

## F Assessment Regulations for Undergraduate Programmes

### F1 General Principles

#### F1.1 Explanation of Terms

- (i) *Assessment component* - essays, presentations, group work activities, projects or other assessments (commonly termed coursework), and seen or unseen examinations. An assessment component may sometimes take the form of a number of smaller submissions or elements e.g. lab reports or short in-class tests. The mark for each assessment component is recorded in the student record system with the appropriate weighting, and these are used to calculate the overall module mark.
- (ii) *Assessment criteria* - the requirements of an assessment, identified through specific learning outcomes, used when marking a student's work. They are a useful guide to the student to indicate the expected content or approach for an assessment.
- (iii) *Deferral* - an approved extension to the deadline date for an assessment, agreed by the student and authorised staff. A deferred assessment will be marked across the whole mark range, up to 100%.
- (iv) *Referral* - when a student does not pass an assessment component at the first attempt they may be offered the opportunity to submit further work to achieve a pass standard. If the referral work is of a pass standard the work will be marked at 40%.

#### F1.2 Awarding credit for learning achievements.

Credits are awarded to students in recognition of their learning achievements, either within modules studied in their programme, or from recognised prior learning (RPL, Section C). Every module has a validated credit value, which is expressed as a number of credits at a specific level, see Section B.

#### F1.3 What are learning outcomes?

A learning outcome is a learning achievement, which may take the form of the acquisition of knowledge, understanding, an intellectual skill or a practical skill. Learning outcomes are the basis for the learning and assessment strategy in modules. Each module has a formally identified set of learning outcomes. The learning outcomes, credits, subject content and the level of the module together define the standard.

#### F1.4 What are assessments?

Assessments are designed to enable students to demonstrate achievement of the learning outcomes. Different assessment components (coursework and/or practicals/examinations) may be ascribed to a module. Each assessment component may carry one or more learning outcomes which will be assessed against assessment criteria. Students must be informed of the assessment criteria which are designed to test achievement of the learning outcomes of the module and indicate the level of performance required.

#### F1.5 Assessments and modules.

The combination of assessment components must test every stated learning outcome for a module. Up to three different assessment components (coursework and/or examinations)

may be ascribed to a module. There are a maximum of two percentage-marked assessment components, and some modules, usually those needing to satisfy a professional body requirement, may have a pass/fail component weighted at 0%. Where this is the case, the pass/fail component will count as one of the maximum of three components of assessment. The lowest weighting that can be applied to a percentage-marked assessment component is 10% and all weightings must be expressed as a multiple of 10%.

## **F2 Student Responsibilities**

### **F2.1 Understanding what is expected**

It is the responsibility of the student to ensure that (s)he understands the assessment criteria and learning outcomes against which their work will be marked. Continual engagement with the delivery of the module is important to enable a student to gain this understanding (see the Student Participation Policy in Section E), and to fulfil their responsibility to the learning experience of fellow students. It is the responsibility of the student to ensure that they engage with **all** components of assessment within a module. Assignments must be submitted by the formally declared deadline (See Section F9.1 regarding non submission of coursework or failure to sit an exam's effect on Stage progression).

### **F2.2 Academic offences**

Students must understand what constitutes an academic offence (Section J), including plagiarism, collusion, breach of examination room regulations (Section H), and ensure that they do not commit such offences in their studies and assessments.

### **F2.3 Exceptional Extenuating Circumstances**

It is the responsibility of a student to submit a claim for exceptional extenuating circumstances (EEC) where an unexpected and severe situation that will affect their performance in assessment arises. This must be submitted prior to the original submission deadline, with evidence and the work completed to date. See Section I for full details.

### **F2.4 Support plans**

If a student has a disability which affects their academic performance it is their responsibility to contact Student Wellbeing Service and discuss whether a support plan is appropriate. Support Plans identify a student's support needs, and are used to help a student engage fully with assessment.

### **F2.5 Research ethics**

Students must comply with the University Research Ethics Policy and Code of Practice and follow the requirements of the policy as it relates to their studies.

### **F2.6 Legibility of work submitted for assessment**

If handwritten coursework is judged by the examiners to be illegible the work will not be accepted for assessment and will receive a mark of 0%.

In the event that examiners find their difficulties in reading an examination script affects their ability to assess the candidate's work, they may ask the candidate to produce a typed

transcript of all or part of the work. In such cases the candidate will be required to work under supervised conditions using a copy of the relevant parts of the original script, and will normally be charged a fee to cover the additional administrative costs. This fee will be determined by the Registrar.

### **F3. Outcomes of Assessment**

#### **F3.1 Judging academic performance in an assessment:**

In assessing a student's work, the tutor is required to judge the standard achieved in accordance with the criteria stated in Section F3.2. If the work demonstrates that the learning outcomes have been achieved, a mark is assigned on the basis of the mark descriptors in Section F3.2 and the level descriptors in Section B3.2. If the learning outcomes have not been met, the appropriate fail mark is given. In the case of an examination assessment, it is the overall mark which matters, not the marks given for individual answers or sections.

## F3.2 Undergraduate marking scale

This scale applies to Levels 3, 4, 5 and 6 in the University Credit Framework. The descriptors are typical characteristics of the standard of work associated with each range of marks. The descriptors are illustrative and for guidance only. They are not comprehensive. A mark of 40% is regarded as a minimum pass. See Section B3.2 for level descriptors.

% mark	Mark Descriptors	Class
70-100%	<b>Excellent</b> Outstanding; high to very high standard; a high level of critical analysis and evaluation, incisive original thinking; commendable originality; exceptionally well researched; high quality presentation; exceptional clarity of ideas; excellent coherence and logic. Trivial or very minor errors. For the highest marks (90 - 100%): an exceptional standard of work illustrating thorough and in-depth understanding, communicated with exceptional authority.	First
60-69%	<b>Very good</b> A very good standard; a very good level of critical analysis and evaluation; significant originality; well researched; a very good standard of presentation; commendable clarity of ideas; thoughtful and effective presentation; very good sense of coherence and logic; minor errors only.	Second Div 1
50-59%	<b>Good</b> A good standard; a fairly good level of critical analysis and evaluation; some evidence of original thinking or originality; quite well researched; a good standard of presentation; ideas generally clear and coherent, some evidence of misunderstandings; some deficiencies in presentation.	Second Div 2
40-49%	<b>Satisfactory</b> A sound standard of work; a fair level of critical analysis and evaluation; little evidence of original thinking or originality; adequately researched; a sound standard of presentation; ideas fairly clear and coherent, some significant misunderstandings and errors; some weakness in style or presentation but satisfactory overall.	Third
35-39%	<b>Unsatisfactory</b> Overall marginally unsatisfactory; some sound aspects but some of the following weaknesses are evident; inadequate critical analysis and evaluation; little evidence of originality; not well researched; standard of presentation unacceptable; ideas unclear and incoherent; some significant errors and misunderstandings. Marginal fail.	Marginal Fail
21-34%	<b>Poor</b> Below the pass standard; a poor critical analysis and evaluation; virtually no evidence of originality; poorly researched; presentation unacceptable and not up to graduate standard; ideas confused and incoherent, some serious misunderstandings and errors. A clear fail, short of pass standard.	Fail
1-20%	<b>Very poor</b> Well below the pass standard, with many serious errors. Standard of presentation totally unacceptable, incoherent and may be severely under-length. No evidence of evaluation or application. A very clear fail, well short of the pass standard.	
NS	<b>Non-submission</b> No work has been submitted.	
Z	<b>Academic offence notation</b> Applies to proven instances of academic offence.	

**IMPORTANT: An assignment may show the characteristics of two or more marks. The examiner should give careful consideration to the relative importance of the applicable descriptors as indicated by the assessment criteria in deciding the overall standard of the work and the appropriate mark to be awarded.**

### F3.3 Assessment component marks

- (i) The Undergraduate marking scale applies to individual assessment components undertaken by students of modules at Levels 3, 4, 5 and 6 in undergraduate programmes. The examiner identifies the mark descriptor which most closely reflects the quality of the work and awards and records the mark.
- (ii) If the module involves two or more assessment components, a mathematical weighting is applied to reflect the relative importance of each component. These weightings will be used to compute the overall mark for the module.
- (iii) Overall module marks will be rounded to the nearest whole percentage point. Calculations of level averages will be to 2 decimal places.
- (iv) In the case of Honours degree, Integrated Master's degree, Foundation degree & HND/C programmes, classifications are applied to the final award (F14), and are indicative only at module level.

### F3.4 Module mark

The relative weightings are applied to the marks achieved in each component of assessment in order to calculate the overall module mark.

To pass a module, and therefore be awarded credit, the average of the marks for the assessment components must be at least 40% and at least a mark of 35% must be achieved in each assessment component (see Section F3.2 for available marks). Where this has not been achieved, credits are not awarded and the referral regulations apply (see Section F7.2).

For some Professional Practice modules, where there is an external requirement to fully satisfy the entire set of learning outcomes, the minimum standard of performance is set at 40% for each component. Professional Practice modules must be designated as such at the time of validation.

At level 6 only those modules marked 40% or above can be used to satisfy the minimum credit requirements at level 6 (Section B4.4).

### F3.5 Feedback

Students are entitled to feedback on assignments and this may be verbal, or in written or electronic form. Feedback on examinations is available on request from the marking tutor.

## F4 Passing Modules

- F4.1 If a student passes a module, by achieving an average mark of at least 40%, the credit is awarded by the Assessment Board. It is not possible to retake a module that has been passed, unless there is allowance made by an external body associated with the programme, explicitly stated in the programme specification.

**F5 Deferral**

- F5.1 Consideration in respect of illness, or other valid cause, is given only if the student concerned has submitted a formal written claim (EEC) with their work and has provided acceptable evidence according to the regulations in Section I. If the EEC panel decides to uphold a claim one of the remedies is to offer the opportunity for the student to submit a fresh piece of work by a revised deadline. This is a deferral.
- F5.2 Deadlines for resubmission of work will usually be within the same academic year. In the case of examinations the student will normally be directed to take the assessment at the next available exam period.
- F5.3 The full range of marks will be available provided the work is submitted in line with the approved deadline. If work is submitted after the deadline it will not be marked and NS will be recorded.
- F5.4 If, following deferral, the assessment is not submitted by the stipulated date, the assessment is considered failed, NS will be recorded and the referral regulations apply (see Section F7.2).
- F5.5 Students who have an Assessed Extended Deadline identified in their support plan will be entitled to a deferral for the period of time stipulated in the plan.

**F6 Late Submission**

- F6.1 Work which is submitted after the designated deadline (including any formally approved agreed extension) for a coursework assessment is deemed late. This work will not be marked and NS will be recorded.
- F6.2 If serious circumstances beyond a student's control affect their ability to complete an assessment they may submit a claim for Exceptional Extenuating Circumstances (EEC). This must be accompanied by evidence and the work done to date, by the original assessment submission deadline. This will be considered by an EEC panel. Details of the policy and procedure are in Part I of these regulations.
- F6.3 Where a student has a good reason for late submission which does not amount to an exceptional circumstance, the relevant Deputy Head of Department, Academic Manager or Senior Workforce Development Fellow or the Head of Joint Honours Scheme can authorise an extension of up to a maximum of 7 days with no grade penalty. The Deputy Head of Department, Academic Manager or Workforce Development Fellow or the Head of Joint Honours Scheme will expect to see compelling evidence that such an extension is appropriate.
- F6.4 There is no entitlement to submit late after an agreed submission extension, (e.g. deferral), nor for the submission of referred work.
- F6.5 If the work is tendered after the agreed extension, it is not marked and an NS grade is recorded.
- F6.6 Referred works submitted late are not marked and an NS grade is recorded.

**F7 Failing Modules****F7.1 A module is failed if:**

- (i) The work submitted for an assessment component is not of a high enough standard to warrant an overall mark of at least 40% for the module.
- (ii) Work has not been submitted for the module assessments. If a student fails to submit an assignment, a mark of NS will be recorded.
- (iii) The student has committed academic offences and a penalty of failing the module has been imposed (see Section J).

If a student fails a module, the appropriate option from the following will apply:

**F7.2 Referral in an assessment component****(a) Entitlement to referral:**

Students are normally entitled to one referral opportunity in each of the failed assessment components. The deadline for resubmission of work will be at the next assessment point. In the case of examinations, the student will be directed to take the assessment at the next available examination period. If work is submitted after the deadline, it will not be marked and NS will be recorded.

Any and all entitlements to referral can be removed following a proven academic offence or a decision taken by the University Assessment Board for Exceptional Circumstances (UABEC), or if special conditions apply to meet the requirements of an external agency.

**(b) The mark awarded for an assessment following referral:**

- (i) The highest mark that can be awarded for a referred assessment component is 40%. If that mark is achieved, it replaces the original fail mark on the student's marks profile.
- (ii) A referral mark of less than 40% will also replace the original mark unless it is lower than the mark obtained at the first attempt.

The student's marks profile will show both the first and second attempt marks.

**(c) Recalculation of the module mark following referral:**

Following re-assessment, the overall module mark is recalculated using the marks recorded for the referred assessments (if higher than the first attempt mark) and the standing marks in the assessment components which were passed at the first attempt.

If a student fails the initial referral attempt s/he normally has the opportunity to retake the module in the next available session (Section F7.3)

**F7.3 Retaking modules**

If a student has failed a module (mark below 40%) at the first attempt, including any referral opportunity, there is normally an entitlement to re-enrol for, and retake, the module in full once more. Retaking necessitates attendance and requires completion of all the assessments. Any assessment marks from the previous attempt at the module cannot be carried forward.

If a student fails the module, including the referral opportunity on the second attempt there is no automatic entitlement to a further attempt. The offer of a third attempt is at the discretion

of the Progress Assessment Board, and will only be made if there are compelling reasons to support that decision. This may be subject to any additional requirements of relevant professional bodies or external agencies.

The maximum overall mark available for a retaken module is 40%.

#### F7.4 Compensation

Failure in modules with a value up to 20 credits per level may be compensated for a major undergraduate award, providing the grade attained in the module to be compensated is 35% - 39%, and the overall average grade for the level is at least 40%. The overall average will be calculated from the best 120 credits in the level. Students must achieve a minimum of 300 credits at 40% or above for the award of honours. The decision to offer compensation of credit will be taken by an Assessment Board after a student has used up their rights of referral, and will be made at the point of progression or award. The decision on which module will be compensated will be made by the Assessment Board, taking into account core and pre-requisite modules (F9.1). Programmes with accreditation through Professional and Statutory Regulatory Bodies may have requirements that do not allow compensation.

### F8 Recommendations of the Undergraduate Assessment Board

F8.1 Following consideration of the evidence of student performance in assessment, an Assessment Board may recommend that the student should pass, or be referred, or be deferred or should fail a module. Where it is recommended that a student should pass a module, the Assessment Board will confirm the number of credits and the level of the credits to be awarded in respect of the module.

It is important to note that marks for all assessment components will be considered at Assessment Boards, and only those marks will be accepted as formal marks for the module. Students will be deferred or referred in named assessment components and will be required to resubmit work for the whole component.

Exceptionally, following a ruling made by a panel in consideration of a proven academic offence, a student may be required to take a module again. The criteria for these are set out in Section F7.3.

Following consideration of a student's profile of marks, and the progression standards, the Assessment Board will recommend whether a student should progress to the next stage of study, continue in the same stage, or have their programme registration terminated.

At the conclusion of a student's programme of study, the Assessment Board will consider the student's profile of marks and determine whether the profile qualifies for an award, and at what classification. The criteria for these are set out in Section F14.

#### F8.2 Professional Qualification Boards

These operate according to requirements specific to the programme, as identified at validation.

#### F8.3 Viva voce examinations

Students may be required to attend viva voce examinations under validated assessment regulations for the programme. Attendance at such examinations is obligatory and students must ensure that they make themselves available if called to attend.

If students fail to attend, the Assessment Board will make its decision only on the evidence available, the student having foregone the opportunity to add to that evidence.

#### F8.4 Formal release of marks

The University will release module and award results on-line through appropriate student systems, currently Student Centre. Students should therefore make themselves aware of publication dates as this will affect their rights under Section K4 Making an Appeal. These results might still be subject to ratification by an Assessment Board on behalf of Academic Board.

Students are expected to accept or reject referrals opportunities by the required deadline. Failure to do so may result in a referral examination not being scheduled.

#### F8.5 Results publication and notification

Students may view module results and classification outcome within the My Grades section of the Student Centre. At the end of each stage of the programme of study a Statement of Achievement will be available to every student to print from their Student Centre. This will list all modules taken by the student which can count towards an undergraduate award, together with any modules (credits) approved through RPL thereby showing the total number of credits at each level achieved to date.

Upon gaining the undergraduate award a Higher Education Achievement Report (HEAR) will be issued electronically. This report provides the transcript of grades achieved, the final classified outcome, programme learning outcomes and any verified extra-curricular activities undertaken throughout the period of study.

### F9 Progression Standards: Recommendations and Requirements

#### F9.1 Progression through the levels

Students may not normally attempt study at a higher level until they have attempted **all** components of assessment in at least 120 credits at their current level and achieved at least 100 credits, including a maximum of 20 credits for a compensated module. **Where an NS grade has been recorded as a final component result, students will normally be required to recover on a part time basis.** Serious consideration should be given to progression where core and pre-requisite modules have not been achieved. **No progression may occur unless 100 credits or more have been awarded at the current level.**

Compensation will be applied at the point of progression, where 80 credits in the level have been passed at 40% or above, and subject to the requirements of F7.4. Where two modules are eligible for compensation the Assessment Board will direct that the core/pre-requisite module be retaken. If both or neither eligible modules are core/pre-requisite, the Board will use its discretion to determine the most appropriate module to compensate. The maximum compensation and module retake credits available are shown in the table below.

Level	Minimum total credits passed and compensated to progress	Minimum credits at 40% or above	Maximum credits compensated	Maximum credits to retake in next stage of study
4	100	80	20	20
5	100	80	20	20
6	N/A	100	20	0

Students may not normally progress to Level 6 of the degree if Level 4 credit requirements have not been met.

For extended undergraduate degrees there may be specific progression requirements due to the number of credits that are taken at the same level in different stages.

## F9.2 Minimum performance

The University reserves the right to restrict or redirect the studies, or terminate the registration, of any student whose performance gives cause for serious concern, as demonstrated by repeated or wholesale failure. A full-time student must pass at least 40 credits in each year of study. Failure to achieve this will result in automatic failure and termination of registration for the programme.

## F10 General Credit Requirements

### F10.1 Undergraduate Degree Programmes

The credit requirements for achieving an award are given in B4.4. In some cases, such as transfer between programmes, one module may be counted towards the total credit of a different level, where the learning outcomes and subject are considered to be appropriate.

Early exit qualification: Credits obtained at a higher level may substitute for those at a lower level if a student terminates their studies at the University prior to completion of the award for which they were registered, and substitution would enable the student to satisfy all the specific credit requirements of an award associated with a lower level. If a student accepts the award of an Ordinary Bachelor's Degree, they may not return to the same programme to continue for an Honours Degree.

### F10.2 Higher National awards

The table below indicates the minimum number of credits and the levels at which they must be achieved, that apply to all HND/HNC programmes.

Award	Minimum number of credits required for the award	Minimum number of credits at Level 5
HND	240	120
HNC	120	
<i>All credits must be at Level 4 and above</i>		

The following classifications apply to HNC and HND module results only:

Class	Percentage
Distinction	70% or above
Merit	60% or above
Pass	Achievement of the credit requirements

Early exit qualification: If a student terminates studies at the University before having completed the general and specific credit requirements for a named HND or HNC award, the student may qualify for the award of Certificate of HE or Diploma of HE if the University's general credit requirements for that award have been satisfied (or could be satisfied by allowing credits attained at level 5 to substitute for those at level 4).

### **F11 Qualification for an Award**

F11.1 In order to qualify for an award the student must have satisfied both:

- (i) The general credit requirements for the award; *and*
- (ii) All the specific requirements defined in the intended learning outcomes for the programme, for each of the stages leading to the award.

### **F12 Confirmation of an Award**

F12.1 Confirmation of the award terminates, automatically, the student's registration for that award and the credits attributed to it are considered to have been 'spent'. They cannot be used again to qualify for an alternative award at the same level but could be used to gain direct entry to a higher level programme.

### **F13 Exceptional Cases**

F13.1 If an Assessment Board or programme leader\* believes that the circumstances of a student are such that an injustice would be done by conferring an award only on the basis of credits and marks achieved, a case can be made for special consideration. If the appropriate action is considered to be beyond that which can be taken at module level (see Section F9), the supporting documentary evidence must be submitted by the programme leader\* to the Assessment and Awards Unit, where an initial judgment on the validity of the case will be made against set criteria with further information sought when necessary. All submissions that satisfy the criteria will be presented to the UABEC, for special consideration in respect of an award. The Board will be governed by the University's regulations on Aegrotat (see Section A5) and other awards in the event of extenuating circumstances.

### **F14 Classification of Awards**

F14.1 Bachelor's Degree with Honours

When a student's body of work has qualified for an honours degree award (see Section B4.4), and satisfies professional requirements where applicable, the classification of the degree is decided at the Assessment Board.

If the weighted average of the marks meets or exceeds the threshold mark, the associated classification will be awarded.

If the weighted average of the marks falls into the borderline range, the final year performance will be considered to determine the degree classification.

The details of these criteria are shown below.

**Degree classification**

A weighted average of all marked credits at levels 5 and 6 is calculated, truncating to one decimal point:

Level 5 average x 0.2 + Level 6 average x 0.8

Where more than 120 credits have been achieved at a level, the highest marked 120 credits will be used for the calculation.

The weighted average will be compared with the threshold marks for each classification (see classification table). If the weighted average mark is equal to or greater than the threshold mark, the student's performance will be awarded that classification. No other measures are considered unless the result falls within the borderline range.

**Classification table**

Classification	Threshold mark	Borderline range
First Class	70%	68-69.99%
Second class division 1	60%	58-59.99%
Second class division 2	50%	48-49.99%
Third class	Achievement of credit requirements for honours see B4.4	

**Borderline consideration**

If the weighted average falls into the borderline range, the profile of marks will be reviewed against a final level performance indicator (mark profile): at least 60 credits at level 6 must be at or above the threshold mark.

If the mark profile matches or exceeds the threshold mark, the student will be awarded the higher classification.

**F14.2 Determination of Honours classification following Direct Entry or entry with Advanced Standing**

- (i) If the mark average for the penultimate level cannot be calculated, e.g. because the student was a direct entry to the final stage or the student studied abroad for the whole of stage 2, the mark average for the final level will serve as the overall performance indicator.
- (ii) Note specifically that in the case of a student who has achieved a Foundation degree and been admitted to the final stage of an Honours degree, this constitutes direct entry to the latter and the honours classification will be based on level 6 credits only.
- (iii) Whilst learning recognised by RPL may enable a student to qualify for an honours award, for an average mark to be calculated at either of the final two levels the student must have achieved at least 60 marked credits at the level concerned, by study at the University. If the level concerned is the final level, the mark profile requirement is that more than half the number of credits achieved at the final level must be seen to match or exceed the class of honours awarded.

**F14.3 Integrated Master's Degree**

The normal undergraduate regulations for assessment apply to modules at Levels 4, 5 and 6 and the normal postgraduate regulations apply to modules at Level 7.

The calculation follows the normal rules for undergraduate degrees as stated above except that the overall performance will include level 7 credits, and therefore the final level characteristics average mark will be taken from the highest marked 120 credits at levels 6 and 7, weighted at 80% plus 120 level 5 credits weighted at 20%. The mark profile for borderline cases will be taken from level 6 marked credits.

The calculation of the Master's classification follows the rules set out in the Postgraduate Assessment regulations (Section G11).

#### F14.4 Foundation Degree

When a student has qualified for a Foundation degree the classification of the award is based on the average of all the graded credits (up to a maximum of 120) achieved at level 5. If more than 120 credits have been achieved at level 5 the highest graded 120 will be selected for the calculation.

Classification	Average Grade at Level 5	Borderline Range
Distinction	70% or above	68-69.9%
Merit	60% or above	58-59.9%
Pass	Achievement of the credit requirements	

#### Borderline consideration

If the weighted average falls into the borderline range, the profile of marks will be reviewed against a final level performance indicator (mark profile): at least 60 credits at level 5 must be at or above the threshold mark.

If the mark profile matches or exceeds the threshold mark, the student will be awarded the higher classification.

#### F14.5 Higher National Awards

When a student has qualified for a Higher National award the classification of the award is based on the average of all the graded credits (up to a maximum of 120) achieved at level 5 for a HND and at level 4 for a HNC. If more than 120 credits have been achieved at level 4 for an HNC or level 5 for an HND, the highest graded 120 will be selected for the calculation.

Classification	Average Grade (at Level 5 HND or Level 4 HNC)	Borderline Range
Distinction	70% or above	68-69.9%
Merit	60% or above	58-59.9%
Pass	Achievement of the credit requirements	

#### Borderline consideration

If the weighted average falls into the borderline range, the profile of marks will be reviewed against a final level performance indicator (mark profile): at least 60 credits at level 5 (level 4 for HNC) must be at or above the threshold mark.

If the mark profile matches or exceeds the threshold mark, the student will be awarded the higher classification.