### New Academic Progression Regulations for 2018/19 and their Benefits

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<td>1. Standardised Progression Regulations</td>
<td>Progression regulations should be standardised as much as possible across undergraduate programmes.</td>
<td>Ensures fair, transparent and equitable treatment of students across courses by minimising exceptions and derogations. Supports flexibility of pathways within programme architecture. Provides the basis for future proofing to enable new subject combinations within/cross-faculty programme collaboration to emerge.</td>
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<td>2. Annual Progression</td>
<td>Progression will be on an annual basis. Students will be permitted to carry failed modules from semester to semester but not from year to year. Students will receive provisional results after Semester 1 assessment. Courts of Examiners will convene after Semester 2 and consider the results from both semesters.</td>
<td>Supports the TEP architecture which is predicated on annual progression. Fits with national policy, procedures and HEA reporting mechanisms, e.g. free fees and the SUSI grant. Supports programme focus and coherence. Carrying failed modules from year to year is not desirable from an academic point of view. Supports student learning.</td>
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<td>3. Progression Threshold</td>
<td>All undergraduate programmes will be required to provide clear grade descriptors representing a pass. Progression threshold will not be higher than the pass mark in 4-year UG programmes. There should be a standardised pass mark as far as possible across all UG programmes.</td>
<td>To enhance transparency and consistency across programmes in relation to what constitutes a pass. To work toward enabling greater flexibility and student mobility and sharing of modules across courses. To create a fairer and more transparent system for all students by removal of the additional progression threshold within a small number of 4-year programmes.</td>
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<td>4. Minimum credits to pass a year</td>
<td>There should be a balanced credit-load across semesters. All modules and components of modules will be compensatable. The number of credits to pass a year will be 60. 10 ECTS may be accumulated at ‘Qualified Pass’ (i.e. marks between 35-39% where the pass mark is 40% or 45-49% where the pass mark is 50% for some professionally accredited courses). If a student has achieved both Fail and Qualified Pass grades in modules completed in semester 1 and semester 2, they will be required to present for reassessment in all failed components in all modules for which they obtained either a fail grade or Qualified Pass. The reassessment session usually occurs at the end of August to coincide with the start of Semester 1 of the next academic year. There is no aggregation.</td>
<td>Spreads workload in a balanced way and supports student learning. Supports semesterisation. Facilitates outward mobility in one-semester exchanges. Ensures students are not carrying a variable workload across different years in a programme. Supports flexibility and facilitates progression through the programme architecture towards different awards. Avoids creation of a hierarchy of modules. Tightening of current compensation and aggregation regulations counterbalances proposed availability of reassessment in all years and repetition of final year.</td>
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| **5. Degree Award Calculations (will be phased in)** | - Students entering programmes with the new architecture will have their degree award calculated on their final two years’ results, weighted at 30% and 70% respectively.  
- This regulation will apply only to new entrants to the new programme architecture in 2018-19 (i.e. students entering in 2018 to study Science Engineering, Engineering with Management, Clinical Speech and Language Studies, Clinical programmes) and 2019-20 (i.e. students entering all other programmes in September 2019).  
- Current award calculations will apply for students who are entering existing programmes in 2017 and 2018 and for continuing students. | - Consistency and fairness: a module taken by a JS or an SS student in different programmes contributes the same proportion to the degree calculation.  
- Appropriate recognition of depth and breadth components of each degree pathway.  
- Higher weighting in final year recognises summative and integrative nature of degree year.  
- Minimises impediments to outward mobility. |
| **6. Number of years to complete a degree** | - No change from existing practice. The maximum number of years to complete an undergraduate degree will be 6 for a 4-year programme and 7 for a 5-year programme. | - Provides students with an appropriate cushion should they encounter academic and/or other difficulties. |
| **7. Repetition of a year** | - Students are not permitted to repeat any academic year more than once and may not repeat more than two academic years within a programme.  
- Repetition of a year is in full, i.e., all modules and all assessment components.  
- There will be an option to repeat a year on an ‘off-books’ basis.  
- A student’s academic record on their transcript will show clearly the time lost through repetition of a year. | - Removes current inequities and inconsistencies with regard to the availability of repeating a year.  
- Reduces the need for exit awards.  
- Recognises increased diversity in student body.  
- Aligns number of repeat years within a programme with number of years within which a student must complete their degree.  
- Responsive to the introduction of more diverse forms of assessment.  
- Provides greater flexibility for students.  
- Mitigates impact of removal of Special Examinations. |
| **8. Reassessment** | - Same progression regulations, including compensation, for assessments relating to semesters 1 & 2 and to reassessment.  
- Automatic right to reassessment for a student who has achieved a fail grade in any of their modules and is not eligible for compensation.  
- Students are not permitted to present for reassessment in any module for which they have achieved a pass grade, in order to improve their academic performance.  
- Rescheduled exams within the session will no longer be permitted.  
- Different reassessment modalities permitted.  
- No capping of marks. | - Equitable, consistent, transparent.  
- Assists with student retention.  
- Takes account of circumstances that may impact on a student’s performance.  
- Removes formality of lifting exclusions.  
- If reassessment is available in all years there is no need for reschedules within session.  
- Shorter exam sessions will not facilitate re-scheduled exams.  
- Assists weaker students in achieving learning outcomes.  
- Fair to students who have met learning outcomes of passed components.  
- Programme/module coordinators have discretion as to the best way to reassess achievement of learning outcomes.  
- Facilitates reassessment where it may not be possible to reassess a module in the same way as at the semester 1 & 2 assessment sessions, e.g. lab reports.  
- Supports principles of assessment for and as learning.  
- Motivates students to achieve their best.  
- Transparent on all levels: transcript will show the number of attempts made to pass. |
| **9. Special Examinations** | - Special Examinations will no longer be available from 2018/19. | - Greater level of certainty for students post reassessment.  
- No delay in starting new semester/repeating year.  
- Removes significant pressure during period post-publication of reassessment results. |