

3. ASSESSMENT REGULATIONS AND PROCEDURES

This section of the Student Regulations Framework applies to all taught programmes of Plymouth Marjon University, whether undergraduate or postgraduate and to all apprentices enrolled on the University's apprenticeship programmes, who are classified as 'students' and referred to accordingly throughout this Procedure.

3.1 Introduction

1. These regulations set out the assessment responsibilities within Plymouth Marjon University relating to taught programmes of study and should be read in conjunction with other information in this Framework. What follows applies to the formal processes of the Module Assessment Boards and Progression and Award Boards relating to all taught provision.
2. The University operates a two-tier arrangement of Module Assessment Boards (MABs) and Progression and Award Boards (PABs) for all taught programmes. The Module Assessment Board operates in two stages. The first stage, comprising the module delivery team, the Programme Leader and the External Examiner assigned to the module, confirms the accuracy of module marks. The second stage reviews and endorses those decisions before recommending marks to the Progression and Award Board for consideration and approval.
3. Module Assessment Boards determine the final mark for each student in every module within their purview and award credit for the module to every student who has demonstrated achievement of the learning outcomes of those modules.
4. Progression and Award Boards make decisions relating to the progression of students in programmes and the consequence of failure at any stage of a

programme. They also make recommendations for the conferment and classification of awards to Senate.

5. Module Assessment Boards must use the University standard module marksheets for all University-approved modules. On completion, the marks must be made available to the Registry and Programme Support Office by the date stated in the Assessments Calendar published on Antler and MyMarjon each year
6. The Academic Registrar is responsible for the oversight of all formal examinations and PABs, assisted by Registry Services staff.
7. The Deans of Faculty are responsible for the academic standards and the content of examination papers or coursework assignments.

3.2 Emergency Powers

Exceptionally, circumstances beyond the control of the University might make it impossible to operate the processes of assessment in accordance with these regulations and procedures. In such circumstances, the Vice-Chancellor, as Chair of Senate, may vary these regulations and procedures or vary the constitution or quoracy requirements of any board, panel or committee. The Vice-Chancellor will make the variation(s) known to staff and students in writing. Before doing so, the Vice-Chancellor will notify the Chair of the Board of Governors in writing of the variation and the reasons for it. The Vice-Chancellor will also report the variation and the reasons for it to the next meeting of Senate. Specific powers relating to Module Assessment Boards and Progression and Award Boards are to be found in the relevant sections of these regulations. Guidance on using these powers may be obtained from the Academic Registrar.

3.3 Module Assessment Boards (MABs) – General Administration

1. The Registry and Programme Support Office is responsible for scheduling all Module Assessment Boards and the associated arrangements. Deans of Faculty inform all internal examiners of the schedule that relates to them.
2. The Registry and Programme Support Office schedules and publishes the dates and times of the Progression and Award Boards.
3. Deans of Faculty, assisted by the appropriate administrators, are responsible for ensuring that accurate marks, and annotations, are presented to the relevant University Assessment Boards.
4. Deans of Faculty are responsible for liaising with External Examiners regarding inspection of coursework and practical examinations.
5. The Registry and Programme Support Office is responsible for the co-ordination of agreed marks from Module Assessment Boards and the presentation of these marks to the appropriate Progression and Award Board.

3.4 Module Assessment Boards (MABs) – Membership and Quoracy

1. Membership of a Module Assessment Board is as follows:

Stage One

- The Chair, who will normally be the Programme Leader or Academic Liaison Tutor (for collaborative Provision)
- The External Examiner(s) for the cognate groups of modules under consideration
- Module Leader/s

- Members of the module team
- Academic Liaison Tutor (for collaborative provision)

In addition, the Academic Registrar has the right to attend or to send a nominee.

Stage Two

- The Chair, who will normally be the Associate Dean
 - Academic Registrar
 - Academic Liaison Tutor (for collaborative provision)
 - Assessment and Exams Officer (or nominee) (Secretary)
2. Module Assessment Boards will be quorate if the following members are in attendance:
 - The Chair or nominated deputy
 - The External Examiner(s) (however, the Board may proceed if the External Examiner is exceptionally unable to attend in accordance with the procedure described in the Handbook for External Examiners and Moderators) at Stage One
 - The Academic Registrar (or nominee) at Stage Two
 3. The Chair is appointed on the authority of Senate and is accountable to Senate for ensuring that each stage of the Module Assessment Board fulfils its responsibilities in accordance with these regulations and procedures.
 4. In addition to the membership, a person shall be appointed to act as Secretary to the Stage Two Board to provide to the Chair of the Board a draft record of its proceedings as soon as possible after the meeting. This will include a list of those present and the capacity in which they attended, all the decisions made and the reasons for them. The Chair is responsible for ensuring that minutes are circulated to members as soon as reasonably practicable after the meeting

and that a copy is lodged with Registry 48 hours before any Progression and Award Board that will receive decisions of the Module Assessment Board.

5. No student may attend any part of a meeting of a Module Assessment Board, unless they are a member of staff or approved External Examiner who is coincidentally registered as a student on another programme of the University or elsewhere.
6. The role of the External Examiner, the associated rights and responsibilities and the procedure to be followed if the External Examiner is exceptionally unable to attend the meeting, are described in the Handbook for External Examiners and Moderators.
7. A Module Leader who is exceptionally unable to attend a meeting of a Module Assessment Board must provide written advice to the Board relating to the assessment of their module(s). If, exceptionally, they are unable to provide such advice, the Chair will investigate the assessment of the module and report to the Module Assessment Board on behalf of the Module Leader.
8. Module Assessment Boards should start promptly, and all members should have with them their own copies of relevant module descriptors, regulations etc.
9. In circumstances beyond the University's control where it is not possible to convene a normally constituted Module Assessment Board, the Vice-Chancellor, having received advice from the Academic Registrar, will determine the arrangements necessary to conduct the business of the meeting. In such circumstances, the decision and the reasons for it will be reported in full to the next meeting of Senate.

3.5 Module Assessment Boards (MABs) – Business

1. The Module Assessment Board will receive:

- the minutes of its previous substantive meeting and any intervening meetings including any relevant MAB Form
- notification of any actions taken under delegated authority
- the current approved module descriptor of each module
- the examination papers, coursework and other assessments used
- the name of any student alleged to have been guilty of academic misconduct in relation to any of the modules under consideration and details of any action taken in relation to it
- the previous annual report and interim report of the External Examiner and the response to these reports
- the record of the relevant RPL Board
- in respect of each student:
 - if appropriate, a report on any placement or work-based learning undertaken including details of placement hours undertaken
 - if appropriate, a report on any practical activity undertaken
 - the overall mark for the module
 - the mark for each assessment element (i.e. coursework, examination etc)
 - the mark for each component
 - a record against each assessment mark of any decision made by the Registry and Programme Support Office for Extenuating Circumstances
 - a record against each mark showing if it is the result of the application of an assessment penalty and, if it is, the mark without penalty should also be available

2. The Stage One Module Assessment Board Shall:

- receive the summary statistics available for each module and identify any anomalies which may require attention by the Board, or action for the next academic session.
- scrutinise the marks or grades relating to each module and the analysis of the marks and identify and obtain an explanation for any anomaly, or other cause for concern, and take any action considered necessary, seeking advice from the External Examiner.
- having taken any such action, make decisions in relation to each student, as described below, taking into account any decisions of the Extenuating Circumstances Panel.
- receive an oral report from each External Examiner concerning the standards achieved by students and the quality of the provision.
- review the responses to the previous External Examiner's reports and consider the rationale for any recommendations that have not been acted upon.
- consider the adequacy of all assessments used in each module and make recommendations for future assessments.

The Stage Two Module Assessment Board shall:

- agree the final version of the minutes of the previous meeting to be a true record of that meeting and note any matters arising from them
- Scrutinise the Stage One Module Assessment Board form for each module under scrutiny
- recommend the marks or grades for each candidate in each module, in accordance with the decisions made at Stage One
- assign credit to individual students on the basis of the confirmed marks or grades.

- make recommendations for resit and/or deferral assessments for those students who have not been assigned credit.
- authorise the update of the Student Record System and the notification of recommended marks to students.
- formally delegate its authority to Chair's Action to resolve any cases arising from resit or deferral, or where, subsequent to the meeting, students present reasons and circumstances, considered by the Chair to be both acceptable and supported by satisfactory evidence, which have led to a mark or grade being wrongly confirmed. In all such cases the Chair must document their decision, the reasons for it, and the extent of any consultation and report the decision without delay to the Registry and Programme Support Office for presentation at the Progression and Award Board and to the next meeting of the Module Assessment Board.

3.6 Module Assessment Boards (MABs) – Moderation of Marks

1. Module Assessment Boards may moderate marks as a collective decision, on the recommendation of an External Examiner, and after reviewing the full range of information if, in the opinion of the Board, any of the following have occurred:
 - the pass threshold has been incorrectly applied.
 - the marks do not fall within the expected mark distribution.
 - the Dean of Faculty confirms that an Academic Department or programme management issue, including any such issue that has been identified via the formal complaints process, has disadvantaged all students taking the module.
2. The Chair of the Module Assessment Board must ensure that any moderation, and the reason for it, is recorded in the minutes.

3.7 Module Assessment Boards (MABs) – Decisions

1. The Module Assessment Board recommends grades awarded to individual students and module cohorts. It has the authority to review cohort results, but not individual student marks.
2. In the event of a rubric infringement such as attempting more examination questions than required, the Module Assessment Board will receive a mark that disregards the lower or lowest mark.
3. Where students are given target word counts or equivalents for an assessment, the instructions for the assessment should make clear before the student undertakes the assessment what the consequences of exceeding or failing to reach the word count are. These are likely to be determined by the practice in a particular discipline or programme. Those consequences should be applied in the marking process and associated comment should be made in the feedback to the student. The Module Assessment Board should receive details of adjustments of this kind which will be fully recorded in the Module Assessment Board minutes.
4. The module mark reported to students and to the Module Assessment Board and Progression and Award Board will be a rounded integer as follows:
 - a decimal of x.50 or greater shall round up to the next highest integer.
 - a decimal lower than x.50 shall round down to the next lowest integer.
5. In respect of each student on each module, the Module Assessment Board must make one of the following decisions, which it will pass to the Progression and Award Board.
 - a) **Passed** - confirms that the credit has been assigned. A module is passed if a student has achieved the module outcomes, the evidence for this being achievement of the overall module pass mark (40% for undergraduate modules, 50% for postgraduate modules) regardless of

the mark achieved in any element of assessment. Note however that certain programme regulations may require all elements of some or all modules to be passed for professional accreditation purposes. In such cases the MAB will annotate the mark “n” to show that the module is not yet passed for professional accreditation purposes.

- b) **Failed** - confirms that the student has not achieved the module outcomes and that credit has not been assigned.
- c) **No Decision** – confirms either that the student has not satisfactorily completed the assessment of the module for a good reason that would not be considered under the Extenuating Circumstances Procedures, or that the Module Assessment Board has been unable to confirm the mark and assign credit because of some procedural delay. In such cases, the Chair should ensure that the reasons for such missing marks are noted in full, so that they can be accurately forwarded to the Progression and Award Board for decision-making purposes.
- d) **Decision Withheld** – confirms that the Module Assessment Board has made a decision but has withheld notification of it to the student and to the Progression and Award Board until the outcome of Academic Misconduct Procedures is known (in accordance with Section 14 of this [Framework](#)). In all such cases the marksheet will be appropriately annotated.

3.8 Module Assessment Boards (MABs) – Assessment Penalties

1. Responsibility for the application of assessment penalties rests with the Module Assessment Board when it determines the final mark in the module.
2. All cases in which assessment penalties have been applied, or in which work has not been accepted for assessment, shall be reported to the Module Assessment Board and to the Progression and Award Board.

3. The Module Assessment Board will waive an assessment penalty if it receives an Extenuating Circumstances decision from the Registry and Programme Support Office that late submission of that work was due to valid Extenuating Circumstances.
4. The Module Assessment Board cannot waive penalties imposed in accordance with the University's Academic Integrity Procedure (Section 14 of this [Framework](#)) or impose any penalty for alleged academic misconduct. In the event of such an allegation coming to light at the meeting, or being unresolved by the time of the meeting, the Module Assessment Board will make its decisions in the normal way. However, the Progression and Award Board will withhold them from the student until the outcome is known, appropriately annotating the marksheet.

3.9 Module Assessment Boards (MABs) – Finalising, Signing, and Endorsing the Module Assessment Board Form

1. When the Stage One Module Assessment Board has agreed the marks, with or without moderation, the Chair will sign the Stage One Module Assessment Board Form, and the External Examiner will endorse it. The Chair and the Academic Registrar at Stage Two, following review of the Stage One Forms, will together recommend the submission of marks into the student record. The significance of this process, and the procedure to be followed if the External Examiner is unable or unwilling to endorse the Module Assessment Board Form, is described in the Handbook for External Examiners and Moderators.
2. After the External Examiner, the Chair of the Stage Two Module Assessment Board, and the Academic Registrar, have completed this process, no marks may be changed, other than in exceptional circumstances and with the written agreement of the External Examiner. Marks recommended at the MAB may not be released to individual students until all assessment results are published by the Registry and Programme Support Office.

3. For Level 5 and 6 modules, any changes to the module mark sheets made at the Module Assessment Board must be recorded in the minutes.

3.10 Module Assessment Boards (MABs) – Convention for Reporting Resit Requirements to the PAB

1. Module Assessment Boards are required to make recommendations to the Progression and Award Board concerning students with failed modules and/or modules in which the assessment is deferred.
2. Students must always pass every element of assessment that the Board has set for their retrieval of failure. Specifically, resit marks cannot be combined with existing marks from passed elements, nor with each other, so that the student accumulates a module pass mark.
3. Chairs of Module Assessment Boards must ensure that notations, as approved by the Academic Registrar, appear after each module score on the module mark sheet where resit assessment is to be recommended. See Section 6 of this [Framework](#) for further information about setting resit work. See Section 4 of this [Framework](#) relating to deferred assessment in cases of valid Extenuating Circumstances.

3.11 Student Review Process

1. The Teaching, Learning and Academic Quality Committee will assess the engagement and progress of its undergraduate students at appropriate points during the session, on behalf of Senate, with specific reference to:
 - Modules with a high number of fails.
 - Student profiles that demonstrate a downward or upward trend from previous marks.
 - Any queries related to registration or enrolment.

2. The Registry and Programme Support Office will then seek comments, on behalf of the Academic Registrar, from the Chief Academic Officer; Deans of Faculty; Programme Leaders; and Student Wellbeing and Support on any such matters before advising the appropriate Assessment Board. Decisions on the progression or continuing enrolment of any student or recommendations for the conferment of academic awards are the ultimate responsibility of the Progression and Award Boards (PABs).

3.12 Extenuating Circumstances

1. Action relating to extenuating circumstances must be taken strictly in accordance with the relevant Student Regulations, as set out in Section 4 of this [Framework](#). Extenuating circumstances are circumstances that lessen or mitigate the apparent seriousness of academic failure. Typically, they include illness, close family bereavement and severe emotional stress. They are temporary, abnormal and mostly unexpected circumstances that are beyond the student's control and that relate to a particular assessment or assessments. They are claimed by an individual student (or by Student Wellbeing and Support on behalf of the student) and are appropriately verified through the Extenuating Circumstances process (see Section 4 of this [Framework](#)).
2. The Registry and Programme Support Office will decide the validity or otherwise of claims for extenuating circumstances. No other body and no individual member of staff is authorised to rule on the validity or otherwise of a claim for extenuating circumstances. A Module Assessment Board or Progression and Award Board can only take extenuating circumstances into account if they have been authorised by the Registry and Programme Support Office.
3. The Registry and Programme Support office will notify the Module Assessment Boards that Valid Extenuating Circumstances apply to named students in specific assessments in named modules.

4. Module Assessment Boards must, where Valid Extenuating Circumstances have prevented the student from submitting an assessment by the due date, waive the assessment penalty and ensure the assessment attracts the full mark it justifies on its merits alone.
5. In other cases of Valid Extenuating Circumstances, where no mark is recorded for an assessment, Module Assessment Boards may:

- permit the assessment of the module in the form of the affected assessment(s) to be deferred until specified dates.

Deferral assessments must assess the learning outcomes of the module in a similar manner and mode to the original assessment. Deferral assessments will normally involve the original assessment task, unless an alternative task is required to preserve the integrity of the assessment - as determined by the Module Leader.

- exceptionally, if it is not possible to replicate the original assessment mode/s, permit the assessment of the module by means of different assessment mode/s, which must be defined and made known to the student, to be deferred until specified dates.
6. In relation to any assessment, an assessment penalty imposed following Academic Misconduct and Student Misconduct Procedures described in Section 14 and Section 15 of this [Framework](#) overrides any valid extenuating circumstances.
 7. The Module Assessment Board will minute all decisions reached in respect of valid extenuating circumstances made known to it.
 8. Chairs of Module Assessment Boards must ensure that "v" appears after each element of assessment on the module mark sheets where extenuating circumstances have been found valid whether or not the module has been passed. If the module pass mark has not been reached, the appropriate annotation will be applied.

9. Module Assessment Boards make recommendations to the Progression and Award Board concerning students with failed modules and/or modules in which the assessment is deferred. Chairs of those Boards must ensure that notations appear after each module score on the module mark sheet where resit/deferred assessment is recommended.

The notations will appear on lists made available to the Progression and Award Board. If the Module Assessment Board has waived a penalty for late submission of coursework, the “v” annotation remains, but no coursework/exam annotation is added.

3.13 Viva Voce Examinations

1. The University does not permit the use of viva voce examinations to determine an individual student's marks or to make recommendations for awards, unless such an examination is specified in the module descriptor as a method of assessment for all students on that module.
2. In such cases, the Dean of Faculty will make all arrangements, with both the External Examiner(s) and the students for the viva voce examination.

3.14 Progression and Award Boards (PABs) - General

1. The Progression and Award Board confirms all module overall grades, oversees the assessment of awards, decides on student progression and makes recommendations to Senate, or to another awarding body, on the award and category of award to be conferred upon individual students.
2. All named awards shall be assigned to the authority of a Progression and Award Board.

3. The Progression and Award Board shall convene meetings, to discharge the duties defined by these regulations. The Academic Registrar shall schedule its meetings.
4. The Progression and Award Board shall exercise its powers in accordance with the standard of the award, the identified aims and objectives of any particular programme and the individual candidate's overall performance.
5. Only a Progression and Award Board constituted in accordance with these Regulations shall be authorised to recommend conferment on a student of an academic award of the University, or of any awarding body with which the University has a collaborative agreement.
6. The University's academic awards are conferred by the Progression and Award Board by way of delegated authority from the University Senate. The Progression and Award Board will also make recommendations to other awarding bodies with which the University has a collaborative agreement on Senate's behalf.
7. The decisions of the Progression and Award Board with regard to academic awards shall be ratified by the Academic Registrar, in their ex-officio role as Secretary of Senate.

3.15 Progression and Award Boards (PABs) - Constitution, Terms of Reference and Membership

1. The following have membership rights of Progression and Award Boards:
 - Chair
 - Progression and Award Board External Examiner(s) for awards under consideration
 - Chairs or a nominee of the Second Stage Module Assessment Boards relevant to the PAB

- Academic Registrar or nominated deputy

Additional staff may attend at the discretion of the Academic Registrar.

2. The Chair is appointed on the authority of Senate and is accountable to Senate for ensuring that the Progression and Award Board fulfils its responsibilities in accordance with these regulations. The Academic Registrar or nominee will advise and assist the Chair in this respect.
3. No student may be a member of a Progression and Award Board, unless they are a member of staff or approved External Examiner who is coincidentally registered as a student on another programme in the University or elsewhere.
4. The Progression and Award Board, when recommending the conferment of an academic award or considering the progression of students, shall be quorate with the following membership:
 - Chair or nominated deputy
 - Progression and Award Board External Examiner(s) for awards under consideration
 - Chairs or a nominee of the Stage Two Module Assessment Boards relevant to the PAB
 - Academic Registrar or nominee.

If, exceptionally, a MAB Chair is unable to attend, the Board will be quorate provided that the Dean of Faculty has ensured that someone is present at the Board to represent students on all programmes in their Faculty.

5. The role of the Progression and Award Board External Examiner and the associated rights and responsibilities are described in the Handbook for External Examiners and Moderators. If, exceptionally, the Progression and Award Board External Examiner is unable to attend the meeting, and the University is unable to arrange for one of the External Examiners for modules contributing to one or more of the awards to attend, then the Progression and Award Board External Examiner will:

- as far as possible, make their views known to the Board before it meets.
 - after the Board has met, write to the Chair of the Progression and Award Board stating the reason for absence, the extent of their involvement with the processes of assessment and signifying satisfaction with them. The letter shall not be considered to signify agreement with every decision of the Progression and Award Board.
 - the minutes of the meeting will record the Chair's agreement that the meeting should go ahead.
6. In circumstances beyond the University's control where it is not possible to convene a normally constituted Progression and Award Board, the Vice-Chancellor, on advice from the Academic Registrar, will determine the arrangements necessary to conduct business of the meeting. In such circumstances, the decision and the reasons for it will be reported in full to the next meeting of Senate.

3.16 Progression and Award Boards (PABs) - Process and Powers

1. The Progression and Award Board will receive:
 - the minutes of its previous meeting and any intervening sub-committee(s).
 - notification of any actions taken under the delegation of its authority at a previous meeting.
 - the relevant regulations, policies and procedures.
 - the recommended marks and assigned credit from the appropriate Module Assessment Board(s) for each student registered for awards for which it is responsible.
 - decisions made by Module Assessment Board(s) with regard to failure and deferral.

- a record against each module of Extenuating Circumstances found Valid by The Registry and Programme Support Office with an indication of action that remains to be taken.
- the name of any student alleged to have been guilty of academic misconduct in relation to a module and details of any action taken in relation to it.
- the annual report(s) of the Progression and Award Board External Examiner(s).
- the name of any student in breach of University regulations from whom an official transcript/certificate will be withheld.

2. The Progression and Award Board will:

- before making decisions about any students, agree how it should exercise discretion with regard to extenuating circumstances and other factors affecting performance.
- agree the final version of the minutes of the previous meeting to be a true record of that meeting and note any matters arising from them.
- note any actions taken under authority delegated at its previous meetings.
- exercise its discretion to condone failure in accordance with the provisions of these regulations.
- in the event of Extenuating Circumstances having been found Valid that have not otherwise been completed, exercise discretion as appropriate in accordance with the provisions of those and other regulations.
- determine whether to permit a student to progress to the next stage of a programme.
- determine whether any student shall be excluded from their programme of study on academic grounds.

- determine whether to allow any student to make good an initial failure in one or more modules by resit assessment.
- determine whether to allow any student to make good an initial failure in one or more modules by repeat assessment of the module.
- subject to the constraints of these regulations, require a student to repeat the assessment of a module where the resit requirements have not been successfully completed.
- determine whether a candidate's registration should be extended beyond the application of these or other University regulations.
- recommend the conferment and, as appropriate, categorisation of an award, including, as appropriate, an Aegrotat award.
- determine whether or not to defer recommending progression or the conferment of an award until specified conditions, within a specified time scale, have been met.
- authorise the publication of its decisions and recommendations.
- consider the previous annual report/s of the Progression and Award Board External Examiner(s) and the response to it, including a rationale for any recommendations that have not been acted upon, and refer any matters of concern to Senate.
- fulfil, as appropriate, any specific and additional requirements of any external accrediting body for the award recognised by Senate.

3.17 Progression and Award Boards (PABs) - Decisions

1. At the conclusion of each meeting the Chair shall sign a list of the decisions of the Progression and Award Board. The Minutes Secretary will then release the decisions in accordance with the approved Assessments Calendar.

2. The list shall show the name and/or Student Record System Identification Number of each student and the decision of the Progression and Award Board. The decision shall be one of the following:
- **Progress:** this confirms that the student may continue to the next stage of the programme and, if appropriate, has been permitted to carry forward a module or modules for which credit has not yet been assigned.
 - **Recommend the award of [name of specific award]:** this confirms that an academic award is to be made to the student following, as appropriate, completion of the programme of study, withdrawal or exclusion.
 - **Decision Deferred:** this confirms either that there is insufficient information on which to make a decision or that, due to Valid Extenuating Circumstances, the student has not yet been awarded sufficient credit to progress or secure an award. Such deferral may be in addition to a decision to allow resit assessment. The Progression and Award Board will not make the decision 'Decision Deferred' following a resit if the timing of any deferred resit would make normal progress impracticable (see Section 3.16.2 of this [Framework](#)). Instead it will allow the student to repeat the assessment of the outstanding modules and will determine whether or not the student may progress before completion of the repeat assessment (see also Section 5 of this [Framework](#)).
 - **Resit:** this confirms that further marks are to be confirmed, and credit assigned, following an opportunity to make good an initial failure, before progression can be determined or an award can be recommended. This may be in addition to a decision of 'Decision Deferred'.
 - **Retake Module(s):** this confirms that the student may not continue to the next stage of the programme or be recommended for an award until there has been a successful repeat assessment. Students must enrol to retake module(s) and register for those modules in accordance with University regulations. Unless the Progression and Award Board specifically states otherwise, the student must complete all the assessments required in the next delivery of the module and gain sufficient marks to pass the module.

The mark for the repeated module is capped at the module pass mark. See also Section 6 of this [Framework](#).

- **Exclude:** this confirms that the student may not continue to study for the named award for which they are registered at the University as a full-time student. This decision does not prevent the student transferring their registration to another programme of study within the University, subject to the agreement of the Programme/Programme Area/Subject Area Leader(s) for that programme.
 - **Decision Withheld:** this confirms that one of the above decisions has been determined but that it is not to be released yet by way of an official transcript/certificate. This is either because the student is in breach of the University's regulations in some respect or has not yet decided whether or not to accept the offer of an award prior to its recommendation. The Decision is released by subsequent Chair's Action.
3. The Academic Registrar shall ensure that, as soon as practicable after the Board, students have sufficient further details of the Board's decisions to exercise their rights under these and any other regulations of the University. In particular, those further details must make clear any actions the student must complete in order to retrieve any failure.
 4. At the end of the meeting, the Progression and Award Board External Examiner will approve the Board Papers. This endorsement signifies that the External Examiner upholds the effectiveness and adequacy of the assessment processes, with particular reference to the student profiles and issues of fairness. It does not necessarily indicate agreement with every individual mark or recommendation of the Board.

3.18 Progression and Award Boards (PABs) - Delegation

1. The Progression and Award Board can delegate to a subsidiary body its authority in relation to the progression of, and recommendation of awards to,

students following resit assessment. It must define the membership and quorum of such a subsidiary body and prescribe the reporting arrangements to the Board.

2. The Progression and Award Board can delegate to the Chair its authority in relation to the progression and recommendation of awards to students arising from deferred decisions and the release of withheld decisions. It shall require the Chair to document their decision, the reasons for it, and the extent of any consultation. The Chair shall report any such decision to the next meeting of the Board.
3. The Progression and Award Board can delegate to the Chair its authority in relation to the outcome of successful appeals (see Section 16 of this [Framework](#)). The Chair shall report any such decision to the next meeting of the Board.
4. The Progression and Award Board cannot delegate its authority in any other way.

3.19 Progression and Award Boards (PABs) - Minutes

1. The Academic Registrar shall appoint a Minutes Secretary to draft the minutes of the meeting of the Board and of any sub-committee.
2. In the case of the exercise of the discretionary powers described below, the minutes must include all the information specified within that regulation. In the case of the exercise of any other discretionary powers under these regulations, the minutes shall record in full the reasons for any decision to exercise discretion or not to do so.
3. The Chair of the Progression and Award Board shall ensure that approved draft minutes of meetings are issued to members within a reasonable time. The Progression and Award Board will receive and consider the minutes of its previous meeting as described in Section 3.16 of this [Framework](#).

3.20 Authority to Depart Exceptionally from University Regulations

1. Within the constraints of the programme objectives and good practice within the UK higher education sector, the Progression and Award Board may depart from any of these regulations, except this regulation, in exceptional circumstances if a strict application of the regulations would be unjust to a student or students. The Progression and Award Board will take advice from the Progression and Award Board External Examiner in relation to good practice in the sector.
2. In such a case the minutes must record all of the following information:
 - a reference to this regulation.
 - the name of the student(s).
 - the regulation from which the Progression and Award Board wishes to depart.
 - the full circumstances in which the Progression and Award Board considered it necessary to exercise the discretionary power under this regulation.
 - the reason the Progression and Award Board considered it necessary to exercise the discretionary power under this regulation - this should highlight the consequences of the exercise or non-exercise of such discretion for the student.
 - the advice of the Progression and Award Board External Examiner in relation to good practice within the UK higher education sector.
 - the reason such discretionary power should not be exercised in respect of other students.

The Chair of the Progression and Award Board should report in writing via its Minutes Secretary to both the Vice-Chancellor and Academic Registrar

regarding the departure from the regulations, so that this can be reported to Senate.

3.21 Other Procedural Matters

1. The Academic Registrar will retain electronic copies of mark sheets.
2. All members of a Progression and Award Board or Module Assessment Board must exercise the strictest confidentiality regarding its proceedings. Board decisions are the decisions of all its members jointly and severally, regardless of the members' views before those decisions were finalised.
3. The Academic Registrar is responsible for communicating the decisions of Assessment Boards and issuing statements relating to appeal procedures. Candidates whose results are not published by the deadline for procedural reasons will be notified separately at the same time. They will also retain award lists and details of Chair's actions taken after the PAB meeting.

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