



Appendix 13: Example of Board of Examiners course conventions

Guidelines for Undergraduate Examination Boards Academic Year 2025/26

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).

Consideration of Personal 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 personal 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 personal 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 consideration of personal circumstances (CPC) 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 CPCs 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.