study (partially or fully) will not be eligible to register, concurrently, for other taught elements of their programme, until they have passed all their outstanding modules. The normal reassessment entitlements set out in **Section 7.1** will apply for any student undertaking repeat study.

For both partial and full repeat study options, students may be required to take a break in studies until the next available opportunity to study is available.

It is the student's responsibility to confirm the financial implications of undertaking either a partial or full repeat study year prior to accepting this option.

8. Progression requirements

8.1 Requirements for progression to Part 2 of Honours Degree accelerated courses

To proceed to Part 2, accelerated Honours Degree students must have acquired 120 credits after reassessment of which at least 90 are at level 4 or above. Provisional progression decisions at the end of Semester two will be definitively confirmed to students normally no later than the sixth week of Semester three once reassessment/deferred results have been determined. Where progression to Part 2 is not possible, the definitive outcomes will reflect the options shown in section 7.3 above.

8.2 Requirements for progression to Part 3 of Honours Degree accelerated courses

To proceed to Part 3 of accelerated Honours Degree courses, students must normally have acquired 240 credits of which at least at least 100 are at level 5 or above. Provisional progression decisions at the end of Semester four will be definitively confirmed to students normally no later than the fifth week of Semester five once reassessment/deferred results have been determined. Where progression to Part 3 is not possible, the definitive outcomes will reflect the options shown in section 7.3 above.

8.3 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 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 60 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 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 140 are at level 4 (but

see section 4.3) and no fewer than 90 are at level 6, with a minimum of 40 derived from an individual, independent study module.

9.3 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 140 are at level 4 (but see section 4.3) and no fewer than 60 are at level 6, with a minimum of 20 credits derived from an individual, independent study module.

9.4 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.

9.5 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.

10. Classification of awards

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.

10.1 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:

(mean mark L 5 modules x 0.25) + (mean mark L 6 modules x 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:

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

10.2 Classification of the Ordinary Degree

Ordinary Degrees are not classified.

10.3 Eligibility for upgrading award classification

Where a student has an Award Weighted Mean, that, when rounded to the nearest integer, is within one percentage point of a higher undergraduate classification, the higher classification **will** be awarded by the board, based upon Honours degree students satisfying **at least ONE** of the two defined upgrade criteria (a or b), as defined below:

a. the mean mark for the highest level of the award (ie level 6 for honours degrees) is **at or above** the mark required for the higher classification;

OR

b. at least 50% of the modules studied (in number, 60 credits (honours 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.

10.4 Discretion for upgrading award classification

Exceptionally, candidates may be considered for a higher undergraduate 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 the University's website Key Information Page 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 60 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. Module condonement will not be considered where the fail outcome is as a result of an instance of minor, major or gross academic misconduct.

No more than 60 combined credits or 15% of the total requirement, (whichever is the lesser), from compensated and/or condoned modules can contribute to award 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.

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 website Key Information Page.

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 the University's website Key Information Page to ensure their work meets normal expectations of acceptable Higher Education practice.

18. Coursework deadline policy

Arrangements for the submission of all student work will be published for each module and the industrial training period(s). Assessment submissions MUST be submitted by the stated date/time and must use the format stated within the assignment brief. 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.

For modules which include assessment based upon a Timed Open Book Assessment (TOBA), the consequence of submitting work after the stated deadline is that the work will be awarded a mark of ZERO, unless mitigating circumstances have previously been approved by the University.

19. Penalties for late submission of coursework which has been granted an extension due to Mitigating Circumstances

For coursework-based assessment that has been granted an extension by a Course Manager/Course Tutor, the work will not be subject to a penalty providing it is submitted by the revised deadline. Student work (paper or digital) submitted UP TO 5 working days later than the agreed extension 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 mark of zero.

20. 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**.

21. Penalties for the late submission of individual major projects

Individual major projects that are submitted, 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.

For individual major project reassessment submissions, the consequence of submitting work after the stated deadline is that the work will be awarded a mark of **ZERO**.

22. 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.