The University of Edinburgh

TAUGHT ASSESSMENT REGULATIONS
Academic Year 2012/13

<table>
<thead>
<tr>
<th>Purpose</th>
<th>The assessment regulations set minimum requirements and standards for students and staff, expressing in practical form the academic goals and policies of the University. They are set in the context of the University’s Principles of Assessment <a href="http://www.docs.sasq.ed.ac.uk/AcademicServices/Regulations/Principles_of_Assessment.PDF">www.docs.sasq.ed.ac.uk/AcademicServices/Regulations/Principles_of_Assessment.PDF</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>These regulations (i) replace the previous undergraduate and taught postgraduate assessment regulations; (ii) set out the rules which must be followed in taught student assessment; and (iii) provide links to other sources or guidance and related regulations.</td>
</tr>
<tr>
<td>Scope</td>
<td>These regulations are University-wide. They apply to assessment of all taught full-time and part-time students, who are studying degrees, diplomas and certificates at Scottish Credit and Qualification Framework levels 7 – 12 which are awarded for credit at the University of Edinburgh. They apply to undergraduates, taught postgraduates and research postgraduates studying taught components. The regulations apply to undergraduate and taught postgraduate assessment for courses assessed in the current academic year. The regulations apply to all forms of summative assessment, including examination, take home examination, coursework, electronic and online assessment, oral assessment and peer and self-assessment. The regulations must be applied, unless a concession has been awarded by the Curriculum and Student Progression Committee on the basis of a case proposed by a College. The boxed “Application of the regulation” below must also be applied, unless the College has approved an exemption on the basis of a case proposed by a School. The regulations operate in accordance with legislation and University policies on Equality and Diversity: <a href="http://www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies/policies">www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies/policies</a></td>
</tr>
</tbody>
</table>

**Additional guidance**

Members of staff who need additional guidance may consult their Head of College or his or her nominee, their College Office, or Academic Services or Student Administration Services in the Academic Registry. The Academic Registry oversees procedure relating to the provision of question papers, registration for degree examinations, the receipt and notification of results, examination timetabling and the provision of accommodation.

Where reference is made to ‘the relevant Dean’ this should be taken as being the Dean with responsibility for undergraduate or postgraduate matters, depending on the circumstances.

For Edinburgh College of Art (ECA) students on programmes that use the assessment grade scheme, the term “mark” in the regulations also includes “grade”.

Definitions of some of the key terms in the regulations and guidance can be found in the Senatus’ Glossary of Terms: www.docs.sasq.ed.ac.uk/registry/misc/glossary.pdf

These taught assessment regulations, and related university practices, are consistent with the Quality Assurance Agency’s Code of practice for the assurance of academic quality and standards in higher education, Section 6: Assessment of students (2006) www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Code-of-practice-Section-6.aspx

This document should be read in conjunction with University's Degree Regulations and Programmes of Study. These are available via: www.drps.ed.ac.uk/

**Contents**

<table>
<thead>
<tr>
<th>Section A.</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulation 1</td>
<td>Board of Examiners: responsibility for courses and programmes</td>
</tr>
</tbody>
</table>
Regulation 2  Examiners: appointment
Regulation 3  Markers: appointment
Regulation 4  Convener of the Board of Examiners: appointment
Regulation 5  Number of External Examiners
Regulation 6  External Examiners: responsibilities
Regulation 7  Examiners and markers: responsibilities
Regulation 8  Convener of the Board of Examiners: responsibilities
Regulation 9  Regulations Experts on Board of Examiners: responsibilities
Regulation 10  Avoiding potential conflicts of interest

Section B.  Conduct of Assessment
Regulation 11  Assessment requirements
Regulation 12  Passing assessment
Regulation 13  Statement of assessment
Regulation 14  Assessment deadlines: Student responsibilities
Regulation 15  Reasonable Adjustments
Regulation 16  Availability of assessment examples
Regulation 17  Oral assessment
Regulation 18  Peer and Self Assessment
Regulation 19  Examination Timetable
Regulation 20  Conduct of Examinations
Regulation 21  Resit assessment
Regulation 22  Late submission, including late submission of script books
Regulation 23  Academic Best Practice
Regulation 24  Academic Misconduct

Section C.  Marking of Assessment
Regulation 25  Influence of examiners
Regulation 26  Anonymous marking
Regulation 27  Security of marks
Regulation 28  Legibility and accessibility of assessed work
Regulation 29  Common Marking Schemes
Regulation 30  Provisional marks
Regulation 31  Final marks

Section D.  Operation of Boards of Examiners
Regulation 32  Board of Examiners meetings
Regulation 33  Board of Examiners: quorum
Regulation 34  Attendance at a Board of Examiners meeting
Regulation 35  Board of Examiners: Anonymity
Regulation 36  Special circumstances
Regulation 37  Borderlines
Regulation 38  Confidentiality
Regulation 39  Release of marks
Regulation 40  Publication of Results
Regulation 41  Degree examination scripts
Regulation 42  Retention and destruction of material

Section E.  Assessment Decisions
Regulation 43  Award of degrees, diplomas and certificates
Regulation 44  Undergraduate progression: pre-honours and into honours
Regulation 45  Undergraduate honours assessment progression
Regulation 46  Award of undergraduate Ordinary and General degrees
Regulation 47  Undergraduate honours degree award
Regulation 48  Undergraduate degree classification
Regulation 49  Postgraduate assessment progression
Regulation 50  Postgraduate degree, diploma and certificate award
Regulation 51  Submission of postgraduate dissertations
Regulation 52  Award of postgraduate distinction
Regulation 53  Award of credit from other Universities
Regulation 54  Minuting of decisions of Boards of Examiners
Regulation 55  Board of Examiners: return of marks
Regulation 56  Status of decisions
Regulation 57  Failure to complete assessment of a degree programme adequately
Regulation 58  Unsatisfactory Academic Progress
Regulation 59  Appeal

Section F.  Interpretation
Regulation 60  Interpretation of regulations
Section A. Roles and Responsibilities

Regulation 1  Board of Examiners: responsibility for courses and programmes

Every course and degree programme is the responsibility of a Board of Examiners.

Application of the regulation

1.1 Schools assign each course and degree programme to a Board of Examiners. Usually this is done via a Board of Studies.

1.2 Guidance on Boards of Examiners is available: www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners

1.3 A sub-committee of the CSE Learning and Teaching Committee is designated as a Board of Examiners to determine the General Degree. HSS sets up a similar committee for their General Degrees. Marks have previously been confirmed by external examiners or a designated Board of Examiners in the relevant subject matter(s).

Regulation 2  Examiners: appointment

Examiners are appointed to the Board of Examiners by the relevant College. There are internal examiners, who are staff of the University nominated by the relevant Head of School, and External Examiners.

Application of the regulation

2.1 Policy, principle and operational guidance is available for Boards of Examiners: www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners

2.2 The list of examiners making up each Board is certified by the Head of the College, or his or her nominee, and is definitive unless an appeal to the relevant College committee is made by an interested party challenging the composition of the Board.

2.3 Heads of Schools inform the College Office of the names of those internal and External Examiners who it is proposed will constitute the Board. For the December diet of examinations this is by 1 November and for later diets it is by 15 January. Names are made available by the College Office on request. Where there is more than one diet of examination in an academic year the Board need not comprise the same examiners for each diet. Any objection to the proposed examiners must be made to the Head of College or his or her nominee in good time before the relevant exam diet. Complete final lists of examiners are maintained by the relevant College Office and are available for inspection by members of staff.

2.4 Internal examiners are teaching and honorary staff of the University who teach SCQF level 7 to 12 courses which are awarded for credit and are listed in the Degree Regulations and Programmes of Study www.drps.ed.ac.uk/index.php

2.5 Honorary staff in this context include: Teachers and senior staff from partner schools to the Moray House School of Education; Academic staff from Research Pooling partners who are appointed as an internal examiner by CSPC on the basis of a recommendation from the relevant College; and NHS staff.
2.6 External Examiners are appointed by Colleges. Their roles, powers and responsibilities are set out in the University’s Code of Practice for External Examiners of Undergraduate and Taught Postgraduate Programmes: www.docs.sasg.ed.ac.uk/AcademicServices/Quality/QA/Ext%20examiners/CoPExternalExaminers.pdf

Regulation 3 Markers: appointment

The Head of School has responsibility for appointing markers who contribute to the marking process. Markers are not members of the Board of Examiners.

Application of the regulation

3.1 Markers can be people who are not covered in taught assessment regulation 2. They can also be members of staff who have a very limited input to the teaching of a course or programme who are not members of the Board of Examiners. Examples of markers are graduate tutors marking tutorial, laboratory or examination work, or members of professions or guest speakers who may contribute to student assessment.

3.2 Guidance is available for Conveners of Boards of Examiners: www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf

Regulation 4 Convener of the Board of Examiners: appointment

The Head of School* that owns the programme or course has responsibility for nominating the Convener of the Board of Examiners.

Application of the regulation

4.1 The Head of School* informs the College Office about the nomination for the Convener by 1 November for December diets and 15 January for later diets. The College appoints the Convener.

4.2 *In the following College of Medicine and Veterinary Medicine (CMVM) programmes: MBChB: the Director of UG Learning and Teaching nominates the Convener Oral Health Sciences; the Director of the Postgraduate Dental Institute nominates the Convener.

4.3 For combined (formerly joint) degrees the “owning” Head of School liaises with other relevant Heads of School. In the case of any disagreement on the appointment of a Convener of a combined Board of Examiners, the Convener is nominated by the relevant Heads of College or their nominee.

4.4 Programme Directors and Course Organisers are not the Convener of the Board of Examiners for their programmes or courses. This is to ensure appropriate separation of roles. If the Convener is also a Course Organiser, formal representation of the course at Board meetings must be delegated to another member of the Board.
Regulation 5  Number of External Examiners

At least one External Examiner is appointed for all undergraduate courses and all programmes leading to a taught postgraduate degree.

Application of the regulation

5.1 The number of External Examiners is determined by the volume and diversity of the academic work contributing to the course or the award of the degree.  
www.docs.sasg.ed.ac.uk/AcademicServices/Quality/QA/Ext%20examiners/CoPExternalExaminers.pdf

5.2 It is the responsibility of the Head of the College or relevant College Committee to ensure that all elements which contribute to the award of a degree from the University are represented by at least one External Examiner.

Regulation 6  External Examiners: responsibilities

External Examiners must be competent and have the requisite experience to examine the course or programme at the level at which it is taught. Their roles and responsibilities are set out in the University's Code of Practice for External Examiners of Undergraduate and Taught Postgraduate Programmes:  
www.docs.sasg.ed.ac.uk/AcademicServices/Quality/QA/Ext%20examiners/CoPExternalExaminers.pdf

Application of the regulation

6.1 The University's Code of Practice for External Examiners outlines the purposes and functions of External Examiners; their selection, qualification, appointment and period of service; their participation in assessment and examination procedures; and their discussion of course structure, assessment process and degree schemes.  
www.docs.sasg.ed.ac.uk/AcademicServices/Quality/QA/Ext%20examiners/CoPExternalExaminers.pdf

6.2 External Examiners need to be given sufficient information and samples of different forms of assessments as evidence on which to base their decisions.

6.3 The Guidance for Conveners of Boards of Examiners sets out their responsibilities in ensuring External Examiners’ contributions to the assessment process. For example, as part of the formal proceedings of the Board, External Examiners are invited to comment on the structure, content, teaching and examinations of the courses they examine.  
www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf

Regulation 7  Examiners and markers: responsibilities

Examiners and markers need to meet the responsibilities set out by the Convener of the Board of Examiners and comply with quality and standards requirements.

Application of the regulation

7.1 The Convener of the Board of Examiners will specify responsibilities and requirements to examiners and markers (see taught assessment regulation 6). In particular, examiners and markers need to meet deadlines, attend relevant meetings and participate in standard-setting discussions when required.
Regulation 8  Convener of the Board of Examiners: responsibilities

The Convener of the Board of Examiners has responsibility for the assessment process for courses and programmes covered by the Board and for ensuring that the Board operates within university regulations.

Application of the regulation

8.1 The responsibilities of the Convener of the Board of Examiners are outlined in the Guidance for Conveners of Boards of Examiners
www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf
These include:
(a) approving the content of examination papers, taking account of the comments of External Examiners;
(b) the security of and arrangements for setting papers and assessments, including the robustness of and resources for electronic assessment; examining and marking assessed work; and processing and storing marks and grades;
(c) the quality and standards of marking;
(d) ensuring all examiners and markers are aware of their responsibilities;
(e) effective operation of the meeting of the Board and the Special Circumstances Committee;
(f) participation of the External Examiners;
(g) accurate recording, minuting and reporting of decisions of the Board; and
(h) meeting relevant deadlines.

8.2 Conveners must act in accordance with the Taught Assessment Regulations; the Degree Regulations and Programme of Study; and the University's Code of Practice for External Examiners.
www.drps.ed.ac.uk/
www.docs.sasg.ed.ac.uk/AcademicServices/Quality/QA/Ext%20examiners/CoPExternalExaminers.pdf

8.3 In practice, Conveners may delegate operation of some responsibilities to Course Organisers, Programme Directors and School Teaching Organisations. They are supported by the Regulations Expert. See taught assessment regulation 9.
www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners

8.4 Definitions of some of the main terms used in assessment are given in the Senatus Glossary of Terms www.docs.sasg.ed.ac.uk/registry/misc/glossary.pdf

Regulation 9  Regulations Experts on Board of Examiners: responsibilities

Schools appoint one or more Regulations Expert whose remit is to be an immediate source of knowledge and advice about the relevant university regulations and guidance and their academic application.

Application of the regulation

9.1 The responsibilities of the Regulations Expert are outlined in guidance:
www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Regulations_Expert.pdf

9.2 A Regulations Expert either attends or is available to all meetings of the Board of Examiners and ensures that the relevant regulations and guidance are available for reference at all meetings.
9.3 The Regulations Expert does not need to be a member of the Board of Examiners. Schools may appoint a Regulations Expert to operate across the School or across a number of Boards of Examiners.

Regulation 10 Avoiding potential conflicts of interest

No member of University of Edinburgh staff, internal examiner, External Examiner, or marker shall be involved in any assessment or examination in which she or he has a personal interest, for example a current or previous personal, family or legal relationship with a student being assessed.

Application of the regulation

10.1 If in doubt as to whether there is a potential conflict of interest, the Convener of the Board of Examiners and the Head of School will be consulted. The Head of School may seek advice from the Head of College.

10.2 The University's Code of Practice for External Examiners is relevant: www.docs.sasg.ed.ac.uk/AcademicServices/Quality/QA/Ext%20examiners/CoPExternalExaminers.pdf

10.3 The University’s Policy on Conflict of Interest is also relevant: www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict_of_Interest.pdf
Section B. Conduct of Assessment

Regulation 11 Assessment requirements

Course information in the degree programme tables states the learning outcomes, assessment practices and assessment requirements.

Application of the regulation

11.1 The degree programme tables are available online: www.drps.ed.ac.uk/

11.2 The Assessment Principles outline the aims, purpose and methods of assessment: www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles_of_Assessment.PDF

Regulation 12 Passing assessment

Passing a course or degree programme requires attainment of the learning outcomes and may require a specified level of performance or attendance in some or all components.

Application of the regulation

12.1 The degree programme tables describe the learning outcomes and the means by which they are achieved and demonstrated in assessment. www.drps.ed.ac.uk/

12.2 Some degrees have professional or statutory body requirements which are reflected in the learning outcomes and their assessment. Students are informed about these in the assessment statement (see taught assessment regulation 11).

12.3 Boards of Studies and the relevant College Committee approve the assessment and satisfactory performance requirements for courses and degree programmes before their delivery. Individual course elements and options available to students can change and there are annual changes to degree programme tables and course availability. However, the approval of the relevant College Committee must be obtained if it is exceptionally necessary to change the weighting of assessment of a course after students have entered it; or to change progression, classification or award requirements for a programme after students have entered their honours years or a postgraduate programme. Before approval can be given, written evidence of the results of consultation with the students must be submitted. Every student affected needs to be informed of the changes and given the opportunity to comment. The expectation is that the College will not approve changes in the face of significant student objections, unless changes are compelled by external factors. The relevant external examiners must also be informed and consulted. Students may be given alternative course options, where this is possible. The expectation is that course assessment requirements will not change after students are registered on it.

Regulation 13 Statement of assessment

Students must be given a clear statement of how and when each of their courses and programmes is to be assessed. The statement needs to be issued at the start of each course; on entry into the honours component of a degree programme; and at the start of each postgraduate programme.
Application of the regulation

13.1 The statement must include:
   (a) how each piece of assessed work contributes to the final assessment, progression decision or classification, outlining relevant weightings;
   (b) any methods that the Board of Examiners uses for standard setting, which may be used to moderate results or marks;
   (c) assessment deadlines and any penalties for late submission;
   (d) the duration and format of examinations and in which diet they will be held;
   (e) how work will be taken into account by a resit Board of Examiners and the number of permitted resits;
   (f) the standards and criteria for entry into honours or for progression to Masters dissertation, where relevant.

13.2 The assessment statement is often included in a course or programme handbook along with other relevant information about assessment, feedback, good academic practice and the avoidance of plagiarism.

Regulation 14   Assessment deadlines: Student responsibilities

It is a student’s responsibility to ascertain and meet his or her assessment deadlines, including examination times and locations.

Application of the regulation

14.1 The examination timetable is based on students’ course choices. To avoid examination timetabling clashes, it is students’ responsibility to ensure that their record of courses is accurate by the end of week 3 of each semester.

14.2 Students who have a clash in their examination timetable need to contact the Examination Office, Academic Registry, through their Personal Tutor or Student Support Team, as soon as possible to allow alternative arrangements to be put in place.

14.3 As examinations may be scheduled at any time during the semester, it is students’ responsibility to be available throughout the semester, including the whole of the examination diet. Occasionally assessments may need to be rescheduled with very little notice. If special circumstances mean that a student is unavailable for the rescheduled assessment, Boards of Examiners may consider using an alternative method to assess the relevant learning outcomes.

Regulation 15   Reasonable Adjustments

Reasonable adjustments will be made to assessments for disabled students.

Application of the regulation

15.1 Reasonable adjustments must be agreed in advance by the Student Disability Service, the School and, for examinations, Academic Registry. They are recorded in the student’s Learning Profile by the Student Disability Service, which sends the Learning Profile to the
15.2 The Student Disability Service provides examples of reasonable adjustments, deadlines and support:  [www.ed.ac.uk/schools-departments/disability-office/students/support-we-offer/exam-support](http://www.ed.ac.uk/schools-departments/disability-office/students/support-we-offer/exam-support)

15.3 Reasonable adjustments can be made for a variety of assessment methods, depending on the needs recorded in the student’s Learning Profile, e.g. assessed coursework, take-home examinations, online examinations, invigilated examinations. It is students’ responsibility to ensure that their Learning Profile covers all types of assessment methods relevant to their courses. The Student Disability Service supports students in preparation of their Learning Profiles.

15.4 Arrangements for examinations can be made for students with temporary injuries or impairment, e.g. broken arm or leg, on the submission of a current medical certificate via the Personal Tutor to the Academic Registry.  [www.ed.ac.uk/schools-departments/registry/exams](http://www.ed.ac.uk/schools-departments/registry/exams)

### Regulation 16  Availability of assessment examples

Sufficient examples of students’ summative assessments need to be made available for the scrutiny and use of examiners, including External Examiners, particularly for progression and award decisions.

#### Application of the regulation

16.1 If use is made of assessment types which cannot be made available, this should be made explicit to the External Examiner in advance and included in the assessment statement to students.

16.2 If a School wishes to determine 50% or more of the marks for a course by coursework, oral, online, peer or self-assessment, then External Examiners need to receive sufficient information about and samples of these as evidence on which to base their decisions.

16.3 The Convener of the Board of Examiners will consider with the External Examiner whether and how to present information on these assessments to the External and the Board of Examiners. It may be appropriate to record some forms of assessment for consultation by the Board, e.g. major pieces of performed work.

### Regulation 17  Oral assessment

Oral assessments may only be used to assess all students on a course as part of the assessment of a specific component, such as a dissertation or practical skill. The selective use of oral assessments to help a Board of Examiners reach a decision about a specific student, e.g. on a borderline, is not permitted.

A minimum of two examiners must be present if 50% or more of a course is assessed orally.
Application of the regulation

17.1 If oral performance is to be assessed the assessment statement (taught assessment regulation 13) must include information on how it is to be assessed.

17.2 Conveners of Boards of Examiners need to make available sufficient information about oral assessments to External Examiners and Boards of Examiners.

17.3 A Bachelor of Nursing with Honours student who fails an honours course, for which a pass is required for professional registration, will be required to resit the examination and/or to resubmit the coursework (see taught assessment regulation 21). If the student does not achieve a pass at resubmission, an oral examination will be scheduled. If the student fails to satisfy the examiners in the oral assessment, professional registration will not be possible and the student will not be awarded the degree of Bachelor of Nursing with Honours but may be eligible for another award.

Regulation 18  Peer and Self Assessment

Boards of Examiners may use summative student peer and self assessment.

Application of the regulation

18.1 The Convener of the Board of Examiners has responsibility for ensuring the robustness of student peer and self assessment. Where peer and self assessment is used summatively, students need to receive appropriate support and guidance, which should pay specific attention to the avoidance of inappropriate discrimination.

18.2 External Examiners need to receive sufficient information about and samples of the assessments as evidence on which to base their decisions.

18.3 Resources and publications are available from the Institute for Academic Development (formerly the TLA Centre): www.tla.ed.ac.uk/resources/index.htm

Regulation 19  Examination Timetable

Students are only permitted to sit examinations at the times and in the venues that are detailed on the relevant examination timetable.

Application of the regulation

19.1 Examinations may be scheduled outside normal University teaching hours.

19.2 Students who believe that extenuating circumstances exist which prevent them from sitting an examination in the scheduled time or venue should contact their Personal Tutor and Student Support Team. Their case is considered by the relevant Dean and the Academic Registry in consultation with the Convener of the Board of Examiners. Examples of extenuating circumstances are: religious reasons; elite participation where students are representing their country at national or international level. Travel arrangements, early departure during the semester, holidays etc do not constitute extenuating circumstances. www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Performance_Sport_Policy.pdf

19.3 A student who is permitted to appear for examination at a time other than that prescribed may have to sit a specially prepared examination paper or alternative method of assessment.
19.4 If examinations are disrupted, for example due to adverse weather conditions, then Boards of Examiners may decide to use an alternative assessment method, rather than rescheduled examinations, to assess the learning outcomes.

19.5 Other than online assessment, students are not allowed to sit examinations away from Edinburgh.

Regulation 20  Conduct of Examinations

Examinations are conducted in an invigilated environment in accordance with Examination Hall regulations, which are publicised to students annually.

Application of the regulations

20.1 The Academic Registry has responsibility for the effective operation of examinations in accordance with the Examination Hall regulations. 
www.docs.sasg.ed.ac.uk/registry/exams/ExamHallRegs.pdf

20.2 All examinations which are in Academic Registry's scheduled examination diet will be invigilated by authorised staff appointed by the Academic Registry. The Invigilator ensures compliance with the Taught Assessment Regulations in accordance with Invigilation Guidance.
www.docs.sasg.ed.ac.uk/registry/exams/Invigil_guide.pdf

20.3 Examinations that contain practical, oral or performance elements are invigilated by members of academic staff and may be conducted jointly with an External Examiner.

20.4 Formative assessment and small elements of summative assessment, which are not scheduled in the published examination timetable, are invigilated by academic members of staff, for example, tutorial participation marks and in-course assessment marks.

Regulation 21  Resit assessment

Undergraduate students are permitted a maximum of four assessment attempts for courses at Scottish Credit and Qualification Framework level 7 and 8. Non-honours undergraduate students are permitted a maximum of four assessment attempts for courses at SCQF level 9 to 11. Honours and taught postgraduate students are permitted one assessment attempt for courses at SCQF level 9 to 12 unless professional, statutory or regulatory body requirements apply, in which case a maximum of four assessment attempts are permitted.

Application of the regulation

21.1 The four assessment attempts are the initial assessment and three further resit opportunities, of full assessment, examination or coursework only basis, at the next available opportunities.

21.2 The first sitting and subsequent attempts must take place over no more than two academic sessions, unless the relevant College grants an exemption.

21.3 Non-attendance or non-submission is considered an assessment attempt.
21.4 A null sit is where an assessment attempt is set aside by the Board of Examiners, usually due to special circumstances. Null sits do not count toward the maximum number of permitted attempts. (See taught assessment regulation 57.)

21.5 Students are not allowed to resit a course or components of a course that they have passed in order to obtain a better mark.

21.6 Re-assessment attempts are not generally permitted for courses at level SCQF level 9 and above for honours and postgraduate students since the award of honours and taught postgraduate degrees permit the award of credit on aggregate. Where resits are permitted for professional, statutory or regulatory body requirements, any award, classification or progression decision must use the result obtained on the first attempt. Any exemptions to this need to be approved by the Curriculum and Student Progression Committee.

21.7 The Curriculum and Student Progression Committee decides whether a programme may offer resits which are required for professional, statutory or regulatory body requirements for courses at SCQF level 9 and above for honours and taught postgraduates. This decision is based on a case proposed by the relevant College. The number of resits for these requirements may be limited to fewer than the maximum permitted.

21.8 Boards of Examiners need to publish the requirements for resits in their area and take the same approach to resits for all students on a particular course, except where a student’s previous attempt is a null sit.

21.9 Boards of Examiners should set requirements at resit that are as demanding as those made of students at the first attempt.

21.10 Students are informed by the Board of Examiners about the requirements to pass the course at a further attempt. Resit methods need not be the same as those used to assess the learning outcomes at the first attempt, but all relevant learning outcomes must be assessed. Resit arrangements must give students a genuine opportunity to pass the course. Boards of Examiners choose between two options to achieve this:

(a) Carry forward the passed component of assessment (coursework or examination) and require the student to retake the failed element, i.e.:

(a.1) Where students have failed the in-course assessment component but performed satisfactorily in the examination component, they are allowed to carry forward the examination mark and take the in-course assessment component again. The weightings of the components of assessment remain the same.

(a.2) Where students have failed the examination component but performed satisfactorily in the in-course assessment component, they are allowed to carry forward the in-course assessment mark and take the examination component again. The weightings of the components of assessment remain the same.

(a.3) Where students have failed both the examination component and the in-course assessment component, they are required to resit both the coursework and examination options.

(b) Set an examination covering all learning outcomes for the course, and weight this as 100% of the course result.

If repetition of the in-course assessed work is not possible in the vacation, the student, with the permission of the relevant Head of School, may be allowed to repeat the coursework alone in the following year. Students not receiving such permission may be permitted by the relevant Head of School to repeat the course, including examination, in the following year.

21.11 Resit marks are not capped, but see 21.6 above.
21.12 Where degree programmes honours classification is based on the final year only, e.g. some programmes within ECA, then students are permitted a maximum of four assessment attempts for their courses in non-honours years.

21.13 In the case of collaborative degrees, where not otherwise stipulated in the collaborative agreement, any permitted second attempt must normally be within two years of the first attempt.

### Regulation 22  Late submission, including late submission of script books

Students need to submit assessed work and examinations by the published deadline and to hand in their examination scripts before leaving the examination venue.

#### Application of the regulation

22.1 If a student has provided a good reason for late submission then it may be accepted late by the School, which may delegate action on late submissions to Course Organisers. The School decides whether the reason for late submission is sufficient to accept the work. This is on the basis of a case submitted by the student via their Personal Tutor or Programme Director.

22.2 The School is responsible for ensuring a record is kept of the information which substantiates the reason for late acceptance.

22.3 If work is accepted late with good reason being provided and accepted by the School, then no penalty will be exacted.

22.4 Schools may choose not to permit the submission of late work for marking. This can be, for example, because the turnaround time of feedback on the assessed work makes this impractical.

22.5 If assessed coursework or a take-home examination work is submitted late without an accepted good reason, it will be recorded as late and a penalty will be exacted. For coursework that is a substantial component of the course and where the submission deadline is more than two weeks after the issue of the work to be assessed, that penalty is a reduction of the mark by 5% of the maximum obtainable mark per day (e.g. a mark of 65% on the common marking scale would be reduced to 60% up to 24 hours later). This applies for up to five days (or to the time when feedback is given, if this is sooner), after which a mark of zero will be given. The original unreduced mark will be recorded by the School and the student informed of it. Such work, if completed satisfactorily before feedback is issued, is regarded as completed when completion alone is a criterion for success.

22.6 Any School that wishes to use a different late penalty must obtain approval from the College, which must be reported to the Curriculum and Student Progression Committee for information.

22.7 Penalties relate to a student’s time management, which can be an important aspect of the assessment task. They can also provide for more equitable treatment for students who do not submit work late.

22.8 If Schools adopt a cut-off point for receiving or marking late submissions, this must be publicised to students on the relevant courses.
22.9 Schools will only grant extension of submission dates in exceptional circumstances on the basis of published criteria and procedures.

22.10 The Examination Hall regulations make it clear that script books must be left in the examination hall. The Academic Registry and Schools will investigate cases where students have taken script books out of the examination hall and then subsequently wish to submit them. Scripts will not be accepted for marking unless it can be shown the student had no opportunity to change the script. 
www.docs.sasg.ed.ac.uk/registry/exams/ExamHallRegs.pdf

Regulation 23 Academic Best Practice

All work submitted for assessment by students is accepted on the understanding that it is the student’s own effort without falsification of any kind.

Application of the regulation

23.1 Students are expected to offer their own analysis and presentation of information gleaned from research, even when group exercises are carried out.

23.2 Where students rely on reference sources, they should indicate what these are according to the appropriate convention in their discipline. Students are given advice on appropriate referencing in their course.

23.3 Students may be asked to sign a declaration that the work submitted is their own work.

23.4 Students can get advice on studying effectively from the Institute for Academic Development: www.tla.ed.ac.uk/services/effect-learn/advice.htm

Regulation 24 Academic Misconduct

It is an offence for any student to make use of unfair means in any University assessment, to assist a student to make use of such unfair means, to do anything prejudicial to the good conduct of the assessment, or to impersonate another student or allow another person to impersonate him or her in an assessment. Any student found to have cheated or attempted to cheat in an assessment may be deemed to have failed that assessment and disciplinary action may be taken.

Application of the regulation

24.1 Plagiarism is the act of copying or including in one’s own work, without adequate acknowledgement, intentionally or unintentionally, the work of another. It is academically fraudulent and an offence against University discipline. Plagiarism, at whatever stage of a student’s course, whether discovered before or after graduation, will be investigated and dealt with appropriately by the University. The innocent misuse or citation of material without formal and proper acknowledgement can constitute plagiarism, even when there is no deliberate intent to cheat. Work may be plagiarised if it consists of close paraphrasing or unacknowledged summary of a source, as well as word-for-word transcription. Any failure adequately to acknowledge or properly reference other sources in submitted work could lead to lower marks and to disciplinary action being taken.

24.2 It is academically fraudulent and an offence against University discipline for a student to invent or falsify data, evidence, references, experimental results or other material contributing to any student’s assessed work or for a student knowingly to make use of such
material. It is also an offence against University discipline for students to collude in the submission of work that is intended for the assessment of individual academic performance or for a student to allow their work to be used by another student for fraudulent purposes.

24.3 Students need to be careful when asking peers to proof-read their work. Proof-readers should only comment on the vocabulary, grammar and general clarity of written English. They should not advise on subject matter or argumentation. EUSA has run a peer proof-reading trial and information can be sought from the Advice Place: www.eusa.ed.ac.uk/advice/academic-advice/proofreading/

24.4 Information on academic misconduct and plagiarism, and how such cases will be handled, is given on the Academic Services website.
www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/academic-misconduct
www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism
www.ed.ac.uk/schools-departments/academic-services/staff/discipline/academic-misconduct
www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism
Section C. Marking of Assessment

Regulation 25 Influence of examiners

An individual marker or examiner must not be able to influence unduly the outcome of a student’s overall assessment. Any single item of assessment which is equivalent to 40 credits or more must be double marked.

Application of the regulation

25.1 Marking is an opportunity to give students’ feedback on their attainment. It is used for progression and award decisions and needs to be fair, reliable and valid.  
www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles_of_Assessment.PDF

25.2 Boards of Examiners and Boards of Studies need to state what practice the course uses for moderation and ensuring the independence of the marking process, e.g. independent marking, double marking, blind marking. This information needs to be available to students.

25.3 There is no requirement for all work to be double marked. All pieces of work must be double marked, checked or moderated in a way which is appropriate to the discipline and to the credit weighting of the piece of assessment. 
www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Moderation_Guidance.pdf

25.4 Resources and publications are available from the Institute for Academic Development (formerly the TLA Centre):  
www.tla.ed.ac.uk/resources/index.htm

Regulation 26 Anonymous marking

Assessed work must be marked anonymously when possible. Marks and grades must also be anonymised during processing.

Application of the regulation

26.1 Marking work anonymously is an important aspect of fair marking.

26.2 There will be occasions when it is not possible to mark a piece of work anonymously, e.g. a performed piece, an oral presentation, a dissertation where the specialised nature of the topic identifies the student. However, marks must be anonymised for other markers and examiners.

26.3 Use of examination numbers in assessment can help maintain anonymity.

Regulation 27 Security of marks

Assessed work, marks and grades must be handled, transported, recorded and stored securely.

Application of the regulation

27.1 The Convener of the Board of Examiners has responsibility for the security of arrangements. In practice, the operation of this may be delegated to the Teaching Organisation or equivalent.
27.2 Security arrangements must also include sending assessed work and marks and grades to examiners, including External Examiners; marking arrangements for online assessment; and correspondence about marks, which may be by email.

27.3 Information may be processed or stored only on computers designated by the Convener of the Board of Examiners.

Regulation 28 Legibility and accessibility of assessed work

It is a student’s responsibility to ensure that his or her submitted assessed work is legible and accessible.

Application of the regulation

28.1 If markers consider a significant proportion of a student’s assessed work to be so illegible that they cannot reach a robust mark they must consult the Convener of the Board of Examiners.
   (a) Where disability impairs the student’s ability to write legibly, the Convener, in consultation with the relevant Dean and the Student Disability Service, can decide whether the work should be marked normally or whether the disability justifies transcription. If transcription is not justified and the work is completely illegible, a zero will be awarded. If it is partially legible then the legible part will be marked.
   (b) Where there are no issues of disability, the Convener should ensure that the legible part of the work is marked normally. If the work is completely illegible, a zero will be awarded.
   All such cases need to be drawn to the attention of the relevant Dean and the External Examiner and feedback needs to be given to the student.

28.2 Schools are responsible for specifying the format in which assessed work must be submitted, e.g. they may require work to be word processed.

Regulation 29 Common Marking Schemes

The final mark, grade, result and award and classification decision must be expressed using the relevant Common Marking Scheme:
www.ed.ac.uk/schools-departments/registry/exams/regulations/common-marking-scheme

Application of the regulation

29.1 The University operates the following Common Marking Schemes:
   CMS1 Undergraduate degree assessment (except BVM&S and MBChB)
   CMS2 Bachelor of Veterinary Medicine and Surgery (BVM&S)
   CMS3 Bachelor of Medicine and Bachelor of Surgery (MBChB)
   CMS4 Taught postgraduate assessment
   CMS5 Edinburgh College of Art Degree Programmes which use the Assessment Grade Scheme (ECA degree programmes which do not use the Assessment Grade Scheme use CMS1 and CMS4)
   These are available online:
   www.ed.ac.uk/schools-departments/registry/exams/regulations/common-marking-scheme

29.2 In each Common Marking Scheme, Colleges and Schools may amplify, but not alter, the overall description of grades.
29.3 Boards of Examiners make a statement on how marks are held, and to how many decimal places, during the internal processing of the marks for a course. Practice within a Board of Examiners needs to be consistent.

29.4 Some degree programmes in ECA use a grading, rather than marking, assessment scheme. The ECA grade scheme comprises nine category bands and uses letter grades rather than numbers.

29.5 Degree programmes may choose to use a grading system of pass/fail for particular courses. This is approved through the course and programme approval process.

Regulation 30  Provisional marks

Students need to be made aware that marks for assessed coursework are provisional and may be modified when considered at the Board of Examiners meeting.

Application of the regulation

30.1 Course handbooks and other sources of advice for students are used to inform students that marks are provisional until agreed by a Board of Examiners.

30.2 Provisional marks which are released to students are not rounded.

Regulation 31  Final marks

Boards of Examiners confirm marks as final in the minutes of the Board of Examiners meeting. A Board of Examiners must not revise marks agreed as final by a previous Board of Examiners.

Application of the regulation

31.1 For undergraduates and part-time postgraduate students, the Board of Examiners agree marks as final in the year in which they are obtained.

31.2 The Board of Examiners for final year students is responsible for determining the award of degree. The Board of Examiners, in determining final classifications and awards, may exercise discretion by taking into account special circumstances. See taught assessment regulation 36.

31.3 The Board of Examiners approves a single mark for each unit of assessment for which marks are to be released; the released marks are the final marks used by the Board of Examiners when determining the overall result for the course. Rounding of marks is only done when the marks are finalised. Provisional marks which are released to students are not rounded. See taught assessment regulation 55.

31.4 Students are informed of the status of the marks released and are reminded that the Board of Examiners, in determining the final marks or award, may have exercised discretion by taking into account additional relevant information.

31.5 The assessment results that are submitted to the Academic Registry are the official results of the University.
Section D. Operation of Boards of Examiners

Regulation 32 Board of Examiners meetings

Meetings of Boards of Examiners are held to reach assessment, progression and award decisions.

Application of the regulation

32.1 See 8.1 above: Guidance for Conveners of Boards of Examiners for additional information on responsibilities of the Convener of the Board of Examiners. [www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf)

32.2 The minutes of the Board of Examiners meeting needs to be an accurate record of the meeting and the approved results and decisions.

32.3 In some circumstances progression may be determined by Schools or Colleges, e.g. by a progression committee or a Senior Tutor, on the basis of specified criteria. Students are informed in advance about progression and award criteria.

Regulation 33 Board of Examiners: quorum

A Board of Examiners meeting is quorate if at least half the internal examiners are present and at least one External Examiner participates in and approves the decisions of the Board. No Board may have fewer than two internal examiners present.

Application of the regulation

33.1 All members of the Board of Examiners should attend meetings of the Board. In exceptional circumstances and by prior written agreement with the Head of the College and the Convener of the Board, representatives nominated and authorised by them may substitute for internal examiners.

33.2 Each subject discipline must be represented and, whenever practicable, an External Examiner from each subject should participate. Where more than one School is involved, the composition of the Board reflects the contribution of the Schools to the assessment of the courses or programmes.

33.3 The University’s Code of Practice for External Examiners outlines External Examiners’ participation in Boards of Examiners meetings. [www.docs.sasg.ed.ac.uk/AcademicServices/Quality/QA/Ext%20examiners/CoPExternalExaminers.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Quality/QA/Ext%20examiners/CoPExternalExaminers.pdf)

33.4 If an External Examiner is not able to attend at least one Board of Examiners meeting in a year, their non-attendance must be approved by the College.

33.5 It is not necessary for the same members of a Board of Examiners to attend all meetings of the Board in an academic year, provided each Board is quorate.

33.6 If no External Examiner can attend a meeting of a Board of Examiners then at least one of them must contribute, ideally by video, telephone or web-camera and otherwise by email or fax. The minute needs to reflect their participation.
Regulation 34  Attendance at a Board of Examiners meeting

The Convener of the Board may invite any person who has been involved in the teaching or assessment of the work under consideration by the Board to be present “in attendance”.

Application of the regulation

34.1 People in attendance at the meeting of the Board do not have voting rights.

Regulation 35  Board of Examiners: Anonymity

Anonymity should be retained until, in the opinion of the Convener of the Board of Examiners, the best interests of the students are no longer being served.

Application of the regulations

35.1 Students marks and grades should be anonymised for presentation, consideration and agreement by the Board.

35.2 Where students have to attend oral examinations, perform or otherwise present some of their work, or on courses or programmes taken by small numbers of students, anonymity may be unachievable. Anonymity should be breached only for those examiners directly involved in the relevant assessment, and marks should be re-anonymised for presentation at the Board of Examiners’ meeting.

35.3 Once decisions have been agreed by the Board of Examiners there should be a final check of the un-anonymised marks and decisions by the Convener of the Board.

35.4 The nature of some assessment means that the Board of Examiners establishes that the interests of the students are served best by ceasing anonymity at the start of the assessment process. This requires the prior approval of CSPC.

Regulation 36  Special circumstances

It is a student’s responsibility to report special circumstances to the Board of Examiners. The Special Circumstances Committee considers circumstances which are beyond a student’s control and for which there is sufficient documentary evidence to show that these circumstances may have adversely affected a student's performance in an assessment. The Special Circumstances Committee makes recommendations to the Board of Examiners which makes a decision on special circumstances.

Application of the regulations

36.1 Guidance on special circumstances is given in the University's Special Circumstances Policy. The Special Circumstances Committee deals with personal, medical and compassionate matters, and academic matters relating to supervision, teaching and learning, and resource provision.

www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf
36.2 Students need to report special circumstances to the Board of Examiners, in writing via their Personal Tutor or, for postgraduate students, via their Personal Tutor or Programme Directors. It is the student's responsibility to provide documentary evidence.

36.3 All cases that are reported to the Board of Examiners need to be considered by the Special Circumstances Committee (SCC) and recorded in the minutes of the meeting of the SCC, regardless of the impact on the student's marks, grades or classification. The minutes of the Board of Examiners must record cases where special circumstances were taken into account and minute the outcome.

36.4 If a Board is very small and wishes to operate as its own SCC then this needs College approval. Usually the Board sets up a SCC as a sub-committee of the Board. Schools may set up SCCs which cover a number of Boards of Examiners.

36.5 The SCC reports to the Board of Examiners in as concise a form as is consistent with clarity and the student's interest, where possible maintaining the anonymity of the student.

Regulation 37  Borderlines

Boards of Examiners must consider students whose marks are borderline for passing a course, progression, award or classification purposes. Borderline marks are defined as marks from two percentage points below the class or grade boundary up to the boundary itself, e.g. 58.00% to 59.99% for an undergraduate 2.1 classification or 38.00% to 39.99% for a pass. Boards of Examiners must use the University borderline definition and may not set and use a different definition.

Application of the regulation

37.1 Boards of Examiners must publish in advance the factors that will be taken into account for borderline decisions, which can include:
(a) cases in which a student has performed better in courses at a higher level;
(b) cases where the amount of credited assessed work to be used for classification or award decisions is less than the norm (e.g., where credits have been awarded for progression purposes only in recognition of special circumstances); and
(c) profiles of performance.

37.2 Boards of Examiners cannot selectively use oral examination to reach assessment decisions for specific students. See taught assessment regulation 16.

37.3 Borderlines do not apply in the ECA Grade Assessment Scheme.

Regulation 38  Confidentiality

All discussion at a Board of Examiners’ meeting is confidential.

Application of the regulation

38.1 Boards of Examiners reach a collective decision. The decision does not need to be unanimous. No comments or remarks should be reported to any students, whether or not they are unattributed.

38.2 The views of a particular examiner should not be made known to a student. However, if a student makes a request under the Data Protection Act, information recorded in the minutes
38.3 Other than with the permission of the student concerned, members of staff should not make available information about marks to persons or bodies outside the University except when necessary in the context of a reference.

Regulation 39  Release of marks

Students are informed of marks or grades for each discretely identified unit of assessment used by the Board in reaching its final mark for the course or its progression or award decision.

Application of the regulation

39.1 Marks and grades are made available to the student, together with guidance on their meaning.

39.2 Boards of Examiners are not obliged to provide this information if the request is made more than one year after the date of the assessment.

39.3 Assessed coursework marks which contribute to the overall result for a course are provided to students at the time that the assessment is marked, as a guide to each student's performance, together with guidance on the meaning of the marks.

39.4 Throughout the year, before consideration by a Board of Examiners, marks for examinations and assessed coursework are provisional and have no status until they are approved or modified by the Board. If such marks are released before confirmation by the Board of Examiners, students must be advised that the marks are provisional and may be modified when considered at the Board of Examiners meeting.

39.5 Undergraduate non-honours degree examination marks; and professional degree examination marks or grades in Medicine and Veterinary Medicine (other than final professional degree examination marks): Overall marks: The final overall mark agreed by Boards of Examiners for diets of examinations for graduating courses of study will be made available to the student by means of the examination result notification issued by the Academic Registry (except in Medicine, where the overall mark will be issued by the College Office).

39.6 Undergraduate Honours degree examination marks; and final professional degree examination marks in Medicine and Veterinary Medicine: Overall classification: The final overall classification of honours degrees will be intimated to students in their degree certificates. The professional degrees may be awarded with honours in Medicine, or with distinction in Veterinary Medicine, but are not otherwise classified.

Regulation 40  Publication of Results

Students have the right to exclude their name and/or examination results from being publicly announced.

Application of the regulation

40.1 Students are notified of their results by the Academic Registry
40.2 Following the ‘progression’ meeting of the postgraduate Board of Examiners, Schools ensure that students are notified of their progression status and whether they are eligible to proceed to the dissertation stage of the degree.

40.3 Notification of final postgraduate results and the award of qualification to students, following the final meeting of the Board, is the responsibility of the College Postgraduate Office, except where this has been devolved to the School.

40.4 Assessment and examination results may be displayed providing that students’ identities are protected through the use of their examination numbers.

40.5 The Convener of the Board of Examiners has responsibility for ensuring that results that are displayed agree with the certified assessment examination results sent to the Academic Registry.

40.6 Notices of Final Honours results which are displayed must be certified by at least one internal examiner (normally the Convener of the Board of Examiners) and one External Examiner and headed: “Final Honours Examination ... for the degree of ... List of Classes determined by the Examiners”.

40.7 Students’ results may not be released over the telephone or informally via email. Students only receive their results via formal communication channels.

40.8 If students attend the graduation ceremony their names and degrees are included in the graduation programme.

**Regulation 41  Degree examination scripts**

Degree examination scripts are received by the University in confidence. Degree examination scripts, or copies of such scripts, are not returned to students.

**Application of the regulation**

41.1 Students are entitled to see their examination scripts to assist with the provision of feedback and their self-reflective learning.

41.2 Course organisers, or their delegates, may show and discuss students' examination scripts with them for feedback purposes. Local arrangements are made for ways to implement the opportunity for students to see their exam scripts. [www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback)

41.3 Other forms of assessed summative work may be returned to students, provided that sufficient documentation is retained for the Board of Examiners and External Examiners. This documentation needs to record those types of assessment which cannot be made available to the Board of Examiners.

**Regulation 42  Retention and destruction of material**

Assessed material must be retained and destroyed in accordance with the University’s student records retention guidance.
### Application of the regulation

42.1 Information about the student records retention schedule is online:  
[www.recordsmanagement.ed.ac.uk/InfoStaff/RMstaff/RMprojects/StudentRecords/StudentRetSched.htm](http://www.recordsmanagement.ed.ac.uk/InfoStaff/RMstaff/RMprojects/StudentRecords/StudentRetSched.htm)

42.2 Schools need to maintain an adequate documentary record of assessed work, which is necessary to inform decisions of original, resit and reconvened Boards of Examiners.

42.3 Material which contributes to the assessment of the degree, including any written examinations, dissertations, essays, laboratory or studio work and projects, should be retained in the School for a suitable period after the Board of Examiners meeting which decides the overall classification or award of the degree, diploma or certificate. This enables the Board to respond to any student appeal.

42.4 Assessment material should be destroyed at the end of the retention period. For students who submit appeals, the retention period will need to be extended until the end of the appeal process. Other material which contributes to the final assessment of the degree or overall assessment of the course may be returned to the student after the expiry of the retention period providing they do not make known the views of a particular examiner (see 39). Dissertations and theses may be retained by Schools, who have the responsibility to make them available to any enquirer in response to a freedom of information request (unless an exemption applies). Assessment samples may be retained for specified periods as supporting documentation for accreditation and quality assurance purposes, e.g. Teaching Programme Reviews. Material which is not retained or returned should be destroyed at the end of the retention period.
Section E. Assessment Decisions

Regulation 43 Award of degrees, diplomas and certificates

Degrees, diplomas and certificates are awarded by the Senatus on the basis of Board of Examiners' recommendations. Each honours programme of study, the MBChB and the BVM&S has a Board of Examiners responsible for recommending the award of the degree and determining the classification of the degree. Each postgraduate degree, diploma or certificate examination has a Board of Examiners responsible both for determining progression to diploma/masters dissertation and for determining the final award of the qualification.

Application of the regulation

43.1 Information on the criteria for award of degrees, diplomas and certificates is published in advance.

Regulation 44 Undergraduate progression: pre-honours and into honours

To progress to the next year of study and into honours, students must meet the requirements for progression which are specified in the Degree Regulations and Programmes of Study and degree programme tables. www.drps.ed.ac.uk/

Application of the regulation

44.1 The College has responsibility for ensuring that students have met the requirements for progression, on the basis of information provided by Boards of Examiners. Colleges may delegate this to Schools.

44.2 The requirements for degrees are set out in the University’s Curriculum Framework: www.docs.sasg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models_for_Curricula.pdf

Regulation 45 Undergraduate honours assessment progression

The Board of Examiners has the responsibility to decide which students can progress to the next year of study. Progressing students must:

(a) pass at least 80 credits at SCQF level 9 or above in junior honours and level 10 or above in senior honours for undergraduate Masters degrees; and

(b) have an overall average of 40% or more for the 120 credits of study taken in the relevant honours year; and

(c) must satisfy any other specific requirements for the degree programme, as published in the programme handbook.

When all the marks for the taught components of the relevant year of the programme (120 credits) are available, if the student has achieved PASS marks (40%) in at least 80 credits and has an overall average of 40% or more over the full 120 credits, then they will be awarded credits on aggregate for the failed courses.

Application of the regulation

45.1 The College has responsibility for ensuring that students have met the requirements for progression, on the basis of information provided by Boards of Examiners. Colleges may delegate this to Schools.
Regulation 46  Award of undergraduate Ordinary and General degrees

Students registered for an Ordinary or General (non-Honours) degree may be awarded the degree if they satisfy the requirements in relevant College regulations and the Degree Regulations and Programmes of Study.

Application of the regulation

46.1 The College has responsibility for ensuring that students have met the requirements for graduation, on the basis of information provided by Boards of Examiners. Colleges may delegate this to Schools.

46.2 The Board of Examiners may propose to the College the award of an Ordinary or General degree to those students who have met the requirements of one of these degrees but who do not satisfy the honours degree requirements.

46.3 In the case of General degrees, the College Office, and not the Board of Examiners, decides upon the award of the degree with merit.

46.4 The Board of Examiners should take account of the recommendations of the Special Circumstances Committee and the student’s general academic record when determining the award of a degree. However, it is not within the power of a Board of Examiners to recommend the award of a degree without substantial evidence of attainment to at least the lowest level required for the award of that qualification. Boards of Examiners may not be generous in cases of failure other than within the limits already set out in these regulations.

Regulation 47  Undergraduate honours degree award

The Board of Examiners has the responsibility to decide which students can be awarded a classified honours degree. To graduate students must:

(a) pass at least 80 credits at SCQF level 10 or above in their final honours year; and
(b) have an overall average of 40% or more for the 120 credits of final honours; and
(c) must satisfy any other specific requirements for the degree programme.

When all the marks for the taught components of the final year of the programme (120 credits) are available, if the student has achieved PASS marks (40%) in at least 80 credits and has an overall average of 40% or more over the full 120 credits, then they will be awarded credits on aggregate for the failed courses.

Application of the regulation

47.1 The College has responsibility for ensuring that students have met the requirements for classification and graduation, on the basis of information provided by Boards of Examiners.

47.2 The requirements for degrees are set out in the University’s Curriculum Framework: www.docs.sasg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models_for_Curricula.pdf
47.3 The Board of Examiners may propose the award of an Ordinary or General degree be made to students who do not achieve the honours classification requirements, on the basis of their honours achievements.

47.4 The Board of Examiners may propose to the College the award of an honours degree to students who do not achieve the requirements for an undergraduate masters, on the basis of their senior honours achievements.

47.5 The Board of Examiners should take account of the recommendations of the Special Circumstances Committee and of the student’s general academic record, when determining the classification and award of a degree. However, it is not within the power of a Board of Examiners to recommend the award of a degree without substantial evidence of attainment to at least the lowest level required for the award of that qualification or classification. Boards of Examiners may not be generous in cases of failure other than within the limits already set out in these regulations.

**Regulation 48  Undergraduate degree classification**

The Board of Examiners for assessment of students in their final year is responsible for deriving the classification for award of an honours degree. Degree classification is derived by calculating the mean of marks of the individual courses, weighted by the number of credit points of each course. Exceptions are outlined in the guidance on the regulation.

**Application of the regulation**

48.1 The assessment weighting of a course within a year is proportional to its credit value.

48.2 For degrees with two honours years, including degree programmes with an obligatory period of residence/study abroad, the classification is based on performance in both honours years, which are equally weighted except for:

(a) modern language degree programmes with a prescribed period of residence abroad where credit points for language acquisition through residence are aggregated with those associated with the language learning in the final year and where the classification is based on two honours years in line with this aggregation;

(b) degree programmes where students can opt to spend a period of residence/study abroad, where credits will be allocated for the study abroad but these are weighted zero in the final classification;

(c) the MA in International Business and the MA with Honours in American Studies, where the classification for these students is based solely on the final honours year; and

48.3 Integrated Masters degrees have three honours years and their classification is based on all these years, in which the three honours years are weighted respectively 20, 40, 40 (in percentage terms), with the exception of the MChem and MChemPhys degrees “with Industrial Experience” and “with a Year Abroad”, which are weighted 20, 20, 60.

48.4 Intercalated honours degrees have a one-year honours component and their classification is based solely on the honours year. Degree classification is derived by calculating the mean of marks of the individual courses, weighted by the number of credit points of each course.

48.5 Honours degree programmes in ECA using the Grade Assessment Scheme apply an algorithm to establish the classification of award based solely on the final honours year. The algorithm is based upon the level of grades attained for each learning outcome within each course, weighted by the volume of credit for each course.
Regulation 49  Postgraduate assessment progression

For programmes where there is an identifiable taught component followed by a project or dissertation component, students must pass the assessment requirements of the taught stage at an appropriate level at the first attempt before progression to the dissertation. In order to progress to the masters dissertation students must:
(a) pass at least 80 credits at SCQF level 11 with a mark of at least 50% in each of the courses which make up these credits; and
(b) attain an average of at least 50% for the 120 credits of study examined at the point of decision for progression; and
(c) satisfy any other specific requirements for the masters degree programme, that are clearly stated in respective programme handbooks.

For programmes where the taught and project or dissertation components are taken in parallel, or where there are not identifiable taught and project or dissertation components, the requirements for progression are determined at programme level, stated in the Programme Handbook.

When all the marks for the taught components of the programme (120 credits) are available, if the student has achieved PASS marks (40%) in at least 80 credits and has an overall average of 40% or more over the full 120 credits, then they will be awarded credits on aggregate for the failed courses.

Application of the regulation

49.1  For programmes where there is an identifiable taught component followed by a project / dissertation component (e.g. 120 credits of taught courses in semesters 1 and 2, followed by a 60 credit project / dissertation component):

(a) Postgraduate Boards of Examiners are normally convened at least twice during the year for full-time students. The initial meeting to decide matters relating to progression (to masters, or diploma), or failure, is held at the end of the coursework component. A second meeting to consider the dissertation results and the final award of degrees (or diplomas) is held soon after completion of the programme. Both meetings are equally important.

(b) The Postgraduate Board of Examiners has the responsibility to decide which students can progress to the dissertation required for candidature for the award of a masters degree; or, in the case of other awards, exit either directly or following satisfaction of any outstanding requirement.

(c) Exceptionally, with the permission of the relevant College Committee, a student who has been unable to sit an examination because of illness or other extenuating circumstance may, if that circumstance is certified, be allowed to progress to the dissertation stage prior to completion of the coursework assessment on condition that the dissertation will subsequently be set aside if the student is eventually unsuccessful in the coursework element of the programme.

Regulation 50  Postgraduate degree, diploma and certificate award

In order to be awarded the certificate students must:
(a) pass at least 40 credits at SCQF level 11; and
(b) attain an average of at least 40% for the 60 credits of study examined for the certificate; and
(c) satisfy any other specific requirements for the named certificate that are clearly stated in respective programme handbooks.
In order to be awarded the diploma students must:
(a) pass at least 80 credits at SCQF level 11; and
(b) attain an average of at least 40% for the 120 credits of study examined for the diploma; and
(c) satisfy any other specific requirements for the named diploma that are clearly stated in respective programme handbooks.

In order to be awarded a masters degree students must:
(a) have satisfied any requirements for progression, as laid out in taught assessment regulation 49 above, and
(b) attain an additional 60 credits, by achieving a mark of at least 50% for the dissertation or project component and
(c) satisfy any other specific requirements for the masters degree programme, that are clearly stated in respective Programme Handbooks.

When all the marks for the taught components of the programme or diploma are available, if the student has achieved PASS marks (40%) in at least 80 credits and has an overall average of 40% or more over the full 120 credits, then they will be awarded credits on aggregate for the failed courses, up to a maximum of 40 credits. For a certificate, a maximum of 20 credits may be awarded on aggregate.

**Application of the regulation**

50.1 Boards of Examiners, including those involving subjects from two or more of the Schools, are required to establish guidelines in advance on how the results of individual papers or units of assessment are to be aggregated, averaged or profiled to produce the overall final result. These guidelines are an integral part of the disclosure process and must be published to students within one month of the start of the programme.

50.2 The Board of Examiners should take account of any personal circumstances and of the student's general academic record, when determining the award of a degree. However, it is not within the power of a Board of Examiners to recommend the award of a degree without substantial evidence of attainment to at least the lowest level required for the award of that qualification. Boards of Examiners may not be generous in cases of failure other than within the limits already set out in these regulations.

50.3 The General Postgraduate Regulations permit a General Postgraduate Certificate to be attained by students who do not fulfil the requirements for a specific diploma or certificate award but who have attained a minimum of 60 credits gained from passes in University courses which count towards graduation. At least 40 of the credits attained must be at level 11.

**Regulation 51 Submission of postgraduate dissertations**

A dissertation presented as a part of the assessment for a taught postgraduate masters degree may be judged satisfactory, as presented and without alteration, for the award of the degree despite containing small deficiencies and editorial imperfections.

**Application of the regulation**

51.1 Resubmissions of revised dissertations are not permitted for postgraduate masters programmes unless this has been approved by CSPC on the basis of a case submitted by the relevant College Committee.
51.2 Where a masters programme does not have CSPC authorisation for resubmission of
dissertations then, if a Board of Examiners wishes a student to be permitted to resubmit, a
case on the basis of special circumstances needs to be submitted to CSPC as a College-
requested concession.

51.3 A guidance note which clarifies what grade a taught postgraduate masters dissertation may
be awarded when there are small deficiencies and editorial imperfections is available:
www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Guidance_on_Taught_Assessment_
Regulation_51.pdf

Regulation 52  Award of postgraduate distinction

Taught postgraduate degrees may be awarded with distinction. To achieve a distinction, a student
must be awarded at least 70% on the University's Postgraduate Common Marking Scheme for the
dissertation, if the programme has a dissertation element, and must pass all other courses with an
average of at least 70%. Borderlines, for both the dissertation and course average elements, are
considered for distinctions.

For degrees which use letter grades rather than marks, where the student meets the following
criteria the award of distinction will be made:
(a) To achieve a distinction, half of the credits achieved are in category A or above, the
remainder are in category B or above with no more than 20 Credits equivalent at grade C,
with no credits below grade C.
(b) At MA, the award of distinction relates to all grades obtained.
(c) At MFA, the award of distinction relates only to grades obtained at stages 3 and 4 (Year 2).

Application of the regulation

52.1 Distinctions may be awarded for postgraduate taught masters, diplomas and certificates,
where these are a specifically named exit qualification.

52.2 A distinction may not be awarded to a student leaving with a general postgraduate
certificate or for any reason due to academic shortfalls.

52.3 For degree programmes that permit resubmission of dissertations then, in order to qualify
for distinction, a mark of 70% or above must be attained on the first attempt unless this
attempt is set aside as a null sit.

52.4 Borderline marks are defined as marks from two percentage points below boundary up to
the boundary itself, e.g. 68.00% to 69.99% for the dissertation and for the average of other
courses. See also 37.1 above.

52.5 The average for the courses is calculated on the basis of credit weighting. Courses where
credit has been obtained by recognition of prior learning are excluded from the average. All
courses must be passed at 40% or above for the award of distinction.

52.6 The Postgraduate Common Marking Scheme can be found at:
www.ed.ac.uk/schools-departments/registry/exams/regulations/common-marking-scheme

Regulation 53  Award of credit from other Universities

Boards of Examiners confirm the award of credit from other universities which is used in the award
of University of Edinburgh degree.
Application of the regulation

53.1 There are two types of credit from external bodies: recognition of prior credit at admission, determined by Colleges against published criteria; and recognition of external learning whilst on programme. In both cases recognition of prior learning is recorded on admission or during study, with credit awarded at exit.

Regulation 54 Minuting of decisions of Boards of Examiners

The internal and External Examiners must concur in the mark and grade to be awarded to each student and in the classification and award of degree to be made. Boards of Examiners must record all decisions in the minutes of the meeting.

Application of the regulation

54.1 Once the Board of Examiners has decided on the final marks, grades and if appropriate, class of degree and award for each student, the students’ names must then be substituted for their examination numbers. There must then be a final check of the results before the list is agreed and recorded in the minutes. Only in the event of detection of an error, which was not detectable when examination numbers were used, can changes be made to the marks, grades or class of degree at this stage. Any such change should be recorded in the minutes.

www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners

54.2 The Convener receives and is responsible for ensuring that the minutes of the Board of Examiners’ meetings are an accurate record of the meeting and of the approved results; and that copies of the minutes are sent to the College Office.

54.3 Minutes should include:
   (a) a record of the names of the examiners and those in attendance at the meeting;
   (b) relevant information considered at the meeting or by the Special Circumstances Committee, and outcomes from this;
   (c) discussion and outcomes of borderline cases;
   (d) details of any modification of marks, grades or classification, and the reasons for these; and
   (e) comments by the External Examiner(s) about the examination of the course, the performance of the students in general, and their approval of results agreed by the Board of Examiners.

54.4 The minute is a confidential document, although information on a particular student may need to be disclosed to that student under the Data Protection Act and generic information may need to be disclosed under Freedom of Information.

54.5 If agreement cannot be reached on concurrence of decisions then the issue is referred to the Head of College.

Regulation 55 Board of Examiners: return of marks

Course marks, degree classification and awards agreed by the Board of Examiners and confirmed by the External Examiner(s) must be recorded on the Student Records System as the final official results of the University.
Application of the regulation

55.1 More than one person should be involved in checking the calculation of the marks and ensuring the accuracy of their transfer. When marks for courses are finalised, before they are returned to the Academic Registry and released to students, they must be rounded to an integer, i.e. with no decimal places. Any mark which is xx.50 or above is rounded up and any number which is xx.49 or below is rounded down, e.g. 59.50% is rounded to 60%, 59.49% is rounded to 59%. Individual course marks must be rounded before return to Academic Registry and the rounded marks must be used in calculating the overall mean mark. The overall mean mark is to be used in honours classification. The overall mean mark is not rounded.

55.2 Results must be confirmed by at least one internal examiner (normally the Convener) and by at least one External Examiner.

55.3 Undergraduate results must be notified to the Academic Registry (or in the case of MBChB examinations in Medicine, the College Office) following procedures determined by Academic Registry. Postgraduate results must be sent to the College Postgraduate Office or direct to Academic Registry and copied to the College, as advised by the College.

55.4 Examination results for the summer (May) assessment should reach the Academic Registry as soon as possible in agreement with dates issued by the College and/or Academic Registry, to give enough time for the preparation and printing of the graduation programme. The deadline for submitting the final postgraduate degree results to Academic Registry via the College Postgraduate Office is Friday of week 4 of the first semester. In CSE results are submitted direct to Academic Registry and copied to the College.

55.5 In the case of autumn (August) undergraduate examinations, results should be submitted as soon as possible and not later than 10 days before the start of the next semester.

Regulation 56 Status of decisions

Decisions by a Board of Examiners, once certified in writing, are final. In exceptional circumstances a Convener of the Board of Examiners can reconvene the Board to review a decision.

Application of the regulation

56.1 A Board of Examiners may, at the request of any of its members, review a decision if significant information relevant to that decision, which was unavailable at the time the decision was made, comes to light or if any error having a material bearing on that decision or an error in the written certification of that decision has been made. A member of the Board may request a review but it is the Convenor who must review the decision in the light of any new significant information or error brought to light, and therefore the Convenor, and not a member of the Board, who decides whether to reconvene the Board.

56.2 If the Board is satisfied that there are grounds for varying the decision the Board shall forthwith report its recommendation to the Academic Registry, who will either report the recommendation to the Senatus or exceptionally refer it to the Curriculum and Student Progression Committee for decision.

56.3 Where an error is discovered in the assessment or marking of any examination or any component of an examination or in the calculation, recording or notification of the result of any examination or any component thereof or in the classification or result of any degree or
in any process connected with any of these matters, the University shall forthwith correct that error and amend its records to show the correct result or classification and that whether or not the result or classification has been published or otherwise notified to the student. The University shall notify the student of the corrected result or classification as soon as practicable and shall also correct any reference or statement which may have been provided by the University whether to the student or to a third party. Having been notified of the corrected result or classification the student shall return to the University any documentation which may have been issued to the student notifying the original result or classification which has been corrected. The student shall have no claim against the University for any loss or damage which may have been incurred by the student as a result of any error which may have been made.

56.4 In proved cases of substantial and significant copying, plagiarism or other fraud, the Senatus has the power to reduce the classification of, or to revoke, any degree it has already awarded, and to require the degree, diploma or certificate scroll to be returned.

56.5 Any member of Senatus may request Senatus to refer for investigation any matter concerning examinations.

Regulation 57 Failure to complete assessment of a degree programme adequately

When a student fails to complete summative assessment adequately the Board of Examiners will investigate the case. If there is no satisfactory reason then taught assessment regulation 58 on unsatisfactory progress applies. If the Board of Examiners is given satisfactory evidence that the performance of a student has been affected for reasons of illness, accident or other circumstances beyond the student’s control they decide which option to pursue.

Non-honours undergraduate assessment:
If the Board does not have sufficient evidence of the student's academic performance to award a mark or grade then the Board applies the resit assessment provisions of taught assessment regulation 21. The Board of Examiners may recommend that the student’s resit assessment be recorded as a first attempt on the transcript.

Honours assessment which is not in the final year:
If the student has satisfied requirements the Board may award credit on aggregate for relevant elements of that year of the degree (taught assessment regulation 45). If the Board considers that this would be to the student’s detriment or it has insufficient evidence to make an award, the Board will recommend a concession to the relevant College committee that the student:
(a) repeat the course to which the assessment relates; or
(b) take any assessment elements the College deems appropriate.

Final Year Honours Assessment:
If the student has satisfied the specific requirements the Board may award credit on aggregate for relevant elements of that year of the degree and classify the degree (taught assessment regulation 48). If the Board considers that this would be to the student’s detriment or it has insufficient evidence to make an award, the Board will recommend that the relevant College committee request a concession from the Curriculum and Student Progression Committee that the student:
(a) repeat the course to which the assessment relates; or
(b) take any assessment elements CSPC deems appropriate; or
(c) exceptionally, that the Senatus award an unclassed aegrotat degree.

Postgraduate Students:
If the student has satisfied the specific requirements the Board may award credit on aggregate for relevant elements and award the degree (taught assessment regulation 50). If the Board considers that this would be to the student’s detriment or it has insufficient evidence to make an
award, the Board will recommend that the relevant College committee request a concession from the Curriculum and Student Progression Committee that the student:

(a) repeat the course to which the assessment relates; or  
(b) take any assessment elements CSPC deems appropriate; or  
(c) exceptionally, that the Senatus award an aegrotat degree.

**Application of the regulation**

57.1 The report to the relevant College committee and the Curriculum and Student Progression Committee needs to include:

(a) special circumstances evidence provided by the student from medical and welfare agencies to support the case;  
(b) the views of the student and their Personal Tutor or Programme Director, where possible; and  
(c) a recommendation from the Board of Examiners.  
The case needs to state what assessment will have to be repeated or submitted and relevant assessment dates, e.g. which examination diet is expected to apply.

57.2 Concessions include:

(a) deeming the affected assessment a “null sit” which can be taken again as a first attempt;  
(b) recommending that when the degree is classified the affected assessment is excluded from the classification calculation;  
(c) requiring the student to be examined at a subsequent diet either after repeating some or all of the coursework or without repeating the coursework;  
(d) requiring the student to repeat the course, including some or all assessment;  
(e) in cases involving exceptional hardship, and where the Heads of the Schools recommend, permitting the student to take specially prepared alternative assessments, including oral assessment.

**Regulation 58 Unsatisfactory Academic Progress**

The University will exclude students who do not achieve satisfactory academic progress or engagement with their studies.

**Application of the regulation**

58.1 College Programmes, postgraduate programme and/or course handbooks contain details of the progress which students are expected to achieve within given periods, and warnings that students are liable to be considered for exclusion if these expectations are not fulfilled.

58.2 Students who on the published progression criteria are regarded as potentially unsatisfactory are notified of this and are normally interviewed before any recommendation for exclusion is made to the College.

58.3 The College is the final judge of the academic basis for exclusion on the grounds of unsatisfactory progress as specified in the degree regulations. The student has the right to appeal to the Appeal Committee on specific grounds:  
[www.ed.ac.uk/schools-departments/academic-services/staff/appeals](http://www.ed.ac.uk/schools-departments/academic-services/staff/appeals)

58.4 A student declared to have made unsatisfactory academic progress by the College of Medicine and Veterinary Medicine in the MBChB, BVM&S or other professional programmes is normally excluded from attendance at classes and examinations in these programmes.
58.5 A student declared to have made unsatisfactory academic progress within the University may be required to withdraw from classes but is entitled to apply to the relevant College for permission to re-enter for examination only in order to attempt to recover satisfactory progress status.

58.6 A student declared to have made unsatisfactory progress under professional Fitness to Practise requirements is normally excluded from all further attendance at classes and examinations leading to the professional qualification, but is entitled to apply to the College for permission to re-enter for assessment in a suitable alternative programme not leading to professional qualification.

58.7 Some degree programmes leading to professional qualification include Fitness to Practise considerations. Any issues of unsatisfactory progress in relation to fitness to practise are dealt with according to the University’s Fitness to Practise procedures. [www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Fitness_to_Practise.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Fitness_to_Practise.pdf)

**Regulation 59 Appeal**

Students have the right of appeal against the decisions of Board of Examiners on specific grounds, which are set out in the University’s Appeal Regulations: [www.ed.ac.uk/schools-departments/academic-services/staff/appeals](http://www.ed.ac.uk/schools-departments/academic-services/staff/appeals)
Section F. INTERPRETATION

Regulation 60 Interpretation of regulations

The Curriculum and Student Progression Committee has authority to resolve any dispute arising from these regulations. The University Secretary and his or her nominees have authority to make urgent decisions relating to assessment issues.

Application of the regulation

60.1 Staff who need guidance on the taught assessment regulations, beyond that provided in the regulations and associated guidance, should contact the relevant Dean and/or the Academic Policy Manager with responsibility for the Curriculum and Student Progression Committee:  www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression

60.2 The University uses questions on the regulations as a source of information for training and development of the regulations.

<table>
<thead>
<tr>
<th>DOCUMENT CONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date approved</strong></td>
</tr>
<tr>
<td><strong>Approving authority</strong></td>
</tr>
<tr>
<td><strong>Consultation undertaken</strong></td>
</tr>
<tr>
<td><strong>Impact assessment</strong></td>
</tr>
<tr>
<td><strong>Date of commencement</strong></td>
</tr>
<tr>
<td><strong>Amendment dates</strong></td>
</tr>
<tr>
<td><strong>Date for next review</strong></td>
</tr>
<tr>
<td><strong>Section responsible for policy maintenance &amp; review</strong></td>
</tr>
<tr>
<td><strong>Contact Officer</strong></td>
</tr>
<tr>
<td><strong>Policies superseded by this Policy</strong></td>
</tr>
<tr>
<td><strong>Keywords</strong></td>
</tr>
</tbody>
</table>