

# **ASSESSMENT AND ACADEMIC PROGRESS REGULATIONS FOR BACHELOR'S AND MASTER'S DEGREES AT THE EEBE**

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## 1. ASSESSMENT

In a competency-based learning model, assessment is the process that establishes each student's progress towards achieving the stated learning outcomes. It must cover all of the competencies set out in the curriculum and be based on well-founded, transparent and publicly accessible criteria. There must be a clear and coherent relationship between the learning objectives, the activities planned and the assessment criteria.

Bachelor's degree assessment is carried out on three levels:

- [a] Compulsory and optional subjects.
- [b] Curricular areas formed by groups of subjects with common learning objectives. The subjects that make up a curricular area are assessed as a whole via a process known as curricular assessment.
- [c] Additional academic activities for which students receive academic recognition.

Master's degree assessment is only carried out on the first of these levels (a).

Bachelor's degrees at the EEBE are divided into the following curricular areas:

- **Initial stage**, which comprises all of the compulsory subjects taught in the first and second semesters.
- **Non-initial stage**, which comprises all of the compulsory subjects taught in the remaining semesters.
- **Optional subjects**, which comprises all of the optional subjects.
- Bachelor's thesis.

The bachelor's thesis/master's thesis is assessed as stipulated in the EEBE Final Thesis Regulations.

**External placements** are assessed as stipulated in the corresponding specific regulations. Curricular placements are assigned numerical and descriptive marks and count towards the calculation of the average mark of the academic record.

### 1.1. SUBJECT ASSESSMENT

#### 1.1.1. Introduction

Subject assessment consists in determining the extent to which students have achieved the learning objectives. To pass a subject, students must have achieved at least the basic learning objectives and obtained a numerical mark of 5 or higher.

Subject assessment implicitly encompasses assessment of the basic, cross-disciplinary, generic and specific competencies defined for each subject in the corresponding ex ante accreditation report.

Assessment takes into account the marks obtained for the different assessment activities completed during the academic year. As a general rule, the grading method for each subject

should ensure that the marks for all assessment activities are taken into account when the final mark is calculated and that each activity is weighted proportionally to its study load.

### 1.1.2. Students' rights and obligations during the assessment process

Students have the following rights:

- To be assessed for all of the subjects for which they have enrolled and to curricular adaptations that ensure real and effective inclusion.
- To have access to the assessment and reassessment calendar for bachelor's and master's degrees before enrolling for each successive teaching period.
- To receive a certificate of attendance for each assessment activity.
- To contest the award of a mark of 0 due to irregular actions during an assessment activity by filing a complaint with the EEBE directors. If they are not satisfied with the response to the complaint, they may lodge an appeal with the rector. Irregular actions potentially leading to a significant variation of the mark obtained for the activity in question will be considered a breach of the assessment regulations. Such behaviour will result in a descriptive mark of Fail and a numerical mark of 0 for the examination in question and the subject, without prejudice to any disciplinary proceedings that may result from that behaviour.
- To request the change of an examination date in the following circumstances (incompatibility with the timetables for other subjects is not considered sufficient justification):
  - When they are unable to take an examination due to involvement in student representation activities, in accordance with Article 93 of the UPC Statutes. Students must provide supporting documents in the corresponding teaching period.
  - When they form part of the UPC's Elite Sports Programme and cannot reconcile their sports commitments with the assessment process at the EEBE. Supporting documents must be provided.
  - When they cannot take an examination for reasons other than the above that are nonetheless exceptional and can be duly justified, provided that they involve serious and unforeseen medical, legal or family circumstances. Requests must be accompanied by supporting documents and are ruled on by the EEBE directors.
- Students who need educational support (who have special or specific education needs or are affected by a chronic or acute illness with long recovery) must be given special consideration. In accordance with Catalan universities' shared framework for action in these situations, students may request curricular adaptations or reasonable adjustments that facilitate their learning and allow them to meet the academic objectives under the same conditions as other students. To decide on the applications that may be submitted for these reasons, both the professors in charge of the subjects and EEBE directors must take into account the established protocols or the instructions of the unit responsible for inclusion.

Students also have the following obligations:

- To abide by the reassessment regulations established by the professors responsible for the subject.
- To refrain from irregular actions potentially leading to a significant variation of the mark obtained for an assessment activity that are considered a breach of the assessment regulations. Such behaviour will result in a descriptive mark of Fail and a numerical mark of 0 for the examination in question and the subject, without prejudice to any disciplinary proceedings that may result from that behaviour.

### 1.1.3. Assessment criteria and grading method

The professor responsible for the subject, together with the staff who teach it, must design a course guide that sets out the assessment criteria and grading method and the weighting of assessed activities in the calculation of the final mark. In order to guarantee students' rights, the EEBE publishes the course guides for its subjects at the beginning of the academic year and may not make changes to them for the remainder of the year.

The assessment system must guarantee the impartiality of the assessment process.

The grading method must be designed in such a way that the marks for all assessment activities are taken into account when the final mark is calculated, that each activity is weighted proportionally to its study load and that students cannot pass the subject by passing a single examination.

A course guide may, in exceptional circumstances, make provision for a comprehensive final examination that replaces continuous assessment, such that if students pass the examination they pass the subject. If this option is not offered, students may submit a request to the EEBE directors to take an examination in order to determine their mark for the subject. If the request is approved and the subject includes projects or practical assignments, the EEBE must establish the appropriate measures for integrating them into the assessment system.

If the course guide makes provision for a comprehensive final examination, the mark awarded replaces any marks obtained for assessment activities completed during the course, provided that the examination mark is higher.

The grading method may not require students to obtain a minimum mark for a particular assessed activity in order to be eligible for an average mark for all assessed activities. Nevertheless, if the activities described in the course guide include projects or practical assignments (requiring laboratory work or field work), students may be required to complete them and submit any related reports in order to be eligible to pass the subject.

Where necessary, the EEBE directors aim to harmonise as far as possible the assessment process for subjects in the different curricular areas, in particular those taken during the initial stage.

In accordance with the terms set out in Section 3.1.3. of the Academic Regulations for Bachelor's and Master's Degrees at the UPC, the EEBE has approved the use of reassessment, with the following general conditions:

- a) Reassessment may be offered in each of the semesters during which the compulsory subjects of EEBE bachelor's and master's degrees are taught. Consequently, there is no

reassessment for optional subjects, the bachelor's thesis/master's thesis or external academic placements.

- b) Reassessment may be offered for subjects that use a continuous assessment system, at the discretion of the coordinators. The course guide and course description must indicate whether reassessment is available.

Subjects that use a continuous assessment system are defined as subjects with  $K$  assessment activities (where  $K \geq 4$ ) such that each assessment activity has a minimum percentage weighting for the calculation of the final mark of  $100/(K+2)$ . Assessment of the cross-disciplinary competency assigned to the subject is not classified as one of the  $K$  assessment activities.

- c) In order to be eligible for repeat assessment, students must have completed all of the standard assessed activities for the subject.
- d) All of the subject content related to the theoretical and problem-solving learning objectives can be reassessed;  $N_{ra}$  is the total available mark (out of 10) for subject content that can be reassessed.

Practicals, assignments, projects and presentations cannot be reassessed;  $N_n$  is the total available mark (out of 10) for subject content that cannot be reassessed.

The final mark for a subject before reassessment ( $N_{fa}$ ) is determined as follows:  $N_{fa} = N_{ra} \cdot \beta + N_n \cdot (1 - \beta)$ , where  $\beta$  is the total weight of subject content that can be reassessed in the calculation of the final mark.

If  $N_{fa} \geq 5$ , the student has passed the subject and is not eligible for reassessment.

If  $N_{fa} < 5$ , the student has failed the subject, with two possible outcomes:

1. If  $N_{ra} < 3$ , the student is not eligible for reassessment.
2. If  $N_{ra} \geq 3$ , the student is eligible for reassessment.

- e) The coordinators of a subject for which reassessment is offered must publish a list of the students who are eligible to take the reassessment examination, giving them sufficient time to prepare.

- f) Reassessment consists of a written examination on the subject content that can be reassessed. The mark obtained for reassessment,  $N_{rd}$  (out of 10), is used to determine the provisional mark for the subject following reassessment,  $N_{pd}$ , using the following equation:

$$N_{pd} = N_{rd} \cdot \beta + N_n \cdot (1 - \beta)$$

The final mark for the subject following reassessment ( $N_{fd}$ ) is determined on the basis of the following criteria:

If  $N_{pd} \geq 5$ , the student has passed the subject and the final mark is  $N_{fd} = 5$ .

If  $N_{pd} < 5$ , the student has failed the subject and the final mark is  $N_{fd} = \max(N_{fa}, N_{pd})$ .

- g) The specific characteristics of the reassessment examination for a given subject are decided upon by the coordinators.

#### 1.1.4. Subject assessment results

For marks to contribute as effectively as possible to the learning process, students must be informed of the results of examinations within a maximum of two weeks. When they receive their results, students will also be informed of the dates on which each activity can be discussed with the professor responsible for its assessment. This process must last a minimum of five days from the date of publication of the results.

At the end of the teaching period the staff who teach a subject record each student's numerical and descriptive marks in the **assessment report**. The professor responsible for the subject validates the report, ensuring that the assessment criteria and method have been applied as described in the course guide, and submits it to the EEBE directors, who either ratify the report or, if they consider that the assessment criteria have been applied incorrectly, instruct the professor responsible for the subject to adjust the marks accordingly.

Numerical marks are given to one decimal place and have the descriptive equivalents shown below:

0.0 – 4.9	Fail
5.0 – 6.9	Pass
7.0 – 8.9	Good
9.0 – 10	Excellent/Distinction

A Distinction can be awarded to any student who obtains a final mark equal to or greater than 9.0. No more than 5% of the students enrolled for a subject in a particular teaching period may receive a Distinction, except when fewer than 20 students are enrolled, in which case one Distinction may be awarded.

In the case of the bachelor's thesis, proposals for the award of a Distinction are made by the examination committee. In the case of external placements, proposals are made by the tutor. Using the UPC's specific regulations for bachelor's and master's theses and external placements, the EEBE decides the manner in which the definitive Distinctions are to be awarded, without exceeding 5% of the total number of students enrolled and taking into account objective criteria in all cases. If the Distinctions awarded to students with ordinary enrolment reach 5% of the total number of enrolled students, no Distinction may be awarded to students who chose extended enrolment for the bachelor's thesis/master's thesis.

In the case of subjects taken as part of a mobility programme, marks awarded at the host university are maintained and adapted to the EEBE's grading system. If a Distinction is awarded for any of the subjects listed in the academic certificate issued by the host university, it may be maintained and will have the economic effects provided for in the UPC budget.

A descriptive mark of Absent, meaning that the student has not been assessed, is given when a student has not completed any of the subject's assessment activities, unless an alternative definition is given in the corresponding course guide.

The descriptive mark for a passed subject recorded in the assessment report is final, whereas the descriptive mark Fail and the numerical marks may change in subsequent assessments of the same subject or in curricular assessment of the area to which the subject belongs. When a student passes an entire curricular area, the descriptive and numerical marks for the subjects in that area also become final.

The assessment report is sent to Academic Management in the format and by the deadline stipulated by the EEBE directors. Once the report has been processed, Academic Management makes the necessary arrangements for it to be signed by the professors.

Assessment results can be consulted via the e-Secretaria.

#### 1.1.5. Functions and responsibilities of the professors and coordinators of a subject

- To draw up the course guide for the subject.
- To coordinate the professors who participate in a subject or subjects.
- To set out the planning and scheduling of the subject in the course guide and enter any changes to these aspects of the subject in the corresponding institutional application.
- To ensure that the planned assessment activities are carried out.
- To ensure that students acquire the generic and specific competencies established for each subject.
- To monitor the academic results, detect shortcomings and propose measures for correction and improvement.
- To enter students' marks into the corresponding application and to sign the assessment reports in the periods and under the terms established by the UPC.
- To communicate and sign any changes to students' marks in the periods and under the terms established by the UPC.
- To take responsibility for communication on any matter related to the subject with the corresponding bodies.
- To ensure that deadlines for assessment and the publication of results are met.
- To ensure that the tutorial system is properly implemented.
- To ensure, where applicable, that examination sessions are attended by at least one of the subject's professors, preferably the professor who teaches it.
- To guarantee the impartiality of the assessment process.
- To contribute to planning and encouraging students' participation in student surveys.
- To ensure that the curricular adaptations that guarantee equal opportunities for students who need educational support (who have special or specific education needs or are affected by a chronic or acute illness with long recovery) are applied to eligible students in accordance with Section 1.1.2. of these regulations.

### 1.1.6. Review of assessment results

When the assessment results are announced, the professors responsible for the subject must also publish the procedure and deadlines for requesting reviews and for the issue of decisions on these reviews.

Initial requests for review should be submitted to the professors responsible for the subject following the specific guidelines given in each case.

Students who are not satisfied with the initial review may request a second review by submitting a reasoned request to the EEBE directors within seven days of the publication of the contested marks.

The review procedure must be impartial and allow the teaching staff who awarded the marks to explain their decisions. If a committee is appointed to conduct the review, its members cannot include the teaching staff who awarded the marks.

The final decision is taken by the EEBE directors and must be issued no later than 15 days after the appeal is lodged. The review procedure shall under no circumstances affect the student's right to enrol at the UPC.

To ensure that all documentation related to assessment can be reviewed if the need arises, professors must keep all documents, with the exception of marked work that has been returned to students, at least until the end of the academic year after the year in which the assessment activity was carried out or, in any event, until the assessment results are final and the right of appeal has been exhausted. If an appeal is lodged, the relevant documents must be kept until a final decision has been issued.

Professors responsible for the subject must submit a copy of the final examination paper and, where applicable, the reassessment examination paper, together with the answers, to the EEBE directors so that they can be permanently stored and accessed by students in the [UPC Exam Papers repository](#), subject to the approval of the professors responsible for the subject.

## 1.2. CURRICULAR ASSESSMENT

Curricular assessment of bachelor's degree students is carried out once all of the subjects in a curricular area have been completed. Curricular assessments are carried out by curricular assessment committees using the criteria set out in Section 1.3.

The committees may change pending credits to passed credits if students successfully re-enrol for the subjects they have failed and pass the second curricular assessment, up to a total of 18 credits for the entire degree, distributed as follows:

- Up to 12 credits in the initial stage.
- Up to 12 credits in the second curricular area.

Students who do not wish to be included in a curricular assessment that provides for compensated passes, because, having failed one or more subjects with a mark of 4 or higher, they wish to repeat the subjects during the following teaching period, must expressly request to withdraw from curricular assessment within the period established each semester by the EEBE and published on the EEBE website.

The members of curricular assessment committees will receive a summary of the assessments from the School's Academic Management. It will contain the following information:

- [a] The name of the student under assessment.
- [b] The subjects taken by the student and the numerical marks recorded for each subject in the assessment report.
- [c] The assessment results, using the criteria indicated in Section 1.3.

Curricular assessment committees also have access to the observations made by the teaching staff and the students' responses to these observations, if any.

Academic Management generates a statistical report on the marks awarded for the different subjects in the curricular area.

Curricular assessment does not apply to master's degree curricula.

### 1.2.1. Curricular assessment results

Curricular assessment results are presented in an official curricular report, which is valid for the purposes of the academic record and the issue of the degree certificate. The results can also be consulted via the e-Secretaria.

Students who are not satisfied with their curricular assessment results may lodge an appeal with the EEBE directors within a period of seven days after the curricular report is published.

Students who have passed the curricular area will receive the definitive numerical and descriptive marks for each of the subjects and the overall numerical mark for the curricular area, which is the average of the numerical marks for each subject weighted according to the credit load. The following equivalences are established between numerical and descriptive marks:

Excellent/Distinction	from 9.0 to 10
Good	from 7.0 to 8.9
Pass	from 5.0 to 6.9

Students who have not passed the curricular area receive the descriptive mark **Pending** and are not assigned a numerical mark. In this case, no credits are awarded. In order to be reassessed for the curricular area, students must re-enrol for the subjects that they have failed.

### 1.2.2. Initial stage (first curricular area)

The following conditions apply to curricular assessment for the initial stage:

- [a] If the student has passed the initial stage, the assessment results described in Section 1.2.1. are recorded in the curricular report.

- [b] If the student has not passed the initial stage but has completed the number of credits stipulated in the academic progress requirements, a descriptive mark of **Pending** is recorded in the curricular report.
- [c] If the student has not passed the initial stage but the period for doing so has not expired, a descriptive mark of **Pending** is recorded in the curricular report.
- [d] If the student has not passed the initial stage and the period for doing so has expired, the subjects passed are recorded in the curricular report together with the descriptive mark **Fail (Initial Stage)**.

### 1.3. CURRICULAR ASSESSMENT CRITERIA

$M = \sum_{i=1}^N n_i \cdot P_i$ : average mark.

N: total number of subjects in the curricular area.

$n_i$ : mark proposed by the teaching staff of subject  $i$ .

The average mark must be a number between 0 and 10 to one decimal place.

$P_i = \frac{cr_i}{\sum_{j=1}^N cr_j}$ : weight of subject  $i$ .

$cr_i$ : credits assigned to subject  $i$  in the curriculum.

Students pass the initial stage and the second curricular area if the following conditions are satisfied:

**Condition 1:**  $n_i \geq 5 \ i=1, \dots, N$

**Condition 2:** one subject marked  $4.0 \leq n_i < 5$  and  $M \geq 5.25$ .

**Condition 3:** two subjects marked  $4.0 \leq n_i < 5$  and  $M \geq 5.5$ .

Students cannot pass the corresponding curricular area if they have been awarded the descriptive mark Absent for one or more subjects.

### 1.4. ATTAINMENT OF THE CROSS-DISCIPLINARY FOREIGN LANGUAGE COMPETENCY ON BACHELOR'S DEGREES

The acquisition of generic competencies on bachelor's degrees is governed by the conditions established in Section 3.3 of the Academic Regulations for Bachelor's and Master's Degrees at the UPC.

#### 1.4.1. New students as of the 2018-2019 academic year (admission routes 0 and 4)

Students who are admitted to bachelor's degrees in the 2018-2019 academic year and subsequent years (admission routes 0 and 4) may only demonstrate knowledge of a foreign language (English, French, German or Italian) by providing a certificate at Level B2 (the entire level or B2.2) or higher in the Council of Europe's Common Framework of Reference for Languages.

### 1.4.2. Students admitted to the UPC before the 2018-2019 academic year and all other new students (admission routes 2, 7, 8, 9, 10 and 11)

The generic foreign language competency, preferably in English, is considered to have been attained in the following cases:

- The student has obtained at least 9 ECTS credits for subjects taught entirely in a foreign language.
- The student has written and defended their bachelor's thesis in a foreign language.
- The student has studied at a foreign university or worked at a foreign company within the framework of a mobility programme or educational cooperation agreement and been awarded at least 9 ECTS credits. In both cases, the working language must have been English, French, German or Italian.
- The student submits a certificate demonstrating knowledge of a foreign language at Level B2.2 or higher in the Council of Europe's Common European Framework of Reference for Languages:

<http://www.upc.edu/slt/acredita/acreditacio-competencia>

### 1.4.3. Exemptions from the attainment of the cross-disciplinary foreign language competency on bachelor's degrees

Students who have been admitted to the UPC with a degree previous to the European Higher Education Area (EHEA) may exceptionally be considered to be exempt from having to certify the foreign language competency if they cannot meet any of the conditions listed in this section, but only if the original degree does not correspond to the degree that has been phased out to make way for the bachelor's degree to which they have been admitted.

Students affected by this must submit a request that will be resolved by the competent vice-rector once the school has issued a report on the matter.

With regard to exempting students with a disability from having to certify the foreign language competency, the decision will be made in accordance with the [document approved by the Interuniversity Council of Catalonia's Student Affairs and Admissions Committee on 25 June 2013](#).

## 2. ACADEMIC PROGRESS REGULATIONS FOR BACHELOR'S DEGREES

### 2.1. MINIMUM ACADEMIC PROGRESS IN THE FIRST ACADEMIC YEAR AND ACADEMIC PROGRESS IN THE INITIAL STAGE

#### 2.1.1. Minimum academic progress in the first academic year

Students enrolling in a bachelor's degree at the EEBE must pass at least 12 ECTS credits during the first academic year.

Students who do not meet the minimum academic progress requirements are dismissed from the degree and may not enrol for any other degree at the EEBE with the same initial stage as the one from which they have been dismissed.

The following EEBE bachelor's degrees share the same initial stage:

- Bachelor's degree in Biomedical Engineering, bachelor's degree in Mechanical Engineering, bachelor's degree in Electrical Engineering, bachelor's degree in Energy Engineering, and bachelor's degree in Industrial Electronics and Automatic Control Engineering.

### 2.1.2. Academic progress in the initial stage

At the UPC, all official bachelor's degrees begin with an initial stage that corresponds to the 60 ECTS credits of the first academic year.

Notwithstanding the conditions established in Section 2.1.1. of these regulations, students in the initial stage of the degree must pass at least 48 of the 60 ECTS credits that make up this stage within the periods set out below.

- **Full-time students:** 48 initial-stage credits in a maximum period of two academic years.
- **Part-time students:** 48 initial-stage credits in a maximum period of four academic years.

Students must pass the minimum number of credits for the initial stage whether they are studying full-time or part-time and regardless of the number of credits for which they have enrolled.

Students who do not obtain the 48 ECTS credits to pass the initial stage within the applicable period are dismissed from the degree and may not continue the same degree at the EEBE.

### 2.1.3. Temporary withdrawal from a degree. Deferral of the minimum academic progress requirements

As set out in Section 5.6. of the Academic Regulations for Bachelor's and Master's Degrees at the UPC, students in the first academic year or the initial stage of a degree who are forced to temporarily suspend their studies due to exceptional circumstances may, before completing enrolment, file a request with the EEBE directors asking for **temporary withdrawal for a period of up to two semesters** (in duly justified cases of serious illness or accident this period may be extended), during which time the minimum academic progress requirements are deferred. Under no circumstances may a deferral be granted for a teaching period for which the student has already enrolled and undergone assessment.

### 2.1.4. Special dispensation on academic progress

**La direcció** of the EEBE may, on behalf of the rector and under duly justified circumstances, extend the periods established in sections 2.1.1. and 2.1.2. for passing the minimum number of credits in the first academic year or for meeting the minimum academic progress requirements in the initial stage of the degree, respectively.

Requests to extend either or both of these periods should be submitted to the EEBE directors by the deadline indicated in the academic calendar, together with documentary evidence of the circumstances that justify the request.

Students excluded from a degree in accordance with the provisions of sections 2.1.1 and 2.1.2. of these regulations may begin another degree that does not share the initial common stage with the degree from which they have been excluded, the same degree at another UPC school or any other UPC degree. In all cases, they must have been assigned a place on the degree via pre-enrolment or by following the current rules for admission for that degree.

Students excluded from a bachelor's degree may be readmitted to the same degree at the same school once the one-year exclusion period has ended, provided that they have been awarded a place.

## 2.2. MINIMUM ACADEMIC PROGRESS AFTER PASSING THE INITIAL STAGE

Once students have passed the 48 initial-stage credits, an academic performance parameter ( $\alpha$ ) is calculated at the end of each subsequent teaching period. The parameter is calculated by dividing the successfully completed credits by the total number of credits for which the student enrolled.

$$\alpha = \frac{\text{No. of credits passed}}{\text{No. of credits enrolled}}$$

The EEBE uses this parameter to monitor each student's progress and, where necessary, to establish the necessary academic support through the tutorial system. It also determines specific academic measures for students who have obtained a parameter  $\alpha$  of less than 0.5 in two consecutive teaching periods.

### 2.2.1. Restriction of enrolment due to poor academic performance

Students who obtain an academic performance parameter ( $\alpha$ ) of less than 0.5 are subject to restrictions in the following teaching period and may only enrol for the number of credits shown in the following table:

Performance $\alpha$	Maximum number of credits
From 0.40 to 0.49	30
From 0.20 to 0.39	24
From 0.00 to 0.19	18

The EEBE assigns a tutor to all students who have obtained academic performance parameters of less than 0.5 in two consecutive teaching periods. The tutoring ends when students achieve an academic performance parameter of more than 0.5 in a year teaching period long.

This measure is not taken with students who, in order to complete the degree, require a number of credits that is equal to or lower than the maximum number of credits for which they may enrol in a single academic year (72 ECTS credits).

Students who disagree with their tutors' decisions may lodge an appeal with the EEBE directors.

#### 2.2.2. Exclusion from a degree due to poor academic performance

Except in duly justified cases, students are automatically excluded from a degree **if they obtain an academic performance parameter of less than 0.3 in three consecutive teaching periods**. In this case, the EEBE notifies the rector, attaching a personal report. If the rector rules that the student must be excluded from the degree, **the period of exclusion may not exceed two years**.

In duly justified cases, the EEBE may choose to disregard this parameter for a given teaching period. It may also authorise the readmission of a student excluded from a degree under the provisions of this section once the exclusion period has ended.

### 3. ACADEMIC PROGRESS REGULATIONS FOR MASTER'S DEGREES

#### 3.1. MINIMUM ACADEMIC PROGRESS IN THE FIRST ACADEMIC YEAR

Students enrolling in a master's degree at the EEBE must pass at least 15 ECTS credits during the first academic year.

Students who do not obtain the minimum credit total will not be permitted to continue the degree at the school where it was initiated.

#### 3.2. SPECIAL DISPENSATION ON ACADEMIC PROGRESS

In duly justified circumstances, and subject to the provision of a written request by the student within the period established in the academic calendar, the EEBE directors may choose not to enforce the progress requirements set out in Section 3.1.

Students excluded from a master's degree may be readmitted to the same degree once the one-year exclusion period has ended, provided that they have been awarded a place.

Students excluded from a master's degree under the terms of Section 3.1 are entitled to enrol in another degree at the UPC, provided that they meet the specific admission requirements.