

Assessment Scheme and Regulations:

Taught and Master of Research Courses

2024/25 Academic Session



**Harper Adams
University**

Assessment Scheme and Regulations for Taught and Master of Research 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 to sandwich, full-time and part-time students on certificate, diploma, degree and taught postgraduate courses (including degree apprenticeship courses) validated by Harper Adams University. For students undertaking an accelerated degree validated by Harper Adams University, please refer to the specific accelerated degree assessment regulations available from the Key Information Page.

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

4. Assessment scheme

4.1 Course definition

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

4.2 Credit and course parts

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

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

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

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

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

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

4.3 Level 3 Credit

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

4.4 Module assessment scheme

Each module is normally assessed by the end of the study part in which it is completed except in the case of work-based modules. The methods and timing of assessment employed in each module are set out in the

module descriptor. Changes to the mode of assessment may only be made with the agreement of the student cohort, the Chair of the subject board concerned and must be agreed with Course Managers before the start of the academic session in which changes are to be implemented and ratified by the Programme Approvals Committee.

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

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

4.5 Placement assessment schedule

The industrial placement period is assessed using more than one element and students must achieve a pass in all elements. The elements may differ between course areas but will include a grade for employability and an assessment of the student's personal development over the placement year. In awarding a grade for employability, the assessor will take into account the employer's grade and other evidence as described in the industrial placement section of the course handbook. The placement outcome will be recorded on the student's transcript.

5. Module grading and compensation

5.1 Module grading

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

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

Level 7 modules	Mark Range (%)	
Distinction	70-100	} Pass grades
Merit	60-69	
Pass	40-59	
Fail	0-39	} Fail grade

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

Qualified Failure and Accreditation Failure

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

5.2 Compensation

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

For all students, the course assessments boards have discretion to compensate a marginal failure (between 35-39%) in a maximum of any one module per part, being assessed for the first time with a credit value of no more than 20. 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 (see section 10.5). The original mark achieved in compensated modules will be used in the classification of awards and the corresponding grade (E, R and F) will be included in the transcript, with a reference to the compensation.

No more than 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 (see section 10.6).

7. Reassessment, restudy and withdrawal

7.1 Reassessment of modules in Foundation Year, Foundation degree, undergraduate degree and diploma courses

Students who do not undertake the final assessment for a module, as defined within the module descriptor, will **not** have the right to reassessment in that module. This restriction will not apply in instances of approved mitigating circumstances or if an academic misconduct outcome specifically permits a reassessment to be undertaken.

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

Level 3, Level 4, Level 5 and Level 6 reassessment entitlement
a maximum of **FOUR modules** per part (up to a maximum of 60 credits)

Level 7 reassessment entitlement (for Integrated MEng awards)
a maximum of **FOUR modules** in Part 4 of an award (up to a maximum of 60 credits)

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

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

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

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

Students who do not undertake the final assessment for a module, as defined within the module descriptor, will **not** have the right to reassessment in that module. This restriction will not apply in instances of approved mitigating circumstances or if an academic misconduct outcome specifically permits a reassessment to be undertaken.

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

Postgraduate Certificate (PgC) – 60 credits

Postgraduate Diploma (PgD) – 120 credits

Master of Science (MSc), MProf and MRes – 180 credits

The form and timing of reassessments shall be determined by the board but the reassessment will cover all module outcomes and will be completed immediately before the start of the next study part, or within a period of one year for part-time students. The grade awarded for successful reassessment will be limited to 40%. If a student fails to achieve 40%, an F or Fail grade will be awarded.

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

Students who have not been withdrawn from the course who have been awarded F or Fail grades, after attempting any permissible reassessments, will be permitted to restudy the module(s) once only or, in the case of optional modules, to study an optional replacement module as if for the second time. The maximum volume of restudy normally permissible in any one part is up to 20 credits in value. Students who fail to pass a restudy or optional replacement module(s) will not normally be permitted a further reassessment opportunity. The mark and grade awarded on passing a restudied or optional replacement module(s) will not be restricted **unless** the scheduled reassessment was not undertaken by the student, in which case, the maximum mark for the module will be capped at 40%.

7.4 **Restudy of modules on postgraduate courses**

Students who have not been withdrawn from the course and who have been awarded a Fail grade, after attempting permissible reassessment, will be entitled to restudy a maximum of one (15, 20 or 30 credit) module only, following permissible reassessment. Students who fail to pass a restudy (or optional replacement) module will not normally be permitted a further reassessment opportunity. The mark and grade awarded on passing a restudied (or optional replacement) module will not be restricted **unless** the scheduled reassessment was not undertaken by the student, in which case, the maximum mark for the module will be capped at 40%.

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

If a student is awarded a fail grade by the employer, has their employment terminated, or leaves without the agreement of the University they may be

permitted to complete another placement employment period at the discretion of the course assessments board, or placement panel acting on its behalf as set out in course placement handbooks, before progressing to the next part of the course.

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

The placement assessment board is convened to consider only the results of placement assessment with a view to determine the overall placement outcome, grades and, where appropriate, the nature and timing of reassessments. Its membership comprises the course assessments board Chair who chairs the meeting, the Deputy Head of Registration, Assessment Records and Awards, the Placement Co-ordinator, Placement Manager, Course Manager and Course Tutor(s).

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

Students who fail to satisfy the requirements for progression or for the award will normally be withdrawn unless the course assessments board exercises discretion to allow a repeat of all or part of the year. This discretion to 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 or sandwich 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.

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.

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

Students who fail to satisfy the requirements for their intended award will normally be withdrawn unless the course assessments board exercises discretion to allow a repeat of all or part of the year. 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% in the taught components of the course after permitted reassessment, and
- (ii) successfully passed at least 50% of their taught modules that they have studied within the current academic year.

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 51% or more of their taught modules (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 modules, research projects or placement elements of their programme, until they have passed all their outstanding modules. The normal reassessment entitlements set out in **Section 7.2** will apply for students undertaking repeat study.

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

8. Progression requirements

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

8.1 Requirements for Foundation Year students to progress to Part 1 of Foundation Degree and Honours Degree Programmes

To proceed to Part 1 of a Foundation Degree or Honours Degree Programme, students must have acquired at least 100 credits, after reassessment from the Foundation Year.

8.2 Requirements for progression to Part 2 of Foundation Degree, Ordinary Degree, Honours Degree and Integrated Master of Engineering courses

To proceed to Part 2, Honours Degree and Integrated Master of Engineering candidates must have acquired 120 credits and Ordinary Degree candidates at least 100 credits after reassessment (but see section 7.3). To proceed to Part 2 of the Foundation Degree course, students must have acquired at least 100 credits after reassessment (but see section 7.3) and in sandwich courses must normally have passed the industrial placement assessment(s).

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

Students who proceed to Part 2 of Ordinary Degree courses with only 100 credits (105 for C17 courses), who obtain a further 20 credits (15 credits for C17 courses) during the year, and who otherwise qualify for progression to Part 3 of the Honours Degree may do so (but see section 7.3).

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

To proceed to Part 3 of Honours Degree and Integrated Master of Engineering and Master of Science courses, students must normally have acquired 240 credits of which at least at least 100 are at level 5 or above, and in sandwich courses must normally have passed the industrial placement assessment(s). To proceed to Part 3 of Ordinary Degree courses students must have acquired a minimum of 200 credits of which at least 100 are at level 5 or above and, in sandwich courses, must normally have passed the industrial placement assessment(s). Where progression to the Ordinary Degree is permitted with only 100 (or 90 credits for C17 courses) level 5 credits, the candidate must be in a position to be able to successfully complete the compulsory modules for the specific award, within the restudy limits specified in section 7.3. To proceed to Part 4 of Integrated Master of Engineering courses, students must have acquired 360 credits of which at least 90 are at level 6 (honours level) or above.

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

Students who have proceeded to Part 3 of the Ordinary Degree course with fewer than 240 credits will be permitted to restudy one module up to a maximum of 20 credits from Parts 1 or 2, within the normal registration period to qualify for an Honours Degree (but see section 7.3).

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

8.4 Progression of part-time students

Course Assessments Boards have discretion to vary the progression requirements set out above, especially for part-time students and students who have entered with advance standing, to take into account individual circumstances and the appropriateness of studying related modules from

other parts of the course before having accumulated the total number of credits for each part.

9. Requirements for awards

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

9.1 Credit requirements for awards

No more than half of the credit of an award may be derived from the assessment of experiential learning and at least one third of the credit for an undergraduate award and one half for postgraduate awards must be derived from Harper Adams modules. A minimum total of 50% of level 5 and 6 weighted credit must be graded through Harper Adams assessment procedures for the conferment of a Harper Adams award. Modules which have been compensated (see section 5.2) or condoned (see section 11.3) are included in the achievement credits of students. No more than 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 Master of Research Degree

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

9.3 The award of a Master's Degree

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

9.4 The award of a Professional Master's Degree

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

9.5 The award of an Integrated Master of Engineering (MEng)

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

9.6 The award of a Postgraduate Diploma

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

- 9.7 The award of a Postgraduate Certificate**
To qualify for a Postgraduate Certificate, students must have 60 credits with no more than 20 at level 6 and at least 40 at level 7.
- 9.8 The award of a Degree with Honours**
To qualify for a Degree with Honours, students must have acquired 360 credits at levels 4, 5 and 6, of which no more than 140 are at level 4 (but see section 4.3) and no fewer than 90 are at level 6, with a minimum of 30 derived from an individual, independent study module (such as the Honours Research Project).
- 9.9 The award of a Graduate Diploma**
To qualify for a Graduate Diploma, students must have acquired 80 credits which must all be at level 6.
- 9.10 The award of a Graduate Certificate**
To qualify for a Graduate Certificate, student must have acquired 40 credits which must all be at level 6.
- 9.11 The award of an Extended Ordinary Degree / Ordinary Degree with Foundation Year**
To qualify for an Extended Ordinary Degree / Ordinary Degree with Foundation Year, students must have acquired a minimum of 420 credits at levels 3, 4, 5 and 6, which will consist of no more than 120 level 3 credits from the Foundation year, 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 15 credits (C2017) or 20 credits (Harper Forward) derived from an individual, independent study module (such as the Degree Review Project).
- 9.12 The award of an Ordinary Degree**
To qualify for an Ordinary Degree, students must have acquired at least 300 credits at levels 4, 5 and 6, of which no more than 140 are at level 4 (but see section 4.3) and no fewer than 60 are at level 6, with a minimum of 15 credits (C2017) or 20 credits (Harper Forward) derived from an individual, independent study module (such as the Degree Review Project).
- 9.13 The award of an Extended Foundation Degree / Foundation Degree with Foundation Year**
To qualify for an Extended Foundation Degree / Foundation Degree with Foundation Year, students must have acquired a minimum of 360 credits at levels 3, 4 and 5, with no more than 120 level 3 credits from the Foundation Year, no more than 150 at level 4 (but see section 4.3), no fewer than 90 credits at level 5, and with a minimum of 15 derived from an individual, independent study module (such as the Professional Project).
- 9.14 The award of Foundation Degree**
To qualify for a Foundation Degree, students must have acquired a minimum of 240 credits at levels 4 and 5, with no more than 150 at level 4 (but see section 4.3) and with no less than 90 at level 5, and with a minimum of 15 credits (C2017) or 20 credits (Harper Forward) derived from an individual, independent study module (such as the Professional Project).
- 9.15 The award of a University Diploma**
To qualify for a University Diploma, students must have acquired at least 60 credits at levels 4 and 5, of which a minimum of 40 should be at level 5 or above.

9.16 The award of a Diploma of Higher Education
To qualify for a Diploma of Higher Education, students must have acquired a minimum of 240 credits at levels 4 and 5, with a maximum of 150 at level 4 (but see section 4.3) and of which at least 90 should be at level 5 or above. Eligible students proceeding to a higher qualification will not normally receive this award.

9.17 The award of a Certificate of Higher Education
To qualify for a Certificate of Higher Education, students must have acquired a minimum of 120 credits at level 4 or above (but see section 4.3). Eligible students proceeding to a higher qualification will not normally receive this award.

9.18 The award of a University Foundation Certificate
To qualify for a University Foundation Certificate, students must have acquired a minimum of 60 credits at levels 3 or 4, of which a minimum of 40 must be at level 4.

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

10. Classification of awards

For undergraduate degree programmes, candidates who enrol on to an Honours Degree award at the commencement of Part 3 and who wish to transfer, with the written approval of their Course Tutor, to an Ordinary Degree award must notify the Harper Adams' Student Records Office, in writing, by the last day of the Autumn term in the final year. Students who transfer to an Ordinary Degree course, within this time frame, will be eligible to be considered for a degree with commendation, where they meet the requirements laid out in section 10.4.

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

A Master's Degree, which incorporates a 30 credit Professional Practice Project, will be awarded with Distinction if a student achieves an aggregate weighted mean mark of 70% or more across all modules (including the 30 credit Professional Practice Project).

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

For **180 credit Postgraduate Diplomas**, a Distinction will be awarded if a student has achieved an aggregate weighted mean mark of 70% or more across all modules.

For **120 credit Postgraduate Diplomas**, a Distinction will be awarded if a student has achieved an aggregate weighted mean mark of 70% or more across all modules.

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

10.2 Classification of Integrated Masters Degrees

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

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

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

10.3 Classification of the Degree with Honours

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

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

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

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

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

10.4 Grading of the Ordinary Degree or Extended Ordinary Degree

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

10.5 Grading of the Foundation Degree, Extended Foundation Degree or Foundation Degree with Foundation Year

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

Grade	Award mean mark
Distinction	70 or over
Merit	55-69
Pass	40-54

10.6 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 or postgraduate classification, the higher classification **will** be awarded by the board, based upon MEng, Honours and BSc/BEng students satisfying **at least TWO** of the three defined upgrade criteria (a, b and c), whilst Postgraduate and FdSc students must satisfy **at least one** of the upgrade criteria (a or c) as defined below:

- a. The weighted mean mark, having discounted the module which makes the lowest contribution to the overall mean (but excluding the individual major project), is **at or above** the mark required for the higher classification;

AND/OR

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

AND/OR

- c. at least 50% of the modules studied (in number, although not less than 90 credits (MSc and MProf degrees), 60 credits (MEng and honours degrees) or 45 credits (ordinary degrees) in value), at the highest level of the award, were achieved in the higher grade band. Modules studied at a lower level in the award year are excluded from this consideration.

10.7 Discretion for upgrading award classification

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

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. For Master's degrees (including Integrated Master of Engineering and Master of Research awards), an aegrotat award may only be awarded if the Major Project has been successfully completed by the student.

14. Posthumous awards

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

15. Appeals procedure

Students who have valid reasons for appeal may do so through the Appeals Procedure of the Academic Board. Details are published on the University's 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.