

A4: ASSESSMENT AND RECOMMENDATIONS OF ASSESSMENT BOARDS

INTRODUCTION

The purpose of assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of a course and achieved the standard required for its associated award. All courses are subject to University Regulations that relate assessment requirements to the course learning outcomes; it is on the basis of these requirements that the examiners judge students' performance.

The assessment should provide both an objective and a comprehensive measure of individual student achievement and relate it to the national standard of awards. External examiners may be involved in all assessments contributing to a particular award; any assessment undertaken during a course that contributes to the award should be made available to the external examiners.

Assessment should reflect overall student performance. While grades make a contribution, the final assessment should look beyond their mere computation.

The main purpose of Assessment Boards is to ensure the correct application of the University Regulations relating to assessment, progression and awards.

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REGULATION

1. ASSESSMENT BOARDS - GENERAL

- 1.1 Assessment Boards are established under the authority of Academic Council.
- 1.2 There shall be an Assessment Board for every course leading to an academic award of the University. This Board shall normally meet twice in each academic session.
- 1.3 For awards of the University, Assessment Boards are accountable to Academic Council as prescribed in [Organisational Regulation 07: Assessment Boards](#) and make recommendations to Academic Council in respect of each student. Membership of Assessment Boards includes the external examiners appointed by Academic Council; refer to [Regulation A5: External Examiners](#).
- 1.4 The formal meeting of a Board may be preceded by a meeting of a subsidiary Assessment Committee at which the external examiner is not in attendance. The remit of such a Committee shall be to permit initial discussion of the pattern of results and hence facilitate discussion at the Assessment Board with the intention of allowing it to ratify straightforward recommendations and to concentrate on exceptional cases.
- 1.5 At meetings of Boards, formal voting shall not normally be used as a means of reaching decisions. Every effort shall be made to resolve disagreements, and to reach unanimous conclusions. If, despite this effort, disagreement between internal members of the Board cannot be resolved, the view of the external examiner(s) shall prevail, unless:
- either (i) notwithstanding the view expressed by the external examiner(s), the majority of the Board members present remain unprepared to accept the view of the external examiner(s);
- or (ii) there is a disagreement among the external examiners which it has not been possible to resolve.

In the event of (i) or (ii) above, the Assessment Board is required to refer the matter to Academic Council for a decision.

2. ASSESSMENT - UNIVERSITY RESPONSIBILITIES

- 2.1 In addition to the obligations prescribed in the [Regulation A3: Student Conduct and Appeals](#), the University shall have the following responsibilities concerning the assessment process, as specified in [paragraphs 2.2 - 2.7](#) of this Regulation.

- 2.2 The University shall normally offer two summative assessment opportunities, and normally no more than two, in respect of each assessment within each module in each academic session.
- 2.3 The Head of School shall ensure that the approved assessment procedures are implemented by the Course/Programme Management Team, that regulations for each course within the School are approved by Academic Council and that students who are the subject of assessment are fully informed of all matters relating to their assessment.
- 2.4 The Head of School shall ensure students are advised of the rules that govern assessment.
- 2.5 The Head of School shall ensure a clear and concise explanation of the schedule of assessment for each module of study will be distributed to all students at the start of each module.
- 2.6 Where a course includes an element of advanced independent work undertaken by the student, the Course/Programme Management Team shall appoint one or more supervisors for each student of whom at least one shall be a member of staff of the University.
- 2.7 Where elements of assessment occur throughout a course, students should be advised of the quality of their work but should also be advised that grades remain provisional until ratified by the Assessment Board.

3. ASSESSMENT - STUDENT RESPONSIBILITIES

- 3.1 In addition to the obligations prescribed in the [Regulation A3: Student Conduct and Appeals](#), the student shall have the following responsibilities concerning the assessment process, as specified in [paragraphs 3.2 – 3.11](#) of this Regulation.
- 3.2 It is the responsibility of the student to keep the School informed of his/her current address, in particular so that information concerning assessment and re-assessment may be received.
- 3.3 It is the student's responsibility to attend examinations and to submit work for assessment as required (refer to the University's [Fit to Sit Policy](#)). If a student fails to do so without good cause, the Assessment Board may deem the student to have failed the assessment(s) concerned.
- 3.4 It is the student's responsibility to ensure the School is informed of any circumstances, such as illness or exceptional personal circumstances, which might have prevented him/her from undertaking an assessment and which he/she wishes to be taken into account by the Assessment Board (also refer to the University's [Fit to Sit Policy](#)). The mechanism for notifying the School of such circumstances is through completion of the [Deferral Request Form](#). The [Deferral Request Form](#) should be accompanied by verifiable evidence and should be submitted by email to the School Office not later than five working days after the date of the examination and/or the assessment submission date. Failure on the part of the student to provide such information within the published timescales may be taken by the Assessment Board, the [Student Appeals Committee](#) or

Principal as sufficient reason to dismiss an appeal (refer also [Regulation A3, Section 1: Academic Appeals \(Awards and Progression\) Procedure](#)).

- 3.5 It is the responsibility of the student to ensure that work is presented in a clear and comprehensible manner. Where an assessment submission is judged by the Assessment Board to be below a satisfactory standard of presentation, it may require the student to re-present the work in a prescribed form.
- 3.6 All students must bring their enrolment cards to examinations. The Senior Invigilator is not obliged to admit to the examination area a student who is not carrying his/her enrolment card, but shall have discretion to admit such a student.
- 3.7 It is the student's responsibility to be aware of the conditions that relate to particular examinations with regard to material that is legitimately available to the student during an examination. Students should also be aware of and avoid practices that will be deemed to constitute academic misconduct.
- 3.8 It is the responsibility of a student to present him/herself for oral examination where such examination is prescribed in the Course Specification or where the Assessment Board so requires.
- 3.9 It is the responsibility of a student who avails him/herself of a further assessment opportunity to satisfy the Assessment Board, to consult the Head of School/Associate Dean offering the module(s) to ascertain whether there have been any changes in the syllabus for such module(s).
- 3.10 A student who, having exhausted all assessment opportunities, fails to satisfy the requirements for his/her progress shall normally be required to withdraw from the course (refer also to [paragraph 9.11](#) and [paragraph 9.15](#) of this Regulation).

4. ASSESSMENT - SUBMISSION OF COURSEWORK

- 4.1 Coursework includes continuous assessment such as assignments, laboratory and project reports and any such exercises where specifications are given to students in advance for submission by a specified deadline. Coursework must be the exclusive work of the individual, unless clearly specified to be a group submission. Coursework should be submitted in the manner specified by the School responsible for the assessment on or before the specified submission date/time.
- 4.2 Coursework received after the specified date and time for submission shall only be accepted if there is a valid reason which is accepted by the academic staff member issuing the coursework (refer also [Extension Request Form](#) and [Deferral Request Form](#)). Late coursework, accepted because of extenuating circumstances, shall be assessed in the normal way.
- 4.3 Coursework received late without valid reason shall not be accepted and shall receive no grade, but shall count as one of the assessment opportunities prescribed in paragraph 9 of this Regulation.

5. PROGRESSION AND AWARDS - GENERAL

- 5.1 A student shall be deemed to have passed a module if he/she obtains an overall minimum of Grade D for the module.
- 5.2 A student shall normally pass all modules central to the objectives of the course at each progression point as specified by Academic Council and defined in the Course Specification at each stage of his/her course before being permitted to receive the appropriate award or to proceed to the subsequent stage of the course, except that:
- (i) the Assessment Board shall have discretion to exceptionally allow a student to proceed to the subsequent stage of his/her course carrying modules, normally amounting to no more than 15 credits and not designated as prerequisites for the subsequent stage of study;
 - (ii) for undergraduate courses a student who, after one or two assessment opportunities fails to satisfy the Assessment Board in a non-continuing elective module, may be permitted to proceed to the subsequent stage of his/her course taking a specified alternative elective module as a replacement. In such event the opportunities available to students to satisfy the Assessment Board shall be limited to those remaining from the original module.
- 5.3 A student who has satisfied the requirements for progression shall normally proceed immediately to the subsequent stage of the course. A student may be permitted to suspend his/her studies temporarily for a specified period of time (refer to [Regulation A1: Courses, paragraph 14](#)).
- 5.4 For all Honours courses all Stage 4 grades shall contribute to the Honours classification, including those for any modules from other SCQF levels approved at validation. The maximum weighting that the Stage 3 result may be permitted to make to an Honours classification will be 20%. Where Stage 3 contributes to the Honours classification, an overall Stage 3 grade shall be determined in accordance with the honours algorithm, as prescribed in [paragraph 6.2](#) and [Schedule 4.1](#) of this Regulation.
- 5.5 For candidates who gain entry with advanced standing as a result of a successful claim to have their prior learning recognised the award classification will be based on the remaining non-exempt part.

6. ASSESSMENT BOARDS - RECOMMENDATIONS FOR UNDERGRADUATE COURSES

6.1 Degree with Honours

The Assessment Board shall determine in respect of each candidate for a Degree with Honours that:

- (i) a Degree with Honours, First Class (Class 1) be awarded; or
- (ii) a Degree with Honours, Upper Second Class (Class 2.1) be awarded; or

- (iii) a Degree with Honours, Lower Second Class (Class 2.2) be awarded; or
- (iv) a Degree with Honours, Third Class (Class 3) be awarded; or
- (v) an Aegrotat Degree (Unclassified Honours) be awarded; or
- (vi) a Degree be awarded, or confirmed; or
- (vii) no award be made.

Undergraduate Masters Degree

The Assessment Board shall determine in respect of each candidate for an undergraduate Masters degree that:

- (i) the Masters Degree be awarded with Distinction; or
- (ii) the Masters Degree be awarded with Merit; or
- (ii) the Masters Degree be awarded; or
- (iii) the Degree with Honours be awarded; or
- (iv) no award be made.

Masters (Honours) Degrees will be governed by [paragraph 6.2](#) of this Regulation.

6.2 Honours Classification

In determining the honours classification the Assessment Board shall consider two factors: the overall performance as indicated by the profile of grades across all contributing modules and performance in modules specified as central to the objectives of the course as defined in the Course Specification. On this basis the decisions of the Assessment Board shall normally reflect the following:

- Class 1 At least 50% of the SCQF credits represented by the modules contributing to the honours classification to be at Grade A, at least 75% of the SCQF credits to be at Grade B or better, and normally 100% of the SCQF credits to be at Grade C or better.
- Class 2.1 At least 50% of the SCQF credits represented by the modules contributing to the honours classification to be at Grade B or better, at least 75% of the SCQF credits to be at Grade C or better, and normally 100% of the SCQF credits to be at Grade D or better. In addition, the student must obtain at least a Grade D in any modules defined as central to the objectives of the course.
- Class 2.2 At least 50% of the SCQF credits represented by the modules contributing to the honours classification to be at Grade C or better, and at least 75% of the SCQF credits to be at Grade D or better. In addition, the student must obtain

at least a Grade D in any modules defined as central to the objectives of the course.

- Class 3 At least 50% of the SCQF credits represented by the modules contributing to the honours classification to be at Grade D or better, and at least 75% of the SCQF credits to be at Grade E or better. In addition, the student must obtain at least a Grade D in any modules defined as central to the objectives of the course.
- Fail The student has failed to achieve any of the above.

6.3 Degree with Honours - Re-assessment

- (i) The Assessment Board may exceptionally permit a student to present him/herself for re-assessment in each failed module once only, in which event the Board shall state the form of re-assessment. For the purposes of award classification, a re-assessed module can only attain a maximum of the threshold pass of Grade D (refer to [paragraph 9.6](#) of this Regulation). If, following re-assessment, the student satisfies the criteria for the award of Degree with Honours, the Board may determine a Degree with Honours be awarded, with the classification of honours being determined in accordance with the provisions of [paragraph 6.2](#) of this Regulation.
- (ii) Where, following re-assessment, a student has failed to satisfy the Assessment Board that a Degree with Honours be awarded, the Board may:
- (a) confirm the award of Degree; or
 - (b) confirm that no award be made.

6.4 Degree

The Assessment Board shall determine in respect of each candidate for a Degree that:

- (i) a Degree with Distinction be awarded; or
- (ii) a Degree be awarded; or
- (iii) an Aegrotat Degree be awarded; or
- (iv) no award be made and the student be permitted to proceed to the next stage of the course leading to the Honours Degree; or
- (v) a Diploma of Higher Education be awarded; or
- (vi) no award be made.

- 6.5 Where the Board determines that the Degree be not awarded, the Board may permit the student to present him/herself for re-assessment in accordance with [paragraph 9.11](#) of this Regulation, in which event the Board shall state the form of re-assessment.

- 6.6 Where a student for a Degree has failed in his/her attempt to satisfy the Assessment Board, and has used all re-assessment opportunities or elects not to be re-assessed, the Board may determine that the student be awarded a Diploma of Higher Education if so defined in the Course Specification, and provided that the student has satisfied the requirements for the award of the Diploma of Higher Education.

6.7 Diploma of Higher Education

The Assessment Board shall determine in respect of each student for a Diploma of Higher Education that:

- (i) the Diploma be awarded with Distinction; or
 - (ii) the Diploma be awarded; or
 - (iii) no award be made and the student be permitted to proceed to the third stage of the course leading to the Degree; or
 - (iv) a Certificate of Higher Education be awarded; or
 - (v) no award be made.
- 6.8 Where the Board determines that the Diploma be not awarded, the Board may permit the student to present him/herself for re-assessment in accordance with [paragraph 9.11](#) of this Regulation, in which event the Board shall state the form of re-assessment.
- 6.9 Where a student for a Diploma has failed in his/her attempt to satisfy the Assessment Board, and has used all re-assessment opportunities or elects not to be re-assessed, the Board may determine that the student be awarded a Certificate of Higher Education if so defined in the Course Specification, and provided that the student has satisfied the requirements for the award of the Certificate of Higher Education.

6.10 Certificate of Higher Education

The Assessment Board shall determine in respect of each student for the Certificate of Higher Education that:

- (i) the Certificate be awarded with Distinction; or
 - (ii) the Certificate be awarded; or
 - (iii) no award be made and the student be permitted to proceed to the second stage of the course leading to the Diploma of Higher Education; or
 - (iv) no award be made.
- 6.11 Where the Board determines that the Certificate be not awarded, the Board may permit the student to present him/herself for re-assessment in accordance with [paragraph 9.11](#) of this Regulation, in which event the Board shall state the form of re-assessment.

7. ASSESSMENT BOARDS - RECOMMENDATIONS FOR POSTGRADUATE COURSES

7.1 Degree of Master

The Assessment Board shall determine in respect of each candidate for a Masters Degree that:

- (i) the Degree be awarded with Distinction; or
- (ii) the Degree be awarded with Merit; or
- (iii) the Degree be awarded; or
- (iv) an exit award, as defined in the Course Specification, be awarded; or
- (v) no award be made.

7.2 Where the Board determines that the Masters Degree not be awarded, the Board may permit the student to present him/herself for re-assessment once only, in accordance with [paragraph 9.15](#) of this Regulation, and normally within a period not exceeding twelve months, in which event the Board shall state the form of re-assessment.

7.4 Postgraduate Diploma

The Assessment Board shall determine in respect of each candidate for a Postgraduate Diploma that:

- (i) the Diploma be awarded with Distinction; or
- (ii) the Diploma be awarded with Merit; or
- (iii) the Diploma be awarded; or
- (iv) an exit award, as defined in the Course Specification, be awarded; or
- (v) no award be made.

7.5 Where the Board determines that the Diploma be not awarded, the Board may permit the student to present him/herself for re-assessment once only, in accordance with [paragraph 9.15](#) of the Regulation, and normally within a period not exceeding twelve months, in which event the Board shall state the form of re-assessment.

7.6 Where a student for a Postgraduate Diploma has failed in his/her attempt to satisfy the Assessment Board, and has used the re-assessment opportunity or elects not to be re-assessed, the Board may determine that the student be awarded a Postgraduate Certificate if so defined in the Course Specification, and provided that the student has satisfied the requirements for the award of the Postgraduate Certificate.

7.7 Postgraduate Certificate

The Assessment Board shall determine in respect of each candidate for a Postgraduate Certificate that:

- (i) the Certificate be awarded with Distinction; or
- (ii) the Certificate be awarded with Merit; or
- (iii) the Certificate be awarded; or
- (iv) no award be made.

7.8 Where the Board determines that the Certificate be not awarded, the Board may permit the student to present him/herself for re-assessment once only, in accordance with [paragraph 9.15](#) of the Regulation, and normally within a period not exceeding twelve months, in which event the Board shall state the form of re-assessment.

8. DISTINCTION AND MERIT

Distinction

8.1 All taught exit awards conferred by the University, both undergraduate and postgraduate, may be awarded with distinction with the exception of a Degree with Honours.

8.2 An award with distinction is calculated as follows:

At least 50% of the SCQF credits represented by the modules contributing to the award to be at Grade A, at least 75% of the SCQF credits to be at Grade B or better, and normally 100% of the SCQF credits to be at Grade C or better. All modules contributing to the award with distinction shall normally be achieved at the first assessment opportunity.

Merit

8.3 All taught awards of the University conferred at SCQF Level 11 (Masters), may be awarded with merit.

8.4 An award with merit is calculated as follows:

At least 75% of the SCQF credits represented by the modules contributing to the award to be at Grade B or better, and normally 100% of the SCQF credits to be at Grade C or better. All modules contributing to the award with merit shall normally be achieved at the first assessment opportunity.

9. RE-ASSESSMENT

- 9.1 An entitlement to re-assessment shall be withheld only in exceptional circumstances and subject to the approval of Academic Council.
- 9.2 In permitting re-assessment, an Assessment Board shall specify which components of the assessment the student must undertake and when re-assessment shall take place. For award-bearing stages, the Assessment Board, in consultation with the external examiner, should approve, in advance, the means of re-assessment, including instances of re-submission of coursework.
- 9.3 A student may be required by the Assessment Board to repeat the whole or part of a course before being re-assessed. If so required, the modules of study that are to be undertaken by the student in the repeat stage shall be agreed by the Assessment Board. The Course Leader shall ensure that the subsequent attendance and performance of the student are monitored and assessed. Where the subsequent attendance is deemed to be unsatisfactory, the Assessment Board may recommend to Academic Council that permission for further re-attendance and re-assessment be withdrawn.
- 9.4 Re-attendance for a part or for the whole of a stage of a course shall not confer the right to an increased number of re-assessment opportunities.
- 9.5 The University is not obliged to provide for re-assessment in elements no longer included in a course curriculum. The Assessment Board may at its discretion, however, make such special arrangements as it considers appropriate in cases where it is impracticable for students to be re-assessed in the same elements and by the same methods as at the initial attempt.
- 9.6 For both undergraduate and postgraduate provision, the actual grade obtained for a re-assessed module, including the attempt at which this is achieved, shall be recorded on the student's transcript. When a grade contributes to the determination of the classification or grading of an award, including the determination of Distinction or Merit, then for this purpose the re-assessed module shall be attributed the maximum of a threshold pass of Grade D. This applies to progression, all final and exit awards, and to the computation of the overall Stage 3 grade, in the instances where this contributes to determination of Honours classification. Exceptionally, some other provision may be made where the circumstances have been specifically approved by Academic Council.
- 9.7 A student shall be permitted to be re-assessed for the Honours component of a degree only exceptionally, as specified in [paragraph 6.3](#) of this Regulation.
- 9.8 Notwithstanding the general principle that re-assessment shall be permitted only in accordance with the decision of an Assessment Board, in the case of a component contributing towards summative assessment the Course Leader may exceptionally permit a student with a provisional fail grade to be re-assessed prior to the meeting of the Assessment Board. Any such opportunity shall be subject to the prior approval of the Convener of the Assessment Board. If the student undertakes such re-assessment it shall count as one of the re-assessment opportunities for the purposes of [paragraph 9.11](#) and [paragraph 9.15](#) of this Regulation and shall be reported to the Assessment Board in the normal way.

- 9.9 Re-assessment opportunities shall be subject to the student completing the course within the normal maximum period specified.
- 9.10 A resit fee is normally payable where a student is required or provided the opportunity by the Assessment Board to resit with attendance.

Undergraduate (excluding Honours Stage)

- 9.11 It shall be normal practice for a student undertaking an undergraduate course of studies to be permitted an initial assessment and, as necessary, up to a maximum of two further opportunities for re-assessment to be taken at the next two scheduled assessment occasions. All resit opportunities made available to students shall count as one of the three available assessment opportunities.
- 9.12 External factors, such as the requirements of professional, statutory and regulatory bodies, may otherwise limit the number of re-assessment opportunities. In such cases this shall be stated in the relevant Course Specifications.
- 9.13 Notwithstanding the provisions of [paragraph 9.11](#) of this Regulation, in exceptional circumstances Academic Council may permit a student to present him/herself for assessment at one or more specified further occasions, in which case Academic Council may require the student to re-attend part or the whole of the relevant module.
- 9.14 Notwithstanding the provisions of [paragraph 9.11](#) of this Regulation, any student who has been permitted to suspend his/her studies for a specified period of time and who fails to satisfy the Assessment Board in a summative assessment in the session preceding the period of absence, shall be permitted to present him/herself for re-assessment at the remaining occasions immediately following this period of absence.

Postgraduate

- 9.15 For assessment of postgraduate awards students shall be permitted an initial assessment and, as necessary, up to a maximum of one further opportunity for re-assessment to be taken at the next scheduled assessment occasion. All resit opportunities made available to students shall count as one of the two available assessment opportunities.

10. POOR PERFORMANCE

- 10.1 Where an Assessment Board is satisfied that:

- a student's absence or failure to submit work in all or in part of an assessment is the result of illness or other causes genuinely outwith the control of the student and which can be verified by reliable evidence in accordance with the University's [Fit to Sit Policy](#); or
- a student's poor performance in all or in part of an assessment is the result of illness or other causes genuinely outwith the control of the student and which can be verified by reliable evidence in accordance with the University's [Academic Appeals \(Awards and Progression\) Procedure](#);

then the Board may exercise discretion by deferring a decision and deciding on a particular form of re-assessment designed to clarify whether or not the student has satisfied the course learning outcomes. Alternatively, the Board may decide that

sufficient evidence of achievement exists to support a recommendation for progress or award. In this event, the Board must ensure that the student is not put in a position of unfair advantage over other students; the prevailing concern must be to ensure that the student is assessed on equal terms with other students.

- 10.2 The forms of re-assessment available to an Assessment Board include viva voce examination, additional assessment tasks, normal assessment at the next assessment opportunity or re-assessment as for the initial assessment in all or any of the elements. Where an assessment affected by illness was itself a re-assessment, the consequent re-assessment shall not count as an additional assessment opportunity.

Undergraduate

- 10.3 In the circumstances described in [paragraph 10.1](#) of this Regulation:

- (i) the Board may permit the student to be re-assessed in any or all of the elements of assessment. Re-assessment in this case would not count as an additional assessment opportunity, e.g. if an assessment affected by illness was itself a second attempt, the student shall be permitted to resit as if for the second time;
- (ii) where the Assessment Board is satisfied that there is sufficient evidence that the student has achieved the required academic standard, or where this evidence is subsequently obtained, the Board may determine that the student progresses or receives the award for which he/she is enrolled, with or without Honours Classification or Distinction as appropriate;
- (iii) where the Assessment Board does not have sufficient evidence of the student's performance to recommend the award for which the student was enrolled, but is satisfied that, but for illness or other valid cause, the student would have reached the standard required, it may award:
 - (a) an Aegrotat Degree (Unclassified Honours) in the case of students enrolled for a Degree with Honours; or
 - (b) an Aegrotat Degree in the case of students enrolled for a Degree.

A student awarded an Aegrotat Degree (Unclassified Honours) or an Aegrotat Degree shall be permitted to decline the award, and to opt to be re-assessed in accordance with [paragraph 10.3\(i\)](#) of this Regulation. Where a student accepts an Aegrotat award he/she must make a formal statement recognising that the acceptance of the award waives this right to re-assessment.

Postgraduate

- 10.4 In the circumstances described in [paragraph 10.1](#) of this Regulation:

- (i) the Board may permit the student to be re-assessed as if for the first time in any or all of the elements of assessment. If an assessment opportunity affected by illness was itself a final attempt, the student shall be permitted to resit as if for the final time;

- (ii) where the Assessment Board is satisfied that there is sufficient evidence that the student has achieved the required academic standard, or where this evidence is subsequently obtained, the Board may determine that the student progresses or receives the award for which he/she is enrolled, with or without Distinction or Merit as appropriate.

10.5 Aegrotat awards cannot be conferred for postgraduate courses.

11. CONDONEMENT OF FAILURE

11.1 An Assessment Board has discretion to condone a partial failure in the assessment for an award or for progression to the subsequent stage of a course. A Board is not required to condone failure and any such exercise of discretion shall have due regard to the overall performance of the student, the standard of the award and to any regulations specific to the course. For progression, condonement shall be limited to one module only. Normally, condonement is not permitted where the failure concerned a module which was central to the objectives of the course, as specified in the Course Specification.

11.2 Where a student has satisfied the criteria for an Honours classification, as defined within [paragraph 6.2](#), then condonement of any failed modules shall normally be automatic and the relevant credit awarded.

11.3 Where a fail is condoned this shall be recorded as “condoned” on the student’s transcript, and the module’s SCQF credit points awarded.

12. VIVA VOCE EXAMINATION

In addition to the assessments specified in the Course Specification, an Assessment Board shall have the authority to require a student to attend a viva voce examination. The viva voce examination may be used to determine difficult or borderline cases or as an alternative or additional assessment where valid reasons for poor performance have been established; it shall be used only to raise and not to lower the rating of a student’s assessment. The viva voce examination may be used also as a means of sampling across the range.

13. APPEALS AGAINST A DECISION OF AN ASSESSMENT BOARD

Appeals against a decision of the Assessment Board shall be made in accordance with the provisions of [Regulation A3: Student Conduct and Appeals, Section 1: Academic Appeal \(Awards and Progression\) Procedure](#), though the academic judgement of an Assessment Board cannot be formally questioned or overturned. An appeal against the recommendation for an award can only be made on the grounds that information relevant to a particular assessment was not available to the Assessment Board when it reached its decision or on evidence of procedural irregularity.

14. DISABILITY

Where a student is unable as a result of disability to be assessed by the normal procedures and methods, an Assessment Board may approve variations as appropriate, subject to the prevailing concern that the learning outcomes of the course of studies are satisfied and that the student is assessed on equivalent terms with other students.

15. POSTHUMOUS AWARDS

15.1 The University may posthumously confer any award listed in *Regulation A1: Courses, Schedule 1.1, Regulation A6: Research Degrees, Regulation A7: Higher Doctorates and Regulation A8: Honorary Degrees*.

15.2 In determining whether to recommend to Academic Council that a posthumous award should be conferred, an Assessment Board or team of Examiners shall have sufficient evidence that, had the student survived and completed the course, he or she would have been eligible for the award.

15.3 All documents specifying the conferment of an award shall include the student's name with "posthumously" in brackets.

15.4 The degree certificate shall state "posthumously" immediately after the title of the award.

15.5 A parent, spouse, family member or other appropriate individual shall be invited to attend the Graduation Ceremony and receive the award if they so wish.

SCHEDULE 4.1: UNIVERSITY GRADING SCHEME

Each grade within the University Grading Scheme has both a definition and description. It is not expected that all items will be assessed in each individual assessment task but some exposure to each is expected at each level of the course as stated in the level learning outcomes contained in the Course Specification.

Grade A

Definition of Grade: Excellent - Outstanding Performance

Description of Grade: Outstanding performance and achievement overall. The work of the student has much exceeded the threshold standard. The characteristics of work at this standard are:

- a thorough grasp of the **subject matter**
- a very high ability and originality in applying **key process skills**
- a very high ability in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- very high order ability over the specified range of **subject-specific/professional practice skills**.

Grade B

Definition of Grade: Commendable/Very Good - Meritorious Performance

Description of Grade: A very high standard performance and achievement overall. The work of the student is well above the threshold standard. The characteristics of work at this standard are:

- a very good grasp of the **subject matter**
- a high ability and originality in applying **key process skills**
- a high ability in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- high order ability over the specified range of **subject-specific/professional practice skills**.

Grade C

Definition of Grade: Good – Highly Competent Performance

Description of Grade: A highly competent performance and achievement overall. The work of the student has exceeded the threshold standard. The characteristics of work at this standard are:

- a good level of knowledge and understanding of the **subject matter**
- highly competent and displaying some originality in applying **key process skills**
- highly competent in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- a highly competent performance over the specified range of **subject-specific/professional practice skills**.

Grade D

Definition of Grade: Satisfactory – Competent Performance

Description of Grade: A satisfactory performance overall (as specified in the detailed grading schemes for each assessment). The work of the student overall is at the threshold standard. The characteristics of work at this standard are:

- a satisfactory knowledge and understanding of the **subject matter**
- competence in applying **key process skills**
- adequacy in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- competence over the specified range of **subject-specific/professional practice skills**.

Grade E

Definition of Grade: Borderline Fail – Failure Open to Condonement

Description of Grade: A standard of performance overall which marginally fails to achieve competence. The work of the student overall is just below the threshold standard. The characteristics of work at this standard are:

- marginally unsatisfactory knowledge and understanding of the **subject matter**
- near competence in applying **key process skills**
- some evidence of ability in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- competence over most of the specified range of **subject-specific/professional practice skills**.

N.B. Safe working practice as appropriate to the discipline must be demonstrated for a student to be awarded this grade or higher grades.

Grade F

Definition of Grade: Unsatisfactory – Fail

Description of Grade: Where a submission has been made the standard of performance demonstrated by the student overall is well below the threshold standard. The characteristics of work at this standard are:

- no or very limited knowledge and/or understanding of the **subject matter**, exhibited in a very patchy manner
- no or very limited success in the application of **key process skills**
- no or very limited evidence of **some of** analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- no or very limited competence over the specified range of **subject-specific/professional practice skills**.

Grade NS

Definition of Grade: Non-Submission

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