Nottingham Trent University

Board of Examiners Guidance March 2024

QH Supplement 15E

Contents

1. Introduction

1.1   This guide aims to assist academic and professional service staff who are responsible for the preparation and conduct of Boards of Examiners. The guide includes direct reference to extracts of the NTU Quality Handbook (shaded) and provides guidance on how these policies should be implemented in order to ensure smooth operation of boards and safe and secure decision-making about student outcomes.

1.2   The guide should be read in conjunction with the NTU Quality Handbook, especially the following sections:

Part C. Assuring and Enhancing Quality

Section 9: External Examining
Section 15: Assessment
Supplement 15B: Board of Examiners requirements

Part E: Regulations

Section 16: Taught Course Awards and Registration Periods
Section 16A: CAR for Bachelor's and Integrated Master's Degrees
Section 16B: CAR for Foundation Degrees
Section 16C: CAR for Taught Postgraduate Degrees
Section 16E: CAR for Online Postgraduate Degrees (Wiley)
Section 16F: CAR for Higher National awards
Section 17A: Notification of Extenuating Circumstances policy
Section 17B: Academic Appeals Process
Section 17C: Academic Integrity
Supplement CAR 1: Common Assessment Regulations: Student Route Requirements

2. Covid-19 no-detriment policy

2.1.   There may still be some students who completed their penultimate year of study in 2019/20 and are completing their final year in 2023/24. Where these students are on courses where the penultimate year study contributes to the final classification, the safety-net grade will be used for the calculation of their final award classification. For further details about eligibility for the safety-net grade and its calculation, please refer to Appendix 15: Safety-net grades for penultimate year outcomes.

3. The Board of Examiners

3.1.   Boards of Examiners have delegated powers from Academic Board for the determination of academic awards to students, and for decisions about the progression of students. Membership, procedures, powers and accountability of Boards of Examiners are clearly specified with paragraphs 13.4 and 13.5 of the Quality Handbook Section 15: Assessment.

4. Terms of reference

4.1.   The Terms of Reference for a Board of Examiners is available in Section 3 of the Quality Handbook Supplement 15B: Board of Examiners Requirements.

5. Membership

5.1. Membership of a Board of Examiners is detailed in Section 2 of the [Quality Handbook Supplement 15B: Board of Examiners Requirements.](#)

5.2. If it is not possible for a module leader (or their representative) to attend the Board, the module leader should notify the course leader and / or chair in advance of the meeting so that any issues to do with the overall module results or individual students can be discussed. Clearly this will not be possible in last minute absences, but colleagues need to be aware that the University is vulnerable to appeal if a module is not represented and performance in that module affects a student's overall profile.

6. Types of Boards

6.1. Instances of when a Board of Examiners should meet is detailed in paragraph 2.7 of the [Quality Handbook Supplement 15B: Board of Examiners Requirements.](#)

6.2. The types of Boards and their roles are detailed in Section 4 of the [Quality Handbook Supplement 15B: Board of Examiners Requirements.](#) The types of Boards covered are:

    a. Award Boards

    b. Subject Boards

    c. Progression Boards

    d. Half-year Boards

    e. Referral Boards

7. Roles and Responsibilities

7.1. The Roles and Responsibilities of each member of the Board of Examiners are available in [Quality Handbook Supplement 15B: Board of Examiners Requirements](#) and [Quality Handbook Section 9: External Examining](#). The roles details are:

    a. The Chair (QH 15B: Section 5)

    b. The Course Leader (QH 15B: Section 6)

        i. Course leaders must also ensure that their external examiner's tenure is still valid prior to the start of the academic year. Tenures normally run for 4 years. Confirmation of tenure dates can be sought from Jane Dyer (extension 88188; jane.dyer@ntu.ac.uk) in CADQ.

    c. The External Examiner (QH 9: paragraph 5.3)

        i. The External Examiners must also ensure equity for each candidate and ensure standards are maintained. A Board of Examiners that does not include an approved External Examiner is not authorised to confirm final awards.

    d. The Minute Secretary (QH 15B: Section 7)

        i. Persons appointed to act as minute-secretary to Boards of Examiners are appointed from within the School to which the course(s) belong.

        ii. The minute-secretary must not be expected to offer advice to the Chair and Board on assessment regulations.

8. Preparation before the board

Preparation by the academic course team

8.1.   In preparation for the board, the course team should ensure that:

a. all student work has been graded, results provided to the Student Data and Systems Team five working days prior to the Board or Pre-Board (which ever is earlier) and have been entered into the system;

b. it has clearly been established whether there are any students being considered by the board for whom classification decisions will be based on the previous assessment framework (non-linear 0-100 grade points; previous degree algorithm);

c. all students recommended for the award have the required number of credits and modules, including all core modules, and that sandwich students have completed the necessary number of weeks on placement;

d. provisional recommendations on student outcomes have been agreed, including where students are eligible for compensation;

e. the specific conventions that will be used by the board (in relation to, for example, number of modules that students will be allowed to trail into the following year, specific issues around compensation) have been agreed, documented and are available to board members (an example is provided in Appendix 13: Examples of Board of Examiners conventions); in some circumstances, this may also include reference to borderline conventions for any student who is being considered on the basis of the previous regulations (see note below);

f. the board will have access to information about what constitutes the 'next available assessment opportunity' for each module;

g. the curriculum map is up to date and available;

h. information about students' substantiated NECs is available (see section 9.11, below);

i. information about students' Statements of Access is available, where relevant.

8.2.   Note: The vast majority of students who are being considered for an award during the academic year 2023/2024 will be awarded on the basis of the current degree classification algorithm (see appropriate Common Assessment Regulations). **This means that no borderline conventions will be in use for these students.** In those instances, where a student is being considered on the basis of the previous assessment framework and algorithm, then the borderline convention previously agreed by the course committee will operate for this student. This should be articulated at the beginning of the meeting along with any conventions relating to compensation, trailing modules etc (see above).

8.3.   Course teams should also try to ensure that conversations have been had with students with Statements of Access or ongoing extenuating circumstances prior to the board so that appropriate recommendations can be made at the board rather than requiring decisions to be deferred.

8.4.   Course teams may elect to operate a pre-meeting which provides the opportunity for these complex cases to be prepared. The pre-meeting should not involve the chair or the external examiner(s).

8.5.   The course team should also ensure that any prize awards from sponsoring bodies are still valid, and propose nominations for such awards for the approval of the

board. Any such nominations should be forwarded to Academic Registry at NTU.Graduations@ntu.ac.uk by the required deadline (see section 12, below) using the Excel template provided for this purpose.

Preparation by the Chair

8.6.   In advance of the board, the chair should liaise with the course leader and minute-secretary to ensure that:

a. an appropriate agenda is drafted for the meeting;

b. all relevant information concerning students' performance will be made available including the outcome of consideration of any Notification of Extenuating Circumstances and Academic Integrity;

c. they are fully conversant with the definitive course information in CourseLoop, the Curriculum Map, the CAR (and any special validated dispensations from them) and any specific course conventions that will inform decision-making;

d. all final preparations have been made to enable the business of the board to be efficiently conducted within the regulations of the course.

Preparation by the administrative team

8.7.   It is anticipated that most boards will meet virtually, while some Schools may decide a face-to-face meeting is preferable. School Administration teams are responsible for booking online meetings via a secure, approved system.

8.8.   Minute secretaries may record the meeting to assist in record-keeping, but must follow the approved protocol as follows:

a. Inform all in attendance that they would like to record the meeting and the reason for doing so, and all must agree to the recording for it to go ahead.

b. Be clear to those in the meeting, how the recording will be managed.

c. If downloading the recording, take care it is not shared, and use only for the purpose of the meeting.

d. Take responsibility for deleting the recording in all areas that it is held.

8.9.   Each School's Administration teams have responsibility for maintaining membership lists to each of its Boards of Examiners and should liaise with course leaders to update these lists annually.

8.10.   School administration teams are responsible for arranging the timetable of board meetings for their own School, booking the venues and circulating the invitation / agenda to those members entitled to attend.

8.11.   The minute-secretary should ensure that the following documentation is available at the board. For paperless boards, these should be provided electronically where possible:

a. a membership list and list of any apologies (see Appendix 7: Board of Examiners attendance list);

b. copies of the agenda;

c. the minutes from the previous meetings;

d. copies of the results spreadsheets (unless a paper-less board is planned);

e. information about students' extenuating circumstances claims – for students with substantiated claims this information needs to include whether the outcome was an extension or submission at the next assessment point;

f. information about Serious Academic Misconduct Panel recommendations.

g. copies of the curriculum map;

h. copies of details of any special dispensations or conventions that will be used by the board in its decision-making (see Appendix 13: Example of Board of Examiners course conventions for an example);

i. the conferment statement, in the case of Final Award Boards, for the chair and external examiner(s) to sign at the end of the board;

j. expenses claim forms for the external examiner(s);

k. the appropriate Common Assessment Regulations.

9. Operation of the board

Agenda

9.1. The agenda of the Board of Examiners should include the following:

a. Apologies for absence

b. Declaration of interests

c. Minutes of the previous meeting

d. Matters arising

e. Outcomes from the Notification of Extenuating Circumstances Panel

f. Outcomes from any Serious Academic Misconduct Panel.

g. Regulations/conventions/dispensations that will be used by the board

h. Confirmation of any adjustment of module grades (scaling) (see QH Section 15: Assessment, paragraphs 11.21 – 11.29)

i. Consideration of results

j. Comments from External Examiners

k. Prizes/other awards

l. Any other business

Quoracy

9.2. Quoracy of the Board of Examiners is considered to be the majority of members and the chair is responsible for determining whether the meeting is quorate.

9.3. Where a Board of Examiners Meeting is not quorate the Chair should take appropriate action which can include:

a. reconvene the Board at the earliest opportunity

b. take decisions and then ratify asynchronously

9.4. If it is not possible for a module leader (or their representative) to attend the Board, the module leader should notify the course leader and / or chair in advance of the meeting so that any issues to do with the overall module results or individual students can be discussed. Clearly this will not be possible in last minute absences, but colleagues need to be aware that the University is vulnerable to appeal if a module is not represented and performance in that module affects a student's overall profile.

Making decisions

9.5. The Board of Examiners should consider the results spreadsheet in order to arrive at appropriate decisions about students' results. To support consistent decision-making, it may be appropriate to group students according to the recommended outcome and consider these groups in turn.

9.6. Boards of Examiners should refer to the appropriate Common Assessment Regulations when making their decisions about module and stage results. As noted above, there may be some students who are being considered on the basis of previous regulations.

9.7. It is the role of the chair to ensure that:

   a. all members of the board are aware of the regulations that will be used when considering student profiles and any course- specific conventions in operation;

   b. the board's recommendations result from informed and impartial academic judgement;

   c. decisions are clearly formulated and agreed by the board and that they are in accordance with the regulations for the course;

   d. decisions that fall outside the normal framework of the CAR should have the reasons clearly minuted;

   e. the external examiner is not asked to moderate in the case of a dispute between markers nor change grades (see QH Section 15: Assessment for further discussion).

9.8. As a board member, the external examiner will contribute to discussions on decisions concerning grades and awards. However, whilst a board might give particular weight to the contributions of the external examiner, the responsibility for agreeing grades and awards rests with all members of the Board of Examiners.

Failed modules

9.9. For specific regulations, please refer to the appropriate Common Assessment Regulations.

9.10. The maximum permitted number of attempts for a student to pass a module is two – first attempt and then referral or repeat. A third attempt should only be authorised in exceptional cases.

9.11. A board may use its discretion to allow a student to enter stage 2 or stage 3 (or stage 4 of an integrated master's course) carrying a deficiency from a previous stage, normally of up to 20 credits. A board may exercise discretion and allow a student to progress carrying more than 20 credits provided it is reasonable to allow a student to do so, given their overall academic record and the extent of the deficiencies to be retrieved.

9.12. The course team should agree in advance of the board, the conditions in which students will be allowed to trail failed modules. This should be clearly articulated in the conventions shared with the board at the beginning of its meeting.

9.13. The course team should also agree in advance of the board, the conditions in which the board might forgo the initial referral opportunity and require a student to retake a module with or without attendance.

Compensation

9.14. For specific regulations, please refer to the appropriate Common Assessment Regulations.

9.15. A board may consider that in certain cases of element or module failure, the student has demonstrated the learning outcomes elsewhere, such that a compensated pass can be awarded. The curriculum map should be used to determine whether or not the learning outcomes have been met elsewhere.

9.16. A board may compensate a marginal fail grade for a module as a whole. In such cases, the student's performance will be recorded as a compensated pass for that module.

9.17. In addition, a board may compensate a mid-fail grade for an element provided at least a low 3rd grade (or pass for level 7 integrated master's modules) has been achieved for the module as a whole. In such cases, the student's performance will be recorded as a compensated pass for that module.

9.18. Normally a student must have achieved the minimum pass requirement or higher at the end of the stage to be eligible for compensation. In cases where level 6 and level 7 modules contribute to a single stage in integrated master's courses, the minimum pass requirement at the end of the stage will be the equivalent of an undergraduate low 3rd.

9.19. A module or element grade that has been compensated must not be adjusted.

9.20. A board should be cautious in applying compensation to students who have not completed an entire academic stage. A board should not apply compensation if the student has not completed all pieces of assessment associated with that element, unless extenuating circumstances apply.

9.21. Half-year boards should be particularly mindful of the regulations around compensation at the first half-year board as students will not at this point have completed all modules assessments associated with the academic stage under consideration.

Determining the award classification

9.22. The CAR sets out the conditions for determining the appropriate award classification. The recommended award (calculated automatically) is shown on the results spreadsheet.

Safety-net grades

Where a student is eligible for a safety-net grade for their penultimate year of study which took place in 2019/20, and where this grade is higher than the calculated level outcome, the score associated with the safety-net grade will automatically be used in the calculation of the student's final award classification. A marker on the examination board spreadsheet will indicate which student this has applied to.

Deferring a decision

9.23. In some cases, the Board of Examiners may need to defer a decision about a student because of missing information or, in very specific circumstances, because the board considers that a conversation with the student is required.

Recording the discussion

9.24. Boards should be formally minuted by the minute-secretary. Minutes must clearly set out the reasons behind any decisions affecting students that go beyond the 'automatic' generation of the degree classification or progression outcome calculated by Banner. Details of referral and retake requirements must be noted carefully. A record should be made of the consideration of the NEC and Academic misconduct reports and any consequent decisions, in addition to details relating to decisions for Student Route students.

9.25. When making decisions, boards should use the standard Module Reason Codes

(Appendix 1) and the Progression / Awards Codes (Appendix 2). Advice on the use of these codes should be sought from Academic Registry.

9.26. It is advisable for the minute-secretary to sit next to the chair so that any queries can be raised quietly without necessarily interrupting the meeting. Minute-secretaries should make a note of the comments made in respect of individual students, annotating the results sheet with the decisions reached. Where decisions fall outside the normal framework of the Common Assessment Regulations, the reasons for these decisions should be explicitly recorded.

9.27. For unsuccessful students it is important to clarify how the failure can be made good, the submission dates for referred work, the specific elements that have been failed, whether the student must repeat modules with attendance, whether they can proceed to the next year etc. If an interim award is being recommended, this should be minuted.

9.28. The board may give authority to the chair or course leader to take decisions on missing or un-moderated grades but these should subsequently be reported to the minute-secretary for inclusion in the Board of Examiners file, and to the Student Data and Systems Team, if appropriate, for updating records.

Student Route students

9.29. Specific guidance about decision-making for Student Route students is provided in Appendix 11.

Notification of Extenuating Circumstances (NEC)

9.30. Students who consider that their performance has been affected by factors beyond their control can submit a Notification of Extenuating Circumstances (NEC). This process is outlined in Quality Handbook Section 17A: Notification of Extenuating Circumstances Policy.

9.31. If an extension is granted, the delayed assessment will be graded as normal; the Board of Examiners do not need to take further compensatory measures. Extensions do not require ratification by the Board of Examiners, but a report of all NEC outcomes is made available to the chair. The Board is required to ratify decisions to offer assessment at the next available opportunity. The NECP chair may attend the Board of Examiners meeting as a representative of the Panel but not as a board member.

9.32. In situations where a student has an upheld case of extenuating circumstances but also a module grade that is above a pass grade, the board should not require, permit or offer the student an opportunity to undertake a reassessment.

9.33. Where a student discloses circumstances after the relevant Board of Examiners meeting this will be considered through the University's Academic Appeals Process (Quality Handbook Section 17B: Academic Appeals process). In these circumstances the student should submit a Request for Reconsideration.

Academic Integrity

9.34. Quality Handbook Section 17C: Academic Integrity Policy defines academic irregularities and outlines the procedure for considering cases. Academic Integrity cases are divided into three categories:

   i.   Improving Academic Integrity

   ii.   An Academic Misconduct Investigation and

   iii. A Serious Academic Misconduct Investigation

9.35. Academic Misconduct Investigation penalties range from capping an assessment

element at a pass to capping a module at zero.

9.36. Serious Academic Misconduct Investigation penalties range from capping a module at zero to termination of studies.

9.37. Students will not be allowed to resubmit an assessment to meet the learning outcomes where an allegation of academic misconduct or offence is upheld at the final submission attempt. The Board of Examiners should take a holistic view of the student's profile, including extenuating circumstances, when making a decision about the outcome for the student. The board has the authority to reduce the penalty, where appropriate, but it may not overturn the academic misconduct investigator or panel's decision to uphold the allegation.

Decisions about interim awards

9.38. Students who exit a course before its completion may be entitled to an interim award.

9.39. For Honours Degree courses, students who have achieved 120 credit points at Level 4 or above may be entitled to the award of a Certificate of Higher Education, whilst students who have achieved 120 credit points at Level 4 and 120 credit points at Level 5 or above may be entitled to a Diploma of Higher Education. An ordinary degree may be awarded if the student has achieved at least 60 credits at level 6 and met the award outcomes. For Foundation Degrees, students who have achieved 120 credit points at Level 4 or above may be entitled to the award of a Higher Certificate.

9.40. For postgraduate courses, the definitive course information in CourseLoop will identify whether interim awards are available, but generally a student who does not proceed to the Masters award would be entitled to a Postgraduate Diploma (if they have achieved at least 120 credit points at Level 7) or a Postgraduate Certificate (if they have achieved at least 60 credit points at Level 7). Normally a student proceeding through a course will not be entitled to an interim award unless the definitive course information in CourseLoop makes such provision.

Non-degree awards

9.41. Courses leading to non-degree awards should conform to appropriate aspects of this guide unless alternative or modified arrangements have been approved.

10. Post meeting actions

Results processing

10.1. Immediately after the meeting, the results should be checked with the course leader to ensure there is agreement with the decisions reached and the decision codes for every student entered on the result sheet. A progress / award code must also be entered for every student.

10.2. The chair should certify the updated spreadsheet, confirming that any necessary amendments have been made.

10.3. The course leader is responsible for ensuring any follow-up action is completed.

10.4. A copy of the results should be passed to the Student Data and Systems Team.

10.5. The Student Data and Systems team enter progress / award decisions into individual records in Banner and then roll the records for continuing students into the next academic year. Preparations for the referred examinations are dependent on the module decisions having been entered on Banner. Therefore, the published deadlines (set out in section 12, below) need to be met to ensure students are

correctly assigned to referred assessments.

10.6. A final decision code needs to be entered against every student, even those that have withdrawn or completed, so that the student record is either fully closed or moved correctly to the next academic year.

The conferment statement

10.7. At the end of the meeting where final awards have been considered, the chair and the external examiner(s) should sign the Conferment Statement (Appendix 5) to confirm their agreement with the recommendations made. This must be included with the signed pass / progression lists sent to Academic Registry.

10.8. In the exceptional circumstance where an external examiner has not been able to attend the board, they are required to confirm in writing that they have been fully involved with the assessments and concur with the recommendations made in their absence. The written confirmation from the external examiner should be sent to Academic Registry with the signed pass / progression lists and conferment statement. A pro-forma letter (Appendix 6) should be used for this purpose.

10.9. Progression and award decisions should not be given to students until this written approval has been received.

10.10. For final year students a copy of the Banner Pass / Progression List signed by the chair, with their name printed and the date of the examination board, and showing the classification or result recommended for each student should be scanned and emailed to Academic Registry to process, along with the Conferment Statement, signed by the external examiner(s) and chair, by the final year conferment deadline. A copy should also be given to the course leader and the School Administrator for information and the original filed in the Board of Examiners file.

Publication of progression and award decisions

10.11. Students should be able to access their results online, including details of any referred work required, ideally within 3 – 5 working days, but no later than 7 working days of the board. Decisions should be provided to the Student Data and Systems Team by the School within 1 – 2 working days of the Board. The Student Data and Systems Team then requires 3 – 4 working days to process decisions. Turnaround times and processes should be agreed between the School and the Student Data and Systems Team prior to the Board.

10.12. Results are released at 10am the day after processing is complete. Publication of progression and award decisions must not be released to students until procedures outlined in the sections above have been completed.

10.13. Final year students who are completing the course are sent a Diploma Supplement or issued with a HEAR report.

10.14. Grades are confidential to individual students and must not be displayed on notice boards or disclosed to other students.

10.15. Course leaders should ensure that adequate arrangements have been made to get referred work to candidates. Where referred examination papers are necessary, the course leader should liaise with module leaders to ensure that they have been prepared within the required timeframe.

10.16. Course leaders should also ensure that someone in the course team is available to support students who need to make choices where their situation is complex. If there are financial implications for the student following a decision to repeat with or without attendance, the student should be directed by the course team to financial advice from Student Support Services.

Agreeing minutes

10.17. The minutes should be written within two weeks of the meeting and have pass / progression lists attached.

10.18. The chair is responsible for approving the minutes as the official record of the meeting. In approving the wording of minutes, the chair should bear in mind the fact that students who appeal against a recommendation may ultimately be given access to the minutes of the meeting.

10.19. Copies of the minutes should be circulated to board members and filed by the School Administration Office.

Chair's action

10.20. Subsequent to the meeting, it may be necessary for decisions to be made in respect of deferred / referred candidates but it may not be deemed necessary to reconvene the board. In such cases, the chair may act on behalf of the board having taken advice from the course leader or senior members of the course team.

10.21. Any such decisions should be conveyed in writing to the appropriate School Administrator with a copy, where appropriate, to the staff responsible for student tracking.

10.22. If the decision relates to a final year student, then a copy of the chair's action should also be scanned and emailed to Academic Registry to process, giving full details of the student, the course and any award being recommended. The form must be dated and contain the chair's printed name and signature and should include a reference to the external examiner being involved with the assessment. If it becomes necessary to amend the recommendation in respect of a final year student, then the full details should be supplied by the chair to both the Academic Registrar (or their nominee) and the appropriate School Administrator with an indication that the external examiner(s) concurs with the change.

Requests for Reconsideration and Academic Appeal

10.23. Quality Handbook Section 17B: Academic Appeals details the process and applies to all students of the University, irrespective of mode of study, except Research Degree Students.

10.24. Quality Handbook Section 17F: Research Degrees Complaints and Appeals Procedure details the process and applies to all Professional Doctorate candidates.

10.25. It is important that academic staff who might be required to provide information about specific circumstances to the Reconsideration Panel are available during the period in which the Panels are convened. Academic teams should ensure appropriate cover for this purpose and communicate contact information to the R4R administrator.

11. Additional considerations

Capping of grades

11.1. The treatment of retaken modules is in direct alignment with the treatment of referred modules with respect to the capping of re-assessments. Where elements of modules which are being re-taken have been passed, then these element grades will go forward to contribute to the overall module aggregate, and only the grade(s) associated with the retaken failed element(s) will be capped. This should have no impact on the decision of the examination board which will continue to consider whether reassessment should be via a referral within the current academic year, or a retake the next academic year in accordance with the CAR. Boards should decide

what form the re-assessment should take in order for the student to demonstrate achievement of the module learning outcomes.

School-based Collaborative courses

11.2. The requirements related to School-based Collaborative courses can be found in [Section 17 of Quality Handbook Section 10B: Academic Partnerships.](#)

11.3. A set of the approved minutes and result sheets should be sent to the University's School office when Collaborative Centre staff minute the meeting. In all cases, results for final year students should be scanned and emailed to Academic Registry, together with the signed Conferment Statement and signed Progression List.

11.4. Wherever possible, results should be made available on-line for students on collaborative courses.

Incomplete assessment

11.5. A student may be offered an Aegrotat award where they have been forced to withdraw from their studies due to a serious illness and has failed one or more modules. This is detailed in [Quality Handbook Section 16: Taught Course Awards and Registration Periods, Section 7.2.](#) Appendix 12 is an example letter that a student should sign to confirm acceptance of the award.

11.6. If a student has been unable to complete part of the final year assessments for example, because of serious illness, but the board feel there is enough evidence based on the work actually completed to form a judgment as to the likely classification that would have been achieved, then the board can, exceptionally, recommend a classification or offer the student the opportunity to complete the missed assessments. The award should be deferred, pending confirmation of acceptance from the student. This is not an Aegrotat award and the Certificate will indicate the classification awarded.

Certification of placement learning

11.7. Most sandwich courses make provision for a separate award, in recognition of their placement experience, for students who satisfy the documented criteria. Any recommendations for such awards should be recorded in the minutes, entered on Banner and a signed and dated Banner Pass / Progression list sent to the REG Awards inbox so that certificates can be produced.

Sandwich awards

11.8. All students must have satisfied the requirements for a sandwich award as detailed in the definitive course information. A shortfall of weeks requires deferment of award pending completion or a minor shortfall can be compensated with the agreement of the external examiners. The board might have already decided that individual students will be awarded a full- time award on a sandwich course. This must be minuted and noted on the grade sheet.

Interim awards

11.9. Interim awards are only available for students who exit a course before its completion and this should be clearly documented (see section 9.13, above).

Student Route Students

11.10. These are students who are sponsored by the University under the UKVI points based immigration system. These students are identified on the results spreadsheet by having T4 next to their ID number. To maintain sponsorship by the University, students must be studying a minimum of 60 credit points at the same time.

11.11. There are also restrictions on board decisions regarding numbers of attempts: A

discretionary third attempt at any assessment must be the *final* attempt for all Student Route students. Moreover, any failure to attend or submit an assessment or failure in that assessment will always count as one of the three permitted attempts, even with an upheld NEC. For further information, see Appendix 11: Specific guidance for examination board decision-making for Student Route students, and Quality Handbook Supplement CAR1: Common Assessment Regulations: Student Route requirements.

Office of the Independent Adjudicator (OIA)

11.12. On completion of the Academic Appeals process, students have one year to request an independent review of their case by the regulatory body for academic appeals and student complaints. The OIA will investigate whether the University followed its own procedures, and whether the outcome was fair and reasonable for the student.

12. Key dates for 2024 calendar year

2024 Summer graduation ceremonies

Notification of prizes for programme	19 June 2024
Conferment deadline - Final year results on Banner	19 June 2024
Conferment deadline for non-final year results on Banner	12 July 2024
Graduation Ceremonies	10 – 26 July 2024

2024 Winter graduation ceremonies

Notification of prizes for programme	25 October 2024
Referral Board Conferment Deadline	13 September 2024
Conferment deadline - Final year results on Banner	25 October 2024
Graduation Ceremonies	9 – 13 December 2024

13. Useful contacts

13.1. For advice about the University requirements related to Boards of Examination and Common Assessment Regulations: Head of Academic Quality ext.83342 cadq.enquiries@ntu.ac.uk.

13.2. For advice on Academic Integrity, contact: REG.AcademicMisconduct@ntu.ac.uk

13.3. For advice on NECs, R4Rs and Academic Appeals, contact: REG.AcademicAppeals@ntu.ac.uk

14. Appendices

Appendix 1: Module results: reason codes[1]

Reason codes are normally entered into Banner at element level and the element level codes used to automatically generate the appropriate overall code for the module. The text for all significant element and module decisions will appear on a student's notification of results.

The following table lists current reason codes and indicates whether they are entered at element or module level. Shaded entries are normally system generated so no code need be entered. The system will automatically generate a pass code whenever element grades meet the pass criteria.

Code	Text	Element	Module level	
Pass codes				
PA	Pass		✓	
PC	Pass with compensation	✓	✓	
PN	Pass with Commendation		✓	
PM	Pass with Merit		✓	
PD	Pass with Distinction		✓	
PL	Pass – late submission	✓	✓	
PR	Pass following Referral	✓	✓	
PF	Pass following Repeat		✓	
PX	Pass rpt module after referral		✓	
PH	Pass (Previous System)		✓	
PE	Excellent Pass		✓	
PG	Good Pass		✓	
PQ	Compensated Referred Pass	✓	✓	
PK	Compensated pass after repeat	✓	✓	
PB	Pass - Module capped	✓	✓	
PJ	Pass – Credit points only	✓	✓	
NC	Not competent		✓	
PO	Pass – Outstanding		✓	
PT	Pass – Competent		✓	
PV	Pass - Very Competent		✓	
PY	Pass repeat element	✓	✓	

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[1] An additional code will be introduced to ensure retaken modules are not capped where a previously passed element contributes to the module grade. This will be confirmed as soon as possible.

Referral codes				
RR	Referred	✓	✓	
RE	Referred by exam	✓		
RK	Referred by coursework	✓	Generates RR code	
RT	Referred by test	✓		
RM	Referred – contact Module Leader	✓		
RW	Referred by reworking exam	✓		
RF	Referred – final attempt	✓		
RN	Referred next academic year	✓		
Defer codes				
DF	Defer	✓	✓	
First Sit codes				
1S	First sit	✓	✓	
1A	First sit in Aug/Sept	✓	Generates 1S code	
1N	First sit next academic year	✓		
1O	First sit next opportunity	✓		
Fail codes				
??	Provisional fail (first or repeat attempt)		✓	
F?	Fail after referral		✓	
FE	Fail element after referral	✓	Generates F? code	
FA	Fail-repeat without attendance	✓	✓	
FN	Fail-no more attempts allowed	✓	✓	
FR	Fail - repeat module	✓	✓	
FW	Fail – repeat with attendance	✓	Generates FM code	
FC	Fail-repeat for credit only	✓	✓	
FM	Repeat module with attendance		✓	
FO	Fail – repeat mod or alternative	✓	✓	
Mark change codes (do not appear on transcripts)				
OE	Original entry – system generated only	✓		
EB	Changed at Exam Board	✓	✓	
CA	Changed by Chair's Action	✓		
CC	Composite calculation	✓		
CR	Capped resit	✓		
DL	Degraded late	✓		
MC	Mark correction	✓		
OG	Original mark – first sit	✓		
RC	Re-calculated	✓		
Withdrawn codes				
WD	Withdrew	✓	✓	

WA	Replaced by alternative module to be added after Board		✓	

Appendix 2: Progression decisions

Many of the progression codes refer to academic stage. The below tables are broken down into Undergraduate and Integrated Masters courses, Postgraduate and non-standard courses and then Apprenticeships.

Examples are included in the tables below to further ensure the appropriate progression decisions are selected.

Table One: Progression decisions for Undergraduate and Integrated Masters courses

Progression Decisions (UG and Int. Masters)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
P0	Pass Stage 0	Yes	Yes	Yes	To be used where a student on a foundation course for instance, passes all modules.
P1	Pass Stage 1	Yes	Yes	Yes	To be used where a student passes all the required modules at the end of the first stage of the course. In most cases, stage 1 of a course equates to the first year of study and will comprise Level 4 modules. For part-time courses, the end of stage 1 might be achieved at the end of the second year of study. For Integrated Masters courses, stage 1 might include modules at other levels of study.

Progression Decisions (UG and Int. Masters)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
P2	Pass Stage 2	Yes	Yes	Yes	To be used where a student passes all the required modules at the end of the second stage of the course.
P3	Pass Stage 3	Yes	Yes	Yes	To be used where a student passes all the required modules at the end of the third stage of courses which comprise 4 stages, for example, Integrated Masters courses.
PW	Pass Within Stage	Yes	No	Yes	To be used where a student has passed all the modules taken but has not yet completed the level and is re-enrolling on the same level for the next academic year. Typically this would be used for part-time students whose course lasts more than one academic year.
PR	Proceed - Stage incomplete	Yes	No	Yes	To be used where a student is proceeding but not having completed earlier level. This is used where the student is going into the next academic year and will study modules at both the previous and next levels.
PU	Proceed - same stage/year	Yes	No	No	To be used where a student is progressing through a course that spans either 2 academic years or where no result has yet been decided.

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Progression Decisions (UG and Int. Masters)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
PG	Proceed - limit of Ord degree	Yes	Yes	Yes	To be used when a student has failed a number of modules and is being allowed to retake some or all but for an Ordinary degree only.
PB	Proceed - limit of Bachelor's	Yes	Yes	Yes	To be used when a student on an Integrated Master's has not met the requirements to remain on the Integrated Master's route of study.
PI	Proceed – placement incomplete	Yes	Yes	Yes	To be used where a student is proceeding without having completed their placement.
PL	Pass Placement	Yes	Yes	Yes	To be used where a student has successfully completed their placement year.
PC	Pass placement-cannot proceed	Yes	No	No	To be used when a student completes the placement year but has to complete some outstanding modules before progressing.
PS	Pass & Proceed to Placement	Yes	No	Yes	To be used where a student has successfully completed the Stage and is progressing to their placement period.

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Progression Decisions (UG and Int. Masters)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
PP	Proceed to Placement (Deficit)	Yes	No	Yes	To be used where a student is being allowed to proceed to their placement period carrying deficiencies.
PA	Qualify for Award	No	No	No	To be used whenever a student completes a course and qualifies for an award (to be used along with Awards/Honours codes). This might not be the course that the student originally enrolled on. This finishes the record for the student.
PF	Qualify for Fallback	No	No	No	To be used where a student is exiting a course before its completion but is eligible for an award.
PN	Complete Non Award Bearing	No	No	No	To be used where a student has completed a course not leading to an award.
PD	Proceed - make good deficit	Yes	Yes	Yes	To be used for a student who is being allowed to proceed to the next level carrying deficiencies.
RF	Referred	No	No	No	Used for a student who is being the opportunity to redeem failure by referral outside of the standard resit period. This code takes precedence when the student has first sittings as well as referrals.

Progression Decisions (UG and Int. Masters)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
RA	Referred in Aug/Sept	No	No	No	As above in the referred exam period. The 'RA' code takes precedence when the student has first sittings as well as referrals.
RN	Referred Next Academic Year	Yes	No	No	As RF but during the next academic year. The 'RN' code takes precedence when the student has first sittings as well as referrals.
RS	Referred Next Sitting	Yes	Yes	Yes	As RF but when the module is next examined (which could be May/June if the module is offered in both halves of the year).
RP	Refer for an Ordinary Degree	No	No	No	As RF but with a ceiling on the award to be attained.
RR	Refers/Repeats – Cannot Proceed	No	No	No	To be used when a student has a mixture of referrals and repeats.
RD	Refer or accept Ordinary Degree	No	No	No	As RF to achieve Honours Degree or accept Ordinary Degree.

Progression Decisions (UG and Int. Masters)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
RH	Referred or accept DipHE	No	No	No	As RF but where a student has not achieved 300 credits.
RE	Referred or accept CertHE	No	No	No	As RF but where student has less than 120 cp at Level 5.
R3	Referred for a max of a 3rd	No	No	No	As RF with a ceiling on the award to be attained.
R1	First Sitting in Aug/Sept	No	No	No	To be used where a student has been given the opportunity to sit, as if for the first time, in Aug/Sept. Where a student has a mixture of first sits and referrals, then a referral (RA/RN/RS) code should be used.
DF	Defer	No	No	No	To be used where it has not been possible to make a decision, possibly because of some missing information.
F1	First sits next year	Yes	No	No	To be used where a student is being allowed to take first sittings the following session but not progress to next stage.

Progression Decisions (UG and Int. Masters)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
FT	Fail & Terminate Studies	No	No	No	To be used where a student has exhausted their number of attempts at redeeming failure.
FR	Fail – repeats permitted next academic year	Yes	No	No	To be used where a student is being allowed to repeat modules the following session but not progress to next level.
FA	Fail & Transfer	Yes	No	No	To be used where a student has failed and the recommendation is that they transfer to another course.
FY	Repeat Year (with some first sittings)	Yes	No	No	To be used where a student has been given the opportunity to repeat some failed modules and take others as first sits the following year.
FC	Fail-award Credit Points only	No	No	No	To be used where a student has failed to achieve 120 Level 4 credit points.
FD	Fail & Repeat Mods for Degree	Yes	No	No	To be used where a student is being allowed to repeat modules but with a ceiling of an ordinary degree.

Progression Decisions (UG and Int. Masters)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
NC	Assessment Not Yet Complete	No	No	No	To be used at Interim examination boards.
NI	Intercalation (Year Out)	Yes	No	No	To be used where students have suspended their studies but will be returning.
NK	Result Not Yet Known	No	No	No	To be used where an academic irregularity may have occurred to indicate an outcome is not yet reached.
SO	Awaiting Decision	No	No	No	Academic Registry use for graduation record set up only.
WD	Withdrawn	No	No	No	To be used where a student has exited a programme, particularly before completing any assessments.
WI	Withdrawn - Internal Transfer	Yes	No	No	To be used where a student has left one course and transferred to another within the institution.

Table Two: Progression decisions for Postgraduate and other non-standard courses (except Apprenticeships)

Progression Decisions (PG and non-standard)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
PW	Pass Within Stage	Yes	No	Yes	To be used where a student has passed all the modules taken but has not yet completed the level and is re-enrolling on the same level for the next academic year. Typically this would be used for part-time students whose course lasts more than one academic year.
PR	Proceed - Stage incomplete	Yes	No	Yes	To be used where a student is proceeding but not having completed earlier level. This is used where the student is going into the next academic year and will study modules at both the previous and next levels.
PU	Proceed - same stage/year	Yes	No	No	To be used where a student is progressing through a course that spans either 2 academic years or where no result has yet been decided. Often required when the course has a non-standard start date.
PS	Pass & Proceed to Placement	Yes	No	Yes	To be used where a student has successfully completed the Stage and is progressing to their placement period.

Progression Decisions (PG and non-standard)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
PP	Proceed to Placement (Deficit)	Yes	No	Yes	To be used where a student is being allowed to proceed to their placement period carrying deficiencies.
PA	Qualify for Award	No	No	No	To be used whenever a student completes a course and qualifies for an award (to be used along with Awards/Honours codes). This might not be the course that the student originally enrolled on. This finishes the record for the student.
PF	Qualify for Fallback	No	No	No	To be used where a student is exiting a course before its completion but is eligible for an award.
PN	Complete Non Award Bearing	No	No	No	To be used where a student has completed a course not leading to an award.
PD	Proceed - make good deficit	Yes	Yes	Yes	To be used for a student who is being allowed to proceed to the next level carrying deficiencies.
RF	Referred	No	No	No	Used for a student who is being given the opportunity to redeem failure by referral outside of the standard resit period. The 'RF' code takes precedence when the student has first sittings as well as referrals.

Progression Decisions (PG and non-standard)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
RA	Referred in Aug/Sept	No	No	No	As above in the referred exam period. The 'RA' code takes precedence when the student has first sittings as well as referrals.
RN	Referred Next Academic Year	Yes	No	No	As RF but during the next academic year. The 'RN' code takes precedence when the student has first sittings as well as referrals.
RR	Refers/Repeats – Cannot Proceed	No	No	No	To be used when a student has a mixture of referrals and repeats.
R1	First Sitting in Aug/Sept	No	No	No	To be used where a student has been given the opportunity to sit, as if for the first time, in Aug/Sept. Where a student has a mixture of first sits and referrals, then a referral (RA/RN/RS) code should be used.
DF	Defer	No	No	No	To be used where it has not been possible to make a decision, possibly because of some missing information.
F1	First sits next year	Yes	No	No	To be used where a student is being allowed to take first sittings the following session but not progress to next stage.

Progression Decisions (PG and non-standard)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
FT	Fail & Terminate Studies	No	No	No	To be used where a student has exhausted their number of attempts at redeeming failure.
FR	Fail – repeats permitted next academic year	Yes	No	No	To be used where a student is being allowed to repeat modules the following session but not progress to next level.
FY	Repeat Year (with some first sittings)	Yes	No	No	To be used where a student has been given the opportunity to repeat some failed modules and take others as first sits the following year.
NC	Assessment Not Yet Complete	No	No	No	To be used at Interim examination boards.
NI	Intercalation (Year Out)	Yes	No	No	To be used where students have suspended their studies but will be returning.
NK	Result Not Yet Known	No	No	No	To be used where an academic irregularity may have occurred to indicate an outcome is not yet reached.

Progression Decisions (PG and non-standard)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
SO	Awaiting Decision	No	No	No	Academic Registry use for graduation record set up only.
WD	Withdrawn	No	No	No	To be used where a student has exited a programme, particularly before completing any assessments.

Table Three: Progression Decisions for Apprenticeship courses

Progression Decisions (Apprenticeships)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
P1	Pass Stage 1	Yes	Yes	Yes	To be used where a student passes all the required modules at the end of the first stage of the course. In most cases, stage 1 of a course equates to the first year of study and will comprise Level 4 modules. For part-time courses, the end of stage 1 might be achieved at the end of the second year of study.
P2	Pass Stage 2	Yes	Yes	Yes	To be used where a student passes all the required modules at the end of the second stage of the course.
PW	Pass Within Stage	Yes	No	Yes	To be used where a student has passed all the modules taken but has not yet completed the level and is re-enrolling on the same level for the next academic year. Typically this would be used for part-time students whose course lasts more than one academic year.
PR	Proceed - Stage incomplete	Yes	No	Yes	To be used where a student is proceeding but not having completed earlier level. This is used where the student is

Progression Decisions (Apprenticeships)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
					going into the next academic year and will study modules at both the previous and next levels.
PU	Proceed - same stage/year	Yes	No	No	To be used where a student is progressing through a course that spans either 2 academic years or where no result has yet been decided.

Often required when the course has a non-standard start date. |
PG	Proceed - limit of Ord degree	Yes	Yes	Yes	To be used when a student has failed a number of modules and is being allowed to retake some or all but for an Ordinary degree only.
PA	Qualify for Award	No	No	No	To be used whenever a student completes a course and qualifies for an award (to be used along with Awards/Honours codes). This might not be the course that the student originally enrolled on. This finishes the record for the student.
PF	Qualify for Fallback	No	No	No	To be used where a student is exiting a course before its completion but is eligible for an award.

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Progression Decisions (Apprenticeships)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
PN	Complete Non Award Bearing	No	No	No	To be used where a student has completed a course not leading to an award.
PD	Proceed - make good deficit	Yes	Yes	Yes	To be used for a student who is being allowed to proceed to the next level carrying deficiencies.
RF	Referred	No	No	No	To be used for a student who is being given the opportunity to redeem failure by referral outside of the standard resit period. The 'RF' code takes precedence when the student has first sittings as well as referrals.
RA	Referred in Aug/Sept	No	No	No	As above in the referred exam period. The 'RA' code takes precedence when the student has first sittings as well as referrals.
RN	Referred Next Academic Year	Yes	No	No	As RF but during the next academic year. The 'RN' code takes precedence when the student has first sittings as well as referrals.
RP	Refer for an Ordinary Degree	No	No	No	As RF but with a ceiling on the award to be attained.

Progression Decisions (Apprenticeships)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
RR	Refers/Repeats – Cannot Proceed	No	No	No	To be used when a student has a mixture of referrals and repeats.
RD	Refer or accept Ordinary Degree	No	No	No	As RF to achieve Honours Degree or accept Ordinary Degree.
RH	Referred or accept DipHE	No	No	No	As RF but where a student has not achieved 300 credits.
RE	Referred or accept CertHE	No	No	No	As RF but where student has less than 120 cp at Level 5.
R3	Referred for a max of a 3rd	No	No	No	As RF with a ceiling on the award to be attained.
R1	First Sitting in Aug/Sept	No	No	No	To be used where a student has been given the opportunity to sit, as if for the first time, in Aug/Sept. Where a student has a mixture of first sits and referrals, then a referral (RA/RN/RS) code should be used.

Progression Decisions (Apprenticeships)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
DF	Defer	No	No	No	To be used where it has not been possible to make a decision, possibly because of some missing information.
F1	First sits next year	Yes	No	No	To be used where a student is being allowed to take first sittings the following session but not progress to next stage.
FT	Fail & Terminate Studies	No	No	No	To be used where a student has exhausted their number of attempts at redeeming failure.
FR	Fail – repeats permitted next academic year	Yes	No	No	To be used where a student is being allowed to repeat modules the following session but not progress to next level.
NC	Assessment Not Yet Complete	No	No	No	To be used at Interim examination boards.
NI	Intercalation (Year Out)	Yes	No	No	To be used where students have suspended their studies but will be returning.

Progression Decisions (Apprenticeships)		Student record created for following session?	Progress to next stage?	Progress to next academic year?	Example(s)
NK	Result Not Yet Known	No	No	No	To be used where an academic irregularity may have occurred to indicate an outcome is not yet reached.
SO	Awaiting Decision	No	No	No	Academic Registry use for graduation record set up only.
WD	Withdrawn	No	No	No	To be used where a student has exited a programme, particularly before completing any assessments.
WI	Withdrawn - Internal Transfer	Yes	No	No	To be used where a student has left one course and transferred to another within the institution.

Appendix 3: Award codes

Whenever the codes PA, PF or PN are used then an award code will also have to be entered. (In the case of PN - Complete Non Award Bearing, although there will not be an actual award as such, it is necessary to enter a Pass (PA) or Pass for Credit Points (PP) code).

Award/Honours Codes	
These codes are entered to specify the class of award. They are only used in conjunction with one of the awards codes in progression table (PA, PF or PN)	
10	First Class Honours
21	2nd Class Honours-1st Division
22	2nd Class Honours-2nd Division
30	Third Class Honours
DN	Ordinary Degree
DD	Ord Degree with Distinction
AE	Aegrotat
AD	Awarded PGDip
AP	Award Professional Certificate
DA	PgDip with Distinction
DC	PgDip with Commendation
AC	Awarded PGCert
CA	PgCert with Distinction
CC	PgCert with Commendation
A2	Awarded Dip HE
A1	Awarded Cert HE
AA	Awarded Cert of Achievement
AN	Awarded Cert
HC	Awarded Higher Cert (UFD)
DB	Advanced Diploma
DE	Adv Diploma with Distinction
PV	Cert of Professional Studies
PQ	Cert of Prof Studies (Dist)
PA	Pass
PP	Pass for Credit Points
PC	Pass with Commendation
PD	Pass with Distinction
PM	Pass with Merit
PE	Excellent Pass
A3	Adv Dip in Studies in Sec Edu
A4	PG Cert in Studies in Sec Edu
A5	Adv Dip in Studies in Prim Edu
A6	PG Cert in Studies in Prim Edu
A0	Awarded Dip
BA	Certificate in Business Admin
DS	PG Dip in Studies in Education
DT	Prof Dip in Studies in Educ
DU	PG Cert in Studies in Educ
DV	Prof Cert in Studies in Educ
HD	Awarded Higher Cert with Dist
HM	Awarded Higher Cert with Comm
PH	Pass with Honours
ID	DipHE with Distinction
CD	CertHE with Distinction

V1	Postgraduate Diploma (Outstanding) (Bar Voc)
V2	Postgraduate Diploma (Very Competent) (Bar Voc)
V3	Postgraduate Diploma (Competent (Bar Voc)
V4	Postgraduate Certificate (Outstanding) (Bar Voc)
V5	Postgraduate Certificate (Very Competent) (Bar Voc)
V6	Postgraduate Certificate (Competent) (Bar Voc)

Appendix 4: Departmental honours codes

These codes are used to indicate supplementary awards in Banner.

AEL	Advanced Diploma in English Law
APE	Adv Dip in Studies in Prim Edu
ASE	Adv Diploma in Stud in Sec Edu
CAS	Cert in Accounting Skills
CBP	Cert in Business Practice
CEL	Certificate in English Law
CER	Certificate
CML	Cert in Mentorng and Lship Dev
CMS	Certificate in Management Studies
CP	Commendation*
CPC	Cert of Practical Competence
CPD	Cert Prof Practice in Design
CVS	Cert in Vocational Studies
DEL	Diploma in English Law
DIP	Diploma
DP	Distinction*
DPD	Dip Prof Practice in Design
EUB	Eurobachelor
IPC	International Placement Certificate
IPD	International Placement Diploma
ISC	International Study Certificate
ISD	International Study Diploma
ISPC	International Study and Placement Certificate
ISPD	International Study and Placement Diploma
PCG	PGCert Pro Stud in Career Guid
PGICD	Postgraduate International Study Diploma
PGIPC	Postgraduate International Placement Certificate
PGIPD	Postgraduate International Placement Diploma
PGISC	Postgraduate International Study Certificate
PGISPC	Postgraduate International Study and Placement Certificate
PGISPD	Postgraduate International Study and Placement Diploma
PGPC	Postgraduate Placement Certificate
PGPD	Postgraduate Placement Diploma
PLC	Placement Certificate
PLD	Placement Diploma
PPE	PG Cert in Studies in Prim Edu
PSE	PG Cert in Stud in Sec Edu
SDD	Dist in Spoken French & Span
SDF	Distinction in Spoken French
SDG	Distinction in Spoken German
SDI	Distinction in Spoken Italian
SDM	Distinction in Spoken Mandarin
SDS	Distinction in Spoken Spanish
SGD	Dist in Spoken Spanish & German

SGI	Dist in Spoken German & Italian
SID	Dist in Spoken Italian & Span
SMF	Dist in Spoken Mand & French
SMG	Dist in Spoken Mand & German
SP	Pass*

The following Placement Title codes must be entered in the Supplemental Data page of SHADEGR:

XIE	Industrial Experience*
XIS	Industrial Studies*
XLS	Language Study Abroad*
XPD	Professional Studies*
XPP	Professional Practice*
XPS	Professional Skills*

When the Supplementary award is classified, the following Placement Classification codes must be entered in the Supplemental Data page of SHADEGR:

DP	Distinction
CP	Commendation
SP	Pass

* - these codes must be entered in the 'Supplemental Data Field' in Banner 9

Appendix 5: Conferment statement

CONFERMENT STATEMENT

Title of Examination Board:

Date:

Cohorts:

Course Code	Subject	Mode of Attendance	Award

I confirm I was present at the final meeting of the Board of Examiners and agree with the awards conferred:

External Examiner's Name	Signature

Signed:
    Date:

(Chair of the Board of Examiners)

Print name:

Signed:
    Date:

(Secretary to the Board of Examiners)

Print name:

Appendix 6: External examiner absence proforma letter

NOTTINGHAM TRENT UNIVERSITY

EXTERNAL EXAMINER PROFORMA LETTER

Course title:

Course code:

Date of Board of Examiners meeting:

I did not attend the meeting of the Board of Examiners for the above course, held on the above date.

However, I confirm that I have been involved with the assessment of students and that I agree with the final recommendations reached.

Signed:

Print Name:

Date:

Appendix 7: Board of Examiners attendance list

ATTENDANCE/MEMBERSHIP LIST

BOARD OF EXAMINERS: BROADCAST JOURNALISM

DATE:……………………………….

Initial if present	Name	Role

Appendix 8: Chair's Action Form – Change of Exam Board Decision of Mark

This form should be fully completed by the initiator of any new mark or decision, signed by the Chair of the Board of Examiners.

School	
Student's Name	
Student ID	
Course Code	
Course Title	
Academic Year	
Cohort Number	

DETAILS OF CHANGES to results previously agreed at a formal Board of Examiners meeting **dated:**

	Module Code	Module Name	Assessment type	New Mark(s)	New Banner Reason Code
1					
2					
3					
4					

Please complete the following section if a new Progression or Award Decision is required

New Course Progression Decision or Award:

REASONS FOR CHANGE:

Signed:
    Date:

(Chair of the Board of Examiners)

Print name:

Signed:
    Date:

(Secretary to the Board of Examiners)

Print name:

Appendix 9: Final Award Board: List of recommendations

UNIVERSITY FINAL BOARDS: LIST OF RECOMMENDATIONS

Foundation Degrees:
Pass with Distinction Pass with Commendation Pass

Bachelor's Degrees:
First Class Honours   (1st)
Second Class Honours (First Division)   (2.1)
Second Class Honours (Second Division) (2.2)
Third Class Honours   (3rd)

Ordinary Degree
Ordinary Degree with Distinction

Master's Degrees:
Pass with Distinction
Pass with Commendation
Pass

Interim or non-degree awards:
Pass with Distinction (PGDip, PGCert, DipHE, CertHE, Higher Cert and other non-degree awards)
Pass with Commendation (PGDip, PGCert, Higher Cert and other non-degree awards).
Pass (All awards).

A few courses may also have provision for the following categories:
Pass with Merit
Pass with Credit

All courses:
Fail
Referred

Deferred

All courses (exceptionally)
Aegrotat

Appendix 10: Results letters: Signposting for students

The table below provides some suggested wording for inclusion in results letters for students.

Signposting to International Student Support for Student Route students	Web: https://www.ntu.ac.uk/studenthub/international-student-support Email: int.support@ntu.ac.uk Phone: 0115 848 2631
Signposting to financial advice	**If you are repeating a year of study**, you are advised to seek advice as soon as possible regarding the impact of the change on your entitlement to your Student Funding and any action you need to take. Further information can be found on the website: www.ntu.ac.uk/changestostudy, or you can contact the University's Student Financial Support Service directly to discuss your situation (Tel: 0115 848 2494 or email: financial.support@ntu.ac.uk).
Signposting to Academic Appeals process	If you would like to appeal the decision of the Board, you can submit a Request for Reconsideration (R4R) via the online Appeals Portal. R4Rs must be submitted within 10 working days from the date of this letter and on the following grounds only: • If you believe that there was a material error or irregularity in the assessment process, or that one or more of the constituent parts which make up your final outcome are incorrect; or • If you have additional material information which could not have previously been made available through the NEC process or to the Board of Examiners. Dissatisfaction with your result in an assessment, module, or final award is not grounds for appeal because it constitutes disagreement with academic judgement. You can find the Appeals Portal and information on the R4R procedure here: https://www.ntu.ac.uk/studenthub/my-course/student-handbook/submit-an-nec-or-appeal You can seek independent advice from the Nottingham Trent Students' Union here: http://www.trentstudents.org/ias

Appendix 11: Specific guidance for examination board decision-making for Student Route students

	Outcome	Comments	Letter wording
Number of attempts	A discretionary third attempt at any assessment must be the *final* attempt for all Student Route students		
Extenuating circumstances	Any failure to attend or submit an assessment or failure in that assessment will always count as one of the three permitted attempts even with an upheld NEC		
Non-award levels	**Repeat module and proceed with deficit**: Trailing a module will not affect students' visa Status		
	Repeat module without attendance without progression to next level: Students must return to their home country. NTU will be unable to fulfil its Student Route monitoring obligations since the student will not meet the minimum 60 credit point criteria. NTU will no longer sponsor the student and their visa will be curtailed. The student must apply for new visa on return.	The student should remain in contact with their School throughout their period of repeating without attendance. **Students should be advised not to travel to the UK unless they have obtained a new CAS and visa.** Information on obtaining a new CAS can be found on the International Student Support webpage. Please note the University cannot support entry to the UK if a new visa has not been obtained. Travelling on previous documents may lead to students being refused entry once they land in the UK. Students returning to the UK **cannot** make a visa application in the UK if they enter on the wrong visa. If there is an in-person assessment as part of the repeated module, then the student must gain a relevant visa (usually visitor's) for the duration of the examination period.	'You must study a minimum of 60 credit points for the University to sponsor your Student Route visa. Students who are not studying on a full-time basis cannot be sponsored for a Student Route visa in line with UKVI guidance. Following the decision of the Board of Examiners you are now studying fewer than 60 credit points. As a result, NTU can no longer sponsor your visa. NTU must report to the Home Office when we withdraw sponsorship from a student. You will be reported in the next report cycle. We will email you when we have notified the Home Office. The Home Office may then take curtailment action against your visa. You should make arrangements to go back to your home country. The Home Office will write to you to confirm their actions.

			If you do return to full-time study at NTU, you will need to request a new CAS and apply for new leave to enter via a British Embassy. As soon as you are aware that you will be returning, you should request a new CAS via the International Student Support website and ensure that you have the correct documentation and finances in place to support a new visa application.'

	Repeat module with attendance: As long as a student is studying a minimum 60 credits then NTU can fulfil monitoring obligations. However, the student will likely need to apply to extend their leave to stay because they may exceed their original visa period (i.e. length of course + 4 months). The student can receive advice on this from International Student Support.		
Final award levels	**Repeat module without attendance**: Students must return to their home country. NTU will be unable to fulfil its Student Route monitoring obligations since the student will not meet the minimum 60 credit point criteria. NTU will no longer sponsor the student and their visa will be curtailed.	The student should remain in contact with their School throughout their period of repeating without attendance. **Students should be advised not to travel to the UK unless they have obtained a new CAS and visa.** Information on obtaining a new CAS can be found on the International Student Support webpage. Please note the University cannot support entry to the UK if a new visa has not been obtained. Travelling on previous documents may	'You must study a minimum of 60 credit points for the University to sponsor your Student Route visa. Students who are not studying on a full-time basis cannot be sponsored for a Student Route visa in line with UKVI guidance. Following the decision of the Board of Examiners you are now studying fewer than 60 credit points. As a result,

| | | lead to students being refused entry once they land in the UK. Students returning to the UK **cannot** make a visa application in the UK if they enter on the wrong visa.

If there is an in-person assessment as part of the repeated module, then the student must gain a relevant visa (usually visitor's) for the duration of the examination period. | NTU can no longer sponsor your visa.

NTU must report to the Home Office when we withdraw sponsorship from a student. You will be reported in the next report cycle. We will email you when we have notified the Home Office. The Home Office may then take curtailment action against your visa. You should make arrangements to go back to your home country. The Home Office will write to you to confirm their actions.
If you do return to full-time study at NTU, you will need to request a new CAS and apply for new leave to enter via a British Embassy. As soon as you are aware that you will be returning, you should request a new CAS via the International Student Support website and ensure that you have the correct documentation and finances in place to support a new visa application.' |
| | **Repeat module with attendance**: As long as a student is studying a minimum 60 credits then NTU can fulfil monitoring obligations. However, the student will likely need to apply to extend their leave to stay because they may exceed their original visa period (i.e. length of course + 4 months). | | |

Appendix 12: Aegrotat letter

Dear

Course

At a recent meeting of the Board of Examiners for the above mentioned course it was agreed that because of your special circumstances you should be offered an Aegrotat award rather than be required to complete the assessments.

I must point out that acceptance of this Aegrotat will preclude you from re-examination for the original award in the future.

I should be grateful if you would sign the declaration below indicating your preference and return it to the address shown.

Yours sincerely

....
....

To be returned to: <School Administration Manager>, NTU, 50 Shakespeare Street, Nottingham, NG1 4FQ

Name: ....

Course: ....

a)   I wish to accept the offer of an Aegrotat award and understand that this precludes me from completing the original award in the future. I also acknowledge that the word Aegrotat will appear on my certificate.

b)   I do not wish to accept the offer of an Aegrotat award and prefer to complete the assessments for the main award.

Signed: ....

Appendix 13: Example of Board of Examiners course conventions

Guidelines for Undergraduate Examination Boards Academic Year 2023/24

Compensation and Failing

- Students with failures in more than 20 credits (even within the compensatable range) will be referred in these modules (we do not second guess the results of referrals).

- Students with fails in more than 60 credits and/or fails in 6 or more pieces of work (elements or lab reports) will normally fail and repeat with attendance all affected modules in the next academic year.

- The board will normally compensate a marginal fail (FMARG) within a module as per the CARs. Compensation of mid fail (FMID) will not normally be permitted. This is due to reflection of a FMID satisfying a limited number of the assessment criteria/learning outcomes of the module. Discussions to compensate FMIDs should give due consideration to whether the learning objectives assessed in the work have been achieved elsewhere in passed work in the student's profile. Using the current curriculum map the learning outcomes assessed in Phase Test for module:X are not assessed through the other elements of the module or elsewhere in the course so this is the only element of a module that is exempt from compensation.

Trailing Modules

- Where students are allowed to trail modules this will not normally exceed 20 credits or equivalent (elements from different modules that equate to 20 credits will be considered for trailing, predominantly from combinations of X, Y and Z modules).

Extenuating Circumstances and students with Statements of Access

- In line with the CAR, we must remember that where coursework has been handed in (either with or without extensions), then that piece of work should be considered on its own merit and no further allowance should be made.

- If a student has been prevented during the year from undertaking their assessments because of Extenuating Circumstances or particular learning needs, the student should normally be offered the opportunity to undertake those assessments at the first available opportunity.

- Where a level 5 student with long-term pervasive extenuating circumstance or a learning agreement has passed the affected module, the formal minutes of the meeting will note that the student concerned was affected, and which modules were considered to have been affected; this information will be made available at the relevant level 6 board the following year (but the grade will remain as true).

- Where a level 6 student has upheld extenuating circumstances for a module (or a number of modules), it will be up to the examination board to consider whether this merits moving outside the conventions for deciding on the final award.

Decision-making about repeat with or without attendance

- The board will follow School advice and, therefore, any decision to repeat a year of study will normally be with attendance unless the board has evidence that this would not be in the best interests of the student. Examples of this include student profiles containing NECs upheld or a mix of first and second sittings. For each student profile considered, rationales to use discretion from this principle can and should be explored and minuted as appropriate. This principle serves only as a starting point for discussion and consideration.

Appendix 14: Glossary of terms for students

Academic Appeal: The second and final stage of the Academic Appeals Process. See
Request for Reconsideration.

Academic judgement: A judgement made by one or more academic experts, including decisions where you are required to repeat or take further assessment, or a final assessment result or degree classification. Disagreement with the academic judgement of a Board of Examiners' decision is not grounds for an appeal.

Attempt: You have two attempts to pass a module. If you fail the first attempt you may be offered a second attempt. The second attempt will be capped. The Board of Examiners will decide whether the second attempt will be the same type of assessment as the first attempt. If you fail a module at your final attempt, you will not be able to continue on your current course of study.

Board of Examiners (Exam Board): A group of academic experts, including a senior academic as chair, course leaders, module leaders, and one or more external examiners. They meet to review your overall academic profile and to determine your outcome for the academic year.

Cap / capped: A type of academic penalty. For example, if you have been referred in an assessment and it is capped at a Low Third, the highest result you can achieve is a Low Third.

Compensation: You have achieved a marginal fail in a module but you have passed your other modules. In this situation the Board of Examiners may decide to award you a compensated pass for the marginal fail module. This decision will depend on your overall academic performance and profile and the learning outcomes you have met.
Compensation is a matter of academic judgement by the Board of Examiners and is not an automatic right. No more than 20 credit points can be compensated. If you are compensated you do not have to do anything else. You will be recorded as having passed the module and gained the credits.

Curtail / curtailment: If your Tier 4/Student Route visa is curtailed by the Home Office, then your visa has been or will be cancelled.

Deferral: You have been unable to complete an assessment due to illness or other extenuating circumstances, and you have provided written evidence to support this. In this situation *deferral* means that you have been given another attempt in that assessment but it is treated like a first attempt. This means that the grade for a deferred assessment will not be capped.

Degree classifications:

Honours Degrees:
First Class Honours   (1)
Second Class Honours (First Division)   (2.1)
Second Class Honours (Second Division)   (2.2)
Third Class Honours   (3)
Ordinary Degree

Fallback award: See interim award.

Interim award: If you are not eligible to receive the degree for which you originally registered, through academic failure or various personal circumstances, you may be eligible for an interim award such as a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DipHE). It will depend on the number of credits you have successfully completed.

Pass stage: You can proceed to the next level of your course.

Referral: You have failed an assessment or module. In this situation *referral* means you have been given another attempt in that assessment or module. The grade for a referred assessment will be capped at a Low Third.

Repeat module and proceed with deficit (trail module): You have failed a module. You are allowed to proceed to the next level of your course but you will repeat the failed module alongside your other modules. The grade for this module will be capped at a *pass*.

Repeat with attendance: You have failed a number of modules and the Board of Examiners has decided that you must repeat them in the following academic year without proceeding to the next level. In this situation *repeat with attendance* means you must attend all timetabled sessions (lectures, tutorials, etc.), and you must attempt the assessments for these modules. These attempts will be capped.

There are financial implications for repeating and your Subject Administration team will write to you to confirm your fees for the next academic year. It is your responsibility to notify Student Finance England of any change in circumstances.

Repeat without attendance: You have failed a number of modules and the Board of Examiners has decided that you must repeat them in the following academic year. In this situation *repeat without attendance* means you do not have to attend timetabled sessions (lectures, tutorials, etc.) but you do need to attempt one or more assessments for these modules. These attempts will be capped.

There are financial implications for repeating and your Subject Administration team will write to you to confirm your fees for the next academic year. It is your responsibility to notify Student Finance England of any change in circumstances.

Request for Reconsideration (R4R): The first stage of the Academic Appeals Process. An R4R allows you to appeal the decision of the Board of Examiners. It will be considered by a Reconsideration Panel. From the published date of results posting on NOW you have ten working days to submit an R4R. An Academic Appeal is the second and final stage of the Academic Appeals Process. You cannot submit an Academic Appeal until you have received the outcome of your R4R.

Sit (first sit, second sit): See *attempt*.

Submission (resubmission): See *attempt*.

Appendix 15: Safety-net grades for penultimate year outcomes

The University calculated safety-net grades for students who were in their penultimate year of study in 2019/20 and where the year average contributed to the final degree classification awarded in 2020/21. There may still be some students who completed their penultimate year of study in 2019/20 and are completing their final year of study in 2023/24, after deferring for a year, and splitting the final year over a two year duration. In these cases, the safety-net grade will be used for the calculation of their final award classification.

To be eligible for a safety-net grade, student profiles need to meet a set of criteria. Where these criteria are met, the safety-net grade will go forward into the final degree calculation IF it is higher than the actual calculated end of year aggregate.

A safety-net grade will not be provided for students who completed their penultimate year of study prior to the academic year 2019/20.

A safety-net grade will not be provided for students who did not pass all modules required for progression.

Student safety-net grades will be calculated on the basis of grades for completed credit up to the end of March 2020.

In order to ensure that confidence in the level of NTU awards is maintained, a minimum level of evidence in the form of completed credit has been specified to calculate a safety-net grade.

Policy owner
CADQ / Academic Registry

Change history

Version:	Approval date:	Implementation date:	Nature of significant revisions:
March 2018	15.02.18	01.03.18	General updating to ensure alignment with CAR.
March 2019	26.03.19	01.04.19	Annual update
March 2019	17.04.19	17.04.19	Key dates for 2019 Summer ceremonies added
May 2020	14.05.20	14.05.20	Incorporate Covid-19 assessment framework changes and Codicil to the CAR and Placements Policy
May 2021	11.05.21	11.05.21	Annual update New Appendix 8: Chair's Action Form – Change of Exam Board Decision of Mark
May 2022	11.05.22	11.05.22	Annual update
May 2023	26.05.23	31.05.23	Annual update, including key dates for 2022/23; removal of references to professional doctorate boards, MPhils, and Codicil to the Placements policy; update to reflect latest NEC policy; updated links; updated Banner codes; removal of AR flowcharts in appendices
Sept 2023	14.09.23	1.10.23	Footnote added to provide clarity around which policy colleagues should apply in regards to academic irregularities in light of the new 17C Academic Integrity policy.
March 2024	21.03.24	21.03.24	Spring updates, including key dates for 23/24 and updates to reflect the latest 17 C Academic Integrity policy. Updated links to appropriate sections of the Quality Handbook, clarified current processes and timeframes and removed Tier 4 language. Progression Board decisions have been provided by course type to simplify the recording of decisions.

Equality Analysis

Version:	EIA date:	Completed by: