Policy Title	Joint Assessment Regulations for QMU programmes
Version	№ 2
Effective Date:	September 1st, 2025
Approved by:	Academic Council (BMU) and the QMU validation panel on behalf of Senate (QMU)
Scope:	BMU programmes validated by QMU
Purpose:	To establish shared rules on assessment procedures, progression and award

Part A: Policy and Principles

1. Context

1.1 These joint assessment regulations apply to all British Management University (BMU) undergraduate taught programmes that are delivered in partnership with Queen Margaret University (QMU).

1.2 Both partners recognise that assessment is a fundamental aspect of the student learning experience that enables learning, both as part of the task and through review of performance. It is a vehicle for obtaining feedback and ultimately, it determines whether a student has achieved learning outcomes.

1.3 Both partners undertake to ensure academic standards and quality through the consistent operation of assessment processes which are valid, reliable, useful and fair. Consistent and equitable practice is essential to the integrity of assessment processes and to the comparability of its students' expectation and experience. Moreover, the joint regulations ensure that the academic standards and requirements for students studying QMU-validated programmes at BMU are equivalent to the standards and requirements for students studying comparable programmes at QMU.

2. Purpose of Assessment

2.1 Assessment satisfies a number of related requirements, namely that it:

(1) is integrated with the process of student learning;
(2) demonstrates that a student has achieved the learning outcomes for their programme of study;
(3) justifies the award of academic credit based on actual student achievement;
(4) provides confidence in the maintenance of academic standards both internally and to external stakeholders;
(5) supports the evaluation and enhancement of programme design and delivery;
(6) provides meaningful feedback and feedforward to students on their performance on a programme of study which promotes learning and encourages reflection;
(7) supports the enhancement of programme design and programme delivery.

2.2 Additionally, assessment may be used as a diagnostic tool to determine the current knowledge and skills of a student and to assist in the formulation of a programme of future study.

3. Principles of Assessment

3.1 Assessment regulations and policy establish a framework for the conduct of assessment across all taught programmes.

3.2 Assessment regulations and policy establish sound procedures for the advanced communication of assessment requirements (including assessment criteria), the submission, conduct of examinations, marking and moderation of assessments, the progression of students, the remediation of failure and the conduct of meetings of Board of Examiners. The regulations and policy ensure that academic standards are maintained and that there is a retention schedule for copies of assessments and feedback on assessments.

3.3 Assessment regulations and policy are reviewed on a periodic basis to ensure that they remain fit for purpose.

3.4 As part of the procedures for the validation and review of awards, programme teams are required to develop an assessment strategy which demonstrates a close alignment with the full range of intended learning outcomes (including knowledge and understanding, intellectual skills, practical skills and transferable skills) and mode(s) of study of that programme.

3.5 Programme assessment strategies are designed to assess all intended learning outcomes but should reduce the extent of assessment to the minimum required to demonstrate the above and should avoid duplication.

3.6 BMU is committed to the principles of equality of opportunity. Assessment regulations and procedures are designed to actively promote equality of opportunity, and to be compliant with the University Equality and Diversity Policy.

3.7 BMU recognises the need for transparency in the assessment of students.

3.8 All modules which are designed to lead to the award of academic credit are expressed in terms of learning outcomes that are capable of assessment and include details of the assessment and of the assessment criteria to be employed.

3.9 All modules which lead to the award of academic credit come under the purview of a Board of Examiners and are assigned, as appropriate, to an External Examiner.

4. Fairness, reliability and validity of assessment

4.1 Assessment can take many different forms, as dictated by the variety of programmes and learning outcomes but, in all cases, it should be:

(1) Fair, in that there should be equality of treatment across all programmes and that there should be a consistent approach to equality and diversity;

(2) Valid, that is the assessment can be shown to be relevant to the intended learning outcomes;

(3) Reliable, in that there should be consistency of processes and standards across the institution and that there should be comparability of both the volume and complexity of assessment in relation to credit and level of study;

(4) Useful, in that it contributes to the knowledge and competencies and employability of the learner;

(5) Transparent, in that the requirements of the assessment in terms of intended learning outcomes and assessment criteria are made clear to the student.

4.2 To maximise accuracy and fairness of assessment, programme teams are expected to follow the procedures for marking and marks' moderation set out below. All Academic Staff are expected to familiarise themselves with the following terms and procedures:

(1) **Component.** A module is assessed by one or two assessment activities (e.g., examination, coursework, or practical). These activities are referred to as assessment component and contribute to the overall assessment for the module.

(2) **Condonement of a module.** Condonement of a module may occur where a student has not achieved a minimum pass mark in an undergraduate module at SCQF level 7 or 8 and there are no programme specific assessment regulations that require the student to be reassessed.

(3) **Formative assessment.** Assessment with a developmental purpose, designed to help learners learn more effectively through practice and by giving them feedback on their performance and how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment. Typically marks awarded for formative assessments do not count towards the final marks of the module; they are designed to provide students with feedback and might not contribute to the final mark and grade.

(4) **Summative assessment.** Used to indicate the extent to which a learner has met the learning outcomes of a module or course. Typically marks awarded for summative assessments count towards the final mark of the module.

(5) **Marking.** The process of assessing students' work, taking into account University guidelines for assessment feedback and the relevant criteria/mark schemes as devised by programme and/or module teams.

(6) **Pre-Assessment Moderation**. The process by which summative assessment is reviewed prior to it being provided to students to ensure it has been rigorously and appropriately designed, taking account of the agreed module learning outcomes, marking criteria and the importance of clarity for students.

(7) **Post-Assessment Moderation**. The process by which the University ensures that summative assessments have been marked in an academically rigorous manner and that assessment criteria have been applied appropriately. It is not a mechanism to resolve differences between markers or to make changes to individual student's marks.

5. Responsibility for Assessment

5.1 The Senate of QMU and Academic Council of BMU have responsibility for the following, in relation to their respective awards:

(1) the development of assessment regulations and policy;
(2) monitoring the use of these regulations and policy;
(3) periodically reviewing and revising these regulations and policy.

5.2 The Dean of School at QMU and the Rector of BMU have responsibility for the following, in relation to their respective awards:

(1) ensuring that programmes conform to these regulations and policy;
(2) ensuring that assessment processes are secure;
(3) reflecting on student performance in assessment;
(4) supporting staff to implement these regulations and policy.

5.3 The joint Board of Examiners is responsible for making decisions on award and progression and ensuring that all students are treated fairly and consistently under these regulations. Decisions of the joint Board of Examiners will be reported to the Senate of QMU and the Academic Council of BMU. No student will receive an award or the award of academic credit from QMU without the approval of QMU's Senate. No student will receive an award or the award of academic credit from BMU without the approval of BMU's Academic Council.

5.4 The External Examiner is responsible to attend and make recommendations to the joint Board of Examiners relating to the awards of degrees (including borderline cases), diplomas and certificates or the confirmation of results for stand-alone modules. Where there is a reconvened Board of Examiners to reconsider, for example, the result of an appeal, attendance is not required. The External Examiner should, however, be consulted about, and make their views known on, any proposed amendment to the classification.

5.5 Programme Leaders are responsible for the quality of assessment across programmes. They are responsible for monitoring the outcomes of assessment and reporting these outcomes to the Associate Dean on Teaching and Learning at BMU and to QMU, through the annual programme monitoring report.

5.6 Academic staff carry out their teaching responsibilities under the authority of the Rector. The Module Co-ordinators have responsibilities:

(1) to assess students' work fairly, objectively and consistently;
(2) to equally distribute students' papers for marking among Team members, when working in a Module Team;
(3) to ensure students are provided with appropriate, helpful and explanatory feedback on all work submitted for assessment;
(4) to make reasonable accommodation (e.g., length of time to complete) in assessment tasks and examinations for students with special requirements;
(5) to ensure deadlines for the submission of examination papers and results to the Registrar are met;
(6) to immediately report to the Registrar's Office any instances of student cheating, collusion and/or plagiarism.

5.7 Students have responsibilities:

(1) to familiarise themselves with the University policy on assessment and examinations;
(2) to ensure they read and understand the assessment requirements and note the submission dates, and seek assistance from the lecturer (if necessary);
(3) to notify relevant staff as soon as possible prior to, or at the beginning of, the teaching session if they wish to have special requirements accommodated;
(4) to submit for assessment their own individual and unassisted work, except as otherwise permitted, and understand that cheating, plagiarism, fabrication or falsification of data will be severely dealt with, see Academic Misconduct Policy;
(5) to behave ethically and appropriately, avoiding any action or behaviour which would unfairly disadvantage or advantage another student;
(6) to ensure that they understand the requirements, including timetables, for examinations and other assessments tasks;
(7) to provide evidence, in advance of the Board of Examiners, of any extenuating circumstances.

5.8 Academic staff of QMU are responsible for:

(1) Approving assessment instruments in line with QMU policy;

(2) Moderating a sample of assessments as agreed by the School Academic Board

5.9 The Registrar's Office is responsible for the maintenance and retention of records of all provisional marks. The Registrar's Office will also maintain a central archive of approved final marks in relation to the BMU award.

5.10 The Academic Administration Team at QMU is responsible for the maintenance and retention of student records and marks in relation to the QMU award. The Academic Administration Team will also produce paperwork for Boards of Examiners and issue final transcripts and certificates for the QMU award.

6. Assessment System

6.1 Assessment must:

(1) be effective in encouraging a high standard and depth of learning;
(2) be authentic and reliable;
(3) be consistent in level and challenge across comparable modules;
(4) support equality, diversity and inclusion;
(5) focus on attainment in an area of learning rather than on the accumulation of marks; and
(6) encourage reflection on feedback.

6.2 Assessment and learning should be integrated and therefore, assessment must be designed to align with and assess the specified learning outcomes for the module and the programme. Assessment criteria should therefore be directly related to learning outcomes, and along with broader information relevant to instruction and regulation, must be transparent and explicit for all assessments.

6.3 The module descriptor specifies the relative assessment pattern, including weightings across components. The assessment pattern must be based on the intended learning outcomes of that module.

6.4 At the commencement of each module the Module Co-ordinator must advise the enrolled students of the form of the assessment and the timing of the components which make up the assessment. This will be consistent with the overall framework established for the programme's assessment, as specified in the module descriptors.

6.5 The assessment load should be as light as is compatible with providing adequate opportunity for students to:

a. engage in formative exercises to develop as learners;
b. demonstrate achievement of the relevant learning outcomes;
c. recover from occasional poor performance.

6.6 At the start of each programme, Programme Leaders will refer students to the assessment regulations for the programme governing progression and award, and of any changes thereto.

Part B: Marking, Progression, and Award

7. Module Marks and Grades

7.1 This section of the policy is designed to ensure consistency of meaning and application of grades across the University and to ensure quality assurance in regard to assessment standards and grades awarded.

7.2 The University is committed to preserving the confidentiality of personal information and therefore in all discussions of student performance and public notices of achievement it seeks to avoid the identification of individual students. In all records and public notices of marks and awards students will be identified only by ID number.

7.3 A student who submits a late assessment (within 24 hours after the deadline) will be penalised by 20%, or to a minimum pass mark of 40% if the original mark was 59% or less. Assessments submitted more than 24 hours later than the deadline will not be accepted, and will receive a score of 0.

7.4 In exceptional circumstances where a student is unable to meet the deadline for a project-based task, they may submit a request for an extension, accompanied by all relevant supporting evidence. Such requests will be reviewed by the Module Leader and require approval from the relevant Dean.

Extensions will be granted only when the evidence demonstrates that the delay was caused by unforeseen, exceptional, and short-term circumstances beyond the student's control — such as acute illness, accident, bereavement, or sudden personal crisis — that have adversely affected their ability to complete the assessment by the original due date.

The maximum period for an extension is seven calendar days beyond the original deadline. Any delay exceeding this period will be managed under the University's Extenuating Circumstances Policy and Procedure, and the student will be required to submit the assessment at the next reassessment opportunity.

Extensions are not permitted for written or computer-based examinations.

7.5 A piece of written work which exceeds the specified word limit by 10% or more will receive a maximum mark of 40%. The number of words counted should include all the text, references and quotations used in the text, but should exclude abstracts, supplements to the text, diagrams, appendices, reference lists and bibliographies.

7.6 The University draws upon the following Grading Standards for both undergraduate and postgraduate subjects:

Grade	Mark	Corresponding level in an Honours degree classification
A*	80%-100%	First class
A	70%-79.9%	First class
B	60-69.9%	Upper second
C	50-59.9%	Lower second
D	40-49.9%	Third class
E	30-39.9%	Fail
F	0-29.9%	Fail

8. Award

8.1 To gain an undergraduate award, a student must normally be a registered student at the University for at least one academic year.

8.2 To qualify for the following awards the student must fulfil the subject specific requirements for the name of the award and also:

Award	Required Credits
Cert HE	120 credit points of which a minimum of 100 are at SCQF Level 7[1] or higher
Dip HE	240 credit points of which a minimum of 100 are at SCQF Level 8 or higher
Degree	360 credit points of which a minimum of 100 are at SCQF Level 9 or higher
QMU Honours Degree BMU Undergraduate Degree	480 credit points of which a minimum of 220 are at SCQF Level 9 and 10, including at least 100 at level 10
QMU Masters Degree BMU Masters Degree	180 credit points of which a minimum of 160 are at SCQF Level 11 and no credits below SCQF Level 10

8.3 Students may take credits from level directly above or directly below subject to the guidance set out above and as defined in relevant documentation.

8.4 Ten SCQF Credits are equivalent to five European Credits (ECTS) therefore 120 SCQF credits equal 60 ECTS.

8.5 The classification of the award of the Degree with Honours will be based on the marks obtained at SCQF Level 9 (20%) and SCQF Level 10 (80%). Weighted aggregate scores will be rounded to one decimal place. The classification will be based upon the average mark obtained by combining the weighted results of all modules studied at levels 9 and 10. Any modules undertaken below level 9 and any modules taken whilst on an exchange arrangement will not be counted towards the Honours calculation.

8.6 Where a student has accumulated more than 120 credits at SCQF level 10, a maximum of 120 credits will be counted at level 10 for the purpose of the Honours calculation. All core modules at level 10 will count towards the Honours classification. The optional modules in which the student achieved the highest marks will be included in the calculation of the Honours classification. Additional optional modules at level 10 with lower marks will be counted towards SCQF level 9.

70 and above First Class
≥60% and <70% Second Class: Upper division
≥50% and <60% Second Class: Lower division
≥40% and <50% Third Class

8.7 The award of an Ordinary Degree can include an award with distinction, in cases where the average mark for the 120 credits (or equivalent) at SCQF level 9 or above is 65% or higher.

[1] See Level Mapping in Appendix 1.

Any modules undertaken below level 9 and any modules taken whilst on an exchange arrangement will not be counted towards the distinction calculation.

8.8 Where a student is admitted to the University in the final year the classification will be based entirely on grades achieved during that year of studies.

8.9 Where a student is admitted to a level and given additional credit at that level gained externally, the grades from that credit may contribute to the classification where the credit is at the appropriate level and where marks are available. Otherwise, the classification will be based on grades gained entirely within the University. Any modules taken whilst on an exchange arrangement will not be counted towards the classification.

9. Decision on award classifications and distinctions in borderline cases (undergraduate degrees)

9.1 All weighted average marks falling 0.5 per cent or less below the classification or distinction boundary are automatically reclassified at the higher level.

9.2 All weighted average marks falling between 0.6 per cent and two percent below the classification or distinction boundary are deemed borderline cases.

9.3 For Honours degrees the final classification is determined by the marks across all SCQF Level 10 credits. Borderline cases where any 60 or more credits (core or elective modules) are achieved in the classification above the boundary will be awarded the higher classification of degree.

9.4 For Ordinary degrees the final award is determined by the marks across SCQF Level 9 credits. Borderline cases where any 60 or more credits (core or elective modules) are achieved in the distinction category (65% or above) will be awarded the degree with distinction.

9.5 Additional viva voce examinations should not be used in the consideration of borderline cases.

10. Decision on an award in absence of complete assessment information

10.1 The Board of Examiners has discretion to make an award in the absence of complete assessment information where it is established to the satisfaction of the Board that:

(1) such absence is due to a valid documented cause, which would include, but not be limited to, a student's illness;

(2) there is enough evidence of the student's achievement at the level at which they are being examined, which would normally equate to two thirds of the assessable work at that level, or evidence is subsequently obtained.

10.2 Where the Board of Examiners uses its discretion to make an award in the absence of complete assessment information, the justification for this action should be included in the minutes of the meeting.

10.3 Awards may be recommended with or without Honours or distinction as appropriate. In order to reach such a decision, the Board of Examiners may assess the candidate by any appropriate and reasonable means. Any such assessment will for the purpose of these regulations be deemed a first assessment.

10.4 The Board of Examiners has a duty to gain as much information about the candidate's ability and performance as possible before making decisions.

10.5 Decisions made in the absence of complete information must aim to ensure consistency of standard and equality of opportunity for the student under consideration as compared with

his/her peers. The student must not be put in a position of unfair advantage over other candidates for the award.

11. Withdrawing from a module and transfer between modules

11.1 A student withdrawing from a module up to the point at which 25% of the taught duration of the module has been delivered may provide the Module Co-ordinator with a written explanation of reasons for withdrawal. If the Module Co-ordinator accepts these as valid reasons, the student will suffer no academic penalty, i.e., the withdrawal will not count as a fail. The student will receive a transcript showing them as withdrawn and will receive no credit.

11.2 A student withdrawing from a module after 25% of the taught duration will be recorded as a "fail".

11.3 A student wishing to transfer from one elective module to another will normally be permitted to do so within the first 25% of the taught duration of the module subject to the consent of both Module Co-ordinators. Only exceptionally will students be permitted to transfer between elective modules after this period.

12. Decisions on Student Progression

12.1 Student progression from one level of the programme to the next is at the discretion of the Board of Examiners taking into account the student's performance in all modules and the amount of academic credit accrued during the year.

12.2 The Board of Examiners is responsible for determining:

(1) whether the student remains in registration;
(2) the conditions governing the student's progression;
(3) the award for which the student is eligible.

12.3 Boards of Examiners may condone one failed module of up to 20 credits per full year of study at the first attempt for students at any level of an undergraduate programme, provided that a minimum overall mark of at least 35% has been achieved in the failed module (for SCQF L7-10), and no individual component of assessment within the module falls below the minimum compensation level.

12.4 Students who have failed more than 20 credits (undergraduate or postgraduate) must undertake reassessments of all failed modules in the first instance. Once reassessment results are known, condonement may still be applied to one failed module of up to 20 credits, as set out further in the regulations.

12.5 Programme specific regulations may exempt some modules from eligibility for condonement.

12.6 A condoned fail will not affect any subsequent module selections.

12.7 Decisions on a student's continued registration will be made at the end of each academic year, after reassessment results are known. The Board of Examiners will take account of the following guidelines in making their decisions.

12.8 For undergraduate full-time students:

(1) Pass modules to a total of 160 credits – continue in registration as a full-time student.
(2) Pass modules to a total of 100 credits but less than 160 credits – continue in registration with a personal learning plan, agreed in consultation with the Programme

(3) Leader. No student may be registered on more than 160 credits in the academic year, including outstanding modules that require to be retrieved. Programme Leaders will aim to construct a programme that does not delay the student unduly.
(4) Exceptionally, where there are extenuating circumstances, and a student has only 20 credits outstanding, provisional progression may be allowed subject to successful completion of an early retrieval. This regulation is intended to support students carrying forward modules and not to facilitate completion of studies in a shorter time than the usual minimum period of registration or to allow students to undertake additional optional modules in an academic session.
(5) A student who fails more than 60 credits at the second attempt, and who does not present evidence of extenuating circumstances, will be required to withdraw from the programme.
(6) If all modules in a semester are non-submissions, a student will be deemed to be withdrawn.

12.9 The only decisions available to the Board of Examiners on progress and award shall be:
(1) Continue – passed all assessments;
(2) Required to be reassessed in the failed module(s) before continuing;
(3) Continue – but required to be reassessed in the failed/deferred module(s) in next academic year;
(4) Offered opportunity to repeat the entire level in next academic year before continuing;
(5) No reassessment allowed – required to withdraw from course;
(6) Decision deferred – outstanding assessments as a first attempt;
(7) Decision deferred – outstanding reassessments;
(8) Recommendation to Progression Board for specific awards.

12.10 Undergraduate programmes of study are designed on four levels, normally corresponding with Scottish Credit and Qualifications Framework levels 7, 8, 9 and 10, with conceptual and material progression being designed into the structure from level to level. Thus, it is expected that students will progress from level to level, and the structure of the programme and the timetables are developed accordingly. Although the above regulations may allow a full-time student to stay in full-time registration albeit without a completed level of study, it may not be possible to construct a programme around the timetable available which is academically coherent and which makes best advantage of the student's time. In most cases students will be expected and advised but not required to complete a level of study before progressing to the next level.

Part C: Assessment Regulations

13. Assessment of a Module

13.1 To pass an undergraduate module, a student must obtain at least 40% overall, and at least 30% in each component of assessment unless otherwise specified in the programme document or module descriptor. This regulation applies to the first attempt at the module only. Regulations for reassessment of modules are detailed below.

13.2 Where a student has achieved an overall mark of 40% or above but has fallen below the minimum permitted mark in an individual component, this will be shown as a qualifying fail on the academic transcript with a grade of Q.

13.3 Where a student is reassessed in an undergraduate module at a second attempt, the maximum mark that can be achieved for the module is 40%.

13.4 The nature and extent of the failure will not affect the student's right to be reassessed.

14. Conduct of Assessments

14.1 All assessments must be conducted in line with University regulations, policy and procedure.

14.2 The Academic Misconduct Policy sets out the expectations of students and staff in respect of academic integrity and the procedure to be followed where it is suspected that a piece of work submitted by a student for assessment may demonstrate academic misconduct.

15. Submission and Collection of Assessment Materials

15.1 Clear guidance should be given in module information provided by the Module Co-ordinator on the process by which assignments are to be submitted. The Module Co-ordinator should keep a dated record of all assignments received.

15.2 Each Module Co-ordinator sets the mode of assessment submission (electronic, hard copy, or both). Course works, reports, final projects, dissertations and alike must be submitted through anti-plagiarism software – Turnitin.

15.3 Students are entitled to receive marks and feedback on all assessments in order that the assessment exercise may perform an educative function. Clear guidance should be given in module descriptor on the process by which feedback on submitted work is returned to students. With the exception of final projects, feedback should always be returned within 15 working days of submission.

15.4 Students are entitled to an explanation of how the mark awarded for their work relates to the relevant assessment criteria.

16. Transcripts

16.1 The student's assessment record or academic transcript shall specify for each module taken:

(1) the title;
(2) the credit points and the level;
(3) the academic year in which most recently taken;
(4) the grade and mark most recently obtained;
(5) the name of the University together with, if appropriate, the name of any other institution sharing responsibility for the student's programme of study or research;
(6) the location of study;
(7) the language of instruction/assessment;
(8) decision on progress/award.

16.2 Academic transcripts are issued following the Board of Examiners. They are issued on secure paper to exiting students.

17. Pre-Assessment Moderation

17.1 The purpose of pre-assessment moderation is to ensure that:

(1) summative assessment is appropriately designed, in an academically rigorous manner with reference to the agreed module learning outcomes and marking criteria;

(2) the assessment question(s) and instructions are clear and unambiguous;
(3) students can be provided with assurance in relation to the design of their assessments.

17.2 Pre-assessment moderation takes place *before* the summative assessment is released to students.

17.3 Pre-assessment moderator is expected to have experience of teaching and learning and have relevant subject knowledge. Moderator needs not be involved in the delivery of the relevant module, but where detailed subject knowledge is essential to determine the suitability of an assessment, then the use of staff teaching on a module is appropriate.

17.4 Pre-assessment moderation should take place on the basis of: this policy; the stated assessment, the grading standards; and the module descriptor, including the learning outcomes, and should consider whether:

(1) The assessment(s) design is appropriate and tests the stated module learning outcomes at the appropriate level; and
(2) The assessment's question(s) and instructions are clear and unambiguous.

18. Moderation

18.1 The post-assessment moderation process ensures that (first and second) marking is consistently robust and undertaken appropriately in line with assessment criteria on a module. The aims of post-assessment moderation are to:

(1) ensure a module has been marked in line with the stated assessment criteria;
(2) ensure internal consistency and fairness of assessment within a module;
(3) provide assurance for students of fairness and equality of grading.

18.2 All elements of assessments for Honours projects (or equivalent) must be blind double-marked for the whole cohort.

18.3 All summative assessments for undergraduate and postgraduate programmes that are not blind-double marked must be moderated on a sampling basis as a means of verifying the accuracy of marking. The size of the sample to be moderated must be at least the square root of the total number of students (rounded to the nearest whole number) taking the assessment plus all borderline fails (those that are within 2% below the pass mark). The sample should include a range of performance and the minimum size should be six pieces of assessed work.

18.4 QMU reserves the right to moderate the same sample of work. Normally all modules will be moderated by QMU until such time as the QMU School Academic Board deems that this support is no longer required.

18.5 Moderators must be provided with the following information:

(1) The module descriptor;
(2) The assessment question(s) as provided to the students and any accompanying guidance;
(3) The marking criteria used;
(4) The marks of all students on the module to enable them to see the spread of marks across the module; and
(5) For each piece of written work, a copy of the feedback supplied by the original marker to the student.

18.6 In undertaking post-assessment moderation, the moderator is not permitted to suggest amendments to any individual student mark, they may only make recommendations on the sample as a whole or parts thereof.

19. Notification of Results

19.1 Official results in relation to the BMU award will be released by the Registrar's Office at the direction of the Rector after being officially endorsed by the Board of Examiners.

19.2 Assessment grades and marks will be available to students by accessing the online student record system.

19.3 Official results in relation to the QMU award will be released by the QMU Academic Administration Team following confirmation by the Board of Examiners. Results will be released via the online student portal.

20. Reassessment

20.1 Reassessment means the opportunity to be reassessed in an assessment component which has been failed. The timing of the reassessment is at the discretion of the Board of Examiners but must allow the student sufficient time to prepare. Normally reassessment (as a second attempt) happens within the same academic year or shortly thereafter.

20.2 A student will be permitted a maximum of three attempts at any module.

20.3 The Board of Examiners may at its discretion allow an undergraduate student to be re-assessed in up to 80 credits in any one academic year.

20.4 A student who requires to be re-assessed in more than 80 credits will be required to withdraw from the programme, unless they have extenuating circumstances.

20.5 A candidate for reassessment is not entitled to be reassessed in components that are no longer part of the programme. Board of Examiners may, at its discretion, make such special arrangements as it deems suitable in cases where it is inappropriate for students to be reassessed in the same components, or by the same methods as at the first attempt.

20.6 All second attempt assessments shall normally take place before the commencement of the next session of the programme. They should be late enough to allow the students time to prepare themselves, and to avoid overload of assessment shall normally take place in the summer/autumn. Students cannot request an extraordinary exam sitting.

20.7 A student who is reassessed for a module failure in an undergraduate module, where there are no clear extenuating circumstances, shall be awarded no more than 40% on passing the reassessment. A student who is reassessed for a module failure in a postgraduate module, where there are no clear extenuating circumstances, shall be awarded no more than 50% on passing the reassessment.

21. All reassessment results shall be based only upon performance in reassessments; no marks may be carried forward from a student's first attempt at the assessments. To pass an undergraduate module at reassessment, a student must achieve at least 30% in each reassessed component and a weighted average of at least 40% of reassessed components. **A student who is reassessed in one assessment component must achieve at least 40% to pass a module at reassessment.**

21.1 A student who has been absent from an assessment, or who has performed badly due to illness or other cause, shall be allowed to take the assessment, and it shall be treated as a first assessment, subject to the reason for absence or poor performance being acceptable to the Board of Examiners.

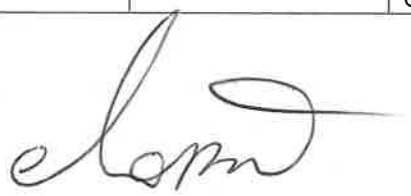
22. Extenuating Circumstances (EC Claim)

22.1 The University recognises that there will be circumstances beyond a student's control which may impact adversely on their performance. Under such circumstances, a student has a right to fill in the Extenuating Circumstances form. Please, refer to Extenuating Circumstances Procedure for a detailed information.

Revision History

Version	Approved by	Approval Date	Description of Change
1	Academic Council	31 October 2025	§7.4 new extension procedure; §12.3-6 condonement policy expanded; §12.8 progression criteria revised.

Rector Yuri Loktionov



Appendix 1
Level Mapping

BMU Level	SCQF Level
Foundation	Level 6
Degree Year 1	Level 7 + Level 8
Degree Year 2	Level 8 + Level 9
Degree Year 3	Level 9 + Level 10

Appendix 2

Grade Descriptors

Undergraduate Descriptors
Approved by the University Academic Council on 22 February 2023
Applicable to all new and existing modules being delivered from September 2023 onwards

Grade A* 80% and above
Outstanding performance, exceptionally able – pass

- Articulates an outstanding understanding and interpretation of the relevant information, key theories and concepts presented by the assessment
- Demonstrates outstanding knowledge of appropriate reading through extensive references to appropriate scholarly sources
- Shows outstanding problem solving, creativity, originality, critical thinking, analysis and evaluation Presents outstanding discussion in a logical, connected and progressing structure, and valid conclusions
- Displays an outstanding ability to appraise evidence and synthesise concepts, knowledge and theory
- Shows an outstanding reflexive awareness of value judgements and assumptions embedded in the subject or discipline

Grade A 70-79.9%
Excellent performance – pass

- Articulates an excellent understanding and interpretation of the relevant information, key theories and concepts presented by the assessment
- Demonstrates an excellent knowledge of appropriate reading through frequent references to appropriate scholarly sources
- Shows excellent problem solving, creativity, originality, critical thinking, analysis and evaluation
- Presents excellent discussion in a logical, connected and progressing structure, and valid conclusions
- Displays an excellent ability to appraise evidence and synthesise concepts, knowledge and theory
- Shows excellent reflexive awareness of value judgements and assumptions embedded in the subject or discipline

Grade B 60-69.9%
Very good performance – pass

- Articulates a very good understanding and interpretation of the relevant information, key theories and concepts presented by the assessment
- Demonstrates a very good knowledge of appropriate reading through references to appropriate scholarly sources
- Shows very good problem solving, creativity, originality, critical thinking, analysis and evaluation

- Presents very good discussion in a logical, connected and progressing structure, and valid conclusions
- Displays a very good ability to appraise evidence and synthesise concepts, knowledge and theory Shows very good reflexive awareness of value judgements and assumptions embedded in the subject or discipline

Grade C 50-59.9%
Good performance – pass

- Articulates a good understanding and interpretation of the relevant information, key theories and concepts presented by the assessment
- Demonstrates good knowledge of appropriate reading through some references to appropriate scholarly sources
- Shows good problem solving, creativity, originality, critical thinking, analysis and evaluation
- Presents a good discussion in a logical, connected and progressing structure, and valid conclusions Displays a good ability to appraise evidence and synthesise concepts, knowledge and theory
- Shows a good reflexive awareness of value judgements and assumptions embedded in the subject or discipline

Grade D 40-49.9%
Satisfactory Performance – pass

- Articulates a satisfactory understanding and interpretation of the relevant information, key theories and concepts presented by the assessment
- Demonstrates satisfactory knowledge of appropriate reading through some references to appropriate scholarly sources
- Shows satisfactory problem solving, creativity, originality, critical thinking, analysis and evaluation
- Presents a satisfactory discussion in a logical, connected and progressing structure, and valid conclusions
- Displays a satisfactory ability to appraise evidence and synthesise concepts, knowledge and theory
- Shows satisfactory reflexive awareness of value judgements and assumptions embedded in the subject or discipline

Grade E 30-39.9%
Unsatisfactory performance – fail

- Articulates partial understanding and interpretation of the relevant information, key theories and concepts presented by the assessment
- Demonstrates partial knowledge of appropriate reading through limited references to appropriate scholarly sources
- Shows insufficient problem solving, creativity, originality, critical thinking, analysis and evaluation
- Presents limited discussion of logical, connected and progressing structure with incomplete conclusions
- Displays a limited ability to appraise evidence and synthesise concepts, knowledge and theory

- Shows insufficient reflexive awareness of value judgements and assumptions embedded in the subject or discipline

Grade F 0-29.9%
Unsatisfactory performance- fail

- Articulates little or no understanding and interpretation of the relevant information, key theories and concepts presented by the assessment
- Demonstrates little or no knowledge of appropriate reading or references to appropriate scholarly sources
- Shows ineffective or no problem solving, creativity, originality, critical thinking, analysis and evaluation
- Presents ineffective or no discussion of logical, connected and progressing structure with incomplete conclusions
- Displays little or no ability to appraise evidence and synthesise concepts, knowledge and theory
- Shows little or no reflexive awareness of value judgements and assumptions embedded in the subject or discipline