



CAMBRIDGE ACADEMY OF
DENTAL IMPLANTOLOGY

Examination Regulations and Grades

Cambridge Academy of Dental Implantology

1. Introduction

1.1 These regulations set out the rules by which the Academy determines module results and award classifications for the Postgraduate Diploma (PGDip) and Postgraduate Certificate (PGCert) awards with effect from the 2019/20 academic year.

1.2 The principles and regulations of assessment are designed to ensure that the Academy and its course teams have processes of assessment in place which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes of the award.

1.3 Assessment is always a matter of judgment, not simply of computation and regulation. Grades do not represent absolute values but symbols used to communicate examiners' judgments on different aspects of a student's learning. They provide information for a Board of Examiners' final decision on the student's fulfilment of the course outcomes and the achievement of the award standard. Course outcomes capture the learning and attributes developed by the course as a whole – which is normally more than the simple sum of its parts.

1.4 This set of regulations provides a framework within which to exercise this judgment so that students are treated with parity across the Academy's courses. However, the Board of Examiners has discretion to interpret the regulations flexibly for individual students with due consideration to the course outcomes and the award standard. The parameters within which this discretion can be applied are set out within the regulations.

1.5 Academic judgments cannot, in themselves, be questioned or overturned.

1.6 Unless specific mention is made, the regulations do not distinguish between students on different modes of attendance.

1.7 Where indicated, the Board of Examiners (hereafter referred to as the 'Board') and students must refer to the course specific documents for further details of the regulations for the course.

2. Changes to the regulations

2.1 The regulations will be reviewed and updated periodically in line with developments in Academy policy and practice. There may be differences in regulations as they apply to different cohorts of students registered for the same award. Every effort will be made to inform students about proposed changes. Changes will not normally be introduced for implementation in the current year of study but would take effect in the following academic year.

2.2 Changes to the regulations are made after appropriate consultation. Proposed changes will be discussed with staff who will be given the opportunity to comment on such changes.

Students and external examiners will also have an opportunity to comment. Proposed changes may be modified in the light of feedback.

2.3 At course level, students and external examiners should be consulted on any proposed changes to the assessment regime which may affect progression and award requirements. Students must be kept fully informed as to any changes to the regime which affects them.

2.4 Where changes affect the material information provided to current and prospective students, the Academy will ensure appropriate and timely communication of these changes.

3. Grade based assessment scheme (GBA)

3.1 All elements and sub-elements are marked according to the Academy's postgraduate grade based assessment scheme – see appendix.

4. Governance

4.1 All award and module results (including referral results) are considered and agreed by a Board of Examiners (hereafter referred to as the 'Board').

4.2 All of the assessed grades contributing to a module or an award remain provisional until confirmed by the Board.

Module outcomes

5. Determining whether a module has been passed

5.1 The grade(s) awarded to the summative assessment piece(s), is/are used to determine whether or not the module learning outcomes have been achieved, and therefore whether the module credits have been attained.

5.2 Where a module has one assessment element, the grade associated with that element goes forward as the module grade and determines whether or not the module has been passed.

5.3 Where a module has more than one element of assessment, each individual element contributes to the demonstration of learning outcomes, so each must achieve at least the minimum pass grade. An exception to this is when a marginal fail grade is achieved in an

element of a module, then providing at least a pass grade has been achieved for the module as a whole, the student's performance is recorded as a pass for that module.

5.4 The minimum pass grade for a module is a pass.

5.5 The weighted mean of the numerical equivalents of the relevant grades is calculated to arrive at the overall module grade.

5.6 Occasionally, several assessment tasks (sub-elements) contribute to a single element. Unlike elements, individual sub-elements themselves do not have to be passed. Module specifications describe the way in which sub-elements contribute to an element grade (for example, all grades are equally weighted, or the lowest grade is disregarded). Numerical equivalents are accordingly aggregated to arrive at the element grade. When determining whether a module has been passed and the credits attained, it is the element grade(s) that is/are considered.

6. Pass or fail outcomes

6.1 A course may include competency-based elements that are assessed on a pass or fail basis. These elements are not used to determine the module grade, level result or award classification.

Note — Competency-based refers to a practical, professional or work-based type of performance assessment that is normally measured as a personal competence against pass and fail criteria.

6.2 Where a student has been admitted on the basis of Approved Prior Learning (APL), the credits may be graded on a pass or fail basis. Such credits are not used to determine the module grade, level result or award classification.

7. Compensation

7.1 Because courses are designed such that course learning outcomes are assessed in more than one assessment, a student who has failed a module may be considered to have demonstrated the achievement of the same learning outcomes elsewhere. This can only be properly determined when students have completed the entire stage, although when extenuating circumstances apply, the Board may need to use its discretion to determine the most appropriate outcome.

7.2 In acknowledgement of this, the Board may decide to award a compensated pass to a failed module where the overall module grade is no lower than a marginal fail, or to a failed element where the element has been graded no lower than a mid-fail. In both circumstances, there should be evidence that the student has achieved the minimum pass requirement or

higher at the end of Level 7, and in the case of a failed element, that all sub-elements have been completed.

In cases of a marginal fail grade in an element for which the module has achieved a pass, a pass is recorded automatically without the need for compensation.

7.3 The Board may apply compensation to a maximum of one quarter of the award.

7.4 The Board may compensate beyond the maxima where extenuating circumstances apply.

7.5 Where there are no extenuating circumstances but the Board is satisfied that the course learning outcomes have been achieved, it may exercise discretion in cases of marginal and mid fail grades and compensate beyond the maxima agreed.

7.6 A Clinical Case submission should not be compensated. Each Clinical Case should receive at least a grade of pass.

7.7 Once a module or element grade has been compensated, the grade must not be adjusted.

8. Late or no submission

8.1 A student must submit work for assessment in the required form(s) by a specified time on the dates indicated in the Assignment Page on the Canvas VLE. When students submit work after the specified time, the following rules will apply:

8.2 Where a student is taking a first attempt at a module and submits assessed work after the submission date (and specified time) indicated in the Assessment and Feedback Plan, the work will be graded if submitted within **five working days** of the submission date.

8.3 Where a student is making a first attempt and submits assessed work by this second deadline (i.e. five working days after the submission date) , the will incur a penalty of **5%** for each day, or part day, beyond the submission deadline. Where the quality of the assessed work falls below the minimum acceptable level (i.e. below a pass) a lower grade will be awarded as appropriate.

8.4 Students who have been granted a 'time extension' for the first attempt will have the same second deadline (i.e. five working days after the agreed extended deadline) .

8.5 Where a student is making a first attempt at a module and submits work after the second deadline (i.e. five working days after the official deadline) , a zero grade will be awarded and examiners must only comment on the work for learning purposes and return it to the student with a zero grade.

8.6 Where a student is making a referred or repeat attempt at a module (see section 10 below) they must submit work by the submission date and they will not be allowed a second

deadline. Work received after the submission date without a 'time extension' will be awarded a zero grade. Examiners must only comment on the work for learning purposes and return it to the student with a zero grade.

8.7 A student who has upheld extenuating circumstances may be granted a 'time extension' to submit work either five or ten days after the submission date. Where a student is authorised to submit work after the submission date, they will not be penalised provided it was submitted within the authorised time extension.

8.8 For modules that are marked on a pass and fail basis, a 'Late Pass' should be recorded by the Board for successful work that is submitted after the submission date and without a time extension.

8.9 For assessment events (for example clinical examinations) rather than coursework, where a student fails to attend an assessment event and does not have upheld extenuating circumstances, a zero grade will be awarded.

8.10 Where an upheld extenuating circumstance explains the lack of attendance at an assessment event the Academy may allow the opportunity for the student to be assessed at the next most appropriate opportunity. Such a decision by the Academy must be ratified by the Board. In such an event, the student will usually incur additional fees.

Note — For specific details of the outcomes of claims of extenuating circumstances see Notification of Extenuating Circumstances (NEC) Policy and Process.

9. Failing

9.1 A student who has not achieved the minimum module pass grade, and who has not been granted a compensated pass, has failed the module.

9.2 Where individual elements do not reach the minimum pass grade, then a decision must be made about how to provide the opportunity for the student to have another attempt (see below) unless the failed element has been awarded a marginal fail and the overall module aggregate is calculated to be at least a pass.

In this case, it is considered that the student has demonstrated just enough evidence not to be reassessed and the module grade goes forward.

9.3 Where a professional practice element has been failed (i.e. the Clinical Cases element), the Board can rule that a student may not be eligible to retake that placement. This may apply if the Board has concerns about a student's competency in the treatment of patients.

10. Reassessment

10.1 Following a failure of a module, a student has the right to be reassessed on **one** further occasion. Fees are charged for a reassessment (see reg 21.1).

10.2 For reassessment in a module, the Examination Board will decide whether a student should:

- a. undertake a referral in the same academic year; or
- b. repeat the assessment in the following academic year with or without further attendance.

10.3 The maximum permitted number of attempts normally allowed for a student to pass a module is two – first attempt and then referral or repeat. The Board has discretion to authorise a third attempt.

10.4 A student may not demand reassessment in a module that is no longer offered in the course. The board may, at its discretion, make special arrangements where it is not practicable for students to be reassessed in the same modules and by the same methods as at the first attempt.

10.5 Referral is the normal form of reassessment since it is linked to the student's original module studies and normally will not involve further attendance. As it is linked to the student's original module studies it should take place in the same academic calendar unless there are sound academic reasons for not doing so.

If a student fails the referred work, they may be offered the opportunity to repeat the module (with or without attendance). This would be considered a discretionary third attempt (see reg. 10.3 above).

10.6 In the case of some failures, it may be appropriate for a board to decide to forego the initial referral opportunity and require a student to repeat the module with or without attendance. Without attendance means that the student is not required to attend classes except those, if any, during which assessment is conducted. If a student fails the repeat, they may be offered a referral opportunity. This would be considered a discretionary third attempt (see reg. 10.3 above) .

10.7 In all circumstances of reassessment, where a student has passed other elements, the grades associated with these elements should go forward and the student should not be reassessed in them.

10.8 Where a student has a number of failures, which include one or several element(s) within a module for which some elements have been passed, the student should be given a referral in the failed element(s) , even when the Board has decided that the student should repeat the remaining failed modules. Ideally, this referred element should be reassessed in the same academic year. Where this cannot happen, the referral can take place in the following

academic year alongside the modules being repeated. In this situation, the maximum grade that is recorded for this element is a pass.

The result for any element(s) passed at the first attempt in the previous year is then used in determining the overall module grade.

10.9 The decision about the type of reassessment task is made in advance of the Examination Board by the Chief Examiner and ratified by the Board. Reassessments may take the form of the same kind of assessment(s) or the completion of a different kind of assessment. It may also be that one task is set to assess two or more assessment elements if this is considered fair and valid. If the decision is made that the reassessment should be a rework of an already completed assessment task, the Board may decide that the pass grade is higher than a normal pass grade.

In this case, if the student meets the Board's requirement in their reassessment attempt, the student is awarded a pass grade irrespective of the actual grade assigned by the marker.

Note — All students who are required to undertake referred work during the summer vacation will be given a common date to return work to the Academy. This will normally be the first day of the referral examination period.

11. Passing after reassessment

11.1 The same rules apply to reassessments (referrals or repeats) as they do to first attempts when determining whether an assessment has been passed. Students need to achieve at least a pass. When this has not been achieved, the Board can consider compensation according to the parameters set out above.

11.2 Where a student is referred in more than one element, a pass grade in each of the referred element(s) is required unless the Board sets out an alternative minimum as part of the referral conditions.

12. Capping of grades after failure

12.1 The maximum grade for reassessment of a module (both referrals and repeats) where no elements have already achieved above a pass is a pass grade.

12.2 When a student has already passed at the first attempt one or more of the elements within a module that was referred or required to be repeated, the student retains their grade(s) for that (those) elements. In these circumstances the student may achieve a maximum overall module grade for a referred or repeated module which is higher than a pass grade.

13. The effects of extenuating circumstances

13.1 When a student has upheld extenuating circumstances and has been given an extension to complete the assessment, the delayed assessment submission is graded as normal and no further compensatory measures are required.

13.2 When the extenuating circumstances have resulted in the offer of a first attempt at the assessment at the next available opportunity, the outcome of this attempt will be decided in the same way as if there had been no extenuating circumstances.

14. The effects of academic irregularity

14.1 A student who has committed an academic irregularity may be referred in a module or element in order to provide them with the opportunity to meet the learning outcomes.

15. Improvement of grades

15.1 No reassessment is permitted for a student to improve upon a grade above the pass level required for the award. This includes situations where a student has an upheld case of extenuating circumstances and has a module grade above a pass grade.

Stage outcomes

16. Stage result and progression to the next stage

16.1 At the completion of each postgraduate stage (e.g. end of Year 1/Year 2), a student will be given a stage result. This is derived by averaging (with appropriate weighting as necessary) the grades of the modules that comprise that student's level or award.

16.2 The Board may use its discretion to allow a student to enter Year 2 of the Postgraduate Diploma carrying a deficiency, normally of up to 20 credits, from the previous stage.

16.3 A student who is allowed to proceed to the next stage carrying a deficiency of core modules should normally make good the deficiency by the end of that academic year.

17. Termination of studies

17.1 The Board is authorised to terminate a student's studies for the following reasons:

- a. the student has exhausted the total number of attempts as set out in section 10 above;
- b. the student has an overall poor record of performance, attendance, participation or commitment on the course and the Board judges that there are no grounds to permit the undertaking of further remedial or repeat modules;
- c. major academic irregularities.

17.2 A member of the course team should formally counsel a student who has failed a majority of modules at interim formative assessment points or where progress is giving cause for concern.

18. Classification and grade bands

18.1 The following classifications apply to the Postgraduate Diploma award:

Classification	Grade bands
Distinction	High Distinction Mid Distinction Low Distinction
Merit	High Merit Mid Merit Low Merit
Pass	High Pass Mid Pass Low Pass Minimum Pass/Capped Mark

18.2 The classification is based upon the module results for all modules contributing to the award. Consideration of a student's final award takes place after the student has completed all modules comprising the course.

18.3 The Postgraduate awards are calculated on the basis of all of the credits contributing to the award.

18.4 Board discretion must not be used to alter the classification determined by the calculation.

20. PGDip/PGCert Failure

20.1 Where a candidate for the Postgraduate Diploma or Certificate has failed a module(s), the Board may agree one of the following (a – c):

- a. Allow a student's overall performance to compensate for module failure and award the Postgraduate Diploma/Certificate and classification provided the board is confident that the course learning outcomes have been satisfactorily achieved. In this case, the compensation rules apply (see section 7 above). Where there are extenuating circumstances, a board may ascribe a grade for a module. This would normally have the effect of raising the student's classification calculation.
- b. Allow a student to be reassessed in the failed modules for the Postgraduate Diploma/Certificate. Where a student is reassessed for the PGDip/PGCert, the Board may specify a maximum classification that the student can achieve. If a student fails some or all of these reassessed modules, they may be offered one further attempt for a PGDip/PGCert at the discretion of the board.
- c. Require a student to withdraw from the course with no further attempts.

21. Reassessment costs

21.1 Where a candidate for the Postgraduate Diploma or Certificate has failed element(s) of a module, the following retake fees will apply:

- a. Essay retake - £400 + VAT
- b. Discussion posts retake - £600 + VAT
- c. OSCE retake - £1,000 + VAT
- d. Retake entire Canvas module - £1,000 + VAT
- e. Retake Clinical Cases programme at Dentale - fee as charged by Dentale for their 10 day course*

* Where a candidate fails the Clinical Cases programme with provided patients at Dentale, the candidate must retake with the 10 day course. The candidate will be responsible for payment of Dentale's 10 day course fee. Dentale do not offer stand alone 5 day courses for retakes.

Appendix – Grade Awards and Grade Points

Class	Grade	Numerical Equivalent
Distinction (excellent)		
	High Distinction	100-90
	Mid Distinction	<90-80
	Low Distinction	<80-70
Merit (very good)	High Merit	<70-67
	Mid Merit	<67-63
	Low Merit	<63-60
Pass (good)	High Pass	<60-55
	Mid Pass	<55-52
	Low Pass	<52-50
	Minimum Pass/Capped	<50-45
Fail (poor)	Marginal Fail	<45 -42
	Mid+ Fail	<42 -40
	Mid Fail	<40 -35
	Fail	<35 -1
Zero	Zero	0