

HARMONISATION OF ASSESSMENT AND PROGRESSION REGULATIONS (08.05.2012)

UNDERGRADUATE DEGREES

"Hoc opus, hic labor est."

SECTION ONE – INTRODUCTION AND RATIONALE

1.1 The Group charged with formulating proposals for the harmonization of assessment and progression regulations throughout College has interpreted its brief in the light of the Council determination of 15 December 2010 that 'the greater harmonization of academic regulations would provide greater transparency and equity of treatment of students'. Along with equity and transparency we have also tried to devise regulations which, within the limits imposed by the diversity of the academic operations of the College, are consistent, simple and practical. We have taken our information with regard to this process from essentially two sources:

(a) the document entitled *A Proposal for the Harmonization of Assessment Regulations in Trinity* (2011), produced by the academics and administrators seconded to the GeneSIS project, and which was circulated to Schools by the Vice-Provost in January 2012. This was based on an extensive survey of the regulations set out in the Calendar, and a detailed consideration of schools' handbooks and websites. It contains a summary analysis of the diversity of practice in College with regard to assessment and progression. We also took note of comments from Schools made in response to the document which were assembled in the form of an Issues Log.

(b) consultations with groups of academics and administrators charged with the organization and delivery of the majority of undergraduate courses in TSM; BESS; EMS; Languages, Literatures and Cultural Studies; Law; Political Science and with a number of other areas. This consultation has not yet extended to areas in the Health Sciences Faculty because the relationship of these areas to professional bodies and the differences in the modalities of teaching and examining make it, in our view, necessary that these areas are treated separately. We propose a separate consultation process with schools in Health Sciences before the end of the academic year.

1.2. A number of basic assumptions underlie these proposals which, it is stressed, must apply throughout the whole system if there is to be equity, transparency and consistency, and if the benefits of GeneSIS are to be realized. The proposals which follow confirm many existing principles, but, in the case of (f), (g), and (h), propose some that are new or significant modifications of existing principles:

(a) that a year's study equates to 60 ECTS credits (courses with different credit values will have to be modeled separately, but will adhere to the same general principles)

(b) that the pass mark is located at 40% in a 0-100 marking scheme

(c) that students must complete module assessments, in whatever form is required, to the satisfaction of the schools

- (d) that students must sit all the examinations required in relation to all modules
- (e) that students must pass all 'non-compensatable' modules
- (f) that there has to be consistency, as far as possible, in relation to compensation regulations and practices
- (g) that students required to re-sit examinations or re-submit course work should be required to do this in relation to failed modules only
- (h)
 - (i) where assessments do not count towards an award, we propose that there should be no capping of module marks at supplemental, that students should be credited with the marks they achieved, and that these marks should be used in determining the student's eligibility to progress. The overall end-of-year result for students who progress on the basis of marks attained at a supplemental examination should be recorded as 'pass at supplemental', e.g. 52% 'Pass at Supplemental'.
 - (ii) where assessments count towards an award, if a student supplements in a module, the mark obtained should be recorded and the mark and ECTS credit gained should be taken into account in determining eligibility to progress, to acquire the necessary credits and to be conferred with an award. But the module supplemental mark should be capped at 40% in the calculation of the overall mark and grade/class.
- (i) that assessment, progression and compensation regulations should be applied at supplemental examinations in the same way as at annual examinations
- (j) that, should a student be required to repeat a year, the year should be repeated in full in relation to all assessments and all examinations.

It should be stressed that progression in this document deals only with standard progression: interventions by the Senior Lecturer (or by the Dean of Graduate Studies at postgraduate level) in relation to reasonable accommodations for individual students, as provided for in the University Calendar, are beyond our scope. In relation to (h)(i) the rationale is to incentivize students to do their best. The transcript will show both the original fail mark and the improved mark.

1.3. *Freshman Years*

With regard to the criteria of equity, transparency, consistency, simplicity and practicality we are proposing a single model for Freshman courses which, in the provision made for compensation arrangements, has two strands: one for courses which may identify themselves as common entry or single-subject type courses, and one for courses which involve two subjects which wish to maintain subject-integrity. By subject integrity here we mean a course in which each subject is studied independently of the other subject.

1.4. *Sophister Years*

Sophister courses are rather different from those in the Freshman years and not amenable to the same level of harmonization with regard to assessment and progression: simply put, practice is more varied. The following are some of the more contingent problems.

- (a) Some types of courses allow supplemental examinations at JS level; others, in which the degree examination is in two parts, do not.
- (b) Some courses have a qualification level higher than a simple pass at JS which determines whether a student can progress to SS, others do not. And, in addition to this, there has to be provision for students to repeat the JS year, which they may have passed, in order to seek to achieve a higher qualifying mark to enable them to progress.
- (c) Because there are no supplemental examinations at SS level a failing performance in a written examination cannot be redeemed.
- (d) There are considerable variations between the weighting of marks achieved in the JS year relative to those in the SS year in the calculation of the final degree result. We are aware of the following: 0/100, 10/90, 20/80, 35/65, 40/60, 47/53, 50/50. There may be others. No doubt reasons can be given for local practices, but all this means that two students taking the same module in different courses currently have their achievements treated differently in relation to a final result.

1.5. Given all this, and given the restricted time-frame of its operations, there is only a limited amount that the Group can do in terms of harmonization – though that does not mean that there should not be an attempt to try to produce more consistency of practice. The Group has, therefore, set itself more limited goals than in dealing with the Freshman years. We have tried to do three things:

- (a) create distinctive minimal rules common to all moderatorship courses governing compensation and the award of credit.
- (b) supplement these by simple but course-specific rules that govern progression into the SS year, and also govern the award of moderatorship.
- (c) devise moderatorship rules applicable to all moderatorship courses which are not over-stringent to the point that they create serious problems for existing moderatorship courses with regard to progression and retention, particularly given the unavailability of supplemental examinations in many courses in the JS year and no supplementals at SS.

1.6. Accordingly, we propose, for the Sophister years, two approaches to compensation:

- i. a compensation model which is identical to that for the Freshman years

- ii. a modification of the compensation rules set out for the Freshman years in the following terms:
 - (a) in order to progress from the JS to the SS year a student must have an overall mark of at least 40%,
 - (b) pass modules to the value of 40 ECTS credits outright,

AND

- (c) *either*
 - (i) pass a module or modules to the value of 20 ECTS credits by compensation, if the mark in the failed module or modules is at least 30%
 - or*
 - (ii) pass a module or modules to the value of 10 ECTS credits by compensation, if the mark in the failed module or modules is at least 30%, and be allowed to pass 'by aggregation' in a failed module or modules, equivalent to 10 ECTS credits, which have a mark or marks of less than 30%, provided that the overall mark for the year is at least 40%.

We are proposing, therefore, that a really weak performance in work to the value of 10 ECTS credits can be redeemed by strength elsewhere. The criterion which guarantees a minimum standard here is the necessity to achieve 40% overall: very low marks need to be compensated for by high marks elsewhere in the run. We also propose that these rules should apply in the SS year for the award of a degree.

In relation to the weighting between the JS year and the SS year we think that 0/100, 20/80, 35/65, 50/50 represent a good spread of possibilities. We recommend that all courses should fit into one of these patterns.

1.7 We propose two basic models for the JS year, one in which there are supplemental examinations (Model 1) and one where there are not (Model 2). We also propose two models for the SS year. However, as for the Freshman years, there will have to be two strands for both JS and SS – one for common entry or single-subject type courses and one for two-subject courses where subject integrity is important.

1.8 *Marks and Grade Classification*

1.8.1 It should be noted that the overall average mark for a year is the weighted average of all module results, using the ECTS credit rating for the weighting of each module.

1.8.2 What is implicit, and is assumed by the Group, is that the marking scale operative in College, in relation to degree classification and overall percentages, is as stated in the Calendar as the institutional marking scale, except that, if this document is accepted, marks between 30-39% may be 'compensatable fails' within the terms of the proposed

compensation schemes while marks between 0-29%, outwith the aggregation rules stated in 4.11 and 6.9 below, would be 'non-compensatable fails'.

First Class	70% or over
Second Class First Division	60-69%
Second Class Second Division	50-59%
Third Class	40-49%
Fail	39% or lower
F1	30-39% (though the freshman model differentiates between 30-34% and 35-39% in some circumstances)
F2	0-29%

- 1.8.3 In borderline cases, if grade profiling is part of the degree classification, as it is in the case of some courses, we recommend:
- that appropriate protocols or rules should be established at local levels for the use of Courts of Examiners,
 - that such protocols are consistent with the overall College procedures for the conduct of Courts of Examiners,
 - that protocols should be submitted to the Senior Lecturer for approval;
 - that they should be duly published so that students are fully aware of them.

SECTION TWO – DRAFT FRESHMAN MODEL (08.05.12)

The General Academic Regulations, as set out in the University Calendar, apply to all assessments.

A student must take modules totaling 60 ECTS credits in each Freshman year, and must complete all assessments in all modules. It is the responsibility of each student to ensure that he/she is taking exactly 60 credits per year.

The Pass mark is 40%.

2.1 Assessment during the Year

A student must complete assessment elements (if any) in each module – e.g. essays, laboratory work, reports, etc.

2.2 At Annual Examinations

A student must sit examinations in all modules which have an examination as an assessment element.

2.3 Overall Mark at Annual Assessment Stage

The overall mark for a student is the weighted average of all module marks, using the ECTS credit rating for the weighting of each module.

2.4 Progression Regulations at Annual Assessment Stage

2.4.1 In order to progress to the next year of the course, a student must:

(a) Pass all modules and earn 60 credits

OR

(b) Pass by compensation as explained in 2.9-2.11 below. If a student passes by compensation, he/she earns 60 credits for the year.

2.4.2 A student passing by either of the above methods, is given an overall mark and grade in accordance with the institutional marking scale (see 1.8 above).

2.4.3 A student who does not pass by either of the two methods above is required to complete supplemental assessment(s) (e.g. examinations/coursework) in **all failed modules**, that is, in all modules for which a module mark of at least 40% has not been achieved. This includes failed modules which could have been passed by compensation if the overall number of failures had been less.

2.5 Supplemental Assessment

Supplemental assessment includes sitting supplemental examinations and/or completing other supplemental assessments, such as essays, reports, etc.

The assessment element(s) for a module at the supplemental assessment stage may be different to that at the annual assessment stage. Supplemental assessment may:

- a) Be the same as for the annual assessment, with just failed elements being re-assessed, and previously passed assessment elements being carried forward to the module mark at supplemental stage
- b) Be made up of one examination only, worth 100% of the module result
- c) Be made up of a completely different set of assessment elements. For example, a student may be required to submit a report or essay in September, if failed laboratory exercises, or other practical or group work, cannot be repeated during the summer.

2.6 Marks for Supplemental Assessment of Modules

The supplemental mark for a module depends on the supplemental assessment used, as described in 2.5 above. The mark may be (for the three variations in 2.5):

- a) The mark for re-assessed element(s) added to the annual mark(s) for other element(s) (if any).
- b) The mark for the supplemental examination.
- c) The combined marks for the new assessment elements.

2.7 Overall Mark at Supplemental Assessment Stage

The marks for modules passed at the Annual Assessment Stage are considered together with the marks for modules re-assessed at the Supplemental Assessment Stage. The overall mark for a student is the weighted average of these module marks, using the ECTS credit rating for the weighting of each module.

2.8 Progression Regulations at Supplemental Assessment Stage

2.8.1 In order to progress to the next year of the course, a student must:

- a) Pass all modules and earn 60 credits

OR

- b) Pass by compensation as explained in 2.9 below. If a student passes by compensation, he/she earns 60 credits for the year.

2.8.2. The overall end-of-year result for a student who progresses on the basis of marks attained at a supplemental examination should be recorded as 'Pass at Supplemental'.

2.8.3. A student who does not pass by either of the methods above is required to repeat the year in full.

2.9 Compensation Regulations at Annual and Supplemental Assessment Stages

The principle of compensation is the same for all courses. Students must pass modules totaling at least 50 ECTS credits and have an overall average mark of 40%. If a student fails modules totaling a maximum of 10 ECTS credits with a mark at a “compensatable” level (30% or 35% as detailed below), the student will be permitted to pass those modules by compensation, and earn the ECTS credits.

Any module(s) may be identified as “non-compensatable” – i.e. a student must pass the module, and may not fail it and pass by compensation.

The way in which this principle is applied in different types of courses is outlined below for single honor and two subject degrees.

2.10 Single Honor Type Courses

In single honor type courses, in order to pass by compensation a student must:

- a) Have an overall result of at least 40%
 - b) AND either
 - i. Pass modules totaling 55 credits, and get a minimum mark of 30% in the failed module
- OR
- ii. Pass modules totaling 50 credits, and get a minimum mark of 35% in the failed module(s) – either one 10-credit module or two 5-credit modules.

2.11 Courses with Two Equal Subjects

In courses with two equal subjects (worth 30 ECTS credits each), in order to pass by compensation a student must:

- a) Have an overall result of at least 40% in each subject
 - b) AND EITHER
 - i. Pass modules totaling 25 credits in each subject, and get a minimum mark of 30% in the failed 5 ECTS credit module in each subject
- OR
- ii. Pass all modules in one subject
- AND
- Pass modules totaling 20 credits in the other subject, and get a minimum mark of 35% in the failed module(s) – either one 10-credit module or two 5-credit modules

2.12 Protocol for Implementation of Compensation in Courses with Two Equal Subjects

The way in which this compensation principle will be implemented in courses with two equal subjects will be as follows:

- a) At the Examiners’ meeting for a subject, each student will be assigned one of the following results for the subject:
 - i. **Pass in Subject** – passed all modules in the subject

- ii. **Failed 5 ECTS credits but is Eligible for Compensation in Subject** – Passed modules totaling 25 credits in the subject, and got a mark of at least 30% in the failed 5 ECTS credit module in the subject
 - iii. **Failed 10 ECTS credits but is Eligible for Compensation in Subject** - Passed modules totaling 20 credits in the subject, and got a mark of at least 35% in the failed module(s) – either one 10 credit module or two 5 credit modules
 - iv. **Fail in Subject** – Has not passed, and is not eligible for compensation
- b) When the students’ results for the two subjects are looked at together, one of the following final overall results will be given to each student:
- i. **Pass** – obtained a **Pass in Subject** in both subjects
 - ii. **Pass by Compensation** – this is the result for any of the following combinations of subject results:
 - **Pass in Subject 1 and Failed 5 ECTS credits but is Eligible for Compensation in Subject 2**
 - **Pass in Subject 1 and Failed 10 ECTS credits but is Eligible for Compensation in Subject 2**
 - **Failed 5 ECTS credits but is Eligible for Compensation in Subject 1 and Failed 5 ECTS credits but is Eligible for Compensation in Subject 2**
 - iii. **Fail** - this is the result for any other combination of subject results

2.13 Repeating the Year

When a student must repeat the year, this must be completed IN FULL. This includes completing all assessment elements of all modules (e.g. all continuous assessment requirements and laboratory experiments.)

2.14 Progression Outcomes at Annual Assessment Stage

Table 1 below lists possible progression outcomes at the Annual Assessment Stage. This list and the exact terminology to be used have yet to be finalized.

Result	Criterion/criteria
Progress	The student may rise to the next year of the degree course.
Fail	The student has failed to satisfy the criteria to pass at the annual assessment stage
Exclude	The student has not made a serious attempt at the examinations or other forms of assessment or the student has at least one unexplained absence or the student has failed the year twice
Deferred	The student was absent with permission due to medical or other grounds, for all or part of the assessment stage, and the result is

	incomplete. Assessment(s) missed must be completed at the next scheduled assessment stage.
ERASMUS Awaiting Result	Applies to students who have participated in Erasmus / International Exchanges.
Result Withheld	It may be necessary for academic or administrative reasons to withhold a result (e.g. unpaid fees or fines). This is an administrative result only, and is in addition to the academic result for a student
Withdrawn	The student has already withdrawn from the course.
Repeat year	The student is given permission to repeat the year IN FULL

Table 1 – Progression Outcomes

SECTION THREE - DRAFT JUNIOR SOPHISTER MODEL 1 (08.05.2012)

The General Academic Regulations, as set out in the University Calendar, apply to all assessments.

A student must take modules totaling 60 ECTS credits in the Junior Sophister year, and must complete all assessments in all modules. It is the responsibility of each student to ensure that he/she is taking exactly 60 credits per year.

The Pass mark is 40%.

3.1 Assessment during the Year

A student must complete assessment elements (if any) in each module – e.g. essays, laboratory work, reports, etc.

3.2 At Annual Examinations

A student must sit examinations in all modules which have an examination as an assessment element.

3.3 Overall Mark at Annual Assessment Stage

The overall mark for a student is the weighted average of all module marks, using the ECTS credit rating for the weighting of each module.

3.4 Progression Regulations at Annual Assessment Stage

3.4.1 In order to pass at the Annual Assessment Stage, a student must:

a) Pass all modules and earn 60 credits

OR

b) Pass by compensation as explained in 3.11 below. If a student passes by compensation, he/she earns 60 credits for the year.

3.4.2 A student passing by either of the above methods is given an overall mark and grade in accordance with the institutional marking scale (see 1.8 above).

3.4.3 A student who does not pass by either of the two methods above is required to complete supplemental assessment(s) (e.g. examinations/coursework) in **all failed modules**, that is, in all modules for which a module mark of at least 40% has not been achieved. This includes failed modules which could have been passed by compensation if the overall number of failures had been less.

3.5 Progression to Senior Sophister Year at Annual Assessment Stage

In order to progress to the Senior Sophister year at the Annual Assessment stage, a student must pass, as explained in the previous section, and achieve an overall average mark of either 40% or 50%, as specified for each course.

If a student passes, but does not achieve the mark required to progress to the Senior Sophister year, he/she may complete supplemental assessment(s) (e.g. examinations/coursework) in order to improve his/her overall average mark.

3.6 Supplemental Assessment

Supplemental assessment includes sitting supplemental examinations and/or completing other supplemental assessments, such as essays, reports, etc.

The assessment element(s) for a module at the supplemental assessment stage may be different to that at the annual assessment stage. Supplemental assessment may:

- a) Be the same as for the annual assessment, with just failed elements being re-assessed, and previously passed assessment elements being carried forward to the module mark at supplemental stage
- b) Be made up of one examination only, worth 100% of the module result
- c) Be made up of a completely different set of assessment elements. For example, a student may be required to submit a report or essay in September, if failed laboratory exercises, or other practical or group work, cannot be repeated during the summer.

3.7 Marks for Supplemental Assessment of Modules

The supplemental mark for a module depends on the supplemental assessment used, as described in 3.6 above. The mark may be (for the three variations in 3.6):

- a) The mark for re-assessed element(s) added to the annual mark(s) for other element(s) (if any).
- b) The mark for the supplemental examination.
- c) The combined marks for the new assessment elements.

3.8 Overall Mark at Supplemental Assessment Stage

The marks for modules passed at the Annual Assessment Stage are considered together with the marks for modules re-assessed at the Supplemental Assessment Stage. The overall mark for a student is the weighted average of these module marks, using the ECTS credit rating for the weighting of each module.

3.9 Progression Regulations at Supplemental Assessment Stage

3.9.1 In order to progress to the next year of the course, a student must:

- a) Pass all modules and earn 60 credits

OR

- b) Pass by compensation as explained in 3.11 below. If a student passes by compensation, he/she earns 60 credits for the year.
- 3.9.2 A student passing by either of the above methods, is given an overall mark (as in 3.8 above) and the overall result/grade of 'Pass at Supplemental'.
- 3.9.3. A student who does not pass by either of the methods above fails, and may (if eligible) repeat the year in full.

3.10 Progression to Senior Sophister Year at Supplemental Assessment Stage in courses which have a progression threshold higher than 40%

In order to progress to the Senior Sophister year at the Supplemental Assessment stage, a student must pass, as explained in the previous section, and achieve an overall average mark, as specified for progression in each course.

If a student passes, but does not achieve the mark required to progress to the Senior Sophister year (50%), he/she may (if eligible) repeat the year in full in order to improve his/her overall average mark.

3.11 Compensation Regulations at Annual and Supplemental Assessment Stages

The principle of compensation in this model is the same as in the Freshman model (see 2.9-2.11 above).

3.12 Repeating the Year

When a student must repeat the year, this must be completed IN FULL. This includes completing all assessment elements of all modules (e.g. all continuous assessment requirements and laboratory experiments.)

SECTION FOUR - DRAFT JUNIOR SOPHISTER MODEL 2 (08.05.2012)

The General Academic Regulations, as set out in the University Calendar, apply to all assessments. A student must take modules totaling 60 ECTS credits in the Junior Sophister year, and must complete all assessments in all modules. It is the responsibility of each student to ensure that he/she is taking exactly 60 credits per year.

The Pass mark is 40%.

4.1 Assessment during the Year

A student must complete assessment elements (if any) in each module – e.g. essays, laboratory work, reports, etc.

4.2 At Annual Examinations

A student must sit examinations in all modules which have an examination as an assessment element.

4.3 Overall Mark at Annual Assessment Stage

The overall mark for a student is the weighted average of all module marks, using the ECTS credit rating for the weighting of each module.

4.4 Progression Regulations at Annual Assessment Stage

4.4.1. In order to pass at the Annual Assessment Stage, a student must:

a) Pass all modules and earn 60 credits

OR

b) Pass by compensation or pass by aggregation, as explained in 4.7 -4.11 below. If a student passes by compensation or aggregation, he/she earns 60 credits for the year.

4.4.2. A student passing by either of the above methods is given an overall mark and grade in accordance with the institutional marking scale (see 1.8 above).

4.4.3 A student who does not pass by either of the two methods above fails, and may (if eligible) repeat the year in full.

4.5 Progression to Senior Sophister Year at Annual Assessment Stage

In order to progress to the Senior Sophister year at the Annual Assessment stage, a student must pass, as explained in the previous section, and achieve an overall average mark of 40% or 45%, as specified for progression in each course.

If a student passes, but does not achieve the mark required to progress to the Senior Sophister year, he/she may (if eligible) repeat the year in full in order to improve his/her overall average mark.

4.6 Supplemental Assessment

There is no supplemental assessment in this model.

4.7 Passing by Compensation at Annual Assessment Stage

Any module(s) may be identified as “non-compensatable” – i.e. a student must pass the module, and may not fail it and pass by compensation.

The ways in which the principle of passing by compensation applies in single honor type courses and courses with two equal subjects are described below.

4.8 Compensation in Single Honor Type Courses

In single honor courses, in order to pass by compensation a student must:

- a) Have an overall mark of at least 40%, and
- b) Pass outright modules totaling at least 40 credits, and
- c) Get a minimum mark of 30% in each failed module, up to a maximum of 20 credits

4.9 Compensation in Courses with Two Equal Subjects

In courses with two equal subjects, in order to pass by compensation a student must:

- a) Have an overall mark of at least 40% in each subject, and
- b) Pass outright modules totaling at least 20 credits in each subject, and
- c) Get a minimum mark of 30% in each failed module, up to a maximum of 20 credits

4.10 Passing by Aggregation at the Annual Assessment Stage

Any module(s) may be identified as “non-compensatable” – i.e. a student must pass the module, and may not fail it and pass by compensation or aggregation.

The way in which the principle of passing by aggregation applies in a single honor course is described below.

The same principle will NOT apply in courses with two equal subjects.

4.11 Passing by Aggregation in Single Honor Type Courses

In single honor type courses, a student may pass by aggregation if they have a mark of less than 30% in one or more failed modules up to a maximum of 10 credits provided that they:

- a) have an overall result of at least 40%, and
- b) pass outright modules totaling at least 40 credits, and
- c) have a minimum mark of 30% in any remaining failed module.

4.12 Repeating the Year

When a student must repeat the year, this must be completed IN FULL. This includes completing all assessment elements of all modules (e.g. all continuous assessment requirements and laboratory experiments.)

SECTION FIVE - DRAFT SENIOR SOPHISTER MODEL 1 (08.05.2012)

The General Academic Regulations, as set out in the University Calendar, apply to all assessments. A student must take modules totaling 60 ECTS credits in the Senior Sophister year, and must complete all assessments in all modules. It is the responsibility of each student to ensure that he/she is taking exactly 60 credits per year.

The Pass mark is 40%.

5.1 Assessment during the Year

A student must complete assessment elements (if any) in each module – e.g. essays, laboratory work, reports, etc.

5.2 At Final Examinations (Annual session)

A student must sit examinations in all modules which have an examination as an assessment element.

5.3 Overall Mark at Final Assessment Stage

The overall mark for a student is the weighted average of all module marks, using the ECTS credit rating for the weighting of each module.

5.4 Regulations at Final Assessment Stage

5.4.1 In order to pass at the Final Assessment Stage, a student must:

a) Pass all modules and earn 60 credits

OR

b) Pass by compensation as explained in 5.5 below. If a student passes by compensation, he/she earns 60 credits for the year.

5.4.2. A student passing by either of the above methods is given an overall mark and grade in accordance with the institutional marking scale.

5.4.3. A student who does not pass by either of the two methods above fails, but may, if eligible according to the University's regulations, be awarded the Ordinary B.A.

5.5 Compensation Regulations at Final Assessment Stage

The principle of compensation in this model is the same as in the Freshman model (ie. students may compensate up to a maximum of 10 credits).

SECTION SIX - DRAFT SENIOR SOPHISTER MODEL 2 (08.05.2012)

The General Academic Regulations, as set out in the University Calendar, apply to all assessments. A student must take modules totaling 60 ECTS credits in the Senior Sophister year, and must complete all assessments in all modules. It is the responsibility of each student to ensure that he/she is taking exactly 60 credits per year.

The Pass mark is 40%.

6.1 Assessment during the Year

A student must complete assessment elements (if any) in each module – e.g. essays, laboratory work, reports, etc.

6.2 Final Examinations (Annual session)

A student must sit examinations in all modules which have an examination as an assessment element.

6.3 Overall Mark at Final Assessment Stage

The overall mark for a student is the weighted average of all module marks, using the ECTS credit rating for the weighting of each module.

6.4 Regulations at Final Assessment Stage

6.4.1 In order to pass at the Final Assessment Stage, a student must:

a) Pass all modules and earn 60 credits

OR

b) Pass by compensation or pass by aggregation, as explained in Sections 6.5 and 6.9 below. If a student passes by compensation or aggregation, he/she earns 60 credits for the year.

6.4.2 A student passing by either of the above methods is given an overall mark and grade in accordance with the institutional marking scale (see 1.8 above).

6.4.3 A student who does not pass by either of the two methods above fails but may, if eligible according to the University's regulations, be awarded the Ordinary B.A.

6.5 Passing by Compensation at Final Assessment Stage

Any module(s) may be identified as "non-compensatable" – i.e. a student must pass the module, and may not fail it and pass by compensation.

The ways in which the principle of passing by compensation applies in single honor type courses and courses with two equal subjects are described below.

6.6 Compensation in Single Honor Type Courses

In single honor type courses, in order to pass by compensation a student must:

a) Have an overall mark of at least 40%, and

b) Pass outright modules totaling at least 40 credits, and

- c) Get a minimum mark of 30% in each failed module, up to a maximum of 20 credits

6.7 Compensation in Courses with Two Equal Subjects

In such courses, in order to pass by compensation a student must:

- a) Have an overall mark of at least 40% in each subject, and
- b) Pass outright modules totaling at least 20 credits in each subject, and
- c) Get a minimum mark of 30% in each failed module, up to a maximum of 20 credits

6.8 Passing by Aggregation at the Final Assessment Stage

Any module(s) may be identified as “non-compensatable” – i.e. a student must pass the module, and may not fail it and pass by compensation or aggregation.

The way in which the principle of passing by aggregation applies in a single honor type course is described below. The same principle will NOT apply in courses with two equal subjects.

6.9 Passing by Aggregation in Single Honor Courses

In single honor type courses, a student may pass by aggregation if they have a mark of less than 30% in one or more failed modules up to a maximum of 10 credits provided that they:

- a) have an overall result of at least 40%, and
- b) pass outright modules totaling at least 40 credits, and
- c) have a minimum mark of 30% in any remaining failed module.