

# Taught Assessment Regulations

## Academic Year 2019/20



THE UNIVERSITY  
of EDINBURGH

### Purpose of Policy

The assessment regulations set minimum requirements and standards for students and staff, expressing in practical form the academic goals and policies of the University.

### Overview

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.

### Scope: Mandatory Policy

These regulations are University-wide. They apply to assessment of **all** taught full-time and part-time students, studying degrees, diplomas and certificates at Scottish Credit and Qualification Framework (SCQF) 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.

<b>Contact Officer</b>	Ailsa Taylor	Academic Policy Officer	Email
			<a href="mailto:ailsa.taylor@ed.ac.uk">ailsa.taylor@ed.ac.uk</a>

### Document control

<b>Dates</b>	<b>Approved:</b> 30.05.2019	<b>Starts:</b> 16.09.19	<b>Equality impact assessment:</b> June 2019	<b>Amendments:</b> 12.12.19	<b>Next Review:</b> 2019/20
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<b>Approving authority</b>	Academic Policy and Regulations Committee (APRC)
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<b>Consultation undertaken</b>	Assessment Regulations Working Group, Colleges, Edinburgh University Students' Association, APRC, Student Disability Service, HR, College Academic Misconduct Officers, Records Management, Distance Learning and Student Systems.
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<b>Section responsible for policy maintenance &amp; review</b>	Academic Services
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<b>Related policies, procedures, guidelines &amp; regulations</b>	Student Appeal Regulations, Degree Regulations and Programmes of Study, Policies for Boards of Examiners and Progression Boards, Examination Hall Regulations, External Examiner for Taught Programmes Policy, Special Circumstances Policy DRPS Glossary of Terms Student Systems guidance for staff: <a href="http://www.studentsystems.ed.ac.uk/staff/">www.studentsystems.ed.ac.uk/staff/</a>
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<b>UK Quality Code</b>	Consistent with UK Quality Code Chapter B6: Assessment of students and recognition of prior learning
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<b>Policies superseded by this policy</b>	Previous versions of the taught assessment regulations
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<b>Alternative format</b>	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 651 4490.
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<b>Keywords</b>	Assessment regulations, examination, examiners, Board of Examiners, common marking scheme, Convener of the Board, progression, degree classification, degree award
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## Additional guidance

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/](http://www.drps.ed.ac.uk/)

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 Academic Policy and Regulations Committee (APRC) 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. These concessions and exemptions are recorded by APRC and Colleges as appropriate.

The regulations operate in accordance with legislation and University policies on Equality and Diversity: [www.ed.ac.uk/equality-diversity/about/legislation-policies/policies](http://www.ed.ac.uk/equality-diversity/about/legislation-policies/policies)

Members of staff who need additional guidance may consult their Head of College or their nominee, their College Office, Academic Services, or Student Administration. Student Administration oversees the procedure relating to the provision of question papers, registration for degree examinations, the receipt and notification of results, examination timetabling and the provision of examination 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. Where reference is made to 'the Head of College' or 'Head of School' this may also in some cases be a designated representative of that individual.

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 key terms can be found in the glossary of terms:

[www.drps.ed.ac.uk/GlossaryofTerms2018-19.pdf](http://www.drps.ed.ac.uk/GlossaryofTerms2018-19.pdf)

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### 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. This is done via a Board of Studies or equivalent committee.
- 1.2 Guidance on Boards of Examiners is available:  
[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners)
- 1.3 In the College of Arts, Humanities and Social Sciences, and the College of Science and Engineering, Schools are responsible for the award of their General/Ordinary Degrees.

#### 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](http://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 their 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 their 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.



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- 2.4 Internal examiners are teaching and/or 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](http://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 APRC 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 External Examiners for Taught Programmes Policy: [www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.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 Information regarding the role of Conveners of Boards of Examiners is available in the Handbook for Boards of Examiners for Taught Courses and Programmes: [www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.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, the Convener of the Progression Board and the Convener of the Special Circumstances Committee.



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### 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:  
MBCbB - 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 chairing of the Board of Examiners is delegated to another member of the Board for discussion of that course.
- 4.5 Undergraduate Progression Boards Policy and Special Circumstances Policy:  
[www.ed.ac.uk/files/atoms/files/ug\\_progression\\_boards.pdf](http://www.ed.ac.uk/files/atoms/files/ug_progression_boards.pdf)  
[www.ed.ac.uk/files/atoms/files/special\\_circumstances.pdf](http://www.ed.ac.uk/files/atoms/files/special_circumstances.pdf)

### Regulation 5 Number of External Examiners

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

### 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 programme or the award of the degree. More than one External Examiner may be needed where there are a large number of students, the course or programme covers a wide range of studies and/or a large volume of academic work contributing to the course or programme.  
[www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.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 the appropriate number of External Examiners.



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### 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. They must meet the requirements, roles and responsibilities that are set out in the External Examiners for Taught Programmes Policy:

[www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf)

#### Application of the regulation

- 6.1 The University's External Examiners for Taught Programmes Policy 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.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.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 advice.
- 6.3 The Handbook for Boards of Examiners for Taught Courses and Programmes sets out the responsibilities of Conveners of Boards of Examiners 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.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)

### Regulation 7 Examiners and markers: responsibilities

Examiners and markers need to meet the responsibilities set out in the assessment and degree regulations and comply with quality and standards requirements.

[www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

#### 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.





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### 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 Handbook for Boards of Examiners for Taught Courses and Programmes: [www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.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 these Taught Assessment Regulations; the Degree Regulations and Programme of Study; and the External Examiners for Taught Programmes Policy. [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)  
[www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.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](http://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 Glossary of Terms [www.drps.ed.ac.uk/GlossaryofTerms2018-19.pdf](http://www.drps.ed.ac.uk/GlossaryofTerms2018-19.pdf)



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## 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 the Handbook for Boards of Examiners for Taught Courses and Programmes:  
[www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.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 they have 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 External Examiners for Taught Programmes Policy is relevant:  
[www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.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](http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict_of_Interest.pdf)



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### Section B. Conduct of Assessment

#### Regulation 11 Principles of Assessment

The University, which engages in a wide diversity of assessment procedures, has established the following general principles of assessment:

- (a) beneficial – actively fostering learning
- (b) fair, reliable and valid
- (c) diverse, varied and representative
- (d) transparent
- (e) effective; and
- (f) secure

#### Application of the regulation

- 11.1 Assessment is part of learning and is an integral part of course planning. Assessment planning aligns assessment tasks with the relevant learning outcomes. Assessment should be beneficial in its effect, particularly in motivating students. The purpose of any assessment, especially formative assessment, should be to foster learning. It should assist the processes of teaching and learning, foster the relationship and trust between teachers and learners, and guide learning. It should aim to strengthen morale, encourage initiative and innovation and increase commitment of staff and students.
- 11.2 The assessment process should operate fairly for all concerned, and be seen to be fair. No individual or group should enjoy privileged status or suffer undue disadvantage in terms of the academic judgements that are made about their performance.
- 11.3 Moderation assures that an assessment outcome is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed.
- 11.4. In order to be valid the assessment objectives must match the objectives of the syllabus.
- 11.5. In order to record as full a profile of student strengths and weaknesses as possible, achievement should be measured by a varied and diverse range of methods.
- 11.6 The purposes, procedures and criteria of the assessment process need to be open, clearly stated and understood by all involved: assessors, teachers and students. All need to understand the expected learning outcomes of each programme of instruction; the marking criteria upon which decisions are made; the nature of any grading system; and the nature of any appeals process, etc. Both staff and students



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should have access to information about these procedures from the outset of the assessment process.

- 11.7 Any assessment scheme should achieve its intended purpose and should motivate learning. Assessment can be formative, where the main aim is to provide feedback and guidance on how to improve, or summative, where the aim is to accurately quantify attainment e.g. for degree classification purposes. Summative assessment can provide information that is of formative value.
- 11.8 Assessment information is used in the quality assurance of courses and programmes. It is used by course teams to enhance course design and understand students' educational needs.
- 11.9 Any assessment scheme must be adequately resourced, practicable and managed efficiently in terms of staff and student time, or it will not be effective.
- 11.10 Assessment processes must ensure the security of their operation in terms of the safe recording, transfer, storage and retrieval of information on student achievement. Fairness, effectiveness and the right of redress are all predicated on the assumption of secure operation and the prevention of any loss of information or fraudulent practice.

### **Regulation 12      Assessment requirements**

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

#### **Application of the regulation**

- 12.1 The degree programme tables are available online: [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

### **Regulation 13      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**

- 13.1 The course information that is linked to degree programme tables describe the learning outcomes and the means by which they are achieved and demonstrated in assessment. [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)



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- 13.2 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 statement of assessment (see taught assessment regulation 14).
- 13.3 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.
- (a) 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.
  - (b) The relevant external examiners must also be informed and consulted.
  - (c) 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 14 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

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



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- 14.2 The assessment statement is included in a course or programme handbook or provided by the School, along with other relevant information about assessment, feedback, good academic practice and the avoidance of plagiarism.  
[www.ed.ac.uk/schools-departments/academic-services/staff/discipline/academic-misconduct](http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/academic-misconduct)  
[www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism](http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism)

### Regulation 15 Provision of formative feedback

All students will be given at least one formative feedback or feed-forward event for every course they undertake, provided during the semester in which the course is taken and in time to be useful in the completion of summative work on the course. Such feedback may be at course or programme level, but must include input of relevance to each course in the latter case.

#### Application of the regulation

- 15.1 Feedback and feed-forward may be provided in various formats, for example, to include written, oral, video, face-to-face, whole class, individual. Advice on feedback and feed-forward is available on the Enhancing Feedback webpages:  
[www.enhancingfeedback.ed.ac.uk/](http://www.enhancingfeedback.ed.ac.uk/)
- 15.2 The regulation applies to formative feedback.
- 15.3 Further guidance on feedback is available online. Relevant definitions are in the University's Glossary.  
[www.drps.ed.ac.uk/GlossaryofTerms2018-19.pdf](http://www.drps.ed.ac.uk/GlossaryofTerms2018-19.pdf)  
[www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment](http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment)

### Regulation 16 Feedback deadlines

Feedback on formative and summative in-course assessed work will be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the course, whichever is sooner. At the start of the semester in which the course is taught, Schools will publish their timetable for returning feedback and marks for in-course work.

#### Application of the regulation

- 16.1 Feedback and feed-forward may be provided in various formats, including for example written, oral, video, face-to-face, whole class, individual or via virtual learning environments. Advice on feedback and feed-forward is available from the Institute for Academic Development  
[www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment](http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment)



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- 16.2 Relevant definitions are in the University's glossary:  
[www.drps.ed.ac.uk/GlossaryofTerms2018-19.pdf](http://www.drps.ed.ac.uk/GlossaryofTerms2018-19.pdf)
- 16.3 The School's timetable for returning feedback will specify which forms of summative in-course assessed work will not be returned within 15 working days. Schools may choose whether to meet the 15 working day deadline for single items of assessment which are equivalent to 40 credits or more (and which therefore must be double marked). For other summative assessed work, in exceptional circumstances, where the necessary marking and moderation processes cannot be concluded within 15 working days, Schools may request an opt-out from the relevant College committee.
- 16.4 This requirement to provide feedback within the specified period applies to the provision of marks as well as other types of feedback.
- 16.5 In-course assessment includes any form of assessment other than examinations scheduled by Student Administration, irrespective of the deadline for submission of the assessment (e.g. including the final assessment for a course). There is no requirement for feedback on examinations scheduled by Student Administration to be provided within 15 working days.
- 16.6 The University closure period during the Christmas and New Year vacation should be discounted when calculating working days for providing feedback.
- 16.7 See taught assessment regulation 36 for information on the release of provisional marks.

### **Regulation 17      Assessment deadlines: student responsibilities**

It is a student's responsibility to ascertain and meet their assessment deadlines, including examination times and locations.

#### **Application of the regulation**

- 17.1 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.
- 17.2 Students who have a clash in their examination timetable need to contact the Examination Office, Student Administration, through their Personal Tutor or Student Support Team, as soon as possible to allow alternative arrangements to be put in place.  
[www.ed.ac.uk/schools-departments/student-administration/exams/overview](http://www.ed.ac.uk/schools-departments/student-administration/exams/overview)



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- 17.3 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 revision period, examination diet and the resit diet, if the student has scheduled examinations. Examinations will not be scheduled during winter or spring vacations. 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 18 Selective assessment**

The selective use of specific assessment methods to help a Board of Examiners reach a decision about an individual student, e.g. on a borderline, is not permitted, unless required to meet a learning adjustment.

### **Regulation 19 Reasonable adjustments**

Reasonable adjustments will be made to assessments for disabled students.

#### **Application of the regulation**

- 19.1 Reasonable adjustments must be determined in advance by the Student Disability Service (SDS). They are recorded in the student's Schedule of Adjustments by the SDS, which communicates the Schedule of Adjustments to the student, the student's Personal Tutor, the School's Co-ordinator of Adjustments, Student Administration (if examination adjustments are recommended) and other relevant areas.
- 19.2 The School's Co-ordinator of Adjustments (CoA) has responsibility for overseeing the implementation of the Schedule of Adjustments. The Co-ordinator of Adjustments will liaise with academic colleagues who are responsible for putting the adjustments in place in the School.
- 19.3 The Co-ordinator of Adjustments will liaise with the SDS should any adjustments require further discussion, clarification or alteration. If there are any amendments to the Schedule of Adjustments the SDS will communicate these and ensure that the student is informed.
- 19.4 The SDS provides examples of reasonable adjustments, deadlines and support: <https://www.ed.ac.uk/student-disability-service/student-support/support-we-offer/study-adjustments>
- 19.5 Reasonable adjustments can be made for a variety of assessment methods, depending on the needs identified and recorded in the student's Schedule of Adjustments, e.g. assessed coursework, take-home examinations, online





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examinations, invigilated examinations. The SDS supports students in the preparation and review of their Schedule of Adjustments. It is a student's responsibility to ensure that their Schedule of Adjustments covers all types of assessment methods relevant to their courses. For example, if a student discovers that an aspect of their course is likely to have an impact on their support needs, they should contact the SDS as soon as possible in case any amendment is required to be made to their Schedule of Adjustments.

- 19.6 Arrangements can be made via the SDS for students with temporary injuries or impairments, e.g. broken arm or leg, on the submission of relevant medical information. Students should contact the SDS as soon as possible to allow the SDS to determine any relevant adjustments and support.

### **Regulation 20      Language of assessment: languages other than English or Gaelic**

The English language is the usual medium of teaching and assessment at the University of Edinburgh. All work submitted for assessment must be written in the English language, with the following exceptions: dissertations may be submitted in Gaelic (see regulation 21); dissertations and other assessed work may be submitted in the language which is being studied where the relevant course or programme handbook specifies that this is allowable.

#### **Application of the regulation**

- 20.1 Quotations may be given in the language in which they were written.
- 20.2 In very exceptional circumstances, a candidate may be granted permission to submit a dissertation written in a language other than English, where this is not specified by the relevant course or programme handbook. Approval will only be given in cases where the nature of the research is such that presentation of the research results in the language(s) of the materials under analysis confers significant intellectual advantage to the community of scholars who are expected to comprise the primary audience of the research. Approval to do so must be sought either at the time of admission to the University or no later than by the end of the first year of full-time study (or equivalent part-time study), and will not be normally be granted retrospectively. Approval must be given by the appropriate College Committee, which must be satisfied that there are sound academic reasons for the request, and that appropriate arrangements can be made for supervision and examination, including the availability of both internal and external examiners suitably qualified to read and examine the thesis or dissertation in the proposed language of submission.
- 20.3 Where such approval is given, in addition to the standard requirements, the dissertation should also include a substantial summary written in English, summarising the main arguments, and an abstract in English must also be produced. Where Examiners' reports are completed in a language other than



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English, these must be translated into English before submission to the Board of Examiners. Any costs associated with this should be borne by the relevant School.

### **Regulation 21      Language of assessment: Gaelic**

Dissertations submitted for assessment and examination may be submitted in Gaelic.

#### **Application of the regulation**

- 21.1 The University of Edinburgh wishes to accord Gaelic equal respect with English under the terms of the Gaelic Language (Scotland) Act 2005.
- 21.2 Candidates who wish to submit a dissertation in Gaelic should seek approval to do so as early as possible. Approval must be given by the appropriate College Committee, which must be satisfied that appropriate arrangements can be made for supervision and examination, including the availability of both internal and external examiners suitably qualified to read and examine the dissertation.
- 21.3 Where such approval is given, in addition to the standard requirements, the dissertation should also include a summary (of approximately 1500 words) written in English, summarising the main arguments, and an abstract in English must also be produced. Where Examiners' reports are completed in Gaelic, these must be translated into English before submission to the Board of Examiners. Any costs associated with this should be borne by the relevant School.

### **Regulation 22      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, where they are making final decisions regarding students' course results.

#### **Application of the regulation**

- 22.1 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.
- 22.2 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.



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### Regulation 23 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.

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

#### Application of the regulation

- 23.1 If oral performance is to be assessed the assessment statement (taught assessment regulation 13) must include information on how it is to be assessed.
- 23.2 Conveners of Boards of Examiners need to make available sufficient information about oral assessments to External Examiners and Boards of Examiners.
- 23.3 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 27). 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 24 Peer and self-assessment

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

#### Application of the regulation

- 24.1 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.
- 24.2 External Examiners need to receive sufficient information about and samples of the assessments as evidence on which to base their decisions.
- 24.3 Resources and publications are available from the Institute for Academic Development: [www.ed.ac.uk/iad](http://www.ed.ac.uk/iad)



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### Regulation 25 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

- 25.1 Examinations may be scheduled outside normal University teaching hours.
- 25.2 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 Student Administration 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, learning adjustments (under regulation 19 above), etc. do not constitute extenuating circumstances.  
[www.ed.ac.uk/files/atoms/files/performance\\_sport\\_policy.pdf](http://www.ed.ac.uk/files/atoms/files/performance_sport_policy.pdf)
- 25.3 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.
- 25.4 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.
- 25.5 Other than online assessment and assessment opportunities offered via Student Administration, students are not allowed to sit examinations away from Edinburgh.

### Regulation 26 Conduct of examinations

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

#### Application of the regulation

- 26.1 Student Administration has responsibility for the effective operation of examinations in accordance with the Examination Hall Regulations.  
[www.docs.sasq.ed.ac.uk/registry/exams/ExamHallRegs.pdf](http://www.docs.sasq.ed.ac.uk/registry/exams/ExamHallRegs.pdf)
- 26.2 All examinations which are in Student Administration's scheduled examination diet will be invigilated by authorised staff appointed by Student Administration. The Invigilator ensures compliance with the Taught Assessment Regulations in accordance with Invigilation Guidance.



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[www.docs.sasg.ed.ac.uk/registry/exams/Invigil\\_guide.pdf](http://www.docs.sasg.ed.ac.uk/registry/exams/Invigil_guide.pdf)

- 26.3 Examinations that contain practical, oral or performance elements are invigilated by members of academic staff and may be conducted jointly with an External Examiner.
- 26.4 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.
- 26.5 Take-home examinations are subject to the provisions of the Taught Assessment Regulations which are related to examinations but are not subject to the Examination Hall Regulations. Take-home examinations are not assessed coursework.

### **Regulation 27      Resit assessment**

The number of assessment attempts students are entitled to for each course depends upon the type of programme the student is taking and the SCQF level of the course.

**Honours undergraduate students** are entitled to:

- a maximum of four assessment attempts for courses at Scottish Credit and Qualifications Framework level 7 and 8;
- one assessment attempt for courses at SCQF level 9 to 11 unless Professional, Statutory or Regulatory Body (PSRB) requirements apply, in which case a maximum of four assessment attempts are permitted.

**Non-Honours undergraduate students** (excluding Visiting Undergraduate Students) are entitled to:

- a maximum of four assessment attempts for courses at SCQF level 7 to 11.

**Visiting undergraduate students** are entitled to:

- a maximum of two assessment attempts for courses at SCQF level 7 to 11.

**Taught postgraduate students** are entitled to:

- one assessment attempt for courses at SCQF level 9 to 12 unless Professional, Statutory or Regulatory Body (PSRB) requirements apply, in which case a maximum of four assessment attempts are permitted.



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### Application of the regulation

- 27.1 Boards of Examiners must publish the requirements for resits for those courses that they are responsible for. Boards must take the same approach to resits for all students on a particular course, except where a student's previous attempt is a null sit.
- 27.2 Boards of Examiners must set requirements at resit that are as demanding as those made of students at the first attempt.
- 27.3 Boards of Examiners will inform students who are required to undertake resit assessment of the format of their resit assessment. 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 any component of assessment (coursework or examination) that has been passed already and require the student to retake the failed element;
  - (b) Set an assessment covering all learning outcomes for the course, and weight this as 100% of the course result.
- 27.4 Students are not allowed to resit a course or components of a course that they have passed, unless they have been granted a null sit under Special Circumstances (see 27.9).
- 27.5 The four assessment attempts are the initial assessment and a maximum of three further assessment opportunities, of full assessment, examination or coursework only basis, at the next available opportunities. There may be PSRB requirements which mean that fewer than four assessment attempts are permitted.
- 27.6 The first sitting and subsequent attempts must take place over no more than two academic sessions, unless the relevant College grants an exemption.
- 27.7 Non-attendance or non-submission is considered an assessment attempt.
- 27.8 Some Honours programmes require students to pass specified courses at the first attempt in the first or second year in order to progress to Junior Honours. Any such requirements will be specified in the Degree Programme Table or Programme Handbook for the relevant programme.
- 27.9 Where an assessment attempt has been affected by special circumstances, a Board of Examiners may declare this attempt a null sit. Null sits do not count towards the maximum number of permitted attempts. Where a student receives a



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lower mark in a subsequent assessment attempt than that achieved in the attempt declared as a null sit, they may be awarded the higher mark for the relevant assessment.

- 27.10 Re-assessment attempts are not generally permitted for courses at SCQF level 9 and above for Honours and taught postgraduate students since Honours and taught postgraduate programmes permit the award of credit on aggregate (see Taught Assessment Regulations 52, 54, 56, 57). Where resits are permitted for Professional, Statutory or Regulatory Body requirements, any classification decision must use the result obtained on the first attempt.
- 27.11 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 postgraduate students. This decision is based on a case proposed by the relevant College.
- 27.12 Students who are subject to immigration control (non-European Economic Area “EEA” nationals) have restrictions on their entitlement to resit as a result of being in the UK on a Tier 4 General visa. Students on a Tier 4 visa can only take a fourth assessment attempt where they have valid special circumstances (in line with the Special Circumstances Policy), and specific additional conditions are met (as outlined below).

If a Tier 4 student does seek a fourth assessment attempt, they should apply for this via the Special Circumstances process. Where the student has valid special circumstances, the relevant Board of Examiners will determine what action to take. Where the Board of Examiners decides to award the student a null sit for the affected assessment attempt, this will not count as one of the four assessment attempts; null sits for any previous attempts are also not counted towards the total permitted attempts. Where the Board does not award a null sit, but wishes to offer the student a fourth assessment attempt, they may only do so where:

- i) the student has provided satisfactory ‘greater weight’ evidence of their circumstances (in line with para 6.2 of the Special Circumstances Policy);
- ii) the circumstances that had disrupted the student’s previous attempt(s) have been mitigated or no longer apply.

The Student Immigration Service provides advice and guidance to students and staff in relation to the immigration regulations. It is able to support Tier 4 students should permission to undertake a fourth assessment attempt affect their visa status (for example, by requiring an extension), and can also support students to understand their immigration status in the event that they are not granted a fourth assessment attempt.

- 27.13 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



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repeat any coursework on its own in the following year. Students who do not receive such permission may be permitted by the relevant Head of School to repeat the course, including examination, in the following year.

- 27.14 The full range of marks offered by the relevant Common Marking Scheme is available at resit assessment. Resit marks are not capped.
- 27.15 Where a degree programme's Honours classification is based on the final year only, students are permitted a maximum of four assessment attempts for courses in non-final years.
- 27.16 In the case of collaborative degrees, where not otherwise stipulated in the collaborative agreement, any permitted resit attempt must be within two years of the first attempt.

### **Regulation 28      Late submission of coursework**

Students need to submit assessed coursework (including research projects and dissertations) by the published deadline. Where the student provides a good reason for late submission, Schools will consider accepting late submission of up to seven calendar days without exacting a penalty.

#### **Application of the regulation**

- 28.1 If assessed coursework is submitted late without an agreed extension to the deadline for 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 calendar 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 seven calendar 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.
- 28.2 Schools may choose not to permit the submission of late work for particular components of assessment where the specific assessment and feedback arrangements make it impractical or unfair to other students to do so. If Schools do not permit the submission of late work for particular components of assessment, they must publicise this to students on the relevant course.
- 28.3 Where Schools accept late submissions of coursework, they will consider cases for accepting late submissions up to a maximum of seven calendar days without exacting a penalty. This will be in addition to any extensions offered in line with a





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student's Schedule of Adjustments. Students are responsible for submitting their cases and supporting evidence in advance of the published deadline for the coursework, using the standard Coursework Extensions Request form (or a local School online form, where available).

- 28.4 The Course Organiser, Programme Director, or equivalent member of academic or professional services staff assigned this responsibility by the School, decides whether the student has provided good reason and sufficient supporting evidence to justify an extension, and, if so, determines the length of extension to grant up to a maximum of seven calendar days.
- 28.5 The requirement for evidence should be proportionate to the weighting of the component of assessment and the length of extension sought, and should also take into account the student's ability to obtain documentary evidence. Self-certification will provide sufficient evidence in some circumstances. The School is responsible for ensuring a record is kept of the decision and the information which substantiates the reason for late acceptance.
- 28.6 Good reasons for coursework extensions are unexpected short-term circumstances which are exceptional for the individual student, beyond that student's control, and which could reasonably be expected to have had an adverse impact on the student's ability to complete the assessment on time. Good reasons may include:
- Recent short-term physical illness or injury;
  - Recent short-term mental ill-health;
  - A long-term or chronic physical health condition, which has recently worsened temporarily or permanently;
  - A long-term or chronic mental health condition, which has recently worsened temporarily or permanently;
  - The recent bereavement or serious illness of a person with whom the student has a close relationship;
  - The recent breakdown in a long-term relationship, such as a marriage;
  - Emergencies involving dependents;
  - Job or internship interview at short notice that requires significant time, e.g. due to travel;
  - Victim of a crime which is likely to have significant emotional impact;
  - Military conflict, natural disaster, or extreme weather conditions;
  - Experience of sexual harassment or assault;
  - Experience of other forms of harassment;
  - Exceptional and significant change in employment commitments, where this is beyond the student's control;
  - Exceptional (i.e. non-routine) caring responsibilities.
- 28.7 In addition to these unexpected circumstances, Schools will also consider requests for coursework extensions in relation to:



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- A student's disability where the student's Schedule of Adjustments includes relevant provisions;
- Representation in performance sport at an international or national championship level, in line with the University's Performance Sport Policy: [www.ed.ac.uk/files/atoms/files/performance\\_sport\\_policy.pdf](http://www.ed.ac.uk/files/atoms/files/performance_sport_policy.pdf)

28.8 The following are examples of circumstances which would not be considered good reasons for coursework extensions:

- A long-term or chronic health condition (including mental ill-health or similar ill-health) which has not worsened recently or for which the University has already made a reasonable adjustment;
- A minor short-term illness or injury (e.g. a common cold), which would not reasonably have had a significant adverse impact on the student's ability to complete the assessment on time;
- Occasional low mood, stress or anxiety;
- Circumstances which were foreseeable or preventable;
- Holidays;
- Pressure of academic work (unless this contributes to ill-health);
- Poor time-management;
- Proximity to other assessments;
- Lack of awareness of dates or times of assessment submission;
- Failure, loss or theft of data, a computer or other equipment;
- Commitments to paid or voluntary employment.

28.9 Where a student has good reason for requiring a coursework extension of more than seven calendar days, the student should submit the coursework when able to do so and apply via the Special Circumstances process for the Board of Examiners to disregard the penalty for late submission.

### **Regulation 29      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**

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

29.2 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.



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- 29.3 Students may be asked to sign a declaration that the work submitted is their own work.
- 29.4 Students can get advice on studying effectively from the Institute for Academic Development: [www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/good-practice](http://www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/good-practice)

### Regulation 30 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 them 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

- 30.1 Marks or grades can only be given for original work by students at the University. Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another or one's own previously assessed original work. 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, may be investigated and dealt with appropriately by the University. The innocent misuse or quotation of material without formal and proper acknowledgement can constitute plagiarism, even when there is no deliberate intent to deceive. Work may be deemed to be plagiarised if it consists of close paraphrasing or unacknowledged summary of a source, as well as word-for-word transcription, or if it involves the use of essays or answers produced by another individual or service. Any failure adequately to acknowledge or properly reference other sources in submitted work could lead to lower marks and to disciplinary action being taken.
- 30.2 It is academically fraudulent and an offence against the University's Code of Student Conduct 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's Code of Student Conduct 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.
- 30.3 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.



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- 30.4 Students need to be careful to avoid academic misconduct when submitting group projects and to be clear about their individual contribution to the submission.
- 30.5 Information on academic misconduct and plagiarism, and how such cases will be handled, is given on the Academic Services website.  
[www.ed.ac.uk/academic-services/staff/discipline/academic-misconduct](http://www.ed.ac.uk/academic-services/staff/discipline/academic-misconduct)
- 30.6 Exam hall regulations can be found at:  
[www.docs.sasg.ed.ac.uk/registry/exams/ExamHallRegs.pdf](http://www.docs.sasg.ed.ac.uk/registry/exams/ExamHallRegs.pdf)



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### Section C. Marking of Assessment

#### Regulation 31 Moderation and standard-setting

The marking of all components of assessment must be subject to moderation in a way that is appropriate to the discipline, the nature of the assessment, and the credit weighting of the component of assessment. Boards of Examiners can apply standard-setting processes to the marks of assessments, provided that the choice of standard-setting methodology is defensible.

##### Application of the regulation

- 31.1 Moderation occurs before External Examiners review the operation of the marking and internal moderation process. Forms of moderation include sampled second marking, double-marking, and checking the operation of computer-based assessment. Any single item of assessment which is equivalent to 40 credits or more must be double marked.
- 31.2 Moderation may result in recommended mark or grade adjustments and associated changes to feedback. No changes can be made to marking without the original marker's knowledge. Where possible, any changes should take place in discussion with the original marker.
- 31.3 Records of the operation of the occurrence and the outcome of the moderation processes must be kept. Records must show the rationale for decisions taken, including any decision that marks or grades should not be altered.
- 31.4 Boards of Examiners are responsible for determining the form of moderation for each component of assessment, and for ensuring the appropriate operation of moderation processes. Course Organisers are responsible for the organisation and supervising of the marking and moderation processes for their courses' assessments.
- 31.5 Boards of Examiners are responsible for reviewing marking and moderation arrangements, and the outcomes of students' assessments, across related courses (for example, Honours level courses in a subject area) in order to ensure that assessment criteria have been applied consistently.
- 31.6 Standard-setting is the process whereby decisions are made about boundaries or 'cut-points' between the marks or grades of candidates. Any standard-setting process must aim to ensure that students' results reflect the learning outcomes they have achieved and that the assessment is fair. Standards can be relative or norm-referenced (taking account the performance of candidates), absolute (defining minimum levels of competence) or a compromise between these two approaches.



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- 31.7 Schools need to state what practice each course uses for internal moderation, and (where relevant) the methods of standard-setting, in the Statement of Assessment (see Regulation 14).
- 31.8 Resources and publications are available from the Institute for Academic Development: [www.ed.ac.uk/iad](http://www.ed.ac.uk/iad)

### Regulation 32      **Anonymous marking**

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

#### **Application of the regulation**

- 32.1 Marking work anonymously is an important aspect of fair marking.
- 32.2 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 or other piece of work where the specialised nature of the topic identifies the student. However, students' identities should be concealed when marks are presented at the Board of Examiners' meeting.
- 32.3 Use of examination numbers in assessment can help maintain anonymity.

### Regulation 33      **Security of marks**

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

#### **Application of the regulation**

- 33.1 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.
- 33.2 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.
- 33.3 Marks or grade information about more than 50 individuals is classified as medium risk information under the University's policy on taking sensitive information and personal data outside the secure computing environment. Under this policy, if exam scripts, marks or grade information leave University premises or University



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computing systems then additional security measures, such as encryption or locked cabinets, must be used.

[www.ed.ac.uk/infosec/how-to-protect/encrypting](http://www.ed.ac.uk/infosec/how-to-protect/encrypting)

### Regulation 34 Legibility and accessibility of assessed work

It is a student's responsibility to ensure that their submitted assessed work is legible and accessible.

#### Application of the regulation

34.1 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.

34.2 Schools are responsible for informing students of the format in which assessed work must be submitted, e.g. they may require work to be submitted electronically.

### Regulation 35 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/timetabling-examinations/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/timetabling-examinations/exams/regulations/common-marking-scheme)

#### Application of the regulation

35.1 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 | Postgraduate Assessment                                  |



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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/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)

- 35.2 In each Common Marking Scheme, Colleges and Schools may amplify, but not alter, the overall description of grades.
- 35.3 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.





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### Regulation 36      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

- 36.1 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.

### Regulation 37      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

- 37.1 For undergraduates and postgraduate students, the Board of Examiners agrees marks as final in the year in which they are obtained.
- 37.2 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 43.
- 37.3 The Board of Examiners approves a single mark for each component of assessment for which final marks are to be released; marks for components of assessment are not rounded. The final component marks are used by the Board of Examiners when determining the overall result for the course. Rounding is only applied to final course marks (see regulation 63).
- 37.4 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.



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## Section D. Operation of Boards of Examiners

### Regulation 38 Board of Examiners meetings

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

#### Application of the regulation

- 38.1 See taught assessment regulation 8.1 for additional information on responsibilities of the Convener of the Board of Examiners. Further information can also be found in the Handbook for Boards of Examiners for Taught Courses and Programmes [www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)
- 38.2 The minutes of the Board of Examiners meeting needs to be an accurate record of the meeting and the approved results and decisions. Guidance on minuting Board of Examiners meetings is available: [www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)
- 38.3 Students are informed in advance about progression and award criteria.

### Regulation 39 Board of Examiners: quorum

A Board of Examiners meeting is quorate if at least half the internal examiners attend and at least one External Examiner participates in and approves the decisions of the Board. No Board may have fewer than two internal examiners attending. See taught assessment regulation 2.4 for the definition of an internal examiner.

#### Application of the regulation

- 39.1 "Attendance" means being physically present at the meeting of the Board of Examiners. "Participation" by an External Examiner does not require physical presence at the meeting of the Board of Examiners, but involves the External Examiner contributing to the meeting, ideally by video, telephone or web-camera and otherwise by email. The External Examiner must have sufficient information and access to the Board's deliberations to allow them to approve the decisions taken by the Board. The minute needs to reflect their participation.
- 39.2 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.



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- 39.3 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.
- 39.4 The University's External Examiners for Taught Programmes Policy outlines External Examiners' participation in Boards of Examiners meetings.  
[www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf)
- 39.5 If an individual 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.
- 39.6 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.

### **Regulation 40 Undergraduate Progression Board meetings**

Meetings of Undergraduate Progression Boards are held to reach progression decisions. Each undergraduate student's progression status needs to be decided and recorded at least once each year by a Progression Board which is the responsibility of the School that has responsibility for the student's degree programme.

[www.ed.ac.uk/files/atoms/files/ug\\_progression\\_boards.pdf](http://www.ed.ac.uk/files/atoms/files/ug_progression_boards.pdf)

#### **Application of the regulation**

- 40.1 The status, governance, and decision making and reporting responsibilities, of Undergraduate Progression Boards are provided in the Policy on Undergraduate Progression Boards.
- 40.2 The Policy on Undergraduate Progression Boards sets out the role of the External Examiner; the quorum; the role of the Special Circumstances Committee; student anonymity in discussions and the role of the Convener of the Board, for example for ensuring the accurate recording, minuting and reporting of decisions of the Board.
- 40.3 College Progression Boards make decisions on the credit obtained by students who have optional periods of study abroad.

### **Regulation 41 Attendance by non-members at a Board of Examiners meeting**

The Convener of the Board may invite any person who is not an internal or external examiner but has been involved in the teaching or assessment of the work under consideration by the Board to be present "in attendance". People "in attendance" at the meeting of the Board are not involved in the decision making process.



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### Regulation 42 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 regulation

- 42.1 When students' marks and grades are presented, considered and agreed by the Board, the Board should not be informed of the identity of the students.
- 42.2 Where students have to attend oral examinations, perform or otherwise present some of their work, or are on courses or programmes taken by small numbers of students, anonymity may be unachievable during the assessment process. Anonymity should be breached only for those examiners directly involved in the relevant assessment, and students' identities should be concealed when marks are presented at the Board of Examiners' meeting.
- 42.3 Once decisions have been agreed by the Board of Examiners there should be a final check of the marks and decisions by the Convener of the Board, based on the knowledge of the students' identities.
- 42.4 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 the Academic Policy and Regulations Committee (APRC) on the basis of a case presented by College.

### Regulation 43 Special circumstances

Where a student's performance in assessment has been affected by illness, accident or circumstances beyond their control, it is the student's responsibility to submit an account of these special circumstances, along with supporting evidence, to the Special Circumstances Committee for the relevant Board of Examiners (including Progression Boards). The relevant Board of Examiners decides what action to take in the light of a Special Circumstances Committee's decision on a student's submitted special circumstances.

#### Application of the regulation

- 43.1 The Special Circumstances Policy sets out the arrangements for students to request consideration of special circumstances, types of circumstances which are and are not likely to be accepted by Special Circumstances Committees, requirements for evidence to support special circumstances, the composition and operation of Special Circumstances Committees, and the actions available to



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Boards of Examiners (including Progression Boards) in the light of a Special Circumstances

Committee's decision on a student's special circumstances. The policy is available at:

[www.ed.ac.uk/files/atoms/files/special\\_circumstances.pdf](http://www.ed.ac.uk/files/atoms/files/special_circumstances.pdf)

### Regulation 44      **Borderlines**

Boards of Examiners must consider students whose marks are borderline for progression, award or classification purposes. Boards of Examiners can also consider students whose marks are borderline for passing a course, where special circumstances apply. 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% to 39% for a pass in a course. Boards of Examiners and Progression Boards must use the University borderline definition and must not set and use a different definition.

#### **Application of the regulation**

- 44.1 Boards of Examiners must publish in advance the factors that will be taken into account for borderline progression, award, or classification 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) individual student profiles of performance.
- 44.2 Boards of Examiners cannot selectively use any additional assessment to reach assessment decisions for specific students. See taught assessment regulation 19.
- 44.3 Examples of borderlines for progression decisions include:
- (a) where a student has a final mark of 38% or 39% for a course in first year that they need to pass to progress to second year;
  - (b) where a student is within two percentage points of a requirement for progression into honours or postgraduate dissertation, for example where the Degree Programme Table specifies the attainment of 50% as an average across a number of courses, the progression borderline is 48.00% to 49.99%; and
  - (c) for the award of credit on aggregate, where a student has an average of 38.00% to 39.99% over their 120 credits.
- 44.4 Boards of Examiners may award a pass for a course where a student has a borderline fail mark (i.e. 38% to 39%) and has had a request for consideration of



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special circumstances approved (see the Special Circumstances Policy: [www.ed.ac.uk/files/atoms/files/special\\_circumstances.pdf](http://www.ed.ac.uk/files/atoms/files/special_circumstances.pdf)).

### Regulation 45 Confidentiality

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

#### Application of the regulation

- 45.1 Boards of Examiners reach a collective decision. The decision does not need to be unanimous.
- 45.2 No comments or remarks should be reported to any students, whether or not they are unattributed.
- 45.3 The views of a particular examiner should not be made known to a student. If a student makes a request to see the minutes of a Board of Examiners meeting, the information recorded in the minutes on that particular student will need to be disclosed. In doing so examiners' comments should be anonymised, e.g. assigned to "Examiner1, Examiner2". Further information is available at: [http://www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)
- 45.4 Students have a right to see information about themselves recorded in minutes of Board of Examiner meetings.
- 45.5 Other than with the written 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.
- 45.6 Guidance on disclosing information on students can be found at: [www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/student-information](http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/student-information)



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### Regulation 46 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

- 46.1 Marks and grades are made available to the student, together with guidance on their meaning.
- 46.2 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.
- 46.3 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.
- 46.4 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.
- 46.5 **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 via EUCLID Student View.
- 46.6 **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 communicated to students via EUCLID Student View. The professional degrees may be awarded with honours in Medicine, or with distinction in Veterinary Medicine, but are not otherwise classified.

### Regulation 47 Publication of results

Students will be notified of their assessment results and their progression status. Students have the right to exclude their name and/or final award results from being publicly announced.



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### Application of the regulation

- 47.1 Concessions from the following application of the regulation on Publication of results require the approval of the Academic Policy and Regulations Committee (APRC) based on a case presented by the relevant College.
- 47.2 Students are officially notified of their results (including course marks, progression and programme outcomes or awards) via EUCLID Student View. This may be supplemented by the communication of assessment component results via virtual learning environments. Results are entered on to students' records by the relevant School.
- 47.3 The host School of the degree programme is responsible for overseeing the communication of all undergraduate award and final programme results and all taught progression decisions. The host School of the course is responsible for overseeing the communication of all final course results to the students on the course. Students will be notified in advance of the date on which they can expect to hear their results.
- 47.4 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.
- 47.5 Students' results (including assessment component and course marks, programme and progression outcomes) may not be released over the telephone or informally via email. Students only receive their results via formal communication channels.
- 47.6 There should be no public display in any media of any formative or summative assessment results from any course or programme.
- 47.7 The host School will communicate a clear plan of action to each student when the student has failed an assessment that is required. This applies to final course results and some "in course" assessments where a pass is required. The communication is to take account of the student's progression and/or award status.
- 47.8 Each School will provide a general statement on their website describing their local process, indicating to their students how they should proceed in the event of failure.
- 47.9 Where a student has failed a summative assessment (either "in course" or "final") and a resubmission or retake is required and permitted, the host School ensures that the student is provided with timely academic feedback, guidance and support prior to their re-assessment.
- 47.10 The Head of the host School, or their designated representative, has responsibility for ensuring that, where a student has failed their programme of study at the final





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stage, the student is supported in a timely and personal manner. If appropriate, an offer of a private consultation may be made.

- 47.11 Once a final award, final degree programme or final course result and progression decision has been agreed by the Board of Examiners and other relevant bodies, then Schools may contact students who have failed before the decision is published in EUCLID Student View. Schools should not give informal indications about the final award, final degree programme or final course result or progression decision in advance of the decision of the Board of Examiners and/or other relevant bodies. See regulation 46.4 for the release of provisional marks.
- 47.12 Where there is a requirement to confirm pass lists to a Professional, Statutory and/or Regulatory Body (PSRB), the assessment results should not be collated and sent until the results of individual assessments have been made available to the student.
- 47.13 If students attend the graduation ceremony their names and degrees are included in the graduation programme. The Student Administration team is responsible for the final award listing in the graduation ceremony programme (if the student registers their intention to graduate in person) and the listing in the press (students may opt out of this listing).

### **Regulation 48 Degree examination scripts**

Degree examination scripts are received by the University in confidence. Degree examination scripts, or copies of such scripts, may be returned to students on SCQF Level 7 and 8 (usually Year 1 and 2 pre-honours) courses. Scripts will not be returned to students on courses at SCQF levels 9-12 (usually Honours and postgraduate taught level).

#### **Application of the regulation**

- 48.1 Students are entitled to see their examination scripts to assist with the provision of feedback and their self-reflective learning.
- 48.2 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)
- 48.3 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.



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- 48.4 The potential return of scripts to students on Year 1 and 2 pre-honours courses does not apply to multiple choice questions which are not defined as degree examination scripts.
- 48.5 Schools will need to make arrangements to make exam scripts available to students taking Year 1 and 2 pre-honours courses to take away (on individual request) after the retention period is over. Schools may wish to decide to keep the scripts for longer than the minimum required retention period, for example in order to make them available for release to the relevant students returning in the following semester (this is at the discretion of individual Schools).

### **Regulation 49      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**

- 49.1 Information about the student records retention schedule is online:  
<https://www.ed.ac.uk/records-management/guidance/records/retention/student-records>
- 49.2 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.
- 49.3 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.
- 49.4 Assessment material should be destroyed at the end of the retention period, or at the end of the period in which the School has agreed it will retain the information for (see regulation 48.5). 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. 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.



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### Section E. Assessment decisions

#### Regulation 50 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

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

#### Regulation 51 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/](http://www.drps.ed.ac.uk/)

##### Application of the regulation

51.1 The Undergraduate Progression Board has responsibility for ensuring that students have met the requirements for progression, on the basis of information provided by Boards of Examiners.

[www.ed.ac.uk/files/atoms/files/ug\\_progression\\_boards.pdf](http://www.ed.ac.uk/files/atoms/files/ug_progression_boards.pdf)

51.2 The requirements for degrees are set out in the University's Curriculum Framework:

[www.ed.ac.uk/files/atoms/files/models\\_for\\_curricula.pdf](http://www.ed.ac.uk/files/atoms/files/models_for_curricula.pdf)

#### Regulation 52 Undergraduate honours assessment progression

The Undergraduate Progression Board has the responsibility to decide which students can progress to the next year of honours 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.



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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 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

- 52.1 The Undergraduate Progression Board has responsibility for ensuring that students have met the requirements for progression, on the basis of information provided by Boards of Examiners.  
[www.ed.ac.uk/files/atoms/files/ug\\_progression\\_boards.pdf](http://www.ed.ac.uk/files/atoms/files/ug_progression_boards.pdf)
- 52.2 The requirements for degrees are set out in the University's Curriculum Framework:  
[www.ed.ac.uk/files/atoms/files/models\\_for\\_curricula.pdf](http://www.ed.ac.uk/files/atoms/files/models_for_curricula.pdf)
- 52.3 In general failed courses are not included in the student's transcript, but any failed course for which the student has been awarded credits on aggregate must be shown in the transcript as a fail but with credit on aggregate. In reporting course marks, Schools are required to upload a fail but with credit on aggregate outcome on to the student record system, in addition to other final course marks.
- 52.4 PASS marks are defined in the "PASS" section (A1 to PS) of "Recording of Course Assessment Results within EUCLID", as are EUCLID grades for Credit on aggregate (AA, CA and UA).  
[www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment\\_Results.html](http://www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment_Results.html)
- 52.5 Where a student studies abroad for a single semester in the junior Honours year, decisions regarding eligibility for credit on aggregate are made separately for the semester spent studying abroad and the semester spent in Edinburgh. Students are eligible for up to 20 credits to be awarded on aggregate in each semester, in line with the criteria above.

### Regulation 53 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 the Degree Regulations and Programmes of Study.

### Application of the regulation

- 53.1 The Board of Examiners or Undergraduate Progression Board may propose 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.



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53.2 The Board of Examiners or Undergraduate Progression Board 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 or Undergraduate Progression Board 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 or Undergraduate Progression Board may not be generous in cases of failure other than within the limits already set out in these regulations.

### **Regulation 54 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 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**

- 54.1 The requirements for degrees are set out in the University's Curriculum Framework: [www.ed.ac.uk/files/atoms/files/models\\_for\\_curricula.pdf](http://www.ed.ac.uk/files/atoms/files/models_for_curricula.pdf)
- 54.2 In general failed courses are not included in the student's transcript, but any failed course for which the student has been awarded credits on aggregate must be shown in the transcript as a fail but with credit on aggregate. In reporting course marks, Schools are required to upload a fail but with credit on aggregate outcome on to the student record system, along with other final course marks.
- 54.3 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.
- 54.4 The Board of Examiners may propose 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.
- 54.5 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



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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.

54.6 PASS marks are defined in the “PASS” section (A1 to PS) of “Recording of Course Assessment Results within EUCLID”.

### Regulation 55 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

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

55.2 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, where the classification for these students is based solely on the final honours year; and
- (d) the BSc Honours degrees in the School of Biological Sciences and Deanery of Biomedical Sciences which are weighted 2:1 Senior: Junior Honours; and the BSc degrees in Chemistry which are weighted 2:1 Senior: Junior Honours.

55.3 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”, and the MPhys degrees “with a Year Abroad” which are weighted 20, 20, 60.



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- 55.4 The relevant Board of Examiners will specify which courses will be used for classification purposes for students who exit with a BSc who were previously on an Integrated Masters degree.
- 55.5 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.
- 55.6 Honours degree programmes in the Art and Design subject areas (except the MA Fine Art) within Edinburgh College of Art calculate classification based solely on performance the final honours year.
- 55.7 Classification models for credit for study abroad are contained in the College Progression Boards for Optional Study Abroad: Terms of Reference.  
[www.ed.ac.uk/files/atoms/files/studyabroadcollegeboards-termsofreference.pdf](http://www.ed.ac.uk/files/atoms/files/studyabroadcollegeboards-termsofreference.pdf)

### **Regulation 56 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 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.

When all the marks for the taught components of the programme (120 credits) are available, if the student has achieved PASS marks 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.

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



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### Application of the regulation

- 56.1 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.
- 56.2 For MFA programmes (240 credits) where there is an identifiable taught component, in order to progress to masters dissertation/project the student must pass at least 120 credits with a mark of at least 50% in each of the courses which make up these credits, and attain an average of at least 50% for the 180 credits of study examined at the point of decision for progression to dissertation/project, and satisfy any other requirements as outlined in 56 (c) above.
- 56.3 For postgraduate taught programmes involving 360 credits, information regarding progression requirements is included in the relevant programme handbook.
- 56.4 In general failed course are not included in the student's transcript, but any failed course for which the student has been awarded credits on aggregate must be shown in the transcript as a fail but with credit on aggregate. In reporting course marks, Schools are required to upload a fail but with credit on aggregate outcome on to the student record system, along with other final course marks.
- 56.5 In Regulation 56(a) above, where some of the 80 credits are pass/fail courses, then where these courses are passed, they can be included in the 80 credit total. However, a mark of 50% is the mark that is to be applied in calculations under





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Regulation 56 (b).

[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)

56.6 PASS marks are defined in the “PASS” section (A1 to PS) of “Recording of Course Assessment Results within EUCLID”

[www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment\\_Results.html](http://www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment_Results.html)

### **Regulation 57 Postgraduate degree, diploma and certificate award**

In order to be awarded the certificate students must:

- (a) pass at least 40 credits with a mark of at least 40%; 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 with a mark of at least 40%; 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 56 above, and
- (b) attain an additional 60 credits, by achieving a mark of at least 50% for the dissertation or project component (if the programme has a dissertation or project element) 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 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**

57.1 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



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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.

- 57.2 In line with the Postgraduate Degree Regulations, postgraduate taught programmes may include some courses at SCQF levels below 11. Where courses at SCQF level 9 or below are included in a programme, marks for these courses are disregarded for the purposes of calculating averages for the award of credit on aggregate, progression, award, and the award of Merit and Distinction.
- 57.3 In general failed courses are not included in the student's transcript, but any failed course for which the student has been awarded credits on aggregate must be shown in the transcript as a fail but with credit on aggregate. Exam Boards must make this distinction clear when reporting course marks.
- 57.4 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.
- 57.5 The Postgraduate Degree Regulations permit a General Postgraduate Certificate or General Postgraduate Diploma to be attained by students who do not fulfil the requirements for a specific Certificate or Diploma award but who have attained the required volume and level of credits.
- 57.6 PASS marks are defined in the "PASS" section (A1 to PS) of "Recording of Course Assessment Results within EUCLID"  
[www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment\\_Results.html](http://www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment_Results.html)

### **Regulation 58      Resubmission of postgraduate dissertations or research projects**

Students may be permitted to resubmit the dissertation or research project in line with the provisions of the Special Circumstances Policy where a student's performance in assessment has been affected by illness, accident or circumstances beyond their control.

Students are also entitled to one resubmission of the dissertation or research project for postgraduate Masters programmes where the student has achieved a mark of 45 to 49% at the first attempt.



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### Application of the regulation

- 58.1 Where a student is granted the opportunity to resubmit the dissertation or research project due to special circumstances, the Board of Examiners will be responsible for providing the student with a statement which outlines the deficiencies in their original submission, and agreeing an appropriate deadline and appropriate supervision. The student will be granted a null sit for their first attempt, and the recorded mark for their revised dissertation or project will not be capped. Paragraphs 58.2 to 58.8 do not apply to students granted the opportunity to resubmit their dissertation or research project due to special circumstances.
- 58.2 Students who have been granted an opportunity to resubmit the dissertation or research project due to special circumstances may be permitted one further resubmission under this regulation (with reference to paragraphs 58.3 to 58.8), provided they meet the eligibility requirements.
- 58.3 Where a student receives 48 or 49% for the dissertation or research project at the first attempt, they may be considered as a borderline candidate for the award of the Master's degree, in line with published information regarding consideration of borderline cases (see Regulation 44).
- 58.4 Since the concept of borderlines (see Regulation 44) does not apply to the threshold for entitlement to resubmit a dissertation or research project, Boards of Examiners are not able to permit students with marks of 43 or 44% at the first attempt to resubmit their dissertation or project unless special circumstances apply.
- 58.5 The relevant Board of Examiners will provide a student permitted to submit a revised dissertation or research project with a statement which outlines the deficiencies in their original submission. The student is also entitled to receive further written advice from their dissertation or research project supervisor on one occasion before resubmission.
- 58.6 The Board of Examiners will advise the student of the deadline for submission of their revised dissertation or research project, which will be three months from the date of the student receiving notification of their original result. Extension requests and special circumstances submissions in relation to this deadline will be handled in line with provisions outlined within the Taught Assessment Regulations and the Special Circumstances Policy.
- 58.7 Where a student declines the opportunity to resubmit the dissertation or research project, or fails to submit by the stated deadline, the mark they had received for their first attempt will be treated as final and they will be considered for a relevant exit award.
- 58.8 If the Board of Examiners agrees that the revised dissertation or research project meets the requirements for a pass at Masters level, the student will be awarded the



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Masters degree. The recorded mark for the revised dissertation or research project will be capped at 50%.

### Regulation 59 Award of postgraduate merit

Taught postgraduate degrees may be awarded with merit. To achieve a merit, a student must be awarded at least 60% on the University's Postgraduate Common Marking Scheme for the dissertation, if the programme has a dissertation element, and must achieve an average of at least 60% in the remaining elements. Borderlines, for both the dissertation and course average elements, are considered for merits.

#### Application of the regulation

- 59.1 Merit may be awarded for postgraduate taught masters, diplomas and certificates.
- 59.2 Where a student has been permitted to resubmit their dissertation or research project in line with Regulation 58 (except where Special Circumstances apply), merit can only be awarded based on the mark for the originally submitted dissertation.
- 59.3 For degrees which use letter grades in addition to numerical marks, the award of merit will be made where the student meets the above criteria using the numerical mark.
- 59.4 For MFA, the award of merit relates only to grades obtained at stages 3 and 4 (Year 2).
- 59.5 Borderline marks are defined as marks from two percentage points below the boundary up to the boundary itself, e.g. 58.00% to 59.99% for the dissertation and for the average of other courses. See also taught assessment regulation 44 above.
- 59.6 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.
- 59.7 The Postgraduate Common Marking Scheme can be found at:  
[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)



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### Regulation 60 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 achieve an average of at least 70% in the remaining elements. Borderlines, for both the dissertation and course average elements, are considered for distinctions.

#### Application of the regulation

- 60.1 Distinctions may be awarded for postgraduate taught masters, diplomas and certificates.
- 60.2 Where a student has been permitted to resubmit their dissertation or research project in line with Regulation 58 (except where Special Circumstances apply), distinction can only be awarded based on the mark for the originally submitted dissertation.
- 60.3 For degree programmes which use letter grades in addition to numerical marks, the award of distinction will be made where the student meets the above criteria using the numerical mark.
- 60.4 For MFA, the award of distinction relates only to grades obtained at stages 3 and 4 (Year 2).
- 60.5 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 taught assessment regulation 44 above.
- 60.6 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.
- 60.7 The Postgraduate Common Marking Scheme can be found at:  
[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)



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### Regulation 61 Award of credit from other universities

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

#### Application of the regulation

61.1 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.

[www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

### Regulation 62 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

62.1 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 made visible to the Board of Examiners. 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](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners)

62.2 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.

62.3 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



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- (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.

62.4 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. Further information is available at:

[www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)

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

### **Regulation 63 Board of Examiners: return of marks**

Assessment and course results, degree classification and awards agreed by the Board of Examiners and confirmed by the External Examiner(s) must be recorded on the student record system as the final official results of the University.

#### **Application of the regulation**

63.1 Schools have responsibility for ensuring that final results are displayed accurately in the student record system. More than one person should be involved in checking their accuracy.

63.2 When marks for courses are finalised (and not before then), 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 mark 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 they are released to students and the rounded marks must be used in calculating the overall mean mark. The overall mean mark is to be used in Honours classification, progression, and award decisions. The overall mean mark is not rounded.

63.3 Schools have responsibility for uploading course results and final award outcomes in line with the deadlines published each year by Student Systems.

[www.studentsystems.ed.ac.uk/staff/Support/awards.htm](http://www.studentsystems.ed.ac.uk/staff/Support/awards.htm)

63.4 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.

63.5 Provisional marks for components of assessment may also be released to students via the student record system (see regulation 36)



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### Regulation 64 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

- 64.1 A Board of Examiners may, at the request of any of its members or member of the Special Circumstances Committee, 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 Convener who must review the decision in the light of any new significant information or error. Therefore it is the Convener, and not a member of the Board, who decides whether to reconvene the Board. Where the significant information presented would constitute special circumstances under the Special Circumstances Policy, the Board of Examiners should only consider this information where it believes that there is a good reason why the student did not make the information available in advance of the Board's original decision.
- 64.2 If the Board is satisfied that there are grounds for varying the decision, the Board shall report its decision to Student Systems
- 64.3 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 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. Where such an error affects degree award or classification, the School should contact the relevant College and Academic Services before notifying the student of any change. 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.
- 64.4 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.





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

### **Regulation 65 Convener's Action**

The Convener of the Board of Examiners, Progression Board, or Special Circumstances Committee may take decisions by Convener's Action.

#### **Application of the regulation**

65.1 This may occur when the Board of Examiners takes a decision in principle but needs confirmation or further information, or when the Board, or Special Circumstances Committee considers the possible outcomes and authorises the Convener, once relevant information is known, to apply the appropriate option. Convener's Action may also be appropriate when the decision to be made follows an existing precedent.

65.2 Decisions made by Convener's Action should be recorded and reported to the relevant Board or Committee.

### **Regulation 66 Failure to complete all the assessment requirements of a degree programme**

When a student fails to complete all the assessment requirements of a degree programme the Board of Examiners or Undergraduate Progression Board will investigate the case. If there is no satisfactory reason then taught assessment regulation 64 on unsatisfactory progress applies. If the Special Circumstances Committee for the relevant Board of Examiners (including Progression Boards) is given sufficient evidence that the performance of a student has been affected for reasons of illness, accident or other circumstances beyond the student's control, the University's Special Circumstances Policy applies.

66.1 The University's Special Circumstances Policy is available at:  
[www.ed.ac.uk/files/atoms/files/special\\_circumstances.pdf](http://www.ed.ac.uk/files/atoms/files/special_circumstances.pdf)

### **Regulation 67 Unsatisfactory academic progress**

The University may exclude students who do not meet the criteria for progression on their programme.



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### Application of the regulation

- 67.1 Degree regulations, Degree Programme Tables, programme handbooks and/or course handbooks must contain details of the progress which students are expected to achieve within given periods. They must also include warnings that students are liable to be considered for exclusion if these expectations are not met.
- 67.2 Where a student fails to meet the published progression criteria, the Procedure for Withdrawal and Exclusion from Studies will be used.  
[www.ed.ac.uk/files/atoms/files/withdrawal\\_exclusion\\_from\\_study.pdf](http://www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf)
- 67.3 Some degree programmes leading to a professional qualification include Fitness to Practise considerations. Any issues of unsatisfactory progress in relation to fitness to practise are dealt with according to the relevant College's published Fitness to Practise procedures.
- 67.4 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 which does not lead to a professional qualification.

### Regulation 68 Academic Appeal

Students have the right of academic appeal against the decisions of Boards of Examiners or Progression Boards on specific grounds, which are set out in the University's Student 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 and Significant Disruption

### Regulation 69 Interpretation of regulations

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

### Application of the regulation

- 69.1 Staff who need guidance on the taught assessment regulations, beyond that provided in the regulations and associated guidance, should contact the relevant College Office, Dean and/or the Academic Policy Officer with responsibility for the



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Curriculum and Student Progression Committee: [www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression](http://www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression)

### Regulation 70      Significant disruption: concessions and standards

When the University's assessment practices are subject to significant disruption then the Curriculum and Student Progression Committee may approve temporary concessions to mitigate the impact of assessment disruption on students, without compromising academic standards. Board of Examiners take decisions that ensure the consistency of treatment of students and the maintenance of academic standards. The overriding principles are that:

- (a) the academic judgement of the Board of Examiners remains paramount;
- (b) the University's academic standards will be maintained; and
- (c) the provisions of the University's Taught Assessment Regulations remain in force except where a concession has been approved by the Curriculum and Student Progression Committee.

These concessions will only be used where necessary: if a Board of Examiners is able to operate without a concession then the Board will do so.

#### Application of the regulation

- 70.1 Significant disruption can be extremes of weather, loss of facilities, and factors beyond the University's control which have an impact on the assessment of students. This may result in Boards of Examiners only having partial results available.
- 70.2 In response to individual significant disruptions that may have a widespread impact on assessment, the University will adopt a communication strategy for students, staff and key external stakeholders, e.g. External Examiners, to ensure that they are aware of the measures that are adopted.
- 70.3 All forms of assessment, such as examination scripts and course assignments, are the property and responsibility of the University, not of individual examiners or markers. They therefore must be accessible to the University when required.
- 70.4 Drawing on previous experience [APRC 14/15 2 C], the issues and regulations where APRC may consider concessions include, but are not limited to:
- (a) External Examiners: number appointed; commenting on examination papers; participation in Boards: confirmation of results [Taught Assessment Regulations 5, 8.1(a), 38, 39.1, 39.2, 39.6, 62.3(e), 63]
  - (b) Ensuring that there is appropriate external input for relevant decisions, for example, External Examiners provide an important quality assurance function in the assessment process. If an External Examiner is unable to act then that quality assurance function still needs to be carried out;



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- (c) Board of Examiners' quorum [TAR 39, 39.1];
- (d) Progression requirements and timing of progression decisions [TAR 51, 52, 56, 56.1(a) and Degree regulations on *Progression and Permissible Load*];
- (e) Feedback schedules [TAR 16].

## **Regulation 71      Significant disruption: where only partial results are available to Boards**

The Curriculum and Student Progression Committee must confirm that significant disruption has occurred before the provisions of the significant disruption regulations come into effect. In periods of significant disruption, Boards may need to take decisions on the basis of partial or unreliable information. Boards must maintain the principle that students may only be awarded a pass and a mark / grade for a course, or a progression or award decision, where there is sufficient evidence of performance against relevant learning outcomes. Boards in possession of all information necessary to proceed with the assessment of a student should proceed to determine marks and grades for courses, and progression and award decisions, as usual. Boards in possession of all information necessary to proceed with the assessment of only some students should proceed to determine marks and grades, and progression and award decisions, for those students.

The below Application to the regulation provides information about the principles which Boards will apply when dealing with missing or unreliable results, and some of the actions they may take to address this. In line with TAR 70, Curriculum and Student Progression Committee may approve additional concessions to the regulations to enable Boards to take decisions regarding students with incomplete or unreliable profiles of assessment marks or course results due to disruption.

### **Application of the regulation**

- 71.1 Where Boards have sufficient evidence to make decisions then the decision will be made and will stand, unless subsequent information becomes available which it would be in the student's academic interest for the Board to consider.
- 71.2 Situations may arise in which assessment results are unavailable for particular elements of assessment for all students or for only some students. Such elements of assessment may become available after the disruption is over.
- 71.3 Within the limits described below, Boards are empowered to make decisions in the absence of assessment results which are expected to become available at a later date.
- 71.4 At the start of the meeting to determine course outcomes, the Board of Examiners must agree on any specific elements of assessment without whose marks they cannot proceed to determine a student's result for the course. Before making such a decision, the Board should consider carefully whether there is sufficient other



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information already available to allow it to take a view on such elements of assessment. If it is not possible to determine a result or decision then the Board will reconvene when information is available.

- 71.5 Where a very high proportion of the assessment results are available for a course for an individual student, it is possible that the Board may decide it is able to determine a student's marks and grades for the course. The Board must be satisfied that, in its academic judgement, the mark and grade assigned is correct, and that the outcome will not need to be changed when further assessment results become available.
- 71.6 As a guide, where results for less than four-fifths (by weighting) of the assessment for a course are available for an individual student, it is unlikely that the Board will be able to determine a mark or grade for the course for that individual. However, if at least half of the assessment results are available, then the Board may decide it is able to confirm a pass for the student. If unable to reach a decision, even on a pass, the Board should record that insufficient information on which to make a decision was available at that time. When further results become available the Board will need to reconvene to determine the appropriate mark and grade.
- 71.7 Where less than half of the assessment results are available for a course for an individual student, it is unlikely that the Board will have sufficient information to reach any decision, even on a pass, and the Board may need to record that insufficient information on which to make a decision was available at that time. When further results become available the Board will need to reconvene to determine the appropriate mark and grade.
- 71.8 No Board should return a fail decision in a situation where any unavailable assessment results will become available at a later date, unless it is absolutely clear that even passes at 100% in the unavailable assessments would not be sufficient to turn a fail into a pass.
- 71.9 Boards of Examiners responsible for progression and award decisions may be required to make decisions on these matters where students have incomplete or unreliable profiles of course results. This may occur where students have yet to receive final results for some courses; or where students have been awarded a pass but not a mark or grade for some courses; or where marks for some courses are not regarded as a reliable indicator of students' ability due to disruption. In some circumstances, Boards may be in a position to address this using existing provisions of these regulations, such as the award of credit on aggregate for Honours and postgraduate taught students. Boards may also consider excluding missing or adversely affected course results when making calculations regarding credit on aggregate, progression, award, Honours degree classification, and the award of Merit and Distinction on postgraduate taught degrees. Boards may also wish to take account of the impact of disruption for students who are in the borderline for progression or award purposes.



# Taught Assessment Regulations

## Academic Year 2019/20

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71.10 Once all assessment results are available, Boards should reconvene at the earliest possible opportunity to determine outstanding marks, grades, and progression and award decisions and to review the status of any decisions where significant information is now available.

**30 May 2019**