



MANUAL OF ACADEMIC REGULATIONS
AND PROCEDURES 2022-23

POSTGRADUATE TAUGHT ASSESSMENT REGULATIONS

(APPLICABLE FROM OCTOBER 2022)

Academic Standards, Quality and Conduct

Student and Education Services

MARP 2022-23

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- PT 3.2 To qualify for an award, candidates should pass all the assessments required by their programme and be awarded credits, or have assessments condoned, as follows:
- (a) for a taught Masters degree, a total of at least 180 credits, with no more than 30 credits having been defined as being undergraduate in level;
 - (b) for a Postgraduate Diploma, a total of at least 120 credits, with no more than 30 credits having been defined as being undergraduate in level;
 - (c) for a Postgraduate Certificate, a total of at least 60 credits, with no more than 20 credits having been defined as being undergraduate in level.

PT 4 PROGRESSION

- PT 4.1 Requirements for progression from one stage (or element) of a postgraduate taught

70.0%+	distinction
60.0-69.9%	merit
50.0-59.9%	pass
Below 50.0%	fail

PT 5.5 Merit and distinction classifications are not awarded in programmes where all assessment is wholly collaborative, involving peer assessment in each assignment.

PT 5.6 **For the 2022-23 academic year only.** Excepting where PSRB requirements specify otherwise, a student falling into a defined borderline (i.e., 68-69.9% or 58-59.9% or 48-49.9%) will be awarded the higher classification where:

- (a) at least 75 credits are in the higher class and total credits for the award are no greater than 180; or
- (b) the dissertation/major project is worth 60 credits or more, and is in the higher class.

This applies in addition to the criteria below.

Where the mean overall average falls within one of the following

68.0-69.9% either distinction or merit

58.0-59.9% either merit or pass

48.0-49.9% either pass or fail

The examining bodies will apply the following rubric for deciding the degree class to be recommended:

- (a) For all students, where a student falls into a borderline then the higher award should be given where half or more of the credits from across the programme are in the higher class.
- (b) Borderline students not meeting the criterion described in (a) above would normally be awarded the lower class of degree unless (c) applies.
- (c) That for all students, borderline or not, examination boards should continue to make a special case to the Committee of Senate via the PGT Classification and Assessment Review Board for any student where the class of degree to be recommended deviates from that derived from a strict application of the regulations. Such cases would be based around circumstances pertaining to individual students where these circumstances have not already been taken into account.

PT 5.7 Candidates for a taught Masters degree who fail to meet the requirements for the award of such a degree having exhausted all reassessment opportunities or who withdraw from the programme will be awarded either a Postgraduate Diploma or Postgraduate Certificate, provided that:

- (a) such an award has been defined in the programme regulations; and

- (b) the student has been awarded sufficient credit for these lower awards as defined above.

PT 5.8 Candidates for a Postgraduate Diploma who fail to meet the requirements for such an award having exhausted all reassessment opportunities or who withdraw from the programme will be awarded a Postgraduate Certificate, provided that:

- (a) such an award has been defined in the programme regulations; and
- (b) the student has been awarded sufficient credit for these lower awards as defined above.

PT 5.9 Academic judgement does not constitute ground for appeal; however, students who

PT 7.6 For the 2022-23 academic year only. Where elements of assessment are delivered in formats not previously experienced by students, and in which cohorts of students have clearly underperformed, the exam board can set-aside that element in calculating the assessment).

PT 8 INCOMPLETE ASSESSMENT AND EXCEPTIONAL CIRCUMSTANCES

PT 8.1 7 exceptional
evidenced and approved claims from students that demonstrate good cause as to why their performance and achievements have been adversely affected by means which

- PT 8.7 In considering claims of good cause:
- (a) the evidence provided by the student claiming good cause, and any relevant and available material submitted by the student for assessment will be scrutinised;
 - (b) fairness to the individual student claiming good cause must be balanced with fairness to other students and the integrity of the assessment as a whole;
 - (c) in the event of the student having failed to attend an examination or examinations, or having failed to submit course material or other work for assessment at or by the due time, it will be determined whether the failure to attend or submit has been justified by good cause; and
 - (d) in the event of the student having submitted work for assessment by examination or otherwise, it will be determined whether such work has been manifestly prejudiced by good cause. If such prejudice is established the work affected will normally be deemed not to have been submitted.
- PT 8.8 ‡ If a student makes a claim that they were prevented by good cause from attending an examination or from submitting work for assessment, the student will be awarded a percentage score of zero for the assessment or assessments in question. Where work is submitted but the student makes a claim that it has been affected by good cause (or a late penalty is applied) their work will be assessed (or penalised) as though no claim of good cause had been received and assessed accordingly.
- PT 8.9 In the event of incomplete assessment arising from good cause being established the student will normally be expected to complete their assessment by attending the examination at a subsequent session, or submitting outstanding work for assessment, if an opportunity to do so occurs within their period of study. In considering whether this requirement should apply, the desirability of the requirement in full should be balanced with the practical considerations and financial costs to the

PT 10.3

APPENDICES TO THE POSTGRADUATE TAUGHT ASSESSMENT REGULATIONS

APPENDIX 1: PERCENTAGE TABLE

Result	Broad Descriptor	Percentage range	Primary verbal descriptors for attainment of Intended Learning Outcomes	Class
Pass	Excellent	70-100	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures	Distinction
Pass	Good	60-69	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding	Merit
Pass	Satisfactory	50-59	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding	Pass
Fail	Marginal fail	40-49	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations	Fail

APPENDIX 2: GUIDANCE FOR SCALING OF MARKS

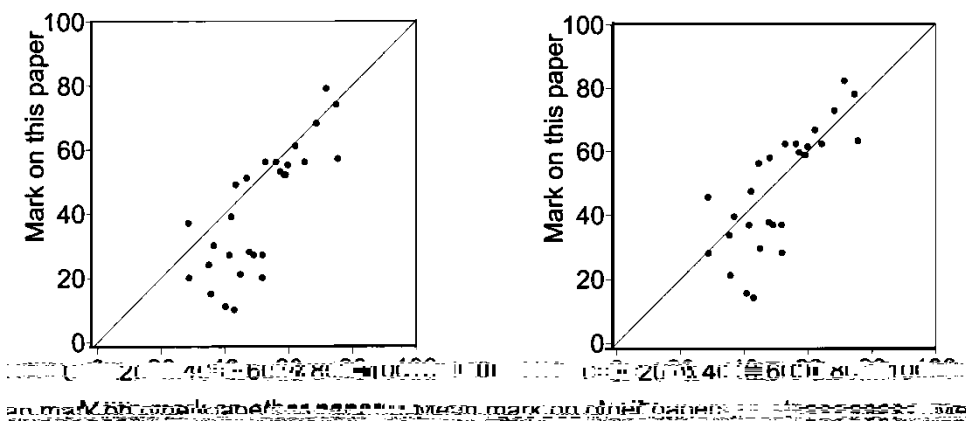
1. All assessments and marking schemes should be created with the aim of ensuring that the resulting grades/marks give a good indication of the ability and application of the students. However, it is inevitable that on occasion this will not work as planned.
2. Reasons may include a misprinted examination paper, the interruption of an examination or, in a science laboratory, an instrumental malfunction not obvious at the time of the experiment; or it may simply be that examiners agree, using their academic judgment and with the benefit of hindsight, that an assessment, or part of an assessment, proved to be significantly harder or easier than expected.
3. In such cases it is appropriate to consider whether the marks should be scaled. Scaling may be of the overall mark for the module or of any assessment therein.
4. Although an unusual distribution of grades/marks is not of itself a sufficient reason for scaling to be applied, it may be an indication that something has gone wrong. For this reason, if the overall mean aggregation score for any module lies outside the range 14.5-17.5 (or 58% to 68% for percentage marks) then examiners must consider whether or not there is a case for the marks to be scaled. Note: For International and Regional Teaching Partnership provision the range outside which scaling must be considered is 13.5-17.0 (or 55% to 66.7%)
5. Where the possibility of scaling is being discussed, the precise method should also be discussed and should reflect both the nature of the assessment and the size of the cohort. Both the reason for scaling and the method used must be justified within the minutes of the examining body. If scaling is discussed and not used, the reason for not scaling must be recorded in the minutes. In all cases both the original and the scaled marks must be permanently recorded.
6. Where scaling is applied for the same module for at least part of its assessment on more than one occasion, the assessment practices of the module must be reviewed as appropriate.
7.

o If the scaled mark is greater than the maximum possible mark for the assessment, the scaled mark must not be lower than that of Student B. Common examples of scaling methods are given below, but other methods are possible.

 - (a) For work marked in letter grades, all grades may be raised or lowered by a constant amount.
 - (b) For work marked in percentages, every mark may be multiplied by a constant factor, or have a constant value added to or subtracted from it, or a combination of the two.
 - (c) As in (a) or (b) above, except that where marks are being reduced no pass is turned into a fail (thus, for example, where marks are in general being reduced by 10%, for an undergraduate module or assessment, all unscaled marks between 40% and 49%

become scaled marks of 40%), or no condonable mark is turned into an uncondonable mark.

- (d) For work marked in percentages, piecewise linear interpolation may be used, where each mark is plotted for each student against their average mark on other assessments, as in the graphs below.



Failure at any of these four stages may be the subject of an appeal to a panel on fitness to practice, consisting of members of the University, a service user and an agency programme partner.

1.5 Progression requirements between years one and two

1.5.1 In order to progress between years one and two of the degree, the student cannot carry any more than 30 credits or two modules with condonable failed marks.

2.1 PSRB accreditation

2.1.1 The PSRB accrediting bodies for the programme are the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA). ARB prescription is planned to be in place in 2020 and RIBA during academic year 2022-23.

2.2 Programme structure

2.2.1 The programme is a two-year full-time programme with a total of 240 credits, comprising 120 credits at level 6 (first year) and 120 credits at level 7 (second year).

2.3 Marking criteria and pass mark

2.3.1 All modules including level 6 are marked according to the criteria set out in the Postgraduate Taught marking scale, with a pass mark of 50%.

2.4 Reassessment, condonation and progression

2.4.1 A student who fails any module will have one opportunity for reassessment for that module.

2.4.2 All assessment components of modules must be passed, and all modules must be passed. Condonation is not permissible.

2.4.3 Candidates must pass all modules at level 6 before progressing to level 7.

2.5 Classification

2.5.1 There is equal weighting of years for the purposes of classification.

2.5.2 Candidates who fall into the borderline ranges for Merit and Distinction classes are considered within the standard regulation. Candidates who fall below the overall pass mark may not be considered for a Pass classification.

2.5.3 Where a candidate achieves an average higher grade (Merit or Distinction) across the 60 level 7 credits of Design modules, the classification will be supplemented as follows:

- (i) Pass with Merit in Design
- (ii) Pass with Distinction in Design

