



UNIVERSITY OF
BATH

I n d i v i d u a l M i t i g a t i n g C i r c u m s t a n c e s & A s s e s s m e n t



**Principles & Procedures
within & outside the New
Framework for Assessment:
Assessment Regulations**

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Individual Mitigating Circumstances and Assessment

Introduction

General description of Individual Mitigating Circumstances

1. Individual mitigating circumstances (IMCs) are the University's descriptions of conditions which temporarily prevent a student from undertaking assessment or significantly impair the student's performance in assessment: as such, the measure of their severity is not about impact on the student, but impact on the assessment.
2. With the aim of providing clear guidance for both students and staff, the University publishes guidance on the University website to further explain IMCs. This is intended to guide by example, rather than to present a closely-prescribed list of that which will, or will not, be admissible. However, all users should note the shortness of the list of examples of events that would be likely to be considered as valid IMCs, if the timing were such as to have an impact on the student's assessment(s).
3. Full guidance on the University's principles and procedures for dealing with IMCs and assessment are set out in this document, Individual Mitigating Circumstances & Assessment — Principles & Procedures within & outside the New Framework for Assessment: Assessment Regulations, abbreviated as IMCA. This will be supplemented by targeted guidance available on the University website.

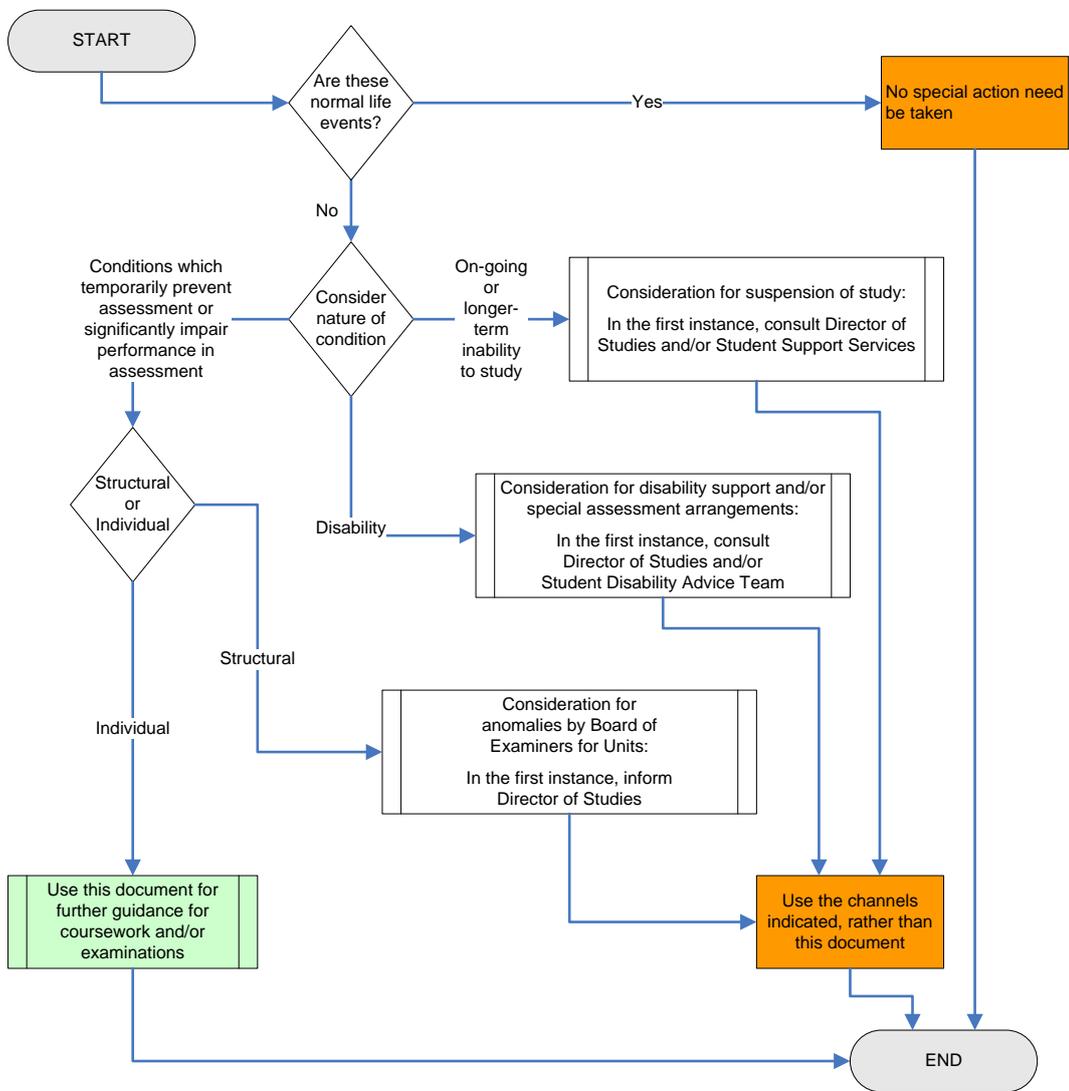
General description of related matters

4. This section compares IMCs with other potentially-related matters, including conditions or circumstances which might otherwise be confused with IMCs.
 - a. Normal life throws up difficulties and problems, and minor illnesses, that students have to cope with during study in just the same way as everyone does at home or at work: students are expected to take appropriate steps to minimize the impact of these, since such events are unlikely to be accepted as valid IMC claims.
 - b. Some assessments are susceptible to adjustment to avoid the need for IMC claims. Coursework submission deadlines can be varied for individual students who, for example, might fall ill shortly beforehand, whereas formal examinations are events which cannot have extensions to run a few days later for individual students. In relation to the submission of coursework, students are expected to seek an extension of the deadline for submission of coursework if affected by conditions or circumstances that would otherwise be likely to lead to the submission of a valid IMC claim after the coursework deadline. Timing, and the severity of the impact on the assessment, are both critical aspects here.
 - c. The ability to study effectively might also be affected by IMCs, but any on-going or longer-term inability to study should lead to consideration of the need to suspend study.
 - d. On-going or longer-term conditions or circumstances are not IMCs, and may be handled by disability support and/or special assessment arrangements: they are likely to give rise to valid IMC claims only if they first come to light or are diagnosed, or become unexpectedly and markedly worse, at assessment time.
 - There may be times when a deteriorating on-going or longer-term condition gives rise to an IMC claim beyond the disability support and/or special assessment arrangements that have already been put in place. The student's department/school is expected to ensure that an appropriately balanced set of provisions will be used to assess the student fairly, in a way that neither advantages nor disadvantages the student compared with others.
 - Similarly, there may be times when a situation suddenly occurs that is serious enough to interrupt a student's study at the point when assessments are about

to be undertaken. In such relatively rare cases, the student might apply to suspend her/his study and to take deferred assessments at the next normal opportunity for those assessments to be taken.

- e. From time to time, a structural problem will occur with an assessment. For example, if a fire alarm disrupts an examination taking place in one venue but does not disrupt students taking the same examination in another venue, the Board of Examiners for Units should take appropriate steps to ensure that the results reflect common standards for all candidates. If something were to go wrong with one component of the assessment for a unit, but the rest was valid and those results could be relied upon alone, the Board of Examiners for Units would consider how best to judge the standards of performances achieved on the basis of the good evidence available.
5. A flowchart provided in Figure 1 summarizes how these conditions and circumstances can be distinguished from IMCs, and where other sources of guidance should be used instead of this document.

Figure 1: Distinguishing IMCs from related conditions or circumstances



Summary of sources of guidance for students and staff

Programme/student handbooks for IMC information and coursework extensions

6. Students are normally expected to encounter information about IMCs in the first instance through programme/student handbooks and guidance available on the University website.
7. Programme/student handbooks and Faculty/School/department-issued guidance will also contain information about seeking coursework extensions which should be used where coursework is affected by conditions or circumstances that would otherwise be likely to lead to the submission of a valid IMC claim after the coursework deadline.
8. The definitive source of written guidance beyond programme/student handbooks and the University website is this document (IMCA), which is intended to clarify matters for both students and staff. It covers advice under the headings:
 - Advice for students and steps to be taken (see p. 11); and
 - Duties of departments and schools of the University, and IMCs Panels (see p. 13).
9. Student-focused guidance about IMC and coursework extension submission expectations is available on the University website.

Normal life and IMCs

10. If students are unsure about where the line might be drawn between the occasional difficulties, problems, and minor illnesses of normal life, and events that would be likely to be accepted as valid IMC claims, they should consult their Director of Studies or the Students' Union Advice & Support Centre (<https://www.thesubath.com/advice>).

On-going or longer-term inability to study

11. Students who encounter on-going or longer-term circumstances which might indicate the need for their study to be suspended should consult their Director of Studies in the first instance. Further advice is available from Student Services (see <https://www.bath.ac.uk/publications/guide-to-suspending-study/>), and/or, if related to financial difficulties, from Student Money Advice (<https://www.bath.ac.uk/professional-services/student-money-advice/>).

Disabilities, or other on-going or longer-term conditions or circumstances

12. In some cases, it may be possible to deal with effects of disabilities or other on-going or longer-term circumstances by making reasonable adjustments to a student's pattern of study and/or pattern or mode of assessment. Such disability support and/or special assessment arrangements should be explored with the student's Director of Studies and/or the Disability Service team (see <https://www.bath.ac.uk/professional-services/disability-service/>). By their nature as seeking to ensure equitable treatment in advance, such measures will not normally either need to be disclosed to, or to be considered by, Boards of Examiners.

Structural mitigating circumstances

13. Students encountering a structural problem with an assessment (as described above in para. 4.e) should consult with, and draw it to the attention of, their Director of Studies, who should transmit the information as appropriate to the relevant unit convenor(s).

Principles

Equitable treatment

14. By definition, the IMCs defined here relate to a student and her/his assessments. They are different not only because individual students might be differently affected by the same

event, but also because an event affecting one individual might affect many or few of that student's assessments. For this reason, there is no *tariff* whereby, for example, injury in a car accident counts as being worse than being ill with influenza: either might have affected one or many assessments for an individual student, so some element of discretion and judgement must be applied.

15. The University seeks to guide students (see guidance on University website) so that they will have a reasonable idea as to whether their circumstances warrant the submission of an IMC claim, or should be considered in some other way, or should be disregarded as insignificant in relation to the assessments in question.
16. The University seeks to guide its staff — and its examiners, in particular — such that they will use their discretion appropriately in considering IMC claims, and their judgement appropriately within specified parameters to determine matters of progression and/or award where assessments have been affected by IMCs.
17. The University also seeks to ensure, through the application of specified parameters and procedures, that the submission and acceptance of an IMC claim does not place a student at an advantage compared with other students.
18. While in transition between assessments managed outside and within the New Framework for Assessment (see <https://www.bath.ac.uk/corporate-information/new-framework-for-assessment/>), the University seeks to ensure that equivalent parameters and procedures will apply to IMC claims submitted by all of its students. Since the New Framework for Assessment offers convenient and brief terminology which is likely in due course to apply across the entire range of the University's assessments, the parameters and procedures identified in relation to the treatment of IMCs here are expressed in those terms, and are related to non-NFA provisions by means of a translation table (see Appendix 3: Concepts & terms within & outside the NFA). While it is expected that the translations of concepts thus provided will work smoothly in all cases, any exceptions in respect of non-NFA contexts should be checked against the translation table to identify the principles by which those exceptional cases should be managed.
19. In all these ways, the University seeks to ensure equitable treatment for its students without denying the individual nature of the circumstances in question.

Managing uncertainty

20. The submission of an IMC claim should relate to the significant impact of circumstances on assessment, and the acceptance of a claim as valid will only occur if the IMC claim is judged to have been significant. When valid and significant IMCs are present, Boards of Examiners will not have available the normal range of evidence on which to base their judgements about the student's level of achievement. It is therefore the extent of this uncertainty — potentially both in terms of its range across units and its intensity within a unit — that is a key factor in determining the parameters within which the Board of Examiners for Programmes may exercise its discretion in dealing with IMCs.
21. Boards of Examiners for Units are expected to mark the assessments they receive according to normal criteria without making adjustments for any IMCs of which they may be aware. It is the flagging of units as having been affected by IMCs that will subsequently allow the Boards of Examiners for Programmes to make the appropriate judgements about a student's overall performance as well as the significance of any circumstances affecting individual units.

22. Subject to the definitions of terms set out in Appendix 3, the procedural overview contained in Appendix 5, and the detailed parameters set out in Appendices 6–10, 12, 13, 15 and 16, the Board of Examiners for Programmes will operate according to certain general provisions. Thus, Boards of Examiners for Programmes:
- a. Will require that all Designated Essential Units (DEUs) be passed according to the normal criteria (P1/P2, or where appropriate P1/P2(3)), but may extend the range of units in which supplementary assessment is required, either as deferred assessment or for the retrieval of failure.
 - b. Will require, in non-CPD framework postgraduate taught programmes (Part 4), that all Dissertation/Project Credit-type units (DPCs) be passed according to the normal criteria (P1/P2/DPA), since IMC-related problems will have been dealt with by means of deadline extensions.
 - c. Will require, in all CPD framework programmes, that all learning contract units (LCUs) be passed according to the normal criteria (P1/P2), whether or not affected by IMCs, and deferred assessment in each failed IMC-affected learning contract unit (LCU).
 - d. Will neither permit nor require supplementary assessment in any unit that has been passed according to the normal criteria (P1/P2, or where appropriate P1/P2(3), or P3/P4 where appropriate) even though affected by IMCs, but may require a repeat of a whole stage as for the first attempt in appropriate cases.
 - e. Will be permitted to disregard the Overall Stage Average (OSA) requirements higher than 40% used in normal decision-making criteria where all IMC-affected units have been passed according to the normal criteria (P1/P2, or where appropriate P1/P2(3), or P3/P4 where appropriate).
 - f. Will be permitted to disregard any normal requirement for the student to reach an Overall Stage Average (OSA) higher than 40% in order to proceed on a particular programme.
 - g. Will be permitted, in non-CPD framework postgraduate taught programmes (Part 4), to disregard any normal requirement for the student to reach a Taught-Stage(s) Average (TSA) higher than 40% in order to proceed on a particular programme.
 - h. Will be permitted, in non-CPD framework postgraduate taught programmes (Part 4), to disregard an incomplete Taught-Stage(s) Average (TSA) calculation pending deferred assessment of any non-Stage-Required Units (non-SRUs).
 - i. Will be permitted to condone additional marginally-failed non-DEUs (C1/C2) beyond normal decision-making criteria (including the *Compensation of condonable failures* rule in non-CPD framework postgraduate taught programmes (Part 4)), but will require deferred assessment in each failed (non-C1/C2) IMC-affected unit and supplementary assessment in each failed (non-C1) other unit (*i.e.*, outwith the *Maximum retrieval rule* in non-CPD framework postgraduate taught programmes (Part 4)).
 - j. Will be permitted, in non-CPD framework postgraduate taught programmes (Part 4), to require completion of all deferred and other supplementary assessments before making Taught-Stage(s) Average (TSA) calculation or other progression/completion decision.
 - k. Will be permitted, in CPD framework programmes, to disregard the normal 12-credit limit on learning contract units (LCUs) awaiting re-assessment (LCR) and allow additional IMC-affected failed units to await deferred assessment while allowing the student to proceed to the study of further units, subject to an overall limit of 24 credits awaiting supplementary assessment of any type.
 - l. Must be reasonably confident that, in all cases where progression to a subsequent stage is in question, if the student succeeds in any extended range of supplementary assessment (whether for the retrieval of failure or as deferred assessment) her/his

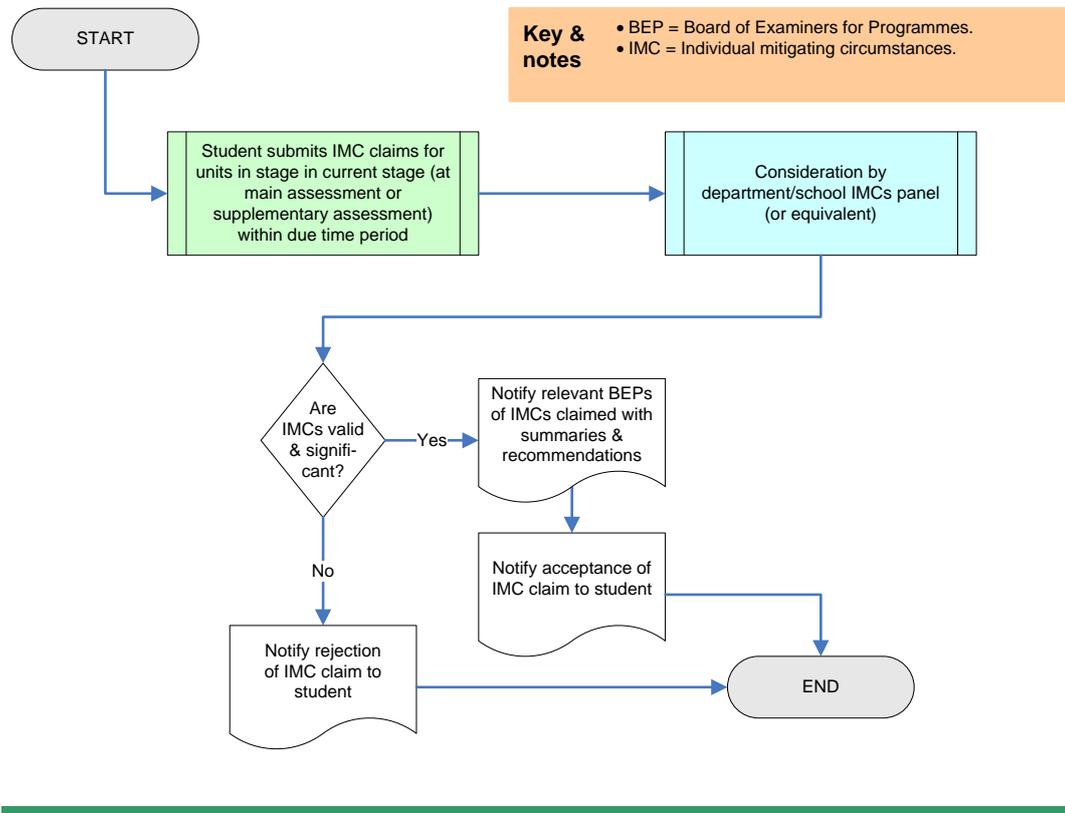
progression will be on a sound basis; and will be required to instigate more extensive measures if this is not so.

- m.** Will be permitted, in non-CPD framework programmes, to allow additional IMC-affected DEUs in Part 3 to be specified for supplementary assessment where this would constitute deferred assessment.
- n.** Will be permitted to consider proposing the promotion of a student to a higher degree class/grade where the evidence and judgement would support this.
- o.** Will be permitted to consider proposing an *aegrotat* award in appropriate circumstances.

Advice for students and steps to be taken

23. Students should make themselves familiar with IMC guidance, and with the services offered by the Students' Union Advice & Support Centre and by the Disability Service as appropriate. This familiarization is best done before IMC (or other) difficulties are encountered. Further targeted guidance and answers to frequently-asked questions will also be maintained.
24. Advice from the above sources (para. 23) should be taken in advance when the student becomes aware of imminent IMC (or related) difficulties.
25. Where conditions or circumstances that are likely to be considered as valid IMCs come into being before an assessment period, the student should normally notify the Director of Studies of those conditions or circumstances before the start of the assessment period.
26. A student who wishes any individual mitigating circumstances to be taken into account by the Board of Examiners for Programmes should notify the appropriate Director of Studies within no later than three working days after an individual assessment is due to be completed, or, for multiple assessments, no later than three working days after the end of a formal assessment period. Evidence will be required.
27. The student's notification to the Director of Studies should be made using the IMC form provided on the University website. With the form, the student should submit appropriate corroborating evidence. The student may indicate whether he/she requires confidentiality to be observed with respect to the nature of the circumstances and for the information to be confined, for example, to the Director of Studies, the programme administrator, the Chair of the Board of Examiners for Programmes, and the External Examiner(s). The student should use clear descriptions of the circumstances, such that the department/school's IMCs Panel will be able to summarize the situation clearly for the Board of Examiners for Programmes (observing confidentiality where necessary). It may be appropriate for the student to discuss an appropriate way of summarizing the details with the Director of Studies.
28. Students should take all reasonable steps to notify IMCs as indicated in paras 25–27. In particular, students must comply with the deadlines indicated in para. 26 and should not wait until results are published. The University may exercise its absolute discretion to disregard any late IMC claims (unless good evidence of the unavoidability of the delay is also provided).
29. In summary, in all cases, whether for main assessment periods or for supplementary assessment periods, students should notify IMC claims according to the appropriate deadlines. Their claims will be considered within the department/school, and the student will be notified whether the claim is accepted as significant and valid. This part of the process, which occurs in all cases, is summarized in Figure 2: IMC claim submission, evaluation, and notification.

Figure 2: IMC claim submission, evaluation, and notification



Duties of departments and schools of the University, and IMCs Panels

- 30.** It is for departments and schools to determine, in the light of their range of programmes and needs, the detailed arrangements for the handling of communications relating to, and consideration of the detail of, IMC claims within the requirements of the University Regulations.

The Board of Examiners for Programmes is “responsible for determining award classifications and for considering the progression of students registered on programmes of study under its academic authority, taking account of mitigating circumstances as it deems appropriate”.

See Regulation 15.3 (c) and (d) for programmes not covered by the New Framework for Assessment, or as appropriate, Appendix 2, Definitions, Board of Examiners for Programmes, in the NFAAR-UG, NFAAR-PGT, NFAAR-FD, NFAAR-HY, and NFAAR-CPD documents (<https://www.bath.ac.uk/corporate-information/new-framework-for-assessment/>).

- 31.** In doing so, departments and schools will also take account of the facts arising from general procedural requirements (see, in particular, paras 36, 40, 41, 43 below):

- a.** That a “student may require confidentiality to be observed in respect of the nature of the IMCs to be confined, for example, to the Chair of the Programme Board, the Director of Studies, the External Examiner(s) and the programme administrator (or equivalent)”.
- b.** That Boards of Examiners for Units are not permitted to take account of the IMCs “in the marking phase or in the consideration of the candidate’s mark”, but are permitted to “consider IMCs and make recommendations to the relevant Board(s) of Examiners for Programmes”.
- c.** That the “discussion of cases of IMCs at the Board of Examiners for Programmes should be recorded in the minutes” but that “where the student has asked for confidentiality to be maintained at the Board of Examiners for Programmes, the minutes should reflect the broad details of the case”.
- d.** That the “Board of Examiners for Programmes and/or departmental IMCs panels must develop a mechanism for communicating custom and practice as to how the more common cases of mitigating circumstances are considered, to ensure consistency of treatment over time”.

- 32.** To meet the needs outlined in paras 30 and 31 above, departments and schools are required to implement the following measures:

- a.** The department/school must make clear to its students how an IMC claim should be submitted to the appropriate Director of Studies.
- b.** The department/school must set up a small panel of its staff (an IMCs Panel) to give detailed consideration to IMC claims and to adjudicate upon which should be accepted, to notify the students concerned of the acceptance (or rejection, with reasons) of their IMC claims in a timely manner, to give appropriate consideration to the extent and effects of their impacts on assessments in advance of the meeting of the relevant Board(s) of Examiners for Programmes, and to ensure that consistency of treatment is achieved not only between contemporary claims but also over time through the maintaining of appropriate records.
 - The membership of the IMCs Panel might, with good effect, include all of the Directors of Studies for programmes within the department/school, if by such means the best spread of experience and availability is brought to bear. Alternatively, if the department/school has fewer such roles, it might be effective to make former Directors of Studies part of the panel. In particular, the bringing together of Directors of Studies responsible for undergraduate and postgraduate programmes may help to ensure that equitable treatment is achieved in different areas. In all cases, the attendance of the programme

administrator will help to ensure good record-keeping and consistent decision-making.

- It is assumed that external examiners will, in general, not be available to be members of the IMCs Panel, but they should be able to see the detail of the deliberations of the panel when they wish, or need, to do so.
- Depending upon the extent of its duties, the IMCs Panel might need to schedule meetings periodically throughout the year, in order to respond to IMC claims as they arise and, of course, particularly just before the meeting of Board(s) of Examiners for Programmes. Alternatively, in some cases, consultation between members by correspondence might be sufficient and appropriate.
- Feedback to students on the acceptance or rejection (with reasons) of IMC claims in a timely manner will be an important part of the work of the IMCs Panel.
- If the validity of an IMC claim is in doubt, it would be appropriate for the IMCs Panel to initiate further investigations or to issue requests for further evidence at an early stage, rather than waiting until just before a meeting of the relevant Board of Examiners for Programmes.
- If the severity of the impact of IMCs on particular units is in doubt, it might be appropriate for consultation to take place with the relevant Boards of Examiners for Units, such that they might make recommendations to the Board of Examiners for Programmes.

33. In advance of the meeting of the appropriate Board of Examiners for Programmes, all IMC claims that have been accepted as valid and significant and that are relevant to the forthcoming meeting should be considered together, in the light of previous custom and practice within the department/school and the University's guidance on and procedures for dealing with IMCs (as set out in this IMCA document). Having due regard for the balance between confidentiality requirements and the need for consistent, equitable treatment of contemporaneous IMC claims as well as those considered in the past, the IMCs Panel must:

- a.** Prepare summary descriptions and recommendations for the Board of Examiners for Programmes.

For example, where confidentiality has been requested in accordance with para. 31 above, summaries might use phrases such as "a short-duration illness immediately before the examinations for units ...", or "a severe traumatic personal experience occurred early in semester 2 which disrupted the student's study for about four weeks".

- b.** Record its deliberations for future reference.
- c.** Review its own procedures and decisions for effectiveness and fairness.
- d.** Consult with other colleagues or similar panels in other parts of the University if in need of benchmarking or comparison.

Procedures

General

34. All Programme/Student Handbooks should direct students to the individual mitigating circumstances guidance.
35. Students may seek advice about IMCs and related conditions or circumstances, and will submit IMC claims, as summarized above in Advice for students and steps to be taken.
36. A student may require confidentiality to be observed in respect of the nature of the IMCs to be confined, for example, to the Chair of the Programme Board, the Director of Studies, the External Examiner(s) and the programme administrator (or equivalent).
37. Departments/schools will have put in place an IMCs Panel for dealing with IMC claims, as they are submitted, and in advance of summary-level consideration at the meeting of the relevant Board of Examiners for Programmes.
38. The IMCs Panel will arrange that IMC claims accepted as valid and significant be notified to the appropriate Board(s) of Examiners for Programmes in the form of summary descriptions and recommendations for the Board of Examiners for Programmes.
39. The IMCs Panel will arrange that the outcomes of the consideration of IMC claims will be notified to the student claimants in a timely manner.
40. Where IMCs have been notified to the Director of Studies there should be no account taken of this in the marking phase or in the consideration of the candidate's mark at the Board of Examiners for Units. Boards of Examiners for Units may consider IMCs and make recommendations to the relevant Board(s) of Examiners for Programmes.
41. Discussion of cases of IMCs at the Board of Examiners for Programmes should be recorded in the minutes. Where the student has asked for confidentiality to be maintained at the Board of Examiners for Programmes, the minutes should reflect the broad details of the case.
42. In cases where there are known IMCs, the Board of Examiners for Programmes will have due regard for them when reaching a decision on progression or the conferment of award as specified in the para. 45 below. Where there is insufficient evidence to reach a decision on the conferment of an award and no possibility for obtaining additional evidence, the Board of Examiners for Programmes may recommend the conferment of an *aegrotat* award as specified in para. 45 below, and in accordance with the appropriate provisions of the Ordinances (paras 14.8/14.9).
43. Boards of Examiners for Programmes and departmental/school IMCs Panels must develop a mechanism for communicating custom and practice as to how the more common cases of IMCs are considered, to ensure consistency of treatment over time.
44. A flowchart overview of IMC procedures is provided in Appendix 5: IMC procedural overview.

Criteria for managing uncertainty and decision-making

45. Specific criteria, in the form of parameters, to be used by Boards of Examiners for Programmes for managing the uncertainties inherent in considering the effects of IMCs on assessment and the consequent scope for extending normal decision-making criteria, are set out in Appendices 6–10, 12, 13, 15 and 16.
 - a. Summative assessment in Part 1 for non-CPD framework undergraduate programmes will normally be progress assessment and will be used only to determine the student's fitness to proceed to the next stage of the programme. IMC effects will be handled as set out in:

Appendix 6: BEP procedures for Part 1 assessment (non-CPD).

- b.** Summative assessment in Part 2 for non-CPD framework undergraduate programmes will normally be progress assessment and final assessment and will contribute to the calculation for an award in due course as well as being used to determine the student's fitness to proceed to the next stage of the programme. IMC effects will be handled as set out in:
- Appendix 7: BEP procedures for Part 2 assessment (non-CPD).
- c.** Summative assessment in Part 3 for non-CPD framework undergraduate programmes will normally be used alongside Part 2 results to determine the student's fitness to receive the award associated with the programme. IMC effects will be handled as set out in:
- Appendix 8: BEP procedures for Part 3 assessment (non-CPD).
Appendix 9: BEP procedures for IMC-related Part 3 award classification (non-CPD).
Appendix 10: BEP procedures for IMC-related *aegrotat* award (Part 3 or Part 4).
- d.** Summative assessment in Part 4 for non-CPD framework postgraduate taught programmes will normally be progress assessment and final assessment and will contribute to the calculation for an award in due course as well as being used to determine the student's fitness to continue on the programme and/or to proceed to the next stage of a programme, where appropriate. IMC effects will be handled as set out in:
- Appendix 12: BEP procedures for Part 4 progression assessment (incl. completion of programme) (non-CPD).
Appendix 13: BEP procedures for IMC-related Part 4 award classification (non-CPD).
Appendix 10: BEP procedures for IMC-related *aegrotat* award (Part 3 or Part 4).
- e.** Summative assessment in CPD framework programmes:
- May include Part 1 assessment (normally progress assessment used only to determine the student's fitness to proceed to the next stage of the programme);
 - May include Part 2 assessment (normally progress assessment and final assessment contributing to the calculation for an award in due course as well as being used to determine the student's fitness to proceed to the next stage of the programme); and
 - Will include Part 3 assessment (normally used alongside any Part 2 results to determine the student's fitness to receive the award associated with the programme).

IMC effects will all be handled as set out in:

- Appendix 15: BEP procedures for CPD-framework programmes
Appendix 16: BEP procedures for CPD award classification
Appendix 10: BEP procedures for IMC-related *aegrotat* award (Part 3 or Part 4).

Appendix 1: IMC guidance document

[This appendix has been superseded by information and guidance on the University website.]

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Appendix 2: Coursework extension request form

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Appendix 3: Concepts & terms within & outside the NFA

1. This appendix relates to the equivalence of assessment concepts and terms within and outside the New Framework for Assessment (see: <https://www.bath.ac.uk/corporate-information/new-framework-for-assessment/>).
2. While in transition between assessments managed outside and within the New Framework for Assessment, the University seeks to ensure that equivalent parameters and procedures will apply to IMC claims submitted by all of its students. Since the New Framework for Assessment offers convenient and brief terminology which is likely in due course to apply across the entire range of the University's assessments, the parameters and procedures identified in relation to the treatment of IMCs here are expressed in those terms, and are related to non-NFA provisions by means of a translation table (see Table 1, below). While it is expected that the translations of concepts thus provided will work smoothly in all cases, any exceptions in respect of non-NFA contexts should be checked against the translation table to identify the principles by which those exceptional cases should be managed.

Table 1: Translation table for NFAAR concepts to non-NFA contexts

Term/ Abbreviation	Brief description of meaning within NFAAR	Brief equivalent definition for non-NFA contexts
C1	Used for units which can be judged to be condonable at the first attempt, meaning $\geq 35\%$ in units that are not DEUs (<i>q.v.</i>). Within the more credit-accumulating contexts of the NFAAR-FD and NFAAR-CPD, all units must ultimately be passed; C1 cannot be applied to units in programmes in these areas.	Used for units which can be judged to be condonable at the first attempt, meaning at least equal to any threshold prescribed in the relevant programme regulations for units that are not DEUs (<i>q.v.</i>), where condonement is allowed.
C2	Used for units which can be judged to be condonable at the second attempt, meaning $\geq 35\%$ in units that are not DEUs (<i>q.v.</i>) for all cases apart from "mandatory extra work" where 60% is used. Within the more credit-accumulating contexts of the NFAAR-FD and NFAAR-CPD, all units must ultimately be passed; C2 cannot be applied to units in programmes in these areas.	Used for units which can be judged to be condonable at the second attempt meaning at least equal to any threshold prescribed in the relevant programme regulations for units that are not DEUs (<i>q.v.</i>), where condonement is allowed.
C2(3)	Used exclusively with the NFAAR-UG for units which can be judged to be condonable at the second attempt (or third attempt where permitted), meaning $\geq 35\%$ in units that are not DEUs (<i>q.v.</i>) for all cases apart from "mandatory extra work" where 60% is used.	Not applicable.
<i>Compensation of condonable failures rule</i>	In the NFAAR-PGT context, marginal failure marks of 35%-39% in other than designated essential units (DEUs) in no more than 20% of the taught stage credits (TSC) will be condoned (C1 or C2) and will not stop a student from continuing study for the current award aim. Compensation and the condonement of marginal failure in individual units are not allowed in postgraduate taught programmes in the more credit-accumulating context of the NFAAR-CPD.	In postgraduate taught programmes that are governed by the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm), there is a general 20% maximum threshold of credits of the taught element of the programme that can be awarded by compensation. Any detail about the extent of condonable failure would be defined explicitly in programme regulations.

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Term/ Abbreviation	Brief description of meaning within NFAAR	Brief equivalent definition for non-NFA contexts
Designated essential units (DEUs)	Units may be required to be taken within the design of a programme of study, but designated essential units (DEUs) are those which must be passed in order to qualify to proceed with a programme or to receive its normal award at the end. Marginal failure in such units cannot be condoned.	Units which, according to the relevant programme regulations, must be passed because they are critical for progression on the programme or for the gaining of the appropriate award.
<i>Dissertation/project average (DPA) rule</i>	In the NFAAR-PGT context, the dissertation/project unit (or the average for them if there are more than one) (DPA) must be at least 40% (P1 or P2) for satisfactory completion of the requirements for that stage (or group of units of that type) (DPC). For postgraduate taught programmes within the more credit-accumulating context of the NFAAR-CPD, all units must ultimately be passed.	The dissertation/project units must be passed (or the average for them if there are more than one must be at least 40%).
Dissertation/project credits (DPCs)	Many Master programmes covered by the NFAAR-PGT have a taught phase followed by a dissertation/project phase. The unit(s) falling into the latter phase are summarized as dissertation/project credits. In some Master programmes, the two types of units (taught, and dissertation/project) run in parallel, contemporaneously. In this case, the DPC credits come from units that are defined as being of the dissertation/project type. IMC-related problems must normally be dealt with by means of deadline extensions. The same distinction is also relevant in the NFAAR-CPD context. See also the <i>Dissertation/project average (DPA) rule</i> .	Dissertation/project units as described in the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm). IMC-related problems must normally be dealt with by means of deadline extensions.
<i>Maximum retrieval rule</i>	In the NFAAR-PGT context, no more than 18 credits for taught units (TSC) towards a Master or a Postgraduate Diploma award, and no more than 12 credits for taught units (TSC) towards a Postgraduate Certificate award, may be retrieved after failure by means of passing supplementary assessment (P2 or C2).	In postgraduate taught programmes that are governed by the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm), there is a general rule that a student will normally be permitted to retrieve failures in up to 12 credits towards to the award of a Postgraduate Certificate and up to 18 credits towards to the award of a Postgraduate Diploma.
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Term/ Abbreviation	Brief description of meaning within NFAAR	Brief equivalent definition for non-NFA contexts
Overall programme average (OPA)	<p>In the NFAAR-UG context, and in NFAAR-CPD programmes leading to Bachelor with honours degrees: the mean average mark across all summative assessments in all stages (<i>q.v.</i>) of Part 2 (<i>q.v.</i>) and Part 3 (<i>q.v.</i>) of a programme, calculated according to the weightings of the constituent units and parts (or any other scheme specifically approved for the purpose), as gained at the first attempt (<i>i.e.</i>, not marks gained in supplementary assessment, unless taken as deferred assessment).</p> <p>In the NFAAR-PGT context: the mean average mark across all summative assessments in all stages (<i>q.v.</i>) of Part 4 (<i>q.v.</i>) of a programme, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).</p> <p>In the NFAAR-HY context: the mean average mark across all summative assessments in all stages (<i>q.v.</i>) of Part 3 (<i>q.v.</i>) of a programme, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).</p> <p>In the NFAAR-CPD context for all programmes other than those leading to Bachelor with honours degrees: the mean average mark across all summative assessments in all stages (<i>q.v.</i>) of Part 2 (<i>q.v.</i>, where appropriate) and Part 3 (<i>q.v.</i>) of a programme, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).</p> <p>In the NFAAR-FD: the mean average mark across all summative assessments in all stages (<i>q.v.</i>) of Part 2 (<i>q.v.</i>) and Part 3 (<i>q.v.</i>) of a programme, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable for re-taken units or following supplementary assessment (unless taken as deferred assessment).</p>	<p>For undergraduate programmes: the mean average mark across all summative assessments in all stages (<i>q.v.</i>) of Part 2 (<i>q.v.</i>, where appropriate) and Part 3 (<i>q.v.</i>) of a programme, calculated according to the weightings of the constituent units and parts prescribed in the relevant programme regulations, as gained at the first attempt (<i>i.e.</i>, not marks gained in supplementary assessment, unless taken as deferred assessment).</p> <p>For postgraduate taught programmes: the mean average mark across all summative assessments in all stages of a programme, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).</p>

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Term/ Abbreviation	Brief description of meaning within NFAAR	Brief equivalent definition for non-NFA contexts
Overall stage average (OSA)	<p>In the NFAAR-UG context: the mean average mark across all summative assessments in a stage of a programme, in whatever part that stage falls, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt (<i>i.e.</i>, not marks gained in supplementary assessment, unless taken as deferred assessment).</p> <p>In the NFAAR-PGT context: the mean average mark across all summative assessments in a stage of a programme, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).</p> <p>In the NFAAR-FD context: the mean average mark across all summative assessments in a stage of a programme, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).</p>	<p>For undergraduate programmes: the mean average mark across all summative assessments in a stage of a programme, in whatever part that stage falls, calculated according to the relevant programme regulations, as gained at the first attempt (<i>i.e.</i>, not marks gained in supplementary assessment, unless taken as deferred assessment).</p> <p>For postgraduate taught programmes: the mean average mark across all summative assessments in a stage of a programme, calculated according to the relevant programme regulations, as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).</p>
P1	Used for a unit passed at the first attempt, meaning $\geq 40\%$.	Used for a unit passed at the first attempt, meaning $\geq 40\%$, or as otherwise prescribed in the relevant programme regulations.
P2	Used for a unit passed at the second attempt, meaning $\geq 40\%$ for all cases apart from "mandatory extra work" where 70% is used.	Used for a unit passed at the second attempt according to any thresholds prescribed in the relevant programme regulations.
P2(3)	Used exclusively within the NFAAR-UG for a unit passed at the second attempt (or third attempt where permitted), meaning $\geq 40\%$ for all cases apart from "mandatory extra work" where 70% is used.	Not applicable.
P3	In the NFAAR-FD context, used for re-taken units passed at the first attempt against the appropriate pass mark described in Appendix 7: Supplementary assessment of the NFAAR-FD.	In the Foundation Degree Assessment Regulations governing programmes outside the scope of the NFAAR-FD, capped pass marks are prescribed for repeated units.
P4	In the NFAAR-FD context, used for re-taken units passed at the second attempt against the appropriate pass mark described in Appendix 7: Supplementary assessment of the NFAAR-FD.	In the Foundation Degree Assessment Regulations governing programmes outside the scope of the NFAAR-FD, capped pass marks are prescribed for repeated units.
continued .../		

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Term/ Abbreviation	Brief description of meaning within NFAAR	Brief equivalent definition for non-NFA contexts
Part 1	That part of a first-degree programme where summative assessment will normally be progress assessment and will be used only to determine the student's fitness to proceed to the next stage of the programme.	That part of a first-degree programme where summative assessment is a progress assessment rather than a final assessment.
Part 2	That part of a first-degree programme where summative assessment will normally be progress assessment and final assessment and will contribute to the calculation for an award in due course as well as being used to determine the student's fitness to proceed to the next stage of the programme.	That part of a first-degree programme where summative assessment is both a progress assessment and a final assessment.
Part 3	That part of a first-degree programme where summative final assessment will normally be used alongside Part 2 (<i>q.v.</i> , where appropriate) results to determine the student's fitness to receive the award associated with the programme.	That part of a first-degree programme where summative assessment is a final assessment only rather than having any progress assessment aspect.
Part 4	In the NFAAR-PGT context, the entire postgraduate taught programme periods are labelled as Part 4. Throughout these programmes, assessment is used to contribute to decisions about eligibility for the qualification aim, progression, and upon completion of the programme for the award. Part 4 is distinguished from Part 2 (<i>q.v.</i>) and Part 3 (<i>q.v.</i>) assessments because different rules govern, for example, supplementary assessment, and the aggregation of marks towards an award calculation. Postgraduate taught programmes offered within the NFAAR-CPD context are defined in terms of Part 2 (where appropriate) and Part 3.	All parts of postgraduate taught programmes that are governed by the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm). Summative assessment is used to contribute to decisions about eligibility for the qualification aim, progression, and upon completion of the programme for the award.
Promotion to class/grade above	Within the NFAAR-UG and the NFAAR-HY classified honours degrees, and in NFAAR-CPD programmes leading to Bachelor with honours degrees, this phrase means the ability to promote a student by one class (<i>e.g.</i> , from Second class honours Upper division to First class honours). Within the NFAAR-PGT, and in NFAAR-CPD postgraduate taught programmes, this means the ability to promote a student to the grade above (Pass to Merit, Merit to Distinction) provided it would be no more than the equivalent of an uplift of 10% of the marks for the programme as a whole.	The opportunity outside the NFAAR is for promotion requiring no more than the equivalent of an uplift of 10% of the marks for the programme as a whole (<i>e.g.</i> , in a postgraduate taught programme from a master's award passed at >60.00% to the award of a master with Distinction – <i>i.e.</i> , 70.00%; in programmes leading to the award of a bachelor ordinary degree, the equivalent promotion might lead to an award with Merit).
Stage	Completion of each stage is determined by the outcomes of summative assessment that is progress assessment and/or final assessment.	A portion of a programme at the end of which summative assessment takes place, as defined in the relevant programme regulations.
continued .../		

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Term/ Abbreviation	Brief description of meaning within NFAAR	Brief equivalent definition for non-NFA contexts
Stage required units (SRUs and non-SRUs)	In some NFAAR-FD and NFAAR-PGT programmes, separate stages may be identified, but only certain units might be defined as needing to halt progression to the next stage, if failed, pending supplementary assessment. Such units would be identified as stage required units (SRUs). Non-SRUs might be retrieved in supplementary assessment alongside the study of the next stage.	In postgraduate taught programmes that are governed by the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm), any such distinction would be defined explicitly in programme regulations; otherwise the general principles of the Postgraduate Commonality Rules would apply. In Foundation degree programmes, the relevant programme regulations would identify any such units.
Taught-stage(s) average (TSA)	Many Master programmes covered by the NFAAR-PGT have a taught phase followed by a dissertation/project phase. The calculation of eligibility for degree awards with merit or with distinction depends on performance in each of these phases meeting the relevant threshold, in addition to consideration of the overall programme average (OPA). The TSA is the summary term for the contribution from the former type where it exists as an earlier event chronologically, and is also used to summarize the assessment contribution from that type of activity when the relevant units run in parallel with dissertation/project units contemporaneously. It is calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment). The same distinction is also relevant in NFAAR-CPD programmes.	In postgraduate taught programmes that are governed by the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm), this is the average mark specified in the appropriate programme regulations, which must be at least 40% across the summative assessments comprising the diploma stage, and which allows progression to the dissertation/project (master) phase of the programme.
Taught-stage(s) credits (TSC)	Many Master programmes covered by the NFAAR-PGT have a taught phase followed by a dissertation/project phase. The units falling into the former phase are summarized as taught stage(s) credits. In some Master programmes, the two types of units (taught, and dissertation/project) run in parallel, contemporaneously. In this case, the TSCs come from units that are defined as being of the taught type. The same distinction is also relevant in the NFAAR-CPD context. See also Taught stage(s) average (TSA).	Taught units as described in the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm).

Appendix 4: IMC report form

[This appendix has been superseded by information and guidance on the University website.]

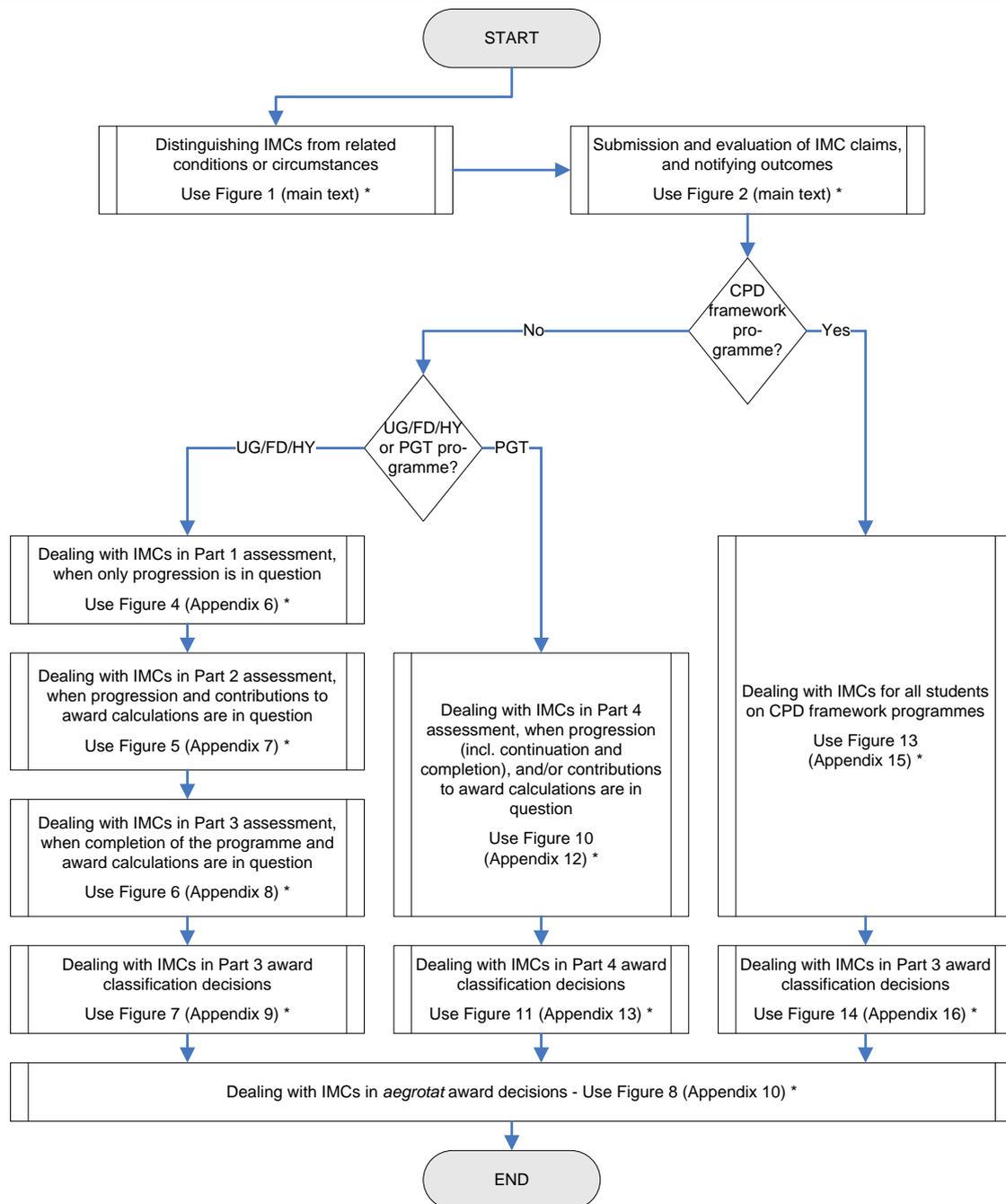
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Appendix 5: IMC procedural overview

General context

1. This appendix provides an overall description of the procedures to be used in dealing with IMC claims and decision-making.

Figure 3: IMC procedural overview



* If unclear, consult faculty/school Assistant Registrar in the first instance, and subsequently, if necessary, the Director of Academic Registry

2. The following abbreviations and definitions apply in the detailed criteria set out in Appendices 6–16. (for fuller descriptions where appropriate see: Appendix 3: Concepts & terms within & outside the NFA):

- BEP = Board of Examiners for Programmes.
- BoS = Board of Studies.
- DAP = designated alternative programme.
- DEU = designated essential unit; can only be passed $\geq 40\%$.
- DPA = dissertation/project average.
- DPC = dissertation/project credits.
- IMC = Individual mitigating circumstances.
- LCH = learning contract units at H-level.
- LCR = learning contract units awaiting re-assessment.
- LCU = learning contract units.
- OPA = overall programme average.
- OSA = overall stage average.
- PPR = programme progression requirement (min 40%).
- PRU = programme required unit.
- SRU = stage required unit.
- TSA = taught-stage(s) average.
- TSC = taught-stage(s) credits.
- P1 = “passed 1st attempt”.
- C1 = “condonable 1st attempt”.
- P2 = “passed 2nd attempt”.
- C2 = “condonable 2nd attempt”.
- P2(3) = “passed 2nd attempt (or 3rd attempt where permitted)”.
- C2(3) = “condonable 2nd attempt (or 3rd attempt where permitted)”.
- P3 = re-taken unit “passed 1st attempt”.
- P4 = re-taken unit “passed 2nd attempt”.

3. Remaining sections of this appendix deal first with Undergraduate programmes (outside the CPD framework), then with Postgraduate taught programmes (outside the CPD framework), and finally with all CPD-framework programmes.

Undergraduate programmes (outside the CPD framework)

4. In Appendices 6–8, the criteria outlined are designed to be used as limited modifiers for stage-completion assessment-related criteria:

a. Within and outside the NFAAR-UG, NFAAR-FD, and NFAAR-HY:

- Within the NFAAR-UG, NFAAR-FD, and NFAAR-HY contexts, this means that the normal relevant NFAAR-UG, NFAAR-FD, and NFAAR-HY decision-making criteria are those which can be modified by the IMC-related criteria.

- Outside the NFAAR-UG, NFAAR-FD, and NFAAR-HY contexts, this means that the normal relevant programme regulations are those which can be modified by the IMC-related criteria.
- b. At the end of stages of any credit total.
 - c. For coexistent and stand-alone programmes as defined within the NFAAR-UG.
 - d. In both main and supplementary assessment periods (since students may have IMCs to claim for the main assessment period and/or the supplementary assessment period, and might, during a supplementary assessment period, be undergoing deferred assessment as for the first time or undergoing re-assessment to retrieve failure at a first attempt).
5. In Appendices 6–9, for the reasons given in para. 14 of the main text (p. 7), the IMC criteria describe the scope for relaxing normal parameters. They therefore describe the extent to which a Board of Examiners for Programmes *may* go, acknowledging that, after the proper application of discretion and academic judgement, it may be inappropriate to adopt the maximum amount of the available flexibility.
 6. Appendix 6 relates to Part 1 assessment decision-making where all or some of the units' summative assessments are subject to valid and significant IMC claims. Part 1 summative assessments are normally progress assessments rather than final assessments. These provisions relate to all units required within a student's programme of study, *i.e.*, compulsory or optional/elective units (but excluding extra-curricular units). The decision-making criteria outlined are to be used as limited modifiers for the normal decision-making criteria for Part 1 assessments.
 7. Appendix 7 relates to Part 2 assessment decision-making where all or some of the units' summative assessments are subject to valid and significant IMC claims. Part 2 summative assessments are normally both progress and final assessments. These provisions relate to all units required within a student's programme of study, *i.e.*, compulsory or optional/elective units (but excluding extra-curricular units). The decision-making criteria outlined are to be used as limited modifiers for the normal decision-making criteria for Part 2 assessments.
 8. Appendix 8 relates to Part 3 assessment decision-making where all or some of the units' summative assessments are subject to valid and significant IMC claims. Part 3 summative assessments are normally final assessments only, without any progress assessment aspect. These provisions relate to all units required within a student's programme of study, *i.e.*, compulsory or optional/elective units (but excluding extra-curricular units). The decision-making criteria outlined are to be used as limited modifiers for the normal decision-making criteria for Part 3 assessments that determine whether the stage has been satisfactorily completed, before consideration is given to the level of any award.
 9. In Appendix 9, the criteria outlined are designed to be used as limited modifiers for the normal decision-making criteria for classifications after Part 3 assessments:
 - a. Within and outside the NFAAR-UG and NFAAR-HY:
 - Within the NFAAR-UG and NFAAR-HY contexts, this means that the normal relevant NFAAR-UG and NFAAR-HY decision-making criteria are those which can be modified by the IMC-related criteria.
 - Outside the NFAAR-UG and NFAAR-HY contexts, this means that the normal relevant programme regulations are those which can be modified by the IMC-related criteria, embodying as they do the relevant University criteria for different award types:

Honours degree programmes, as outlined in paras 9.1 and 9.2, but explicitly disregarding para. 9.6, of QA35 Assessment Procedures for Programmes not compliant with the New Framework for Assessment: Assessment Regulations (NFAAR).

See: <https://www.bath.ac.uk/publications/ga35-assessment-procedures-for-taught-programmes-of-study/>.

Ordinary degree programmes, as outlined in paras 9.3 and 9.4, but explicitly disregarding para. 9.6, of QA35 Assessment Procedures for Programmes not compliant with the New Framework for Assessment: Assessment Regulations (NFAAR).

See: <https://www.bath.ac.uk/publications/qa35-assessment-procedures-for-taught-programmes-of-study/>.

- b. After stages of any credit total.
- c. For coexistent and stand-alone programmes as defined within the NFAAR-UG.
- d. After both main and supplementary assessment periods (since students may have claimed IMCs for the main assessment period and/or the supplementary assessment period, and might, during a supplementary assessment period, have undergone deferred assessment (as for the first time) or made a second attempt to retrieve failure at a first attempt).
- e. In relation to all units required within a student's programme of study, *i.e.*, compulsory or optional/elective units (but excluding extra-curricular units).
- f. Where:
 - One or more summative assessments contributing to the award calculation have been subject to valid and significant IMC claims that have not been nullified through deferred assessment; and
 - Such classifications are defined as appropriate either because the only relevant IMCs occurred in Part 2, or because any IMCs occurring in Part 3 led to this point by application of the criteria specified in Appendix 8: BEP procedures for Part 3 assessment (non-CPD).
 - The "classifications" may be the thresholds of:
 - Honours degree classification awards.
 - Pass/Merit in ordinary degree awards.

Postgraduate taught programmes (outside the CPD framework)

10. In Appendix 12, the criteria outlined are designed to be used as limited modifiers for assessment-related criteria for monitoring progress at any moment in a programme, for progression decisions at any stage completion point (including after supplementary assessment), and for monitoring for satisfactory completion of a programme:
 - a. Within and outside the NFAAR-PGT:
 - Within the NFAAR-PGT context, this means that the normal relevant NFAAR-PGT decision-making criteria are those which can be modified by the IMC-related criteria.
 - Outside the NFAAR-PGT context, this means that the normal relevant programme regulations are those which can be modified by the IMC-related criteria.
 - b. At the end of stages of any credit total.
 - c. For programmes leading to any of the awards defined within the NFAAR-PGT.
 - d. In both main and supplementary assessment periods (since students may have IMCs to claim for the main assessment period and/or the supplementary assessment period, and might, during a supplementary assessment period, be undergoing deferred assessment as for the first time or undergoing re-assessment to retrieve failure at a first attempt).
11. In Appendix 12, for the reasons given in para. 14 of the main text (p. 7), the IMC criteria describe the scope for relaxing normal parameters. They therefore describe the extent to which a Board of Examiners for Programmes *may* go, acknowledging that, after the proper

application of discretion and academic judgement, it may be inappropriate to adopt the maximum amount of the available flexibility.

12. Appendix 12 relates to Part 4 assessment decision-making where all or some of the units' summative assessments are subject to valid and significant IMC claims. Part 4 summative assessments are normally both progress and final assessments. These provisions relate to all units required within a student's programme of study, *i.e.*, compulsory or optional/elective units (but excluding extra-curricular units). The decision-making criteria outlined are to be used as limited modifiers for the normal decision-making criteria for Part 4 assessments that determine whether the stage has been satisfactorily completed, before consideration is given to the level of any award.
13. In Appendix 13, the criteria outlined are designed to be used as limited modifiers for the normal decision-making criteria for classifications after Part 4 assessments:
 - a. Within and outside the NFAAR-PGT:
 - Within the NFAAR-PGT context, this means that the normal relevant NFAAR-PGT decision-making criteria are those which can be modified by the IMC-related criteria.
 - Outside the NFAAR-PGT context, this means that the normal relevant programme regulations are those which can be modified by the IMC-related criteria, embodying as they do the relevant University criteria for different award types:
Postgraduate taught master programmes, as outlined in the Postgraduate Commonality Rules.
See: <http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm>.
 - b. After stages of any credit total.
 - c. For programmes leading to any of the awards defined within the NFAAR-PGT.
 - d. After both main and supplementary assessment periods (since students may have claimed IMCs for the main assessment period and/or the supplementary assessment period, and might, during a supplementary assessment period, have undergone deferred assessment (as for the first time) or made a second attempt to retrieve failure at a first attempt).
 - e. In relation to all units required within a student's programme of study, *i.e.*, compulsory or optional/elective units (but excluding extra-curricular units).
 - f. Where:
 - One or more summative assessments contributing to the award calculation have been subject to valid and significant IMC claims that have not been nullified through deferred assessment; and
 - Such classifications are defined as appropriate because the IMCs occurring in Part 4 led to this point by application of the criteria specified in Appendix 12: BEP procedures for Part 4 progression assessment (incl. completion of programme) (non-CPD).
 - The "classifications" will be the thresholds of:
Pass/Merit/Distinction in postgraduate taught programme awards.

CPD-framework programmes

14. In Appendix 15, the criteria outlined are designed to be used as limited modifiers for assessment-related criteria for monitoring progress at any moment in, and/or completion of, a CPD-framework programme, for progression decisions at any point (including after supplementary assessment), and for monitoring for satisfactory completion of a programme:
 - a. Within the NFAAR-CPD, where this means that the normal relevant NFAAR-CPD decision-making criteria are those which can be modified by the IMC-related criteria.

- b.** At any assessment point.
 - c.** For programmes leading to any of the awards defined within the NFAAR-CPD.
 - d.** In both main and supplementary assessment periods (since students may have IMCs to claim for the main assessment period and/or the supplementary assessment period, and might, during a supplementary assessment period, be undergoing deferred assessment as for the first time or undergoing re-assessment to retrieve failure at a first attempt).
- 15.** In Appendix 15, for the reasons given in para. 14 of the main text (p. 7), the IMC criteria describe the scope for relaxing normal parameters. They therefore describe the extent to which a Board of Examiners for Programmes *may* go, acknowledging that, after the proper application of discretion and academic judgement, it may be inappropriate to adopt the maximum amount of the available flexibility.
- 16.** Appendix 16 indicates the criteria designed to be used as limited modifiers for the normal decision-making criteria for classifications:
 - a.** Within the NFAAR-CPD, where this means that the normal relevant NFAAR-CPD decision-making criteria are those which can be modified by the IMC-related criteria.
 - b.** In relation to all learning contract units (LCUs) required within a student's programme of study.
 - c.** Where:
 - One or more summative assessments contributing to the award calculation have been subject to valid and significant IMC claims that have not been nullified through deferred assessment; and
 - Such classifications are defined as appropriate in the terms illustrated.
 - The "classifications" may be the thresholds of:
 - Honours degree classification awards.
 - Pass/Merit/Distinction in postgraduate taught programme awards.

Appendix 6: BEP procedures for Part 1 assessment (non-CPD)

1. In all cases, the Board of Examiners for Programmes must:
 - a. Require that all Designated Essential Units (DEUs) be passed according to the normal criteria (P1/P2(3)), whether or not affected by IMCs.
 - b. Neither permit nor require supplementary assessment in any unit that has been passed according to the normal criteria (P1/P2(3)) even though affected by IMCs (unless in the repeat of a whole stage as for the first attempt in appropriate cases).
 - c. Require supplementary assessment in each failed (non-C1, or non-C2 where a third attempt is permitted in the NFAAR-UG) unit not affected by IMCs (up to the normal limits, beyond which repeating a stage or withdrawal would be required).
 - d. Be reasonably confident that, where progression to a subsequent stage is in question, if the student succeeds in any extended range of supplementary assessment (whether for the retrieval of failure or as deferred assessment) her/his progression will be on a sound basis; and instigate more extensive measures if this is not so.

2. Subject to the provisions of para. 1 of this Appendix, and after due consideration of the valid IMCs' significant effects on assessment, the following detailed IMC criteria will be applied in sequence in relation to main or supplementary assessments at the end of a stage:
 - a. In cases where the student has passed (P1/P2(3)) all IMC-affected units, the Board of Examiners for Programmes making a progression decision for an individual student *may* disregard any overall stage average (OSA) requirement higher than 40.00% in the normal progression criteria.

For example:

A student undergoing assessment on a coexistent Master programme within the NFA might have passed all units but, the level of performance having been impaired by IMCs, have an OSA less than the 50.00% required for progression to the next stage of the coexistent Master programme. Such a student might be permitted to proceed to the next stage of the programme rather than being required to transfer to the Designated Alternative Programme (leading to a Bachelor award).
 - b. In cases where the student has passed (P1/P2(3)), or has condonable fails (C1/C2(3)) in, all IMC-affected units, the Board of Examiners for Programmes making a progression decision for an individual student *may* disregard any overall stage average (OSA) requirement higher than 40.00% in, and/or *may* condone additional C1/C2(3) units beyond, the normal progression criteria.

For example:

A student undergoing assessment in a 60-credit stage of a stand-alone programme within the NFA might have units worth 24 credits which fall within the C1 range and an OSA of 44% due to impaired performance resulting from IMCs. Such a student might be permitted to proceed to the next stage of the programme without supplementary assessment in spite of the number of C1 credits and the OSA achieved not being within the normal ranges.
 - c. In cases where the sum of the credit value of failed units (not P1, C1, P2(3), or C2(3)), whether or not affected by IMCs, does not exceed 50%* of the stage load, or where safe progression under sub-para. b above could not be expected, the Board of Examiners for Programmes making a progression decision for an individual student *may* disregard any overall stage average (OSA) requirement higher than 40.00% in, and/or *may* condone additional C1/C2(3) units beyond, the normal progression criteria, but will require deferred assessment in each failed (non-C1/C2(3)) IMC-affected unit.

For example:

A student undergoing assessment in a 60-credit stage of a stand-alone programme within the NFA might have 30 credits of failed units (including 24 credits of condonable fails) some of which were affected by IMCs. Such a student might be permitted to undergo supplementary assessment only in the 6-credit unit which did not fall in the C1 range, and to have all the other C1 failures condoned: if the failed (non-C1) unit had been affected by IMCs, its supplementary assessment would be as for the first attempt.

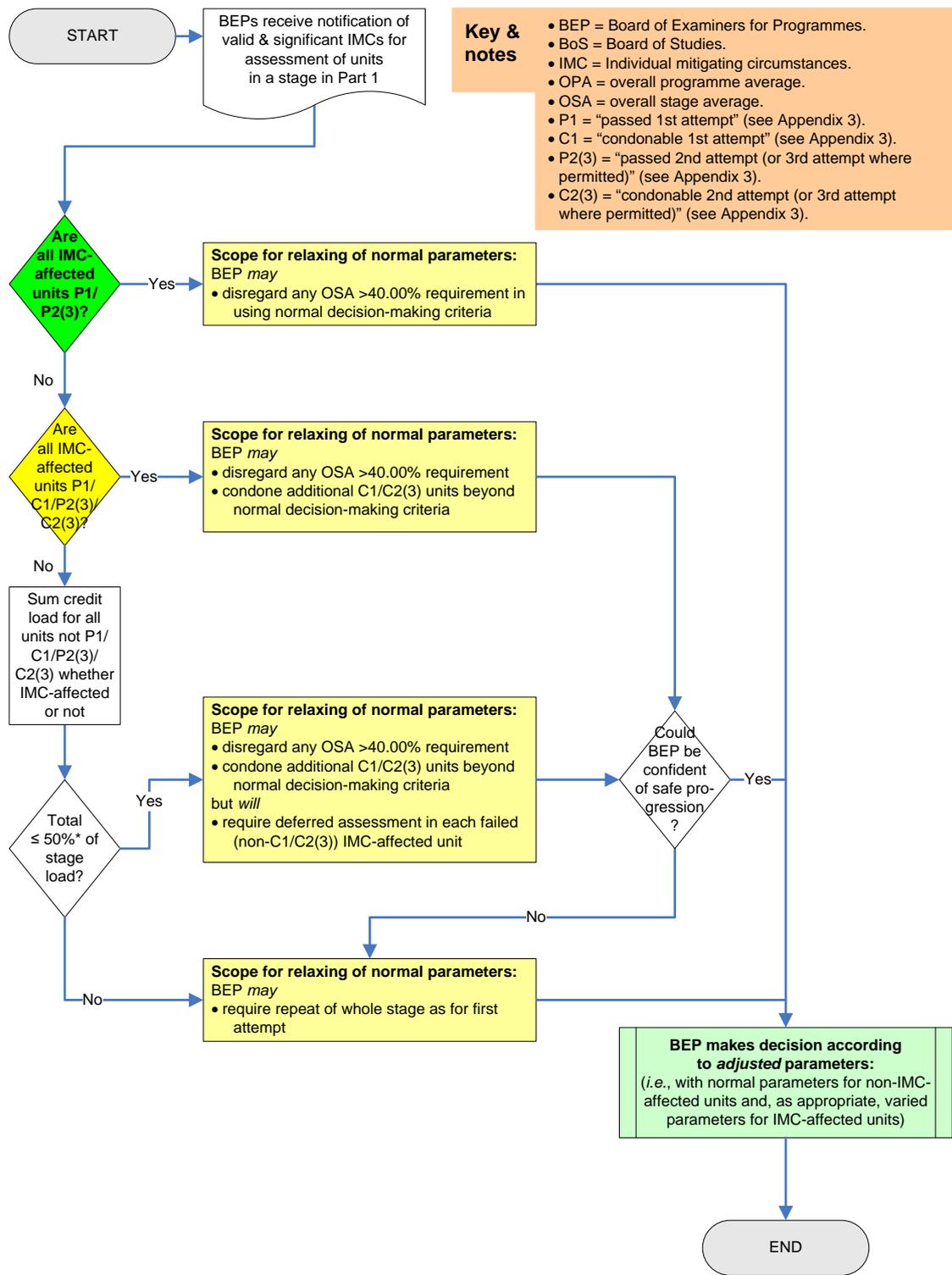
- d. In cases where the sum of the credit value of failed units (not P1, C1, P2(3), or C2(3)), whether or not affected by IMCs, exceeds 50%* of the stage load, or where safe progression under sub-paras b–c above could not be expected, the Board of Examiners for Programmes making a progression decision for an individual student may require the student to repeat the whole stage as for a first attempt.

For example:

A student on a stand-alone programme within the NFA context for whom the results for a majority of the unit assessments across the entire stage had been severely affected by IMCs, as well as suffering fails in other units, such that the OSA from the main assessments fell below 30.00%, might be required to repeat the whole stage as for a first attempt rather than being required to transfer to a Designated Alternative Programme or to withdraw from the University.

* This threshold is the *normal* limit for distinguishing between the two subsequent sets of actions. The BEP may, at its discretion, use a higher threshold here to allow a student to undertake more deferred assessment in failed (non-C1/C2) IMC-affected units, rather than moving to require a repeat of the whole stage.

Figure 4: BEP procedures for Part 1 assessment (non-CPD)



Key & notes

- BEP = Board of Examiners for Programmes.
- BoS = Board of Studies.
- IMC = Individual mitigating circumstances.
- OPA = overall programme average.
- OSA = overall stage average.
- P1 = "passed 1st attempt" (see Appendix 3).
- C1 = "condonable 1st attempt" (see Appendix 3).
- P2(3) = "passed 2nd attempt (or 3rd attempt where permitted)" (see Appendix 3).
- C2(3) = "condonable 2nd attempt (or 3rd attempt where permitted)" (see Appendix 3).

* This threshold is the *normal* limit for distinguishing between the two subsequent sets of actions. The BEP may, at its discretion, use a higher threshold here to allow a student to undertake more deferred assessment in failed (non-C1/C2(3)) IMC-affected units, rather than moving to require a repeat of the whole stage.

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Appendix 7: BEP procedures for Part 2 assessment (non-CPD)

1. In all cases, the Board of Examiners for Programmes must:
 - a. Require that all Designated Essential Units (DEUs) be passed according to the normal criteria (P1/P2(3)), whether or not affected by IMCs.
 - b. Neither permit nor require supplementary assessment in any unit that has been passed according to the normal criteria (P1/P2(3), or where appropriate P3/P4) even though affected by IMCs (unless in the repeat of a whole stage as for the first attempt in appropriate cases).
 - c. Require supplementary assessment in each failed (non-C1, or non-C2 where a third attempt is permitted in the NFAAR-UG) unit not affected by IMCs (up to the normal limits, beyond which repeating a stage or withdrawal would be required).

Note: C1 is a concept that cannot be applied in NFAAR-FD decision-making (see Appendix 3): all results below the pass mark are therefore failures subject to this requirement.

- d. Be reasonably confident that, where progression to a subsequent stage is in question, if the student succeeds in any extended range of supplementary assessment (whether for the retrieval of failure or as deferred assessment) her/his progression will be on a sound basis; and instigate more extensive measures if this is not so.
2. Subject to the provisions of para. 1 of this Appendix, and after due consideration of the valid IMCs' significant effects on assessment, the following detailed IMC criteria will be applied in sequence in relation to main or supplementary assessments at the end of a stage:
 - a. In cases where the student has passed (P1/P2(3), or where appropriate P3/P4) all IMC-affected units, the Board of Examiners for Programmes making a progression decision for an individual student *may* disregard any overall stage average (OSA) requirement higher than 40.00% in the normal progression criteria.

For example:

A student undergoing assessment on a coexistent Master programme within the NFA might have passed all units but, the level of performance having been impaired by IMCs, have an OSA less than the 60.00% required for progression to the next stage of the coexistent Master programme. Such a student might be permitted to proceed to the next stage of the programme rather than being required to transfer to the Designated Alternative Programme (leading to a Bachelor award).

- b. In cases where the student has passed (P1/P2(3), or where appropriate P3/P4), or has condonable fails (C1/C2(3)) in, all IMC-affected units, the Board of Examiners for Programmes making a progression decision for an individual student *may* disregard any overall stage average (OSA) requirement higher than 40.00% in, and/or *may* condone additional C1/C2(3) units beyond, the normal progression criteria.

For example:

A student undergoing assessment in a 60-credit stage of a stand-alone programme within the NFA might have units worth 24 credits which fall within the C1 range and an OSA of 44% due to impaired performance resulting from IMCs. Such a student might be permitted to proceed to the next stage of the programme without supplementary assessment in spite of the number of C1 credits and the OSA achieved not being within the normal ranges.

Note: C1/C2 are concepts that cannot be applied in NFAAR-FD decision-making (see Appendix 3): no results below the pass mark may be condoned.

- c. In cases where the sum of the credit value of failed units (not P1, C1, P2(3), or C2(3), or where appropriate P3 or P4), whether or not affected by IMCs, does not exceed 40%* of the stage load, or where safe progression under sub-para. b above could not be expected, the Board of Examiners for Programmes making a progression decision for an individual student *may* disregard any overall stage average (OSA) requirement higher than 40.00% in, and/or *may* condone additional C1/C2(3) units beyond, the normal progression criteria, but will require deferred assessment in each failed (non-C1/C2(3)) IMC-affected unit.

For example:

A student undergoing assessment in a 60-credit stage of a stand-alone programme within the NFA might have 30 credits of failed units (including 24 credits of condonable fails) some of which were affected by IMCs. Such a student might be permitted to undergo supplementary assessment only in the 6-credit unit which did not fall in the C1 range, and to have all the other C1 failures condoned: if the failed (non-C1) unit had been affected by IMCs, its supplementary assessment would be as for the first attempt.

Note: C1/C2 are concepts that cannot be applied in NFAAR-FD decision-making (see Appendix 3): no results below the pass mark may be condoned).

- d. In cases where the sum of the credit value of failed units (not P1, C1, P2(3), or C2(3), or where appropriate P3 or P4), whether or not affected by IMCs, exceeds 40%* of the stage load, or where safe progression under sub-paras b–c above could not be expected, the Board of Examiners for Programmes making a progression decision for an individual student *may* require the student to repeat the whole stage as for a first attempt.

For example:

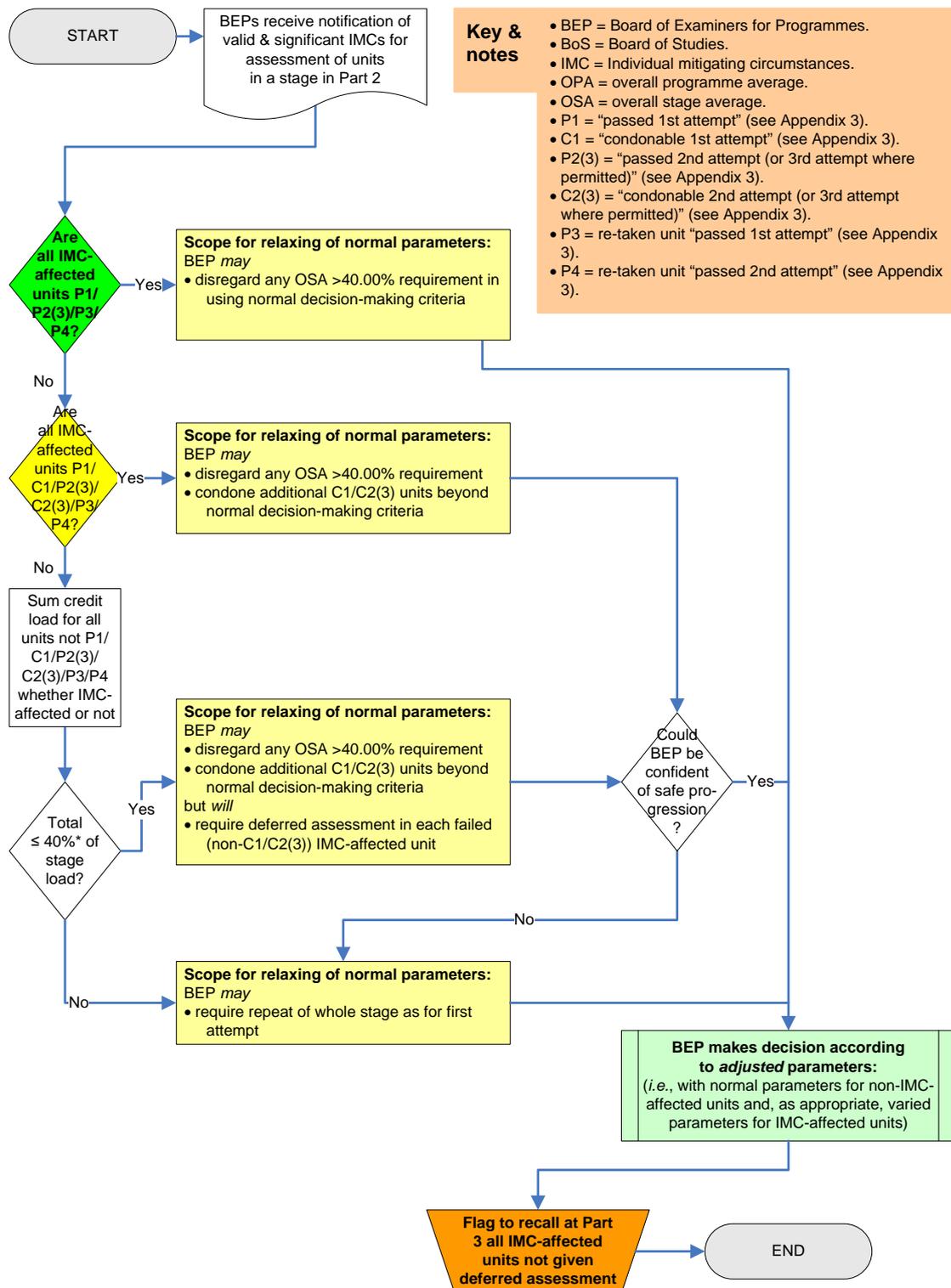
A student on a stand-alone programme within the NFA context for whom the results for a majority of the unit assessments across the entire stage had been severely affected by IMCs, as well as suffering fails in other units, such that the OSA from the main assessments fell below 30.00%, might be required to repeat the whole stage as for a first attempt rather than being required to transfer to a Designated Alternative Programme or to withdraw from the University.

Note: C1/C2 are concepts that cannot be applied in NFAAR-FD decision-making (see Appendix 3): all credits for units with results below the pass mark will therefore be counted here).

3. After determining the appropriate stage-completion and progression decisions, the Board of Examiners for Programmes must arrange for all IMC-affected units not given deferred assessment to be flagged for recall in Part 3 decision-making.

* This threshold is the *normal* limit for distinguishing between the two subsequent sets of actions. The BEP may, at its discretion, use a higher threshold here to allow a student to undertake more deferred assessment in failed (non-C1/C2) IMC-affected units, rather than moving to require a repeat of the whole stage.

Figure 5: BEP procedures for Part 2 assessment (non-CPD)



* This threshold is the *normal* limit for distinguishing between the two subsequent sets of actions. The BEP may, at its discretion, use a higher threshold here to allow a student to undertake more deferred assessment in failed (non-C1/C2(3)) IMC-affected units, rather than moving to require a repeat of the whole stage.

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Appendix 8: BEP procedures for Part 3 assessment (non-CPD)

1. In all cases, the Board of Examiners for Programmes must:
 - a. Require that all Designated Essential Units (DEUs) be passed according to the normal criteria (P1/P2), whether or not affected by IMCs.
 - b. Neither permit nor require supplementary assessment in any unit that has been passed according to the normal criteria (P1/P2, or where appropriate P3/P4) even though affected by IMCs (unless in the repeat of a whole stage as for the first attempt in appropriate cases).
 - c. In Foundation degree programmes, require supplementary assessment in each failed unit not affected by IMCs (up to the normal limits, beyond which repeating a stage or withdrawal would be required).

2. Subject to the provisions of para. 1 of this Appendix, and after due consideration of the valid IMCs' significant effects on assessment, the following detailed IMC criteria will be applied in sequence in relation to main or supplementary assessments at the end of a stage:
 - a. In cases where the student has one or more IMC-affected units that are failed (non-P1/P2) DEUs, the Board of Examiners for Programmes making a stage-completion decision for an individual student *may* allow (additional) failed IMC-affected DEUs to be given deferred assessment, beyond the normal stage completion criteria.

For example:

A student being assessed within the NFA who has failed three six-credit DEUs, one of which had been affected by IMCs, might be permitted to undertake supplementary assessment in all three, with the two failed DEUs not affected by IMCs being assessed for the retrieval of failure and the third IMC-affected DEU being assessed as for the first attempt.

- b. In cases where the student has passed (P1/P2) all IMC-affected units, the Board of Examiners for Programmes making a stage-completion decision for an individual student will flag all IMC-affected units not given deferred assessment and:
 - In non-Foundation degree programmes, *may* consider the award of a classified degree according to the IMC classification algorithm (see Appendix 9: BEP procedures for IMC-related Part 3 award classification (non-CPD)).

For example:

A student whose performance has been impaired by IMCs but has nonetheless passed all IMC-affected units may be considered for the award of a classified award in the manner described in Appendix 9: BEP procedures for IMC-related Part 3 award classification (non-CPD).

- In Foundation degree programmes, *may* proceed to the award of a degree according to the normal credit-accumulating rules.

Note: There is no classification or grading of Foundation degrees and so no need to provide for judgement to be exercised in this respect. Where the University requires as an admission criterion the achievement of a specified percentage in a Foundation degree to permit entry to an Honours Year programme, any discretion in respect of IMCs having affected performance can be applied at that point.

- c. In Foundation degree programmes, where some or all of the IMC-affected Part 3 units are failed (non-P1/P2/P3/P4), the Board of Examiners for Programmes making a stage-completion decision for an individual student *may* allow deferred assessment for failed IMC-affected units beyond the normal stage completion criteria and/or, where appropriate, *may* allow deferred assessment for IMC-affected units otherwise now becoming UX.

For example:

A student who has taken one unit worth six credits as a partial stage repeat and, having had to take supplementary assessment after marginal failure in the main assessment for that unit, has now failed that because of IMCs, might be permitted to undertake deferred assessment, rather than being considered for the award of an aegrotat award. Failure in the deferred assessment would result in that unit's becoming UX.

- d. In non-Foundation degree programme cases where the credit value of IMC-affected failed (non-P1/P2) Part 3 units does not exceed 20% of the stage load, the Board of Examiners for Programmes making a stage-completion decision for an individual student will flag all IMC-affected units not given deferred assessment and *may* consider the award of a classified degree according to the IMC classification algorithm (see Appendix 9: BEP procedures for IMC-related Part 3 award classification (non-CPD)).

For example:

A student undergoing assessment in a 60-credit stage of a programme within the NFA might have IMC-affected failed units worth 12 credits. Such a student may be considered for the award of a classified award in the manner described in Appendix 9: BEP procedures for IMC-related Part 3 award classification (non-CPD).

- e. In non-Foundation degree programmes cases where the credit value of IMC-affected failed (non-P1/P2) Part 3 units exceeds 20% but does not exceed 50%* of the stage load, and after consideration of the best interests of the student (normally with her/his agreement) it has been determined that further study/assessment is not desirable, the Board of Examiners for Programmes making a stage-completion decision for an individual student must minute the details of its reasoning, will flag all IMC-affected units not given deferred assessment, and *may* consider the award of a classified degree according to the IMC classification algorithm (see Appendix 9: BEP procedures for IMC-related Part 3 award classification (non-CPD)).

For example:

A student undergoing assessment in a 60-credit stage of a programme within the NFA might have IMC-affected failed units worth 30 credits as a result of the disruption and distress caused by the death of a close relative and the consequent undertaking of additional family caring responsibilities. If, in these circumstances, the student feels unable to undertake deferred assessment at the next opportunity, but has an overall programme average (OPA) nonetheless which could allow for the award of a classified honours degree in preference to an aegrotat award being considered, the student may be considered for the award of a classified award in the manner described in Appendix 9: BEP procedures for IMC-related Part 3 award classification (non-CPD).

- f. In non-Foundation degree programmes cases where the credit value of IMC-affected failed (non-P1/P2) Part 3 units exceeds 20% but does not exceed 50%* of the stage load, and after consideration of the best interests of the student (normally with her/his agreement) it has been determined that further study/assessment is desirable, the Board of Examiners for Programmes making a stage-completion decision for an individual student *may* allow deferred assessment for failed IMC-affected units that are not DEUs beyond the normal stage completion criteria.

For example:

A student undergoing assessment in a 60-credit stage of a programme within the NFA might have IMC-affected failed units worth 30 credits as well as one 6-credit failed DEU that was unaffected by IMCs. Such a student might be permitted to undertake supplementary assessment for the retrieval of failure in the DEU and deferred assessment in the other failed units worth 30 credits, rather than being considered for the award of an aegrotat award.

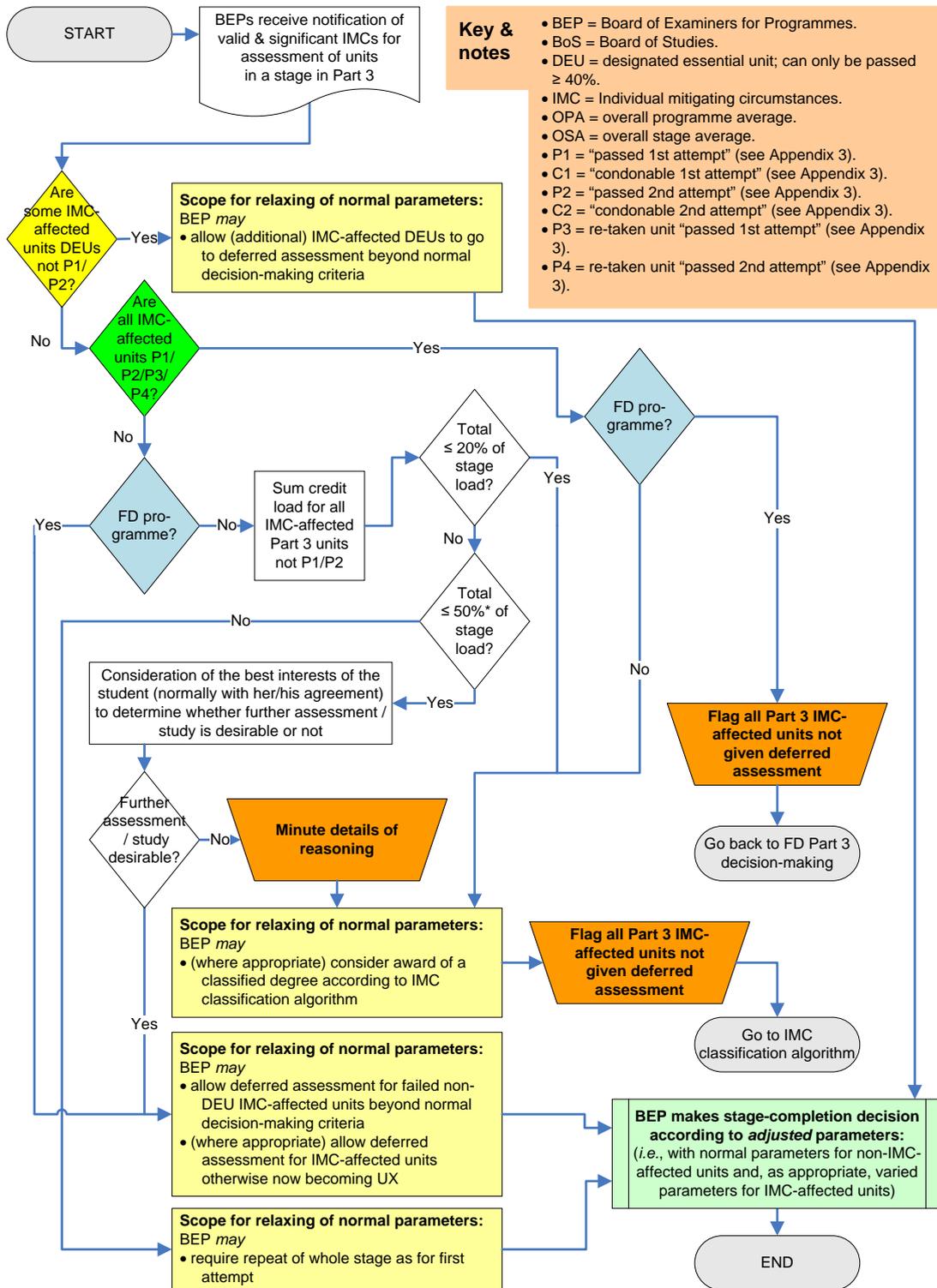
- g. In non-Foundation degree programmes cases where the credit value of IMC-affected failed (non-P1/P2) Part 3 units exceeds 50%* of the stage load, the Board of Examiners for Programmes making a stage-completion decision for an individual student *may* require the repeating of the whole stage as for the first attempt.

For example:

A student undergoing assessment in a 60-credit stage of a programme within the NFA might have IMC-affected failed units worth 36 credits as well as one 6-credit failed DEU that was unaffected by IMCs. Such a student might be required to repeat the whole stage as for the first attempt.

* This threshold is the *normal* limit for distinguishing between the two subsequent sets of actions. The BEP may, at its discretion, use a higher threshold here to allow a student to undertake more deferred assessment in failed (non-C1/C2) IMC-affected units, rather than moving to require a repeat of the whole stage.

Figure 6: BEP procedures for Part 3 assessment (non-CPD)



* This threshold is the *normal* limit for distinguishing between the two subsequent sets of actions. The BEP may, at its discretion, use a higher threshold here to allow a student to undertake more deferred assessment in failed (non-C1/C2) IMC-affected units, rather than moving to require a repeat of the whole stage.

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Appendix 9: BEP procedures for IMC-related Part 3 award classification (non-CPD)

1. In all cases, the Board of Examiners for Programmes must:
 - a. Bring forward any Part 2 IMC-flagged units (*i.e.*, those units not given deferred assessment), noting that, in respect of IMC-affected units:
 - No Part 2 DEU result can have been carried forward with a failing mark (*i.e.*, non-P1/P2(3));
 - No Part 2 non-DEU result can have been carried forward with a mark below the condonable threshold (*i.e.*, C1/C2(3));
 - Therefore, only the extent of impaired passing or condonable failing performances can be in question from Part 2.
 - b. Bring forward any Part 3 IMC-flagged units (*i.e.*, those units not given deferred assessment), noting that, in respect of IMC-affected units:
 - No Part 3 DEU result can have been admitted with a failing mark (*i.e.*, non-P1/P2);
 - Only 20% of the stage credits for non-DEU results in Part 3 can normally have been admitted with a mark below the pass mark (*i.e.*, P1/P2) (unless after determining in the best interests of the student that further study/assessment is not desirable — where a maximum of 50% of the stage credits for non-DEU results in Part 3 could have been admitted with a mark below the pass mark);
 - Therefore, only the extent of impaired passing, and a constrained amount (normally $\leq 20\%$ of credits) of IMC-affected non-DEU unit results below the pass mark, can be in question from Part 3.
 - c. Evaluate the evidence in relation to classification parameters (using the scenarios/boundaries spreadsheet — see Appendix 11: BEP IMC-related Part 3 award classification scenarios/boundaries (non-CPD)):
 - By calculating award classification from marks achieved in all (including IMC-affected) units in the normal way.
 - By considering the extent of any lowering influence of IMC-affected units from Part 2 and/or Part 3, as appropriate.
2. Subject to the provisions of para. 1 of this Appendix, and after due consideration of the valid IMCs' significant effects on assessment, the following detailed IMC criteria will be applied in sequence in relation to award classification:
 - a. In cases where the evidence before, and the judgement of, the Board of Examiners support it, the Board of Examiners for Programmes making a classification decision for an individual student *may* promote the student's award to the class above (as defined in Appendix 3: Concepts & terms within & outside the NFA).

For example:

A student being assessed within the NFA failed just one IMC-affected 12-credit unit in Part 3. Using the marks the student actually achieved, the overall programme average (OPA) is 57.62%, meaning that promotion to Second class honours Upper division would not normally be allowed. The boundary evidence provided in the spreadsheet suggests that if the student had obtained 40% instead of 37% for the failed unit, the OPA would be 58.02%, just inside the threshold for awarding the higher class if at least half of the Part 3 credits have marks of at least 60% (which is the case). The other boundary evidence shows that in the unlikely event that the student had obtained 100% for the failed unit, the OPA would have been 66.18%. In the judgement of the Board of Examiners for Programmes, the student would have been very likely to have obtained a mark of at least 55% had the failed unit not been affected by IMCs (based on coursework successfully completed and the comparative evidence of the other units taken), and this minimum plausible mark would take the OPA to 60.06%, inside the Second class honours Upper division range. The 40% boundary and the 55% minimum plausible mark indicators convince the Board of Examiners for Programmes that

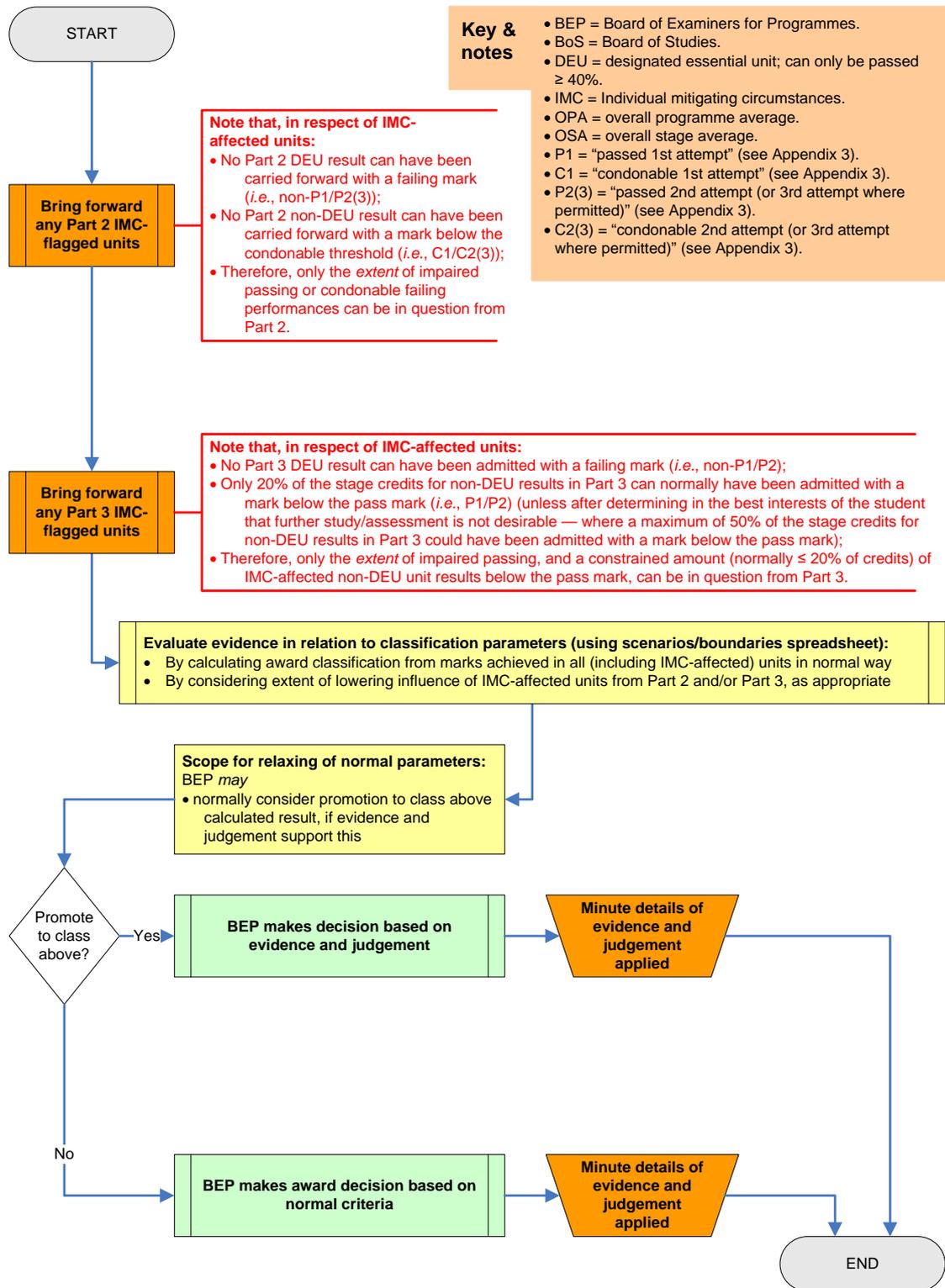
the award of a Second class honours Upper division degree would be fully justified. See Appendix 11: BEP IMC-related Part 3 award classification scenarios/boundaries (non-CPD).

- b.** In very many cases, the evidence before, and the judgement of, the Board of Examiners will indicate that the IMCs have had too slight an influence on the overall outcome for a promotion of class to be appropriate: the Board of Examiners for Programmes making a classification decision for an individual student will therefore make the classification decision according to the unadjusted, normal classification criteria.

For example:

A student being assessed within the NFA gained a mark of 45% in an IMC-affected 12-credit unit in Part 3. Using the marks the student actually achieved, the overall programme average (OPA) is 60.78%, placing the performance at the low end of the Second class honours Upper division range. The student's Part 2 OSA was 62.00%, and in Part 3 the other units have an average mark of 64%. The boundary evidence provided in the spreadsheet suggests that, in the unlikely event that the student had obtained 100% for the failed unit, the OPA would have been 68.26%. In the judgement of the Board of Examiners for Programmes, the student would have been very likely to have obtained a project mark slightly higher than that for the other final year unit marks had the failed unit not been affected by IMCs (based on the relativities observed normally in the cohorts taking this programme), and this maximum plausible mark of 66% would take the OPA to 63.63%, still well within the Second class honours Upper division range. The 66% maximum plausible mark indicator, the very consistent performance in other units, and the normal mark relativities of the units in this programme's final year convince the Board of Examiners for Programmes that there would be no justification for a higher award than Second class honours Upper division.

Figure 7: BEP procedures for IMC-related Part 3 award classification (non-CPD)

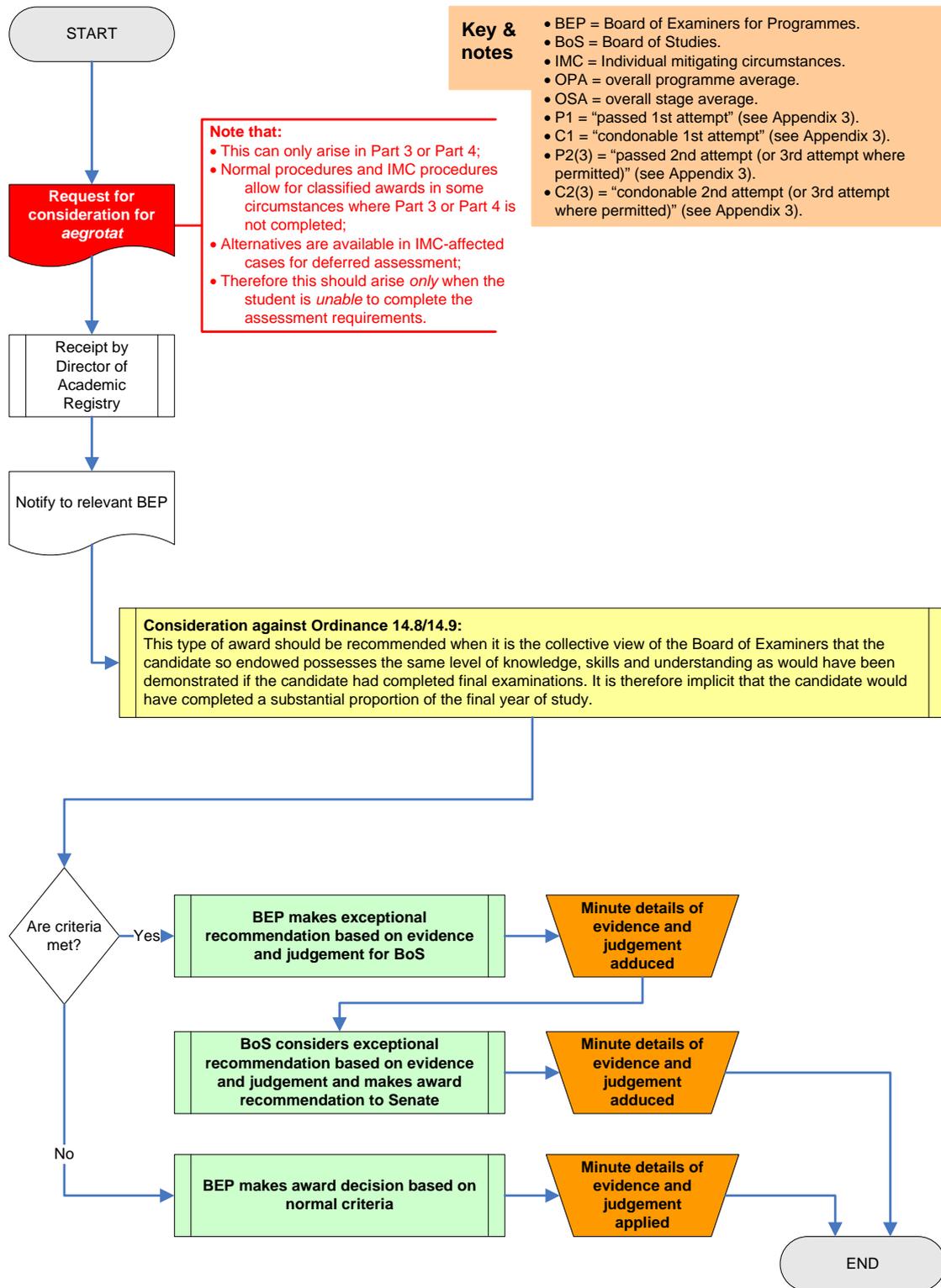


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Appendix 10: BEP procedures for IMC-related *aegrotat* award (Part 3 or Part 4)

1. This appendix relates to procedures for consideration of an *aegrotat* award according to the provisions of the University Ordinances (paras 14.8/14.9).
2. By virtue of the requirements of the Ordinances, a request for consideration for an *aegrotat* award can only arise in Part 3 or Part 4. Normal procedures and IMC procedures allow for classified awards in some circumstances where Part 3 or Part 4 is not completed; alternatives are available in IMC-affected cases for deferred assessment. Therefore consideration for an *aegrotat* award should arise only when the student is *unable* to complete the assessment requirements.
3. The Board of Examiners for Programmes must establish whether the criteria specified in the Ordinances are met, and will recommend this type of award when it is the collective view of the Board of Examiners that the candidate so endowed possesses the same level of knowledge, skills and understanding as would have been demonstrated if the candidate had completed final examinations. It is therefore implicit that the candidate would have completed a substantial proportion of the final year of study. Such recommendations are made to the Board of Studies, which will then consider this exceptional recommendation based on the evidence before, and the judgement of, the Board of Examiners for Programmes, and may recommend to Senate an *aegrotat* award if, in its judgement, such an action would be merited.
4. In the event that the Board of Examiners for Programmes determines that the criteria specified in the Ordinances are not met, it must make an award decision based on the normal criteria if this is possible.

Figure 8: BEP procedures for IMC-related *aegrotat* award (Part 3 or Part 4)



Appendix 11: BEP IMC-related Part 3 award classification scenarios/boundaries (non-CPD)

1. This appendix illustrates the tools which can be used to help determine whether a student's classification should be promoted from that which is indicated by the actual marks achieved.
2. The spreadsheet illustration in Figure 9 shows how the marks achieved can be tabulated alongside information about the units taken to include those which are DEUs and those which are affected by IMCs.
3. Once the basic data on marks achieved are entered, along with tags for IMC-affected units, two sets of boundary information can be read off: one contributes information about what would happen if failed IMC-affected units had attracted a bare pass mark of 40%, while the other shows what would happen in the unlikely event that a passed or failed IMC-affected unit had gained a mark of 100%.
4. Using all of the available evidence, the examiners may enter in the area headed as Scenario 2 indications as to their judgement about the student's performance in the IMC-affected areas. This will contribute to the record of how the Board of Examiners for Programmes used its academic judgement, but will make no difference to the record of marks achieved.
5. All of the information used in this testing process is summarized at the end, showing how the detail would be aggregated in the particular stage-weighted context. Examples are given in Appendix 9: BEP procedures for IMC-related Part 3 award classification (non-CPD).

Figure 9: Example of BEP IMC-related Part 3 award classification scenarios/boundaries (non-CPD)

Stage-based award classification scenarios and boundaries for IMC-affected units																						
Stage 1		Scenario 1: Stage marks as achieved							Scenario 2: IMC units with plausible marks (manual)			Boundary 1: IMC units at 40% if failed		Boundary 2: IMC units at 100%								
Stage weighting	0%	Unit code (if helpful)	Unit level	DEU?	Pass/Fail Unit?	Unit credits	Unit mark (%)	IMC-affected?	Unit contrib to stage	Mark contrib to stage	Mark contrib to programme	Manual entry of plausible alternative marks for IMC-affected units	Merging plausible marks with achieved marks	Mark contrib to stage	Mark contrib to programme	Unit marks if IMCs at 40%	Mark contrib to stage	Mark contrib to programme	Unit marks if IMCs at 100%	Mark contrib to stage	Mark contrib to programme	
Total stage credits (excluding Pass/Fail units)		60																				
Scenario 1		OSA not achieved																				
OSA		50.00%																				
Stage contrib to OPA		0.00%																				
Scenario 2		OSA if manual plausible marks used for IMC units																				
OSA		50.00%																				
Stage contrib to OPA		0.00%																				
Boundary 1		OSA if all IMC units 40%																				
OSA		50.00%																				
Stage contrib to OPA		0.00%																				
Boundary 2		OSA if all IMC units 100%																				
OSA		50.00%																				
Stage contrib to OPA		0.00%																				
Stage 2		Scenario 1: Stage marks as achieved							Scenario 2: IMC units with plausible marks (manual)			Boundary 1: IMC units at 40% if failed		Boundary 2: IMC units at 100%								
Stage weighting	32%	Unit code (if helpful)	Unit level	DEU?	Pass/Fail Unit?	Unit credits	Unit mark (%)	IMC-affected?	Unit contrib to stage	Mark contrib to stage	Mark contrib to programme	Manual entry of plausible alternative marks for IMC-affected units	Merging plausible marks with achieved marks	Mark contrib to stage	Mark contrib to programme	Unit marks if IMCs at 40%	Mark contrib to stage	Mark contrib to programme	Unit marks if IMCs at 100%	Mark contrib to stage	Mark contrib to programme	
Total stage credits (excluding Pass/Fail units)		60																				
Scenario 1		OSA not achieved																				
OSA		46.00%																				
Stage contrib to OPA		14.98%																				
Scenario 2		OSA if manual plausible marks used for IMC units																				
OSA		50.00%																				
Stage contrib to OPA		18.00%																				
Boundary 1		OSA if all IMC units 40%																				
OSA		47.00%																				
Stage contrib to OPA		15.04%																				
Boundary 2		OSA if all IMC units 100%																				
OSA		65.00%																				
Stage contrib to OPA		20.80%																				
Stage 3		Scenario 1: Stage marks as achieved							Scenario 2: IMC units with plausible marks (manual)			Boundary 1: IMC units at 40% if failed		Boundary 2: IMC units at 100%								
Stage weighting	68%	Unit code (if helpful)	Unit level	DEU?	Pass/Fail Unit?	Unit credits	Unit mark (%)	IMC-affected?	Unit contrib to stage	Mark contrib to stage	Mark contrib to programme	Manual entry of plausible alternative marks for IMC-affected units	Merging plausible marks with achieved marks	Mark contrib to stage	Mark contrib to programme	Unit marks if IMCs at 40%	Mark contrib to stage	Mark contrib to programme	Unit marks if IMCs at 100%	Mark contrib to stage	Mark contrib to programme	
Total stage credits (excluding Pass/Fail units)		60																				
Scenario 1		OSA not achieved																				
OSA		40.50%																				
Stage contrib to OPA		32.90%																				
Scenario 2		OSA if manual plausible marks used for IMC units																				
OSA		50.50%																				
Stage contrib to OPA		34.34%																				
Boundary 1		OSA if all IMC units 40%																				
OSA		40.50%																				
Stage contrib to OPA		32.90%																				
Boundary 2		OSA if all IMC units 100%																				
OSA		60.50%																				
Stage contrib to OPA		41.14%																				

Programme summary

The table on the right will be automatically completed for all of the relevant stages, weightings, unit details, and marks entered in the stage grids above.

Some validation checks for data entry are provided below (next page).

	Scenario 1	Scenario 2	Boundary 1	Boundary 2
Stage 1	0.00%	0.00%	0.00%	0.00%
Stage 2	14.98%	16.04%	15.04%	20.80%
Stage 3	32.98%	34.34%	32.98%	41.14%
OPA	47.96%	50.34%	48.02%	61.94%

IMPORTANT NOTES:

- Scenario 1 represents actual marks achieved
- Scenario 2 represents outcomes which might plausibly have been achieved by the student in the judgement of the examiners, for the purpose of testing proximity to classification boundaries - not for changing or recording other marks
- Boundary 1 represents actual marks achieved where not affected by IMCs, or uniform marks of 40% where units were affected by IMC and show an achieved mark <40%
- Boundary 2 represents actual marks achieved where not affected by IMCs, or uniform marks of 100% where units were affected by IMCs, regardless of whether the student could possibly have reached that standard in the particular unit

Appendix 12: BEP procedures for Part 4 progression assessment (incl. completion of programme) (non-CPD)

1. In all cases, the Board of Examiners for Programmes must require that all the normal rules of assessment in Part 4 be met, except as specifically set out otherwise in this appendix. In particular, the Board of Examiners for Programmes must:
 - a. Require that all Designated Essential Units (DEUs) and Dissertation/project credit units (DPCs) be passed according to the normal criteria (P1/P2/DPA), whether or not affected by IMCs.
 - b. Neither permit nor require supplementary assessment in any unit that has been passed according to the normal criteria (P1/P2) even though affected by IMCs (unless in the repeat of a whole stage as for the first attempt in appropriate cases).
2. Subject to the provisions of para. 1 of this Appendix, and after due consideration of the valid IMCs' significant effects on assessment, the following detailed IMC criteria will be applied in sequence in relation to main or supplementary assessments at the end of a stage:
 - a. In cases where the student has passed (P1/P2) all IMC-affected units, the Board of Examiners for Programmes making a progression/completion decision for an individual student *may* disregard any taught stage(s) average (TSA) requirement higher than 40.00% in the normal progression/completion criteria.

For example:

A student undergoing assessment on a PGT Master programme within the NFA might have passed all units in the taught stage(s) but, the level of performance having been impaired by IMCs, have a TSA less than the 50.00% required by the programme regulations for progression to the dissertation/project stage of the Master programme. Such a student might be permitted to proceed to the dissertation/project stage of the programme rather than being required to transfer to the Designated Alternative Programme (leading to a Postgraduate Diploma award).

A student whose performance has been impaired by IMCs but has nonetheless passed all IMC-affected units may be considered for an award according to the procedures described in Appendix 13: BEP procedures for IMC-related Part 4 award classification (non-CPD).

- b. In cases where the student has passed (P1/P2), or has condonable fails (C1/C2) in, all IMC-affected units, the Board of Examiners for Programmes making a progression/completion decision for an individual student *may* disregard any taught stage(s) average (TSA) requirement higher than 40.00% in the normal progression/completion criteria, and/or *may* condone additional C1/C2 units beyond the normal *Compensation of condonable failures rule*.

For example:

A student undergoing assessment in a 60-credit taught stage of a PGT Master programme within the NFA might have passed units worth 36 credits, have IMC-affected units worth 24 credits which all fall within the C1 range, and a TSA less than the 50.00% required by the programme regulations for progression to the dissertation/project stage of the Master programme due to impaired performance resulting from the IMCs. Such a student might be permitted to proceed to the dissertation/project stage of the programme without supplementary assessment in spite of the number of C1 credits, and in spite of the TSA achieved not being at or above the required threshold.

A student whose performance has been impaired by IMCs but has nonetheless passed all IMC-affected units and/or achieved marks in the condonable fail range for all IMC-affected units may be considered for an award according to the procedures described in Appendix 13: BEP procedures for IMC-related Part 4 award classification (non-CPD).

- c. In cases where the sum of the credit value of failed units (not P1, C1, P2, or C2), whether or not affected by IMCs, does not exceed 40%* of the stage load, or where safe progression under sub-para. b above could not be expected, the Board of Examiners for Programmes making a progression/completion decision for an individual student *may* disregard any taught stage(s) average (TSA) requirement higher than 40.00% in the normal progression/completion criteria, and/or *may* condone additional C1/C2 units beyond the normal *Compensation of condonable failures rule*, and/or *may* disregard an incomplete taught stage(s) average (TSA) calculation resulting from the fact that deferred assessment is pending in non-stage-

required units (non-SRUs), but will require deferred assessment in each failed (non-C1/C2) IMC-affected unit (*i.e.*, outwith the *Maximum retrieval rule*).

For example:

A student undergoing assessment in a 60-credit taught stage of a PGT Master programme within the NFA might have 30 credits of failed (non-SRU) units (including 24 credits of condonable fails) some of which were affected by IMCs. The Board might condone some condonable units within the normal parameters, and then require deferred assessment in any IMC-affected non-condonable units as well as supplementary assessment for the retrieval of failure in other units. All of the deferred and supplementary assessment could be permitted to occur in the normal supplementary assessment period with the student progressing, meanwhile, to the dissertation/project stage of the programme.

A student reaching the end of a programme whose performance has been impaired by IMCs but has nonetheless passed all IMC-affected units and/or achieved marks in the condonable fail range for all IMC-affected units may be considered for an award according to the procedures described in Appendix 13: BEP procedures for IMC-related Part 4 award classification (non-CPD).

- d. In cases where the sum of the credit value of failed units (not P1, C1, P2, or C2), whether or not affected by IMCs, exceeds 40%* of the stage load, or where safe progression under sub-paras b–c above could not be expected, the Board of Examiners for Programmes making a progression/completion decision for an individual student *may* require completion of all deferred and other supplementary assessments before making the taught stage(s) average calculation or other progression/completion decision, or *may* require the student to repeat the whole stage as for a first attempt.

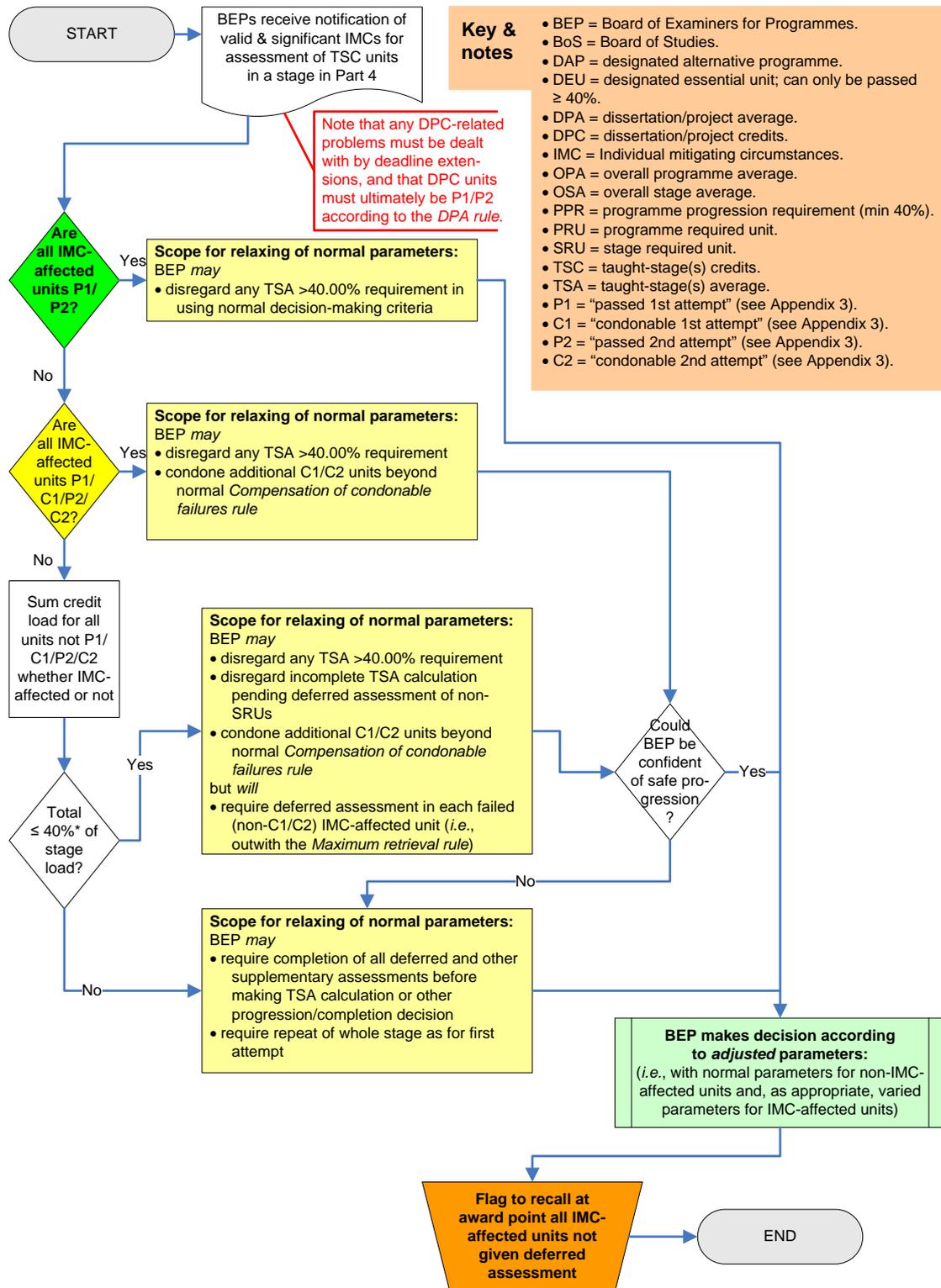
For example:

A student on a PGT Master programme within the NFA context for whom the results for a majority of the unit assessments across the entire stage had been severely affected by IMCs, as well as suffering fails in other units, such that the OSA from the main assessments fell below 30.00%, might be required to repeat the whole stage as for a first attempt (rather than being required to transfer to a Designated Alternative Programme or to withdraw from the University).

3. After determining the appropriate progression/completion decisions, the Board of Examiners for Programmes must arrange for all IMC-affected units not given deferred assessment to be flagged for recall in Part 4 award decision-making.

* This threshold is the *normal* limit for distinguishing between the two subsequent sets of actions. The BEP may, at its discretion, use a higher threshold here to allow a student to undertake more deferred assessment in failed (non-C1/C2) IMC-affected units, rather than moving to require a repeat of the whole stage.

Figure 10: BEP procedures for Part 4 progression assessment (incl. completion of programme) (non-CPD)



* This threshold is the *normal* limit for distinguishing between the two subsequent sets of actions. The BEP may, at its discretion, use a higher threshold here to allow a student to undertake more deferred assessment in failed (non-C1/C2) IMC-affected units, rather than moving to require a repeat of the whole stage.

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Appendix 13: BEP procedures for IMC-related Part 4 award classification (non-CPD)

1. In all cases, the Board of Examiners for Programmes must:
 - a. Bring forward any Part 4 IMC-flagged units (*i.e.*, those units not given deferred assessment), noting that, in respect of IMC-affected units:
 - DPCs cannot be in question since they will have been dealt with by deadline extensions;
 - No Part 4 DEU result can have been admitted with a failing mark (*i.e.*, non-P1/P2);
 - No Part 4 non-DEU result can have been admitted with a mark below the condonable threshold (*i.e.*, C1/C2);
 - Therefore, only the *extent* of impaired passing or condonable failing performances can be in question from Part 4.
 - b. Evaluate the evidence in relation to classification parameters (using the scenarios/boundaries spreadsheet — see Appendix 14: BEP IMC-related Part 4 award classification scenarios/boundaries (non-CPD)).
 - By calculating award classification from marks achieved in all (including IMC-affected) units in the normal way.
 - By considering the extent of any lowering influence of IMC-affected units from Part 4, as appropriate.
2. Subject to the provisions of para. 1 of this Appendix, and after due consideration of the valid IMCs' significant effects on assessment, the following detailed IMC criteria will be applied in sequence in relation to award classification:
 - a. In cases where the evidence before, and the judgement of, the Board of Examiners support it, the Board of Examiners for Programmes making a classification decision for an individual student *may* promote the student's award to the grade above (as defined in Appendix 3: Concepts & terms within & outside the NFA and subject to no more than the equivalent of an uplift of 10% of the marks for the programme as a whole).

For example:

A student on a PGT Master programme being assessed within the NFA has an uncharacteristically low narrow fail mark (C1) for a unit worth 12 credits from the taught stage of the programme (60 credits), but has passed all other units including the dissertation/project unit with high marks. Using the marks the student actually achieved, the key aggregations of marks give:

- overall programme average (OPA) = 59.33%
- dissertation/project average (DPA) = 79.00%
- taught stage(s) average (TSA) = 49.50%

meaning that a pass grade would normally be awarded.

The boundary evidence provided in the spreadsheet suggests that if the student had obtained 40% for the C1 unit instead of the narrow failing mark, the key aggregations of marks would give:

- overall programme average (OPA) = 59.47%
- dissertation/project average (DPA) = 79.00%
- taught stage(s) average (TSA) = 49.70%

meaning that a pass grade would normally be awarded.

The other boundary evidence shows that, in the unlikely event that the student had obtained 100% for the C1 unit, the key aggregations of marks would give:

- overall programme average (OPA) = 67.47%
- dissertation/project average (DPA) = 79.00%
- taught stage(s) average (TSA) = 61.70%

meaning that a merit grade would normally be awarded.

In the judgement of the Board of Examiners for Programmes, the student would have been very likely to have obtained an mark of at least 50% had the C1 unit not been affected by IMCs (based on coursework successfully completed and the comparative evidence of the other units taken), and this minimum plausible mark would take the key aggregations of marks give:

- overall programme average (OPA) = 60.80%
- dissertation/project average (DPA) = 79.00%
- taught stage(s) average (TSA) = 51.70%

meaning that a merit grade could be awarded. The 40% boundary and the 50% minimum plausible mark indicators convince the Board of Examiners for Programmes that the award of a merit grade would be fully justified. See Appendix 14: BEP IMC-related Part 4 award classification scenarios/boundaries (non-CPD).

- b.** In very many cases, the evidence before, and the judgement of, the Board of Examiners will indicate that the IMCs have had too slight an influence on the overall outcome for a promotion of grade to be appropriate: the Board of Examiners for Programmes making a classification decision for an individual student will therefore make the classification decision according to the unadjusted, normal classification criteria.

For example:

A student on a PGT Master programme being assessed within the NFA has a low narrow fail marks (C1) for two units worth 18 credits from the taught stage of the programme (60 credits), but has passed all other units including the dissertation/project unit with modest marks. Using the marks the student actually achieved, the key aggregations of marks give:

- overall programme average (OPA) = 42.90%
- dissertation/project average (DPA) = 46.00%
- taught stage(s) average (TSA) = 41.35%

meaning that a pass grade would normally be awarded.

The boundary evidence provided in the spreadsheet suggests that if the student had obtained 40% for the C1 units instead of the narrow failing marks, the key aggregations of marks would give:

- overall programme average (OPA) = 43.10%
- dissertation/project average (DPA) = 46.00%
- taught stage(s) average (TSA) = 41.65%.

meaning that a pass grade would normally be awarded.

The other boundary evidence shows that, in the unlikely event that the student had obtained 100% for the C1 units, the key aggregations of marks would give:

- overall programme average (OPA) = 55.10%
- dissertation/project average (DPA) = 46.00%
- taught stage(s) average (TSA) = 59.65%.

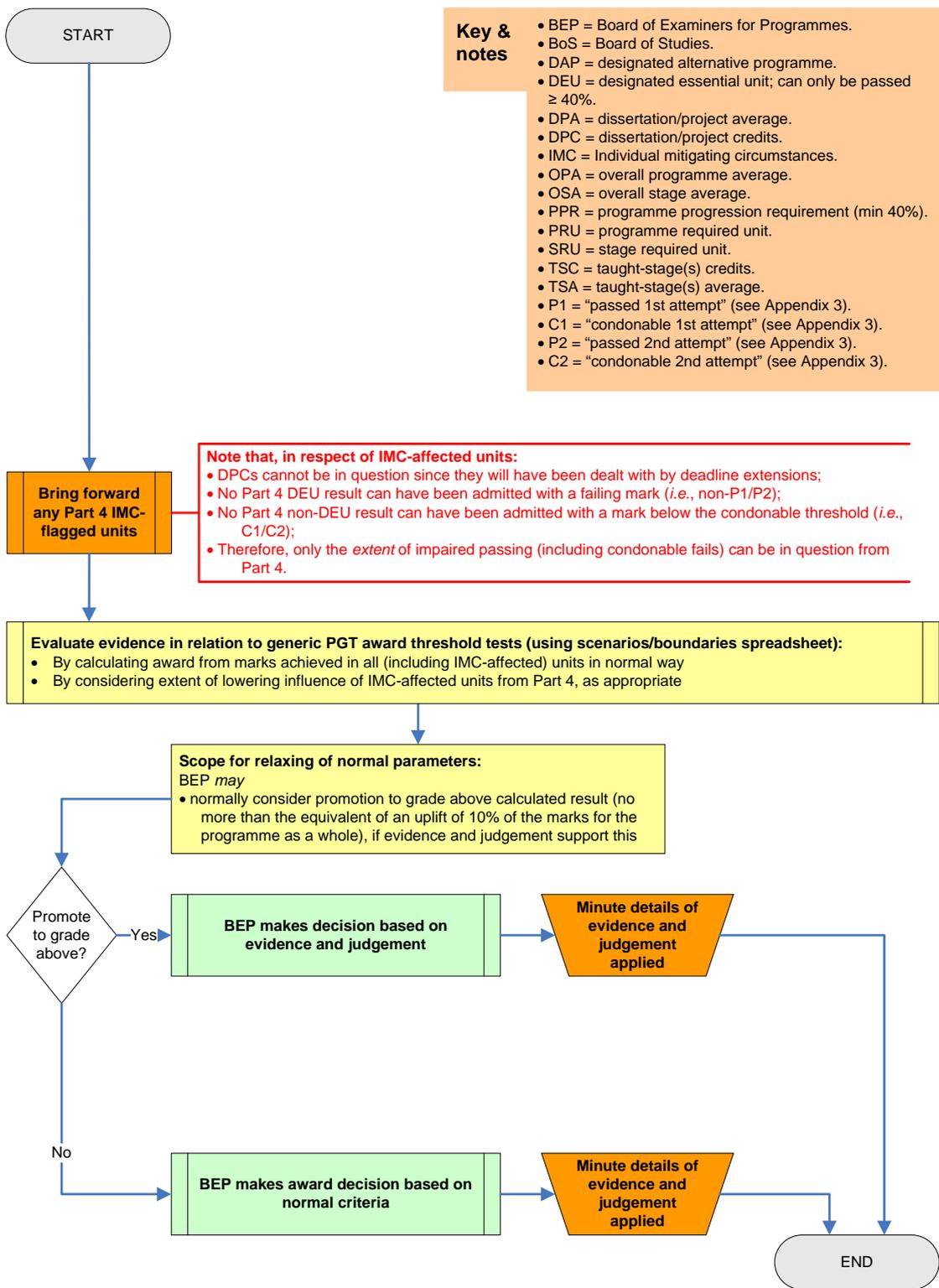
meaning that a pass grade would normally be awarded.

In the judgement of the Board of Examiners for Programmes, the student would have been very unlikely to have obtained marks higher than 42% had the C1 units not been affected by IMCs (based on coursework successfully completed and the comparative evidence of the other units taken), and this minimum plausible mark would take the key aggregations of marks give:

- overall programme average (OPA) = 43.50%
- dissertation/project average (DPA) = 46.00%
- taught stage(s) average (TSA) = 42.25%

meaning that a merit grade could be awarded. The 100% boundary and the 42% maximum plausible mark indicators convince the Board of Examiners for Programmes that the award of a pass grade would be the appropriate outcome. See Appendix 14: BEP IMC-related Part 4 award classification scenarios/boundaries (non-CPD).

Figure 11: BEP procedures for IMC-related Part 4 award classification (non-CPD)



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Appendix 14: BEP IMC-related Part 4 award classification scenarios/boundaries (non-CPD)

1. This appendix illustrates the tools which can be used to help determine whether a student's classification should be promoted from that which is indicated by the actual marks achieved.
2. The spreadsheet illustration in Figure 12 shows how the marks achieved can be tabulated alongside information about the units taken to include those which are DEUs and those which are affected by IMCs.
3. Once the basic data on marks achieved are entered, along with tags for IMC-affected units, two sets of boundary information can be read off: one contributes information about what would happen if failed IMC-affected units had attracted a bare pass mark of 40%, while the other shows what would happen in the unlikely event that a passed or failed IMC-affected unit had gained a mark of 100%.
4. Using all of the available evidence, the examiners may enter in the area headed as Scenario 2 indications as to their judgement about the student's performance in the IMC-affected areas. This will contribute to the record of how the Board of Examiners for Programmes used its academic judgement, but will make no difference to the record of marks achieved.
5. All of the information used in this testing process is summarized at the end, showing how the detail would be aggregated in the particular stage-weighted context. Examples are given in Figure 11: BEP procedures for IMC-related Part 4 award classification.

Figure 12: Example of BEP IMC-related Part 4 award classification scenarios/boundaries (non-CPD)

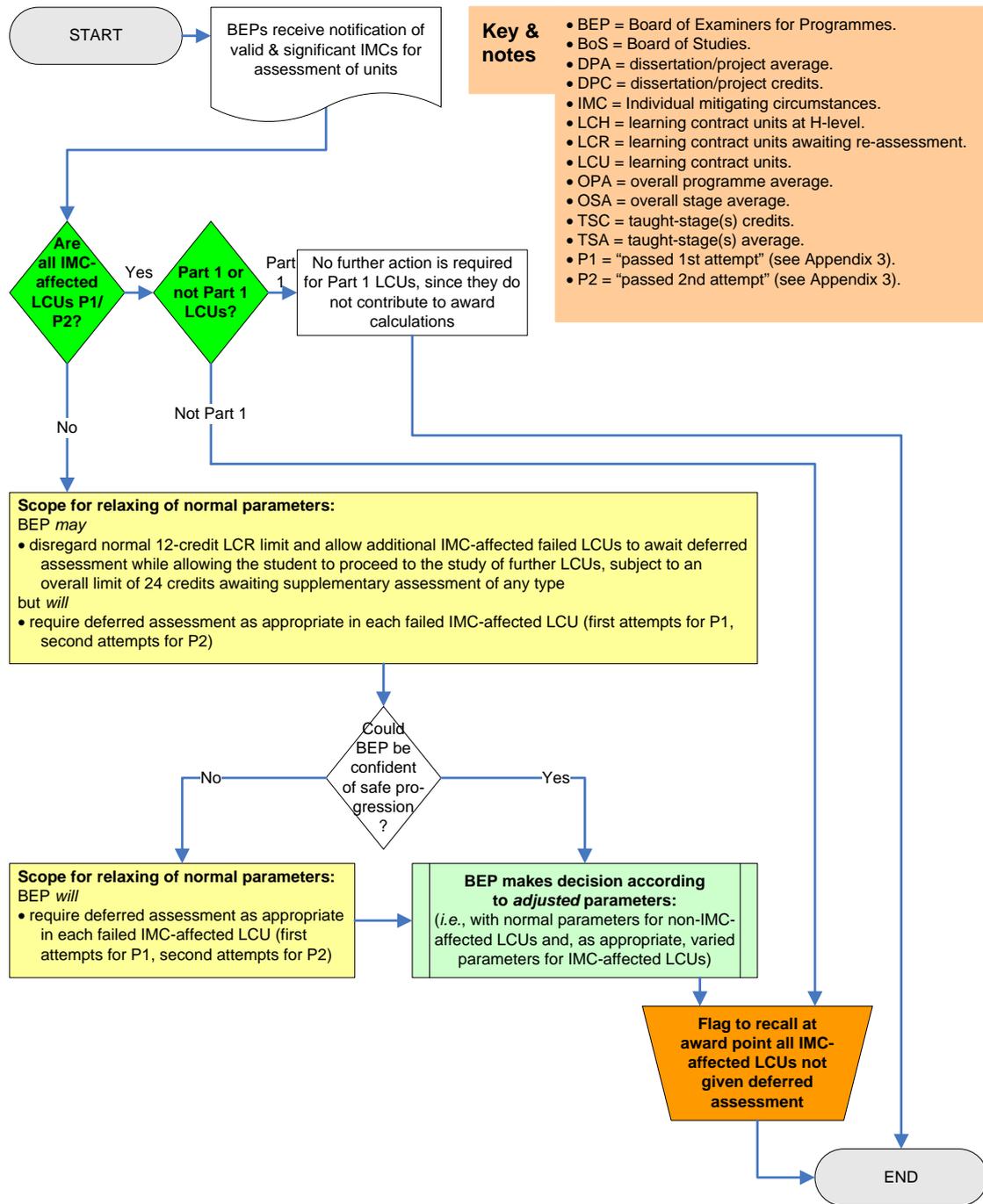
Award classification scenarios and boundaries for IMC-affected units																																									
Total programme credits		Scenario 1: Marks as achieved												Scenario 2: IMC units with plausible marks (manual)				Boundary 1: IMC units at 40% if failed		Boundary 2: IMC units at 100%																					
Taught stage(s) credits (TSCs)		Unit code (if helpful)	Unit level	DEU?	Pass/Fail Unit?	Unit credits	Unit mark (%) OR "Pass" OR "Fail"	IMC affected?	Unit contrib to Taught stage(s) credits	Mark contrib to Taught stage(s) credits	Mark contrib to programme	Manual entry of plausible alternative marks for IMC affected units	Merging plausible marks with achieved marks	Mark contrib to Taught stage(s) credits	Mark contrib to programme	Unit marks if IMCs at 40%	Mark contrib to Taught stage(s) credits	Mark contrib to programme	Unit marks if IMCs at 100%	Mark contrib to Taught stage(s) credits	Mark contrib to programme																				
Total Taught stage(s) credits (excluding Pass/Fail units)																																									
90																																									
60																																									
Scenario 1 TSA as achieved TSA																																									
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Scenario 2 TSA if manual plausible marks used for IMC units TSA																																									
51.70%																																									
Boundary 1 TSA if all IMC units 40% TSA																																									
49.70%																																									
Boundary 2 TSA if all IMC units 100% TSA																																									
61.70%																																									
Master, PG Dipl or PG Cert?		Scenario 1: Marks as achieved												Scenario 2: IMC units with plausible marks (manual)				Boundary 1: IMC units at 40% if failed		Boundary 2: IMC units at 100%																					
Dissert/project credits (DPCs)		Unit code (if helpful)	Unit level	DEU?	Pass/Fail Unit?	Unit credits	Unit mark (%) OR "Pass" OR "Fail"	IMC affected?	Unit contrib to Dissertation/project credits	Mark contrib to Dissertation/project credits	Mark contrib to programme	Manual entry of plausible alternative marks for IMC affected units	Merging plausible marks with achieved marks	Mark contrib to Dissertation/project credits	Mark contrib to programme	Unit marks if IMCs at 40%	Mark contrib to Dissertation/project credits	Mark contrib to programme	Unit marks if IMCs at 100%	Mark contrib to Dissertation/project credits	Mark contrib to programme																				
Total Dissertation/project credits (excluding Pass/Fail units)																																									
30																																									
Scenario 1 DPA as achieved DPA																																									
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Boundary 2 DPA if all IMC units 100% DPA																																									
79.00%																																									
Programme summary																																									
<ul style="list-style-type: none"> The tables on the right will be automatically completed for the relevant averages based on marks entered in the stage grids above. Table 1 provides the TSA/DPA and CPA percentages, highlighting which are most applicable for Master, PG Dipl and PG Cert qualification aims. Note that all and only the specific units for a given programme and qualification aim should be entered for a calculation to be performed e.g. the range of units leading to a Master outcome cannot be used to determine whether a PG Diploma outcome is possible. Table 2 provides INDICATIVE grade outcomes based only on the percentages in the equivalent relevant cells of Table 1. Some validation checks for data entry are provided below (next page). 														<table border="1"> <thead> <tr> <th>Table 1</th> <th>Scenario 1</th> <th>Scenario 2</th> <th>Boundary 1</th> <th>Boundary 2</th> </tr> </thead> <tbody> <tr> <td>TSA</td> <td>49.50%</td> <td>51.70%</td> <td>49.70%</td> <td>61.70%</td> </tr> <tr> <td>DPA</td> <td>79.00%</td> <td>79.00%</td> <td>79.00%</td> <td>79.00%</td> </tr> <tr> <td>CPA</td> <td>52.20%</td> <td>50.00%</td> <td>50.4%</td> <td>62.4%</td> </tr> </tbody> </table>		Table 1	Scenario 1	Scenario 2	Boundary 1	Boundary 2	TSA	49.50%	51.70%	49.70%	61.70%	DPA	79.00%	79.00%	79.00%	79.00%	CPA	52.20%	50.00%	50.4%	62.4%	<p>IMPORTANT NOTES:</p> <ul style="list-style-type: none"> Scenario 1 represents actual marks achieved. Scenario 2 represents outcomes which might plausibly have been achieved by the student in the judgement of the assessors, for the purpose of testing proximity to classification boundaries, not for changing or recording other marks. Boundary 1 represents actual marks achieved where not affected by IMCs, or uniform marks of 40% where units were affected by IMCs and show as achieved mark < 40%. Boundary 2 represents actual marks achieved where not affected by IMCs, or uniform marks of 100% where units were affected by IMCs, regardless of whether the student could possibly have reached that standard in the particular unit. 					
Table 1	Scenario 1	Scenario 2	Boundary 1	Boundary 2																																					
TSA	49.50%	51.70%	49.70%	61.70%																																					
DPA	79.00%	79.00%	79.00%	79.00%																																					
CPA	52.20%	50.00%	50.4%	62.4%																																					
<table border="1"> <thead> <tr> <th>Table 2</th> <th>Scenario 1</th> <th>Scenario 2</th> <th>Boundary 1</th> <th>Boundary 2</th> </tr> </thead> <tbody> <tr> <td>PG Dipl</td> <td>Pass</td> <td>Pass</td> <td>Pass</td> <td>Pass</td> </tr> <tr> <td>PG Cert</td> <td>Pass</td> <td>Pass</td> <td>Pass</td> <td>Pass</td> </tr> </tbody> </table>		Table 2	Scenario 1	Scenario 2	Boundary 1	Boundary 2	PG Dipl	Pass	Pass	Pass	Pass	PG Cert	Pass	Pass	Pass	Pass																									
Table 2	Scenario 1	Scenario 2	Boundary 1	Boundary 2																																					
PG Dipl	Pass	Pass	Pass	Pass																																					
PG Cert	Pass	Pass	Pass	Pass																																					

Appendix 15: BEP procedures for CPD-framework programmes

1. This appendix describes procedures that apply to all programmes undertaken within the University's Continuing Professional Development (CPD) framework and assessed under the provisions of the relevant part of the New Framework for Assessment (NFAAR-CPD).
2. The nature of many CPD-framework programmes means that the requesting of an extension for handing in coursework will be the correct course of action rather than submitting an IMC claim after the coursework deadline. Any on-going or longer-term conditions or circumstances are likely to be able to be disclosed in time for appropriate adjustments to the student's study or assessment pattern to be arranged. It is therefore likely that IMC claims in the CPD-framework context will relate almost exclusively to sudden, unforeseen conditions that temporarily prevent or significantly impair the student's performance in assessment. (See Appendix 1: IMC guidance document.)
3. In all cases, the Board of Examiners for Programmes must:
 - a. Require that all learning contract units (LCUs) be passed according to the normal criteria (P1/P2), whether or not affected by IMCs.
 - b. Neither permit nor require supplementary assessment in any unit that has been passed according to the normal criteria (P1/P2) even though affected by IMCs.
 - c. Require supplementary assessment in each learning contract unit (LCU) not affected by IMCs failed (non-P1) at the first attempt.
 - d. Require the re-taking of each learning contract unit (LCU) not affected by IMCs failed after a second attempt at the assessment (non-P2).
 - e. Be reasonably confident that, where progression to a further study is in question, if the student succeeds in any extended range of supplementary assessment (whether for the retrieval of failure or as deferred assessment) her/his progression will be on a sound basis; and instigate more extensive measures if this is not so.
4. Subject to the provisions of para. 3 of this Appendix, and after due consideration of the valid IMCs' significant effects on assessment, the following detailed IMC criteria will be applied in sequence in relation to main or supplementary assessments:
 - a. In all cases where the student has passed (P1/P2) IMC-affected Learning Contract Units (LCUs), the Board of Examiners for Programmes must arrange for such IMC-affected Learning Contract Units (LCUs) occurring in Part 2 or in Part 3 not given deferred assessment to be flagged for recall in any subsequent award decision-making.
 - b. Where the Board of Examiners for Programmes may expect safe progression to further study, it *may* disregard the normal 12-credit limit on learning contract units (LCUs) awaiting re-assessment (LCR) and allow additional IMC-affected failed units to await deferred assessment while allowing the student to proceed to the study of further units, subject to an overall limit of 24 credits awaiting supplementary assessment of any type.
 - c. In all cases where the student has failed (non-P1) one or more learning contract units (LCUs) affected by IMCs at the first attempt, the Board of Examiners for Programmes will require deferred assessment in each failed IMC-affected learning contract unit (LCU) (*i.e.*, supplementary assessment to be taken as a renewed first attempt for such units).
 - d. In all cases where the student has failed (non-P2) one or more learning contract units (LCUs) affected by IMCs at the second attempt, the Board of Examiners for Programmes will require deferred assessment in each failed IMC-affected learning

contract unit (LCU) (*i.e.*, supplementary assessment to be taken as a renewed second attempt for such units).

Figure 13: BEP procedures for CPD assessment for progression (incl. continuation/completion)



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Appendix 16: BEP procedures for CPD award classification

1. In all cases, the Board of Examiners for Programmes must:
 - a. Proceed to make decisions for the award of a Certificate of Higher Education, a Diploma of Higher Education, or a Foundation degree, according to the normal credit-accumulation criteria, since these awards are not classified or graded and all learning contract units (LCUs) must have been passed.
 - b. For all other awards (Bachelor degree with honours, Postgraduate Certificate, Postgraduate Diploma, or Master degree), bring forward any Part 2 and any Part 3 IMC-flagged units (*i.e.*, those units not given deferred assessment), noting that, in respect of IMC-affected units:
 - No CPD framework programme result can have been admitted with a failing mark (*i.e.*, non-P1/P2);
 - Therefore, only the extent of impaired passing can be in question in CPD framework programmes.
 - c. For Bachelor degree with honours programmes, evaluate the evidence in relation to classification parameters (using the scenarios/boundaries spreadsheet — see Figure 15, below):
 - By calculating award classification from marks achieved in all (including IMC-affected) units in the normal way.
 - By considering the extent of any lowering influence of IMC-affected units from Part 2 and/or Part 3, as appropriate.
 - d. For Postgraduate Certificate, Postgraduate Diploma, or Master degree programmes, evaluate the evidence in relation to award grade parameters (using the scenarios/boundaries spreadsheet — see Figure 16, below):
 - By calculating award classification from marks achieved in all (including IMC-affected) units in the normal way.
 - By considering the extent of any lowering influence of IMC-affected units from Part 2 and/or Part 3, as appropriate.
2. Subject to the provisions of para. 1 of this Appendix, and after due consideration of the valid IMCs' significant effects on assessment, the following detailed IMC criteria will be applied in sequence in relation to award classification or grading, as appropriate:
 - a. For Bachelor degree with honours programmes, in cases where the evidence before, and the judgement of, the Board of Examiners support it, the Board of Examiners for Programmes making a classification decision for an individual student *may* promote the student's award to the class above (as defined in Appendix 3: Concepts & terms within & outside the NFA).
 - b. For Postgraduate Certificate, Postgraduate Diploma, or Master degree programmes, in cases where the evidence before, and the judgement of, the Board of Examiners support it, the Board of Examiners for Programmes making a classification decision for an individual student *may* promote the student's award to the grade above (as defined in Appendix 3: Concepts & terms within & outside the NFA and subject to no more than the equivalent of an uplift of 10% of the marks for the programme as a whole).
 - c. In very many cases, the evidence before, and the judgement of, the Board of Examiners will indicate that the IMCs have had too slight an influence on the overall outcome for a promotion of class/grade to be appropriate: the Board of Examiners for Programmes making a classification decision for an individual student will therefore

make the classification/grade decision according to the unadjusted, normal classification/grade criteria.

Figure 14: BEP procedures for IMC-related award classification in CPD framework programmes

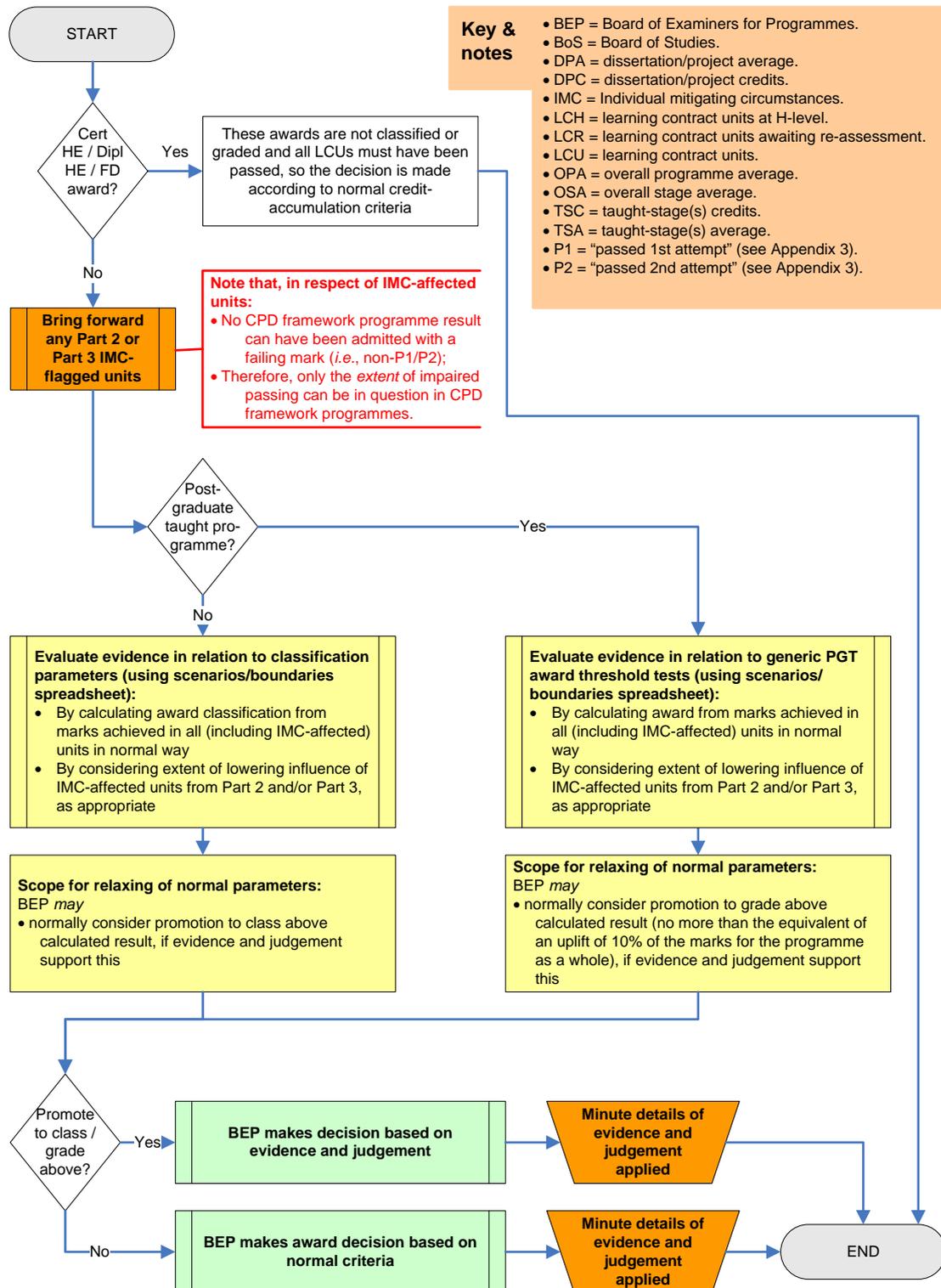


Figure 15: Example of BEP IMC-related CPD UG Part 3 award classification scenarios/boundaries

Stage-based award classification scenarios and boundaries for IMC-affected units																					
Stage		Scenario 1: Stage marks as achieved										Scenario 2: IMC units with plausible marks (manual)			Boundary 1: IMC units at 40% if failed		Boundary 2: IMC units at 100%				
Stage weighting	1	Unit code (if helpful)	Unit level	DEL/ Fail Unit?	Pass/ Fail Unit?	Unit credits	Unit mark (%)	IMC-affected?	Unit contrib to stage	Mark contrib to stage	Mark contrib to programme	Manual entry of plausible alternative marks for IMC-affected units	Merging plausible marks with achieved marks	Mark contrib to stage	Mark contrib to programme	Unit marks if IMCs at 40%	Mark contrib to stage	Mark contrib to programme	Unit marks if IMCs at 100%	Mark contrib to stage	Mark contrib to programme
Total stage credits (excluding Pass/Fail units)		60																			
Scenario 1		XX10201 Certificate No No 12 50% No 20.00% 10.00% 0.00% XX10233 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10201 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10101 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10236 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10124 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10143 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10202 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10234 Certificate No No 3 50% No 5.00% 2.50% 0.00% XX10232 Certificate No No 3 50% No 5.00% 2.50% 0.00%																			
Scenario 2		XX10201 Certificate No No 12 50% No 20.00% 10.00% 0.00% XX10233 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10201 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10101 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10236 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10124 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10143 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10202 Certificate No No 6 50% No 10.00% 5.00% 0.00% XX10234 Certificate No No 3 50% No 5.00% 2.50% 0.00% XX10232 Certificate No No 3 50% No 5.00% 2.50% 0.00%																			
Boundary 1		CSA if all IMC units 40% CSA Stage contrib to OPA 50.00% 0.00%																			
Boundary 2		CSA if all IMC units 100% CSA Stage contrib to OPA 50.00% 0.00%																			
Stage		Scenario 1: Stage marks as achieved										Scenario 2: IMC units with plausible marks (manual)			Boundary 1: IMC units at 40% if failed		Boundary 2: IMC units at 100%				
Stage weighting	2	60																			
Total stage credits (excluding Pass/Fail units)		60																			
Scenario 1		XX20023 Intermediate No No 12 50% No 20.00% 10.00% 3.20% XX20043 Intermediate No No 12 50% No 20.00% 10.00% 3.20% XX20053 Intermediate No No 12 40% Yes 20.00% 8.00% 2.88% XX20031 Intermediate No No 6 41% Yes 10.00% 4.10% 1.31% XX20010 Intermediate No No 6 50% No 10.00% 5.00% 1.60% XX20011 Intermediate No No 3 50% No 5.00% 2.50% 0.80% XX20012 Intermediate No No 3 50% No 5.00% 2.50% 0.80% XX20022 Intermediate No No 3 50% No 5.00% 2.50% 0.80% XX20024 Intermediate No No 3 50% No 5.00% 2.50% 0.80%																			
Scenario 2		XX20023 Intermediate No No 12 50% No 20.00% 10.00% 3.20% XX20043 Intermediate No No 12 50% No 20.00% 10.00% 3.20% XX20053 Intermediate No No 12 40% Yes 20.00% 8.00% 2.88% XX20031 Intermediate No No 6 41% Yes 10.00% 4.10% 1.31% XX20010 Intermediate No No 6 50% No 10.00% 5.00% 1.60% XX20011 Intermediate No No 3 50% No 5.00% 2.50% 0.80% XX20012 Intermediate No No 3 50% No 5.00% 2.50% 0.80% XX20022 Intermediate No No 3 50% No 5.00% 2.50% 0.80% XX20024 Intermediate No No 3 50% No 5.00% 2.50% 0.80%																			
Boundary 1		CSA if all IMC units 40% CSA Stage contrib to OPA 47.10% 15.07%																			
Boundary 2		CSA if all IMC units 100% CSA Stage contrib to OPA 65.00% 20.80%																			
Stage		Scenario 1: Stage marks as achieved										Scenario 2: IMC units with plausible marks (manual)			Boundary 1: IMC units at 40% if failed		Boundary 2: IMC units at 100%				
Stage weighting	3	60																			
Total stage credits (excluding Pass/Fail units)		60																			
Scenario 1		XX30003 Honours No No 30 50% No 50.00% 25.00% 17.00% XX30014 Honours No No 12 50% No 20.00% 10.00% 6.80% XX30016 Honours No No 12 40% Yes 20.00% 8.00% 5.44% XX30007 Honours No No 6 55% No 10.00% 5.50% 3.74%																			
Scenario 2		XX30003 Honours No No 30 50% No 50.00% 25.00% 17.00% XX30014 Honours No No 12 50% No 20.00% 10.00% 6.80% XX30016 Honours No No 12 40% Yes 20.00% 8.00% 5.44% XX30007 Honours No No 6 55% No 10.00% 5.50% 3.74%																			
Boundary 1		CSA if all IMC units 40% CSA Stage contrib to OPA 48.50% 32.98%																			
Boundary 2		CSA if all IMC units 100% CSA Stage contrib to OPA 60.50% 41.14%																			
Programme summary														Scenario 1		Scenario 2		Boundary 1		Boundary 2	
The table on the right will be automatically completed for all of the relevant stages, weightings, unit details, and marks entered in the stage grids above.														48.50%		50.34%		48.50%		61.34%	
Some validation checks for data entry are provided below (next page).														32.98%		34.34%		32.98%		41.14%	
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Figure 16: Example of BEP IMC-related CPD PGT Part 3 award classification scenarios/boundaries

Award classification scenarios and boundaries for IMC-affected units																																									
Total programme credits		Scenario 1: Marks as achieved												Scenario 2: IMC units with plausible marks (manual)				Boundary 1: IMC units at 40% if failed		Boundary 2: IMC units at 100%																					
Taught stage(s) credits (TSCs)		Unit code (if helpful)	Unit level	DEU?	Pass/Fail Unit?	Unit credits	Unit mark (%) OR "Pass" OR "Fail"	IMC affected?	Unit contrib to Taught stage(s) credits	Mark contrib to Taught stage(s) credits	Mark contrib to programme	Manual entry of plausible alternative marks for IMC affected units	Merging plausible marks with achieved marks	Mark contrib to Taught stage(s) credits	Mark contrib to programme	Unit marks if IMCs at 40%	Mark contrib to Taught stage(s) credits	Mark contrib to programme	Unit marks if IMCs at 100%	Mark contrib to Taught stage(s) credits	Mark contrib to programme																				
Total Taught stage(s) credits (excluding Pass/Fail units)																																									
90																																									
60																																									
Scenario 1 TSA as achieved TSA																																									
49.50%																																									
Scenario 2 TSA if manual plausible marks used for IMC units TSA																																									
51.70%																																									
Boundary 1 TSA if all IMC units 40% TSA																																									
49.70%																																									
Boundary 2 TSA if all IMC units 100% TSA																																									
61.70%																																									
Master, PG Dipl or PG Cert?		Scenario 1: Marks as achieved												Scenario 2: IMC units with plausible marks (manual)				Boundary 1: IMC units at 40% if failed		Boundary 2: IMC units at 100%																					
Dissert/project credits (DPCs)		Unit code (if helpful)	Unit level	DEU?	Pass/Fail Unit?	Unit credits	Unit mark (%) OR "Pass" OR "Fail"	IMC affected?	Unit contrib to Dissertation/project credits	Mark contrib to Dissertation/project credits	Mark contrib to programme	Manual entry of plausible alternative marks for IMC affected units	Merging plausible marks with achieved marks	Mark contrib to Dissertation/project credits	Mark contrib to programme	Unit marks if IMCs at 40%	Mark contrib to Dissertation/project credits	Mark contrib to programme	Unit marks if IMCs at 100%	Mark contrib to Dissertation/project credits	Mark contrib to programme																				
Total Dissertation/project credits (excluding Pass/Fail units)																																									
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Programme summary																																									
<ul style="list-style-type: none"> The tables on the right will be automatically completed for the relevant averages based on marks entered in the stage grids above. Table 1 provides the TSA/DPA and CPA percentages, highlighting which are most applicable for Master, PG Dipl and PG Cert qualification aims. Note that all and only the specific units for a given programme and qualification aim should be entered for a calculation to be performed e.g. the range of units leading to a Master outcome cannot be used to determine whether a PG Diploma outcome is possible. Table 2 provides INDICATIVE grade outcomes based only on the percentages in the equivalent relevant cells of Table 1. Some validation checks for data entry are provided below (next page). 														<table border="1"> <thead> <tr> <th>Table 1</th> <th>Scenario 1</th> <th>Scenario 2</th> <th>Boundary 1</th> <th>Boundary 2</th> </tr> </thead> <tbody> <tr> <td>TSA</td> <td>49.50%</td> <td>51.70%</td> <td>49.70%</td> <td>61.70%</td> </tr> <tr> <td>DPA</td> <td>79.00%</td> <td>79.00%</td> <td>79.00%</td> <td>79.00%</td> </tr> <tr> <td>CPA</td> <td>52.20%</td> <td>50.00%</td> <td>50.4%</td> <td>62.4%</td> </tr> </tbody> </table>		Table 1	Scenario 1	Scenario 2	Boundary 1	Boundary 2	TSA	49.50%	51.70%	49.70%	61.70%	DPA	79.00%	79.00%	79.00%	79.00%	CPA	52.20%	50.00%	50.4%	62.4%	<p>IMPORTANT NOTES:</p> <ul style="list-style-type: none"> Scenario 1 represents actual marks achieved. Scenario 2 represents outcomes which might plausibly have been achieved by the student in the judgement of the assessors, for the purpose of testing proximity to classification boundaries, not for changing or recording other marks. Boundary 1 represents actual marks achieved where not affected by IMCs, or uniform marks of 40% where units were affected by IMCs and show as achieved mark < 40%. Boundary 2 represents actual marks achieved where not affected by IMCs, or uniform marks of 100% where units were affected by IMCs, regardless of whether the student could possibly have reached that standard in the particular unit. 					
Table 1	Scenario 1	Scenario 2	Boundary 1	Boundary 2																																					
TSA	49.50%	51.70%	49.70%	61.70%																																					
DPA	79.00%	79.00%	79.00%	79.00%																																					
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<table border="1"> <thead> <tr> <th>Table 2</th> <th>Scenario 1</th> <th>Scenario 2</th> <th>Boundary 1</th> <th>Boundary 2</th> </tr> </thead> <tbody> <tr> <td>PG Dipl</td> <td>Pass</td> <td>Pass</td> <td>Pass</td> <td>Pass</td> </tr> <tr> <td>PG Cert</td> <td>Pass</td> <td>Pass</td> <td>Pass</td> <td>Pass</td> </tr> </tbody> </table>		Table 2	Scenario 1	Scenario 2	Boundary 1	Boundary 2	PG Dipl	Pass	Pass	Pass	Pass	PG Cert	Pass	Pass	Pass	Pass																									
Table 2	Scenario 1	Scenario 2	Boundary 1	Boundary 2																																					
PG Dipl	Pass	Pass	Pass	Pass																																					
PG Cert	Pass	Pass	Pass	Pass																																					

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