

Marks and Standards 2016: Operational Guide

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1. Introduction

This is an explanatory document intended to accompany the 2016 Marks and Standards. As this is a guide, it is written in informal language, and the Marks and Standards should be treated as the document of reference.

The 2016 Marks and Standards include a number of significant changes, but the basic principles remain the same:

- Students register for a programme of study (qualification).
- The programme is made up of a series of modules, which may be compulsory or optional.
- Each module has a credit weight reflecting the amount of student effort involved.
- To complete the programme and earn the award the student must pass a defined number of credits.

However in the 2016 Marks and Standards there are some important differences in the approach. The main differences are:

- a) A programme based (as opposed to subject based) approach to assessment, designed to allow a more flexible range of structures.
- b) Higher minimum standards through raising the compensation threshold to 35%.
- c) More flexible repeat and recovery options.
- d) Programmes defined by credit parameters.

Programme based approach to assessment

The pre-2016 Marks and Standards were written with the assumption of static programme structures. So for example, a second year Arts student was assumed to do two subjects, and 30 credits of each, and the Annual Mark was the average of the two subject marks.

In the current more flexible curriculum structure, students may take subjects of different sizes, and may take an elective in addition to two subjects. To accommodate this curriculum flexibility, the Marks and Standards prioritise assessment at the programme level, and use a credit accumulation approach.

Assessment at the programme level means that the annual mark is calculated directly from the module marks, and is the credit weighted average of all modules in which credits are earned in that year. This means that whatever mix of subjects is taken, each module in which credits are earned contributes to the annual mark in proportion to its credit weight.

As many of our undergraduate programmes have students taking more than one subject, we retain separate subject marks. However these subject marks have a different role, and their main function is to determine whether a student may progress in that subject.

For most students this change makes little difference. A student doing two subjects of 30 credits each, and passing both, will get exactly the same result. It does make a difference in two cases. First, where a student takes an asymmetric split of subjects, or takes an elective, the result will be a

more accurate reflection of the work done. Second, where a student needs to use compensation, the new calculation eliminates the two-stage compensation calculation, where a student could compensate within a subject and then compensate between subjects. Instead, compensation is calculated in a single step, across the programme.

Higher standards.

The 2016 Marks and Standards include a significant increase in the minimum standards for undergraduate programmes, by raising the compensation threshold to 35. This means that any module with a mark below 35 cannot be compensated, and the student will need to retake it, or to take something else in its place, to complete the programme.

The use of the programme based approach also eliminates the two-stage compensation which used to apply, where a student could compensate within a subject and then between subjects. This two-stage process allowed a student in some circumstances to progress with some module marks below the compensation threshold.

More flexible repeat and recovery options.

This is intended as a counterbalance to raising of the compensation threshold. We know that students make mistakes and sometimes perform badly, and that repeating a year is expensive and sometimes out of reach for students. The new regulations are designed to be less generous with compensation, and more generous with second chances.

There are a number of changes, which are designed to help students to recover from a poor performance without dropping the basic standards. The main change is that a student can, under certain circumstances, progress to the next year with a credit deficit of up to 10 credits. This is designed to minimise the cases where a student must repeat a full year for one module. In many situations this will allow the student to progress to the next year carrying a deficit, and make up the credit deficit before graduating. There are some limits to this. It applies automatically if the student is discontinuing the subject where the deficit occurs. In cases where a student wants to progress in a subject where there is a deficit, this needs approval from the relevant Department.

Programmes defined by credit parameters

To accommodate this increased flexibility, programmes and subjects are defined by credit-based parameters. Each programme has a minimum number of credits required. For example a three year BA requires 180 credits. A student may not graduate without reaching the required number of credits.

Similarly each subject is defined in terms of credits. For example, a subject in a second year Arts Double Major is defined as “at least 25 credits”, and a second arts Single Major is defined as “at least 50 credits” in the subject in that year.

2. Which rules apply

The new Marks and Standards were phased in from September 2016. The general principle of the phasing is that no student should be blocked from progression because of a change arising after the student began the programme. As one of the key changes is the inclusion of marks from second year onwards in the final mark, the new regulations were only applied to students who were informed of the changes before they began their second year.

In April 2016, Academic Council agreed that:

- a) The 2014 cohort (starting in 2014) would remain on the pre-2016 rules for their full degree.
- b) The 2016 cohort would be on the new rules throughout their degree.
- c) The 2015 cohort would be treated as a transition group. They would switch to the new rules, but would have the option to request a review under the old rules if progression or graduation is blocked because of the change.

Cohorts of students to whom the new rules will apply in each academic year

Academic Year	First year	Second year	Third year	Fourth year
2016/17	New	New (transition)	Old	Old
2017/18	New	New	New (transition)	Old
2018/19	New	New	New	New (transition)
2019/20	New	New	New	New

Students who fall back into the new rules.

While the table above shows the general situation, some students who started their programme in 2015 or before may “fall back” into the new rules by taking a year abroad or repeating a year. The general principle is that students who started in 2015 or earlier, and who have been registered continuously, and are in a year where the new rules apply, may seek a review under the old rules if blocked from progression or graduation. This will also apply to students who have repeated externally, if they have not had a break in registration of one academic year or more.

Students must actively request this review – it does not happen automatically, and Departments are not expected to identify students eligible for review.

For details of the review under the old regulations, **see the next section.**

Phase out of external repeats

Note that external repeat (i.e. the ability to repeat a module at a reduced fee if not attending) is being phased out with the new Marks and Standards. External repeat is not available to students who started the degree in 2016 or later. Students who started in 2015 or before will retain the ability to repeat externally, but may repeat each year of study externally once only.

3. Review under the old rules.

Students who started in 2015 or earlier, and who have been registered continuously, and are in a year where the new rules apply, may seek a review under the old rules if blocked from progression or graduation. The logic for this is that the 2015 cohort started their programme with the old rules.

This **only** applies to students who are blocked from progression by the new rules.

The review will examine whether the module marks earned would have resulted in progression under the old Marks and Standards. As the old rules made no provision for progression with deficit, to benefit from the review the student must be able to progress in full without a deficit.

A revised result will only apply if the student would have progressed under the old rules. That means that under the old rules the student would have progressed to the next year, and earned the full 60 credits (where 60 is the expected credit total).

The student must be assessed on one set of rules or the other, but cannot have a “best of both” combination. So a student cannot seek to use the old compensation rules AND also seek to progress with a deficit. The student cannot have a partial review; that is, a student can NOT have a revised result in one subject or in one module where this would not lead to overall progression.

Where the result is revised following review, the following principles apply:

- Module marks are not changed.
- Module results can be changed. If the student is allowed a revised result, then all modules making up the 60 credits will have results of either Pass or Pass by Compensation. This means that the judgement and eventual transcript will show modules with a mark below 35 and a PC result.
- Subject marks are not changed, but subject result can be changed. Each subject that would have been PC under the old rules is changed to PC.
- The annual mark is not changed. In principle, the annual mark must be over 40 or a student could not have passed by compensation under the old rules.
- The annual result is changed to Pass (as opposed to Progress).

Note that if a student result shows a PC in modules with marks in the 25-34 range, this indicates that they have been reviewed under the old marks and standards. An annual result of “Pass” (rather than “Progress”) in any year other than final year is also an indication that the results have been changed following review under the old Marks and Standards.

After a revised result.

If a student is given a revised result and allowed to progress, the student can progress to the next year of study without a deficit, and with an annual mark over 40. In the following year, the student is assessed under the new rules. If the student is also blocked from progression or completion in the following year, the student may again apply for a review under the old Marks and Standards.

If a student requests a review under the old rules in second year, is he/she then assessed under the old rules in third year? No. The student will be assessed under the new rules, but once again will have the right to a review if blocked from progression. Note that this means that the weak result from second year will contribute to the final award.

Can a student seek a review under the old rules if not blocked from progression? This question will arise as the new rules will include penultimate year marks in the final mark. A student could easily get a high mark in final year and argue that he/she would have a higher overall mark if only final year was included. However this is NOT an allowable basis for a review. The review will only apply when the student is blocked from progression or graduation.

What about a student who has completed a year of study before knowing it would contribute?

This may arise in a small minority of cases. A student who did second year in 2015-16 and fell back into the new rules through repeating could find that he/she did all or part of second year before the change was announced. In such cases the student will have started the degree in 2015 or before, and will be eligible for review under the old rules.

What about a student who did not realise the rules had changed? Ignorance of the rules is not allowable as the basis for review. Continuing students were notified of the changes by email in May 2016. Additional information was provided on the website and in curriculum information.

4. Module results

A module is a unit of work which is assessed separately. A module can be included in more than one programme. While we tend to refer to modules as Compulsory, Optional, or Required, these are not characteristics of the Module, but rather characteristics of the Programme or Subject. A Module can be Compulsory in one subject and Optional in another.

Module Mark: The quality of the student work in a module is expressed as a mark, shown as a whole number in the range 0-100. The Pass mark in a module is 40%, unless there is a specific exception. In many modules there are multiple components which contribute to the overall module mark. If one of the components is missing (e.g. a student submits an essay but does not sit the exam), the missing component earns a mark of zero and is combined with the other components in the usual way. This means that a student can pass a module even if one of the components is missing, if the remaining components give a result greater than the pass mark. For example if there is an essay and an examination of equal weight, a student could get a mark of 80% in the essay and pass the module without sitting the examination. If this is considered problematic, it can be addressed through a module condition.

Ungraded modules: In some cases a module is either passed or not passed, and there is no module mark. These are termed ungraded modules. In this case, the student is awarded the credits associated with the module once the module is passed, but no mark or grade is included in the calculation of annual or subject marks. Ungraded modules also contribute to the proportion of credits passed. Ungraded modules are typically used for:

- Work placements and other experiential learning.
- Modules taken in other institutions where there is not an agreement to accept the marks/grades awarded elsewhere.
- Modules involving a competency standard.
- Modules within a structured PhD/research master's programme.

Ungraded modules are indicated in the Academic Database/Coursefinder.

Module results: If the required standard is met, the student passes the module, and earns the associated credits. The possible modules results are:

Module result	Notes	Credits earned
Pass	Mark exceeds the pass threshold, normally 40%, and module conditions are met.	Yes
Pass by Compensation.	The module mark exceed the compensation threshold, normally 35%, and the performance in the other modules in the programme meets the criteria for compensation. A module passed by compensation is treated as passed for purposes of credit accumulation, and completion of award. However, a module that is “required” in a subject must be passed without compensation to meet the subject completion and progression requirements. Ungraded modules cannot be passed by compensation.	Yes
Incomplete/Not Passed.	This result is used where the mark is below the compensation threshold, OR where the mark is in the compensation range (35-39) but compensation is not applied. It is also used where ungraded modules are not completed to the required standard. The student does not earn the credits. The word “fail” is avoided because this would require separate categories for “incomplete” and “absent”. Instead all three are combined in the term “Incomplete/Not Passed”.	No
Exempt	The student is exempt from a module. This is typically because of a module taken in another institution with similar content and outcomes. Exemptions are normally included on an ungraded basis – that is, the credits are included in the credit total, but the module mark is not included in the calculation of annual, subject or award mark.	Yes

Module Conditions: A module may have conditions which must be met in order to pass the module. These may be used when the normal calculation of module results might allow students to avoid important aspects of the module. Some examples of typical module conditions are:

- i) A condition in a science module that students must complete the laboratory practical work to the required standard.
- ii) A condition in a language module that students must pass an oral fluency test.
- iii) A condition that a certain minimum attendance is achieved.

Module conditions should be clearly identified in the Academic Database/Coursefinder (in the field named “Assessment Rules”), and in other information given to students about the module. In cases where there is a discrepancy, the Academic Database is used as the formal record.

If a module condition is not met the module result is capped at a maximum of the compensation threshold (normally 35%).

Capped results: If a module condition is not met, the module mark is capped at the compensation threshold, which is normally 35%. Note that the module mark which is uploaded should be the natural mark if the natural mark is below the compensation threshold. In addition the fact that the result is capped should be indicated. The cap indicator, which appears on the Broadsheet and on the Examination Judgement, is important in making it clear to the student and advisors that the mark is subject to a cap, which may have implications for the decision to resit or repeat.

A capped result means that the module can be passed by compensation. However, if the module is a required module in the subject, the student cannot progress in that subject.

On occasions, there may be a reason to cap a mark at a result other than the compensation level. For example, the Academic Discipline Board may cap a result at 40% in a plagiarism case. In such cases the cap indicator should not be used, but the capped mark can be uploaded.

5. Annual, Subject and Award Marks

Once the module marks are entered, these are used to calculate annual marks and, where relevant, the subject and award marks.

Mark	Basis of calculation
Annual mark	<p>The credit weighted average of all modules in which credits are earned in the period of study, excluding ungraded modules.</p> <p>Note that the “period of study” refers to the phasing of academic programmes (e.g. First Year, Second Year) and may be more than one chronological year. For example if a student repeats and takes second year twice, the annual mark may include modules from two different chronological years.</p>
Subject mark	<p>The credit weighted average of all modules in the subject in the period of study, excluding ungraded modules.</p>
Award mark	<p>The overall mark for the programme/qualification.</p> <p>In Postgraduate programmes this is the credit weighted average of all modules in which credits are earned in the programme, excluding ungraded modules.</p> <p>In multi-annual undergraduate programmes, the award mark is normally based on the annual mark in all years after first year, with the final year weighted at 70%. The calculation of this is described in the section on award marks.</p>

Note that modules in which credits are not earned are excluded from the Annual and Award marks. The reason for this is in the principle of credit accumulation. In order to earn the award the student must earn the required number of credits. The mark is an indication of the average performance in the credits earned. Any modules which did not earn credits are not contributing to the degree, and have been replaced by other modules, and therefore are not relevant to the award mark.

However modules taken but not passed are included in the subject mark. The subject mark is used to determine whether the student can progress in the subject, and therefore it is relevant to consider the average performance in all modules taken in the subject.

Rounding of marks

Module marks are shown only as whole numbers. Other marks, the Annual marks, Subject marks and Award marks are calculated as percentage marks with one decimal. For transcript purposes, all marks will be shown as whole numbers.

At significant boundaries, marks which “break the percentile” will be rounded upwards. Therefore a mark of 39.1 will be rounded to 40, and will allow a pass.

6. Annual Result

The annual mark is best understood as the average mark in the credits earned. Where credits are earned (that is, the module is passed, or passed by compensation), the marks in these modules are included in the annual mark. Where credits are not earned (modules are not passed), the marks are not included in the annual mark.

Why do we do this? The underlying principle is one of credit accumulation. If a student earns 50 credits in a year, but does badly in another 10 credits, the missing credits will have to be made up in a subsequent year. It therefore does not seem fair to include the unearned credits in the annual mark, as they will have to be replaced or repeated at a later point.

To avoid confusion, annual marks may be suppressed from examination judgements in cases where the student does not have sufficient credits to progress. Otherwise a student could pass only a few credits but have an annual mark of over 40, which would be misleading.

Ungraded modules: If an ungraded module is passed, credits are awarded, but the module makes no contribution to the annual mark.

Formula:

The annual mark is calculated as: (Sum of weighted mark for all modules for which credits are earned in the year, excluding ungraded modules) divided by (Sum of credits earned excluding ungraded modules).

Weighted mark is the module mark multiplied by the module credits.

Extra credits: A student may take extra credits as part of the programme. This most frequently arises when a student wishes to remediate a credit deficit, but a student without a deficit may also choose to take additional credits with the permission of the Head of Department. A student taking extra credits will pay an additional fee for those credits. An undergraduate student is not allowed to take more than 70 credits in one year.

If a student does extra credits as part of a programme, these credits are included in the annual mark in the same way. So a student who does 70 credits and passes them all, will have an annual mark based on the 70 credits. This is consistent with the general principle that the annual mark is the average mark in all modules where credits are earned.

Calculation of the annual mark when a student repeats the year: If a student repeats a year of study in the same programme the annual mark is based on credits earned in both years. So for example if a student takes second year and passes 40 credits, and then in a subsequent year repeats second year and passes the remaining 20 credits, the second year mark is based on all 60 credits.

Note however that a module cannot be counted twice, either for credits or for calculation of the annual mark. Therefore if a repeating student has taken a module twice and passed both times, only one can be included in the credit total and the annual mark. See the section of repeating for the rules for repeating modules.

Calculation of the annual result for additional modules after final year: If a student has a credit deficit at the end of the final year, the student will be required to register for a further year to make up the deficit. This is considered as repeating the final year, and the modules taken contribute to the final year mark.

The possible annual results are:

Annual result	What it means	Implications
Progress	You have passed all modules without compensation. You can progress to the next year of study.	All modules passed. Student will earn the full expected credits. Student may progress.
Restricted compensation.	Your results are good enough to allow compensation. This will allow you to progress to the next year, but there is a restriction. You can only continue with subjects in which you have a progression result. A progression result is a Pass (P); Passed by Compensation (PC); Allowed Progression (AP), or Exempt (PE) result. In some cases this will allow you to continue with any of your subjects, but in other cases it may restrict your choice of subjects. If you wish to continue in a subject where progression is not allowed, you can resit the relevant modules and improve your result.	Compensation is applied to all modules in the compensation range. Student will earn the full expected credits. Student may progress, but may be restricted in choice of subject. Can only progress in subjects where there is a progression subject result.
Restricted deficit.	You have met the criteria for progression in most modules, but you have fallen below the compensation level in at least one module. In this case you may choose to progress to the next year, but you may only progress in the subjects where you have a progression result. A progression result is a Pass (P); Passed by Compensation (PC); Allowed Progression (AP), or Exempt (PE) result. If you progress with a deficit, you will need to make up this deficit before you finish your degree. This will mean taking extra credits, and an extra fee will apply.	Compensation is applied to all modules in the compensation range. Student may progress, but may be restricted in choice of subject. Can only progress in subjects where there is a progression subject result. Student will not have earned the full expected credits, and will progress with a deficit.
Restricted, no progression.	Your results were within the restricted range, but because of the restrictions, there is no combination of subjects you can continue in the next year. You will need to resit or repeat some modules or take alternative modules (if available), before you can continue.	Compensation is applied to all modules in the compensation range. Student may not progress. A Department may change a subject result to AP, and this may allow progression.
Not progress.	You have not reached the standard for progression. You will need to resit some modules or take alternative modules, before you can continue.	Compensation is not applied to any modules. Student may not progress. A Department cannot give permission to over-ride this.

What is the difference between “Not Progress” and “Restricted, No Progression”?

- i) With a Not Progress result, compensation is not applied, and modules in the compensation range will not earn credits. In a Restricted result, compensation is applied and all modules in the compensation range will be Passed by Compensation.

- ii) With a Restricted, No Progression result, the student has met the requirements for compensation and progression in principle, but is unable to progress because of the results in specific subjects. Therefore a Department can, by giving permission to progress, allow a student to progress to the next year. With a Not Progress result, the student has not met the minimum progressions standard, and a Department has no discretion to allow progression.

7. Compensation

There are two features of the 2016 Marks and Standards which differ from the previous rules.

- First, compensation is only applied to modules with marks of 35 or higher. If a module mark is below 35, the module cannot be compensated.
- Second, compensation is calculated and applied at the programme level. If the student meets the compensation criteria, all modules in the compensation range (35-39) are changed to “Pass by Compensation”.

Note that even if compensation is applied, a student may not meet the criteria for progression in a subject. It is for this reason that a “restricted” result is applied, as the student may have restricted progression options.

Example: In the example below a student in first year took 4 subjects of 15 credits. The student met the compensation criteria so compensation was applied to the 2 modules with marks in the compensation range. However in Subject D, the student has a Not Progress result. This means that although the modules were passed by compensation, the student cannot progress in that subject because the subject average was insufficient to progress.

Student A		Subj/Module	Credits	Mark	Result	Ind
Name		Sub A	15.00	48	P	
12345678		A151	7.50	46	P	
		A152	7.50	50	P	
Annual Mark	50.0	Sub B	15.00	57	P	
Annual Result	Progress	B151	7.50	60	P	
		B152	7.50	54	P	
Total credits to date	60.0	Sub C	15.00	60	P	
Total enrolled credits	60.0	C151	7.50	60	P	
Total passed credits	60.0	C152	7.50	60	P	
		Sub D	15.00	35	NP	
		D151	7.50	35	PC	
		D152	7.50	35	PC	

The compensation criteria.

Restricted Compensation. A student is eligible for compensation if:

- (i) The average mark is across all modules is 40% or more.
- (ii) No module has a mark below the compensation threshold (35%).
- (iii) At least half of the credits have reached the pass threshold (marks of 40% or more).

In this case a student will have an overall result of “Restricted Compensation”, compensation is applied, and the student can progress but may be restricted in the subjects which can be continued.

Restricted Deficit. A student may progress with a deficit of up to ten credits and use some compensation in the remaining modules. The student is eligible if:

- i) The student has a shortfall of no more than 10 credits below the compensation threshold.
- ii) The average mark in the remaining modules (when the modules with marks below the compensation threshold are excluded) is 40% or more.
- iii) At least half of the credits have reached the pass threshold (marks of 40% or more).

In this case a student will have a result of “Restricted Deficit”, which indicates that the student can progress but is carrying a credit deficit and may also be restricted in the subjects which can be continued.

Ungraded modules: Where some modules are ungraded, the calculation of the average mark is based on the average of all graded modules. The ungraded modules are included in the calculation of the percentage of credits passed.

Compensation in final year.

A student in final year in a multi-subject degree must meet the graduation standard overall AND meet the graduation standards in each subject.

The term “restricted” is not used in final year. If the student has earned the award, the award grade is used as the overall result. If the student has not met the requirements, the annual result is “Incomplete/Not Passed”.

8. Required Modules

A subject (or programme) may have required modules. This means that a student wishing to progress in that subject must pass that module without compensation (i.e. must achieve a mark of 40% or more).

Note that a student can earn a Pass by Compensation result in a required module. This will allow the student to earn the credits and progress in other subjects. It is misleading to describe required modules as “not-compensatable”, as a student can pass the module by compensation, and earn the credits. The impact of the required module is that the student with a PC result in a required module cannot progress in that subject.

“Required module” status is a characteristic of a subject, and not of a module. A module may be required in one subject and not required in another.

Required modules are intended for use in cases where the content is so important to the discipline that it is not reasonable to allow a student to progress with some compensation in this topic.

Required modules are indicated in the Academic Database/Coursefinder.

9. Award Mark and Award Classification

The final award mark is calculated as follows:

Certificates and diplomas and taught postgraduate courses: The award mark is the weighted average of all modules contributing to the award excluding ungraded modules.

Postgraduate research programmes: Students are required to complete a specified number of credits in approved modules to complete the programme. However, the award of the degree is based on assessment of the research thesis. In professional/taught doctorates taught modules may or may not contribute to the award, as defined in the programme specification.

Undergraduate degrees: The award mark is the combined annual marks for each year after first year, weighted towards the final year. The normal weighting for undergraduate programmes is that the final year contributes 70% to the final mark, and the other years after first year contribute the other 30%, as shown below. Where students take a period of study abroad, or are on a placement, this is normally assessed on an ungraded basis (unless explicitly stated) and excluded from the calculation of the award mark.

Weighting of the award mark

Three year degrees		Three year degree with study abroad		Four year degrees	
Second year	30%	Second year	30%	Second year	10%
Final year	70%	Study abroad	Excluded	Third year	20%
		Final year	70%	Final year	70%

The rationale for this approach is that we want the intermediate years to contribute to the degree, to encourage student effort in the intermediate years. At the same time, it is recognised that students tend to improve their performance as they progress, and therefore there is a rationale for weighting the final marks more than other years.

For the purposes of these calculations, the annual mark is the average of all modules for which credits are earned in the year of study. If a student takes 55 credits in second year and 65 in third year, the annual mark for second year is based on 55 credits, and the annual mark for third year is based on 65.

If a student is repeating a year of study, the annual mark for that year is made up of all modules contributing credits to that year of study, which may be a combination of the initial and repeat attempts.

Transfer students: If a student transfers into a degree programme from another institution, normally only the Maynooth University results are included in the calculation of award mark. If the student takes only final year in Maynooth University, the award mark will be based 100% on the final year mark. If a student transfers in the penultimate year, the last two years will contribute on a 30:70 basis.

Five year degrees: Where we have an undergraduate undergraduate/postgraduate combination, the final mark for the master’s degree will include a component of the undergraduate degree. The composition has been agreed as follows:

Degree	Calculation of award mark
B.Sc with Education / Professional Master of Education.	Final year 70% B.Sc overall result 30%
B.Eng, M.Eng	<ul style="list-style-type: none"> For a standard student, 70% of Year 5, 10% of Year 4, 10% of Year 3 and 10% of Year 2. For a student who entered Year 3, 70% of Year 5, 15% of Year 4 and 15% of Year 3 For a student who entered Year 4, 70% of Year 5 and 30% of Year 4.

Review under old rules: Some students may find that their overall mark is lower than their final year mark, because of the inclusion of penultimate years. This is not normally a basis for a review under the old rules, as students were notified in May 2016 that second year would be included. It may be a basis for review for students who took second year before 2016/17. See the section on review under the old rules.

Earning an award: In order to earn an award the student must earn the expected number of credits, and also meet any programme-specific requirements. The programme requirements may include compulsory and required modules as defined in the programme specification.

In addition a student taking two subjects in the degree must earn the minimum number of credits in each subject, and must pass each subject in the final year.

Normal minimum credit requirements for a subject within an undergraduate degree

	Three year degree	Four year degree
Double major	70 credits	90 credits
Major with minor	70 credits	90 credits
Single major	90 credits	120 credits
Minor	50 credits	60 credits

Award classification: Where University awards are classified, the following standards are used.

	Award mark
First Class Honours	70-100%
Second Class Honours Grade I	60-69%
Second Class Honours Grade II	50-59%
Third Class Honours	45-49%
Pass	40-44%

Where none of these standards is reached, the result is recorded as “Incomplete/Not Passed”.

10. Subject mark and result

The subject mark is an indicator of the performance of the student in the group of modules comprising a subject. The main outcome is a result, which is an indicator of permission to progress in the subject, or in final year, a condition for graduation.

The subject mark is the credit weighted average of the marks in the modules taken by the student that constitute the programme of study for that subject in the year in question, excluding ungraded modules. Note that the subject mark includes all modules taken in the subject, even those with marks less than the compensation threshold.

The possible subject results are as follows.

Result	Criteria	Progression in subject allowed?
Pass	All modules in the subject are passed without compensation.	Yes
Pass by compensation.	<ul style="list-style-type: none"> • The overall weighted average mark across all modules taken in the subject is 40% or above; • No module has a mark below 35%; • At least half of the credits taken in the subject have marks of 40% or above; • The student has passed all required modules in the subject without compensation. <p>Note that when a subject is passed by compensation, module results are not changed.</p> <p>Note that a PC result should not be applied to a subject if the annual result is "Not Progress", as compensation will not be applied and the student will have a credit deficit in the subject.</p>	Yes
Allowed progression.	This code is used where the student did not meet the normal progression requirements, but has been given permission to progress. It has no impact on the module marks or module results. If some modules were not passed, the student will progress with a deficit.	Yes
Not passed/ incomplete.	The student has not passed this subject, and so may not progress with this subject in the next year.	No
Pass not progress.	The standard for passing the subject has been met, but the student may not progress. This may arise if the student took insufficient credits to progress, or if there is no progression option.	No
Exempt.	Student is exempted from passing this subject, usually because of credits taken in another course. The student may progress in the subject.	Yes

Electives: An elective is treated as a subject, although with a smaller credit weight.

Interaction of annual result and subject result: Note that compensation is applied to modules at the programme level, and not at the subject level. This means that:

- When a subject is passed by compensation, module results are not changed.
- A PC result should not be applied to a subject if the annual result is “Not Progress”, as the student will not have a passing result in all modules in the subject.

When compensation is applied.	When compensation is not applied.
<p>When the annual result is any of:</p> <ul style="list-style-type: none"> • Restricted Compensation • Restricted Deficit • Restricted No Progression <p>Compensation is applied to all modules in the compensation range (35-39%).</p>	<p>When the annual result is:</p> <ul style="list-style-type: none"> • Not progress. <p>Compensation is not applied to any module.</p>
<p>At subject level, any subject which meets the subject compensation criteria should have a PC result.</p>	<p>At subject level: If all modules are passed, the subject will earn a Pass result.</p> <p>However if some modules are not passed, as compensation is not applied to the modules, the subject cannot have a PC result.</p>

Examples: The examples below show two first year students, both having identical marks in subject CD1F15. In the first case, student A, the annual result allows compensation, so the student earned 15 credits in the subject and has a subject average over 40, so the subject result is PC.

In the second case, the annual result is Not Progress and compensation is not applied. The student earns 7.5 credits in subject CD1F15 and therefore the subject result is Not Progress.

Student A		Subject	Module	Credits	Mark	Result
Name		AB1F15		15.00	50	P
12345678			AB151	7.50	50	P
			AB152	7.50	50	P
Annual Mark	45.1	CD1F15		15.00	40.5	PC
Annual Result	R Comp.		CD151	7.50	45	P
			CD152	7.50	36	PC
Total credits to date	60.0	EF1F15		15.00	46	P
Total enrolled credits	60.0		EF151	7.50	45	P
Total passed credits	60.0		EF152	7.50	47	P
		GH1F15		15.00	44	P
			GH151	7.50	43	p
			GH152	7.50	45	P

Student B		Subject	Module	Credits	Mark	Result
Name		AB1F15		0	30	NP
12345678			AB151	0.00	30	NP
			AB152	0.00	30	NP
Annual Mark	45.7	CD1F15		7.50	40.5	NP
Annual Result	Not Progress		CD151	7.50	45	P
			CD152	0.00	36	NP
Total credits to date	60.0	EF1F15		15.00	46	P
Total enrolled credits	60.0		EF151	7.50	45	P
Total passed credits	22.5		EF152	7.50	47	P
		GH1F15		0	30	NP
			GH151	0.00	30	NP
			GH152	0.00	30	NP

11. Progression with deficit

A student with a Restricted Deficit annual result in a multi-annual programme may progress to the next year of study with a credit deficit of up to ten credits if:

- a) The deficit is in a subject which is not being continued, OR
- b) The relevant Department has given permission to progress with a deficit in the subject.

In either case the student must take additional credits to make up the deficit before completing the programme. This can be done by taking additional modules allowable in the programme of study or by repeating the incomplete modules (subject to timetable constraints). A student who reaches the end of the normal duration of the programme with a deficit will not be eligible for the award of the degree, but may re-register for an additional period to make up the deficit.

Progression carrying a deficit is allowed only where this does not conflict with the subject progression requirements.

A student may normally progress to study abroad or a placement carrying a deficit of up to 10 credits. However this requires the permission of the relevant Department in most cases as the subject is being continued.

The Department decision.

If a student is seeking to progress with a deficit but is not continuing the subject where the deficit exists, then no specific permission is required. Department permission is required if a student is seeking to progress in a subject where there is a deficit. Note that if the annual result is “Not Progress”, the Department has no discretion to allow progression.

In cases where a Department decision is required, this is at the discretion of the Department. However Departments are asked to ensure that they are consistent in their decisions. In general, Departments should consider allowing a student to progress with a deficit where the student has taken extra credits in the subject, and has passed the minimum expected credits. For example, in second year Arts double major, a student must take at least 25 credits in each subject. If a student takes 30 credits and passes 25 including all compulsory modules, there is a reasonable basis to consider allowing progression.

Departments should also ensure that students with a deficit do not normally get a better outcome than students with higher marks. This might arise if a student with a mark over 35 was unable to progress, but a student with a mark below 35 was able to treat the module as a deficit and progress. In this scenario the student with the better marks has a worse outcome.

Permission to progress with a deficit in the subject should normally be agreed at the Departmental board meeting. At this point the Department will be aware of the results in its own subject, but will not be aware of the results in other subjects. Permission to progress with a deficit is therefore conditional on the other results. In effect it means “If this student’s overall result is Restricted Deficit, then the student may progress in my subject”.

However if there are extenuating circumstances a Department may decide to allow progression after the release of results, and a late change can be issued.

Note that an AP result cannot be used for final year students, as they cannot graduate with a deficit. If a final year student has a deficit, the student will need to repeat or take alternative modules to make up the deficit.

Implications for the student.

If a student progresses with a deficit, must take extra credits at some point before completing the programme to address the deficit. In principle the deficit can be made up in any subject. However if a student is continuing with a subject where there is a deficit, care must be taken to ensure that the minimum credits in the subject are achieved. This will only arise if a Department allows progression in a case where the student has not met the minimum progression requirements. The examples below illustrate this issue.

Example	Comment
<p>Anne takes 4 subjects in First Arts, and has a deficit of 7.5 credits.</p> <p>She discontinues this subject and continues to second year with a deficit.</p>	<p>Anne can remediate the deficit in any subject. She is likely to take an elective in second year, or to take extra credits in her chosen subjects.</p> <p>She is likely to need to take 10 extra credits, as there may not be 7.5 credit modules available.</p>
<p>Brian takes 2 subjects in second Arts (30 credits of each) and does badly in one 5 credit module.</p> <p>He continues with a deficit to third year if the Department has allowed progression (AP).</p>	<p>Brian can remediate the deficit in any subject, as he has already earned 25 credits in the subject with a deficit (which is the minimum requirement). He has the same credit total in the subject as students who took an elective.</p>
<p>Clare takes 2 subjects in second Arts (25 credits of each) and takes an elective.</p> <p>She does badly in 2 modules in one of her main subjects, and has a deficit of 10 credits.</p> <p>She continues with a deficit to third year if the Department has allowed progression (AP).</p>	<p>It is likely that Clare must make up her deficit in the subject where it occurs. She has fallen below the minimum requirement and risks falling short of the overall requirement of 70 credits which is the minimum for a double major in a 2 subject degree.</p>

A Department giving permission to progress with a deficit may specify a module or modules which must be taken to address the deficit. This may arise when a student has not passed a module which is essential for the programme or for accreditation requirements. This may cause timetable clashes if a student is taking modules from different years. Where absolutely necessary a student may be allowed to register for two clashing modules, where one of the modules is a module being repeated. Note that there are no “external repeats”, so even in the case of a timetable clash, the student will register for the module and pay a repeat fee.

A student with a deficit can take one of the following options to address a deficit:

- a) Take additional credits in one of the subjects being continued, normally from the current year. For example a third year student carrying a deficit should normally take additional third year modules. Modules from other years are likely to cause timetable clashes.
- b) Take additional credits outside of the subjects. This might include an elective, experiential learning modules, or modules from other subjects (with permission).
- c) Repeat the modules not passed.

Note that if an exact credit match cannot be achieved, the student must take extra credits to address the deficit. For example, in many cases a student may need to take ten credits to address a 7.5 credit deficit. In such cases the student will be charged for the ten credits taken.

Accumulation of deficit: In principle a deficit can accumulate, but only to a maximum cumulative value of 10 credits. So a full time undergraduate student must earn 50 credits to progress to second year, and must accumulate 110 credits to progress to third year.

Inclusion of deficit in annual and subject marks: Any extra credits taken as part of a programme are included in the year in which they are taken. Therefore if a student takes additional credits to remediate a deficit they contribute to the annual mark in that year, and contribute to the subject mark if the extra credits taken are part of a subject.

Example	Annual and Subject mark.
David starts second year Arts with a deficit of 7.5 credits. He takes additional optional modules in each of his 2 main subjects, taking 35 credits of each. He passes all 70 credits.	David's second year mark is based on 70 credits. His subject marks are each based on the 35 credits taken in the subject.
Eve starts second year Arts with a deficit of 7.5 credits. She takes 2 subjects of 30 credits plus an elective. She passes all 70 credits.	Eve's second year mark is based on all 70 credits. Her subject marks are based on the 30 credits taken in each subject.
Frank starts second year Arts with a deficit of 7.5 credits. He takes 2 subjects of 30 credits plus an elective. He passes 65 credits, and does not pass 5 credits of one of his main subjects.	Frank's second year mark is based on the 65 credits earned in the year. His subject marks are based on the 30 credits taken in each subject. If his annual result is "Restricted Deficit" he can progress to third year, with a 5 credit deficit, with permission from the relevant Department.

12. Repeating

Terminology:

Supplemental or Resit: Refers to a re-sit part or all of the assessment of a module during the same period of study. This is commonly known as the August resits.

Repeat: Means taking a module again in a subsequent year of study. This normally involves registering for a module and taking all of the assessment associated with the module in a subsequent academic year.

Supplemental /resit

Supplemental or resit opportunities are normally provided for modules where there is a university scheduled examination and may also be provided in other modules. Where there is a supplemental assessment, parts of the assessment may be carried forward. Typically the continuous assessment is carried forward and the student resits the examination, but the converse is also possible.

- a) Supplemental examinations are normally provided for undergraduate modules assessed by examination. Results in supplemental examinations are not capped.
- b) Where a student resits only the examination component of a module, the results from other components are carried forward.

In some modules, a student is allowed to re-sit other components of assessment of a module, or to submit an alternative assignment in its place. Where a Department provides a resit option for assessments other than university examinations, it may choose to cap the marks which can be obtained in the resit. The availability of resits and the capping of results, are specified in the academic database. In exceptional cases the University may waive this cap using the extenuating circumstances procedure. In exceptional cases a Department may allow the result in an examination to be carried forward, while allowing a resit of other components.

A student may resit any module which is not passed and for which there is a resit available. Note that this means a module with a result of Not Passed, or Passed by Compensation can be retaken in the supplemental examinations without any permission.

A student may also resit a module which has been passed in one of the following three cases; (i) if there is a progression threshold higher than the pass standard, (ii) a final year student can repeat up to 15 credits of passed modules without permission, or (iii) with special permission. This latter facility will normally be used in cases where there is convincing evidence that a student underperformed due to extenuating circumstances. This provision is included mainly for use in cases where a student is ill at the time of the exam, and yet manages to pass the module but underperform. In cases where permission is required, a student can seek permission using the extenuating circumstances process.

A student may decide which modules to resit, and is not obliged to resit all modules not passed. In some cases a student may decide not to resit all the credits not earned. This could arise because:

- a) The student is planning to repeat the year, perhaps taking up new subjects, and wants to resit only part of the shortfall.
- b) The student is planning to progress with a deficit. This might arise when a student believes there is no chance of passing some subject, and is planning to discontinue it.

A student may also want to resit more than the shortfall. This may arise when:

- a) A student has a PC result in a required module and wishes to progress in the subject.
- b) A student has not met some progression requirement in a subject he/she wishes to continue. For example, a student might not have met the requirement that at least half the credits are passed without compensation, and may need to resit some PC modules to address this.
- c) A student is planning to hedge, by resitting the module not passed AND also taking a summer module.

A student cannot earn credits for the same module twice. For each module taken more than once a “current mark” is calculated. For modules not passed at the first attempt, the current mark is the better of the two marks. Where a student resits a module which has been passed, the current mark is the later mark or 40%, whichever is the higher. This regulation is designed to encourage students to resit modules which were not passed, and deter students from casually resitting modules which have been passed.

If a student registers to resit but does not attend, a mark of zero should be entered for the exam component. The result from the first sitting will then be carried forward using the “better of the two” principle.

Repeating in a subsequent year.

A student who does not pass a module may repeat the module or a suitable substitute module in a subsequent academic year. If a module has been modified or discontinued, a student may take an alternative module. As there are no “external repeats”, there is no obligation to provide examination papers for modules that are no longer on offer.

Where a student repeats a module, the student must register for the full module, and must normally complete all of the assessment components. The student is assessed as if taking the module for the first time and no caps or restrictions are applied. A Department may, at its discretion, decide to carry forward some elements of the assessment from a previous attempt. A Department may also, at its discretion, waive an attendance requirement. This may be of use for example, to allow a language student to live in the country of the target language, while preparing for the repeat assessments. Where a Department carries forward some of the previous assessment, the student must still register for the full module and pay the appropriate repeat fee.

A student may repeat a module which was not passed, or passed by compensation. A student may not normally repeat a module which has been passed. There are three exceptions to this regulation:

- 1) Repetition of modules which have been passed may be allowed where the progression requirement is higher than the pass mark.
- 2) Final year students may repeat up to 15 credits of modules which have been passed.
- 3) Repetition of passed modules in other circumstances may be allowed with specific permission, for example, where the University has convincing evidence to suggest that a student significantly underperformed as a result of extenuating circumstances.

A student who chooses to repeat a passed module (40% or over) must relinquish the mark first obtained and accept either the pass mark (40%) or the mark obtained at the second sitting.

When a student repeats a year of study, the annual and subject marks are based on the combination of the initial and repeat results. Where the student has registered for the same module more than once, the better result is used except in the case of modules which were passed in the first attempt. In the case of modules which were previously passed, the later result is used, or a pass mark, whichever is the higher.

Importance of registration: Note that if a student is repeating a year, the student must register for any modules that are not passed, if the student is to earn credits in those modules. Marks from a module that was not passed in a previous year will only be carried forward if the student is registered to repeat that module.

Example:

A student does a year of study taking 12 modules of 5 credits. The student passes 9 modules with good results, and gets marks of 20, 15 and 38 in the other three. The overall result is Not Progress and compensation is not applied.

This student might decide to repeat only the two modules with the low marks, and assume that the module with a result of 38 would then be passed by compensation. However this student **MUST** register for the module with the result of 38. If not, then the result from the previous sitting will not be carried forward.

There are a number of reasons for this:

- Technically, the system will not accept a mark unless the student is registered for a module.
- Academically, we want to encourage the student to repeat this module. If we allow the student to avoid the repeat fee by deciding not to repeat this module, we incentivise non-repetition.

This also allows an easy verification of repeat registration – the credit earned plus the credits being repeated should add to 60 (or 90 in a 90 credit programme).

Time Limit on Repetition: A student may normally repeat a period of study only once. A student may seek permission (using the extenuating circumstances form) to repeat a year more than once.

Entitlement to honours

The concept of being barred from an honours result through repeating is not incorporated in the 2016 Marks and Standards. Therefore, if a student is registered for an honours degree (a level 8 degree), and earns an honours result (award mark over 45%) then the student earns an honours degree.

If a student falls back into the new regulations (by repeating), the student is entitled to honours. This means that a student, if given permission to repeat modules which have been passed, will not need separate permission to repeat for honours. The student will not need to repeat the full year, or full subject, but can repeat the modules not passed to make up the missing credits.

Rejecting a degree

The pre-2016 Marks and Standards includes the possibility of a student who has passed a degree “rejecting the degree” and repeating to improve the degree.

In the 2016 regulations this process is modified. In principle, a degree cannot be upgraded once awarded. The options available are:

- a) A student who has passed may defer the award of the degree and repeat some modules to improve the result. If the student wants to do this, this must be done before the degree is conferred.
- b) After the degree is conferred a student may register for modules to gain additional credits, or meet other requirements. These modules will appear on a transcript but will not alter the degree mark, which is fixed on the date of conferring.

Summary of resit and repeat regulations

Issue	Summary of regulations	
What does the student have to retake?	<p>The student can choose what modules to repeat/or resit. To earn sufficient credits, the student will at least need to resit/repeat all modules with marks below 35, or take alternative modules.</p> <p>In some cases a student will need to resit modules with a PC result. This might arise if a student wishes to progress in a subject and (i) has a PC in a required module in the subject, or (ii) has marks below 40 in more than half the credits in the subject, or (iii) has an average mark below 40 in the subject.</p>	
Can a student retake a module in the compensation range?	Yes. There is no need for any special permission to resit or repeat a module with a PC result.	
Can a student retake a passed module?	<p>Up to 15 credits in final year.</p> <p>OR</p> <p>Where there is a progression threshold higher than a pass.</p> <p>OR</p> <p>With special permission.</p>	
If a student retakes a module which was not passed (or PC) which result is used?	The better of the two results. Note that a student must be registered to repeat a module before any previous results which were not passed are carried forward and included in the annual calculation.	
If a student retakes a passed module (over 40%), which result is used?	The later result or a pass result (usually 40%), whichever is higher.	
Is a student who resits/repeats entitled to honours?	Yes. If an honours mark is achieved in a level 8 degree, the result is an honours award.	
Are results of second attempts capped?	<p>Resits:</p> <p>This is specified at module level. Examination results are not normally capped, but CA resits may be capped.</p>	<p>Repeats:</p> <p>A student repeating a full module should not normally have a result capped.</p>
How are second attempts included in calculating the annual and subject mark?	<p>A student cannot earn credits for the same module twice. For each module taken more than once a "current mark" is calculated. For modules not passed at the first attempt (i.e. mark below 40), the current mark is the better of the two marks.</p> <p>Where a student retakes a module which have been passed, the current mark is either the later mark or 40%, whichever is the higher.</p>	

The example below shows how the results from two attempts are combined. This student took a 60 credit programme, with 30 credits of each of two subjects (12 modules of 5 credits each). The student passed 5 modules, the overall result was “not progress” and compensation was not applied.

In the second attempt, the student took 7 modules, and passed six but got a mark of 34 in CD205. The combined result is restricted compensation, and compensation is applied to module CD205, which was in the compensation range in the first attempt. As a result, the student earns 60 credits, and has a PC result in both subjects.

Modules registered			1 st attempt		2 nd attempt	Current mark		
Subject	Module	Credits	Mark	Result	Mark	Subj. Mark	Mark	Result
AB2		30.00		NP		45.2		PC
	AB201	5.00	35	NP	55		55	P
	AB202	5.00	35	NP	50		50	P
	AB203	5.00	35	NP	45		45	P
	AB204	5.00	30	NP	36		36	PC
	AB205	5.00	40	P			40	P
	AB206	5.00	45	P			45	P
CD2		30.00		NP		44.3		PC
	CD201	5.00	45	P			45	P
	CD202	5.00	45	P			45	P
	CD203	5.00	40	P			40	P
	CD204	5.00	35	NP	53		53	P
	CD205	5.00	38	NP	34		38	PC
	CD206	5.00	35	NP	45		45	P

Students with a combination of old and new rules.

Because of the change to Marks and Standards, it is possible that a student who repeats the year may have done some years under the old rules and some under the new rules. In such cases:

- Any modules which were previously passed, or passed by compensation remain passed and continue to earn credits (even if the module mark is below 35% and would not earn credits in the new rules).
- The current mark in any modules with marks of 35% or more, in either sitting, contribute to the annual mark.
- The current mark in all modules taken in the subject contributes to the subject mark, with the exception of modules passed in previous sittings with marks below 35.

13. Mathematics in First Year Science

Mathematics is a compulsory subject in the First Year of many of the BSc degrees. In degrees where Mathematics is a compulsory subject, the following conditions apply:

1. In order to progress in the Programme, a student must register for at least the minimum credits in Mathematics (normally 15 credits), and achieve a subject mark of 35% or more. Note that the subject marks is calculated over all modules taken in the subject.
2. A student who has a credit deficit within the allowed limits but has achieved an average mark of 35% may progress in the programme, and make up the deficit later in Mathematics or another subject.

A student wishing to progress in the subject Mathematics must meet the normal subject progression requirements, such as a subject mark of 40% or more.

Examples

Example A: Restricted Compensation.

This is a student taking 4 subjects of 15 credits. The student has 2 modules with marks in the compensation range. The results meet the compensation criteria, so the student gets a “Restricted Compensation” annual result, and compensation is applied. In subject CD the student passes the subject by compensation and can progress. In subject EF, the student has not passed a required module, and may not progress in the subject.

Student A		Subject	Module	Credits ¹	Mark	Result	Ind ²
Name		AB1F15		15.00	50	P	
12345678			AB151	7.50	50	P	
			AB152	7.50	50	P	
Annual Mark	43.8	CD1V15		15.00	40.5	PC	
Annual Result	R. Comp		CD151	7.50	45	P	
			CD152	7.50	36	PC	
Total credits to date	60.0	EF1V15		15.00	40.5	NP	
Total enrolled credits	60.0		EF151	7.50	45	P	R
Total passed credits	60.0		EF152	7.50	36	PC	R
		GH1V15		15.00	44	P	
			GH151	7.50	43	p	
			GH152	7.50	45	P	

Example B: Restricted Deficit.

This is a student taking three subjects, one of 30 credits and two of 15 credits. There is one module (7.5 credit) with a result below 35. The remaining modules meet the compensation requirements, so the annual result is Restricted Deficit. In subject AB, there is one module passed by compensation, and the subject result is a PC. The student may not progress in subject EF, as there is a credit deficit (only 7.5 credits earned).

Student B		Subject	Module	Credits	Mark	Result	Ind
Name		AB1V30		30.00	45.25	PC	
12345678			AB151	7.50	50	P	
			AB152	7.50	50	P	
Annual Mark	44.7		AB153	7.50	45	P	
Annual Result	R Def		AB154	7.50	36	PC	
		CD1V15		15.00	46	P	
Total credits to date	60.0		CD151	7.50	45	P	R
Total enrolled credits	60.0		CD152	7.50	47	P	R
Total passed credits	52.5	EF1V15		15.00	35	NP	
			EF151	7.50	40	p	
			EF152	7.50	30	NP	

¹ Note that in these tables the subject credits show credits earned, which the module credits show the credit value of the module, whether or not they are earned.

² IND is an abbreviation of Indicator. This column is used on the Broadsheet to indicate Required Modules (R) and Capped results (C).

Example C: Restricted No Progression.

This is a second year Arts student taking 2 subjects of 30 credits. The student had marks below 35 in two modules (10 credits) and an average mark of 48% in the remaining modules. The criteria for compensation are met, so the overall result is "Restricted". However, as the student cannot progress in subject AB, and is in a double major degree, there is no progression option. Therefore the annual result is "Restricted No Progression". Compensation is applied, but the student may not progress.

In this case a decision by the relevant Department could allow the student to progress with a deficit in subject AB.

Student C		Subject	Module	Credits	Mark	Result	Ind
Name		AB2		20.00	38.3	NP	
12345678			AB201	5.00	50	P	
			AB202	5.00	50	P	
Annual Mark	48.1		AB203	5.00	40	P	
Annual Result	RNP		AB204	5.00	35	PC	
			AB205	5.00	30	NP	
Total credits to date	60.0		AB206	5.00	25	NP	
Total enrolled credits	60.0	CD2		30.00	51	P	
Total passed credits	50.0		CD201	5.00	55	P	
			CD202	5.00	56	P	
			CD203	5.00	54	P	
			CD204	5.00	53	P	
			CD205	5.00	43	p	
			CD206	5.00	45	P	