This document combines all of the chapters of the Academic Manual 2018-19 into a single accessible and searchable PDF.
Chapter 1 Student Recruitment and Admissions Framework  
Chapter 2 Qualifications and Credit Framework  
Chapter 3 Registration Framework for Taught Programmes  
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Chapter 5 Part A Research Degree Regulations  
Chapter 5 Part B Professional Doctorate Regulations  
Chapter 5 Part C Doctor in Engineering Additional Regulations  
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Chapter 5 Part E IOE DEdPsy Regulations  
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Chapter 6 Student Casework Framework  
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Chapter 9 Quality Review Framework  
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Chapter 11 Education Strategy 2016-21  
Chapter 11 E-Learning Baseline - enhancing e-learning provision  
Chapter 11 Teaching on Wednesday Afternoons  
Chapter 11 UCL Lecturecast Policy  
Chapter 12 Duties and Responsibilities  
Chapter 13 Faculty and Departmental Committees  
Chapter 14 Equalities and Diversity  
Chapter 14 Student Confidential Information Statement  
Chapter 14 Student Protection Policy  
Chapter 14 UCL's Mission
Chapter 1 is UCL’s regulatory framework for the recruitment and admission of students to UCL.
1 Student Recruitment

1.1 Guiding Principles

Student recruitment represents the first stage in the UCL student journey. The experience at this stage will set students’ perceptions of UCL and will have a significant impact on their decision to apply to, and ultimately accept an offer of admission to UCL.

1. UCL aligns its student recruitment processes to Key Enabler 6 in its strategic plan, UCL-2034, via its central recruitment team working in the Communication and Marketing (CAM) Division. The activities set out in this chapter are focused on delivering successful outcomes following the programme development activity set out in Chapter 7, Programme and Module Approval and Amendment Framework.

2. Activity within the CAM Student Recruitment Marketing department (SRM), encompasses: international and UK recruitment, affiliate and summer school recruitment, prospective student recruitment communications, plus digital marketing and market research to support recruitment in all segments.

3. A consolidated central team allows the institution to adopt a consistent approach to recruitment and ensures alignment with agreed strategic priorities. The central team liaises and works closely with the academic Faculties and Departments to ensure a coordinated approach throughout the institution.

4. The Vice-Provost (Education and Student Affairs) takes the academic lead for recruitment and champions the strategic priorities to academic colleagues and other members of UCL’s Senior Management Team.

5. UCL has a standing committee, the Student Recruitment, Admissions and Funding Committee (StRAFC) which is chaired by the Vice-Provost (Education and Student Affairs) or their nominee. This Committee has institutional oversight of recruitment strategy and policy, reviewing these against the University’s mission and strategic objectives. StRAFC membership encompasses senior colleagues from all of UCL’s academic Schools, relevant Professional Service Divisions and from UCLU, ensuring appropriate representation from across UCL, facilitating strategic level discussion and allowing constructive dialogue to take place.

6. The Director of Student Recruitment Marketing is UCL’s lead officer for student recruitment policy and practice. The Director is responsible for developing and implementing student recruitment strategies for all affiliate, international, undergraduate and graduate recruitment. These strategies and policies align with UCL’s wider strategic policies and priorities.

7. Staff involved in student recruitment advise prospective students in line with UCL’s student recruitment and admissions policies. They are trained and informed of their responsibilities with regard to the need for accuracy and consistency of information when communicating with enquirers in order to comply with CMA good practice guidelines (see www.ucl.ac.uk/cam/resources/cma-advice).

8. Student recruitment is undertaken with reference to UCL’s Equal Opportunities Policy and to the QAA Quality Code for higher education, in particular Chapter B2: Recruitment, Selection and Admission to Higher Education. The recruitment of international students is also undertaken with reference to the UK Council for International Student Affairs (UKCISA) Code of Practice.

9. UCL has a policy of not recruiting students to degree or degree level programmes through commercial, commission based relationships with agents. UCL’s due diligence in relation to the Bribery Act was predicated on this position. An exception is made for the UCL Centre for Languages and International Education, which does use agents in a limited number of markets for pre-degree (preparatory and English language) programmes.

1.2 Market Research

1. UCL’s core student recruitment activity is informed by market research and data analysis processes, designed to interpret UCL and external data to provide insight at both an institutional level and a departmental level. Market research further supports recruitment publication design, develops insight into new and existing markets across faculties and provides information and advice for best practice in independent market research.

2. UCL annually analyses relevant data to identify trends for students studying in the UK, understand UCL’s performance against the sector, the Russell Group, and other identified
groups. Regular insights into student recruitment performance is disseminated, along with top-level market insights, across UCL in the form of infographics, scorecards and by other methods.

3. The Market Research team further provides data and insight at a greater level of detail for external use by SRM in planning and executing recruitment and marketing activity.

4. Faculties and Departments are able to request research reports on the likely market research for proposed new programmes. The research uses in-depth UK-wide data and, where possible, complementary international education data to produce an overview of any existing competition, market trends and also identifies key countries or regions for recruitment to such programmes.

5. Often quantitative analysis requires accompanying qualitative or additional, bespoke quantitative research, especially when programmes are completely new and/or unique to the market. In instances such as these, advice and support can be provided on how best to approach qualitative market research, and external companies can be recommended where appropriate.

6. The Data and Market Research Team works closely with the Planning Team in order to provide data and analysis to input into the recruitment target setting process and other projects as required.

7. Policies and procedures related to student recruitment market research are laid out in Annex 1.1.1 Market Research Policies and Procedures.

1.3 Student Recruitment Communications

1. UCL’s core student recruitment communications are managed by the Student Recruitment Marketing department, part of the UCL Communications and Marketing Division. A range of student recruitment communications are published in print and digital media to inform prospective students about the details of UCL’s degree and affiliate student programmes, and summer school programmes.

2. All student recruitment communications should follow the good practice guidelines set out in Annex 1.1.2 Good Practice in Student Recruitment Communications.

3. UCL produces annual versions of the following key student recruitment publications in print and online.

1.3.1 Undergraduate Prospectus

- This is published in early March each year and is targeted at students intending to begin undergraduate degree studies at UCL in September of the following year, eighteen months after the date of publication.
- The printed edition of the prospectus provides an overview of UCL’s undergraduate offering. More detailed information is hosted in the online edition.
- Details of the production process and timelines are set out in Annex 1.1.3 Undergraduate Prospectus and Associated Materials Policies and Procedures.

1.3.2 Graduate Prospectus

- This is published in early September each year and is targeted towards students intending to begin graduate taught studies one year after the date of publication or research studies at any time, although entry is usually in September of each year.
- The printed edition of the prospectus provides an overview of UCL’s graduate study offering. More detailed information is hosted in the online edition.
- Details of the production process and timelines are set out in Annex 1.1.4 Graduate Prospectus and Associated Materials Policies and Procedures.

1.3.3 Study Abroad and Summer School Literature

- The printed edition of ‘Study Abroad at UCL’ provides an overview of UCL’s study abroad offering. More detailed information is hosted in the online edition. This information is published early in September of each year and is targeted towards students intending to begin affiliate studies in either the September twelve months after the date of publication or January sixteen months after the date of publication.
- The printed UCL Summer School leaflet provides a brief overview of UCL’s Summer School offering and is published in August/September of each year. It is targeted at students intending to enter UCL in July/August 11/12 months after the date of publication. Full details of the Summer School are made available online in September.
of each year and these are targeted at students intending to begin their Summer School programme in July/August, ten or eleven months after the date of publication. Details of the production process and timelines for ‘Study Abroad at UCL’ and UCL Summer School materials are set out in Annex 1.1.5 Study Abroad at UCL and Summer Schools Publications.

1.3.4 Faculty Marketing Materials

- Faculty marketing teams are responsible for ensuring that information about degree programmes is up-to-date, accurate, and complies with CMA guidance with regard to the application of Consumer Protection Law as it applies to the promotion of degree programmes to prospective students. All prospectuses are intended to provide information to prospective students to inform the early stages of their decision making process about whether to make an application to UCL. Online editions include text, imagery and video content.
- More detailed information, designed to provide enquirers with information about such issues as the study experience, departmental facilities and teaching staff, is provided by academic departments and faculties.

1.3.5 Web sites

- The prospectus websites detailed in Student Recruitment Communications, para 1.3.3 above are intended to provide information to address first and second level enquiries from prospective students. Production and communication of detailed information about degree programmes (e.g. staff details, departmental facilities, detailed module content etc.) are the responsibility of faculty marketing teams in liaison with academic departments.
- Guidance on what should be included, editorial standards and how it should be linked to prospectus content in order to benefit users’ journeys through the UCL website are available at Annex 1.1.6 Good Practice for Student Recruitment Content on Departmental Websites.

1.3.6 Video content

- Communications and Marketing is responsible for producing video content to support UCL’s Widening Participation activities. Advice and guidance for department and faculty staff wishing to produce video content to support student recruitment is available on the CAM website at: www.ucl.ac.uk/cam
- It is important that quality control standards are applied and all video content complies with the advice and guidance prepared by the Competition and Markets Authority with regard to provision of information to prospective students.
- It is UCL policy that all video content must be subtitled. Not only does this meet accessibility standards to which UCL is committed, but it enables users to view videos without sound in situations when it is inappropriate for the soundtrack to be heard.
- Details of the editorial guidelines to be followed for all student recruitment-focused videos are available at Annex 1.1.7 Good Practice in the Production of Student Recruitment Video Content.

1.3.7 1.3.6 Social Media

- Where student recruitment is concerned, CAM maintains its own social media accounts for the following purposes:
- Raising awareness of the UCL brand, the UCL offering, and student recruitment activities
- Driving traffic to the UCL website
- Advertising
- Social media accounts are also used to responds to queries from prospective students. Further information is available at Annex 1.1.8 Student Recruitment Good Practice.
1.4 Student Recruitment Operations

1. Via a comprehensive programme of student recruitment activities in the UK, overseas, and online, UCL seeks to ensure that all prospective students have access to information to help their decision-making. Further information is available at Annex 1.1.8 Student Recruitment Good Practice.

2. In the UK Student Recruitment Marketing (SRM) organises three UCL-wide undergraduate open days, a graduate open day, attendance at recruitment fairs, information sessions on how to apply, and visits to schools. These are complemented by SRS Access and Admissions activities such as delivering workshops, taster lectures and masterclasses and running a large number of projects and sessions specifically aimed at widening participation students including residential and non-residential summer schools (see Annex 1.2: Widening Participation Guidelines for Good Practice).

3. In overseas markets SRM interacts with and builds relationships with prospective students, their parents, advisers, and sponsors through a range of activities including school and university visits, visits to ministries and funding bodies, public presentations and information sessions, counselling sessions, and attendance at education exhibitions, study abroad fairs and sectorial conferences. All of these activities – which contribute to ensuring that applicants make informed decisions when applying for admission to UCL - are undertaken by trained staff and student ambassadors.

These activities are supported by the printed prospectuses and the Prospective Students website which provide extensive information on studying at UCL and the programmes offered.

4. A ‘Representing UCL’ booklet is produced by SRM for use by UCL staff when participating in student recruitment activity.

5. Student recruitment activities are reinforced by the collection of enquirer data to facilitate an enhanced prospective experience via the delivery of tailored information.

6. UCL uses a Customer Relationship Management (CRM) system to manage prospective student data, and to send student recruitment marketing communications, from enquiry to acceptance of an offer. The CRM is managed centrally by Communications and Marketing in order to ensure consistent and coordinated recruitment communications and full coverage across all faculties.

Policies and procedures related to the CRM are set out in Annex 1.1.9 Student Recruitment Communications and the CRM Policy and Procedure.

7. For the purpose of recruitment to UCL programmes, it is recognised that partnerships with other universities and organisations can play an important role. A strong network of exchange and study abroad partnerships can provide students with the sort of short-term study abroad experience that often leads to applications to full degree programmes.

8. For non-award bearing (but potentially credit bearing) term time and summer school affiliate study, UCL works with a number of study abroad organisations. UCL does not work with study abroad organisations on a for commission basis.

9. Partnerships with funding bodies are an integral part of UCL’s student recruitment policy. Funding bodies can take a variety of forms, from private institutions to NGOs, to government ministries. SRM takes the institutional lead in negotiating new and renewed agreements with funding bodies. Most of these are fee partnership scholarship agreements whereby the funding body and UCL will contribute (to varying degrees) to the tuition fees and the maintenance costs of the students. Following approval by the Head of Student Funding, and referral to Legal Services, the agreements are approved by the Student Recruitment, Admissions and Funding Committee (StRAFC) and signed-off by the Chair. Academic Schools are represented on StRAFC at Dean and Faculty Tutor level. Once approved by StRAFC, there is no mechanism for faculties to opt out of the shared scholarship agreements.

10. All staff working centrally in student recruitment are required to read and comply with UCL’s anti-corruption and bribery policy (https://www.ucl.ac.uk/finance/policies-procedures/bribery ). Staff are required to familiarise themselves with the Bribery Act 2010 and its relevance to student recruitment.
1.5 Quality Control

1. In line with the guiding principles surrounding UCL’s student recruitment activities, and to maintain compliance with CMA advice with regard to provision of content for use in student recruitment-focused marketing materials, all student recruitment communications, across all channels, must be produced in accordance with the guidelines for quality control as set out in Guiding Principles, para 1.1.7 of this document.

2. Student Recruitment Marketing is responsible for ensuring that high standards in student recruitment are maintained and that UCL’s recruitment policies are adhered to. In instances of uncertainty and/or where clarification of policy is required, these should be referred to the Director of Student Recruitment Marketing.

1.6 General Data Protection Regulation (GDPR)

1. Prospective student data should be collected, stored, and processed in compliance with general data protection regulations. For further information, see Annex 1.1.9 Student Recruitment Communications and the CRM Policy and Procedure.
2 Entrance Requirements

2.1 Undergraduate Entrance Requirements

2.1.1 A Levels
1. UCL’s entry requirement range is A*A*A–ABB.
2. Applicants’ qualifications must satisfy the specific degree programme requirements which are outlined in the programme descriptions given in the Prospectus for the year of application.
3. The requirements for individual programmes are set out in the Prospectus.
4. UCL has a benchmark entry level of ABB at GCE A level and does not make offers of admission with any grades lower than B.
5. Applicants will not be admitted below the benchmark level without the advance approval of the Vice-Provost (Education & Student Affairs) and cases for consideration should be submitted by Faculty Tutors to the Vice-Provost (Education & Student Affairs), via Admissions in Student & Registry Services.
6. For further information about the acceptability of A Level subjects see Preferred A Level Subjects.

2.1.2 GCSE and Equivalent Qualifications
1. All UCL programmes require GCSE or equivalent passes in English Language and Mathematics at grade 5 / C or higher.
2. Some programmes require additional GCSE passes in specific subjects or higher grades than 5 / C in English Language and/or Mathematics, as outlined in the programme descriptions given in the Prospectus for the year of application.

2.1.3 Modern Foreign Language
1. UK-domiciled students applying to enter a UCL undergraduate programme from the UK are required to offer a GCSE in a foreign language at Grade C or above, or any other accredited Level 2 qualification in a foreign language. Alternatives such as a foreign language at AS, A-level or at standard or higher level in the IB will also be acceptable. Qualifications in Ancient Greek and / or Latin do not meet the requirement.
2. Students who are bilingual in a heritage or community language should offer a formal qualification in this language where such accreditation is available. Where accreditation is not available, the students’ case should be referred to the Vice Provost (Education and Student Affairs).
3. Students who are unable to offer a foreign language on entry will be required to undertake at least a 15 credit module in a foreign language as part of their degree programme (preferably in Year 1, but not necessarily). Graduation will not be conditional upon a student achieving a pass mark in this course.
4. Students whose chosen programme of study does not accommodate a 15 credit module in a language will be required to undertake a UCL certificate in a language alongside their degree. This certificate programme is run by the Centre for Language and International Education and is not be credit-bearing, but will be reported on students’ transcripts. Courses will be offered in French, German, Spanish, Italian, Japanese, Mandarin and Arabic. Graduation will not be conditional upon a student achieving a pass mark in this course

2.1.4 Admissions Tests
1. In addition to making an application via UCAS, all applicants for the UCL MBBS programme must take the Biomedical Admissions Test (BMAT).
2. In addition to making an application via UCAS, all applicants for UCL undergraduate Law programmes must take the National Admission Test for Law (LNAT).
2.1.5 Access UCL and Contextual Data

1. The Access UCL scheme is aimed at UK domiciled applicants who are from underrepresented groups, including students from areas of low progression to higher education and those from less advantaged backgrounds including those from low performing schools.
2. Eligible applicants will be automatically flagged when UCL receives the application from UCAS.
3. Applicants must be UK domiciled and be attending/have attended a state school for post-16 study, and must meet two out of the three following criteria:
   - Attended a UK state school for either GCSE or A level which is performing below the national average in that level of qualification for one of the last two years (based on information available at the beginning of the admissions cycle each year)
   - Home postcode in the lowest POLAR quintile (a measure of higher education participation)
   - Home postcode in bottom 20% of Indices of Multiple Deprivation (Official governmental statistics on relative deprivation in small areas in England)
4. Care leaver students are automatically eligible, provided they are attending or attended a state school for post 16 study. A care leaver is a person aged 25 or under who has been looked after by a local authority for at least 13 weeks since age 14. The weeks do not have to be consecutive.

Further guidance

1. Access UCL is not a guaranteed offer scheme. All subject specific requirements, personal statements and additional entry tests will be still assessed when making offers.
2. Successful applicants will receive a dual offer: a standard UCL offer and a lower offer of up to two grades.
3. To access the lower offer, applicants must complete an online skills module, select UCL as Firm choice, and pass an academic assessment in the summer before entry.
4. If an applicant does not access the lower offer through the above criteria, the higher UCL offer will still stand.
5. In addition to Access UCL, applicants who meet one of the eligibility criteria in 2.1.5 (3) will be flagged to assist Admissions Selectors in their consideration of an application, and an individual may be given additional consideration. Admissions Selectors should not systematically adjust grades in offers of admission, to favour these applicants.

2.2 Taught Postgraduate Entrance Requirements

2.2.1 Postgraduate Certificate, Postgraduate Diploma, Taught Masters and Graduate Diplomas/Certificates

1. UCL requires a UK Bachelor’s degree in an appropriate subject, awarded with first or second-class Honours, or an overseas qualification of an equivalent standard from a university or educational institution of university rank.
2. Applicants’ qualifications must satisfy the specific degree programme entry requirements which are outlined in the programme descriptions given in the Prospectus for the year of application.
3. For some taught programmes, an applicant whose qualifications, although otherwise acceptable, are of lower standard may be admitted if evidence of an adequate academic background and experience in an appropriate field can be shown. In certain instances, applicants may be required to pursue the programme over an extended period of time (including a qualifying year) and/or pass a qualifying examination before being registered for the degree programme.
4. Applicants must meet any entry conditions set by UCL by the start of the academic year in which they expect to begin their studies.
5. Some programmes take into account individual professional and work experience for admissions purposes. Please refer to the Prospectus or relevant Department/Division for details of specific entry requirements.
2.2.2 Research Masters (MRes)

1. A UK Bachelor’s degree in an appropriate subject, awarded with first or upper second-class Honours, or an overseas qualification of an equivalent standard from a university or educational institution of university rank is required.

2. Applicants’ qualifications must satisfy the specific degree programme entry requirements which are outlined in the programme descriptions given in the Prospectus for the year of application.

2.3 Other Qualifications

2.3.1 Undergraduate Programmes

1. UCL specifies and recognises a range of other UK and international qualifications for entry to its undergraduate programmes. These requirements for these qualifications are listed at programme level on the Prospectus.

2. It should be noted that some programmes require specific subject knowledge, and each application is considered on a case-by-case basis.

2.3.2 Taught Postgraduate Programmes

1. UCL will consider a wide variety of international qualifications for entry to its taught postgraduate programmes, and these are provided at programme level on the Prospectus.

2. Applicants should be aware that, in addition to the required grades, the acceptability of qualifications can be dependent on the type, content and length of the degree programme studied as well as the institution attended.

2.4 Suspension of Regulations

2.4.1 General

1. Admissions tutors wishing to accept a candidate who does not satisfy either UCL’s minimum benchmark entrance requirements or any programme specific entrance requirements may seek a suspension of UCL’s regulations from the Vice Provost (Education and Student Affairs). In certain instances, the Vice Provost delegates his authority to suspend regulations to the Director of Access and Admissions.

2.4.2 Admission to Undergraduate Programmes via Special Entrance

1. The term “special entrance” is applied to applicants seeking admission who hold qualifications which do not satisfy UCL’s benchmark entry requirement or programme-specific entry requirements. All students offering non-standard qualifications are expected to demonstrate the same level of academic potential as those offering standard qualifications. To be considered for special entrance, the applicant must possess one of the following types of qualification:
   - an appropriate academic qualification other than a degree from a recognised university or other institution
   - an intermediate or equivalent examination towards the award of a degree by a recognised university, or institution of similar status, plus passes in an appropriate number of subjects at GCSE level or the equivalent
   - a qualification gained by examination which satisfies the entrance requirements for admission to a recognised university outside the UK
   - a qualification gained by examination and which is necessary for admission to membership (Associateship, Corporate Membership or the equivalent) of a recognised professional body or leading to appointment in another field of public service
   - recognised qualifications that fall short of the benchmark requirements but are supplemented by additional recent study over a sustained period of time. Applicants in this category must demonstrate that they have achieved sufficient competence in their chosen field of study to justify admission.
2. Admissions tutors wishing to recommend an applicant for special entrance should provide full details to the Faculty Tutor. The Faculty Tutor then decides whether or not the applicant’s case should be forwarded to the Vice Provost (Education and Student Affairs) via Admissions for consideration. The decision of the Vice Provost (Education and Student Affairs) in such matters is final.

2.4.3 Admission to Taught Postgraduate Programmes via Special Entrance, a Qualifying Examination or Qualifying Year

1. Application for a suspension of regulations should be submitted via Admissions. Requests to suspend regulations to admit students with a third class honours degree will not normally be approved nor will requests to suspend the English language requirements.

2. In the case of graduate candidates, and subject to the approval of the Vice Provost (Education and Student Affairs), candidates who do not satisfy UCL’s minimum entrance requirements or programme specific entrance requirements may be admitted subject to the satisfactory completion of either a qualifying examination or a qualifying year. Approval of the admission of a graduate candidate on the basis of a qualifying examination/year should be sought via Admissions. All qualifying examinations are set by the admitting Department. Wherever possible the assessment of a qualifying examination should include external moderation. In accordance with UCL regulations, a qualifying examination need not necessarily be restricted to a formal written examination. The structure of a qualifying year is determined by the admitting Department having regard to the candidate’s academic background and subject to the approval of the Vice Provost (Education and Student Affairs). All qualifying examinations/years must be completed and assessed prior to a candidate embarking upon the relevant Master’s or research programme. Candidates will not normally be permitted to retake a qualifying examination or qualifying year.

3. Any student admitted through suspension of regulations who has not met the English proficiency requirement will be required to undertake an in-sessional language course at the Centre for Languages and International Education. It will be the responsibility of the admitting department to pay the cost of the in-sessional course.

2.5 English Language Requirements

2.5.1 General

1. All students seeking admission to UCL (including EU and Overseas), who are not a national of a United Kingdom Home Office “majority English speaking” country, are required to provide recent evidence that their command of spoken and written English is adequate for the programme of study for which they have applied.

2. UCL specifies the need for its undergraduate and graduate students to have adequate English in order to ensure that their academic progress is not hindered by language difficulties and that students are able to integrate socially whilst studying at UCL and living in this country.

3. UCL’s English language proficiency policy has been approved by the relevant committees of UCL’s Academic Committee. This policy places responsibility on faculty and departmental admissions tutors in deciding, to at least UCL’s minimum standard level requirement, the level of English language proficiency that their students must meet.

4. UCL considers all applicants who meet its English language requirements to meet or exceed the Common European Framework of Reference for Languages (CEFR) B2 level in reading, writing, speaking and listening.

2.5.2 Programme Specific English Language Requirements

1. All applicants are advised to check any programme specific English Language requirements by consulting the Prospectus.

2. Applicants should be aware that UCL reserves the right to ask for higher English Language requirements in individual cases.

2.5.3 Evidence of meeting UCL English language requirements

1. A national of one of the following countries, which the UK Home Office lists as ‘majority English speaking’:
Antigua and Barbuda, Australia, The Bahamas, Barbados, Belize, Canada, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago, United Kingdom or United States of America.

2. Completed a minimum of twelve months academic education leading to an awarded qualification, no more than two years prior to the proposed date of enrolment (or the summer two years prior to enrolment if starting in September), in one of the following countries:

Antigua and Barbuda, Australia, Barbados, Belize, Botswana, Cameroon (only if the qualification is taught in English), Canada, Caribbean / West Indies (English-speaking Caribbean Commonwealth territories), Dominica, Fiji, Gambia, Ghana, Grenada, Guyana, Ireland, Ireland, Jamaica, Kazakhstan (only if studying at Nazarbayev University), Kenya, Macau (only if the qualification is taught in English), Malawi, Malta (only if the qualification is taught in English), Mauritius, New Zealand, Nigeria, Singapore, South Africa, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Swaziland, Tanzania, The Bahamas, Trinidad and Tobago, The Netherlands (where the degree is taught entirely in English), Uganda, United Kingdom, United States of America, Zambia, or Zimbabwe.

English language courses and study preparation courses such as pre-Masters are not acceptable. All qualifications must have been studied in the country of the awarding institution.

3. Completed a minimum of eighteen months of work experience no more than two years prior to the proposed date of enrolment, evidenced by a letter from the employer including start and end dates and language of business, in one of the following countries:

Antigua and Barbuda, Australia, Barbados, Belize, Botswana, Canada, Caribbean / West Indies (English-speaking Caribbean Commonwealth territories), Dominica, Fiji, Gambia, Ghana, Grenada, Guyana, Ireland, Ireland, Jamaica, Kenya, Malawi, Mauritius, New Zealand, Nigeria, Singapore, South Africa, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Swaziland, Tanzania, The Bahamas, Trinidad and Tobago, Uganda, United Kingdom, United States of America, Zambia, or Zimbabwe.

4. Taken English language as part of one of the following school leaving qualifications, no more than the summer two years prior to the proposed date of enrolment:

<table>
<thead>
<tr>
<th>Country</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>Matura/Reifeprüfung, 2 (gut) in English when both written and oral examinations have been taken.</td>
</tr>
<tr>
<td>Belgium</td>
<td>Diploma van Secundair or the Certificat d'Enseignement Secondaire Superior, the equivalent of 8/80%/grote onderscheiding/avec grande distinction in English.</td>
</tr>
<tr>
<td>Brunei</td>
<td>Brunei-Cambridge GCE O Level English at grade C in English.</td>
</tr>
<tr>
<td>Denmark</td>
<td>Studentereksamen, 10 in English.</td>
</tr>
<tr>
<td>European Baccalaureate</td>
<td>A8 in English as either an Obligatory Subject (Language I or II) or as a Full Option (Language III or IV).</td>
</tr>
<tr>
<td>Finland</td>
<td>Ylioppilaatutkinto/Stuuentexam matriculation examination, 5 (magna cum laude approbaturo) in English.</td>
</tr>
<tr>
<td>France</td>
<td>Baccalaureat General or OIB, 13 (assez bien) in English, where the co-efficient applied to the subject is greater than 1.</td>
</tr>
<tr>
<td>Germany</td>
<td>Abitur, 12 (gut) in English when taken as an achievement/main/intensive course.</td>
</tr>
<tr>
<td>Iceland</td>
<td>Studentsprof matriculation examination, 8 in English when taken as a compulsory modern language.</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>Examen de Fin d'Etudes Secondaires, 45 (bien) in English.</td>
</tr>
<tr>
<td>Netherlands</td>
<td>Voorbereiden Wetenschappelijk Onderwijs (VWO) diploma, 7 (ruim voldoende) in English.</td>
</tr>
<tr>
<td>Country</td>
<td>Education Credentials</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Norway</td>
<td>Vitnemal - videregående opplæring, 5 in English.</td>
</tr>
<tr>
<td>Sweden</td>
<td>Avgangsbetyg, VG (val godkant) in English.</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Maturitatzeugnis/Certificat de Maturite/Attestato de Maturita federal maturity certificate or the federally-recognised cantonal maturity certificate, 5 (gut/bien/bene) in English.</td>
</tr>
</tbody>
</table>

5. Taken one of the following tests no more than two years prior to the proposed date of enrolment:

<table>
<thead>
<tr>
<th>Test</th>
<th>Scores Required</th>
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</table>
| **AQA Level 2 Certificate in English Language (8705)**  | **Standard level:** Pass at grade C.  
| Speaking and listening must be separately endorsed on the certificate | **Good level:** Pass at grade C.  
|                                                 | **Advanced level:** Pass at grade B. |
| **Cambridge Certificate of Advanced English**   | **Standard level:** Overall score of 176 with 169 in all subtests.  
|                                                 | **Good level:** Overall score of 185 with 176 in all subtests.  
|                                                 | **Advanced level:** Overall score of 191 with 176 in all subtests. |
| **Cambridge Certificate of Proficiency in English** | **Standard level:** Overall score of 176 with 169 in all subtests.  
|                                                 | **Good level:** Overall score of 185 with 176 in all subtests.  
|                                                 | **Advanced level:** Overall score of 191 with 176 in all subtests. |
| **Cambridge English Language 1119**             | **Standard level:** Pass at grade C or 6.  
|                                                 | **Good level:** Pass at grade C or 6.  
|                                                 | **Advanced level:** Pass at grade B or 4. |
| **Cambridge Assessment International Education (formerly Cambridge International Examinations CIE) GCE Ordinary Level in English Language** | **Standard level:** Pass at grade C.  
|                                                 | **Good level:** Pass at grade C.  
|                                                 | **Advanced level:** Pass at grade B. |
| **City & Guilds (previously Pitman Examination in International ESOL)** | **Standard level:** Pass at Mastery level when achieved with a pass at Mastery level in the Pitman International Spoken (ISESOL) test.  
|                                                 | **Good level:** Pass at Mastery level when achieved with a pass at Mastery level in the Pitman International Spoken (ISESOL) test.  
|                                                 | **Advanced level:** Not acceptable. |
| **GCSE English Language**                       | **Standard level:** Pass at grade C or 5.  
|                                                 | **Good level:** Pass at grade C or 5.  
|                                                 | **Advanced level:** Pass at grade B or 6. |
| **Hong Kong Certificate of Education English Language (Standards-Referenced Reporting Scheme)** | **Standard level:** Pass at grade 3.  
|                                                 | **Good level:** Pass at grade 3.  
|                                                 | **Advanced level:** Pass at grade 4. |
| **IGCSE**                                       | **Standard level:** Pass at grade C.  
| * Indicates that speaking and Listening must be separately endorsed on the certificate | **Good level:** Pass at grade C.  
| **Cambridge Assessment International Education (formerly Cambridge International Examinations)** | **Advanced level:** Pass at grade B.  
<p>| - Cambridge IGCSE English - First Language (0500)* | <strong>Advanced level:</strong> Pass at grade B. |</p>
<table>
<thead>
<tr>
<th>Test</th>
<th>Scores Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cambridge IGCSE English - First Language (UK) (0522)</td>
<td></td>
</tr>
<tr>
<td>• Cambridge IGCSE English - First Language (US) (0524)*</td>
<td></td>
</tr>
<tr>
<td>• Cambridge IGCSE English as a Second Language (Speaking endorsement) (0510)*</td>
<td></td>
</tr>
<tr>
<td>• Cambridge IGCSE English as a Second Language (Count-in speaking) (0511)</td>
<td></td>
</tr>
<tr>
<td>• Cambridge English as a Second Language (US) (0526)*</td>
<td></td>
</tr>
<tr>
<td><strong>Pearson Edexcel</strong></td>
<td></td>
</tr>
<tr>
<td>• Edexcel IGCSE English as a Second Language (ESL) (4ESO/01)*</td>
<td></td>
</tr>
<tr>
<td>• Edexcel IGCSE English as a Second Language (4ES1)*</td>
<td></td>
</tr>
<tr>
<td>• Edexcel IGCSE English Language A (4EA0)</td>
<td></td>
</tr>
<tr>
<td><strong>Oxford International AQA Examinations</strong></td>
<td></td>
</tr>
<tr>
<td>• Oxford AQA IGCSE English Language (9270)*</td>
<td></td>
</tr>
<tr>
<td>• Oxford AQA IGCSE English as a Second Language (9280)</td>
<td></td>
</tr>
<tr>
<td><strong>International Baccalaureate (IB)</strong></td>
<td>For native or near-native speakers</td>
</tr>
<tr>
<td>- For non-native speakers</td>
<td></td>
</tr>
<tr>
<td><strong>Standard level:</strong> IB English Language A: Literature or Language and Literature or Literature and Performance at either higher or standard level - grade 4.</td>
<td></td>
</tr>
<tr>
<td><strong>Good level:</strong> IB English Language A: Literature or Language and Literature or Literature and Performance at either higher or standard level - grade 4.</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced level:</strong> IB English Language A: Literature or Language and Literature or Literature and Performance at either higher or standard level - grade 5.</td>
<td></td>
</tr>
<tr>
<td><strong>International English Language Testing System (IELTS) Academic</strong></td>
<td>For native or near-native speakers</td>
</tr>
<tr>
<td>- <strong>Standard level:</strong> Overall grade of 6.5 with a minimum of 6.0 in each of the subtests. <strong>Good level:</strong> Overall grade of 7.0 with a minimum of 6.5 in each of the subtests. <strong>Advanced level:</strong></td>
<td></td>
</tr>
<tr>
<td>Test</td>
<td>Scores Required</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Test of English as Foreign Language (TOEFL) iBT                      | **Standard level:** Overall score of 92 with 24/30 in reading and writing and 20/30 in speaking and listening.  
**Good level:** Overall score of 100 with 24/30 in reading and writing and 20/30 in speaking and listening.  
**Advanced level:** Overall score of 109 with 24/30 in reading and writing and 20/30 in speaking and listening. |
| Malaysian Certificate of Education English Language Communicational  | **Overall grade of 7.5 with a minimum of 6.5 in each of the subtests**            |
| (122)                                                               | **Standard level:** Pass at grade 6 or C.  
**Good level:** Pass at grade 6 or C.  
**Advanced level:** Pass at grade 4 or B. |
| Pearson Test of English (Academic)                                   | **UCL Standard level:** 62 overall, with a minimum of 59 in each communicative skills component  
**UCL Good level:** 69 overall, with a minimum of 62 in each communicative skills component  
**UCL Advanced level:** 75 overall, with a minimum of 62 in each communicative skills component |
| Trinity Integrated Skills in English level III (Trinity ISE III)      | **Standard level:** Successful completion of ISE III with a ‘pass’ in all components  
**Good level:** Successful completion of ISE III with a ‘merit’ in all components  
**Advanced level:** Successful completion of ISE III with a ‘distinction’ in all components |
| UCL Centre for Languages and International Education - Diploma in     | **Standard level:** Overall mark of 65% with at least 60% in each of the four subtests.  
**Good level:** Overall mark of 70% with at least 65% in each of the four subtests.  
**Advanced level:** Overall mark of 75% with at least 70% in each of the four subtests. |
| English for Academic Purposes with Academic Research Skills          |                                                                                   |
| UCL Centre for Languages and International Education - Pre-Sessional  | **Standard level:** Mark of 65%, with at least 60% in each of the subtests.  
**Good level:** Mark of 70%, with at least 65% in each of the subtests.  
**Advanced level:** Mark of 75%, with at least 70% in each of the subtests. |
| English Language Courses                                              |                                                                                   |
| UCL Centre for Languages and International Education – Undergraduate  | **Standard level:** Overall mark of 65% with at least 60% in each of the sub-tests.  
**Good level:** Overall mark of 70% with at least 65% in each of the sub-tests.  
**Advanced level:** Overall mark of 75% with at least 65% in each of the sub-tests. |
| Preparatory Certificates (Academic English)                           |                                                                                   |

### 2.6 Additional requirements for entry to courses of Initial Teacher Education

#### General

1. Applicants undertaking any course of initial teacher education must meet the Secretary of State’s requirements for physical and mental fitness to teach. This will be assessed by an (or UCL’s) Occupational Health Provider through completion of a health questionnaire and, if
necessary, a face-to-face assessment. Applicants are responsible for bearing the cost of this assessment.

2. Applicants undertaking the Primary or Secondary PGCE, including those on the School Direct route, must pass the required Skills Tests prior to the start of the programme. Applicants who do not pass the Skills Tests before the start of the programme will not be permitted to enrol.

3. Applicants who accept an offer of a place on an initial teacher education course must be in possession of satisfactory clearance from the Disclosure and Barring Service prior to the start of the programme, and must also comply with any additional safeguarding requirements in operation at the time of the programme. The applicant is responsible for applying for and bearing the cost of obtaining this disclosure and the process will be undertaken via Admissions.

2.7 University Preparatory Certificate

2.7.1 University Preparatory Certificate for Science & Engineering and University Preparatory Certificate for Humanities

1. International applicants whose secondary education qualifications are not suitable for direct admission to leading UK universities may apply for a one-year programme for Science and Engineering or Humanities offered by UCL.

2. Successful completion of the one-year programme may be used to apply for an undergraduate programme of study at UCL or other university.

3. Entrance requirements by country can be obtained from the Centre for Languages and International Education (CLIE).

4. All applicants are required to take an entrance test and further information can be obtained from the (CLIE).

2.8 Recognition of Prior Learning (RPL) for Entry to UCL

2.8.1 Definitions

1. The following regulations define the types and quantities of prior learning that may be considered for entry to a UCL Programme.

2. Applicants wishing to apply for RPL should contact Admissions in Student & Registry Services.

3. The Recognition of Prior Learning encompasses the following terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Prior Learning (RPL)</td>
<td>RPL is the overarching term for a process which allows students to apply for exemption from particular entry requirements, or from some parts of a Programme of Study, by recognition of their learning from previous experiences and achievements.</td>
</tr>
<tr>
<td>Accredited Prior Learning (APL)</td>
<td>A sub-set of RPL. APL is prior learning that has been formally assessed and certificated by a recognised institution.</td>
</tr>
<tr>
<td>Experiential Prior Learning (EPL)</td>
<td>A sub-set of RPL. EPL is the non-certified acquisition of relevant skills and knowledge, gained through relevant experience, which is capable of being evaluated.</td>
</tr>
</tbody>
</table>

4. There are three main ways in which RPL can be applied:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Entry</td>
<td>For initial entry to a UCL Programme, where a student does not hold the precise entry requirements specified by UCL.</td>
</tr>
<tr>
<td>Advanced Entry</td>
<td>For advanced entry to a UCL Programme, where a student has already completed certified learning of a standard judged to be equitable with the UCL Programme to which the student is applying.</td>
</tr>
</tbody>
</table>
2.8.2 Core Principles

1. The acceptance of RPL is entirely at the discretion of UCL.
2. Applicants are responsible for demonstrating to UCL that the prior learning evidences the required skills and knowledge, and that the learning is still current. UCL must be satisfied that, by successfully completing the remaining part of the Programme, the applicant will have had the opportunity to fulfil the Programme objectives and attain the standards required for the Qualification.
3. If agreed, RPL becomes part of the agreement between UCL and the student.
4. Modules for which RPL is granted and any variation in the student's Programme of Study should be clearly defined when the offer of admission is made.
5. RPL should neither advantage nor disadvantage a student over other students on a Programme.
6. RPL cannot be used as an Extenuating Circumstance for underachievement in subsequent assessments.

2.8.3 Initial Entry

1. RPL may be considered for initial entry to a UCL taught or research Programme where a student does not meet the standard entry requirements as defined in Section 2: Entrance Requirements and Chapter 5: Research Degrees Framework e.g. a student holds an international Qualification that could be judged equivalent to the standard entry requirements, or a student has significant, evidenced industry experience that could be judged equivalent to the standard entry requirements.
2. RPL for initial entry may be ‘certified’ (APL) or ‘experiential’ (EPL).
3. Applications for RPL for initial entry may be considered, at the discretion of UCL, where:
   a) UCL is satisfied that the student is at least as well qualified as candidates who are able to satisfy the standard entrance requirements, and
   b) UCL is satisfied that the candidate’s general education, scholarship, training and experience are suitable for the Programme which they wish to follow, and
   c) The applicant is able to provide (accredited or experiential) evidence of their background and experience that satisfies UCL as to their fitness to follow the Programme, and
   d) The applicant satisfies UCL’s English Language proficiency requirements.
4. Where UCL deems it necessary, an applicant may also be required to pass a qualifying examination or to meet other appropriate qualifying conditions prescribed by the UCL department.

2.8.4 Accredited Prior Learning for Advanced Entry to Taught Programmes

1. Accredited Prior Learning (APL) may be considered for advanced entry to a UCL taught Programme or Research Masters where a student has already completed accredited learning of a standard judged equitable with the UCL Programme concerned e.g. a student who has completed the first year of a cognate Honours degree at another HEI and wishes to transfer to a UCL Honours degree, or a student who has completed a PG Cert and wishes to enrol on a UCL Masters.
2. Applications for APL for advanced entry may be considered, at the discretion of UCL, where:
   a) There is space for additional students on the UCL Programme concerned, and
   b) UCL is satisfied that the student is at least as well qualified as students who were able to satisfy the standard entrance requirements at initial entry, and
   c) UCL is satisfied that the learning can adequately replace the UCL Modules concerned, and
   d) The applicant is able to provide certified evidence of their background and experience that satisfies UCL as to their fitness to follow the Programme, and
   e) The applicant satisfies UCL’s English Language proficiency requirements, and
   f) The credit has been earned at and certified by a recognised degree-awarding body whose academic standards are judged by UCL to be at least consistent with those set
out in the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ), and

\( g) \) The credit has been earned at the appropriate academic Level and in an appropriate Field of Study, and

\( h) \) The learning has been completed within the last five years, and

\( i) \) The student has achieved the full pass mark for all Modules concerned and credit has not been achieved via a condoned (compensated) pass.

3. The following table specifies the maximum number of APL credits for which a student may apply for each group of UCL Qualifications:

<table>
<thead>
<tr>
<th>UCL Qualification</th>
<th>Maximum APL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Higher Education</td>
<td>Up to 30 credits</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>Up to 60 credits</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>Up to 60 credits</td>
</tr>
<tr>
<td>Bachelors with Honours Degree</td>
<td>Up to 120 credits</td>
</tr>
<tr>
<td>Integrated Masters with Honours Degree</td>
<td>Up to 120 credits</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Up to 20 credits</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Up to 40 credits</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>Up to 30 credits</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>Up to 60 credits</td>
</tr>
<tr>
<td>Taught Masters</td>
<td>Up to 90 credits</td>
</tr>
<tr>
<td>Research Masters</td>
<td>Up to 90 credits</td>
</tr>
</tbody>
</table>

4. Applicants who have already completed a Qualification may only use those credits to apply for advanced entry to a UCL Programme where the original Qualification is surrendered, unless the previous Qualification is a constituent part of a student's professional accreditation (e.g. Qualified Teacher Status).

5. Where the surrender of the previous Qualification would result in forfeiture of professional accreditation students may be permitted to retain their previous Qualification in addition to their UCL Qualification, at the discretion of UCL. The UCL transcript must clearly demonstrate which credits have been awarded directly by UCL.

6. Credits for Modules awarded through APL are included in the total number of credits for the Qualification.

7. Credits awarded via APL from any institution other than UCL will be excluded from the calculation of the classification. Credits accrued at UCL and awarded via APL will be included in the calculation of the classification.

2.8.5 Experiential Prior Learning for Advanced Entry to Taught Programmes

1. Experiential Prior Learning (EPL) may be considered for advanced entry to a UCL taught Programme or Research Masters, at the discretion of UCL, where:
   a) There is space for additional students on the UCL Programme concerned, and
   b) UCL is satisfied that the student is at least as well qualified as students who were able to satisfy the standard entrance requirements at initial entry, and
   c) UCL is satisfied that the learning can adequately replace the UCL Modules concerned, and
   d) The applicant is able to provide evidence of their background and experience that satisfies UCL as to their fitness to follow the Programme, and
   e) The applicant satisfies UCL’s English Language proficiency requirements, and
   f) The learning is at an appropriate Level and in an appropriate discipline, and
   g) The learning has been completed within the last five years.

2. The following table specifies the maximum number of EPL credits for which a student can apply for each group of UCL Qualifications:
<table>
<thead>
<tr>
<th>UCL Qualification</th>
<th>Maximum EPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Higher Education</td>
<td>Up to 30 credits</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>Up to 30 credits</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>Up to 30 credits</td>
</tr>
<tr>
<td>Bachelors with Honours Degree</td>
<td>Up to 30 credits</td>
</tr>
<tr>
<td>Integrated Masters with Honours Degree</td>
<td>Up to 30 credits</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Up to 20 credits</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Up to 30 credits</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>Up to 20 credits</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>Up to 30 credits</td>
</tr>
<tr>
<td>Taught Masters</td>
<td>Up to 30 credits</td>
</tr>
<tr>
<td>Research Masters</td>
<td>Up to 30 credits</td>
</tr>
</tbody>
</table>

3. Where UCL deems it necessary, an applicant for EPL may be required to pass a qualifying examination or to meet other appropriate qualifying conditions prescribed by the UCL department.

4. Credits for Modules awarded through EPL are included in the total number of credits for the Qualification (and, where applicable, are treated as ‘complete’) but are not graded nor included in the classification calculation.

2.8.6 Advanced Entry to Research Programmes

1. Recognised Prior Learning (RPL) may be considered for advanced entry to a UCL research Programme where a student has already completed learning of a standard judged equitable with the UCL Programme concerned e.g. a student has commenced a PhD at another Higher Education Institution and wishes to transfer to a UCL PhD.

2. RPL is not permitted for advanced entry to Completing Research Status (CRS).

3. Applications for RPL for advanced entry to research Programmes may be considered, at the discretion of UCL, where:
   a) A UCL supervisor is available in the appropriate Field of Study, and
   b) The learning is formally recognised by a Higher Education Institution whose academic standards are judged by UCL to be at least consistent with those set out in the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ), and
   c) The learning is at the appropriate academic Level and in an appropriate field, and
   d) The learning can adequately replace the learning from the UCL Programme concerned, and
   e) The learning has been completed within the last five years, and
   f) The student has received research supervision for a minimum of one year.

4. UCL will determine the appropriate point of entry to the Programme, taking the following into consideration:
   a) The number of months of study completed on the previous Programme, and
   b) Whether or not the student has successfully upgraded to PhD, and
   c) Any other evidence of progress such as a research log.

5. Once RPL is agreed, the supervisor and student must agree an upgrade and examination timetable.
3 Admissions and Selection

3.1 Equal Opportunities

1. UCL is firmly committed to promoting equal opportunity. UCL’s Equal Opportunities policy in respect of student recruitment and admissions is as follows:

2. In the recruitment and selection of students the only consideration must be that the individual meets, or is likely to meet, the requirements of the programme or course. These requirements being met, no applicant will be discriminated against on the basis of their gender, race, colour, ethnic origin, nationality (within current legislation), disability, sexual orientation, marital status, caring or parental responsibilities, age, or beliefs on any matters such as religion and politics.

3. The above policy must be adhered to in all matters concerning student recruitment and admissions. UCL is committed to a programme of action to ensure that its policy is implemented and monitored at an organisational and individual level. Each department has a Departmental Equal Opportunities Liaison Officer who disseminates information on good practice and training.

3.2 Authority to Admit Students

1. UCL Statutes vest with the Provost the power to admit as a student to UCL anyone having the qualifications required for admission as stipulated in UCL Regulations. The Statutes further grant the Provost the power to delegate his power to admit students to any Officer of UCL or other person or body as he may think fit. The arrangements for the admission of students as outlined in this and other sections of the Academic Manual present the current position as regards the delegation of the Provost's power to admit students. The Provost reserves the right, at any time, to delegate the power to admit students to other Officers of UCL, persons or bodies deemed suitable by him should any particular circumstances require it.

3.3 Making an Application to Study at UCL

3.3.1 Undergraduate Applications

1. All full-time undergraduate applications to study at UCL, except for the Intercalated BSc, affiliate, and Medical students transferring from Oxford, must be submitted through UCAS and not directly to UCL. Applicants should complete their UCAS submission by the deadlines specified by UCAS.

Further guidance

1. Regardless of where applicants are applying from, they must submit their UCAS application by the dates published by UCAS.
2. Applications made after the deadline cannot be guaranteed equal consideration by UCL.
3. Applicants for Medicine, Fine Art and Law programmes should see the additional criteria for special admissions by reference to the Prospectus for the intended year of entry. Applicants for Integrated BSc degrees should reference the UCL iBSc webpages.
4. Applications for part-time study should be made directly to UCL, via Admissions in Student & Registry Services.

3.3.2 Taught Postgraduate Applications

1. Applications for taught postgraduate programmes are made directly to UCL, with the exception of programmes listed on the Prospective Students website.

Further guidance

1. There are two options for applications that are made directly to UCL:
   i) Apply Online
   ii) Downloadable Application Form
2. There is a standard application fee of £75 for online applications made directly to UCL and £100 for a hard copy application. Higher application fees apply to some programmes.
3. For hard copy applications the information on the Disability and Ethnic Origin Monitoring form is recorded for monitoring purposes, but not submitted to the admissions selector.

4. For further information see the Prospective Students website.

**PGT Application Deadlines**

1. The Friday of the last week in July is UCL’s general deadline for the receipt of applications for taught postgraduate programmes, however earlier programme specific deadlines may apply.

   **Further guidance**

   1. For further information see the Programme Specific Application Deadlines on the Prospective Students website.

2. Registration and enrolment for new students on taught postgraduate programmes starting in September must be completed by the Friday of week 7 or at the end of the second week of teaching if this is different.

3. Enrolment of continuing students on taught postgraduate programmes with part-time or flexible modes of study must be complete by the Friday of week 9.

**3.3.3 Applications for Deferred Entry**

**Undergraduate Applicants**

1. UCL will consider applications for deferred entry from undergraduate applicants intending to spend a pre-university year in a constructive activity.

**Taught Postgraduate Applicants**

2. UCL will not accept applications for deferred entry to taught postgraduate programmes. Applicants must apply in the admissions cycle for which they seek entry.

3. However, once an offer of admission has been made, applicants may seek to defer the place to the following year. Agreement to defer is considered on a case-by-case basis and approved or not by the admitting department/division.

4. Applicants holding an offer of admission may only apply for deferral for one year of entry. Applicants wishing to take a further year prior to admittance will be required to re-apply for admission and be considered in competition with other applicants.

   **Further guidance**

   1. Undergraduate applicants should state their reasons for wishing to defer entry on their UCAS application and they will then be considered a year ahead of the normal application timetable.

2. All undergraduate applicants considering applying for deferred entry are advised to check with Admissions in Student & Registry Services about the acceptability of deferred entry application for the degree programme for which they are applying.

3. The Slade School of Fine Art does not consider applications for deferred entry.

4. Further information about deferred entry is available on the Prospective Students website.

**3.3.4 Applications for Part-Time Study**

**Undergraduate Applicants**

1. Applications for undergraduate admission on a part-time basis will only be considered for a small number of undergraduate degree programmes. At UCL undergraduate degree programmes are mostly taught during the day.

   **Further guidance**

   1. All applicants considering applying for part-time study are advised to refer to the Prospectus or contact Admissions in Student & Registry Services about the availability of this option for the degree programme for which they are applying.

2. Applications for admission on a part-time basis should be submitted directly to UCL using the appropriate part-time application form.

**Taught Postgraduate Applicants**

2. Applications for taught postgraduate admission on a part-time basis will be considered for programmes that offer a part time or modular/flexible option.
3.3.5 Applicants with Disabilities

1. Applicants who have a disability should inform UCL of this on their application. This will ensure that any special requirements can be put in place.

Further guidance

1. Applicants with disabilities should contact the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) if they have any general queries about facilities at UCL before submitting their application.
2. UCL endeavours to ensure equal access to all facilities and to make reasonable adjustments to UCL buildings if required when and where possible.

3.3.6 Applicants under the Age of 18

1. UCL will consider for admission to its undergraduate programmes applicants who will reach the age of 18 during or after their expected period of attendance. If a young applicant is offered a place, UCL has procedures to support / safeguard young applicants and young students and the arrangements prescribed will be put in place prior to them enrolling at UCL as a ‘young student’.
2. Applicants that are under 18 at enrolment must have the written consent of their parent/guardian to study at UCL, provide two emergency contacts and also have a nominated local guardian living in the Greater London area.
3. In considering such applications Departments must adhere to the UCL Children and Vulnerable Adults Safeguarding Policy for Applicants and Current Students.

3.3.7 Affiliate Applicants (Students Registered at Other Higher Education Institutions)

1. Affiliate students are students registered at other Higher Education Institutions.
2. Signed agreements between UCL and participating JYA, Exchange or Erasmus institutions must be in place before an offer is made.
3. The regulations covering the registration of affiliate students at UCL are located in Chapter 3: Registration Framework for Taught Programmes.
4. Further information and guidance for affiliate student applications is available from Admissions in Student & Registry Services.

Undergraduate Affiliate Applicants

5. Undergraduate affiliate applicants must be students registered at other Higher Education Institutions.
6. Undergraduate affiliate applicants should have completed at least two years’ study at university and be fully enrolled at their home institution by the time they come to UCL.
7. Undergraduate affiliate applicants are expected to present an average of no less than 2.2 or equivalent in their current study.
8. During their period of affiliation, affiliate students do not qualify for a UCL Degree.

Further guidance

i) In this context an undergraduate affiliate student is a student from another university who has accepted an offer by UCL to enrol on an undergraduate affiliate programme and register on modules that are academically assessed.
ii) Undergraduate affiliate students usually study on a full-time basis and can register to study for an academic year or, if appropriate, for the term or terms in which the modules they are undertaking are offered.
iii) Departments/Divisions may, at their discretion, accept an undergraduate affiliate student who has not completed at least two year’s study at a university.

Taught Postgraduate Affiliate Applicants

7. Applicants registered for taught postgraduate level qualifications in other Higher Education Institutions may apply to study at UCL for academic credits.
8. Taught postgraduate affiliate applicants are required to meet the graduate entry requirements detailed in Section 3.2 Authority to Admit Students.
9. Taught postgraduate affiliate applicants should be enrolled on a programme in their home institution that is equivalent to the QAA Framework for Higher Education Qualifications (FHEQ) level 7.

Further guidance
   1. Academic credits are awarded for the successful completion of assessed modules.

Affiliate Student English Language Requirements

9. Affiliate students should satisfy UCL’s English Language Requirements (see Section 2.5). However students admitted via the Erasmus programme are not required to satisfy UCL’s English Language Requirements (see Section 2.5).

Exemption from Dual Registration Regulations - Affiliate Students and Joint/Double/Dual Degree Students

10. Affiliate students and students registered on joint, double/dual degrees are exempt from UCL’s Dual Registration regulations (see Chapter 3: Registration Framework for Taught Programmes).

Further guidance
   1. Students can accept an offer of a place from UCL when they are still formally registered with another Higher Education Institution, or if they are re-sitting examinations. However, they may not formally register with UCL until they are no longer registered with another institution, having graduated or left.

3.3.8 Erasmus Programme Applications

1. In the first instance applicants wishing to study at UCL as an Erasmus Programme exchange student must ensure that there is an appropriate institutional link in operation.

Further guidance
   1. Erasmus Programme exchange applicants should contact the relevant Erasmus Co-ordinator and/or International Relations Office at their home university.
   2. Submitted Socrates-Erasmus application forms must include an official institutional stamp and the signature of the Erasmus Co-ordinator at the applicant’s home institution.
   3. Successful selection by an applicant’s home institution is not a guarantee of being accepted by UCL.
   4. If successfully selected by their home institution, Erasmus applicants need to complete and submit the online application form
   5. Successful applicants will be registered at UCL as visiting Erasmus students (known as affiliates) and as such will not be eligible for the award of any UCL degree or other qualification.
   6. Further information about the Erasmus Programme is available from the Erasmus Programme web pages and the British Council website.

3.3.9 Applicants Transferring from Other Higher Education Institutions

1. All applicants studying at another higher education institution, including those who wish to transfer to a full-time degree programme at UCL, whether to commence a new programme of study, or to enter direct into the second year of a degree programme, must apply through the channels described in Section 3.3.1 Undergraduate Applications and Section 3.3.2 Taught Postgraduate Applications.

Further guidance
   1. All applicants studying at another higher education institution who wish to transfer to UCL should also refer to the regulations relating to Dual Registration (see Chapter 3: Registration Framework for Taught Programmes).

3.4 Accuracy of Applicant Information

1. Information provided by applicants is expected to be accurate and complete. UCL reserves the right to refuse admission or, if already registered, terminate registration if information provided by an applicant is inaccurate or incomplete.
Further guidance

1. UCL is conscious of the potential risk of applicants seeking fraudulently to gain admission and/or receive a grant, loan or bursary. The prevention of such fraud is implicit in UCL's procedures governing the following areas of work:
   i. Selection of candidates for admission
   ii. Assessment of accepted candidates' fees status
   iii. Verification of the qualifications of students admitted
   iv. Enrolment of students
   v. Issuing of maintenance allowances to enrolled students and the processing of student loan applications
   vi. Issuing of certificates of student attendance
   vii. Monitoring of the attendance of students.

2. Where there is evidence that an applicant for admission to UCL may have provided false or misleading information on his/her application or papers associated with his/her application, the case will initially be considered by the Director of Access and Admissions who will seek to determine whether the applicant has been guilty of deliberate misrepresentation. This procedure will also be followed where evidence comes to light after an individual has become a registered student of UCL that he/she may have provided false or misleading information when making his/her application for admission to UCL.

3. The applicant will be informed in writing by the Director of Access and Admissions of the apparent misrepresentation and asked to provide a statement in explanation or mitigation. Failure to provide a statement, or to provide satisfactory evidence to corroborate his/her explanation, will result in the applicant having the application and/or offer of admission to UCL withdrawn. The decision to withdraw an offer of admission or de-register a student from UCL as a result of fraud in an application will be made in consultation with the Vice Provost (Education and Student Affairs).

4. The Director of Access and Admissions will communicate immediately in writing the decision to the applicant.

5. An applicant to UCL does not have the right of appeal against the decision.

6. If fraud is suspected, UCL will, as appropriate, liaise with relevant external bodies (including the police, local education authorities, Student Loans Company, UCAS, UK Visas and Immigration).

3.5 Plagiarism in Undergraduate Personal Statements

General

1. Should the UCAS Similarity Detection Service alert UCL to possible plagiarism in an application, the faculty office/Admissions will be passed the similarity report and the UCAS application flagged. The admissions selector will review the application in the normal way against the usual initial criteria for consideration for entry to the programme. If the applicant does not meet the criteria, the application will be rejected in the normal manner and no reference will be made to the similarity detection.

2. If the criteria for further consideration are met, the admissions selector will alert the faculty office or Admissions who will contact the applicant. The applicant will be invited to state their case and provide any supporting documentation. The case will then be considered by the Faculty Tutor or Director of Access and Admissions. This assessment must take place before any further stage in the selection process is initiated, including an invitation to interview and/or open day or the issuing of any offer.

3. If it is considered that the case is not sufficiently addressed by the applicant, the application should be rejected and the applicant informed in writing of the reasons for this rejection.

4. If it is considered that the applicant has sufficiently answered the case, then the application must be passed to the Vice Provost (Education and Student Affairs) for review and endorsement before the processing of the application can continue. Once endorsed by the Vice Provost (Education and Student Affairs), the applicant will be informed by the faculty or Admissions that their application has not been prejudiced on the basis of the similarity detection alert.

5. An applicant will have the right of appeal against a decision. Any such appeal must be made within 21 days of the decision letter. The case will be considered by the Vice Provost (Education and Student Affairs) (or nominee).
6. Should the applicant be admitted and subsequently enrol at UCL, no reference to the similarity detection will be made in any future consideration of the student’s conduct or work.

3.6 Revising UCAS Applications Following Submission

General

1. UCL considers the information contained on an application as complete and accurate at the point of submission to UCAS. It is not anticipated that any amendments will be made to the personal statement, the reference or the grade predictions provided in the reference.

2. Should a school/college wish to submit additional information that has not been solicited by UCL then this must be done prior to a decision being taken on the application and no later than 15th January UCAS deadline, whichever is earlier.

3. Revisions to predicted grades will only be considered if there has been a genuine administrative error on the part of the school/college when the original reference was completed. Any requests for such a revision must be supported by a statement from the school/college indicating that such an error has occurred. Such revisions will only be considered prior to UCL making a decision on the application and no later than the 15th January UCAS deadline, whichever is earlier.

4. Applicants who wish to be considered as a consequence of revised predicted grades have the option of re-applying the following year, when they will be considered in competition with all other applicants.

3.7 Assessment Templates

General

1. An admissions criteria template must be completed for each admitting programme of study. The template should be defined and agreed by the Department and will then be used by the admissions selector to assess the qualifications, statement and reference of candidates. Departments must be able to demonstrate that their selection process is appropriate, consistent and fair.

3.8 Interviewing

General

1. UCL does not standardly interview its applicants. Departments seeking to interview applicants must have permission of the Vice Provost (Education and Student Affairs).

2. An interview is a meeting with an applicant for admission as a student that takes places only once it has been established that the applicant meets, or is likely to meet, UCL’s entry requirements and is used only for selection purposes and not solely as a means of recruitment.

3. Interviews should be conducted by a minimum of two members of staff, both of whom have been trained in interviewing and equal opportunity awareness.

4. If it is deemed that an interview is required for a group of applicants, then all applicants in this group should be interviewed regardless of their place of residence. Applicants living in exempted areas of the UK as well as overseas (in other EU countries or elsewhere) may be interviewed by telephone or Skype rather than in person. Technology, such as OVIA interviews, can be used instead of other formats of interview.

5. An agreed line and level of questioning should be adopted and questions must be relevant to entry criteria. Supplementary questions should be used to probe for further information or clarification where answers are incomplete or ambiguous.

6. Interviews should be assessed against predetermined criteria which are consistently applied throughout the whole admissions cycle.

7. The interviewers should keep a set of notes between or among themselves to help them reach an informed decision based on the content of the interview. Interview notes should relate to how candidates demonstrate their knowledge, skills, experience and abilities in relation to the entry criteria. All interview notes should be uploaded to UCLSelect. Under the Data Protection Act
(DPA) 2018 and the General Data Protection Regulation (GDPR), access to interview notes must be given to applicants who request it.
3.9 Criminal Convictions Policy

The above policy is still under development by the Student Recruitment Admissions and Funding Committee (StRAFC). It will replace the current Disclosure and Barring Policy.

3.10 Application Decisions

3.10.1 Offer of an Undergraduate Place

1. UCL endeavours to ensure that all applicants who have applied by the 15 October/15 January deadlines will receive a decision via UCAS by 31 March in the calendar year of proposed entry, or a calendar year ahead for deferred entry applicants.
2. In addition to the UCAS decision, a formal UCL offer letter and notification of the applicant’s fee classification will be made available by Admissions in Student & Registry Services or the relevant Faculty Tutor, via the UCL Applicant Portal. This will also include UCL’s Terms and Conditions.

Further guidance

1. Applicants can follow the progress of their application via the UCAS Online Application Tracking Facility or via UCL’s Applicant Portal.
2. Applicants are advised to consult UCAS for any changes in the deadline for the release of application decisions.
3. All applicants must be given an opportunity to visit UCL before they are required to make a final decision on any offer they may receive.

3.10.2 Offer of a Taught Postgraduate Place

1. Upon receipt of a complete application, applicants are invited to join UCL’s Applicant Portal where they can follow the progress of their application.
2. Where there is a specific deadline for a programme of study, decisions may be notified after the closing date has passed.
3. Upon the recommendation of the relevant department/division, a formal UCL offer will be made to the applicant by Admissions in Student & Registry Services.

Further guidance

1. If unclear, applicants should contact Admissions in Student & Registry Services to clarify the likely decision date.
2. Departmental/divisional recommendations for the offer of a place are checked and authorised by Admissions in Student & Registry Services.
3. Departments offering applicants fully-funded places at UCL are responsible for ensuring that funding is available for the duration of the programme.

3.10.3 Conditional Offers

1. Conditional offers based on future examination performance may be issued by UCL. In such circumstances, all conditions must be fulfilled by 31 August in the calendar year when the programme starts for the individual concerned.

Further guidance

1. Applicants are advised to note Section 4.3 Declining Examination Results. Applicants who have requested re-marking of an A level paper should be aware that, irrespective of the outcome, if the re-mark is not available by 31 August in the year of entry, they will not be eligible for admission.

3.10.4 Feedback to Undergraduate Applicants

1. Feedback on decisions will be provided via UCAS to all unsuccessful applicants who have applied for entry to a full time undergraduate degree programme.
2. Each admissions tutor/selector will be responsible for providing the faculty office/Admissions with a reason for rejection taken from an agreed list of statements. The reasons for rejection must relate to the admissions criteria specified. If a standard statement cannot be used for an
individual applicant, the admissions tutor must provide a brief statement giving the reason for
rejection.
4. UCL does not require Admissions, any of its academic departments or faculties to provide
further feedback beyond that given with the initial rejection. However, if an applicant requests
additional feedback in writing, Admissions, the department or faculty may choose to provide
additional information on the decision.
5. Additional feedback should only be provided in response to a request made in writing by the
applicant.
6. Under the Data Protection Act (DPA) 2018 and the General Data Protection Regulation (GDPR),
UCL cannot respond to requests from schools, parents/guardians or advisors for feedback on
unsuccessful applications, unless that request is made in writing and is accompanied by a
written statement from the applicant giving consent to the discussion of their application with the
named third party.
7. A request for additional feedback will not be considered as an appeal against the decision on
the application. When such a request is received, this will not prompt a review of the application
nor will providing feedback to an applicant imply that an application has been re-considered.
8. UCL will not consider any new information or documentation that is submitted as a result of any
feedback received. Applicants who wish to be re-considered are required to re-apply the
following year and to be considered in competition with all other applicants.
9. Decisions on the admission of applicants are final and there is no right of appeal against such
decisions except as outlined in Section 3.11 Appeal of Entry Decisions.
10. UCL will consider a complaint relating to an applicant for admission only if it is in relation to
process and procedure. Complaints relating to an academic judgement made on an application
will not be considered.

3.11 Appeal of Entry Decisions
1. UCL decisions on applications are final, and there is no right of appeal against them. UCL will
consider a complaint against any decision only if there is substantive evidence of an irregularity
in the processing of the application in question.

Further guidance
1. For all undergraduate applicants, in the first instance complaints concerning an undergraduate
application should be addressed to the Director of Access and Admissions unless the complaint
concerns the Bartlett School of Architecture of the Faculty of Laws where it should be addressed
to the Faculty Tutor of the Faculty concerned. If the complaint is against the Director of Access
and Admissions or the Faculty Tutor, it should be addressed to the Vice-Provost (Education &
Student Affairs) or another senior member of administrative or academic staff, should there be
any conflict of interest.
2. For all taught postgraduate applicants, in the first instance any complaint concerning a taught
postgraduate application should be addressed to the Director of Access and Admissions. If the
complaint is against the Director of Access and Admissions, it should be addressed to the Vice-Provost (Education &
Student Affairs) or another senior member of administrative or academic staff, should there be
any conflict of interest.
3. The Faculty Tutor/Director of Access and Admissions will investigate the complaint and respond
formally to it. If the complaint is not resolved through this investigation, or if the complainant is
not satisfied with the response, the complainant may submit the complaint to the Registrar. The
complaint must be received by the Registrar within 28 days of the date of the formal response
from the Faculty Tutor/Director of Access and Admissions. Complaints received after that
deadline will not be considered.
4. When a complaint is received, the Registrar or another officer nominated by the Registrar will
decide whether there is substantive evidence sufficient to justify a formal investigation.
5. If the Registrar decides the evidence is not sufficient to justify a formal investigation, he/she will
inform the complainant accordingly.
6. If the Registrar decides there are prima facie grounds for a formal investigation, the complaint
will be referred to a panel comprising:
   - Vice Provost (Education and Student Affairs)
   - The Nominee of the Registrar;
   - A person independent of UCL to be nominated by the Registrar.
7. The Registrar will inform the complainant of the decision to refer the complaint to the panel.
8. The panel will normally consider the appeal on the basis of the papers relating to the case. The
panel may interview the applicant and any other persons involved in the case, and shall be
required to ensure equal treatment to the parties concerned, i.e. the applicant and the officer(s)
who took the decision on the application or who were involved in the procedure for handling it.
Such persons shall receive copies of all the documentation relevant to the complaint.

9. The panel will determine the complaint and decide upon any action to be taken as a result of
their determination. Their decision will be conveyed to the Registrar who will communicate it to
the complainant and arrange for the implementation of any action resulting from it. The other
parties to the complaint will also be informed.

10. The decision of the complaints panel is final as far as UCL's internal procedures are concerned.
If a complainant is dissatisfied with the decision of the panel, he or she may have recourse to
the courts to request a judicial review.

11. The Registrar will keep a record of complaints which will include details of the age, gender and
ethnicity of complainants.
4 Offer Holders

4.1 Accepting an Offer

4.1.1 Undergraduate Applicants

1. All applicants for full-time undergraduate degree programmes will be informed by UCAS of the date by which they have to make a formal response to the offers they have received, either accepting them firmly, or on an insurance basis, or declining them.

2. Undergraduate Affiliate Applicants

   2. For programmes starting in September/October, affiliate applicants have until 31 July in the calendar year of a programme to accept their offers formally.

   3. For programmes starting in January, affiliate applicants have until 30 November of the preceding calendar year to accept their offers formally.

   Further guidance

   i) Affiliate applicants confirm or decline their acceptance of an offer of a place to study at UCL via the Applicant Portal.

4.1.2 University Preparatory Certificate Applicants

1. Applicants for the University Preparatory Certificates for Science & Engineering and Humanities Programmes have until 7 July in the calendar year of a programme starting in September/October to decide upon their offers.

   Further guidance

   1. Applicants accepting the offer of a place on these programmes return the acceptance form provided with their offer to the UCL Centre for Languages and International Education.

4.1.3 Taught Postgraduate Applicants

1. All applicants for taught postgraduate degree programmes will be informed by UCL of the date by which they have to make a formal response to the offer they have received, either accepting the offer firmly or declining the offer via the Applicant Portal.

2. Successful applicants to selected postgraduate programmes are required to pay a tuition fee deposit. Following enrolment, any tuition fee deposit payment will be counted towards the tuition fees payable for the programme of study. Payment of the deposit allows applicants to demonstrate their commitment to attending their chosen programme of study at UCL and aids UCL in its student number planning. Once a successful applicant is enrolled on their programme of study, the deposit will form part of the total tuition fee, as quoted on the offer of admission. A list of postgraduate programmes requiring a tuition fee deposit and the tuition fee deposit policy can be accessed at https://www.ucl.ac.uk/prospective-students/graduate/taught-degrees/fees-and-funding/tuition-fee-deposits

3. Taught Postgraduate Affiliate Applicants

   3. For programmes starting in September/October, affiliate applicants have until 31 July in the calendar year of a programme to accept their offer formally.

   4. For programmes starting in January, affiliate applicants have until 30 November of the preceding calendar year to accept their offer formally.
Further guidance
1. Affiliate applicants confirm or decline their acceptance of an offer of a place to study at UCL via the Applicant Portal.

4.2 Proof of Identity

General
1. All students are required to present (in person or by post) the original copy of an accepted form of identification, as determined by UCL, for verification before they can be enrolled. In the absence of this verification, enrolment will not be confirmed.

4.2.1 UK/EU/EEA-Based Students
1. Students based in the United Kingdom, European Union or European Economic Area are required to present (in person or by post) the original copy of an accepted form of identification for verification before they can be enrolled. In the absence of this verification, enrolment will not be confirmed.
2. UCL’s preferred form of identification is a valid passport. However, in the absence of a valid passport, the following will be accepted forms of identification for students who do not require a visa to study in the UK:
   i) A UK photo driving licence, Armed Forces Identity Card or a European National Identity Card, or
3. If the family name or other personal details are different from those on the document provided, proof of the reason for any differences will be required at enrolment. This should be in the form of a marriage certificate/civil partnership certificate, divorce document, deed poll, adoption certificate or statutory declaration.
4. No other forms of identification are acceptable.

4.2.2 Students Who Require a Visa to Study in the UK
1. Under UK immigration requirements all students who require a visa to study in the UK must provide a passport and the appropriate visa, as no other form of identification is acceptable.
2. Enrolment will not take place without presentation of a valid passport and an appropriate visa.

Further guidance
1. Further information about the UK Points-Based Immigration System is available on the Immigration and Visa webpages.
2. UCL will only assign a Confirmation of Acceptance for Studies once an applicant has met all conditions of their offer and provided evidence of meeting the requirements for the relevant programme. More information on UCL’s CAS issuing policy can be found on the Immigration and Visa webpages.

4.3 Declining Examination Results
1. Applicants who have accepted a place at UCL and who subsequently decline any of their A level results or Bachelor Degree results (i.e. appeal against their marks) may render themselves ineligible to take up a place on a degree programme at UCL or, if they have already enrolled, liable for deregistration from UCL.

Further guidance
1. Undergraduate applicants should be aware that if they decline any of their A level results, i.e. appeal against their marks, this might mean that they will be unable to meet UCL entry criteria and that any offers would be invalid, including re-marking completed after 31 August. Applicants are advised to check with Admissions in Student & Registry Services before declining any of their A level results.
2. Taught Postgraduate Applicants should be aware that if they decline any of their Bachelor Degree results or results obtained for an equivalent qualification (i.e. appeal against their
marks), this may mean that they will be unable to meet UCL entry criteria and that any offers would be invalid.

4.4 Confirmation of Offer

4.4.1 General
1. Applicants who firmly accept an offer of a place at UCL have their places confirmed by UCL as and when any conditions attached to the offer are satisfied.
2. If any conditions of any offer have not been met, applicants should contact Admissions in Student & Registry Services by telephone as soon as possible to ascertain whether they may still gain admission.

4.4.2 Confirmation of Undergraduate Offer via UCAS
1. UCAS applicants will receive notification of their place being confirmed via UCAS, once any conditions attached to the offer are satisfied.
2. All offer conditions must be met by 31 August in the year of application.

   Further guidance
1. The A level results are received by UCL from the qualifications awarding bodies via UCAS usually on the second weekend in August.
2. Where results are not provided by UCAS, applicants will be informed in June and asked to upload these onto the Applicant Portal no later than 31 August in the year of application.
3. Admissions Selectors pass the recommendation made on the basis of these results to Admissions in Student & Registry Services and these are processed through UCAS after discussion with the Vice-Provost (Education & Student Affairs).

4.4.3 Confirmation of Undergraduate Offer: Non-UCAS
1. Applicants successfully applying for the University Preparatory Certificate, part-time students, affiliate students and Integrated BSc students who have received an offer of a place directly from UCL should confirm their acceptance in writing.

   Further guidance
1. Applicants should also refer to Section 4.2 Proof of Identity.

4.5 Undergraduate Student Number Management

   General
1. When reviewing the examination results of conditional offer holders Admissions will mark up applications where the conditions have been missed and Department and Faculties can request to confirm these applicants where they believe there is room on the programme.
2. No final decision is taken on near miss candidates that faculties would like to accept until the Vice Provost (Education and Student Affairs) has agreed the overall strategy with the Director of Access and Admissions. The number of near misses that can be admitted will then be confirmed. This takes place on the Monday following the release of A level results.
3. UCL does not participate in Clearing activities and consideration should not be given to candidates approaching UCL after 30 June UCAS application deadline. UCL may participate in UCAS Adjustment should departments be short of their intake target and overall capacity allows. The decision to enter Adjustment rests with the Vice Provost (Education and Student Affairs).

4.6 Student Accommodation Deadlines
1. Applicants should be aware of the deadline both for applying for student accommodation and firm acceptance of an offer of admission in order to guarantee the allocation of a room.
2. Applicants should note that only those who have an offer of a place to study at UCL can apply for accommodation.
3. Further information about applying for student accommodation can be found on the Prospective Students website.
Chapter 2 is UCL’s regulatory framework defining the underpinning structures of all Programmes leading to taught and research Qualifications at UCL.
1 Introduction

1. The University College London Qualifications and Credit Framework (QCF) defines the underpinning structures of all Programmes leading to taught and research Qualifications at UCL.
2. All UCL Qualifications and Programmes of Study must be aligned with the Qualifications and Credit Framework.
3. The QCF is a constituent part of the UCL Academic Manual which forms the basis of the contract between students and UCL.

1.1 Purposes

1. The main purposes of the QCF are:
   i) To promote a shared and common understanding of UCL Qualifications
   ii) To promote consistency in the use of Qualifications and credit across UCL faculties and departments
   iii) To provide a reference point for setting and assessing academic standards when designing, approving, monitoring and reviewing Programmes of Study and Modules
   iv) To ensure that UCL Qualifications are of an academic standard at least consistent with the standards referred to in the UK Framework for Higher Education Qualifications (FHEQ)
   v) To communicate to employers, schools, parents, prospective students, Professional, Statutory and Regulatory Bodies (PSRBs) and other stakeholders the achievements represented by the Qualifications of UCL
   vi) To inform international comparability of academic standards.

1.2 Reference Points

1. The Qualifications and Credit Framework is drafted with reference to the following:
   i) The UK Quality Code for Higher Education.
   ii) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)
   iii) The Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England
   iv) The Framework for Qualifications of the European Higher Education Area (FQ-EHEA)
   v) The European Credit Transfer System (ECTS) under the Bologna Declaration
   vi) The QAA Degree characteristics statements, including the Doctoral Degree Characteristics, the Masters Degree Characteristics and the Foundation Degree Characteristics
   vii) The requirements of Professional, Statutory or Regulatory Bodies (PSRBs) associated with particular Programmes of Study, some of which grant a licence to practise.

1.3 Key to Abbreviations

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<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>APL</td>
<td>Accredited Prior Learning</td>
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<td>ECTS</td>
<td>European Credit Transfer System</td>
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<td>EPL</td>
<td>Experiential Prior Learning</td>
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<td>FE</td>
<td>Further Education</td>
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<tr>
<td>FHEQ</td>
<td>The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</td>
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<tr>
<td>FQ-EHEA</td>
<td>Framework for Qualifications of the European Higher Education Area</td>
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<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<td>HE</td>
<td>Higher Education</td>
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<td>HEI</td>
<td>Higher Education Institution</td>
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<tr>
<td>PSRB</td>
<td>Professional, Statutory or Regulatory Body</td>
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<td>QAA</td>
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<td>Qualified Teacher Status</td>
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<td>RPL</td>
<td>The Recognition of Prior Learning</td>
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See also [Section 2: The Qualifications of UCL](#) for Qualification abbreviations.
2 The Qualifications of UCL

The following Qualifications are accredited by University College London, granted under the ordinances and statutes of the University of London and governed by this Qualifications and Credit Framework:

2.1 Further Education Qualifications

Level 3
- University Preparatory Certificate (UPC)

2.2 Undergraduate Qualifications

Level 4
- Certificate of Higher Education (Cert HE)

Level 5
- Diploma of Higher Education (Dip HE)
- Foundation Degree (FD)

Level 6 Bachelors Degrees
- Bachelor of Arts (BA)
- Bachelor of Arts and Sciences (BASc)
- Bachelor of Education (BEd)
- Bachelor of Engineering (BEng)
- Bachelor of Fine Arts (BFA)
- Bachelor of Laws (LLB)
- Bachelor of Medicine, Bachelor of Surgery (MBBS)
- Bachelor of Science (BSc)
- Integrated Bachelor of Science (iBSc)
- Bachelor of Science (Economics) (BSc (Econ))
- Ordinary Degree (Bachelors without Honours)

Level 7 Integrated Masters Degrees
- Master of Engineering (MEng)
- Master in Science (MSci)
- Master of Pharmacy (MPham)

2.3 Graduate Qualifications

Level 6 Graduate Certificates
- Graduate Certificate (Grad Cert)
- Professional Graduate Certificate in Education (PgCE)
- International Professional Graduate Certificate in Education (iPgCE)
- Professional Certificate in Teaching and Learning in Higher and Professional Education (PCTL)

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1 University of London Statutes, Ordinances and Regulations. Available from: http://www.london.ac.uk/fileadmin/documents/about/governance/ordinances/Ordinances_2015/Regulation_1_UoL_Awards.pdf [last accessed 04/02/14]
Level 6 Graduate Diplomas
- Graduate Diploma (Grad Dip)

Pre-Masters Programmes
- International Pre-Masters

2.4 Taught Postgraduate Qualifications

Level 7 Postgraduate Certificates
- Postgraduate Certificate (PG Cert)
- Postgraduate Certificate in Education (PGCE)
- International Postgraduate Certificate in Education (iPGCE)

Level 7 Postgraduate Diplomas
- Postgraduate Diploma (PG Dip)
- Postgraduate Diploma in Education (PGDE)

Level 7 Taught Masters Degrees
- Master of Architecture (MArch)
- Master of Arts (MA)
- International Master of Arts (MA (International))
- Master of Business Administration (MBA)
- Master of Clinical Dentistry (MClinDent)
- Master of Education (MEd)
- Master of Fine Art (MFA)
- Master of Landscape Architecture (MLA)
- Master of Laws (LLM)
- Master of Planning (MPlan)
- Master of Public Administration (MPA)
- Master of Science (MSc)
- Master of Surgery (MS)
- Master of Teaching (MTeach)

2.5 Postgraduate Research Qualifications

Level 7 Research Masters Degrees
- Master of Research (MRes)
- Master of Philosophy (MPhil)
- Master in Philosophical Studies (MPhilStud)

Level 8 Doctorates
- Doctor of Philosophy (MPhil/ PhD)
- Doctor in Engineering (EngD)
- Doctor of Medicine (Research) (MD(Res))
- Doctor of Public Administration (DPA)

Level 8 Professional Doctorates
- Doctor in Clinical Psychology (DClinPsy)
- Doctor in Dentistry (DDent)
- Doctor in Education (EdD)
- Doctor in Educational Psychology (DEdPsy)
- Doctor in Educational and Child Psychology (DECPsy)
- Doctor in Orthopaedics (Doc.Orth)
- Doctor in Psychotherapy (DPsychotherapy)

**Level 8 Integrated Doctorates**

- Bachelor of Medicine, Bachelor of Surgery/ Doctor of Philosophy (MB PhD)
- Master of Research/ Doctor in Engineering (MRes/ EngD)
- Master of Research/ Doctor of Philosophy (MRes/ MPhil/PhD)
3 Framework Components

1. A number of components define the basic structures of all UCL Qualifications:

3.1 Qualification

1. A Qualification is a Doctorate, Degree, Diploma or Certificate accredited and conferred by UCL following the successful completion of an approved Programme of Study.
2. A Qualification must meet the minimum academic standards set out in Section 6: Threshold Qualification Requirements.
3. Qualifications may fall into one or more of the following categories:

<table>
<thead>
<tr>
<th>Qualification Type</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Qualifications</td>
<td>The full set of possible Qualifications associated with a Programme of Study, including the Final Qualification and any Interim and Alternative Qualifications.</td>
</tr>
<tr>
<td>Final Qualification</td>
<td>The intended Qualification from a Programme of Study which a student will be awarded if they meet all the Programme requirements e.g. BEng (Hons) Engineering.</td>
</tr>
<tr>
<td>Interim Qualification</td>
<td>A lesser Qualification made as a result of a student either leaving a Programme of Study early or failing to meet the requirements for the Final Qualification e.g. Cert HE Engineering. See Section 3.14: Interim Qualifications for further details.</td>
</tr>
<tr>
<td>Alternative Qualification</td>
<td>An Exit Qualification at the same Level as the Final Qualification, awarded where a student is unable to meet the specific requirements for the Programme of Study on which they initially enrolled but nonetheless meets UCL’s minimum threshold standards for the award of a Qualification. Often used where a student does not meet the professional accreditation requirements associated with a Final Qualification. Includes a named, approved, alternative Field of Study e.g. BSc (Hons) Engineering Studies.</td>
</tr>
</tbody>
</table>

4. The form of the Qualification Title must signify both the Level of the Qualification and the broad discipline in which the study has been undertaken (e.g. Bachelor of Science). The Qualification Title is combined with the Field of Study to create the Degree Title e.g. Bachelor of Science in Engineering. A Programme of Study may have one or more Degree Titles associated with it, reflecting different Routes and Pathways.
5. Proposals for new Qualifications must be developed in line with the Qualifications and Credit Framework, approved by Academic Committee and incorporated into Section 2: The Qualifications of UCL and Section 6: Threshold Qualification Requirements.

3.2 Programme of Study (Programme)

1. A Programme of Study (Programme) is an approved, coherent path of study with specified learning outcomes leading to a specified Qualification in a specified Field of Study.
2. New Programmes must be aligned to Section 6: Threshold Qualification Requirements, which describe the typical characteristics of the main groups of UCL Qualifications, and approved by the Programme and Module Approval Panel on behalf of Education Committee.
3. Programmes may include some of the following characteristics:

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Route</td>
<td>A Route is a formal, named specialism within a Programme leading to a discrete Field of Study e.g. BSc Human Genetics would be a Route within the BSc Biological Sciences Programme. A Route has a specific curriculum structure, typically defined by the different Option and Elective Modules available within the Programme, and is discretely defined in the Student Record System and on the student’s degree certificate and transcript.</td>
</tr>
<tr>
<td>Pathway</td>
<td>A Pathway is an informal specialism within a Programme or Route which guides students towards a particular area but which does not lead to a discrete Field of Study. A Pathway is typically defined by the different Option and Elective Modules available within the Programme but this Pathway is not recorded separately in the Student Record System and does not appear on the student’s degree certificate or transcript.</td>
</tr>
<tr>
<td>Cognate Programme</td>
<td>A Cognate Programme is one which has a substantial volume of content and/ or teaching in common with another Programme e.g. BA (Hons) Greek and Latin would be considered cognate with BA (Hons) Latin since the Programmes have a substantial number of Modules in common.</td>
</tr>
</tbody>
</table>

### 3.3 Professional, Statutory and Regulatory Bodies

1. Many UCL Qualifications are recognised or accredited by Professional, Statutory or Regulatory Bodies (PSRBs):

   | Professional, Statutory or Regulato Body | A legally-recognised body which accredits, recognises, or endorses graduates from specific UCL programmes as qualified to act within a recognised profession or which leads to initial registration or supports enhanced registration with that body, e.g. the Royal Institute of British Architects or the General Medical Council. |

2. These Qualifications must meet both UCL’s Threshold Qualification Requirements (see Section 6) and the PSRB’s requirements which may include additional learning hours, credits, assessments and Fitness to Practice procedures.

3. A Programme may require exemption from certain UCL regulations in order to comply with professional standards. All exemptions must be approved by Education Committee and detailed in the individual Programme Summary.

### 3.4 Academic Partnerships

1. A UCL Programme may be offered in collaboration with an external organisation leading or contributing to the award of UCL academic credit and/or a UCL Qualification. The requirements for Academic Partnerships are defined in the UCL Academic Manual, Chapter 8: Academic Partnerships Framework.
3.5 Field of Study

1. The Field of Study reflects the nature of the Programme’s curriculum and outcomes and, together with the Qualification Title, completes the Degree Title e.g. Bachelor of Science in Chemistry.

2. A Programme may incorporate one or more Fields of Study delivered on a Major/Minor, Combined (Joint) or Triple basis according to the following rules:

<table>
<thead>
<tr>
<th>Definition</th>
<th>Degree Title Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single</strong></td>
<td>A Programme which comprises one subject or which reflects a combination of subjects presented as an integrated whole.</td>
</tr>
<tr>
<td><strong>Combined (Joint)</strong></td>
<td>A Programme with an approximately equal balance between two subjects.</td>
</tr>
<tr>
<td><strong>Major/Minor</strong></td>
<td>A major subject accounts for at most three quarters of the Programme; a minor subject accounts for at least a quarter of the Programme, using a subject ratio between 2:1 and 3:1.</td>
</tr>
<tr>
<td><strong>Triple (three subject)</strong></td>
<td>A Programme with an approximately equal balance between three subjects.</td>
</tr>
</tbody>
</table>

3. Students failing to meet the requirements of a particular Programme of Study may be eligible for an Alternative Qualification with a different Field of Study.

3.6 Academic Level

1. Each Qualification must have an associated Academic Level which aligns with the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) and the Framework for Qualifications of the European Higher Education Area (FQ-EHEA).

2. Programmes and Modules must be developed with reference to the Level Descriptors in Section 5 of this Framework. These describe the depth and complexity of each Academic Level and outline the academic skills, amount of prior knowledge and amount of learner autonomy required to pass a Programme or Module at each Academic Level.

3. The following table indicates the terminology associated with typical UCL Programmes; some Programmes may include a small amount of study at a higher or lower Academic Level:
### UCL Academic Levels

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Further Education</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Taught Postgraduate</th>
<th>Postgraduate Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>UG Preparatory Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>Cert HE</td>
<td>Foundation Degree, Dip HE</td>
<td>Bachelors</td>
<td>Integrated Masters</td>
<td>Grad Dip, Grad Cert</td>
</tr>
<tr>
<td>Level 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Masters, PG Dip, PG Cert, PGCE</td>
</tr>
<tr>
<td>Level 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Research Masters</td>
</tr>
<tr>
<td>Level 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Doctorates</td>
</tr>
</tbody>
</table>

### 3.7 Academic and Calendar Years

1. A Programme *may* run over an academic year or a calendar year, defined as follows:

<table>
<thead>
<tr>
<th></th>
<th>Academic Year</th>
<th>Calendar Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Hours</strong></td>
<td>1200 learning hours</td>
<td>1800 learning hours</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>120 credits</td>
<td>180 credits</td>
</tr>
<tr>
<td><strong>Terms</strong></td>
<td>3 terms</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Weeks</strong></td>
<td>30 weeks</td>
<td>48 weeks</td>
</tr>
<tr>
<td><strong>Hours per Week</strong></td>
<td>40 hours</td>
<td>37.5 hours</td>
</tr>
<tr>
<td><strong>Start Date</strong></td>
<td>September</td>
<td>September, January or April</td>
</tr>
</tbody>
</table>

2. Undergraduate, Graduate and short Taught Postgraduate Programmes *should* follow an Academic Year.
3. Taught Masters, Research Masters and Doctoral Programmes *should* follow a Calendar Year, although some Programmes of more than a year’s duration *may* be delivered on an Academic-year basis.
4. A Programme *may* include a different start date; this *must* be recorded in the Programme Summary.

### 3.8 Credit and Learning Hours

1. Credit is awarded to a student on successful completion of the outcomes associated with a particular block of learning at a specified Academic Level, up to and including Level 7 Qualifications (Level 8 Qualifications are not credit-rated).
2. In line with the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ), one credit equates to 10 notional learning hours.
3. Credits must be converted to the European Credit Transfer System (ECTS) using the following ratio:
   1 FHEQ credit = 0.5 ECTS credits = 10 notional learning hours
4. A Programme of Study must meet the minimum credit requirements for the Qualification being awarded. This includes:
   a) The total amount of credit required for the Qualification
   b) The maximum amount of credit which may be taken at the lowest Academic Level
   c) The minimum amount of credit which must be taken at the level of the Qualification.
5. A Programme may set higher thresholds, for example where it includes a year abroad or a placement year, or where a Professional, Statutory or Regulatory Body requires it. Where this is the case, the rationale for the variable structure must be scrutinised at Programme approval and clearly defined in the individual Programme Summary.
6. The following table outlines the minimum credit requirements associated with each main group of UCL Qualifications:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>FHEQ Credits</th>
<th>ECTS Credits</th>
<th>Learning Hours</th>
<th>Max. credit at lowest Level</th>
<th>Min. credit at Level of Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Higher Education</td>
<td>120</td>
<td>60</td>
<td>1200</td>
<td>120 at Level 4</td>
<td>120 at Level 4</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>240</td>
<td>120</td>
<td>2400</td>
<td>150 at Level 4</td>
<td>90 at Level 5</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>240</td>
<td>120</td>
<td>2400</td>
<td>150 at Level 4</td>
<td>90 at Level 5</td>
</tr>
<tr>
<td>Ordinary Degree (Bachelors without Honours)</td>
<td>300</td>
<td>150</td>
<td>3000</td>
<td>150 at Level 4</td>
<td>60 at Level 6</td>
</tr>
<tr>
<td>Bachelors with Honours</td>
<td>360</td>
<td>180</td>
<td>3600</td>
<td>150 at Level 4</td>
<td>90 at Level 6</td>
</tr>
<tr>
<td>Integrated Masters with Honours</td>
<td>480</td>
<td>240</td>
<td>4800</td>
<td>150 at Level 4</td>
<td>120 at Level 7, 90 at Level 6</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>60</td>
<td>30</td>
<td>600</td>
<td>15 at Level 5</td>
<td>45 at Level 6</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>120</td>
<td>60</td>
<td>1200</td>
<td>30 at Level 5</td>
<td>90 at Level 6</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>60</td>
<td>30</td>
<td>600</td>
<td>15 at Level 6</td>
<td>45 at Level 7</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>120</td>
<td>60</td>
<td>1200</td>
<td>30 at Level 6</td>
<td>90 at Level 7</td>
</tr>
<tr>
<td>Taught Masters</td>
<td>180</td>
<td>90</td>
<td>1800</td>
<td>30 at Level 6</td>
<td>150 at Level 7</td>
</tr>
<tr>
<td>Research Masters</td>
<td>180</td>
<td>90</td>
<td>1800</td>
<td>30 at Level 6</td>
<td>150 at Level 7</td>
</tr>
</tbody>
</table>
3.9 Modes of Study

1. The Mode of Study comprises several factors: the intensity of study, the location of study (in relation to the UCL campus) and, possibly, fixed period study arrangements.

2. Each Programme will have a defined set of Modes of Study, which must be determined as part of the Programme approval/amendment process.

The Intensity of Study

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Students study for 40 hours per week over an Academic Year, or 37.5 hours per week over a Calendar Year, except during vacation periods. Additionally students retaking a year will be deemed Full-time, when retaking more than half of the activity of the year.</td>
</tr>
<tr>
<td>Part-time</td>
<td>Students study at a structured rate per week, normally half the rate of Full-time study. Additionally students retaking a year will be deemed Part-time when retaking half or less of the activity of the year.</td>
</tr>
<tr>
<td>Flexible</td>
<td>The number of Modules studied in a given year is determined by the student, in agreement with their Department. There will be a specified maximum time in which the student must complete.</td>
</tr>
</tbody>
</table>

The Location of Study

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus-based</td>
<td>Students are required to attend UCL for enrolment and some scheduled activities, such as lectures, seminars, tutorials etc.</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>Students are not required to attend UCL for enrolment nor scheduled activities. Students have access to UCL libraries, facilities and learning support. All teaching, learning and assessment activities take place away from UCL.</td>
</tr>
<tr>
<td>Mixed-mode</td>
<td>Students attend as Distance Learning and then change to Campus-based (or vice versa). This change may occur multiple times within the student’s Programme of Study, and will either be at set points within the Programme or will be determined by student Module selection.</td>
</tr>
<tr>
<td>Non-resident</td>
<td>Students study primarily away from campus, and are required to attend UCL on a limited number of occasions in order to meet their supervisor and attend the meetings for upgrade and assessment. (Postgraduate Research Students only)</td>
</tr>
</tbody>
</table>

Note: Location of Study in this context relates to the UCL Campus(es) and not to the country in which a student is based.

Note: Distance Learning is the term used by UK government agencies. Within UCL this may be referred to in other ways, such as “non-campus”.
Fixed Period Study Arrangements

<table>
<thead>
<tr>
<th>Integrated Placement or Study Abroad</th>
<th>Students spend a defined period of time studying in another country or undertaking a professional or industrial placement within the minimum number of credits needed to complete the UCL Qualification, as defined in Section 6: Threshold Qualification Requirements. See Sections 3.15 and 3.16 for further details.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra-mural Additional Placement or Study Abroad</td>
<td>Students spend an additional period of time, either on a professional or industrial placement or studying in another country. The period is taken in addition to the minimum number of credits needed to complete the UCL Qualification. See Sections 3.15 and 3.16 for further details.</td>
</tr>
<tr>
<td>Study Leave (Postgraduate Research Students only)</td>
<td>Students can apply to spend a defined period of time away from UCL undertaking research related to their Field of Study.</td>
</tr>
</tbody>
</table>

3.10 Modules

1. Modules are self-contained, credit-rated blocks of learning and teaching which make up a taught Programme of Study. The Programme Summary must specify the range of Modules which students must undertake in order to achieve the Final Qualification and any Interim or Alternative Qualifications, including different Routes and Pathways.

Non-modular Programmes

2. In exceptional circumstances, and where there is a clear pedagogic rationale, a Programme may be Non-Modular subject to approval by UCL Education Committee or its nominee. Such Programmes are subject to differential regulations with regards to Progression, Award, Classification etc., as defined in Chapter 4: Assessment Framework for Taught Programmes.

Credit-Weighting

3. All Modules should include a single, defined credit-weighting; students will be awarded the credit upon successful completion of the Module and the number of credits will be used to weight each Module mark in the calculation of a student’s Progression, Award and Classification.
   a) Subject to approval by UCL Education Committee or its nominee, a Module may be non-credit-bearing – for example in the case of Supplementary Modules, Placement Modules or Study Abroad Modules.

4. On modular Undergraduate, Graduate and Taught Postgraduate Programmes, Modules should carry a credit-weighting of 15, 30, 45 or 60 credits.
   a) Undergraduate Dissertations and Masters Dissertations/ Substantive Projects may carry a higher credit-weighting e.g. 60 or 90 credits on a one-year Taught Masters or 105-150 credits on a one-year Research Masters Programme (pro-rata for longer or extended Masters Programmes).
   b) Subject to approval by UCL Education Committee or its nominee, a Programme may include larger or smaller Modules, or Modules which are not based on multiples of 15 credits. A clear rationale must be provided as differential Module sizes can limit student choice and prevent students from undertaking Modules in other Departments and Faculties.

Module Level

5. A Module must be assigned an Academic Level (e.g. Level 6) determining the difficulty of the Module, and the Marking Criteria, Marking Scale, Pass Mark and Condonable Range applicable to the Module.
6. A Module may be offered at more than one Academic Level (e.g. Level 6 or Level 7). Students may be taught in the same classroom, but the Marking Criteria, Marking Scales, Pass Marks and Condonable Ranges must be set at the correct Academic Level for each group of students.

Module Characteristics

7. In relation to a Programme of Study, a Module may include one or more of the following characteristics:

<table>
<thead>
<tr>
<th>Module Type</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>Modules which students must take to successfully complete a particular Programme or Route.</td>
</tr>
<tr>
<td>Option</td>
<td>Specific, limited collections of Modules from which students may choose within their Programme of Study.</td>
</tr>
<tr>
<td>Elective</td>
<td>Broad collections of Modules which may be thematically grouped, from which students may choose, and which may be from outside their main Programme of Study.</td>
</tr>
<tr>
<td>Supplementary</td>
<td>Additional, non-credit-bearing Modules e.g. synoptic or comprehensive papers, generic skills Modules etc. The marks from such Modules may be included in the degree Classification calculation.</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A specified preparatory Module which must have been successfully completed for a student to enrol on a subsequent Module.</td>
</tr>
<tr>
<td>Co-requisite</td>
<td>A specified Module which must be taken at the same time as another Module.</td>
</tr>
<tr>
<td>Restricted</td>
<td>A Module which cannot be taken by students on specified Programmes, Routes or Pathways e.g. a Module with very similar content to one already undertaken.</td>
</tr>
<tr>
<td>Condonable</td>
<td>Condonement is the award of credit for a Module despite the Pass Mark not having been achieved, provided other certain criteria have been met. All Modules should be eligible for Condonement, The Condonable Range of marks is defined by the Qualification on which the student is enrolled. The volume of credit which may be condoned is defined by the Programme on which the student is enrolled.</td>
</tr>
<tr>
<td>Non-condonable</td>
<td>Subject to approval by Education Committee, a Module may be designated as Non-condonable if it is:</td>
</tr>
<tr>
<td></td>
<td>- A Compulsory Module and/ or</td>
</tr>
<tr>
<td></td>
<td>- A Module necessary for Professional Accreditation and/ or</td>
</tr>
<tr>
<td></td>
<td>- An Undergraduate Dissertation and/ or</td>
</tr>
<tr>
<td></td>
<td>- A Masters Dissertation/ Substantive Project.</td>
</tr>
<tr>
<td></td>
<td>Students must pass all Non-condonable Modules on their Programme.</td>
</tr>
</tbody>
</table>
8. Chapter 4: Assessment Framework for Taught Programmes includes further details about the specific requirements for a student to pass a Module, and how Module marks are combined to determine Progression, Award and Classification.

3.11 Components

1. A Module may include one or more Components. Components may be equally weighted, or some may carry a higher weighting than others (e.g. Essay 60%, Presentation 40%).
2. Components may be Formative or Summative; the marks from Summative Components are used to determine the overall Module mark.
3. A Component may be designated as Non-condonable i.e. the Component must be passed in order to pass the Module, for example as a requirement of Professional Accreditation. Non-condonable Components are only possible on Non-condonable Modules.
4. Chapter 4: Assessment Framework for Taught Programmes includes further details about the assessment of Formative and Summative Components.

3.12 Taught Elements on Research Programmes

1. Non-modular Research Masters (e.g. MPhil) may include training in research methods or transferable skills which require attendance at lectures and seminars.
2. Doctorates by research (MPhil/PhD and EngD) are not modular but may include training in research methods or transferable skills which require attendance at lectures and seminars.
3. Professional Doctorates are not modular but typically include a taught element, a research element and practicum assignments and assessments. Students must demonstrate satisfactory attendance and performance in each element.

3.13 Progression and Continuation

Progression on Undergraduate Programmes

1. Progression applies to Undergraduate Programmes running over multiple Academic Years and multiple Academic Levels. Taught Postgraduate and Graduate Programmes must not include Progression Requirements.
2. Progression is typically defined as the successful completion of one Academic Level and approval to commence the next Academic Level. However, as UCL’s Undergraduate Programmes do not necessarily include a direct correlation between Academic Years and Academic Levels, in practice ‘Progression’ is determined at the end of each Academic Year.
3. A student must meet minimum standards in order to Progress to the next Academic Year; UCL’s threshold requirements are set out in Chapter 4: Assessment Framework for Taught Programmes. Any specialist requirements for an individual Programme over and above these thresholds must be approved by UCL Education Committee or its nominee, and be clearly defined in the Programme Summary.

Continuation on Taught Postgraduate and Graduate Programmes

4. Continuation applies to some Taught Postgraduate and Graduate Programmes which run over multiple Academic or Calendar Years. Programmes are not obliged to include Continuation Requirements.
5. Continuation is defined as approval to commence a subsequent year of study at the same Academic Level.
6. Programmes may include Continuation Requirements which define the threshold academic standards which a student must meet in order to continue to the next year. Continuation Requirements are defined at Programme Level. They must be approved by UCL Education Committee or its nominee, and be clearly defined in the Programme Summary.
7. It should be noted that some Taught Postgraduate and Graduate Programmes allow students to undertake a small number of credits at a higher or lower Academic Level. Such Programmes do not include Progression Requirements between these Academic Levels.
Interim Qualifications

1. An approved Programme of Study may include one or more Interim Qualifications to recognise the achievements of any students unable to complete the intended Final Qualification.

2. Details of the minimum credit and Level requirements for each Interim Qualification are specified in the Threshold Qualification Requirements.

3. The criteria for the award of an Interim Qualification are defined in Chapter 4, Section 12: Interim Qualifications, and Chapter 5: Research Degrees Framework.

Advertised Outcomes

4. An Interim Qualification is defined as an ‘Advertised Outcome’ where there are discretely-defined, Programme-specific Interim Qualification Learning Outcomes which are published in the Programme Summary. The Board of Examiners must assess the student’s eligibility for the Interim Qualification against these Learning Outcomes. On Graduate and Taught Postgraduate Programmes, an Interim Qualification which is an Advertised Outcome is eligible for a Classification.

5. Where an Interim Qualification is not an Advertised Outcome of the Programme, the Board of Examiners must assess the student’s eligibility for the Interim Qualification against the standard UCL Interim Qualification Learning Outcomes defined in Chapter 4, Section 12: Interim Qualifications. On Graduate and Taught Postgraduate Programmes, an Interim Qualification which is not an Advertised Outcome is not eligible for a Classification.

Interim Qualifications available in Programme Design

6. The Interim Qualifications in place on a given Programme are defined in the Programme Summary. Not all Programmes include Interim Qualifications. Interim Qualifications are not awarded automatically, nor are they a student entitlement. The following Interim Qualifications may be considered as part of the Programme Approval process:

<table>
<thead>
<tr>
<th>Final Qualification</th>
<th>Available Interim Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Qualification with Alternate Field of Study Aegrotat Degree</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>-</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>Cert HE</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>Cert HE</td>
</tr>
<tr>
<td>Bachelors with Honours Degree</td>
<td>Ordinary Degree (Bachelors without Honours) Dip HE Cert HE</td>
</tr>
<tr>
<td>Integrated Masters with Honours Degree</td>
<td>Honours Degree Ordinary Degree (Bachelors without Honours) Dip HE Cert HE</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>-</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Grad Cert</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>-</td>
</tr>
<tr>
<td>Postgraduate Certificate in Education</td>
<td>PG Cert Professional Graduate Certificate in Education (PgCE)</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>PG Cert</td>
</tr>
<tr>
<td>Postgraduate Diploma in Education</td>
<td>Postgraduate Certificate in Education (PGCE)</td>
</tr>
<tr>
<td>Taught Masters</td>
<td>PG Dip PG Cert</td>
</tr>
</tbody>
</table>
### 3.15 Industrial Placements

1. A Programme may include a defined period of time on a professional or industrial Placement.
2. The Placement must be spent attached to an organisation or institution approved by the Department/Division on behalf of UCL as having a function relevant and suitable to the student’s Field of Study.
3. A plan of work must be agreed by the Departmental/Divisional Tutor and be supervised by the student’s tutor.
4. Students must register the name and contact details of an Industrial Supervisor with their Departmental/Divisional Tutor.

#### Qualification Requirements and Programme Requirements

5. When designing a Programme, Departments/Divisions must ensure that the Programme Structure meets Threshold Qualification Requirements in Section 6. These set out the minimum Credit and Academic Level requirements for UCL to be able to award a particular Qualification, but many UCL Programmes exceed these thresholds. Once the Programme Structure is formally approved by UCL, students must meet all of the Programme Requirements as defined in the Programme Summary, even if these are in excess of the UCL’s Threshold Qualification Requirements.
6. The following sections set out the options open to Departments/Divisions when designing a Programme. Each decision must be recorded in the Programme Summary.

#### Programme Structure

7. At the point of Programme Design, the Department/Division must decide whether the student will be awarded additional credits for successful completion of the Placement, from the following options:

<table>
<thead>
<tr>
<th>Additional Placement (also known as an ‘Extra-Mural’ or ‘Sandwich’)</th>
<th>The Programme Structure includes one module or one academic year of Placement activity over and above the minimum number of credits needed to complete the UCL Qualification. The student is awarded additional credit for successful completion of the Placement. Example: An Integrated Masters with Honours must include a minimum of 480 credits. The Programme Structure requires students to undertake an additional year (120 credits) of Placement activity. On successful completion of the Programme, the student is awarded 600 credits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Placement</td>
<td>The Programme Structure includes one module or one academic year of Placement activity within the minimum number of credits needed to complete the UCL Qualification. The student is not awarded additional credit for successful completion of the Placement. Example: An Integrated Masters with Honours must include a minimum of 480 credits. A Placement is considered integral to the Threshold Qualification Requirements if it is part of these 480 credits.</td>
</tr>
</tbody>
</table>
Timing of the Placement

8. At the point of Programme Design, the Department/ Division must decide when the Placement will take place from the following options:

<table>
<thead>
<tr>
<th>Placement Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Placement Year</td>
<td>Students spend one academic year on Placement. The Placement usually takes place in the penultimate year of the Programme but may take place in any year but the first year.</td>
</tr>
<tr>
<td>Undergraduate Placement Module</td>
<td>Students spend one module on Placement. The Placement may take place in any year.</td>
</tr>
<tr>
<td>Graduate or Taught Postgraduate Placement Module</td>
<td>Students spend some of their taught modules on Placement.</td>
</tr>
</tbody>
</table>

Compulsory and Optional Placements

9. At the point of Programme Design, the Department/ Division must decide whether the Placement is Compulsory or Optional from the following options:

<table>
<thead>
<tr>
<th>Placement Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Placement</td>
<td>Students must undertake the Placement in order to satisfy the Programme Requirements and be awarded a Qualification with a particular Field of Study.</td>
</tr>
<tr>
<td>Optional Placement</td>
<td>Students are offered the opportunity to undertake a Placement as part of their Programme, but they may elect not to and still meet the Programme Requirements.</td>
</tr>
</tbody>
</table>

Assessment of Placements

10. At the point of Programme Design, the Department/ Division must decide how the Placement will be assessed from the following options:

<table>
<thead>
<tr>
<th>Assessment Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Assessment</td>
<td>All Integrated Placement Years or Modules must be assessed according to the standard UCL regulations and carry the standard credit-weighting in the calculation of the Classification.</td>
</tr>
<tr>
<td>Assessment of the Placement itself</td>
<td>On Additional Placement Years or Modules, students should be awarded credits for successful completion of the Placement Module/Year, however these credits must be weighted at 0 in the calculation of the Classification.</td>
</tr>
<tr>
<td>Assessment via an Additional 30-credit Project Module</td>
<td>Alternatively, an Additional Placement Year may be assessed via a 30-credit Project Module. Students receive credit for successful completion of the Project Module but not the Placement Year itself. The Project Module must be weighted at 0 in the calculation of the Classification. Project Modules are usually ‘Non-Condonable’.</td>
</tr>
</tbody>
</table>

Consequences of Failing a Placement

11. At the point of Programme Design, the Department/ Division should decide the consequences of failing the Placement from the following options:
### Failure of an Integrated Placement

On Integrated Placements, the standard UCL Progression and Award Requirements apply and students *must* therefore pass, or be formally condoned in, all Placement Modules and/or Years (see Chapter 4: Assessment Framework for Taught Programmes). Where a student fails to meet these requirements after all permitted attempts, they will be required to leave the Programme. Students *may* be eligible for an Interim Qualification such as a Cert HE or Dip HE.

### Failure of an Additional Placement Module

Where a student fails an Additional, Optional Placement Module but meets all the other Programme Requirements, they *should* still be eligible for the award of the same Qualification (Bachelors, Integrated Masters etc.). The Department/Division *must* determine whether this will be with the same Field of Study or with an Alternative Field of Study, and document this in the Programme Summary.

### Failure of an Additional Placement Year

Where a student fails or withdraws from an Additional, Optional Placement Year but meets all the other Programme Requirements, they *should* still be eligible for the award of the same Qualification (Bachelors, Integrated Masters etc.). The Qualification *may* be awarded in one of the following ways:

- The Department/Division *may* decide that the student will be eligible for the same Qualification with the same Field of Study.
- The Department/Division *may* allow a student to transfer to a cognate Programme without a Placement Requirement. For example, if a student on “MSci Geophysical Sciences with a Year in Industry” fails a Placement in Year 3, they may be transferred from to “MSci Geophysical Sciences” to complete their degree.
- The Department/Division *may* incorporate an Exit Qualification with an Alternate Field of Study into the Programme, with an associated Programme Diet. For example, if a student fails the Placement element of “MSci Biological Sciences”, they *may* be eligible for the award of “MSci Biological Studies”.

In all cases, the Programme Requirements/Diet *must* be agreed as part of the Programme Design process and recorded in the Programme Summary.

### 3.16 Study Abroad

1. A Programme *may* include one term or one academic year of study at an overseas Higher Education institution approved by UCL.

#### Qualification Requirements and Programme Requirements

2. When designing a Programme, Departments/Divisions *must* ensure that the Programme Structure meets Threshold Qualification Requirements in Section 6. These set out the minimum Credit and Academic Level requirements for UCL to be able to award a particular Qualification, but many UCL Programmes exceed these thresholds. Once the Programme Structure is formally approved by UCL, students *must* meet all of the Programme Requirements as defined in the Programme Summary, even if these are in excess of the UCL’s Threshold Qualification Requirements.
3. The following sections set out the options open to Departments/ Divisions when designing a Programme. Each decision must be recorded in the Programme Summary.

**Programme Structure**

4. At the point of Programme Design, the Department/ Division *must* decide whether the student will be awarded additional credits for successful completion of the Study Abroad, from the following options:

<table>
<thead>
<tr>
<th>Additional Study Abroad Year (also known as an ‘Extra-Mural’ or ‘Sandwich’)</th>
<th>An Undergraduate Programme Structure may include one academic year (nine months) of Study Abroad over and above the minimum number of credits needed to complete the UCL Qualification. The student is awarded additional credit for successful completion of the Study Abroad. Example: A Bachelors with Honours <em>must</em> include a minimum of 360 credits. The Programme Structure requires students to undertake an additional year (120 credits) of Study Abroad. On successful completion of the Programme, the student is awarded 480 credits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Study Abroad</td>
<td>The Programme Structure includes one module or one term of Study Abroad within the minimum number of credits needed to complete the UCL Qualification. The student is <em>not</em> awarded additional credit for successful completion of the Study Abroad. Example: A Bachelors with Honours <em>must</em> include a minimum of 360 credits. Study Abroad is considered integral to the Threshold Qualification Requirements if it is part of these 360 credits.</td>
</tr>
</tbody>
</table>

**Timing of the Study Abroad**

5. At the point of Programme Design, the Department/ Division *must* decide when the Study Abroad will take place from the following options:

| Undergraduate Study Abroad Year | Students spend one academic year (nine months) studying abroad. The Study Abroad usually takes place in the penultimate year of the Programme but *may* take place in any year but the first year. |
| Study Abroad Module or Term | Students spend one module or one term studying abroad. The Study Abroad *may* take place in any year. |

**Compulsory and Optional Study Abroad**

6. At the point of Programme Design, the Department/ Division *must* decide whether the Study Abroad is Compulsory or Optional from the following options:

| Compulsory Study Abroad | Students *must* undertake the Study Abroad in order to satisfy the Programme Requirements and be awarded a Qualification with a particular Field of Study. |
| Optional Study Abroad | Students are offered the opportunity to undertake Study Abroad as part of their Programme, but they *may* elect not to and still meet the Programme Requirements. |
Assessment of Study Abroad

7. At the point of Programme Design, the Department/ Division *must* decide how the Study Abroad will be assessed from the following options:

<table>
<thead>
<tr>
<th>Standard Assessment</th>
<th>All Integrated Study Abroad Years or Modules <em>must</em> be assessed according to the standard UCL regulations and carry the standard credit-weighting in the calculation of the Classification.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of the Study Abroad itself</td>
<td>On Additional Study Abroad Years or Modules students <em>should</em> be awarded credits for successful completion of the Study Abroad Module/Year, however these credits <em>must</em> be weighted at 0 in the calculation of the Classification.</td>
</tr>
<tr>
<td>Assessment via an Additional 30-credit Project Module</td>
<td>Alternatively, an Additional Study Abroad Year <em>may</em> be assessed via a 30-credit Project Module. Students receive credit for successful completion of the Project Module but not the Study Abroad Year itself. The Project Module <em>must</em> be weighted at 0 in the calculation of the Classification.</td>
</tr>
</tbody>
</table>

Consequences of Failing a Study Abroad Requirement

8. At the point of Programme Design, the Department/ Division *must* decide the consequences of failing the Study Abroad from the following options:

<table>
<thead>
<tr>
<th>Failure of Integrated Study Abroad</th>
<th>On programmes with an Integrated Study Abroad Module or Year, the standard UCL Progression and Award Requirements apply and students <em>must</em> therefore pass, or be formally condoned in, all Study Abroad Modules and/ or Years (see Chapter 4: Assessment Framework for Taught Programmes). Where a student fails to meet these requirements after all permitted attempts, they will be required to leave the Programme. Students <em>may</em> be eligible for an Interim Qualification such as a Cert HE or Dip HE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure of an Additional Study Abroad Module</td>
<td>Where a student fails an Additional Study Abroad Module but meets all the other Programme Requirements, they <em>should</em> still be eligible for the award of the same Qualification (Bachelors, Integrated Masters etc.). The Department/ Division <em>must</em> determine whether this will be with the same Field of Study or with an Alternative Field of Study, and document this in the Programme Summary.</td>
</tr>
</tbody>
</table>
| Failure of an Additional Study Abroad Year | Where a student fails or withdraws from an Additional Study Abroad Year but meets all the other Programme Requirements, they *should* still be eligible for the award of the same Qualification (Bachelors, Integrated Masters etc.). The Qualification *may* be awarded in one of the following ways

- The Department/ Division *may* decide that the student will be eligible for the same Qualification with the same Field of Study.
- The Department/ Division *may* allow a student to transfer to a cognate Programme without a Study Abroad Requirement. For example, if a student on “BA Music with a Year Abroad” fails a Study Abroad Year in Year 3, they may be transferred to “BA Music” to complete their degree. |
- The Department/ Division *may* incorporate an Exit Qualification with an Alternate Field of Study into the Programme, with an associated Programme Diet. For example, if a student fails the Study Abroad element of “BA Music”, they *may* be eligible for the award of “BA Music Studies”.

In all cases, the Programme Requirements/ Diet *must* be agreed as part of the Programme Design process and recorded in the Programme Summary.
## Qualification Descriptors

Qualification Descriptors describe the typical attributes of the main Qualifications offered by UCL and provide a reference point for the development of Programmes and Modules. The following descriptors outline the basic Qualification; UCL Programmes may be supplemented by further learning, which *may* or *may not* be credit-bearing.

### 4.1 Undergraduate Qualifications

<table>
<thead>
<tr>
<th>Level 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificate of Higher Education</strong></td>
<td>A Cert HE <em>may</em> be a stand-alone Qualification or a named Interim Qualification from a Bachelors with Honours, Integrated Masters with Honours or Foundation Degree. Programmes <em>must</em> include at least 120 credits of learning at Level 4 or above. The Qualification typically takes 1200 hours, or one FTE Academic Year, to complete.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diploma of Higher Education</strong></td>
<td>A Dip HE <em>may</em> be a stand-alone Qualification or a named Interim Qualification from a Bachelors or Integrated Masters. Programmes <em>must</em> include at least 240 credits of learning. There <em>must</em> be no credits below Level 4, a maximum of 150 credits at Level 4, and a minimum of 90 credits at Level 5 or above. The Qualification typically takes 2400 hours, or two FTE Academic Years, to complete.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 6</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Degree</strong></td>
<td>A Foundation Degree is an Undergraduate Qualification distinguished by a vocational orientation. The Qualification is equivalent to the first two years of a Bachelors Degree and <em>may</em> be supplemented by a further ‘Top-up’ year at Level 6, allowing students to complete a full Bachelors with Honours Degree. Programmes <em>must</em> include at least 240 credits of learning. There <em>must</em> be no credits below Level 4, a maximum of 150 credits at Level 4 and a minimum of 90 credits at Level 5 or above. The Qualification typically takes 2400 hours, or two FTE Academic Years, to complete.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 6</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelors with Honours Degree</strong></td>
<td>Bachelors with Honours Degrees form the largest group of HE Qualifications and are awarded to students who have developed an understanding of a complex body of knowledge, analytical techniques and problem-solving skills. Programmes <em>must</em> include at least 360 credits. There <em>must</em> be no credits below Level 4, a maximum of 150 credits at Level 4 and a minimum of 90 credits at Level 6 or above. A Bachelors with Honours typically takes 3600 hours, or three FTE Academic Years, to complete. Programmes <em>may</em> include an additional placement or study abroad year, in which case students complete 480 credits over four FTE Academic Years. The Qualification <em>may</em> also be completed via a ‘Top-up’ year comprising 120 Level 6 credits following successful completion of a Foundation Degree. A Bachelors with Honours includes an Honours Classification.</td>
</tr>
</tbody>
</table>
Ordinary Degree (Bachelors without Honours)

Students unable to meet the requirements for a Bachelors with Honours may be eligible for an Ordinary Degree (Bachelors without Honours). The minimum requirements for an Ordinary Degree are at least 300 credits with a maximum of 150 credits at Level 4 and a minimum of 90 credits at Level 6.

UCL only offers the Ordinary Degree as an Interim Qualification.

Level 7

Integrated Masters with Honours Degree

An Integrated Masters incorporates the attributes and outcomes of both a Bachelors with Honours Degree and a Taught Masters Degree.

Programmes must include at least 480 credits. There must be no credits below Level 4, a maximum of 150 credits at Level 4 and a minimum of 120 credits at Level 7. The Qualification typically takes 4800 hours, or four FTE Academic Years, to complete. Programmes may also include a placement or study abroad year.

Programmes fall under the Undergraduate regulations, and the Honours Classification system.

4.2 Graduate Qualifications

Level 6

Graduate Certificate

The Grad Cert is a short Programme or professional 'conversion' course based largely on Undergraduate material and taken usually by those who already hold a Bachelors Degree in another Field of Study.

Programmes must include at least 60 credits. There must be no credits below Level 5, a maximum of 15 credits at Level 5 and a minimum of 45 credits at Level 6 or above. The Qualification typically takes 600 hours, or half an FTE Academic Year, to complete.

Graduate Diploma

The Grad Dip is a short Programme or professional 'conversion' course which is considered equivalent to the final year of a Bachelors Degree. It is based largely on Undergraduate material and taken usually by those who already hold a Bachelors Degree in another Field of Study.

Programmes must include at least 120 credits. There must be no credits below Level 5, a maximum of 30 credits at Level 5 and a minimum of 90 credits at Level 6 or above. The Qualification typically takes 1200 hours, or one FTE Academic Year, to complete.

4.3 Taught Postgraduate Qualifications

Level 7

Postgraduate Certificate

The PG Cert is a Masters-Level short Programme which may be a stand-alone Qualification or a named Interim Qualification on a Masters or PG Dip Programme.

Programmes must include at least 60 credits, with a maximum of 15 credits at Level 6 and a minimum of 45 credits at Level 7. The Qualification typically takes 600 hours, or half an FTE Academic Year, to complete.
<table>
<thead>
<tr>
<th>Postgraduate Diploma</th>
<th>The PG Dip is a Masters-Level short Programme which <em>may</em> be a stand-alone Qualification or a named Interim Qualification on a Masters Programme. Programmes <em>must</em> include at least 120 credits, with a maximum of 30 credits at Level 6 and a minimum of 90 credits at Level 7. The Qualification typically takes 1200 hours, or one FTE Academic Year, to complete.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught Masters Degree</td>
<td>A Taught Masters is a Level 7 Qualification distinguished from the PG Cert and PG Dip by an increased intensity and complexity of study, a planned intellectual progression, and an in-depth research or scholarly activity of at least 30 credits in the form of a Dissertation or other Substantive Project. Programmes <em>must</em> include at least 180 credits, with a maximum of 30 credits at Level 6 and a minimum of 150 credits at Level 7 (although PSRB requirements <em>may</em> result in a longer Programme of Study). The Qualification typically takes 1800 hours, or one FTE Calendar Year, to complete.</td>
</tr>
</tbody>
</table>

### 4.4 Postgraduate Research Qualifications

<table>
<thead>
<tr>
<th>Level 7</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Research Degree</td>
<td>The Master of Research (MRes) is a Level 7 Qualification distinguished from a Taught Masters by its high ratio of research to teaching, and by the focus of teaching on research methods. The curriculum and the student experience are governed by the research Programme regulations, whilst assessment processes are subject to the regulations for taught Programmes. Programmes are modular and <em>must</em> include at least 180 credits, with a maximum of 30 credits at Level 6 and a minimum of 150 credits at Level 7. Programmes <em>should</em> include at least 30 credits of identifiable, transferable skills Modules and a Dissertation/ Substantive Project of 105-150 credits (on 180-credit Programmes; pro-rata for extended Programmes). The Qualification typically takes a minimum of 1800 hours, or one FTE Calendar Year, to complete.</td>
</tr>
<tr>
<td>Master of Philosophy</td>
<td>The MPhil is a Level 7 research Qualification which <em>may</em> be a stand-alone Qualification or the first step towards completion of a PhD. The Programme is non-modular, but <em>may</em> require attendance at lectures and seminars. Programmes typically require two Calendar Years of study at Level 7 or Level 8. A student <em>may</em> opt to complete the MPhil via submission of a thesis, or the student <em>may</em> be eligible to Upgrade to PhD status.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 8</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>Doctorates are awarded for the creation and interpretation, construction and/ or exposition of knowledge which extends the forefront of a discipline. Programmes typically require three Full-time or five Part-time Calendar Years of study at Level 8 and students <em>must</em> be registered for at least two Calendar Years. On PhD Programmes, students <em>must</em> initially register on the MPhil before Upgrading to the PhD.</td>
</tr>
</tbody>
</table>
Professional
Doctorate

Professional Doctorates aim to develop an individual's professional
practice and to support them in producing an original contribution to
professional knowledge.
Programmes include a substantial taught element in addition to the
research component. Programmes typically require three FTE Calendar
Years of study at Level 8 and students must be registered for at least two
Calendar Years.

Integrated
Doctorate

An Integrated Doctorate incorporates the attributes and outcomes of both
a Research Masters (MRes) and a Doctorate (MPhil/PhD, EngD),
providing students with a sound grounding in research methods from
which to develop an original contribution to knowledge.
The Masters must include at least 180 credits, with a maximum of 30
credits at Level 6 and a minimum of 150 credits at Level 7, and typically
takes 1800 hours, or one FTE Calendar Year, to complete. On successful
completion of the Masters, the student may progress to the Level 8
doctoral Programme, studying for a further three FTE years. Students
must be registered on the doctoral Programme for at least two Calendar
Years and, on PhD Programmes, students must initially register on the
MPhil before Upgrading to the PhD.

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## Level Descriptors

1. Level Descriptors define the depth and complexity of each Academic Level and outline the academic skills, amount of prior knowledge and amount of learner autonomy required to pass a Programme or Module at that Level.
2. The descriptors are closely aligned to the Framework for Higher Education Qualifications (FHEQ) and, together with the more discipline-specific QAA Subject Benchmark Statements, *should* be used as a reference point in the development of Qualifications, Programmes and Modules, and for the determination of local Marking Criteria.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3</strong></td>
<td>Students successfully completing Programmes or Modules at this Level will have demonstrated:</td>
</tr>
<tr>
<td></td>
<td>- A skills base of conceptual and factual knowledge with some appreciation of the Field of Study and of terminology used</td>
</tr>
<tr>
<td></td>
<td>- An ability to apply those skills independently in a range of complex activities or with guidance when working with greater complexity.</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>Students successfully completing Programmes or Modules at this Level will have demonstrated:</td>
</tr>
<tr>
<td></td>
<td>- Knowledge of the underlying concepts and principles associated with their Field of Study, and an ability to evaluate and interpret these within the context of that field</td>
</tr>
<tr>
<td></td>
<td>- An ability to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with the basic theories and concepts of their Field of Study.</td>
</tr>
<tr>
<td><strong>Level 5</strong></td>
<td>Students successfully completing Programmes or Modules at this Level will have demonstrated:</td>
</tr>
<tr>
<td></td>
<td>- Knowledge and critical understanding of the well-established principles of their Field of Study, and of the way in which those principles have developed</td>
</tr>
<tr>
<td></td>
<td>- An ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</td>
</tr>
<tr>
<td></td>
<td>- Knowledge of the main methods of enquiry in the Field of Study</td>
</tr>
<tr>
<td></td>
<td>- An ability to evaluate critically the appropriateness of different approaches to solving problems in the Field of Study</td>
</tr>
<tr>
<td></td>
<td>- An understanding of the limits of their knowledge, and how this influences analyses and interpretations which might be based on that knowledge.</td>
</tr>
<tr>
<td><strong>Level 6</strong></td>
<td>Students successfully completing Programmes or Modules at this Level will have demonstrated:</td>
</tr>
<tr>
<td></td>
<td>- A systematic understanding of key aspects of their Field of Study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the field</td>
</tr>
</tbody>
</table>
- An ability to deploy accurately established techniques of analysis and enquiry within the Field of Study
- A conceptual understanding that enables the student:
  - To devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the Field of Study
  - To describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the Field of Study
  - An appreciation of the uncertainty, ambiguity and limits of knowledge
  - An ability to manage their own learning
  - An ability to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the Field of Study).

<table>
<thead>
<tr>
<th>Level 7</th>
<th>Students successfully completing Programmes or Modules at this Level will have demonstrated:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their field</td>
</tr>
<tr>
<td></td>
<td>A comprehensive understanding of techniques applicable to their own research or advanced scholarship</td>
</tr>
<tr>
<td></td>
<td>Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the field</td>
</tr>
<tr>
<td></td>
<td>A conceptual understanding that enables the student:</td>
</tr>
<tr>
<td></td>
<td>- To evaluate critically current research and advanced scholarship in the field</td>
</tr>
<tr>
<td></td>
<td>- To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 8</th>
<th>Students successfully completing Programmes or Modules at this Level will have demonstrated:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An ability to create and interpret new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the field, and merit publication</td>
</tr>
<tr>
<td></td>
<td>A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice</td>
</tr>
<tr>
<td></td>
<td>An ability to conceptualise, design and implement a project for the generation of new knowledge, application or understanding at the forefront of the field, and to adjust the project design in the light of unforeseen problems</td>
</tr>
<tr>
<td></td>
<td>A detailed understanding of applicable techniques for research and advanced academic enquiry.</td>
</tr>
</tbody>
</table>
6 Threshold Qualification Requirements

1. The Threshold Qualification Requirements describe the minimum academic standards expected of each Programme of Study leading to a UCL Qualification. A Programme may be approved with higher threshold standards, for example where a Professional, Statutory or Regulatory Body requires it.

2. The following definitions apply:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of FTE study</td>
<td>The minimum length of time needed to complete the Qualification if studied on a full-time basis (part-time modes of study are calculated pro-rata).</td>
</tr>
<tr>
<td>Level</td>
<td>The academic Level at which the Qualification is awarded e.g. a BSc (Hons) is awarded at Level 6.</td>
</tr>
<tr>
<td>FHEQ Credits</td>
<td>The minimum number of credits needed to successfully complete the Qualification, aligned to the UK Framework of Higher Education Qualifications.</td>
</tr>
<tr>
<td>Notional learning hours</td>
<td>The hours of study typically required to complete the Qualification, based on a ratio of 1 FHEQ credit to 10 notional learning hours.</td>
</tr>
<tr>
<td>ECTS credits</td>
<td>The value of the UCL Qualification when translated to the European Credit Transfer System (ECTS) (UCL credits are translated to ECTS at a ratio of 2:1).</td>
</tr>
<tr>
<td>Range of Levels</td>
<td>The Academic Levels included in the Qualification e.g. a three-year BSc includes Levels 4, 5 and 6.</td>
</tr>
<tr>
<td>Standard credits per Level</td>
<td>The number of FHEQ credits typically studied at each Academic Level to achieve the Qualification. The number of credits in each Level may be adjusted within defined parameters to suit the needs of the individual Programme/field.</td>
</tr>
<tr>
<td>Maximum credit taken at lowest Level</td>
<td>The greatest number of credits which may be taken at the lowest academic Level e.g. a BSc typically includes 120 credits at Level 4 but may include as many as 150 credits at Level 4.</td>
</tr>
<tr>
<td>Minimum credit taken at or above Level of Qualification</td>
<td>The fewest number of credits which must be taken at the highest academic Level e.g. a Postgraduate Diploma typically includes 120 credits at Level 7 but may include as few as 90 credits at Level 7.</td>
</tr>
<tr>
<td>Possible Interim Qualifications</td>
<td>The range of Interim Qualifications which may be included as an approved component of a Programme of Study. Not all Interim Qualifications are available on all Programmes and students are not entitled to an Interim Qualification if it is not a validated part of their Programme.</td>
</tr>
</tbody>
</table>
### 6.1 Further Education Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Years of FTE study</th>
<th>Level</th>
<th>FHEQ credits</th>
<th>Notional learning hours</th>
<th>ECTS credits</th>
<th>Range of levels</th>
<th>Standard credits per level</th>
<th>Maximum credit taken at lowest Level</th>
<th>Minimum credit taken at or above Level of Qualification</th>
<th>Possible Interim Qualifications</th>
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</thead>
<tbody>
<tr>
<td>University Preparatory Certificate</td>
<td>UPC</td>
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### 6.2 Undergraduate Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Years of FTE study</th>
<th>Level</th>
<th>FHEQ credits</th>
<th>Notional learning hours</th>
<th>ECTS credits</th>
<th>Range of Levels</th>
<th>Standard credits per Level</th>
<th>Maximum credit taken at lowest Level</th>
<th>Minimum credit taken at or above Level of Qualification</th>
<th>Possible Interim Qualifications</th>
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</thead>
<tbody>
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<td>Level 4</td>
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</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>Cert HE</td>
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<td>4</td>
<td>120</td>
<td>1200</td>
<td>60</td>
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<td>-</td>
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<td>Level 5</td>
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<tr>
<td>Diploma of Higher Education</td>
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<td>5</td>
<td>240</td>
<td>2400</td>
<td>120</td>
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<td>120</td>
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<td>240</td>
<td>2400</td>
<td>120</td>
<td>4&amp;5</td>
<td>-</td>
<td>120</td>
<td>120</td>
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<tr>
<td>Level 6 Bachelors Degrees</td>
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<td></td>
</tr>
<tr>
<td>Bachelor of Arts with Honours</td>
<td>BA (Hons)</td>
<td>3 academic years</td>
<td>6</td>
<td>360</td>
<td>3600</td>
<td>180</td>
<td>4,5&amp;6</td>
<td>-</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts with Honours Top-Up Degree</td>
<td>BA (Hons)</td>
<td>1 academic year</td>
<td>6</td>
<td>120</td>
<td>1200</td>
<td>120</td>
<td>6</td>
<td>-</td>
<td>-</td>
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<td>Qualification</td>
<td>Years of FTE study</td>
<td>Level</td>
<td>FHEQ credits</td>
<td>Notional learning hours</td>
<td>ECTS credits</td>
<td>Range of Levels</td>
<td>Standard credits per Level</td>
<td>Maximum credit taken at lowest Level</td>
<td>Minimum credit taken at or above Level of Qualification</td>
<td>Possible Interim Qualifications</td>
</tr>
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<td>Bachelor of Arts and Sciences with Honours</td>
<td>3 academic years</td>
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<td>3600</td>
<td>180</td>
<td>4,5&amp;6</td>
<td>-</td>
<td>120</td>
<td>150 at Level 4</td>
<td>90 at Level 6 or above</td>
</tr>
<tr>
<td>Bachelor of Education with Honours</td>
<td>3 academic years</td>
<td>6</td>
<td>360</td>
<td>3600</td>
<td>180</td>
<td>4,5&amp;6</td>
<td>-</td>
<td>120</td>
<td>150 at Level 4</td>
<td>90 at Level 6 or above</td>
</tr>
<tr>
<td>Bachelor of Education with Honours Top-Up Degree</td>
<td>1 academic year</td>
<td>6</td>
<td>120</td>
<td>1200</td>
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<td>6</td>
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<td>-</td>
<td>120 at Level 6 or above</td>
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<tr>
<td>Bachelor of Engineering with Honours</td>
<td>3 academic years</td>
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<td>3600</td>
<td>180</td>
<td>4,5&amp;6</td>
<td>-</td>
<td>120</td>
<td>150 at Level 4</td>
<td>90 at Level 6 or above</td>
</tr>
<tr>
<td>Bachelor of Fine Arts with Honours</td>
<td>3 academic years</td>
<td>6</td>
<td>360</td>
<td>3600</td>
<td>180</td>
<td>4,5&amp;6</td>
<td>-</td>
<td>360</td>
<td>150 at Level 4</td>
<td>90 at Level 6 or above</td>
</tr>
<tr>
<td>Bachelor of Laws with Honours</td>
<td>3 academic years</td>
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<td>3600</td>
<td>180</td>
<td>4,5&amp;6</td>
<td>-</td>
<td>360</td>
<td>150 at Level 4</td>
<td>90 at Level 6 or above</td>
</tr>
<tr>
<td>Bachelor of Medicine, Bachelor of Surgery</td>
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<td>390</td>
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<td>540 at Level 6 or above</td>
</tr>
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<td>3600</td>
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<td>-</td>
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<td>120 at Level 4</td>
<td>90 at Level 6 or above</td>
</tr>
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<td>Integrated Bachelor of Science with Honours</td>
<td>1 academic year</td>
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<td>120</td>
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<td>6</td>
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<td>120 at Level 6 or above</td>
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<tr>
<td>Bachelor of Science (Economics) with Honours</td>
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<td>3600</td>
<td>180</td>
<td>4,5&amp;6</td>
<td>-</td>
<td>120</td>
<td>150 at Level 4</td>
<td>90 at Level 6 or above</td>
</tr>
<tr>
<td>Ordinary Degree (Bachelors without Honours)</td>
<td>3 academic years</td>
<td>6</td>
<td>300</td>
<td>3000</td>
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<td>4,5&amp;6</td>
<td>-</td>
<td>120</td>
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<td>60 at Level 6 or above</td>
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</table>

Possible Interim Qualifications:
- Ordinary Degree, Dip HE, Cert HE
<table>
<thead>
<tr>
<th>Qualification</th>
<th>Years of FTE study</th>
<th>Level</th>
<th>FHEQ credits</th>
<th>Notional learning hours</th>
<th>ECTS credits</th>
<th>Range of Levels</th>
<th>Standard credits per Level</th>
<th>Maximum credit taken at lowest Level</th>
<th>Minimum credit taken at or above Level of Qualification</th>
<th>Possible Interim Qualifications</th>
</tr>
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<tbody>
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<td></td>
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<tr>
<td>Level 7 Integrated Masters Degrees</td>
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<td></td>
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</tr>
<tr>
<td>Master of Engineering with Honours</td>
<td>MEng</td>
<td>4 academic years</td>
<td>7</td>
<td>480</td>
<td>4800</td>
<td>240</td>
<td>4,5,6 &amp; 7</td>
<td>-</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Master of Pharmacy with Honours</td>
<td>MPharm</td>
<td>4 academic years</td>
<td>7</td>
<td>480</td>
<td>4800</td>
<td>240</td>
<td>4,5,6 &amp; 7</td>
<td>-</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Master in Science with Honours</td>
<td>MSci</td>
<td>4 academic years</td>
<td>7</td>
<td>480</td>
<td>4800</td>
<td>240</td>
<td>4,5,6 &amp; 7</td>
<td>-</td>
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### 6.3 Graduate Qualifications

<table>
<thead>
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<th>Qualification</th>
<th>Years of FTE study</th>
<th>Level</th>
<th>FHEQ credits</th>
<th>Notional learning hours</th>
<th>ECTS credits</th>
<th>Range of Levels</th>
<th>Standard credits per Level</th>
<th>Maximum credit taken at lowest Level</th>
<th>Minimum credit taken at or above Level of Qualification</th>
<th>Possible Interim Qualifications</th>
</tr>
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<tbody>
<tr>
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<td></td>
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</tr>
<tr>
<td>Level 6 Graduate Certificates and Diplomas</td>
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<td></td>
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</tr>
<tr>
<td>Graduate Certificate</td>
<td>Grad Cert</td>
<td>0.5 academic years</td>
<td>6</td>
<td>60</td>
<td>600</td>
<td>30</td>
<td>5&amp;6</td>
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</tr>
<tr>
<td>International Professional Certificate in Education</td>
<td>iPgCE</td>
<td>2 calendar years</td>
<td>6</td>
<td>60</td>
<td>600</td>
<td>30</td>
<td>6</td>
<td>-</td>
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</tr>
<tr>
<td>Qualification</td>
<td>Years of FTE study</td>
<td>Level</td>
<td>FHEQ credits</td>
<td>Notional learning hours</td>
<td>ECTS credits</td>
<td>Range of Levels</td>
<td>Standard credits per Level</td>
<td>Maximum credit taken at lowest Level</td>
<td>Minimum credit taken at or above Level of Qualification</td>
<td>Possible Interim Qualifications</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
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<td>--------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Professional Certificate in Teaching and Learning</td>
<td>PCTL</td>
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<td>6</td>
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<td>600</td>
<td>30</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>60 at Level 6</td>
</tr>
<tr>
<td>Professional Graduate Certificate in Education + Qualified Teacher Status</td>
<td>PgCE + QTS</td>
<td>1 academic year</td>
<td>6</td>
<td>60</td>
<td>600</td>
<td>30</td>
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<td>-</td>
<td>-</td>
<td>60 at Level 6</td>
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<tr>
<td>Graduate Diploma</td>
<td>Grad Dip</td>
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<td>120</td>
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<td>60</td>
<td>5&amp;6</td>
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### 6.4 Taught Postgraduate Qualifications

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<th>Level</th>
<th>FHEQ credits</th>
<th>Notional learning hours</th>
<th>ECTS credits</th>
<th>Range of Levels</th>
<th>Standard credits per Level</th>
<th>Maximum credit taken at lowest Level</th>
<th>Minimum credit taken at or above Level of Qualification</th>
<th>Possible Interim Qualifications</th>
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<td>Level 7 Postgraduate Certificates and Diplomas</td>
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<tr>
<td>Postgraduate Certificate</td>
<td>PG Cert</td>
<td>0.5 academic years</td>
<td>7</td>
<td>60</td>
<td>600</td>
<td>30</td>
<td>6&amp;7</td>
<td>-</td>
<td>60</td>
<td>15 at Level 6</td>
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<tr>
<td>Postgraduate Certificate in Education + Qualified Teacher Status</td>
<td>PGCE + QTS</td>
<td>1 academic year</td>
<td>7</td>
<td>60</td>
<td>1200</td>
<td>30</td>
<td>7</td>
<td>-</td>
<td>60</td>
<td>60 at Level 7</td>
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<td>International Postgraduate Certificate in Education (iPGCE)</td>
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<td>2 calendar years</td>
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<td>60</td>
<td>600</td>
<td>30</td>
<td>7</td>
<td>-</td>
<td>60</td>
<td>60 at Level 7</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>PG Dip</td>
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<td>120</td>
<td>1200</td>
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<td>6&amp;7</td>
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<td>Level</td>
<td>FHEQ credits</td>
<td>Notional learning hours</td>
<td>ECTS credits</td>
<td>Range of Levels</td>
<td>Standard credits per Level</td>
<td>Maximum credit taken at lowest Level</td>
<td>Minimum credit taken at or above Level of Qualification</td>
<td>Possible Interim Qualifications</td>
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</tr>
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<td>Postgraduate Diploma in Education (PGDE)</td>
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<td>120</td>
<td>1200</td>
<td>60</td>
<td>6&amp;7</td>
<td>-</td>
<td>120</td>
<td>90 at Level 7 or above</td>
<td>PGCE, PG Cert</td>
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<tr>
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<tr>
<td>Master of Architecture</td>
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<td>180</td>
<td>1800</td>
<td>90</td>
<td>6&amp;7</td>
<td>-</td>
<td>180</td>
<td>30 at Level 6</td>
<td>150 at Level 7 or above</td>
</tr>
<tr>
<td>Master of Architecture with ARB RIBA Part 2 exemption</td>
<td>2 academic years</td>
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<td>300</td>
<td>3000</td>
<td>150</td>
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<td>-</td>
<td>300</td>
<td>300 at Level 7 or above</td>
<td>PG Cert, PG Dip</td>
</tr>
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<td>180</td>
<td>1800</td>
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<td>6&amp;7</td>
<td>-</td>
<td>180</td>
<td>30 at Level 6</td>
<td>150 at Level 7 or above</td>
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<td>International Master of Arts</td>
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<td>2400</td>
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<td>7</td>
<td>-</td>
<td>240</td>
<td>240 at Level 7 or above</td>
<td>PG Cert, PG Dip</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>2 calendar years</td>
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<td>180</td>
<td>1800</td>
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<td>30 at Level 6</td>
<td>150 at Level 7 or above</td>
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<td>Master of Clinical Dentistry</td>
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</tr>
<tr>
<td>Master of Fine Arts</td>
<td>2 academic years</td>
<td>7</td>
<td>240</td>
<td>2400</td>
<td>120</td>
<td>7</td>
<td>-</td>
<td>240</td>
<td>240 at Level 7 or above</td>
<td>PG Cert, PG Dip</td>
</tr>
<tr>
<td>Master of Landscape Architecture</td>
<td>2 academic years</td>
<td>7</td>
<td>300</td>
<td>3000</td>
<td>150</td>
<td>7</td>
<td>-</td>
<td>300</td>
<td>300 at Level 7 or above</td>
<td>PG Cert, PG Dip</td>
</tr>
<tr>
<td>Master of Laws</td>
<td>1 calendar year</td>
<td>7</td>
<td>180</td>
<td>1800</td>
<td>90</td>
<td>7</td>
<td>-</td>
<td>180</td>
<td>180 at Level 7 or above</td>
<td>PG Cert, PG Dip</td>
</tr>
<tr>
<td>Master of Planning</td>
<td>21 months</td>
<td>7</td>
<td>300</td>
<td>3000</td>
<td>150</td>
<td>7</td>
<td>-</td>
<td>300</td>
<td>300 at Level 7 or above</td>
<td>PG Cert, PG Dip</td>
</tr>
<tr>
<td>Qualification</td>
<td>Years of FTE study</td>
<td>Level</td>
<td>FHEQ credits</td>
<td>Notional learning hours</td>
<td>ECTS credits</td>
<td>Range of Levels</td>
<td>Standard credits per Level</td>
<td>Maximum credit taken at lowest Level</td>
<td>Minimum credit taken at or above Level of Qualification</td>
<td>Possible Interim Qualifications</td>
</tr>
<tr>
<td>----------------------------</td>
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<td>-------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>MPA</td>
<td>1 calendar year</td>
<td>7</td>
<td>180</td>
<td>1800</td>
<td>90</td>
<td>6&amp;7</td>
<td>-</td>
<td>180</td>
<td>30 at Level 6</td>
</tr>
<tr>
<td>Master of Science</td>
<td>MSc</td>
<td>1 calendar year</td>
<td>7</td>
<td>180</td>
<td>1800</td>
<td>90</td>
<td>6&amp;7</td>
<td>-</td>
<td>180</td>
<td>30 at Level 6</td>
</tr>
<tr>
<td>European Master of Science²</td>
<td>Euro MSc</td>
<td>1 calendar year</td>
<td>7</td>
<td>120</td>
<td>1200</td>
<td>60</td>
<td>7</td>
<td>-</td>
<td>120</td>
<td>120 at Level 7</td>
</tr>
<tr>
<td>Master of Surgery</td>
<td>MS</td>
<td>1 calendar year</td>
<td>7</td>
<td>180</td>
<td>1800</td>
<td>90</td>
<td>6&amp;7</td>
<td>-</td>
<td>180</td>
<td>30 at Level 6</td>
</tr>
<tr>
<td>Master of Teaching</td>
<td>MTeach</td>
<td>2-3 calendar years</td>
<td>7</td>
<td>180</td>
<td>1800</td>
<td>90</td>
<td>6&amp;7</td>
<td>-</td>
<td>180</td>
<td>30 at Level 6</td>
</tr>
</tbody>
</table>

### 6.5 Postgraduate Research Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Years of FTE study</th>
<th>Level</th>
<th>FHEQ credits</th>
<th>Notional learning hours</th>
<th>ECTS credits</th>
<th>Range of Levels</th>
<th>Standard credits per Level</th>
<th>Maximum credit taken at lowest Level</th>
<th>Minimum credit taken at or above Level of Qualification</th>
<th>Possible Interim Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Level 7 Research Masters</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Research</td>
<td>MRes</td>
<td>1 calendar year</td>
<td>7</td>
<td>180</td>
<td>1800</td>
<td>90</td>
<td>6&amp;7</td>
<td>-</td>
<td>-</td>
<td>180</td>
</tr>
<tr>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>2 calendar years</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Master of Philosophical Studies</td>
<td>MPhilStud</td>
<td>2 calendar years</td>
<td>7</td>
<td>360</td>
<td>3600</td>
<td>180</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>360</td>
</tr>
</tbody>
</table>

² By central UCL approval, the European Master of Science is 60 ECTS so that it is aligned with other partner universities in the programme consortium.
<table>
<thead>
<tr>
<th>Qualification</th>
<th>Years of FTE study</th>
<th>Level</th>
<th>FHEQ credits</th>
<th>Notional learning hours</th>
<th>ECTS credits</th>
<th>Range of Levels</th>
<th>Standard credits per Level</th>
<th>Maximum credit taken at lowest Level</th>
<th>Minimum credit taken at or above Level of Qualification</th>
<th>Possible Interim Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 8 Doctorates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>3 calendar years</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>90</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Doctor in Engineering</td>
<td>EngD</td>
<td>3 calendar years</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>90</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Doctor of Medicine (Research)</td>
<td>MD(Res)</td>
<td>2 calendar years</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>90</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Doctor in Public Administration</td>
<td>DPA</td>
<td>4 calendar years</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>90</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Level 8 Integrated Doctorates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Research Masters and Doctor of Philosophy</td>
<td>MRes/PhD</td>
<td>1-year Research Masters + 3-year PhD</td>
<td>8</td>
<td>180</td>
<td>1800+</td>
<td>90</td>
<td>7 &amp; 8</td>
<td>-</td>
<td>-</td>
<td>180</td>
</tr>
<tr>
<td>MI integrated Research Masters and Doctor in Engineering</td>
<td>MRes/EngD</td>
<td>1-year Research Masters + 3-year EngD</td>
<td>8</td>
<td>180</td>
<td>1800+</td>
<td>90</td>
<td>7 &amp; 8</td>
<td>-</td>
<td>-</td>
<td>180</td>
</tr>
<tr>
<td>Integrated Bachelor of Medicine, Bachelor of Surgery/Bachelor of Science and PhD</td>
<td>MBPhD</td>
<td>10 years (5 calendar years MBBS + 1 calendar year Integrated BSc in year 3 + 3 years PhD registration in years 5-7)</td>
<td>6&amp;8</td>
<td>600</td>
<td>6000+</td>
<td>300</td>
<td>4,5,6&amp;8</td>
<td>120</td>
<td>120</td>
<td>360</td>
</tr>
<tr>
<td><strong>Level 8 Professional Doctorates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor in Clinical Psychology</td>
<td>DClinPsy</td>
<td>3 calendar years</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Doctor in Dentistry</td>
<td>DDent</td>
<td>3 calendar years</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Doctor in Education</td>
<td>EdD</td>
<td>4 calendar years part time</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Doctor in Educational Psychology</td>
<td>DEdPsy</td>
<td>3 calendar years</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Qualification</td>
<td>Years of FTE study</td>
<td>Level</td>
<td>FHEQ credits</td>
<td>Notional learning hours</td>
<td>ECTS credits</td>
<td>Range of Levels</td>
<td>Standard credits per Level</td>
<td>Maximum credit taken at lowest Level</td>
<td>Minimum credit taken at or above Level of Qualification</td>
<td>Possible Interim Qualifications</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
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<td>---------------------------</td>
<td>---------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Doctorate in Educational and Child Psychology</td>
<td>DECPsy</td>
<td>3 calendar years</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>None</td>
</tr>
<tr>
<td>Doctor in Orthopaedics</td>
<td>Doc.Orth</td>
<td>6 calendar years part time</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>None</td>
</tr>
<tr>
<td>Doctor in Psychotherapy</td>
<td>DPsychotherapy</td>
<td>4 calendar years</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>None</td>
</tr>
</tbody>
</table>
Chapter 3: Taught Registration Framework

Chapter 3 is UCL’s regulatory framework for student registration on taught programmes at UCL. Further guidance is available in the Student Status webpages. Students should also refer to their programme handbooks and departmental/divisional literature for more detailed information about the regulations applicable to their studies.
1 Period of Registration

1.1 Length of Registration

1. Taught students must be registered with UCL for the full length of their programme of study, including term times and the intervening vacation periods.
   a) Each individual Programme Summary defines the specific duration of the programme for each Mode of Attendance, and the possible start dates.
   b) UCL’s threshold standards for the duration of each UCL qualification are defined in Chapter 2, Qualifications and Credit Framework.
   c) Term dates are determined by UCL each year and published by UCL Student and Registry Services.

2. Students may be required to extend their period of registration if they are undertaking Resits, Repeats or Deferrals, or if they wish to take an Interruption of Study:
   a) All assessments must be completed within two years of the student’s initial registration on a module – see Chapter 4: Section 11: Consequences of Failure for full details.

3. Where a student needs to complete a Resit or Deferral after their period of registration has ended, the student may be registered as a ‘Resitting’ student for a further three months, providing access to the Library, e-learning environments and appropriate facilities, but not tuition.
   a) Subject to approval by the Faculty Tutor, the period of three months may be extended for students with later deadlines.
   b) Students must ensure that they continue to meet the requirements of any visa under which they are studying. Further advice is available from UCL’s Visa and Immigration Office.

1.2 Enrolment and Re-Enrolment

1. Students must enrol or re-enrol at the beginning of each Academic or Calendar Year of their programme.

Enrolment Deadlines

2. Enrolment and re-enrolment should be completed by the following deadlines:

<table>
<thead>
<tr>
<th>September Starters</th>
<th>October (Term 1, Week 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January Starters</td>
<td>January (Term 2, Week 2)</td>
</tr>
</tbody>
</table>

3. Exact dates are determined by UCL and published annually by UCL Student and Registry Services.

4. A returning student may be permitted to re-enrol up to two weeks after the stated deadlines if there are good reasons. Students must contact studentrecords@ucl.ac.uk before missing the deadlines.

Enrolment Location

5. Students are required to enrol and re-enrol by the following methods:
   a) New students must enrol in person at the Student Centre.
   b) Where a returning student is studying under a Tier 4 visa, they must re-enrol in person at the Student Centre.
   c) All other returning students should re-enrol online via Portico. Students are responsible for contacting UCL Information Services Division to ensure that their username and password are correct.

1.3 Modes of Attendance
1. Each individual Programme Summary must define the approved Modes of Attendance for a specific programme. Not all Modes of Attendance are available on all programmes.

2. UCL’s standard Modes of Attendance are:

<table>
<thead>
<tr>
<th>Undergraduate Programmes</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
<td>12 weeks full-time</td>
<td>1 academic year part-time</td>
<td>2 calendar years of flexible study</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>1 academic year full-time</td>
<td>2 academic years part-time</td>
<td>5 calendar years of flexible study</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>12 weeks full-time</td>
<td>1 academic year part-time</td>
<td>2 calendar years of flexible study</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>1 academic year full-time</td>
<td>2 academic years part-time</td>
<td>5 calendar years of flexible study</td>
</tr>
<tr>
<td>Taught Masters</td>
<td>1 calendar year full-time</td>
<td>2 calendar years part-time</td>
<td>5 calendar years of flexible study</td>
</tr>
<tr>
<td>Research Masters</td>
<td>1 calendar year full-time</td>
<td>2 calendar years part-time</td>
<td>5 calendar years of flexible study</td>
</tr>
</tbody>
</table>

3. Subject to approval by UCL Education Committee or its nominee, a programme may operate on a different attendance pattern to those described above.

4. Modes of Attendance, Academic and Calendar Years are defined in Chapter 2: Qualifications and Credit Framework.

5. If a student wishes to change their Mode of Attendance, they must follow the procedures in Section 7: Change of Mode of Attendance.

### 1.4 Student Type

1. Taught students should be registered at UCL as one of the following:

<table>
<thead>
<tr>
<th>Full Student</th>
<th>A student who is registered on a UCL programme of study leading to the award of a higher education qualification.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliate Student</td>
<td>A student who is registered at another higher education institution who studies at UCL for one, two or three terms. Affiliate Students do not qualify for a UCL qualification.</td>
</tr>
<tr>
<td>Intercollegiate Student</td>
<td>A student who is registered at another higher education institution who is also registered on one or more individual UCL modules. Intercollegiate Students do not qualify for a UCL qualification.</td>
</tr>
</tbody>
</table>

2. Additional categories for Life Learning courses are defined in Chapter 10: Life Learning Framework.

3. Additional categories for Postgraduate Research programmes are defined in Chapter 5: Research Degrees Framework.
### 1.5 Registration Status

1. A student may be registered at UCL under the following statuses:

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fully Enrolled</strong></td>
<td>A student who is fully enrolled on a programme of study leading to the award of a higher education qualification at UCL.</td>
</tr>
</tbody>
</table>
| **Resitting**        | A student who is enrolled only on Resits and/or Deferrals without Tuition.  
The student is not receiving tuition and does not have to be in attendance, but should have access to UCL libraries, e-learning environments and other learning facilities. |
| **Repeating**        | A student who is enrolled only on Repeats and/or Deferrals with Tuition.  
The student is receiving tuition, is in attendance for the affected modules and has full access to UCL facilities. |
| **Provisionally Progressed** | An undergraduate student who has been allowed to proceed to the next year of study because it is not yet possible to make a formal decision about their Progression status.  
Such students generally fall into one of the following categories:  
- A student who is not yet able to formally progress because marks have not been received from an external provider.  
- A student who has outstanding Deferrals (or, exceptionally, reassessments) in a maximum of 30 credits, and who has been permitted to take these in tandem with the next year of study.  
A Provisionally Progressed student is permitted to re-enrol, attend teaching events and to access UCL facilities. However the student cannot formally Progress to the subsequent year of study until the outstanding credits are passed or formally condoned by the Board of Examiners. |
| **Interrupted**      | A student who has temporarily interrupted their programme of study and whose enrolment at UCL has been temporarily suspended. |
| **Suspended**        | A student whose enrolment at UCL has been temporarily suspended, for example on grounds of academic insufficiency, disciplinary matters, academic misconduct, non-attendance or visa non-compliance. |
| **Terminated**       | A student whose enrolment at UCL has been permanently terminated, for example on grounds of academic insufficiency, disciplinary matters or academic misconduct, and whose student record is now closed. |
| **Withdrawn**        | A student who has formally withdrawn from their registration at UCL and whose student record is now closed. |
| **Awarded Degree**   | A student who has been awarded a UCL degree and whose student record is now closed. |
1.6 Dual Registration

1. The following categories of student may be formally registered at UCL at the same time as being registered with another institution:
   a) An Affiliate Student
   b) An Intercollegiate Student
   c) A UCL student undertaking an intercollegiate module at another Higher Education institution
   d) A UCL student undertaking a period of Study Abroad
   e) A UCL student enrolled on a joint, double or dual degree programme delivered in partnership with another institution.

2. All other students must not be registered on a programme at UCL at the same time as being registered on, or re-sitting examinations for, another programme at UCL or any other Higher Education institution.

3. A student may accept an offer of a place at UCL at the same time as being registered on, or re-sitting examinations for, another programme at UCL or any other Higher Education institution.
2 Module Selection

2.1 Module Selection and Approval Process

1. As soon as enrolment or re-enrolment has been completed students should select the modules which they wish to take in that Academic or Calendar Year, by the published deadlines.
2. All steps are completed through Portico, UCL’s Student Record System.
3. The Programme Diet defines the modules which a student must undertake to satisfy the requirements of a particular programme, including the credit value and academic level of each module, as well as rules for compulsory, optional and elective modules, and for pre-requisites and co-requisites:

<table>
<thead>
<tr>
<th>Module Type</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>Modules which students must take to successfully complete a particular Programme or Route.</td>
</tr>
<tr>
<td>Option</td>
<td>Specific, limited collections of Modules from which students may choose within their Programme of Study.</td>
</tr>
<tr>
<td>Elective</td>
<td>Broad collections of Modules which may be thematically grouped, from which students may choose, and which may be from outside their main Programme of Study.</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A specified preparatory Module which must have been successfully completed for a student to enrol on a subsequent Module.</td>
</tr>
<tr>
<td>Co-requisite</td>
<td>A specified Module which must be taken at the same time as another Module.</td>
</tr>
</tbody>
</table>

4. All Optional and Elective module selections are provisional until they have been confirmed by both the Parent and Teaching Departments/Divisions:
   a) The Parent Department/Division is responsible for the programme on which a student is registered.
   b) The Teaching Department/Division is responsible for the delivery of a module to students and is responsible for the assessment of students enrolled on the module.
   c) In many cases the Teaching and Parent Department/Division are the same, and only one approval is needed.

5. If approval is not given, students should seek academic advice from their Personal Tutor or other staff in the Parent Department/Division.
6. Students must satisfy the assessment requirements for each module on which they are registered. If a student is unable to meet these requirements due to illness or other Extenuating Circumstances, they should follow the procedures in Chapter 4, Section 6: Extenuating Circumstances. Students who absent themselves from any module assessment without approval must be recorded as absent and deemed to have made an attempt. Any further attempt, of the original module or another module, must be treated as a second attempt.

2.2 Number of Modules to be Selected

1. Students must register on the following numbers of credits in each Academic or Calendar Year unless they are registered as a Flexible student, or they are undertaking Resits, Repeats or Deferrals (see below). The Programme Diet may include more detailed requirements:
<table>
<thead>
<tr>
<th>Mode of Study</th>
<th>Credits per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>120 credits</td>
</tr>
<tr>
<td>Part-time</td>
<td>60 credits</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>60 credits</td>
</tr>
<tr>
<td>Part-time</td>
<td>30 credits</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>120 credits</td>
</tr>
<tr>
<td>Part-time</td>
<td>60 – 90 credits</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>60 credits</td>
</tr>
<tr>
<td>Part-time</td>
<td>30 credits</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>120 credits</td>
</tr>
<tr>
<td>Part-time</td>
<td>60 – 90 credits</td>
</tr>
<tr>
<td>Taught Masters</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>180 credits</td>
</tr>
<tr>
<td>Part-time</td>
<td>60 - 120 credits</td>
</tr>
<tr>
<td>Extended Taught Masters (&gt;180 credits)</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>Up to 180 credits</td>
</tr>
<tr>
<td>Part-time</td>
<td>60 - 120 credits</td>
</tr>
<tr>
<td>Research Masters</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>180 credits</td>
</tr>
<tr>
<td>Part-time</td>
<td>60 - 150 credits</td>
</tr>
<tr>
<td>Extended Research Masters (&gt;180 credits)</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>Up to 180 credits</td>
</tr>
<tr>
<td>Part-time</td>
<td>60 - 150 credits</td>
</tr>
</tbody>
</table>

2. Where a student undertakes a module during the long summer vacation, the credits of that module *must* be assigned to either the previous or next year as appropriate, but the total number of credits in each year *should not* exceed the parameters defined above.

**Flexible Programmes**

3. On Flexible programmes, students *may* choose the number of credits which they wish to study in each year. Individual programmes *may* specify a minimum or maximum for each year, or *may* stipulate the order in which modules should be taken, in the Programme Diet.

**Reassessment and Deferrals**

4. Students undertaking a Deferral *with* Tuition *should* select only the modules being deferred. Students *may* select the original module or a substitute module, as long as the requirements of their Programme Diet are met.

5. Students who are Repeating a failed module *should* select only the modules being repeated. Students *may* select the original module or a substitute module, as long as the requirements of their Programme Diet are met.

6. Subject to the regulations in Chapter 4: Assessment Framework for Taught Programmes, a student *may* be permitted to undertake a Deferral *with* or *without* Tuition or, exceptionally, a Resit or Repeat, in up to 30 credits in tandem with the next year’s modules. For Resits students *must* select the same module. For Repeats and Deferrals *with* Tuition students *may* select the original module or a substitute module, as long as the requirements of their Programme Diet are met.

**Overlapping Content**

7. Students *must not* register on a module where the academic assessment is deemed to overlap with any module which they have already taken and passed.

8. Students *must not* re-register on a module if they have exhausted all permitted attempts.
2.3 Modules from Outside UCL

1. Students *should* only select modules offered by UCL unless otherwise specified in the Programme Summary.

2. Exceptionally, the Faculty Tutor *may* permit a student to register on a module at another Higher Education institution which is not specified in the Programme Summary:
   a) Applications *should* be made in writing to the Faculty Office.
   b) Decisions will be made on a case-by-case basis.
   c) Approval is usually restricted to another institution within the University of London. However, in some cases, agreements between UCL and other institutions are in place.
   d) The module *must* have an appropriate credit-weighting, be at an appropriate Academic Level, and enable the student to successfully complete their programme of study at UCL.
   e) Evidence *must* be provided from the institution offering the module that they are willing to accept the student.
   f) Requests *must* be supported by the student’s Parent Department/Division.
   g) Registration on external modules *must not* be considered as grounds for Extenuating Circumstances or appeal at a later date.

3. Where a student is permitted to select modules from outside UCL, the other Higher Education provider is responsible for the management of the student experience for that module. This includes:
   a) Running the assessment and any reassessments for that module
   b) Working with the relevant UCL Extenuating Circumstances Panel to consider requests for mitigation (some forms of mitigation will need to be applied by the host, some by UCL)
   c) Reasonable Adjustments and Special Examination Arrangements for the modules concerned, in consultation with the student’s UCL Department/Division and with the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW).
   d) Institutional disciplinary and complaints procedures relating to the module
   e) Notifying UCL of students’ academic achievement for the module
   f) Quality assurance of the teaching and learning experience on that module.

4. The student will fall under UCL’s regulations in all other respects, including those for Progression and Award, Classification and the Consequences of Failure (see Chapter 4: Assessment Framework for Taught Programmes).

5. Students *must* note that other institutions *may* operate different marking systems and regulations. Term dates at other institutions *may be* different and examinations *may not* necessarily take place during the normal UCL examination periods.

6. If a student experiences a timetabling clash due to an external module, they *must* contact their Parent Department/Division for advice as soon as possible.

2.4 Deadlines for Initial Module Selection

1. Initial module selections *must* be made by the following deadlines; if a student wishes to change a module selection, they *should* do so by the deadlines in 2.5 Change of Module Selection.

<table>
<thead>
<tr>
<th></th>
<th>September Starters</th>
<th>January Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student selects modules for the year ahead</td>
<td>October (Term 1, Week 3)</td>
<td>January (Term 2, Week 2)</td>
</tr>
<tr>
<td>Departments approve selections for the year ahead</td>
<td>October (Term 1, Week 5)</td>
<td>January (Term 2, Week 3)</td>
</tr>
</tbody>
</table>

2. Exact deadlines will be published each year in the Student and Registry Services calendar and in the ‘Module Selection Task’ on Portico.

3. If a student wishes to change a module selection, they *must* do so by the deadlines in 2.5 Change of Module Selection.

4. For September-starters, Student and Registry Services will ask students to formally confirm their module selections in Portico by the end of Term 1, Week 11. The Examination
Timetable will be based upon the module selection information that is recorded on Portico at the end of Term 1, Week 12.

5. For January-starters, the Examination Timetable will be based upon the module selection information that is recorded in Portico at the end of Term 2, Week 3.

### 2.5 Change of Module Selection

1. If a student wishes to change a module selection, requests must be submitted and approved by the following deadlines:

<table>
<thead>
<tr>
<th>Changes to Term 1 modules</th>
<th>Deadline</th>
<th>September Starters</th>
<th>January Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student requests</td>
<td>October (Term 1, Week 3)</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>Departmental approval</td>
<td>October (Term 1, Week 5)</td>
<td>Not applicable</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Changes to Term 2 &amp; 3 modules</th>
<th>Deadline</th>
<th>September Starters</th>
<th>January Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student requests</td>
<td>December (Term 1, Week 11)</td>
<td>January (Term 2, Week 2)</td>
<td></td>
</tr>
<tr>
<td>Departmental approval</td>
<td>December (Term 1, Week 12)</td>
<td>January (Term 2, Week 3)</td>
<td></td>
</tr>
</tbody>
</table>

2. Exact deadlines will be published each year in the Student and Registry Services calendar and in the ‘Module Selection Task’ on Portico.

3. Changes must be approved by the Parent Department/Division and, where applicable, the Teaching Department/Division.

4. Changes cannot be guaranteed. There must be places available on the module and the changes must be consistent with the student’s Programme Diet.

5. Unless requested otherwise, the change of module selection will be backdated to the start of the academic session.

6. Students must continue to meet the requirements of the original module until the change is formally approved. Students who absent themselves from the assessment of the original module before they have formally transferred to the replacement module will be recorded as absent and deemed to have made an attempt. Any further attempt, of the original module or replacement module, must be treated as a second attempt.

### 2.6 Late Module Changes

1. Exceptionally, a student may be permitted to change a module selection after the above deadlines have passed. Changes cannot be guaranteed, particularly if the student will miss a substantial amount of teaching.

2. Late module changes must satisfy the following criteria:
   a) There must be places available on the module
   b) The changes must be consistent with the student’s Programme Diet
   c) The student must be able to satisfy UCL’s attendance requirements
   d) The student must continue to meet the requirements of any visa under which they are studying.

3. All requests must be submitted to the Parent Department/Division in the first instance. The Parent Department/Division will consider the request and, where applicable, liaise with the Teaching Department/Division to assess whether the late module change is possible.

4. If the Parent and Teaching Departments/Divisions support the request, the application should be submitted to the Faculty Tutor for consideration.

5. The Faculty Tutor will inform the student of the decision and, if approved, notify studentrecords@ucl.ac.uk of the change in module registration.

6. If a late change affects central examinations, it may not be possible to include the student in the Examination Timetable and the Department/Division may be required to run the examination in the Department.
3 Attendance and Absence

3.1 Attendance Requirements

1. UCL’s minimum attendance requirement is 70% of teaching and learning events. Departments may stipulate a higher percentage and additional requirements where appropriate.
2. Students whose attendance falls below the attendance requirements are ineligible for summative assessment.
3. Undergraduate students must meet UCL’s minimum attendance requirements during term-time (designated teaching and examination weeks). Outside of term-time, there is no requirement for students to be present on campus or to apply for authorised absence.
4. Taught Postgraduate students must meet UCL’s minimum attendance requirements during term-time (designated teaching and examination weeks). During the summer vacation, students are expected to be studying for their dissertation and to be based at UCL or, if not, to apply for Study Away from UCL. Departments may stipulate additional requirements where appropriate.

Further guidance

1. Section 3.2 Authorised Absence describes the procedures in place for students who are unable to attend lectures, seminars, tutorials and other teaching and learning events due to short-term illness or other extenuating circumstances.
2. Section 3.3 Study Away from UCL sets out how to apply for Study Away from UCL.
3. Chapter 4, Section 6: Extenuating Circumstances describes the procedures in place for students who are unable to attend an examination or submit a piece of work for summative assessment due to illness or other extenuating circumstances.
4. Section 5: Interruption of Study describes the procedures in place for students who are unable to attend for an extended period of time.
5. Chapter 6, Section 4: Learning Agreements, Barring, Suspensions and Terminations of Study describes the procedures in place for students who fail to meet the minimum attendance requirements or who are absent without authorisation.

3.2 Authorised Absence for Students on a Tier 4 Visa

1. Where a student is studying at UCL under a Tier 4 visa and they are absent from UCL due to short-term illness or other extenuating circumstances the student must obtain authorisation from UCL under the following procedures:
   i) Any absence must be authorised by UCL. When considering an application for authorised absence UCL will take into consideration the student’s ability to keep up with their studies and complete assessments, including sitting examinations.
   ii) Where a student is absent from lectures, seminars, tutorials and other teaching and learning events due to illness or other extenuating circumstances, the student must inform their Departmental Tutor/Programme Leader as soon as possible and within 48 hours of the absence.
   iii) Where a student is absent from lectures, seminars, tutorials and other teaching and learning events on medical grounds for up to 7 consecutive days, the student can self-certify their absence. (Students should however note that they must obtain a medical note from a registered medical practitioner if the absence affects their ability to sit an examination or submit a piece of work for summative assessment. In such cases, students must follow the procedures set out in Chapter 4, Section 6: Extenuating Circumstances).
   iv) Where a student is absent from lectures, seminars, tutorials and other teaching and learning events on medical grounds for more than 7 consecutive days, the student must submit a medical note from a registered medical practitioner.
   v) Where a student is absent from lectures, seminars, tutorials and other teaching and learning events due to non-medical extenuating circumstances, the student will be required to provide information on the circumstances, together with appropriate
supporting evidence. Chapter 4, Section 6: Extenuating Circumstances provides further guidance on acceptable forms of evidence.

vi) Absences of up to 7 consecutive days can be authorised by the Departmental Tutor/Programme Leader.

vii) Absences of up to 14 consecutive days must be authorised by the Faculty Tutor/Faculty Graduate Tutor.

viii) Absences will not normally be authorised for a period of more than 14 consecutive days. In such cases, students should consider an Interruption of Study (see Section 5). In exceptional circumstances, applications for authorised absence of more than 14 consecutive days may be considered by UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs). However under Tier 4 (General) visa permission an absence cannot exceed 60 days.

2. Where a student’s attendance or performance at assessment is affected by such an absence, and they meet the relevant criteria, the student will also need to submit a separate claim for Extenuating Circumstances following the procedures in Chapter 4, Section 6: Extenuating Circumstances.

3.3 Study Away from UCL

1. A student may be permitted to study away from UCL on academic grounds as part of the standard delivery of their programme or module e.g. when undertaking a placement or fieldwork, or a year of study abroad as part of the degree programme. Where such a period of study is part of an approved programme or module, students do not need to gain further permission to study away from UCL.

2. Students may also be permitted to study away from UCL on academic grounds which are not part of the standard delivery of a programme or module e.g. collecting data or conducting research. Such a period of study away from UCL must not be taken until it is authorised by the Departmental Tutor/Programme Organiser. Students must inform their Departmental Tutor/Programme Organiser before they intend to study away from UCL, and provide the location of study and the reason for doing so. The period of this form of study away from UCL must not exceed three months.

3. Under UK immigration requirements, UCL is required to record where students are studying if not at UCL. Students with Tier 4 visas must, therefore, also inform UCL’s Immigration Compliance Office of any period of study away from UCL.

4. Students are expected to be in regular contact with their academic department during any period of study away from UCL.
4 Affiliate Student Registration

4.1 Definition of an Affiliate Student

1. An Affiliate Student is a student who is registered at another higher education institution who studies at UCL for one, two or three terms. Affiliate Students do not qualify for a UCL qualification.
2. Affiliate Students usually study on a full-time basis although they may register on a part-time basis if this mode of study is available on the UCL programme.
3. Affiliate Students must be assigned a named UCL Parent Department/Division.
4. Affiliate students are subject to the regulations set out in the UCL Academic Manual and all other terms and conditions of enrolment whilst they are registered with UCL.
5. Registered Affiliate Students have the same rights and entitlements as all UCL taught students.
6. The entry requirements for Undergraduate and Taught Postgraduate Affiliate Students, including English Language Proficiency Requirements, can be found in Chapter 1: Student Recruitment and Admissions Framework. Further information on Affiliate Student applications is available from UCL Access and Admissions.
7. Further information is available from the Affiliate Study at UCL web pages.

4.2 Affiliate Student Module Selection

1. Affiliate Students who have accepted an offer of a place at UCL should agree their module choices with their UCL Parent Department/Division before proceeding with the Module Selection process (see Section 2: Module Selection).
2. Affiliate Students must also check whether their module selections require approval by their Home Institution.
3. Full-time Affiliate Students should select modules totalling the following numbers of credits; Part-time Affiliate Students should select modules pro-rata for their intensity of study:

**Undergraduate Affiliates**

<table>
<thead>
<tr>
<th>Time Spent at UCL</th>
<th>Number of Credits to be Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 only</td>
<td>30 to 60 credits</td>
</tr>
<tr>
<td>Term 2 only</td>
<td>30 to 60 credits</td>
</tr>
<tr>
<td>Term 1 and 2</td>
<td>60 to 120 credits</td>
</tr>
<tr>
<td>Term 2 and 3</td>
<td>60 to 120 credits</td>
</tr>
<tr>
<td>Terms 1, 2 and 3</td>
<td>60 to 120 credits</td>
</tr>
</tbody>
</table>

**Taught Postgraduate Affiliates**

<table>
<thead>
<tr>
<th>Time Spent at UCL</th>
<th>Number of Credits to be Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 only</td>
<td>15 to 60 credits</td>
</tr>
<tr>
<td>Terms 2 and 3</td>
<td>15 to 60 credits</td>
</tr>
<tr>
<td>Terms 1, 2 and 3</td>
<td>15 to 120 credits</td>
</tr>
</tbody>
</table>

4. In addition, the student’s Home Institution and/or the UCL Parent Department/Division may specify some or all of the following requirements:
a) That the student selects a minimum or maximum number of credits within the above parameters
b) That the credits are undertaken within defined fields of study
c) That a proportion of the credits are taken within the UCL Parent Department/Division
d) That the credits are undertaken at defined academic levels.

4.3 Assessment and Reassessment

1. Resits, Repeats and Deferrals for Affiliate Students should be conducted as closely as possible to the UCL norms. Affiliate Students must also seek advice from their Home institutions as to whether failed modules must be reassessed and, if so, how reassessment marks will be recognised by their Home institution.

4.4 Certification and Transcripts

1. Affiliate Students will be awarded credit by UCL for the successful completion of assessed modules.
2. Affiliate Students are entitled to receive a transcript of their achievement at UCL in both UCL credits and European Credit Transfer Scheme (ECTS) credits. Certification is managed by UCL Student Records.
5 Interruption of Study

5.1 Interrupting

1. Interruption of Study is for Full-time or Part-time students who require a temporary break from their studies and plan to resume their studies at a future date.
   a) Students enrolled on a Flexible Mode of Attendance have a period of five years in which to complete their studies, enabling students to fit their modules around their work, family and other commitments. As a result, Flexible students are not able to apply for an Interruption of Study. The Extenuating Circumstances procedures are available if a student needs an extension or to defer an assessment (see Chapter 4, Section 6: Extenuating Circumstances).

2. Students should seek advice from their Personal Tutor and/or from UCL Student Support and Wellbeing before making an application. Students who are considering an interruption because of a disability, illness or other Extenuating Circumstance should also consider the options available to them in Chapter 4, Section 5: Reasonable Adjustments and Chapter 4, Section 6: Extenuating Circumstances.

3. Students holding a Tier 4 visa must leave the UK for the duration of any interruption and re-apply for a new visa in order to return to UCL. Such students must comply with visa requirements to safeguard their immigration status and future entry to the UK. UCL is legally required to notify the immigration authorities of any changes to a student’s status.

5.2 Making an Application

1. Students must not interrupt their registration without prior permission from UCL.
2. Application Forms are available from the Students webpages.
3. Applications must be submitted to the Parent Department/ Division together with any supporting evidence.
4. Applications should be made in advance of the period of interruption.
5. Students should contact UCL Student Fees and Funding before making an application as interrupting can have an impact on tuition fees, maintenance grants and student loans.
6. Tier 4 Students should contact UCL Visa and Immigration Office before making an application as interrupting can have an impact on visas.
7. Further advice and guidance are available from studentrecords@ucl.ac.uk.

5.3 Approval of Interruptions

1. The following steps are completed via the online form in Portico.

Departmental/ Divisional Approval

2. Applications must be considered by the Parent Department/ Division in the first instance. If the Parent Department/ Division supports the request, the supported application should be forwarded to the Faculty Tutor.

Faculty Approval

3. The Faculty Tutor may approve applications falling into the following categories:
   a) A first interruption of up to one calendar year
   b) For reasons of Military Service only, a first interruption of up to two calendar years
   c) A second or subsequent interruption, where the total interruption will not exceed more than two calendar years
   d) A request to back-date an interruption by up to three months.
4. The Faculty Tutor must forward approved applications to studentrecords@ucl.ac.uk who will amend the student’s record.

UCL Approval

5. If the application falls into one of the following categories, and the Faculty Tutor supports the request, they should forward the supported application to the Director of Academic Services or their nominee for approval on behalf of the Vice-Provost (Education & Student Affairs):
a) A request to back-date an interruption by more than three months.

6. The Director of Academic Services or their nominee must forward approved applications to UCL Student Records who will amend the student’s record. Approved applications must be reported to the next meeting of Education Committee.

**Wellbeing**

7. If a student wishes to interrupt due to health and wellbeing issues, the Faculty Tutor or the Director of Academic Services may require the student to attend a welfare review with UCL Student Support and Wellbeing as a condition of returning to study after the interruption (see Section 5.4 below). This should be confirmed to the student and to studentrecords@ucl.ac.uk by the Faculty Tutor when the interruption is approved.

**5.4 Welfare Review**

1. If a welfare review is a condition of returning to study, UCL Student Support and Wellbeing will contact the student shortly before they are due to return to provide further information and arrange a suitable time and date to meet.

2. The purpose of the review is to ensure that renewed studies will not be detrimental to the student’s health, or their health to their studies. Students may be asked to provide medical evidence to indicate that they are well enough to live and work in a university environment. Further guidance on types of evidence can be found on the Students webpages.

3. Student Support and Wellbeing will submit a report to the Faculty Tutor who must make a decision on whether the student can return to study. The Faculty Tutor must notify the Department/ Division and studentrecords@ucl.ac.uk of their decision before the student is due to re-register on the programme (see Section 5.5 below).

4. Students with queries about returning from interruption are encouraged to email student.wellbeing@ucl.ac.uk.

**5.5 Re-registering after an Interruption**

1. If a student intends to re-register, they must contact their Departmental/ Divisional Office no later than one month before the expected date of return.

2. The Department/ Division should then contact studentrecords@ucl.ac.uk and the Faculty Office, confirming the intention to re-register the student.

3. UCL Student Records must then check whether re-registration has been restricted by the Faculty Tutor (see Section 5.4 above). If no such notification has been received, UCL Student Records should reinstate the student’s record. Students will not be able to re-register until their record is re-instated.

4. Students must have paid the appropriate tuition fees to UCL Fees and Funding, or provided evidence of sponsorship, before they can re-register.

5. Students must re-enrol within two weeks of their re-registration. Failure to re-enrol may result in the closure of a student’s record. See Section 1.2: Enrolment and Re-Enrolment for further details.

6. Visa national students must present their passport and current visa before they will be permitted to re-enrol.

7. If a student does not re-enrol within the required timeframes, UCL Student Records should close the student’s record.
6 Programme Transfers

6.1 Requesting a Transfer

1. Subject to approval by the Departments/ Divisions and Faculties concerned, a student may be permitted to transfer from one UCL programme to another, if certain conditions are met. This includes, inter alia:
   a) Transfer to a different Programme of Study
   b) Change of Route within a programme
   c) Transfer from Integrated Masters to Bachelors, and vice versa
   d) Transfer from a Study Abroad programme to a cognate programme with no Study Abroad requirement
   e) Transfer from a Placement programme to a cognate programme with no Placement requirement
   f) Transfer from a BA programme to a cognate BSc programme (e.g. BA Geography to BSc Geography) and vice versa
   g) Transfer between Masters, PG Dip or PG Cert programmes.

2. Transfer between programmes cannot be guaranteed. Students must not assume a transfer will be approved and they will remain registered on the current programme until official approval is obtained.

Definitions

3. The ‘Current’ Department/ Division and Faculty refers to the programme on which the student is currently registered.

4. The ‘Receiving’ Department/ Division and Faculty refers to the programme to which the student intends to transfer.

Making an Application

5. The online Programme Transfer Form on Portico must be completed for all applications.

6. For further information see the Students’ web pages.

6.2 Deadline for Transfers

1. In order to be compatible with module selection deadlines, Programme Transfers should be made by the following deadlines in the effective year:

<table>
<thead>
<tr>
<th>September Starters</th>
<th>October (Term 1, Week 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January Starters</td>
<td>January (Term 2, Week 3)</td>
</tr>
</tbody>
</table>

2. For transfers between Integrated Masters and cognate Bachelors programmes, transfers must be completed by the following deadlines:

<table>
<thead>
<tr>
<th>Transfer from Bachelors to Integrated Masters</th>
<th>The Friday before the last day of Term 3, Year 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer from Integrated Masters to Bachelors</td>
<td>The day before the start of Term 1 of the Masters year. Please note: Students who transfer to a Bachelors programme after 1 April can only attend a graduation ceremony in the following year.</td>
</tr>
</tbody>
</table>

3. Transfers for a subsequent year may be arranged at any time but should be made by the above deadlines in the effective year.
4. A later transfer may be permitted if the Programme Diets are compatible or can be made compatible, and if the student can still meet the requirements of the receiving programme of study.

6.3 Minimum Criteria for Approval

1. Applications must only be considered if the following criteria are met:
   a) The student should have met the standard entrance requirements of the receiving programme and should not have received a rejection to a previous application.
   b) The receiving Department/Division must have sufficient capacity in terms of student numbers.
   c) The student must have a good attendance record and be demonstrably engaged with their studies.
   d) The student should be able to meet the requirements of any visa under which they are studying.
   e) For transfers from Bachelors to Integrated Masters programmes, the student must have met any Progression Requirements defined in the Programme Summary e.g. minimum levels of performance.

6.4 Approval of Transfers within a Department/ Division

1. For transfers within a Department/ Division, the Department/ Division must first assess the application against the Minimum Criteria for Approval in 6.3 above.
2. If the criteria are met, the Department/ Division should determine whether the student’s learning to date meets the requirements of the receiving programme, or if adjustments to the Programme Diet would be needed:
   a) If the transfer requires no changes to the Programme Diet, or only the notional adjustment of modules as compulsory, optional or elective to satisfy the Programme Diet, the Department/ Division may approve the application, notifying the Faculty and studentrecords@ucl.ac.uk using the online form in Portico.
   b) If there are more substantive differences in the Programme Diets the Department/ Division should forward the application to the Faculty Tutor for consideration enclosing the following:
      i. A mapping of the two Programme Diets which flags any discrepancies requiring resolution, and
      ii. A reference concentrating on the student’s attendance, engagement with their studies and any other relevant information.

6.5 Approval of Transfers between Departments/ Divisions

Consideration by the Current Department/ Division

1. For transfers between Departments/ Divisions applications must be considered by the current Department/ Division in the first instance.
2. The current Department/ Division should compile a reference, concentrating on the student’s attendance, engagement with their studies and any other relevant information, and forward this with the application to the receiving Department/ Division.

Consideration by the Receiving Department/ Division

3. The receiving Department/ Division must assess the application and reference against the Minimum Criteria for Approval in 6.3 above.
4. If the criteria are met, the receiving Department/ Division must determine whether the student’s learning to date meets the requirements of the receiving programme, or if adjustments to the Programme Diet would be needed:
   a) If the transfer requires no changes to the Programme Diet, or only the notional adjustment of modules as compulsory, optional or elective to satisfy the Programme Diet, the receiving Department/ Division may approve the application using the online form in Portico, which will notify the current Department/ Division, the current and receiving Faculties and studentrecords@ucl.ac.uk.
b) If there are more substantive differences in the Programme Diets the receiving Department/Division must forward the application to the receiving Faculty Tutor for consideration enclosing the following:
   i. A mapping of the two Programme Diets which flags any discrepancies requiring resolution, and
   ii. The current Department/Division’s reference, concentrating on the student’s attendance, engagement with their studies and any other relevant information.

6.6 Transfers Requiring Faculty Approval

1. If the transfer cannot be approved at Departmental/Divisional level, applications must be forwarded to the receiving Faculty Tutor for consideration.

2. After scrutiny of the evidence submitted, the receiving Faculty Tutor must make one of the following decisions:
   a) That the transfer can be approved with no changes to the Programme Diet.
   b) That the transfer can be approved with the notional adjustment of modules as compulsory, optional or elective to satisfy the Programme Diet.
   c) That the transfer can be approved but requires the Recognition of Prior Learning (RPL) to align the Programme Diets.
   d) That the transfer cannot be approved.

3. If the application is approved, the Faculty Tutor should document the following in the online form in Portico:
   a) Any modules for which RPL is granted
   b) Any approved variations from the standard Programme Diet
   c) Any approved variations in the Progression and Award Requirements and/or the Classification algorithm which might result from the changes in Programme Diet (e.g. where regulations vary between faculties or departments/divisions).

4. On receipt of an approved application, UCL Student Records will amend the student’s record to reflect the new Programme Diet.
7 Change of Mode of Attendance

7.1 Criteria for Changing Mode of Attendance

1. The Programme Summary defines the approved Modes of Attendance on a particular programme (Full-time, Part-time and/or Flexible). A student may be permitted to change their Mode of Attendance where:
   a) The student will still be able to complete the requirements of the programme.
   b) The student will still be able to fulfil the requirements of any visa under which they are studying.
2. Exceptionally, and subject to approval by the Faculty Tutor, a student may be permitted to change to Part Time or Flexible study where it is not an approved Mode of Attendance in the Programme Summary.
3. On Masters programmes, students are only permitted to change mode during the taught modules. A student must not change mode in order to postpone submission of their Dissertation/Substantive Project. If a student has Extenuating Circumstances, they may apply for an extension or deferral of assessment via the procedures in Chapter 4: Assessment Framework for Taught Programmes.
4. Where a student is Repeating or Deferring with Tuition, they will be registered on the affected modules only. Such students do not need further approval to change Mode of Attendance.

7.2 Application and Approval Process

1. Applications to change Mode of Attendance should be made in advance of the transfer.
2. Students wishing to change Mode of Attendance must contact studentrecords@ucl.ac.uk for information on how to apply.
3. Changes must be approved by the Departmental Tutor. Some changes must also be approved by the Faculty Tutor (see below).

7.3 Deadline for Changing Mode of Attendance

1. Transfers are only possible at certain times.
2. Changes from Full-time to Flexible, or Part-time to Flexible, should be possible at any point in the taught modules, subject to approval.
3. All other Mode of Attendance changes should be made before an Academic or Calendar Year commences:
   a) The Faculty Tutor must consider any requests for a student to change Mode of Attendance after the Academic or Calendar Year has commenced. The student must still be able to complete the requirements of the programme of study.
8 Withdrawing from a Programme

1. Students who are thinking about withdrawing from their programme should first discuss their options with their Personal Tutor or Programme Leader.

2. If a student wishes to permanently withdraw from their programme, they must submit an application via the online form in Portico stating the effective date of withdrawal.

3. Applications must be considered by the Department/ Division in the first instance.

4. The Department/ Division should forward supported applications to the Faculty Tutor for final approval.

5. If approval is granted, the Faculty Tutor must notify studentrecords@ucl.ac.uk to formally close the student’s record.

6. Once a student has withdrawn they will not normally be permitted to re-register on the same programme at UCL. Exceptionally, the Faculty Tutor may permit a student to re-register, and formally ask studentrecords@ucl.ac.uk to re-open the student’s record.
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Introduction

Scope
1. Chapter 4 is UCL's regulatory framework for the assessment and examination of Undergraduate, Graduate and Taught Postgraduate students at UCL. Students should also refer to their Student Handbooks or equivalent and departmental/divisional literature for more detailed information about the specific regulations that apply to their studies.
2. Students following joint or dual programmes delivered in conjunction with other universities and organisations should refer to their Student Handbook or equivalent for details of the regulations that apply to their studies.

Threshold Standards
3. The Assessment Framework for Taught Programmes outlines UCL's threshold expectations for the assessment of students. All programmes must apply these threshold standards as a minimum.
4. The regulations indicate where a programme may set higher standards than the minimum, subject to approval by UCL Education Committee, or its nominee. Programmes wishing to set higher standards must make a formal application via the Programme and Module Approval and Amendment Process (see Chapter 7).
5. All approved variations must be documented in the Programme Summary and clearly explained in the Student Handbook or equivalent.

Must, Should and May
6. To ensure that the expectations of Faculties, Departments, students and staff are clear, the following verbs are adopted consistently throughout the framework:
   a) **Must**: indicates a regulation that will be adhered to in all circumstances. Deviations from such regulations would only be granted by the Director of UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs) in exceptional circumstances. For example “All programmes must include rigorous second-marking and internal moderation processes which promote consistency and fairness”.
   b) **Should**: indicates a regulation that will be adhered to unless sound pedagogical, professional or practical reasons prevent this. For example “A variety of assessment methods should be used across a programme of study to test different knowledge and skills”.
   c) **May**: indicates where an action or regulation is permitted but not mandatory, and where there might therefore be variations across programmes and modules. For example “Information may be provided in a number of formats including Student Handbooks, Moodle sites and the UCL intranet”. Where ‘may’ regulations are used, the specific arrangements in place on the programme must be explained clearly in the Student Handbook or equivalent.
1 Overarching Principles of Assessment

1.1 About

1. The overarching principles of assessment provide a framework and reference point for the continuous development and enhancement of taught assessment practices throughout the UCL community of students and staff. The principles aim to:
   d) Define the core values underpinning the assessment of students at UCL
   e) Promote consistency across UCL, and parity in student experiences of assessment
   f) Encourage a mutual understanding of assessment processes and regulations by both students and staff
   g) Act as an important reference point for setting and maintaining UCL’s threshold academic standards
   h) Act as the starting point for the development and enhancement of assessment processes and regulations, and when applying discretion or academic judgement.

1.2 The Principles

**Purposes of Assessment**

1. Assessment is integral to learning and teaching; it must develop students' knowledge and understanding as well as measuring attainment.
2. Assessment should align with the objectives of the Connected Curriculum and ensure that all UCL students are able to learn through participating in research and enquiry at all levels of their programme. This includes:
   • Educating through dialogue and active, critical enquiry
   • Creating an inclusive research and learning community
   • Making connections across modules, programmes and beyond the classroom
   • Creating assessments that mirror ‘public engagement’ in research
   • Equipping students to address interdisciplinary challenges
   • Exploring critically the values and practices of global citizenship
   • Engaging students as partners in their education, and as co-producers of knowledge
   • Improving the experiences of both students and staff.
3. Students must have frequent opportunities to develop their understanding of assessment, for example through formative assessments, guided marking, peer review and opportunities to practise key assessment methods.

**Equality**

4. Assessment processes and regulations must accord with the principles of natural justice and pay due notice to the danger of inadvertent or indirect discrimination or bias, ensuring that, as far as possible, procedures do not bear more heavily on specific groups, particularly with regard to age, disability, gender, race, religion or belief, caring responsibilities, pregnancy or maternity, sexual orientation or assignment, marriage or civil partnership.

**Staff Development**

5. Staff must be supported in the design, delivery, marking and moderation of assessment, and in talking to students about assessment, through the provision of information, staff development, and the sharing of good practice.

**Assessment Design**

6. Assessment must be an integral part of programme and module design.
7. Assessment tasks must enable students to demonstrate the extent to which they have attained and exceeded the intended learning outcomes.
8. When designing or reviewing a programme, development teams should consider whether assessment:
• Is outward-facing, mirrors public engagement in research and encourages communication with external audiences, for example through journal articles, blogs, presentations, exhibitions or films
• Facilitates academic and intellectual progression
• Ensures that academic and professional standards are achieved
• Enhances and rewards qualities which are important to employers
• Is inclusive, diverse and designed to assess a range of skills and knowledge (e.g. oral presentations, posters, group work)
• Challenges, stretches and motivates students
• Encourages the development of autonomous learners
• Reflects developments in the field
• Is spread evenly across a programme, avoiding overload for both students and staff.

9. Student Handbooks (or equivalent) must explain to students the aims and overarching principles of assessment, and the rationale behind the number, type and timing of assessments on their programme.

10. Internal and external scrutiny must be given to the design and structure of assessment across a programme.

11. Assessment must be regularly reviewed as part of the Annual Student Experience Review (ASER) and Internal Quality Review (IQR) processes.

Assessment Requirements

12. The UCL Pass Mark represents the minimum, threshold standards which students must meet in order to pass a module, progress through their programme and be awarded a degree.

13. Faculties, Departments and UCL services must ensure that information for students on all aspects of their assessment is explicit, transparent, targeted towards students, up-to-date and readily available.

14. The Programme Summary must clearly define the requirements for a student to progress through the programme and be eligible for a qualification and a classification.

15. Programme regulations must meet UCL’s threshold academic standards, as defined in the UCL Academic Manual. Subject to approval by UCL Education Committee, or its nominee, a programme may set standards above these thresholds.

Examinations

16. Students must follow the examination conduct regulations and protocols set out in the Examination Guide for Candidates which is published annually on the Examinations and Awards website.

Progression and Award

17. Qualifications must only be awarded for the successful achievement of defined learning outcomes.

18. The criteria for Progression and the Award of a degree must be transparent, clearly defined and fair to all students, and aligned with the requirements of the UCL Qualifications and Credit Framework.

19. Programmes must include regular review points to support and evaluate a student’s progress throughout their programme.

20. A student may be permitted to progress from one year to the next and/ or be awarded a degree where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met.

Reasonable Adjustments

21. UCL must make reasonable adjustments to learning, teaching and assessment to support students with a disability or other ongoing medical or mental health condition.

22. Students should notify UCL of any such condition at the time of enrolment or as soon as possible thereafter so that UCL can put in place the support that the student needs.
Extenuating Circumstances

23. Students must notify UCL of any circumstances which are sudden, unexpected, significantly disruptive, and beyond the student’s control and which may affect their performance at assessment, such as a serious illness or the death of a close relative.

24. UCL should ensure that alternative arrangements are put in place for such students, such as an extension or deferral of assessment to a later date.

Marking and Moderation

25. Assessment policies and regulations must respect the academic judgement of the internal examiners in relation to a student’s performance against the published marking criteria.

26. All assessment processes, including marking, second-marking and moderation, should be conducted anonymously unless the nature of the assessment makes this impossible.

27. Marking must be criterion-referenced and students must be made aware of those criteria in advance.

28. Marking scales must be transparent and clearly communicated to students in advance of the assessment.

29. All programmes must include rigorous second-marking and internal moderation processes which promote consistency and fairness.

30. The assessment process for a programme of study must be scrutinised by an External Examiner.

Assessment Feedback

31. Formative and summative assessment feedback is an integral part of the assessment process. Feedback should:
   - Help students to evaluate their work
   - Enable students to set and achieve short- and long-term goals
   - Give students opportunities to apply previous feedback
   - Include peer-to-peer and teacher-student dialogue
   - Be motivational for all students
   - Develop students’ assessment literacy
   - Be timely, so that feedback can inform future learning

32. Students should receive feedback regularly throughout their programme, on both formative and summative assessments.

Classification

33. Classification schemes must be transparent, clearly defined and fair to all students.

Consequences of Failure

34. A student who does not meet the Progression and Award Requirements at the first attempt should be reassessed in the failed module(s).

35. A student who does not meet the Progression and Award Requirements at the second attempt must not be reassessed.

36. Any penalties applied, such as those for late submissions or over-length coursework, must be proportionate and applied fairly.

Boards of Examiners

37. Every UCL taught programme must have a Board of Examiners with a Chair, Deputy Chair and at least one Internal Examiner and one External Examiner for each of the main subject areas covered.

38. The Programme Board of Examiners is responsible for determining a student’s progression through the programme and for making recommendations for the award of degrees to the Education Committee of UCL.

39. Every Faculty must have a Faculty Board of Examiners which is responsible for the oversight of assessment in the Faculty and to which Programme Boards of Examiners report.
Examination Irregularities and Plagiarism

40. UCL must investigate and, where necessary, penalise, any conduct which is likely to give an unfair advantage to the candidate and/or affect the security of assessment, or the standards of degrees awarded by UCL.

Award of Degrees

41. Education Committee, on behalf of Academic Committee, is authorised to award UCL taught degrees.
2 Assessment Information

2.1 Overarching Principles

Principle 9: Student Handbooks (or equivalent) *must* explain to students the aims and overarching principles of assessment, and the rationale behind the number, type and timing of assessments on their programme.

Principle 13: Faculties, Departments and UCL services *must* ensure that information for students on all aspects of their assessment is explicit, transparent, targeted towards students, up-to-date and readily available.

Principle 14: The Programme Summary *must* clearly define the requirements for a student to progress through the programme and be eligible for a qualification and a classification.

2.2 Assessment Information for Students

1. Departments *must* ensure that students receive accurate and up-to-date information for each assessment task.

2. Information *may* be provided in a number of formats including Student Handbooks, Moodle sites and the UCL intranet.

3. The information provided to students for all assessment tasks *should* include:
   a) A comprehensive description of the assessment task including any rubrics.
   b) The marking criteria against which students will be assessed.
   c) If applicable, clear instructions on when and where a written examination, presentation, lab test or other assessment event will take place.
   d) If applicable, clear instructions for collaborative or group work, including whether and how the contribution of individuals will be assessed.
   e) If applicable, clear instructions for peer assessment and how the marks awarded by peers will be second-marked and moderated by academic staff.
   f) If applicable, clear instructions about word counts, the inclusion of footnotes, diagrams, images, tables, figures and bibliographies etc., and any penalties that *may* be applied for exceeding these parameters.
   g) Coursework submission deadlines and information about penalties for late submission.
   h) An indication of when students can expect to receive marks and feedback on their work.

4. The following information *must* also be readily available to students:
   a) The marking scale in use on the programme or module.
   b) For written examinations, a clear link to the *UCL Examination Guide for Candidates* which is published annually on the Examinations and Awards webpages.
   c) For coursework submissions, clear information about where and how to submit work, including details of any electronic submission methods and the technical support available.
   d) Links to information about Reasonable Adjustments, Special Examination Arrangements and the support services available to students.
   e) Links to information about when, where and how to submit a claim for Extenuating Circumstances.
   f) Links to information about accepted referencing methods and UCL’s plagiarism policies and penalties.
   g) Where applicable, links to information about research ethics and integrity.
   h) Links to information about the Consequences of Failure.
   i) Links to information about the External Examiner process and how to access reports via Portico.
2.3 Programme Summary

1. All programmes must maintain an accurate Programme Summary which includes full details of the programme structure and assessment requirements, and which must explain any approved programme-specific regulations over and above the UCL threshold standards set out in this Assessment Framework for Taught Programmes.

2. For further information on the Programme Summary, please see the UCL Academic Manual, Chapter 7: Programme and Module Approval and Amendment Framework.
3 Module Assessment

The Module Assessment regulations define how students will be assessed in each module and component. The outcome of each module assessment is used to determine a student’s eligibility for Progression and Award (Section 9) and to determine their Classification (Section 10 and Section 15).

3.1 Overarching Principles

Principle 1: Assessment is integral to learning and teaching; it should develop students’ knowledge and understanding as well as measuring attainment.

Principle 3: Students must have frequent opportunities to develop their understanding of assessment, for example through formative assessments, guided marking, peer review and opportunities to practise key assessment methods.

Principle 7: Assessment tasks must enable students to demonstrate the extent to which they have attained and exceeded the intended learning outcomes.

Principle 12: The UCL Pass Mark represents the minimum, threshold standards which students must meet in order to pass a module, progress through their programme and be awarded a degree.

Principle 28: Marking scales must be transparent and clearly communicated to students in advance of the assessment.

Principle 36: Any penalties applied, such as those for late submissions or over-length coursework, must be proportionate and applied fairly.

3.2 Forms of Assessment

1. A programme must include both formative and summative assessments:

   Formative Assessment

2. Formative assessment provides students with frequent opportunities to develop their knowledge and understanding of assessment so that they understand how to do well on their programme. Students should receive feedback on formative assessments to help them understand how to improve their performance. A formative assessment may include an indicative mark, but these marks do not contribute to the award of credit and are not included in the calculation of the Classification.

   Summative Assessment

3. Summative assessment is the formal assessment of student performance against the learning outcomes. Students should receive a mark and should receive feedback for every summative assessment. These marks are used to determine a student’s progress through their programme and their eligibility for an Award. Summative assessment marks are recorded in the student’s transcript and aggregated using a set formula to determine the student’s Classification at the end of the programme.

3.3 Assessment Methods and Tasks

1. The Assessment Method defines the way in which a student will be assessed for a particular component or module. A variety of assessment methods should be used across a programme to test different knowledge and skills - examples include written examinations, essays, presentations, reports, practicals, group work and many more. The Assessment Method must be defined at the point of module approval and/or amendment. Changes to the Assessment Method must be formally approved by UCL Education Committee or its nominee (see Chapter 7: Programme and Module Approval and Amendment Framework).

2. The Assessment Task is the specific exam paper, essay question, topic or activity which students are asked to undertake. All new Assessment Tasks should be approved by the

3.4 Digital Assessment

1. The Assessment Framework for Taught Programmes applies to the conduct of all forms of assessment. However there are additional considerations and risks involved in managing digital assessments. These regulations should be read in conjunction with the remainder of this Chapter.

Good Practice for Exam Design

2. In line with the British Standard ISO/IEC 23988:2007, if a computer-based examination lasts longer than 90 minutes there should be provision, if not detrimental to the purpose or validity of the assessment, for candidates to take a break.

Testing Summative Online Assessment Tasks

3. The technology being used for all summative online assessment tasks must be tested before students undertake the assessment.

4. If the assessment involves invigilators then these invigilators must be familiar with the software and they must know what the candidates are expected to do during the assessment, so that they can spot any attempts to cheat.

Skills and Access

5. It must be ensured that all students have access to the required technology needed to carry out the assessment.

6. Reasonable Adjustments may be possible for students with dyslexia or other disabilities. This must be arranged in advance of the assessment in consultation with the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) (see Section 4.3: Special Examination Arrangements).

7. If any specific technical skills are required to undertake an assessment, students must have been given a training opportunity to acquire these skills in advance of the assessment.

Further Guidance

8. More detailed information on the operation of digital examinations is available in Annex 4.2: E-Assessment Requirements Guidelines.

9. Further advice and guidance is available from the Digital Education team.

3.5 Language of Assessment

1. All assessments should be conducted in the English language unless the purpose of the assessment is to test the ability of students in another language.

3.6 Attendance Requirements & Eligibility for Assessment

1. UCL’s minimum attendance requirement is 70%. Departments may stipulate a higher percentage and/ or additional requirements where appropriate (see Chapter 3, Section 3.1: Attendance Requirements for details).

2. A student whose monitored attendance falls below the attendance requirement may become ineligible for summative assessment in that module and will be subject to the regulations in Chapter 6, Section 4: Learning Agreements, Barring, Suspensions and Termination of Study.

3. A student who is absent due to illness or other Extemuating Circumstances must notify their Department as soon as possible following the procedures in Section 6: Extemuating Circumstances.
3.7 Pass Mark

1. The Pass Mark at Levels 4, 5 and 6 (Undergraduate and Graduate Certificate/ Diploma level) must be 40.00% or Grade D.
2. The Pass Mark at Level 7 (Taught Postgraduate level) must be 50.00% or Grade C.

3.8 Marking Scale

3.8.1 Requirements

1. UCL operates a Numeric Marking Scale and, on some programmes, a Letter Grade Marking Scale.
2. The Numeric Marking Scale must be used on the following qualifications:
   a) Certificate of Higher Education
   b) Foundation Degree
   c) Bachelors Degree
   d) Integrated Masters Degree
3. The Numeric Marking Scale should be used on all Graduate and Taught Postgraduate programmes. Subject to approval by UCL Education Committee or its nominee, a Graduate or Taught Postgraduate programme may operate the Letter Grade Marking Scale.
4. A programme must use a single marking scale across all summative components and modules so that module marks (Section 3.10), Progression and Award (Section 9) and Classification (Section 10 and Section 15) can be calculated accurately.
5. If an indicative mark is offered for a formative component, this may be on the Numeric OR Letter Grade Scale as it does not contribute to the module mark.
6. Please refer to Section 9.3: Condonement for details of the Condonable Range on each programme.

3.8.2 Pass/ Fail Modules and Components

1. Subject to approval by UCL Education Committee or its nominee, a module or component may be marked on a Pass/Fail basis i.e. without a mark or grade.
2. Pass/Fail Components must only be used:
   a) Where the Pass/Fail status of a component is a requirement of professional accreditation AND
   b) Where the component is zero-weighted in the module mark calculation.
3. Pass/Fail Modules must only be used:
   a) On Pass/Fail Degrees i.e. where the qualification does not include a Classification (Section 10.2), OR
   b) Where the module does not contribute to the Classification.
4. On Pass/Fail modules and components, the Pass Mark should comply with the regulations in Section 3.7: Pass Mark. Subject to approval by UCL Education Committee or its nominee, a Programme may determine the Pass Mark by criterion-referenced standard setting (e.g. on the MBBS programme).
5. Pass/Fail modules and components must be documented in the Programme Summary.
3.8.3 Numeric Marking Scale

<table>
<thead>
<tr>
<th></th>
<th>Modules at Levels 4, 5 and 6</th>
<th>Modules at Level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.00 – 100%</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>60.00 – 69.99%</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>50.00 – 59.99%</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>40.00 – 49.99%</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>1.00 – 39.99%</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>0.00 – 0.99%</td>
<td>No Attempt or Minimal Attempt</td>
<td>No Attempt or Minimal Attempt</td>
</tr>
</tbody>
</table>

3.8.4 Letter Grade Marking Scale

<table>
<thead>
<tr>
<th></th>
<th>Modules at Levels 4, 5 and 6</th>
<th>Modules at Level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>B</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>C</td>
<td>Pass</td>
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</tr>
<tr>
<td>D</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>E</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>F</td>
<td>No Attempt or Minimal Attempt</td>
<td>No Attempt or Minimal Attempt</td>
</tr>
</tbody>
</table>

3.8.5 Conversion of Marks

1. Where a student undertakes a module in another Faculty, Department or partner institution which operates a different marking scale, the student’s component and module marks must be converted to the marking scale in use on their parent programme so that Progression, Award and Classification can be calculated.

2. As different disciplines have different marking practices, there is no central UCL conversion scale. The parent and teaching faculties/ institutions must agree, in advance of the module teaching, the conversion scale which will be used for the student(s) concerned.

Students on Programmes operating a Numeric Marking Scale

3. Where a student takes a module in a Faculty, Department or partner institution operating a Letter Grade Marking Scale, the student must receive a letter grade AND an equivalent numeric mark for each component and module. The numeric mark must be formally recorded in the Student Records System.

Students on Programmes operating a Letter Grade Marking Scale

4. Where a student takes a module in a Faculty, Department or partner institution operating a Numeric Marking Scale, the student must receive a numeric mark AND an equivalent letter grade for each component and module. The letter grade must be formally recorded in the Student Records System.
3.9 Component Assessment

1. Each programme is composed of credit-weighted modules. Each module may include one or more assessed components. Components may be equally weighted, or some components may carry a higher weighting than others (e.g. Essay 60%, Presentation 40%).

2. Components may be:
   a) **Formative:** There is no minimum Pass Mark for formative assessment components and any indicative mark that might be given must not be included in the module pass requirements, OR
   b) **Pass/Fail:** Subject to approval by UCL Education Committee or its nominee a module may include a Pass/Fail Component (see 3.8.2 above). A student must pass the component in order to pass the module, but the component will not be given a mark, and will not be included in the calculation of the module mark, OR
   c) **Summative:** The marks from all summative assessment components must be included in the calculation of the module mark.

3. Summative Components may be:
   a) **Condonable:** On a Condonable Component, any mark below the Pass Mark, including marks of 0.00%/ Grade F, may be Condoned, if the student meets the Module Pass Requirements in Section 3.10 below.
   b) **Non-Condonable:** Where a Programme designates a module as Non-condonable (see Section 9.3: Condonement), the Programme may also determine that one or more components within that module are Non-condonable (must be passed). A student who does not Pass a Non-condonable Component must be reassessed in the affected module (see Section 11: Consequences of Failure).

3.10 Requirements to Pass a Module

1. In order to pass a module at Levels 4, 5 or 6 a student must achieve:
   a) A weighted mean of at least 40.00%, plus at least 40.00% in any Non-condonable Components, OR
   b) A preponderance of at least Grade D, plus at least Grade D in any Non-condonable Components.

2. In order to pass a module at Level 7 a student must achieve:
   a) A weighted mean of at least 50.00%, plus at least 50.00% in any Non-condonable Components, OR
   b) A preponderance of at least Grade C, plus at least Grade C in any Non-condonable Components.

**Calculation of Module Marks**

3. The marks from all Summative assessment components must be included in the calculation of the module mark.

4. Where a programme operates a Numeric Marking Scale, the module mark must be calculated as follows:
   a) Where component marks are converted to percentages, percentages must be rounded to 2 decimal places.
   b) All summative component marks must be weighted and then averaged.
   c) The weighted mean must be rounded to 2 decimal places.

5. Where a programme operates a Letter Grade Marking Scale, the module grade must be the highest letter grade in which at least 50% (the preponderance) of the summative component marks falls.

3.11 No Attempt or Minimal Attempt at Assessment

1. A student must be awarded a mark of 0.00% or Grade F for a component and must be deemed to have made an attempt where they:
   a) Are absent from an examination, presentation or other assessment event, OR
   b) Do not attempt a paper or task, OR
   c) Attempt so little of a paper or task that it cannot be assessed, OR
d) Do not submit coursework.

2. A student who is absent or makes an un-assessable attempt due to illness or other Extenuating Circumstances must notify their Department as soon as possible following the procedures in Section 6: Extenuating Circumstances.

### 3.12 Coursework Deadlines & Late Submissions

1. Planning, time-management and the meeting of deadlines are part of the personal and professional skills expected of all graduates. For this reason students are required to submit all coursework by the published deadline date and time.

**Extenuating Circumstances**

2. Where a student is ill or has other Extenuating Circumstances preventing them from meeting the published deadline, they must refer to Section 6: Extenuating Circumstances. If the EC is accepted, the student may be granted an extension. If the deadline has already passed, the late submission may be condoned i.e. the below penalties will not apply.

**Late Submission Penalties**

3. Where there are no Extenuating Circumstances, the following penalties must apply to all components which are submitted after the published date and time:

<table>
<thead>
<tr>
<th>Modules at levels 4, 5 and 6</th>
<th>Component Mark/ Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40.00-100.00% / A-D</td>
</tr>
<tr>
<td>Up to 2 working days late</td>
<td>Deduction of 10 percentage points, but no lower than 40.00% / Grade D</td>
</tr>
<tr>
<td>2-5 working days late</td>
<td>Mark capped at 40.00% / Grade D</td>
</tr>
<tr>
<td>More than 5 working days late</td>
<td>Mark of 1.00% / Grade E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modules at level 7</th>
<th>Component Mark/ Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50.00-100.00% / A-C</td>
</tr>
<tr>
<td>Up to 2 working days late</td>
<td>Deduction of 10 percentage points, but no lower than 50.00% / Grade C</td>
</tr>
<tr>
<td>2-5 working days late</td>
<td>Mark capped at 50.00% / Grade C</td>
</tr>
<tr>
<td>More than 5 working days late</td>
<td>Mark of 1.00% / Grade E</td>
</tr>
</tbody>
</table>

4. Undergraduate students who submit before the second week of the third term will receive a mark of 1.00%.

5. Work which is not submitted at all will receive a mark of 0.00% / Grade F for that Component under the regulations in 3.11: No Attempt or Minimal Attempt at Assessment.

6. Programme/ module teams must clearly communicate to students whether and when coursework solutions will be published. Submissions must not be accepted or marked after the specified publication date.
7. In the case of coursework that is submitted over- or under-length and is also late, the greater of any penalties must apply.
8. As some submissions are made in hard copy or involve artefacts which cannot be submitted at weekends, and because there is no technical support for online submissions at weekends, penalties must be based on the number of working days. As a result, a deadline set for a Thursday will only begin to incur the higher penalties on a Monday, and those set on a Friday will only begin to incur the higher penalties on a Tuesday, or longer in the case of bank holidays or UCL closure days. Deadlines should be set with these restrictions in mind.
9. For electronic submissions, programmes should avoid setting deadlines after working hours. It is good practice to set the deadline date and time in hours, minutes and seconds, and to state the time zone.
10. Where dual submission is used (i.e. students submit a hard copy and an electronic copy) the Assessment Information for students must clearly state the deadlines for both modes of submission.

3.13 Word Counts

1. A minimum and/ or maximum word count may be specified as part of the assessment criteria for a component or module. The word count must specify whether footnotes, bibliographies, appendices, tables, figures etc. are to be included in the word count.
2. Where a word count is included, the module information for students must provide clear details of any penalties that will apply for over- or under-writing.
3. Penalties must not exceed a deduction in marks of 10 percentage points, or one Letter Grade, for that component and must not take the student’s mark below the Pass Mark (see Section 3.7).
4. Standardised penalties may be agreed at Faculty, Departmental/ Divisional, Programme or Module level.
5. In the case of coursework that is submitted over- or under-length and is also late, the greater of any penalties must apply.

3.14 Academic Integrity

1. Students must maintain the highest standards of academic integrity whilst studying at UCL. All work submitted for assessment must be the student’s own, unless authorisation has been given for collaboration, and all work must be appropriately cited and referenced.
2. Section 4: Examinations outlines UCL’s requirements for conduct in examination halls. Guidance on referencing and avoiding plagiarism is available from UCL Library Services (see http://www.ucl.ac.uk/library/docs/guides/references-plagiarism). Departments are also responsible for informing students of any discipline-specific referencing conventions via Student Handbooks, Moodle or equivalent.
3. UCL will investigate and, where necessary, penalise any conduct which is likely to give an unfair advantage to the candidate, affect the security of assessment, and/ or affect the standards of the degrees awarded by UCL including, but not limited to, instances of plagiarism, self-plagiarism, impersonation, collusion, falsification, exam room misconduct, or contract cheating. Any such conduct will be investigated in accordance with the regulations in Chapter 6, Section 9: Examination Irregularities and Plagiarism.
4 Examinations

The Examinations regulations outline UCL's threshold expectations for students sitting unseen written examinations.

4.1 Overarching Principles

Principle 16: Students must follow the examination conduct regulations and protocols set out in the Examination Guide for Candidates which is published annually on the Examinations and Awards website.

4.2 Examination Timetable

Module Verification

1. Students must verify whether their modules on Portico are correct by the deadlines published by UCL Student Records each year to ensure they are entered for the correct examinations:
   a) September start students: Students must verify their modules by Week 11 of term 1
   b) January start students: Students must verify their modules by Week 2 of term 2
2. Where a student is not registered on the correct modules by the stated deadlines, their module choices will not be reflected in the examination timetable. Consequently, the student may have a timetable clash and/or there may not be room in the examination venue on the scheduled examination date. In such circumstances, students may be required to undertake the examination in their Department.

Timetable

3. UCL Examinations is responsible for publishing the Examination Timetable for students.
4. Some Departments or non-UCL colleges may also schedule additional examinations at other times of the year. Departments and colleges are responsible for notifying students about the arrangements for any such examinations.
5. Students are responsible for ensuring that they know the date, time and location of each paper they are registered to take, whether organised by central UCL Examinations or the Department, and that they are available to sit all scheduled examinations.
6. Students must notify their Department of any timetabling inaccuracies at the earliest possible time.

Venues

7. UCL examinations are held in a number of different locations, many of which are away from the main Bloomsbury Campus. Detailed information about the venues in use each year, including location codes and maps, will be made available to view online when the timetable is published.
8. Practical and oral examinations will normally be held in departmental accommodation. Students should contact the teaching Department for information about the date, time and location of such examinations.
9. Only students with approved Special Examination Arrangements are permitted to sit examinations in one of the UCL special facility venues (see Section 4.3 below).
10. Intercollegiate examinations are usually held at the college where the module is taught. Intercollegiate candidates with Special Examination Arrangements will usually sit examinations at their home college.
11. UCL students taking examinations at other colleges or institutions must abide by the regulations of the college they are attending. Similarly, students from other colleges taking examinations at UCL are subject to UCL’s regulations for examinations as detailed herein.
4.3 Special Examination Arrangements

1. Special Examination Arrangements (SEAs) are adjustments to central or departmental/divisional written examinations which can be made as a Reasonable Adjustment for students with a disability or longer-term condition or as a form of mitigation for students with shorter-term medical Extenuating Circumstances.

2. Special Examination Arrangements can include, but are not limited to:
   - Extra time
   - A separate room
   - Rest breaks
   - Specialist equipment

3. Students should make an appointment with the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) who will help them to complete an application and advise them on gathering the required documentary evidence.

4. UCL Examinations is responsible for confirming and implementing the necessary adjustments.

**Application Deadlines**

5. SEA applications must be received by the Disability, Mental Health and Wellbeing team five weeks before the main examination period and three weeks before the Late Summer Assessment examination period.

6. For all other examination periods, SEA applications must be received by the Disability, Mental Health and Wellbeing team six weeks before the examination.

7. Applications received after the deadlines (Late SEA Applications) will only be considered from students who suffer sudden illness or accidental injury.

8. Late SEA applications must be received by the Disability, Mental Health and Wellbeing team no later than seven calendar days before the examination.

9. Where applications are received after the deadlines students should apply for a deferral to the next normal occasion under the regulations in Section 6: Extenuating Circumstances.

**Other Reasonable Adjustments**

10. SEAs only apply to unseen written examinations. UCL supports students undertaking other assessment methods, including coursework, via the provisions in Section 5: Reasonable Adjustments.

4.4 Identification

1. To gain admission to the hall, students must present one of the following:
   a) UCL ID card
   b) Home college ID card (intercollegiate students)
   c) Passport
   d) Driving licence with photograph

2. If a student fails to produce an approved means of identification on the day, they must sign a declaration of identity form and a label will be attached to the examination answer book to notify the examiner.

4.5 Items Permitted in Examination Halls

1. Students must not have unauthorised items on or under their desk or about their person. All unauthorised items will be confiscated for the duration of the examination.

2. If a student finds that they have inadvertently brought unauthorised items into an examination the student must inform a member of invigilation staff immediately.

3. The following items are permitted in a written, practical, oral or other examination:
   a) ID card or other approved means of identification
   b) Candidate number card
   c) Question papers and examination stationery
d) Other materials approved by the examiner
   e) Calculators (approved models only – see below)
   f) Mathematical instruments
   g) Clear pencil cases containing pens, pencils (for MCQ examinations and diagrams only),
      highlighter pens, correction fluid/tape, erasers, sharpeners and small bottles of ink
   h) Bottles of still (non-carbonated) water only (except for laboratory exams).

4. The following items are prohibited in a written, practical, oral or other examination:
   a) Revision or course notes
   b) Books, statutes or dictionaries (except where approved by the examiner – see below)
   c) Paper for rough work
   d) Laptops, audio players, or devices with internet or data storage capabilities
   e) Opaque pencil cases or staplers
   f) Food or other hot/cold drinks (except on medical grounds (prior approval required))
   g) E-cigarettes
   h) Ear plugs (except on medical grounds (prior approval required))
   i) Headgear (except that which is worn on religious or medical grounds (prior approval
      required for the latter)

5. Students should leave all non-essential items at home as UCL cannot accept responsibility for
   the loss of property or guarantee its safety.

6. Students must follow the directions of the invigilation staff in regards to bags, coats, revision
   notes or other prohibited items.

7. All valuables, including wallets and travel cards, must be placed under the examination desk in
   the plastic wallet provided.

8. Students are not permitted to keep their examination timetable on their desk during
   examinations. Timetables must be placed under the desk in the plastic wallet provided.

Mobile Phones and Communication Devices

9. All mobile phones, smart watches and other communication devices must be switched off
   before students enter the examination hall.

10. Students must not have mobile phones, smart watches or communication devices on their
    desk or about their person and must instead place them under the examination desk in
    the plastic wallet provided.

11. Students must not send or receive calls or messages during an examination, or allow ringtones
    or pre-set alarms to cause a disturbance.

Electronic Calculators

12. Programme Boards of Examiners will determine whether students are permitted to use an
    electronic calculator in a particular examination.

13. At all other examinations, the unauthorised use of electronic calculators is not permitted and
    will be treated as an examination offence. Random checks will be made during examinations to
    ensure that these regulations are complied with.

14. UCL has approved a standard calculator for use in examinations. Students will be committing
    an examination offence if they are found using the wrong model. Further details are available
    in the Examination Guide for Candidates published each year on the Examinations and
    Awards website.

15. Exceptionally, a Department may approve the use of non-standard calculators for one or more
    of its examinations. In such circumstances, the Department will inform all students taking the
    examinations concerned what type of calculators will be permitted in the examination hall. If
    students are in any doubt, they should consult their tutor. Students may still need a UCL-
    approved calculator if they are taking examinations for modules taught by other Departments.

16. Students must indicate the make and model of calculator used on the front of their examination
    answer book.

17. Students must ensure that their calculator is in good working order and provide themselves
    with an alternative means of calculating should the calculator fail during an examination. Spare
    calculators will not be available at the hall on the day.
18. Where credit may be given for using the correct method when a final answer is wrong, the student must provide the examiner with sufficient information about the process of derivation. Further details are available in the Examination Guide for Candidates published each year on the Examinations and Assessments website.

19. The use of material stored in the pre-programmable memory of a calculator will normally constitute an examination offence.

**Reference Materials**

20. For some examinations reference materials may be provided by the examiner. There may also be occasions when students are instructed, in advance of the examination, to bring specific documents with them to the hall. Such documents must be unmarked unless the examiner has indicated otherwise.

**Dictionaries**

21. The use of paper or electronic dictionaries is not permitted for the purpose of helping students overcome any deficiency in their command of the English language. Dictionaries will only be permitted for other purposes where the examiner has notified UCL Examinations in writing before the examination.

22. At all other examinations, the unauthorised use of dictionaries is banned and will be treated as an examination offence. Random checks will be made during examinations to ensure that these regulations are complied with.

### 4.6 At the Start of the Exam

1. UCL morning and afternoon examinations start at 10.00am and 2.30pm respectively unless otherwise indicated on the timetable; students must note any exceptions that apply to them.
2. Students should arrive at the hall between 10 and 20 minutes before the start of the examination.
3. Students must observe any instructions given on the day by invigilation staff, examiners or other staff responsible for the conduct of examinations.
4. Students must sit in their allocated seat. Seat numbers will be used to verify attendance and to ensure that marks are awarded to the correct candidate.
5. Students must not speak to other candidates once they have entered the hall.

### 4.7 Candidate Numbers

1. All UCL written examinations must be examined anonymously by candidate number instead of name.
2. Students must display both their candidate number card and their identification (see 4.4 above) on the desk at each examination.
3. Students must enter their candidate number in the space provided on all examination answer books (with the exception of Multiple Choice Question [MCQ] papers, where the student number should be used) unless instructed otherwise on the day.

### 4.8 Question Papers

1. Students must not begin reading the question paper before the start of the examination. However, students should check that the examination code and title on the front cover of the question paper are correct. Students must alert a member of invigilation staff immediately if they have been given the wrong paper.

### 4.9 Answer Books

1. Prior to the start of the examination students may enter the following information on the front cover of the answer book:
2. Students must not write anything else on their answer book or question paper, or any other materials present on their desk, before the start of the examination unless told to do so by the supervisor (for computer users, this includes typing).
3. Students must write clearly in English, or the language specified for the examination.
4. Students must write only in blue or black ink (or in the case of MCQ examinations, pencil).
5. Pencils may be used for drawing diagrams, charts, graphs or other illustrations.
6. Examiners may refuse to mark any answers which are illegible.
7. All rough work must be done in the answer book and crossed through; scrap paper must not be used.
8. Students should cross through any questions answered over and above the number required or any other work which the student does not wish to be marked.
9. Students should only request a supplementary answer book when their main answer book is full.
10. Students must not write their name on any answer books or materials submitted for marking, to ensure their anonymity is maintained.
11. Students must enter the following information on the front cover of their main answer book in the boxes provided:
   a) The number of answer books used
   b) The question numbers answered in the order attempted
12. Students must enter the following information on all used answer books:
   a) Candidate number
   b) Seat number
13. Students must ensure that all answer books, supplementary books and any other materials to be submitted for marking (except MCQ cards) are tied securely behind their main answer book using the tag provided. MCQ cards should be handed in separately.
14. When the time permitted for the examination has passed, students will be given one extra minute to prepare their answer books for collection, including tying books together and completing the front cover(s). When the end of the one minute allowance is announced students must stop writing immediately. It is an examination offence to continue writing after the one minute allowance has passed.
15. When time is called, students must not speak to other candidates and must remain silent in their seat until all answer books have been collected.
16. With the exception of those papers clearly marked not to be removed from the hall, students may take away their copy of the question paper. However students must not take out of the hall any used or unused answer books, restricted question papers, or other items of examination stationery.
17. If a student removes a completed answer book from the examination hall this will constitute an examination offence and the work will not be marked.

4.10 Students Arriving Late for an Exam
1. Students arriving less than 45 minutes late will be allowed into the hall to sit the examination but will forfeit any time already elapsed. The student must report to an invigilator so that the time of arrival can be recorded and any instructions provided.
2. Students arriving more than 45 minutes late will not be allowed into the examination hall.
   a) If the late arrival is due to illness or other valid Extenuating Circumstances (ECs) the student should submit an Extenuating Circumstances Form according to the procedures in Section 6 as soon as possible and no more than 7 calendar days after the exam.
b) If there are no Extenuating Circumstances (ECs) the student will receive a mark of 0%/Grade F and will be considered to have made an attempt (see Section 3.11: No Attempt or Minimal Attempt at Assessment).

4.11 Leaving the Hall during an Exam

1. Students must not leave the hall during the first 45 minutes or the last 15 minutes of the examination. Toilet visits are not normally permitted during these times.
2. At all other times, students must not leave their seat without first seeking permission, except in cases of illness or emergency. Students must notify the invigilators by raising their hand if they have a query, feel unwell, need more stationery or the toilet, or want to leave the hall permanently after the first 45 minutes or before the last 15 minutes of the examination.
3. In case of illness or emergency, students must only leave their seat if accompanied by a member of invigilation staff.
4. All candidates must be accompanied on toilet visits and each visit will be recorded on the attendance sheet.
5. If a student wishes to leave the hall permanently after the first 45 minutes but before the designated finish time, they must raise their hand and remain in their seat until their answer books have been collected.

4.12 At the end of the Examination

1. Each examination will include 15 and 5 minute warning announcements.
2. Once the final 15 minute warning has been announced, students must remain in their seat until the answer books for all candidates have been collected and students are told they may leave.
3. Students should leave the hall quickly and quietly when told to do so by the supervisor as there may be longer examinations taking place in the same hall.
4. Students must collect their valuables from the plastic wallet under their desk and place the empty wallet on their desk before leaving the hall.

4.13 Examinations & Extenuating Circumstances

1. If illness or other Extenuating Circumstances prevent a student from attending an examination, or affect a student’s performance at an examination, the student must submit an EC Form, together with appropriate supporting evidence, as soon as possible and no later than one week after the circumstance has taken place, to their home Department/Faculty. Circumstances for which allowance has already been made (e.g. extra time allowed for Special Examination Arrangements) will not normally be eligible for any further mitigation. However, an acute episode or sudden worsening of a long-term or chronic condition will be considered under the EC provisions.
2. For further details see Section 6: Extenuating Circumstances.

4.14 Unauthorised Absence from an Examination

1. If a student is absent from an examination or other form of assessment without permission or, although present at an examination, either does not attempt the paper or attempts so little that it cannot be assessed, and provides no evidence of Extenuating Circumstances, then the student will be awarded a mark of 0.00%/Grade F for the missed/non-attempted examination.
2. For further details see Section 11: Consequences of Failure.
4.15 Emergency Evacuation Procedure

1. In the event of an emergency, the hall supervisor will tell students to leave all materials on their desks and direct them to the nearest exit. Examination conditions will still apply and students must not speak to any other candidates on any topic.

4.16 Examination Offences

1. UCL takes matters of examination misconduct very seriously. The following are examples of actions that constitute examination offences:
   a) Cheating, attempting to cheat or assisting someone else to cheat
   b) Having unauthorised items on or under the desk or about one’s person
   c) Writing before the start of the examination or after the one minute allowance has passed
   d) Writing notes on hands, arms or other parts of the body
   e) Leaving the hall unaccompanied or without permission
   f) Tampering with answer books, question papers or other examination stationery
   g) Committing plagiarism or self-plagiarism
   h) Causing a disturbance or disrupting the examination process

2. Anyone suspected of an examination offence will be reported to the UCL authorities and may be called to appear before an Examination Irregularities Panel. Penalties for examination offences include, but are not limited to, formal reprimand, disqualification from one or all examinations for the session, and exclusion from UCL on a temporary or permanent basis.

3. For further details see Chapter 6, Section 9: Examination Irregularities and Plagiarism.
5 Reasonable Adjustments

The Reasonable Adjustments regulations define how UCL supports students with a disability or long-term medical or mental health condition throughout their learning, teaching and assessment experience. They cover students at all levels of study, including taught and research students.

5.1 Overarching Principles

Principle 21: UCL must make reasonable adjustments to learning, teaching and assessment to support students with a disability or other ongoing medical or mental health condition.

Principle 22: Students should notify UCL of any such condition at the time of enrolment or as soon as possible thereafter so that UCL can put in place the support that the student needs.

5.2 Student Guide to Applying for Reasonable Adjustments

Declare a disability at application stage or during pre-enrolment and receive an invitation to complete an Applicant Support Questionnaire providing more information to the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) about your condition and support needs.

Or

Contact the Disability, Mental Health and Wellbeing team directly at any stage during your studies to request a confidential 1:1 appointment.

Continue to liaise with the Disability, Mental Health and Wellbeing team via email or phone, or attend an appointment. A member of the Disability, Mental Health and Wellbeing team will discuss your support needs in more detail and agree appropriate follow-on actions, which may include:

- Production of a Summary of Reasonable Adjustments (SORA)
- Email liaison with your academic Department, Information Services (ISD) and/or Library
- Completion of an application for Special Examination Arrangements
- Onward referral for non-medical help (e.g. specialist tuition, mental health mentoring, note-taking support)

Remain in contact with the Disability, Mental Health and Wellbeing team throughout your studies and request a review of support as and when you feel it is necessary.
5.3 Scope & Definitions

1. The Reasonable Adjustments regulations apply to all UCL Undergraduate, Graduate and Postgraduate Taught and Research students.
2. Under the Equality Act 2010, UCL is required to make Reasonable Adjustments to learning, teaching and assessment to ensure that disabled students are not put at a substantial disadvantage. UCL can also provide Reasonable Adjustments for students who might not consider themselves to have a ‘disability’ but who nevertheless would benefit from additional support with their studies due to an ongoing medical or mental health condition.
3. Under the Act, a disability is defined as a physical or mental impairment that has a substantial and long-term negative effect on a person’s ability to do normal daily activities. ‘Substantial’ is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed. ‘Long-term’ generally means the condition has lasted, or is likely to last, 12 months or more, although UCL also provides support for students with shorter-term conditions.
4. A disability can arise from a wide range of impairments which can include, but are not limited to:
   a) Specific learning difficulties (e.g. dyslexia, dyspraxia)
   b) Mental health difficulties (e.g. depression, anxiety, schizophrenia)
   c) Mobility difficulties (e.g. wheelchair users, back pain, hypermobility)
   d) Blindness or visual impairment
   e) Deafness or hearing impairment
   f) Autistic spectrum conditions (e.g. Asperger syndrome)
   g) Long-term health issues (e.g. diabetes, arthritis, cancer, HIV, autoimmune conditions)
   h) Progressive conditions (e.g. motor neurone disease, muscular dystrophy, forms of dementia)
   i) Fluctuating or recurring conditions (e.g. bipolar disorder, epilepsy, rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS))

5.4 Academic & Competency Standards

1. The aim of Reasonable Adjustments is to ensure that all students are able to demonstrate the full extent of their academic abilities, irrespective of a disability or long-term condition. All UCL programmes require students to reach specific academic standards in order to be awarded a UCL qualification and some also have particular Competency Standards associated with professional accreditation. UCL will not reduce or change those standards, but it is committed to ensuring that the methods of assessing those standards do not put disabled students at a disadvantage.

5.5 Support Available to Students

1. Reasonable Adjustments can take a wide range of forms and the Disability, Mental Health and Wellbeing team will work with the student to agree the best support for them. The Disability, Mental Health and Wellbeing team website provides detailed information about the types of support available for different conditions such as:
   a) Additional tuition and library access for students with specific learning difficulties
   b) Support mechanisms and workload planning for students with mental health difficulties
   c) Ensuring there is physical access for students with mobility difficulties
   d) Providing materials in an alternative format for students are blind or have a visual impairment
   e) Providing materials in an alternative format for students who are deaf or have a hearing impairment
   f) Support mechanisms and workload planning for students with autistic spectrum conditions
   g) Support mechanisms and workload planning for students with long-term health issues, progressive conditions, fluctuating conditions or recurring conditions
2. There are a number of other ways in which UCL can support students in addition to Reasonable Adjustments, including:

**Special Examination Arrangements**

3. Students may also apply for Special Examination Arrangements (SEAs). SEAs are adjustments to central or departmental written examinations which can be made as a form of Reasonable Adjustment for students with a disability or long-term condition or as a form of mitigation for students with shorter-term Extenuating Circumstances - see Section 4.3: Special Examination Arrangements.

**Interruption of Study**

4. Where a student is affected by adverse circumstances for an extended period of time they may decide to apply for an Interruption of Study - see Chapter 3, Section 5: Interruption of Study.

**Support to Study Policy and Fitness to Study Procedure**

5. Where a student’s physical or mental health gives rise to concerns about their fitness to study, their capacity to engage with their studies and/or their behaviour in relation to the UCL community as a whole, the Support to Study Policy and Fitness to Study Procedure may apply - see Chapter 6, Section 5: Support to Study and Chapter 6, Section 3: Fitness to Study Procedure.

**Pregnancy and Maternity**

6. Pregnancy, maternity and being a carer are protected characteristics under the Equality Act 2010. In accordance with this, account will be taken of any constraints for the assessment of students owing to pregnancy or maternity. Reasonable adjustments will be made where possible.

7. Students should contact UCL Examinations or Student Support & Wellbeing to find out what options are available (support is not provided by the Disability, Mental Health and Wellbeing team or via a SORA).

**Religious Observance and Cultural Traditions**

8. In accordance with UCL’s policy for cultural and religious inclusiveness, account will be taken of any constraints for the assessment of students owing to cultural or religious observance. Reasonable adjustments will be made where possible.

9. Students should contact UCL Examinations or Student Support & Wellbeing to find out what options are available (support is not provided by the Disability, Mental Health and Wellbeing team or via a SORA).

**Extenuating Circumstances**

10. Students with Reasonable Adjustments may also need to use the Extenuating Circumstances (EC) regulations if they experience something sudden, unexpected, significantly disruptive and beyond their control and which affects their performance at assessment, such as a serious illness or the death of a close relative. Section 6: Extenuating Circumstances includes further details.

### 5.6 Longer-term Conditions

1. Ongoing medical or mental health conditions are not usually considered to fall within the definition of ECs because UCL supports the student through Reasonable Adjustments. However there may be times when a student with a disability or ongoing medical or mental health condition needs to use the Extenuating Circumstances procedures if they feel they need a one-off coursework extension, a Deferral of assessment or some other form of shorter-term help. Examples include, but are not limited to:
   a) An acute episode or crisis
   b) A serious worsening of their condition
   c) A mental health problem which may fluctuate unpredictably
d) An acute flare-up of a mental health or medical condition due to increased exam stress

f) Circumstances where there may be insufficient time to put Reasonable Adjustments in place

g) A severe long-term illness which can only be addressed by an extension, Deferral or other form of one-off mitigation.

2. Longer-term medical or mental health conditions can fall between the definition of a ‘disability’ and an ‘Extenuating Circumstance’. In such cases it may be appropriate to support the student through a combination of both Reasonable Adjustments and Extenuating Circumstances. The options in Section 5.5 - such as Interruption of Study, Special Examination Arrangements and Fitness to Study - should also be considered. The principal aim should be to draw up a support package which provides the best level of care for the student concerned but which also ensures that arrangements uphold the academic standards of UCL and do not unfairly advantage or disadvantage any student over another.

3. If a student has questions about a longer-term condition or is unsure of which procedure to use, they should contact their Personal Tutor, Programme Leader, departmental administrator, the Disability, Mental Health and Wellbeing team or Student Psychological and Counselling Services who can help the student to assess the options open to them and provide assistance in completing the relevant forms.

5.7 Postgraduate Research Students

1. These Reasonable Adjustments regulations also apply to UCL Postgraduate Research students, including MPhil/ PhD, Professional Doctorate and MRes students. A student may need Reasonable Adjustments for some or all of the following:
   a) Supervision meetings, seminars, tutorials and symposia
   b) Field trips and study leave
   c) The upgrade meeting
   d) Completion of the thesis and any other documentation or artefacts
   e) The assessment of any taught components on the degree
   f) The oral/viva examination

2. Where a student requires support they should follow the procedures outlined in this chapter, noting in particular the need to declare their condition (see Section 5.8) and to work with the Disability, Mental Health and Wellbeing team, their Supervisor and their Department to draw up a Summary of Reasonable Adjustments (SORA) (see Section 5.10).

3. At the point of upgrade and final examination in particular, Supervisors and Examiners must ensure that the candidate’s needs are taken into consideration. If staff or students have any questions about putting Reasonable Adjustments in place they should contact the Disability, Mental Health and Wellbeing team for advice.

5.8 Declaring a Condition

1. Students are responsible for declaring a disability or other long-term medical or mental health condition so that UCL can support them throughout their studies:
   a) Students are strongly encouraged to declare their condition at the application stage or during pre-enrolment.
   b) Students may also contact the Disability, Mental Health and Wellbeing team directly at any stage during their studies to request a confidential one-to-one appointment.

Confidentiality

2. Any information relating to a student’s disability or Reasonable Adjustments is treated confidentially. Where information needs to be shared with members of the UCL community in order to facilitate support for the student, this will be done only with the student’s consent and on a ‘need-to-know’ basis.
Full and Partial Declaration

3. Students are encouraged to fully declare their condition so that UCL can ensure that learning, teaching and assessment processes are adjusted to their needs. A full declaration means that all UCL staff directly involved in the student’s education have access to information about the adjustments which need to be made.

4. Students do have the option of only partially declaring their condition. This means that the student chooses which members of staff have access to information about their adjustments or chooses what details are disclosed. However, if a student only partially declares a condition UCL may not be able to offer the student all the support that they need.

Non-disclosure

5. Where a student does not declare a condition, UCL will not be able to offer any support.

5.9 Accessing Support

1. Where a student declares a condition at application or pre-enrolment, they will be invited to complete an Applicant Support Questionnaire giving UCL more information about their condition and support needs. Alternatively, any student may request a confidential one-to-one appointment with a member of the Disability, Mental Health and Wellbeing team at any time during their studies to discuss their needs.

Medical Evidence

2. Students may be asked for medical evidence so that UCL can assess their needs and arrange Reasonable Adjustments. Student Support and Wellbeing’s Medical Evidence Guidance provides further information and advice.

Follow-on Actions

3. On receipt of the Applicant Support Questionnaire, or following initial contact from the student, the Disability, Mental Health and Wellbeing team will liaise with the student, via email, phone or one-to-one appointments, to discuss their support needs in more detail and agree appropriate follow-on actions, such as:
   a) Production of a Summary of Reasonable Adjustments (SORA) (Section 5.10)
   b) Email liaison with the student’s Department, Information Services (ISD) or Library
   c) Completion of an application for Special Examination Arrangements (Section 4.3)
   d) Onward referral for non-medical help (e.g. specialist tuition, mental health mentoring, note-taking support).

5.10 Summary of Reasonable Adjustments (SORA)

1. All students with a disability or long-term condition should work with the Disability, Mental Health and Wellbeing team and their Departmental Disability Officer to draw up a Summary of Reasonable Adjustments (SORA). There are a number of different SORA templates for different purposes; the Disability, Mental Health and Wellbeing team will decide which template is most appropriate.

2. The SORA should take into account both the student’s needs and the curriculum on their specific programme of study, helping to ensure that adjustments are appropriate to the activities which a student will be undertaking, such as lab work, field trips, coursework, examinations etc.

3. The student may decide:
   a) Whether or not to involve the Departmental Disability Officer in this process.
   a) Whether or not to involve their tutor, module organiser, supervisor, programme leader or other academic or professional staff in this process.
   b) How much information they want to disclose about their condition or adjustments.

4. Students must note that, if they choose not to disclose information, UCL may not be able to offer the student all the support that they need.
5. Once the SORA has been agreed with the student, it will be shared with the appropriate Department(s) or service(s), taking account of the student’s preferences for the disclosure of information.

6. If a Department or service has any queries about the recommendations they should contact the Disability, Mental Health and Wellbeing team for advice.

**Assessments Taking Place before the SORA is Agreed**

7. The start of the academic year is always a busy time for the Disability, Mental Health and Wellbeing team and it may not be possible to give students an appointment as quickly as we would like. Where a student provides evidence that they have made an appointment with the Disability, Mental Health and Wellbeing team but is yet to be seen, the Faculty Extenuating Circumstances Panel may use its discretion to allow students with a disability or other long-term condition additional time or other Reasonable Adjustments - see Section 6: Extenuating Circumstances for details of how to apply.

5.11 Changes in a Student’s Condition

1. Where a student’s condition is relatively stable, adjustments can be agreed for the whole of their time with UCL. However, a student’s condition can fluctuate or worsen over time and they might need different levels of support at different times. The Disability, Mental Health and Wellbeing team will try to take these fluctuations into account in the SORA, but there may be a need to review the student’s adjustments at regular points during their programme.

2. Students are responsible for considering their needs regularly and must contact the Disability, Mental Health and Wellbeing team if they think that any changes need to be made to their SORA.

5.12 Extensions as a Form of Reasonable Adjustment

1. Reasonable Adjustments include a wide range of options to support students which can be much more effective than regular extensions. Extensions can mean that a student falls behind fellow students and they often clash with other deadlines and teaching activities. However there may be times when the Disability, Mental Health and Wellbeing team recommends that a student needs regular extensions to support their condition. If this is considered to be an appropriate adjustment for the student, this should be explicitly stated in the SORA.

2. Such students do not need to complete a separate EC Form. Departments and Module Organisers should assume that the student is using the extended deadline on all eligible assessments unless the student informs them otherwise.

3. If a Department or Module Organiser has concerns about granting an extension – for example if it is likely to impact on the student’s ability to attend teaching activities or complete other assessments – the Department should liaise with the student and with the Disability, Mental Health and Wellbeing team to agree the deadline for submission.

4. If extensions are not explicitly included in a student’s SORA then the same regulations around extensions apply to that student as to all other students i.e. they must submit an EC Form under the regulations in Section 6: Extenuating Circumstances.

5.13 Attendance Requirements

1. UCL’s minimum attendance requirement is 70% (see Chapter 3, Section 3.1: Attendance Requirements). UCL expects students to aim for 100% attendance, and includes Reasonable Adjustments in the minimum requirement of 70%. As a result, UCL will not normally consider lowering the minimum attendance requirement as a form of Reasonable Adjustment. Any student on a Tier 4 visa who is absent from UCL must obtain authorisation under the procedures set out in Chapter 3, Section 3.2: Authorised Absence for Students on a Tier 4 Visa.
5.14 Study Abroad

1. The Disability, Mental Health and Wellbeing team can provide advice on Reasonable Adjustments for students on a Study Abroad Year, and will work with the receiving institution, subject to the student’s consent, to ensure that details of support requirements are communicated.

5.15 Placements & Occupational Health

1. Where a programme includes a professional placement, such as teacher training or a health care placement, students are required to declare any condition which might impact on their ability to undertake the placement at the application stage or during pre-enrolment.

2. If any health-related issues arise during a student’s programme, the student can contact Occupational Health and Wellbeing (OHW) directly for a confidential one-to-one appointment at any time. The student’s tutor or Programme Leader may also refer the student to OHW using the Student Referral Form.

3. Where a student declares a condition, OHW will invite the student to an appointment to discuss their support needs. OHW will draw up a report giving suggestions on the support and adjustments that the placement provider may wish to consider. The placement provider, tutor and/ or programme leader are responsible for determining whether the adjustments are justified, reasonable and feasible in that environment.

4. Faculties or Departments may publish local Fitness to Practice policies covering students on professional placements on their programmes. Policies should be published on the Faculty/ Departmental website and communicated to students.

5.16 Accommodation & other Non-academic Services

1. These Reasonable Adjustments regulations cover UCL’s provisions for learning, teaching and assessment. However students with a disability or long-term condition may also need Reasonable Adjustments to access accommodation or other UCL services. Students can discuss their needs with the Disability, Mental Health and Wellbeing team or Student Support & Wellbeing as part of their application for academic Reasonable Adjustments, or they can contact the Disability, Mental Health and Wellbeing team or SSW directly for a confidential one-to-one appointment at any time during their studies.

5.17 Further Guidance

- UCL Declare
- The Disability, Mental Health and Wellbeing team
- Student Psychological and Counselling Services
- Student Support & Wellbeing
- Occupational Health and Wellbeing
- Section 4.3: Special Examination Arrangements
- Section 6: Extenuating Circumstances
- Chapter 6, Section 2: Support to Study
- Chapter 6, Section 3: Fitness to Study Procedure
6 Extenuating Circumstances

The Extenuating Circumstances regulations define how UCL can support students who experience sudden, unexpected difficulties which affect their performance at assessment.

6.1 Overarching Principles

Principle 23: Students must notify UCL of any circumstances which are sudden, unexpected, significantly disruptive and beyond the student's control and which may affect their performance at assessment, such as a serious illness or the death of a close relative.

Principle 24: UCL should ensure that alternative arrangements are put in place for such students, such as an extension or Deferral of assessment to a later date.

6.2 Student Guide to Applying for Extenuating Circumstances

Step 1: Check whether your circumstances are covered by these procedures – we may be able to support you better through Reasonable Adjustments, Special Examination Arrangements or an Interruption of Study.

Step 2: Complete an Extenuating Circumstances Form and obtain supporting evidence from a doctor or other appropriate authority.

Step 3: Submit your form and evidence to your home Department/ Faculty office within one week of the circumstance taking place. The receiving office will forward your form and evidence, confidentially, to the appropriate person:

Your Faculty or Departmental EC Panel will consider all other types of mitigation, including:

- Coursework extensions of more than one week
- Condoned late submission of coursework
- Deferral (postponement) of assessment to the next occasion

If the above options are not possible, other mitigation options may also be considered by the EC Panel – please refer to the full EC regulations for more details.

Your request will be considered at the next meeting of the EC Panel, or by Chair’s Action if your deadline is imminent. The panel will contact you with the outcome of your request within one week of the meeting.
6.3 Scope & Definitions

1. The Extenuating Circumstances (EC) regulations apply to the summative assessment of all UCL taught students and to postgraduate research students undertaking taught components/modules.

2. Extenuating Circumstances are defined as circumstances which are sudden, unexpected, significantly disruptive and beyond the student's control and which may affect their performance at assessment, such as a serious illness or the death of a close relative. Further guidance about the types of circumstances which are generally considered to be extenuating can be found in Annex 4.1.1: Grounds for Extenuating Circumstances.

3. UCL does not operate a 'Fit to Sit' Policy. Students are strongly advised not to sit an examination if they feel unwell but, if they decide to do so, UCL will still consider EC Requests if the student feels that their performance in the assessment has been seriously impaired. Mitigation should, however, be limited to a deferral of the assessment to the next normal occasion without penalty. Marks must not be changed in any circumstances.

Information for Students

4. Departments must ensure that information about procedures, forms, evidence and deadlines for submission are published in the Student Handbook or equivalent from the start of the academic year and in the information provided for students about their assessment (see Section 2: Assessment Information).

Authorised Absence for Students on a Tier 4 Visa

5. These regulations seek to ensure that a student’s performance is not adversely impacted by an EC at assessment. In addition, any student who is studying at UCL on a Tier 4 visa and who is absent from UCL must obtain authorisation under the procedures set out in Chapter 3, Section 3.2: Authorised Absence for Students on a Tier 4 Visa.

Intercollegiate and Affiliate Students

6. Incoming intercollegiate and affiliate students may use these UCL procedures for a coursework extension. For any other form of mitigation, such students are normally subject to the procedures at their home institution.

7. UCL students studying modules at other colleges are subject to these UCL procedures, although the receiving institution may provide some forms of mitigation, such as an extension, in consultation with the relevant UCL EC Panel. Students should ensure that their request makes clear that mitigation is being sought for an intercollegiate module and appropriate mitigation should be agreed with the receiving institution.

ECs ‘Banked’ from Previous Years

8. Students with ECs ‘banked’ under the previous UCL EC regulations (i.e. students who submitted an EC in 2014-15 or earlier) should still have these circumstances taken into consideration by the Programme Board of Examiners. Any new requests made by such students will only be considered under the regulations herein i.e. no further ECs can be ‘banked’.

Multiple Requests for the Same Condition

9. Where a student submits repeat requests for the same condition, the Faculty/ Departmental EC Panel may use its discretion to continue to accept the requests or to reject a request and instead require the student to apply for Reasonable Adjustments – see Section 5. Where the EC Panel feels that this is necessary, the normal course of action is to accept the EC request in hand but warn the student that further requests for the same condition are unlikely to be permitted.

Group Work

10. Where a student is affected by ECs and is working in a group, the EC Panel or Programme Team should use their discretion to consider the impact on other students in the group, for example if the EC prevents the group from meeting a deadline or from completing the required work.
6.4 Support Available to Students

1. There are a number of other ways in which UCL can support students in addition to the EC procedures, including:

   Special Examination Arrangements

2. Students may also apply for Special Examination Arrangements (SEAs). SEAs are adjustments to central or departmental written examinations which can be made as a form of Reasonable Adjustment for students with a disability or long-term condition or as a form of mitigation for students with shorter-term Extenuating Circumstances - see Section 4.3: Special Examination Arrangements.

   Interruption of Study

3. Where a student is affected by adverse circumstances for an extended period of time they may decide to apply for an Interruption of Study - see Chapter 3, Section 5: Interruption of Study.

   Support to Study Policy and Fitness to Study Procedure

4. Where a student’s physical or mental health gives rise to concerns about their fitness to study, their capacity to engage with their studies and/or their behaviour in relation to the UCL community as a whole, the Support to Study Policy and Fitness to Study Procedure may apply - see Chapter 6, Section 2: Support to Study and Chapter 6, Section 3: Fitness to Study Procedure.

   Reasonable Adjustments

5. Students with a disability or ongoing medical or mental health condition should ensure that they apply for Reasonable Adjustments as this allows UCL to support them throughout their learning and assessment - see Section 5: Reasonable Adjustments.

6.5 Longer-term Conditions

1. Ongoing medical or mental health conditions are not usually considered to fall within the definition of ECs because UCL supports the student through Reasonable Adjustments (see Section 5). However there may be times when a student with a disability or ongoing medical or mental health condition needs to use the Extenuating Circumstances procedures if they feel they need a one-off coursework extension, a Deferral of assessment or some other form of shorter-term help. Examples include, but are not limited to:
   a) An acute episode or crisis
   b) A serious worsening of their condition
   c) A mental health problem which may fluctuate unpredictably
   d) An acute flare-up of a mental health or medical condition due to increased exam stress
   e) A new condition
   f) Circumstances where there may be insufficient time to put Reasonable Adjustments in place
   g) A severe long-term illness which can only be addressed by an extension, Deferral or other form of one-off mitigation.

2. Longer-term medical or mental health conditions can fall between the definition of a ‘disability’ and an ‘Extenuating Circumstance’. In such cases it may be appropriate to support the student through a combination of both Reasonable Adjustments and Extenuating Circumstances. The options in Section 6.4 above - such as Interruption of Study, Special Examination Arrangements and Fitness to Study - should also be considered. The principal aim should be to draw up a support package which provides the best level of care for the student concerned but which also ensures that arrangements uphold the academic standards of UCL and do not unfairly advantage or disadvantage any student over another.

3. If a student has questions about a longer-term condition or is unsure of which procedure to use, they should contact their Personal Tutor, Programme Leader, departmental administrator, the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) or
Student Psychological and Counselling Services who can help the student to assess the options open to them and provide assistance in completing the relevant forms.

**Extensions**

4. There *may* be times when the Disability, Mental Health and Wellbeing team recommends that a student with a disability or long-term condition needs regular extensions to coursework deadlines. If this is considered to be an appropriate adjustment for the student, this *should* be explicitly stated in the Summary of Reasonable Adjustments (SORA). Such students do not need to submit a separate EC Form for each assessment - see Section 5.12: Extensions as a Form of Reasonable Adjustment for further details.

5. If extensions are not explicitly included in a student’s SORA then the same regulations around extensions apply to that student as to all other students i.e. they are subject to these Extenuating Circumstances regulations.

6.6 **Confidentiality and Data Security**

1. Departments and Faculties *must* take steps to assure the security of sensitive student information, using encryption, password protection and/or secure platforms to share data in accordance with UCL’s GDPR Data Protection Policy.

2. Any information relating to a student’s EC *must* be treated confidentially. This means that sensitive information *must* only be accessible to the relevant Programme Leader/ Departmental Tutor/ Chair of Board of Examiners and the members and secretary of the home Faculty or Departmental EC Panel.

3. Communications to any other parties *must* only describe the form of mitigation which has been agreed and *must not* disclose any details of the circumstance itself. To facilitate this, the EC Form is divided into five sections:
   - Part 1: Student Details
   - Part 2: Assessments Affected
   - Part 3: Details of the EC
   - Part 4: Supporting Evidence
   - Part 5: Decision

4. The person or body responsible for approving the request *must* ensure that only Parts 1, 2 and 5 are included in communications to the teaching Department/College, UCL Student Records (where applicable) or any other body which needs to know about the mitigation required.

5. Once approved, the full EC Form (Parts 1 to 5 inclusive) *should* be sent to the secretary of the home Faculty or Departmental Extenuating Circumstances Panel for secure and confidential record-keeping.

6. If a student is concerned about disclosing particularly sensitive circumstances to a Departmental EC Panel or their Programme Leader/ Departmental Tutor/ Chair of Board of Examiners, they *may* ask that their request is considered by the Faculty Extenuating Circumstances Panel.

6.7 **Evidence**

1. All EC requests *must* be supported by written evidence from an appropriate, independent and verifiable authority such as:
   a) A registered medical practitioner (i.e. listed in the GMC’s List of Registered Medical Practitioners or an equivalent overseas body)
   b) A solicitor
   c) An undertaker or coroner
   d) A registrar of births, marriages and deaths
   e) A police or fire officer
   f) A court or tribunal officer

2. Evidence *must* cover the full period for which the student is requesting mitigation.

3. Evidence *must* be provided in English or accompanied by a translation formally notarised by a solicitor.

4. UCL recognises that it can be very difficult to be asked for ‘evidence’ in the case of very sensitive circumstances such as the death of a close relative or sexual assault, or in the case
of sudden short term severe illnesses such as food poisoning. In such cases, the Faculty EC Panel may exercise its discretion to suspend the need for formal evidence (this cannot be delegated to a Departmental EC Panel or Programme Leader/ Departmental Tutor/ BoE Chair). However the Faculty EC Panel retains the right to require the student to submit formal evidence to support their request.

**Students with Reasonable Adjustments**

5. Where a student is already in touch with the Disability, Mental Health and Wellbeing team or Student Psychological and Counselling Services, their Summary of Reasonable Adjustments (SORA) may be used as supporting evidence.

**Late Evidence**

6. If a student is unable to obtain the necessary evidence within the deadlines stated herein they should still submit their form on time and indicate that their evidence is to follow. However, a decision cannot be made until evidence is received.

### 6.8 Applying for an Extension of Up to One Week

1. A Programme Leader (or equivalent), Departmental Tutor or Exam Board Chair may approve a coursework extension of **up to one week**.
2. Other members of staff are not able to approve an extension.
3. Where a student with a disability or long-term condition needs regular extensions to coursework deadlines this should be explicitly stated in the Summary of Reasonable Adjustments (SORA). Such students do not need to submit a separate EC Form for each assessment. If extensions are not explicitly included in a student’s SORA the student will need to complete an EC Form according to these procedures.

**How to Apply**

4. Students should submit an EC Form, together with appropriate supporting evidence as described in Section 6.7 above, as soon as possible and **no more than one week after the Extenuating Circumstance has taken place**, to their home Department/ Faculty office. Student handbooks/ Moodle should include clear details of where to submit forms.
5. Where a student is unable to submit a request within these deadlines because the EC is still ongoing, they should refer to Section 6.11: Late EC Requests.
6. Students are responsible for submitting a request. If they are unable to make an application for themselves, their next of kin may submit a request on their behalf. A member of staff is not permitted to submit a request on a student’s behalf. However where a student is severely affected by their condition, or having difficulties with the process, a tutor or other member of staff may assist the student in completing their form, or may refer the student to Student Support & Wellbeing, the Disability, Mental Health and Wellbeing team or Student Psychological and Counselling Services for assistance.
7. Where the request relates to a module taken outside of the student’s home Faculty or Department, they must include the name of the teaching Department and clear information about the assessment concerned on their EC Form.

**Approval**

8. The receiving office should forward the request to the relevant member of staff as soon as possible.
9. The member of staff should consider the request and the evidence presented with reference to Annex 4.1.1: Grounds for Extenuating Circumstances and make a decision as to whether an extension can be granted.
10. **Where an extension is agreed**, the new deadline must be communicated to the student in writing as soon as possible.
11. Where a Programme Leader, Departmental Tutor or Chair of the Programme Board of Examiners approves a request, the new deadline should also be communicated to the teaching Department/ College.
12. **Where an extension is not granted**, the decision must be communicated to the student in writing as soon as possible. Such students retain the right to submit a request for other forms of mitigation for consideration by the Faculty/ Departmental EC Panel.
13. Communications must include only the form of mitigation which has been agreed (i.e. Parts 1 and 5 of the EC Form) and should not include details of the EC itself.

**Record-keeping**

14. Once a decision has been made, all completed request forms should be forwarded to the secretary of the relevant Faculty/Departmental EC Panel for confidential and secure record-keeping.

### 6.9 Applying for all other Types of Mitigation

#### 6.9.1 How to Apply

1. All other forms of mitigation beyond a one week extension must be considered by the Faculty or Departmental Extenuating Circumstances Panel.

2. Students should submit an EC Form, together with appropriate supporting evidence as described in Section 6.7 above, as soon as possible and no more than one week after the Extenuating Circumstance has taken place, to their home Department/Faculty office - student handbooks/Moodle should include clear details of where to submit forms.

3. Where a student is unable to submit a request within these deadlines because the EC is still ongoing, they should refer to Section 6.11: Late EC Requests.

4. The EC Form asks students to indicate which type of mitigation they are seeking. This information will be used to determine how the request is processed but in no way determines the outcome of the request. The type of mitigation offered is entirely at the discretion of UCL.

5. Students are responsible for submitting a request. If they are unable to make an application for themselves, their next of kin may submit a request on their behalf. A member of staff is not permitted to submit a request on a student’s behalf. However where a student is severely affected by their condition, or having difficulties with the process, a tutor or other member of staff may assist the student in completing their form, or may refer the student to Student Support & Wellbeing, the Disability, Mental Health and Wellbeing team or Student Psychological and Counselling Services for assistance.

6. Where the request relates to a module taken outside of the student’s home Faculty or Department, they must include the name of the teaching Department and clear information about the assessment concerned on their EC Form.

7. The receiving office should forward the EC Form to the secretary of the relevant Faculty or Departmental EC Panel (see Annex 4.1.2: EC Panel Contact Details).

#### 6.9.2 Types of Mitigation

1. The EC Panel will consider the request and the evidence presented with reference to Annex 4.1.1: Grounds for Extenuating Circumstances.

2. For interdepartmental or intercollegiate modules, the type of mitigation must also be discussed with the teaching Department/College to ensure that the mitigation is possible within, and appropriate to, the curriculum. The details of the EC itself should not be disclosed.

3. The EC Panel should determine whether one of the following types of mitigation can be provided:
   a) To offer the student a specified extended deadline.
   b) To condone the late submission of coursework (late submission penalties suspended and full mark awarded).
   c) To offer the student a Deferral i.e. the opportunity to sit/submit the assessment as if for the first time and without penalty at the next occasion, including where the student has already made an assessment attempt – see Section 6.10: Deferred Assessment for further details.

4. If the EC Panel agrees that the options in paragraphs 3a) to 3c) will not provide sufficient mitigation for a student, the Panel may determine that one of the following types of mitigation can be provided:
   a) Subject to consultation with the Programme Leader and approval by the External Examiner, to offer the student an alternative method of assessment which allows the student to demonstrate achievement of the same learning outcomes.
b) To exclude the affected component from the Requirements to Pass a Module and/or the module mark calculation, up to a maximum of 50% of a module, where Professional, Statutory and Regulatory Bodies permit.

c) To permit the student to spread their assessments between two examination periods without penalty.

5. In exceptional circumstances, if the EC Panel agrees that the options in paragraphs 4a) to 4c) will not provide sufficient mitigation for a student, the Panel may determine that one of the following types of mitigation can be provided:

a) To exclude the affected module from the Progression or Award Requirements up to a maximum of 30 credits in each year of study (or 30 credits in each level of study for part-time or flexible programmes), provided that:

i. The student will still be able to meet the minimum credit requirements for the qualification, AND

ii. Any Professional, Statutory and Regulatory Bodies permit such an exclusion.

b) To exclude the affected module from the Classification calculation, up to a maximum of 30 credits across the whole programme.

c) For students still undertaking Deferrals or Reassessments for modules first attempted in the 2017-18 academic session, the EC Panel may also consider excluding the affected component or module from the Undergraduate Completion Requirements.

6. **Subject to approval by the Faculty Tutor**, the EC Panel may recommend that a student takes an Interruption of Study which **may**, in some circumstances, be backdated. See Chapter 3, Section 5: Interruption of Study for further details.

7. If the EC Panel agrees that more evidence is required, the student **should** be asked to provide the additional evidence within a further two weeks. Where no further evidence is received, the EC Panel should reject the request and notify the student in writing.

6.9.3 Communication of Outcomes

1. Students **should** be informed of the mitigation decision in writing within one week of the EC Panel meeting.

2. Within one week of the Panel meeting, the FECP/ DECP secretary **should** also communicate the mitigation decision for each affected module to:

a) The relevant Programme Board of Examiners

b) In the case of interdepartmental or intercollegiate modules, the relevant teaching Department or College

c) If the student is granted a Deferral, UCL Student Records

d) If an alternative method of assessment is recommended, UCL Examinations and the teaching Department

e) If a component or module exclusion is recommended, UCL Student Records.

3. Communications **must** only include the form of mitigation which has been agreed (i.e. Parts 1 and 5 of the EC Form) and **should not** include details of the EC itself.

6.9.4 Programme Board of Examiners

1. The Programme Board of Examiners (BoE) is responsible for applying the FECP/ DECP’s decision, recalculating any results, confirming module marks and determining whether the student may progress or graduate.

2. The BoE **should** receive only the mitigation decision (Parts 1 and 5 of the EC Form). Only the Chair and Secretary of the BoE **should** have access to the full EC Form (Parts 1 to 5 inclusive) in order to verify information.

3. In order to respect the sensitive nature of students’ circumstances and to ensure that the academic standards of UCL are upheld, the BoE **must** ensure that:

a) Only ECs validated by the Faculty/ Departmental EC Panel are received

b) New cases are not raised at the meeting of the Board

c) The nature or severity of the EC is not discussed

d) Marks are not adjusted in any circumstances

e) Students are not raised from a fail to a pass

4. Students **should** refer to Section 14: Award of Degrees for information about when they can expect to receive their formal results following the BoE meeting.
6.10 Deferred Assessment

6.10.1 Scope & Definitions

1. A Deferral is the opportunity to sit an assessment as if for the first time and without penalty as a form of mitigation for students with Extenuating Circumstances.
2. A Deferral should be undertaken without tuition.
3. A Deferral may be taken with tuition where a student:
   a) Has missed a large amount of teaching, AND/OR
   b) Has failed or failed to complete a large number of credits due to ECs, AND/OR
   c) Has ECs on a second attempt.
4. Where a student passes a Deferral of a first attempt the student must receive the full mark for all components and modules (marks must not be capped).
5. Where a student passes a Deferral of a second attempt (i.e. a Deferral of a Resit or Repeat), the module mark(s) must be capped at the Pass Mark (Section 3.7). Students should refer to Section 11: Consequences of Failure for full details of the regulations around Resits and Repeats.
6. Deferrals must be available to students at all levels of study, including finalists.
7. A Deferral may be offered to a student who has already made an assessment attempt. The mark from the original attempt will be disregarded and the student will be offered the opportunity to sit the assessment as if for the first time. The Progression and Award Requirements, including any rules around Condonement, must not be applied until the student has undertaken the Deferral.
8. Deferrals may not be possible for students who are unable to complete an Extra-Mural Study Abroad or Placement Year. Where such a Deferral is not possible, students must transfer to an equivalent programme without a Study Abroad or Placement requirement.
9. A Deferral must be completed within two years of initial registration on the module or, where a module is substituted, within two years of initial registration on the substituted module.
10. The Faculty/Departmental EC Panel must communicate the decision to offer a Deferral, with or without tuition, to the Programme Board of Examiners.
11. The Programme Board of Examiners must implement the decision, confirm the date of the next assessment, and ensure that the student’s Portico registration is amended.
12. Decisions relating to Deferred Assessments must be honoured regardless of any volume of credit failed and dealt with under the Consequences of Failure provisions. The number of deferred credits must not be added to failed credits when considering whether students should Resit or Repeat.

6.10.2 Deferral without Tuition

**Timing of the Deferral**

1. A Deferral without Tuition should be scheduled as per the regulations in Section 11.4: Resitting a Module.
2. Up to a maximum of 30 credits, a student with ECs extending beyond the Late Summer Assessment Period, may be permitted to Provisionally Progress onto the next year of study and to undertake a Deferral without Tuition in tandem. Such students must successfully pass the Deferral and meet the Progression requirements before they will be permitted to progress to any subsequent years of study or be considered for an Award. See Section 9.4: Provisional Progression for further details.

**Requirements and Entitlements**

3. Students should be assessed in the module component(s) affected by the EC.
4. Students should not attend any additional lectures, seminars or other teaching activities. They may be offered, but are not automatically entitled to, additional tutorials or supervision.
5. Students must not be charged an additional fee for deferring the assessment.
6. Students should have access to UCL’s facilities such as the library and other learning resources, although there may be limited availability of some resources during UCL vacation periods.

7. Students must be entitled to the Reasonable Adjustments provisions for students with disabilities and other long-term medical or mental health conditions.

8. Students should undertake the Deferral before they commence any Study Abroad Year or Placement Year.

**Format of the Deferral**

9. Students must be assessed under the syllabus in place for the original assessment.

10. Students should be assessed by the same Method used for the original assessment (e.g. essay, exam, practical etc.). Where assessment by the same Method is difficult or impossible, a Programme Board of Examiners may set a different Method of assessment. The alternative Method must:
   a) Allow students to demonstrate achievement of the learning outcomes to the same extent as the original assessment, AND
   b) Be approved by the External Examiner, preferably at the point of Programme and/ or Module Approval.

11. The Programme Board of Examiners must determine whether Deferral students will be assessed in the same Task (e.g. the same essay topic) or whether a new Task will be set (e.g. a new essay question or new exam paper). Any new assessment Task must:
   a) Allow students to demonstrate achievement of the learning outcomes to the same extent as the original task, AND
   b) Be approved by the External Examiner, preferably at the same time as the original task/paper.

12. Students cannot substitute a module with an alternative module because the Deferral includes no tuition.

6.10.3 Deferral with Tuition

**Timing of the Deferral**

1. A Deferral with Tuition must take place in the following academic session.
   a) **Up to a maximum of 30 credits**, a student may be permitted to Provisionally Progress and to undertake a Deferral with Tuition in tandem with the next year of study. Such students must successfully complete the Deferral and meet the Progression requirements before enrolling on any subsequent years of study or being considered for an Award. See Section 9.4: Provisional Progression for further details.
   b) A student who is offered a Deferral with Tuition in more than 30 credits must not commence the next year of study until the Deferrals are complete.

**Requirements and Entitlements**

2. Students should be assessed in all the components of the affected module(s).

3. Students must re-enrol on the affected module(s) in the following academic session, attend all teaching activities and are entitled to the standard tuition and supervision provisions on the module(s).

4. Students must not be charged an additional fee for deferring the assessment except for any fees to be incurred in respect of additional tuition which must be charged pro-rata to the credit value of the modules.

5. Students must have full access to UCL’s facilities such as the library and other learning resources.

6. Students must be entitled to the Reasonable Adjustments provisions for students with disabilities and other long-term medical or mental health conditions.

7. Students must meet UCL’s minimum attendance requirements to be eligible for their deferred assessment attempt.
8. Students should undertake the Deferral before they commence any Study Abroad Year or Placement Year.

**Format of the Deferral**

9. The components and/or syllabus of the affected module(s) may be different if the programme or module has changed between years of study. Students must be assessed in the components and syllabus of the new year.

**Substitution of Modules**

10. Subject to approval by the Departmental Tutor, a student may apply to substitute up to 30 credits of modules with one or more alternative modules in any one academic session, up to a maximum of 60 credits across the whole programme.

11. If a programme has changed between years of study, or a module will not be running, the Departmental Tutor may permit a student to substitute more than 30 credits per year, or more than 60 credits across the programme, with one or more alternative modules.

12. The substitute module(s) must satisfy the programme requirements in terms of credit-weighting and academic level. Students must not take modules from a subsequent year of study in advance.

13. The substitute module(s) must be treated as a Deferral attempt:
   a) Where a student passes a Deferral of a first attempt the student must receive the full mark for all components and modules (marks must not be capped).
   b) Where a student passes a Deferral of a second attempt (i.e. a Deferral of a Resit or Repeat), the module mark(s) must be capped at the Pass Mark (Section 3.7). Students should refer to Section 11: Consequences of Failure for full details of the regulations around Resits and Repeats.

14. All approved applications for substitutions must be submitted to UCL Student Records who will confirm that the substitutions are possible and amend the student’s record.

**6.10.4 Extenuating Circumstances on a Deferral Attempt**

1. If a student experiences further Extenuating Circumstances on their Deferral attempt, they must submit a new EC Form.

2. Students should, however, be aware that multiple requests for the same Extenuating Circumstances may not be accepted if they do not meet the criteria of being sudden, unexpected and beyond the student’s control. Where a student has a longer-term difficulty, they must contact the Disability, Mental Health and Wellbeing team or Student Psychological and Counselling Services as early as possible so that UCL can support them effectively throughout their studies via the provisions in Section 5: Reasonable Adjustments.

**6.11 Late EC Requests**

1. If a student is unable to obtain the necessary evidence within the deadlines stated they should still submit their EC Form on time and indicate that their evidence is to follow. However, a decision cannot be made until evidence is received.

2. Where a student is physically or psychologically unable to submit their EC Form within the specified deadline because the EC is still ongoing, and the Programme Board of Examiners has not yet made a decision, the person or body responsible for considering the request may use their discretion to consider the late request following the standard procedures outlined above.

3. Where a student is physically or psychologically unable to submit their form within the specified deadline because the EC is still ongoing, and the Programme Board of Examiners has already made a decision, the student may be able to request a review of the Board’s decision:
   a) Students should submit a request for review no more than two weeks after receiving their formal results. The student handbook/ Moodle page for each UCL programme must specify where student requests are to be submitted; requests for review should be submitted to the same location.
b) The receiving office should forward the request to the FECP Chair who will review the case. This function must not be delegated to a Departmental EC Panel.

c) Where the FECP Chair agrees that there are valid grounds for late submission of the request (i.e. it was physically or psychologically impossible for the student to submit it on time and/or before the Programme Board of Examiners) the FECP Chair should make a recommendation to UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs).

d) Where UCL Academic Services accepts the request for review, it will overturn the original Programme Board of Examiners’ decision and put a new one in its place. The FECP and Programme Board of Examiners should be notified as soon as possible. UCL Student Records should amend the student’s record and issue the student with a new results notification.

e) Where the FECP Chair or UCL Academic Services rejects the request for review, they should notify the FECP as soon as possible. The FECP secretary should notify the student that their request has been rejected within one week of the decision being made.

6.12 Appealing an EC Decision

1. Students cannot contest the outcome of an EC request on the grounds of academic judgement. However if the student feels that there has been a procedural error in the handling of their request, or that the type of mitigation offered is unsuitable, the student may request that the FECP Chair reviews the decision. This function must not be delegated to a Departmental EC Panel.

2. Requests for review must be submitted within two weeks of the extension or mitigation decision.

3. Student handbooks/ Moodle should include clear details of where to submit ECs; requests for review should be submitted to the same office.

4. The FECP Chair should consider the request and make one of the following decisions:
   a) To uphold the original decision, OR
   b) To retain the original decision but amend specific details such as length of extension, Deferral deadline etc., OR
   c) To make a new decision on the type of mitigation.

5. The FECP Chair should communicate their decision to the student in writing within one week of receiving the request. The FECP secretary should ensure that any new decision is communicated to the relevant parties as described in Section 6.9 above.

6. If, after the review, a student is still unhappy, they may be able to appeal the decision under the regulations set out in Chapter 6, Section 10: UCL Student Complaints Procedure.

6.13 Extenuating Circumstances Panels

6.13.1 Terms of Reference

1. Each Faculty must have a Faculty Extenuating Circumstances Panel (FECP).

2. The FECP has the following responsibilities:
   a) To make objective, impartial decisions about the validity of ECs submitted by students in the Faculty.
   b) To determine the most appropriate course of action for the circumstances in hand and make recommendations to the relevant Programme Board of Examiners.
   c) To ensure that all ECs are supported by appropriate evidence.
   d) To ensure that mitigation is only applied to the affected module(s).
   e) To ensure that mitigation is only applied once for each assessment.
   f) To ensure that ECs are processed within the timeframes stated above.
   g) To ensure that ECs remain confidential to the EC Panel and to the Chair and Secretary of the relevant Programme Board of Examiners.
   h) To ensure that all data relating to ECs are stored securely.
   i) To meet at the start of each academic year to discuss and agree the arrangements for the delegation of decision-making to any Departmental EC Panels.
   j) To report annually to the Academic Regulations and Quality Assurance Sub-committee on the efficacy of the EC regulations and on the profile of cases received.
Delegation of Authority to Departmental EC Panels

3. The FECP may delegate authority to consider ECs to a Departmental EC Panel (DECP). It is assumed that ‘Department’ also covers local variations like division, school, institute, life learning provider etc.

4. The FECP must determine the authority of any DECP under its responsibility. This should include:
   a) Determining which forms of mitigation and/or which grounds for ECs may or may not be considered by a DECP
   b) Determining where cases must be referred up to the FECP
   c) Determining where DECP Chair’s Action may be used
   d) Providing guidance on common forms of mitigation
   e) Providing guidance on the local processes for communication and record-keeping
   f) Publishing the panel arrangements in place within the Faculty, and ensuring that the contact details of the relevant FECP/ DECP secretaries are readily available to staff in other Faculties.

5. FECPs should not delegate decision-making to any person or body other than a DECP.

6. Annex 4.1.2: EC Panel Contact Details indicates the appropriate contact for each FECP and DECP.

Jurisdiction

7. Each student’s ‘home’ Faculty is responsible for processing any ECs submitted by that student.

8. Where the student is registered on a combined honours or joint degree, one of the Faculties will be specified as the home Faculty, which will be responsible for processing the EC.

9. Where a student is registered on an interdepartmental module, the home FECP is responsible for processing the request, in consultation with the teaching Department.

Frequency

10. Each Faculty should determine how frequently the FECP/ DECP meets.

Chair’s Action

11. The Chair of the FECP is entitled to act on behalf of the Panel in respect of any matter delegated to them by the Panel, the Faculty Board of Examiners or UCL Education Committee. The FECP is responsible for determining where DECP Chair’s Action may be used.

Virtual Meetings

12. To facilitate decision-making, FECPs and DECPs may meet ‘virtually’, where decisions are approved electronically and formally recorded by the EC Panel Secretary.

Confidentiality

13. All FECP and DECP members are responsible for preserving confidentiality in respect of the proceedings of the Panel.

Conflicts of Interest

14. FECP and DECP members who have a personal or professional conflict of interest with any student being considered at a particular meeting must withdraw from the meeting for discussions on that student.

6.13.2 Constitution and Membership

Faculty EC Panel

1. The FECP should be chaired by the Faculty Tutor.
2. A Deputy Chair may be nominated to stand in for the Chair where necessary.
3. In addition to the Chair and Deputy Chair, the FECP must include at least two members of senior Faculty staff such as Faculty Graduate Tutors, Programme Leaders, Departmental Tutors etc.
4. The FECP secretary should be a named member of staff from the Faculty administration team.

Departmental EC Panel
5. The DECP should be chaired by the Head of Department or the Departmental Tutor.
6. A Deputy Chair may be nominated to stand in for the Chair where necessary.
7. In addition to the Chair and Deputy Chair, the DECP must include at least two members of senior Departmental staff such as Programme Leaders, Departmental Tutors etc.
8. The DECP secretary should be a named member of staff from the Departmental administration team.

**Quoracy**

9. The minimum number of members permissible at a meeting of the FECP or DECP is three, including either the Chair or Deputy Chair.

**External Examiners**

10. External Examiners should not be invited to attend FECP/ DECP meetings.

**Rotation of Membership**

11. Where possible, the members of academic staff should change on an annual basis to ensure maximum sharing and awareness of the EC process across UCL.
Marking & Moderation

Overarching Principles

Principle 25: Assessment policies and regulations must respect the academic judgement of the internal examiners in relation to a student's performance against the published marking criteria.

Principle 26: All assessment processes, including marking, second-marking and moderation, should be conducted anonymously unless the nature of the assessment makes this impossible.

Principle 27: Marking must be criterion-referenced and students must be made aware of those criteria in advance.

Principle 28: Marking scales must be transparent and clearly communicated to students in advance of the assessment.

Principle 29: All programmes must include rigorous second-marking and internal moderation processes which promote consistency and fairness.

Principle 30: The assessment process for a programme of study must be scrutinised by an External Examiner.

Responsibilities

1. Markers are responsible for assessing student work against the published marking criteria, assigning each student a mark according to the relevant marking scale and providing students with feedback on their work.

2. Programme Leaders are responsible for the planning and implementation of appropriate marking, second-marking and internal moderation processes on a programme or group of modules.

3. The Faculty Board of Examiners is responsible for ensuring that appropriate marking, second-marking and moderation systems are in place on all programmes and modules within their remit (see Section 13.3: Faculty Boards of Examiners for further details).

Markers

Eligibility

1. A UCL marker may be an Internal Examiner or an Assistant Internal Examiner.

2. Markers must be formally appointed as Internal Examiners or Assistant Internal Examiners by the Programme Board of Examiners – see Section 13: Boards of Examiners for further details on the appointment process, duties and responsibilities.

Peer Assessment

3. Students may also be asked to assess each other's work as a valuable tool in enhancing their assessment literacy. Where Peer Assessment is used in summative assessment, the Internal Examiner(s) responsible for the module/assessment must ensure that there are clear marking criteria, which are discussed with the students in advance, and that all marks awarded by students are subject to some form of second-marking by an Internal Examiner.
7.4 Anonymity

1. All summative assessments should be carried out anonymously unless the nature of assessment makes this impossible.
2. Where anonymity is not used, programmes must ensure, to the satisfaction of the External Examiner and the Programme Board of Examiners, that there are robust processes in place for second-marking and internal moderation (see below).
3. There is no requirement for anonymity for formative assessments.

Examinations and Tests

4. Examinations and tests must be assessed against Candidate Number only.

Coursework

5. For coursework submissions, wherever possible, first and second markers should assign marks and provide written feedback based on Candidate Number or Student Record Number only.
6. Where coursework assessments include formative submissions, tutorials and/or in-class feedback, it is recognised that full anonymity will not always be possible or desirable. Where this is the case, and the first marker knows the student, second-marking and moderation must be carried out anonymously.

Dissertations and Research Projects

7. Where dissertations and research projects involve close working between the supervisor and the student it is recognised that full anonymity will not always be possible or desirable. Where the supervisor acts as a marker for the dissertation or report, the assessment must be subject to full, independent and anonymous second-marking.

Giving Feedback

8. Feedback and an indicative mark based on the first marker’s comments, but prior to second marking, can be given to facilitate prompt feedback. However, students should be aware that the mark is indicative and subject to second-marking, internal moderation and ratification by the Programme Board of Examiners and the External Examiner.

7.5 Marking Criteria

1. For both summative and formative assessment the marking criteria should be designed to help students understand what they are expected to achieve and the knowledge and skills that will be taken into account in awarding marks.
2. For every summative assessment (i.e. assessments whose results count towards Progression, Classification and/or the Award of a degree), at least one of the following must be made available to students in advance of the assessment:
   a) Grade Descriptors explaining the criteria and providing a detailed description of the qualities representative of different mark classes/grades. Where appropriate, grade descriptors can be agreed at departmental/divisional or programme level.
   b) A Marking Scheme explaining how the assessment is scored, i.e. how points are associated with answers to the question set and attributed to parts of the assessment.
3. Where appropriate, the following should also be made available to all markers and second-markers:
   a) Indicative Answers by the question setter that outline the essential material expected to be considered by relevant answers.
   b) Model Answers that show the correct answer to the question as documented by the question setter.
4. Summative assessment must be criterion-referenced i.e. the assessment evaluates the ‘absolute’ quality of a candidate’s work against the marking criteria; the same work will always receive the same mark, irrespective of the performance of other students in the cohort.
5. Further guidance for best practice in designing marking criteria, including the identification of the key skills and knowledge being tested, is available from UCL Arena.

7.6 Second Marking

7.6.1 Minimum Requirements

1. All modules must be subject to a form of second marking.
2. All dissertations/ research projects must be subject to Full, Independent, second marking.
3. Faculties or Departments may determine and publish policies on the appropriate use of different forms of second marking within the disciplinary context over and above UCL’s minimum threshold requirements.
4. The options for second marking are:
   a) Second marking may be Full or Sampled:
      i. Full second-marking: second markers mark or check all assessments.
      ii. Sampled second-marking: Second markers mark or check a sample, based on defined criteria, of the full set of assessments.
   b) Second marking may be Independent or done by Check Marking:
      i. Independent marking (also known as double marking): Each marker assigns a mark. The two marks are subsequently reconciled to agree the mark for the assessment.
      ii. Check marking: The second marker determines whether the mark awarded by the first marker is appropriate, but does not give a separate mark. The second marker confirms the mark if appropriate, and brings it to the attention of the first marker if not. Check marking will usually only be appropriate for quantitative or multiple-choice assessments in which answers can be scored objectively rather than requiring qualitative judgement on the part of the markers.
   c) Second marking may be Blind or Open:
      i. Blind second-marking: The second marker is not informed of the first marker’s marks and/or comments.
      ii. Open second-marking: The second marker is informed of the first marker’s marks and comments before commencing and can take these into account.
   d) Second marking may be Live:
      i. Live marking: Where an assessment is conducted ‘live’ (e.g. oral examinations, presentations, exhibitions, laboratory work, marking clinical work with patients, portfolios of work, group work etc.) the assessment should include provisions for second-marking, internal moderation and External Examiner scrutiny of either the full set of assessments or an appropriate sample. This may take the form of having two or more markers present, inviting the External Examiner to observe the event, recording the event or asking students to submit notes, slides and/or visual material for these purposes.

7.6.2 Parity Meetings

1. Where an assessment includes multiple pairs of markers it is good practice to hold a parity meeting at the start of the marking process where markers can discuss and develop a shared understanding of the marking criteria. This can include comparing marks for a small sample of student work.
2. Parity meetings are particularly important where there is a large number of markers and where there are new markers in a team.

7.6.3 Sampling

1. Sampling may be used where a large number of students undertakes an assessment. If the second markers agree with the marks for the sampled students, it can be assumed that marking is accurate for the population. However if the second markers disagree with one or more marks, the sample must be extended to check the accuracy of marks for all students in
the assessment. **Individual student marks must not be changed unless all marks have been checked.**

2. Where sampling is used in second-marking, the sample *must* include the following as a minimum:
   a) All Fails
   b) Mid-class examples for each class (mid-forties, mid-fifties, mid-sixties, Firsts/Distinctions)
   c) Examples of all upper borderlines (39, 49, 59, 69)
   d) The higher of either: at least 10% of assessments, or at least five assessments.

3. The above is based on the standard UCL marking scale; programmes operating an alternate marking scale *should* adjust as appropriate.

4. Thresholds for the use of sampling versus full second-marking over and above UCL’s threshold standards *may* be set at Faculty or Departmental/Divisional level.

**Extending the Sample**

5. Where there is disagreement over a single mark or a group of marks within the sample, markers *must not* change individual student marks. Instead, the sample *must* be extended to check and, where necessary, review the marks of all students in the assessment concerned, with particular attention being paid to students with similar marks to those being contested, and to those marks falling close to a Classification boundary.

6. Extension of the sample *must* demonstrate to the External Examiner and the Programme Board of Examiners that marking across the assessment concerned is sound and fair and that no student is advantaged or disadvantaged by being included in the sample (i.e. markers must not only change the marks of students in the sample; all marks must be reviewed).

**7.6.4 Reconciliation of Marks**

1. All marks *must* be agreed by the markers. Where there is disagreement, the markers *must* adopt one of the following:
   a) For mark differences of 10% or more, or which bracket a class boundary, the marks *must* be reconciled through discussion of the marking criteria. Mathematical averaging *should not* be used.
   b) For mark differences of less than 10%, the mark *may* be reconciled by discussion of the marking criteria or by mathematical averaging.

**7.6.5 Third Markers**

1. A third marker *may* be brought in where a first and second marker are unable to agree on a final mark. The third marker’s role is not to over-ride the two previous markers, but to contribute to resolving the discussion with reference to the marking criteria.

2. Third marking to reconcile disagreements between first and second markers *must not* be carried out by the External Examiner (see Chapter 9, Section 4: External Examining). However, subsequently bringing third-marked work to the attention of the External Examiner is good practice.

**7.6.6 Documentation of Marking**

1. Marks and how marks are arrived at *must* be transparent for Programme and Faculty Boards of Examiners, External Examiners, students, and, if necessary, complaint panels.

2. The first mark, second mark (where applicable) and the agreed mark *must* be recorded separately.

3. Justification for marks awarded *must* be documented in one of the following forms:
   a) Examiner’s comments from both the first and, where applicable, second marker. These comments *may* be identical to the feedback provided to the student.
   b) Model answers and evidence of the scoring of the assessment by the first and, where applicable, second marker.
7.7 Internal Moderation

1. All programmes *must* have internal moderation systems in place to assure the consistency of marking and the proper application of the marking criteria across markers, students and modules.

2. Internal moderation *may* include, but is not limited to:
   a) Checks to ensure that marking is comparable across marking pairs or teams
   b) Checks to ensure that marking is comparable across different options and electives

3. Where the internal moderation process identifies substantial discrepancies, third-marking of a set of assessments *may* be required.
8 Assessment Feedback

The Assessment Feedback regulations define the minimum requirements for the provision of feedback to students on their assessed work. All programmes must apply these threshold standards as a minimum.

8.1 Overarching Principles

Principle 31: Formative and summative assessment feedback is an integral part of the assessment process. Feedback should:
- Help students to evaluate their work
- Enable students to set and achieve short- and long-term goals
- Give students opportunities to apply previous feedback
- Include peer-to-peer and teacher-student dialogue
- Be motivational for all students
- Develop students’ assessment literacy
- Be timely, so that feedback can inform future learning

Principle 32: Students should receive feedback regularly throughout their programme, on both formative and summative assessments.

8.2 Summative Feedback

Service Standards for the Provision of Feedback to Students

1. All programmes must adopt the following service standards to ensure that students receive appropriate and timely feedback on their work in order to enhance their learning experience and maximise their academic performance.
2. Students should expect to receive some form of feedback on all summative assessments.
3. Feedback may take the form of:
   a) A written feedback sheet indicating the student’s performance against the marking criteria, strengths, weaknesses and opportunities for improvement.
   b) An individual discussion with the student about their performance against the marking criteria, strengths, weaknesses and opportunities for improvement.
   c) Group discussions where thematic areas, strengths and weaknesses within the group as a whole are discussed.
   d) Annotated examination scripts.
   e) Marker’s answers, model answers or other solutions.
4. Students should expect to receive feedback within one calendar month of the deadline for submission of each piece of assessed work (including weekends and vacations). Departments are encouraged to provide this in a shorter timeframe if possible.
5. If, for whatever reason, a Department or Module Organiser cannot ensure that the one calendar month deadline is met then they must indicate, by direct contact with the students on the module through email/Moodle, when the feedback will be provided. It is expected that the extra time needed should not exceed one week.
6. Where feedback is not provided within the timescale, students should bring the matter to the attention of the Departmental Tutor or Head of Department who should take action as necessary. If students remain dissatisfied then the matter should be referred to the Faculty Tutor.

Dissertations, Research Projects and Long Essays

7. Supervisors must provide feedback to students on a draft on at least one occasion.

Anonymity
8. Wherever possible, summative assessments must be marked anonymously (see Section 7.4: Anonymity). The requirement for anonymity may be lifted once the first and/or second marker has assigned a mark, to facilitate the provision of personalised feedback to the student.

**Further Guidance**

9. Examples of feedback proforma and marking criteria are available from UCL Arena.

### 8.3 Formative Feedback

1. Students should receive feedback on formative assessments to help them evaluate their own work and understand how to improve their performance.
2. Formative feedback should be:
   a) Received by students in good time
   b) Focused on helping students to develop the skills, knowledge and understanding required
   c) Helpful in identifying areas for improvement
   d) Appropriate for the type of assessment
3. A formative assessment may include an indicative mark, but these marks do not contribute to the award of credit and are not included in the calculation of the Classification.
4. There is no requirement for anonymity in formative assessment.
9 Progression & Award

The Progression and Award Requirements define what a student must do to progress from one year of study to the next and to be awarded a UCL qualification. Students should read this section in conjunction with their Programme Summary.

9.1 Overarching Principles

Principle 17: Qualifications must only be awarded for the successful achievement of defined learning outcomes.

Principle 18: The criteria for Progression and the Award of a degree must be transparent, clearly defined and fair to all students, and aligned with the requirements of the UCL Qualifications and Credit Framework.

Principle 19: Programmes must include regular review points to support and evaluate a student's progress throughout their programme.

Principle 20: A student may be permitted to progress from one year to the next and/or be awarded a degree where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met.

9.2 Scope & Definitions

1. A student must meet or exceed UCL's threshold standards in order to Progress through their programme and be Awarded a qualification.

2. Graduate and Taught Postgraduate programmes must not include Progression Requirements. Subject to approval by UCL Education Committee or its nominee, a Graduate or Taught Postgraduate programme running over more than one year (e.g. a two-year Extended Masters or five-year Flexible Masters) may set Continuation Requirements between years of study. Failure to meet these standards after all permitted attempts may lead to failure of the programme.

3. The specific arrangements on each programme of study must be documented in the Programme Summary.

4. Details of the structures of UCL taught programmes, including information about credit, academic levels and modules, can be found in Chapter 2: Qualifications and Credit Framework.

Professionally-accredited Programmes

5. Subject to approval by UCL Education Committee or its nominee, a programme may include additional requirements for the achievement of professional accreditation. Additional requirements must be:
   a) Supported by specific, written evidence from the relevant Professional, Statutory or Regulatory Body, AND
   b) Reviewed annually to ensure accuracy and currency, AND
   c) Communicated clearly to students, AND
   d) Documented in the Programme Summary.

Non-Modular Programmes

6. Subject to approval by UCL Education Committee or its nominee, a programme may operate on a non-modular basis where there is a clear pedagogic rationale. The Progression and Award Requirements for such programmes are defined in Section 9.13: Non-modular Programmes.

Failure to meet the Progression & Award Requirements

7. A student who is unable to meet the Progression and Award Requirements due to illness or other Extenuating Circumstances may be eligible for a Deferral or other form of mitigation under the regulations in Section 6: Extenuating Circumstances.
8. A student who does not meet all of the Progression and Award Requirements, and has no Extenuating Circumstances material to that failure, must be subject to the regulations in Section 11: Consequences of Failure.

9.3  Condonement

9.3.1  Definition
1. **Condonement** allows a student to progress from one year to the next and/or to be awarded a qualification where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met. Students who meet the Condonement Criteria will not be reassessed.
2. A student’s eligibility for Condonement in any given module is determined by the Programme on which the student is enrolled.

9.3.2  Condonable Range
1. For each qualification, Condonement applies only to module marks falling within the following Condonable Ranges:

### Undergraduate Programmes

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Modules at Levels 4, 5 and 6</th>
<th>Modules at Level 7 (where applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Higher Education</td>
<td>1.00-39.99%</td>
<td>-</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>1.00-39.99%</td>
<td>-</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>1.00-39.99%</td>
<td>-</td>
</tr>
<tr>
<td>Ordinary Degree (Interim Qualification)</td>
<td>1.00-39.99%</td>
<td>1.00-49.99%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>1.00-39.99%</td>
<td>1.00-49.99%</td>
</tr>
<tr>
<td>Integrated Masters Degree</td>
<td>1.00-39.99%</td>
<td>1.00-49.99%</td>
</tr>
</tbody>
</table>

### Graduate Programmes

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Modules at Level 6</th>
<th>Modules at Level 7 (where applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numeric Marks</td>
<td>Letter Grades</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>30.00-39.99%</td>
<td>E</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>30.00-39.99%</td>
<td>E</td>
</tr>
</tbody>
</table>
Taught Postgraduate Programmes

<table>
<thead>
<tr>
<th></th>
<th>Modules at Level 7</th>
<th>Modules at Level 6 (where applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numeric Marks</td>
<td>Letter Grades</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>40.00-49.99%</td>
<td>D</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>40.00-49.99%</td>
<td>D</td>
</tr>
<tr>
<td>Masters</td>
<td>40.00-49.99%</td>
<td>D</td>
</tr>
</tbody>
</table>

9.3.3 Condonable & Non-condonable Modules

1. All modules on a programme should be Condonable.
2. Subject to approval by UCL Education Committee or its nominee, a Programme may designate one or more modules as Non-condonable (must be passed). In order for a module to be designated as Non-condonable it must be:
   a) A Compulsory module, AND/ OR
   b) A module essential to professional accreditation.
3. All Undergraduate Dissertations and Masters Dissertations/ Substantive Projects must be Non-condonable.
4. Where a Programme designates a module as Non-condonable, the Programme may also determine that one or more components within that module are Non-condonable (must be passed). See Section 3.11: Requirements to Pass a Module for further details.
5. Non-condonable modules must be documented in the Programme Summary.

9.3.4 Applying Condonement

1. The Condonement regulations apply at both the first and second attempt.
2. Where a student has valid Extenuating Circumstances, the regulations in Section 6.10: Deferred Assessment should be applied before Condonement is considered.
3. If a student meets all the Condonement Criteria, and there are no Extenuating Circumstances to be considered, the module must be Condoned.
4. A student who meets the Condonement Criteria must not be reassessed. The student will be awarded the credit, and the condoned mark must stand (i.e. the mark must not be raised to the Pass Mark) and must be included in the student's Classification.
5. A student who does not meet all the Condonement Criteria at the first attempt must be reassessed in all the failed modules, including those modules with marks falling in the Condonable Range (see Section 11: Consequences of Failure).
6. A student who does not meet all the Condonement Criteria at the second attempt must not be permitted any further attempts at assessment.
7. Condonement and Reassessment cannot be applied simultaneously; a student who fails in more than the permitted number of credits must be reassessed in all the failed modules.
8. On Extended or Flexible taught postgraduate programmes, the formal decision on whether the student meets the Condonement Criteria can only be made at the end of the taught modules.
   a) A student who does not pass a module in an earlier year should be entered automatically for a Resit or Repeat as appropriate under the regulations in Section 11: Consequences of Failure.
   b) A student may choose not to be reassessed in that module and instead retain the fail mark on the basis that the student may meet the Condonement Criteria at the end of the taught modules. Students should notify UCL Student Records of their intention not to be reassessed at least four weeks before the date of, or deadline for, reassessment. The student's decision not to be reassessed will not be considered as grounds for appeal at a later date.
9.4 Provisional Progression

1. A student may be permitted to Provisionally Progress to a subsequent year of study in the following circumstances:
   a) On programmes with a Study Abroad Year or Module, the Faculty Tutor may permit a student to Provisionally Progress if the marks from an external provider are not yet available (see Section 9.6: Honours Degree Progression & Award Requirements).
   b) The Extenuating Circumstances Panel may permit a student to Provisionally Progress and to undertake a Deferral with or without Tuition in a maximum of 30 credits in tandem with the next year’s modules (see Section 6.10: Deferred Assessment).
   c) Exceptionally, the Faculty Tutor may permit a student to Provisionally Progress and to undertake a Resit or Repeat in a maximum of 30 credits in tandem with the next year’s modules (see Section 11: Consequences of Failure).

2. Provisionally Progressed students are permitted to re-enrol, attend teaching events and access UCL facilities. However, the student must not formally Progress to the subsequent year of study until the outstanding credits are passed or formally condoned by the Programme Board of Examiners.

3. If, after all permitted attempts at the affected modules, the student then fails to meet the previous year’s Progression Requirements, they must not continue on the programme. Some students may be eligible for an Interim Qualification, or for transfer to another programme.

4. Registration on additional modules must not be considered as grounds for Extenuating Circumstances or appeal at a later date.

5. Students should be offered the opportunity to discuss the consequences of Provisional Progression with their Personal Tutor or Programme Leader. If a student would prefer to wait until they have formally progressed before they enrol on any subsequent years of the programme, they must contact their Departmental Office as soon as possible to discuss their options and, if appropriate, request that the Faculty Tutor overturns the decision.

9.5 Pre-Honours Progression & Award Requirements

1. In order to progress from one year to the next, or to be awarded a Certificate of Higher Education OR a Foundation Degree, a student should Pass 120 credits in each year of study.

2. A student who does not Pass 120 credits in a year of study must nonetheless be considered to have met the Progression and Award Requirements if they meet all of the following Condonement Criteria in that year of study:
   a) Pass all Non-Condonable Modules, AND
   b) Pass at least 90 credits, AND
   c) Attain marks in the Condonable Range in no more than 30 credits, AND
   d) Achieve a credit-weighted mean of at least 40.00% across 120 credits.

3. On Part-time Modes of Study, the Progression and Award Requirements and the number of Condonable credits must be adjusted pro-rata for each year of study.

9.6 Honours Degree Progression & Award Requirements

1. In order to progress from one year to the next, or to be awarded a Bachelors with Honours OR an Integrated Masters with Honours, a student should Pass 120 credits in each year of study.

2. A student who does not Pass 120 credits in a year of study must nonetheless be considered to have met the Progression and Award Requirements if they meet all of the following Condonement Criteria in that year of study:
   a) Pass all Non-Condonable Modules, AND
   b) Pass at least 90 credits, AND
   c) Attain marks in the Condonable Range in no more than 30 credits, AND
   d) Have attained marks in the Condonable Range in no more than 60 credits up to and including the current year of study, AND
   e) Achieve a credit-weighted mean of at least 40.00% (50.00% in the Masters year) across 120 credits.
Modern Foreign Language Requirement

3. In order to be awarded a qualification, a student must also meet UCL’s Modern Foreign Language Requirements (see Section 9.7: Honours Degree Modern Foreign Language Requirements).

Integrated Masters Programmes

4. Subject to approval by UCL Education Committee or its nominee, an Integrated Masters programme may set a higher progression threshold than the UCL minimum to permit progression from Year 2 to Year 3, AND/OR from Year 3 to Year 4. Higher thresholds must be documented in the Programme Summary.

Study Abroad Year or Placement Year

5. A student must meet the Progression Requirements before commencing a Study Abroad or Placement Year.

6. Upon returning from a Study Abroad or Placement Year, a student should meet the Progression Requirements before commencing the next year of study.
   a) In exceptional circumstances, such as when marks from a placement provider or host institution are not yet available, the Programme Board of Examiners may permit a student to Provisionally Progress to the next year of study until such a time as the marks become available and formal Progression can be determined. See Section 9.4: Provisional Progression.

7. On Part-time Modes of Study, the Progression and Award Requirements and the number of Condonable credits must be adjusted pro-rata for each year of study.

9.7 Honours Degree Modern Foreign Language Requirements

1. UCL is committed to Modern Foreign Language education. All UK Honours Degree students, with the exception of those on one-year Top-Up or iBSc degrees, must enter UCL with, or have developed by graduation, a basic level of competence in a Modern Foreign Language (MFL).

2. In order to satisfy UCL’s Modern Foreign Language (MFL) requirements, a student must undertake one of the following:
   a) Hold a C grade or higher in a GCSE, or equivalent, in a Modern Foreign Language, OR
   b) Where available, attend a Modern Foreign Language Summer School arranged by UCL prior to enrolment, OR
   c) Enrol on a 15-credit module in a Modern Foreign Language as a module choice within the student’s standard programme diet. The student must be subject to the standard programme requirements for Progression, Award, Classification and Reassessment, OR
   d) Enrol on an additional 15-credit module in a Modern Foreign Language, over and above the 120 credits required in each year of study. The student must meet the minimum attendance requirements and take part in the assessment, but does not have to pass the module and the mark will not be included in the student’s Classification calculation. If a student does not meet the attendance requirements, they will be Barred from the assessment and must Repeat the module in the following academic session with attendance and fees and marks capped at the Pass Mark. As it is an additional module, and is not a requirement of Progression in any given year, the Repeat may be taken in tandem with enrolment on a subsequent year of study, OR
   e) Exceptionally, and by agreement with the UCL Centre for Language and International Education, enrol on an evening class in a Modern Foreign Language.

3. In exceptional circumstances UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs) may suspend the MFL requirements if they are deemed to place an unreasonable burden on a student. Applications must be made to UCL Academic Services via the Faculty Tutor.

4. A student who fails to satisfy the requirement by the end of their programme will not be eligible for the award of an Honours Degree.

British Sign Language
5. Enrolment on a 15-credit module in British Sign Language will satisfy the MFL requirement.
6. **Subject to approval by the Faculty Tutor,** an appropriate, formal qualification in British Sign Language or another Sign Language **may** be considered as an equivalent to a GCSE.
7. **Subject to approval by UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs),** experiential learning in British Sign Language or another Sign Language **may** be considered, where accreditation is not available. Applications **must** be made via the Faculty Tutor.

**Ancient Languages**

8. GCSE passes in, or enrolment on a 15-credit module in, Ancient Greek, Hebrew or Latin will not satisfy the MFL requirement.

**Heritage and Community Languages**

9. **Subject to approval by the Faculty Tutor,** an appropriate, formal qualification in a heritage or community language **may** be considered as an equivalent to a GCSE.
10. **Subject to approval by UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs),** experiential learning in a heritage or community language **may** be considered, where accreditation is not available. Applications **must** be made via the Faculty Tutor.

9.8 **Graduate Certificate Award Requirements**

1. Graduate Certificate programmes **must not** include Progression Requirements but **may** include Continuation Requirements if the programme runs over more than one year (see Section 9.2: Scope and Definitions).
2. In order to be awarded a **Graduate Certificate** a student **should** Pass all modules.
3. A student who does not Pass all modules **must** nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:
4. On programmes operating a **Numeric Marking Scale:**
   a) Pass all Non-Condonable Modules, AND
   b) Attain marks in the Condonable Range in no more than 15 credits, AND
   c) Pass the remaining credits, AND
   d) Achieve a credit-weighted mean of at least 40.00% across all credits.
5. On programmes operating a **Letter Grade Marking Scale:**
   a) Pass all Non-Condonable Modules, AND
   b) Attain grades in the Condonable Range in no more than 15 credits, AND
   c) Pass the remaining credits, AND
   d) Achieve a Grade D or higher in at least 50% of all credits.

9.9 **Graduate Diploma Award Requirements**

1. Graduate Diploma programmes **must not** include Progression Requirements but **may** include Continuation Requirements if the programme runs over more than one year (see Section 9.2: Scope and Definitions).
2. In order to be awarded a **Graduate Diploma** a student **should** Pass all modules.
3. A student who does not Pass all modules **must** nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:
4. On programmes operating a **Numeric Marking Scale:**
   a) Pass all Non-Condonable Modules, AND
   b) Attain marks in the Condonable Range in no more than 15 credits, AND
   c) Pass the remaining credits, AND
   d) Achieve a credit-weighted mean of at least 40.00% across all credits.
5. On programmes operating a **Letter Grade Marking Scale:**
   a) Pass all Non-Condonable Modules, AND
   b) Attain grades in the Condonable Range in no more than 15 credits, AND
   c) Pass the remaining credits, AND
   d) Achieve a Grade D or higher in at least 50% of all credits.
9.10 Postgraduate Certificate Award Requirements

1. Postgraduate Certificate programmes must not include Progression Requirements but may include Continuation Requirements if the programme runs over more than one year (see Section 9.2: Scope and Definitions).

2. In order to be awarded a Postgraduate Certificate a student should Pass all modules.

3. A student who does not Pass all modules must nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:

4. On programmes operating a Numeric Marking Scale:
   a) Pass all Non-Condonable Modules, AND
   b) Attain marks in the Condonable Range in no more than 15 credits, AND
   c) Pass the remaining credits, AND
   d) Achieve a credit-weighted mean of at least 50.00% across all credits.

5. On programmes operating a Letter Grade Marking Scale:
   a) Pass all Non-Condonable Modules, AND
   b) Attain grades in the Condonable Range in no more than 15 credits, AND
   c) Pass the remaining credits, AND
   d) Achieve a Grade C or higher in at least 50% of all credits.

9.11 Postgraduate Diploma Award Requirements

1. Postgraduate Diploma programmes must not include Progression Requirements but may include Continuation Requirements if the programme runs over more than one year (see Section 9.2: Scope and Definitions).

2. In order to be awarded a Postgraduate Diploma a student should Pass all modules.

3. A student who does not Pass all modules must nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:

4. On programmes operating a Numeric Marking Scale:
   a) Pass all Non-Condonable Modules, AND
   b) Attain marks in the Condonable Range in no more than 30 credits, AND
   c) Pass the remaining taught credits, AND
   d) Achieve a credit-weighted mean of at least 50.00% across all credits.

5. On programmes operating a Letter Grade Marking Scale:
   a) Pass all Non-Condonable Modules, AND
   b) Attain grades in the Condonable Range in no more than 30 credits, AND
   c) Pass the remaining taught credits, AND
   d) Achieve a Grade C or higher in at least 50% of all credits.

9.12 Masters Award Requirements

1. One-year Masters programmes must not include Progression Requirements but may include Continuation Requirements if the programme runs over more than one year (see Section 9.2: Scope and Definitions).

2. In order to be awarded a Taught or Research Masters a student should Pass all modules.

3. A student who does not Pass all modules must nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:

4. On programmes operating a Numeric Marking Scale:
   a) Pass all Non-Condonable Modules, AND
   b) Attain marks in the Condonable Range in no more than 30 taught credits, AND
   c) Pass the remaining taught credits, AND
   d) Pass the Dissertation/Substantive Project, AND
   e) Achieve a credit-weighted mean of at least 50.00% across all credits.

5. On programmes operating a Letter Grade Marking Scale:
   a) Pass all Non-Condonable Modules, AND
   b) Attain grades in the Condonable Range in no more than 30 taught credits, AND
   c) Pass the remaining taught credits, AND
   d) Pass the Dissertation/Substantive Project, AND
   e) Achieve a Grade C or higher in at least 50% of all credits.
6. **Subject to approval by UCL Education Committee or its nominee**, an Extended Masters programme with more than 180 programme credits *may* include a higher volume of condonable taught credits, up to a maximum of 25% of the taught credits.

9.13 Non-Modular Programmes

9.13.1 BA (Hons) English

1. The programme consists of fourteen ‘course units’ (modules) over three years.
2. In order to progress from Year 1 to Year 2, a student *must* Pass four course units, including:
   a) A Pass in three written examinations, AND
   b) A satisfactory mark for their tutorial performance over the year.
3. The programme is assessed on ten course units, including:
   a) Eight written examinations, AND
   b) A Research Essay relating to one of the Optional or Core course units studied, AND
   c) The Course Assessment, derived from the termly tutorial marks awarded in Years 2 and 3.
4. In order to be awarded a qualification a student *must* Pass nine course units, achieve a mark of at least 1.00 in the tenth course unit and achieve a numerical aggregate of 460 or above.
5. A student *should* undertake two of their final course units at the end of Year 2 and six of their final course units at the end of Year 3.
   a) A Year 2 student *may* withdraw from one or both papers by notifying the English Department Office in advance, but *must* sit those papers along with their finals in Year 3.
6. Some course unit options *may* be assessed by Course Essay in lieu of written examinations.
7. A student *may* choose to write one or two Course Essays in place of one or two three-hour written examinations.
8. In order to be awarded a qualification, a student must also meet UCL’s Modern Foreign Language Requirements (see Section 9.7: Honours Degree Modern Foreign Language Requirements).

9.13.2 BA (Hons) Fine Art

1. The four-year Bachelor of Arts programme consists of the following assessed components:
   a) Studio Work
   b) History and Theory of Art:
      i. Coursework in Years 1 and 2
      ii. Independent Study in Year 3
   c) Additional Study
2. The Additional Study consists of a minimum of one 15-credit module offered by a UCL Department, undertaken in Year 2 or Year 3.
   a) With approval, a student *may* take more than one Additional Study module.
3. In order to progress from Year 1 to Year 2, or from Year 2 to Year 3, a student *must*:
   a) Achieve a satisfactory level in the end of year Studio assessment, AND
   b) Achieve a satisfactory level in the History and Theory of Art coursework, AND
   c) Have satisfied the examiners in all preceding years.
4. In order to progress from Year 3 to Year 4, a student *must*:
   a) Achieve a satisfactory level in the end of year Studio assessment, AND
   b) Achieve a satisfactory level in the History and Theory of Art Independent Study, AND
   c) Pass the Additional Study, AND
   d) Have satisfied the examiners in all preceding years.
5. In order to be awarded a qualification, a student *must*:
   a) Achieve a satisfactory level in the end of year Studio assessment in Year 4, AND
   b) Have satisfied the examiners in all preceding years.
6. Satisfactory Level is defined as:
   a) Satisfactory attendance and an overall Pass in coursework assignments and in each assessed component, OR
   b) A Pass in the Additional Study.
7. In order to be awarded a qualification, a student *must* also meet UCL’s Modern Foreign Language Requirements (see Section 9.7: Honours Degree Modern Foreign Language Requirements).
9.13.3 BFA (Hons) Fine Art

1. The three-year Bachelor of Fine Arts programme consists of the following assessed components:
   a) Studio Work
   b) Critical Studies
2. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
3. In order to progress from Year 1 to Year 2, or Year 2 to Year 3, a student must:
   a) Achieve a satisfactory level in the end of year Studio assessment, AND
   b) Achieve a satisfactory level in the Critical Studies component, AND
   c) Have satisfied the examiners in all preceding years.
4. In order to be awarded a qualification, a student must:
   a) Achieve a satisfactory level in the end of year Studio assessment in Year 3, AND
   b) Achieve a satisfactory level in the Critical Studies component in Year 3, AND
   c) Have satisfied the examiners in all preceding years.
5. Satisfactory Level is defined as satisfactory attendance and an overall Pass in coursework assignments and in each assessed component.
6. In order to be awarded a qualification, a student must also meet UCL’s Modern Foreign Language Requirements (see Section 9.7: Honours Degree Modern Foreign Language Requirements).

9.13.4 MBBS (Bachelor of Medicine, Bachelor of Surgery)

1. The six-year programme consists of the following components:
   a) An integrated programme of study in Years 1, 2, 4, 5 and 6 incorporating clinical and professional practice modules and clinical placements, AND
   b) An Integrated Bachelor of Sciences with Honours Degree (iBSc) in Year 3.
2. The iBSc year (Year 3) is governed by the standard UCL regulations in Section 9.6: Honours Degree Progression and Award Requirements.
3. With the exception of the iBSc year, the Pass Marks for written and clinical assessments will be determined by criterion-referenced standard setting. The overall result will indicate a Pass or Fail designation for each candidate with awards of Merit in each year and awards of Distinction in Years 1 and 2 (Medical Sciences), Years 4 and 5 (Clinical Sciences) and Year 6 (Clinical Practice).
4. With the exception of the iBSc year, a student must complete all sections of the assessments in one diet and at the times designated by the Medical School.
5. In order to progress from Year 1 to Year 2, or from Year 2 to Year 3, a student must:
   a) Complete the full prescribed course of study to the satisfaction of the Divisional Tutor, AND
   b) Submit a portfolio containing marks for all required coursework and student-selected components, AND
   c) Have satisfied the examiners in all preceding parts.
6. In order to progress from Year 3 to Year 4, a student must have been awarded the iBSc degree.
7. In order to progress from Year 4 to Year 5, or from Year 5 to Year 6, a student must:
   a) Complete the full prescribed course of study to the satisfaction of the Divisional Tutor, AND
   b) Submit a portfolio containing marks for all required coursework, student-selected components and clinical placements, AND
   c) Have satisfied the examiners in all preceding parts.
8. In order to be awarded a qualification, a student must:
   a) Complete the full prescribed course of study in Year 6 to the satisfaction of the Divisional Tutor, AND
   b) Submit a portfolio containing marks for all required coursework, student-selected components and clinical placements, AND
   c) Have satisfied the examiners in all preceding parts, AND
   d) Have completed all required assessments for the award of the degrees within 9 years of commencing the programme OR, for those UK graduate entrants with exemption from the iBSc requirement, within 8 years of commencing the programme.
9. Reports of concerns over professional behaviour(s) will be considered by the relevant Board of Examiners in determining results.

10. A candidate who has been deemed unfit to practice by Fitness to Practice procedures may not be awarded the degrees of MBBS.

11. In order to be awarded a qualification, a student must also meet UCL’s Modern Foreign Language Requirements (see Section 9.7: Honours Degree Modern Foreign Language Requirements).

9.13.5 MA Fine Art

1. The two-calendar-year Master of Arts programme consists of the following assessed components:
   a) Studio Work
   b) History and Theory of Art:
      i. Year 1 Coursework Essay
      ii. Year 1 Research Essay
      iii. Year 2 Report

2. In order to continue from Year 1 to Year 2, a student must achieve a satisfactory level in:
   a) The end of year Studio assessment AND
   b) The History and Theory of Art coursework.

3. In order to be awarded a qualification, a student must:
   a) Achieve a satisfactory level in the end of year Studio assessment in Year 2, AND
   b) Achieve a satisfactory level in the Year 2 Report, AND
   c) Have satisfied the examiners in all preceding years.

4. Satisfactory Level is defined as satisfactory attendance and an overall Pass in coursework assignments and in each assessed component.

9.13.6 MFA Fine Art in the Slade School of Fine Art

1. The two-academic-year, non-modular Master of Fine Arts programme in the Slade School of Fine Art consists of the following assessed components:
   a) Studio Work
   b) Critical Studies

2. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.

3. In order to continue from Year 1 to Year 2, a student must achieve a satisfactory level in the end of year Studio assessment.

4. In order to be awarded a qualification, a student must:
   a) Achieve a satisfactory level in the end of year Studio assessment in Year 2, AND
   b) Have passed the Critical Studies components, AND
   c) Have satisfied the examiners in all preceding years.

5. Satisfactory Level is defined as satisfactory attendance and an overall Pass in coursework assignments and in each assessed component.
10 Classification

Students who have completed the requirements for a qualification should, on the recommendation of the relevant Programme Board of Examiners, be awarded a Classification.

The following regulations apply to:
- Undergraduate students who first enrolled on their programme at UCL in 2018-19.
- All Graduate and Taught Postgraduate students who are fully enrolled on the 2018-19 academic session, with the exception of Masters of Laws (LLM students) where the former derogation is being phased out. Further details are in the LLM Programme Summary.

Undergraduate students who first enrolled on their programme at UCL in 2017-18 or earlier should refer to Section 15: Classification for Undergraduate Students first enrolling in 2017-18 or earlier.

10.1 Overarching Principles

Principle 33: Classification schemes must be transparent, clearly defined and fair to all students.

10.2 Calculating Classifications

10.2.1 Averages and Rounding

1. On programmes operating the Numeric Marking Scale:
   a) The Final Weighted Mark must be calculated from a credit-weighted mean of all counting marks, as specified in each individual Classification Scheme.
   b) Where a Classification Scheme includes multiple years of study, the credit-weighted Year Mean must be calculated first. Each Year Mean must then be weighted according to the Classification Scheme, and the Final Weighted Mark must then be calculated from the mean of weighted Year Means.
   c) The Final Weighted Mark must be rounded to 2 decimal places.

2. On programmes operating the Letter Grade Marking Scale, the Classification must be determined from the number of module credits falling in each Classification Band.

10.2.2 Weighting of Reassessment and Deferral Marks

1. Marks achieved for reassessed modules must be weighted according to the year in which the module was first attempted.
2. Marks achieved for substitute modules must be weighted according to the year in which the substituted module was first attempted.
3. Marks achieved for modules deferred due to Extenuating Circumstances must be weighted according to the year in which the student was first registered on the module.

10.2.3 Credit Awarded via the Recognition of Prior Learning (RPL)

1. Credits awarded via the Recognition of Prior Learning (RPL) from any institution other than UCL must be counted as part of the qualification requirements but must be excluded from the calculation of the Classification.
2. Credits accrued at UCL and awarded via the Recognition of Prior Learning (RPL) must be counted as part of the qualification requirements and included in the calculation of the Classification.
3. At the time of admission with RPL, the student should be advised of the number of credits which they are required to pass in order to be eligible for an Award, and the algorithm which will be used to calculate their Classification.
4. The application procedures for the Recognition of Prior Learning are defined in Chapter 1, Section 2.8: Recognition of Prior Learning for Entry to UCL.
10.2.4 Pass/ Fail Degrees

1. **Subject to approval by UCL Education Committee, or its nominee**, a qualification *may* be awarded on a Pass/Fail basis i.e. without a Classification. This *must* be clearly defined in the Programme Summary.

10.2.5 Study Abroad and Placements

1. Where a programme includes an **Integrated** Study Abroad or Placement Year or Module, the Classification *must* be calculated using the standard Classification Schemes below.

2. Where a programme includes an **Additional/ Extra-mural** Study Abroad or Placement Year or Module, the following rules *must* be applied when determining the Classification:
   a) Additional/ Extra-mural Study Abroad or Placement **Years** *must* be weighted at 0 in the Classification.
   b) Additional/ Extra-mural Study Abroad or Placement **Modules** *must* be weighted at 0 in the Classification.
   c) Where a programme includes a Study Abroad or Placement **Project Module**, the Study Abroad or Placement Year AND the Project Module *must* be weighted at 0 in the Classification.
   d) Where an Undergraduate Additional/ Extra-mural Study Abroad or Placement **Year** is in the Final Year, the Penultimate Year *must* be treated as the ‘Final Year’ in the determination of the classification.

10.2.6 Academic Partnerships

1. **Subject to approval by UCL Education Committee or its nominee**, a UCL programme delivered under an academic partnership agreement may operate an adjusted classification scheme to take account of the learning undertaken at the partner institution. Further details can be found in Chapter 8: Academic Partnerships Framework. Adjusted classification schemes must be included in the Programme Summary and clearly explained in the Student Handbook or equivalent.

10.3 Pre-Honours Classification Scheme

1. A student who meets the Award Requirements for a programme of study leading to a **Certificate of Higher Education** OR a **Foundation Degree** *should* be awarded a Pass, Merit or Distinction Classification.
   a) A Cert HE or Dip HE Interim Qualification is *not* eligible for a Classification (see Section 12: Interim Qualifications).

2. The Final Weighted Mark *must* be calculated from the following counting marks, rounded to 2 decimal places:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Higher Education</td>
<td>Best 90 credits</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Weighted at 1</td>
<td></td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>Best 90 credits</td>
<td>Best 90 credits</td>
</tr>
<tr>
<td></td>
<td>Weighted at 1</td>
<td>Weighted at 3</td>
</tr>
</tbody>
</table>
3. The following rules *must* be used to determine the Classification:

<table>
<thead>
<tr>
<th>Qualifies for Distinction</th>
<th>A Final Weighted Mark greater than or equal to 69.50% OR A Final Weighted Mark greater than or equal to 68.50% AND Module marks of at least 70.00% in at least 50% of the Final Year credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifies for Merit</td>
<td>A Final Weighted Mark greater than or equal to 59.50% OR A Final Weighted Mark greater than or equal to 58.50% AND Module marks of at least 60.00% in at least 50% of the Final Year credits</td>
</tr>
<tr>
<td>Qualifies for Pass</td>
<td>Meets the Award Requirements</td>
</tr>
</tbody>
</table>

10.4 Honours Degree Classification Scheme

10.4.1 General Principles

1. A student who meets the Award Requirements for an Honours Degree *should* be awarded an Honours Classification.
   a) Some Undergraduate qualifications (e.g. the MBBS) do not include a Classification due to the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).
2. All programmes *should* operate Classification Scheme A.
   a) Subject to approval by UCL Education Committee or its nominee, where a Professional Statutory or Regulatory Body (PSRB) places restrictions on the operation of Condonement, a programme *may* instead operate Classification Scheme B or C. The scheme in use *must* be clearly indicated in the Programme Summary.
   b) Subject to approval by UCL Education Committee or its nominee, Non-modular Programmes *may* instead operate one of the Classification Schemes defined in Section 10.8: Non-modular Programmes. The scheme *must* be clearly indicated in the Programme Summary.

10.4.2 Honours Classification Scheme A

1. The Final Weighted Mark *must* be calculated from the following counting marks, rounded to 2 decimal places:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Year Bachelors</td>
<td>Best 90 credits</td>
<td>Best 90 credits</td>
<td>All 120 credits</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Weighted at 1</td>
<td>Weighted at 3</td>
<td>Weighted at 5</td>
<td></td>
</tr>
<tr>
<td>4 Year Integrated Masters</td>
<td>Best 90 credits</td>
<td>Best 90 credits</td>
<td>All 120 credits</td>
<td>All 120 credits</td>
</tr>
<tr>
<td></td>
<td>Weighted at 1</td>
<td>Weighted at 3</td>
<td>Weighted at 5</td>
<td>Weighted at 5</td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>1 Year Bachelors Top-Up</td>
<td>All 120 credits</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>1 Year Integrated Bachelors (iBSc)</td>
<td>n/a</td>
<td>n/a</td>
<td>All 120 credits in the iBSc Year (Year 3 of the MBBS) Weighted at 1</td>
<td>n/a</td>
</tr>
<tr>
<td>Students commencing the UCL MBBS in 2018-19</td>
<td>n/a</td>
<td>n/a</td>
<td>All 120 credits in the iBSc Year (Year 3 of the MBBS) Weighted at 1</td>
<td>n/a</td>
</tr>
<tr>
<td>Students from external MBBS programmes commencing the iBSc in 2018-19</td>
<td>All 120 credits Weighted at 1</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**10.4.3 Honours Classification Scheme B**

1. The Final Weighted Mark *must* be calculated from the following counting marks, rounded to 2 decimal places:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Year Bachelors</td>
<td>All 120 credits Weighted at 1</td>
<td>All 120 credits Weighted at 3</td>
<td>All 120 credits Weighted at 5</td>
<td>n/a</td>
</tr>
<tr>
<td>4 Year Integrated Masters</td>
<td>All 120 credits Weighted at 1</td>
<td>All 120 credits Weighted at 3</td>
<td>All 120 credits Weighted at 5</td>
<td>All 120 credits Weighted at 5</td>
</tr>
</tbody>
</table>

**10.4.4 Honours Classification Scheme C**

1. The Final Weighted Mark *must* be calculated from the following counting marks, rounded to 2 decimal places:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Year Bachelors</td>
<td>Weighted at 0</td>
<td>All 120 credits Weighted at 3</td>
<td>All 120 credits Weighted at 5</td>
<td>n/a</td>
</tr>
<tr>
<td>4 Year Integrated Masters</td>
<td>Weighted at 0</td>
<td>All 120 credits Weighted at 3</td>
<td>All 120 credits Weighted at 5</td>
<td>All 120 credits Weighted at 5</td>
</tr>
</tbody>
</table>

**10.4.5 Determination of Honours Classifications**

1. For all Honours Degree Classification Schemes, the following rules *must* be used to determine the Classification:
<table>
<thead>
<tr>
<th>Qualifies for First Class Honours (1)</th>
<th>A Final Weighted Mark greater than or equal to 69.50% OR A Final Weighted Mark greater than or equal to 68.50% AND Module marks of at least 70.00% in at least 50% of the Final Year credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifies for Second Class Honours Upper Division (2.1)</td>
<td>A Final Weighted Mark greater than or equal to 59.50% OR A Final Weighted Mark greater than or equal to 58.50% AND Module marks of at least 60.00% in at least 50% of the Final Year credits</td>
</tr>
<tr>
<td>Qualifies for Second Class Honours Lower Division (2.2)</td>
<td>A Final Weighted Mark greater than or equal to 49.50% OR A Final Weighted Mark greater than or equal to 48.50% AND Module marks of at least 50.00% in at least 50% of the Final Year credits</td>
</tr>
<tr>
<td>Qualifies for Third Class Honours (3)</td>
<td>A Final Weighted Mark greater than or equal to 40.00%</td>
</tr>
</tbody>
</table>

2. Where a Study Abroad or Placement Year is in the Final Year, the Penultimate Year must be treated as the ‘Final Year’ in the determination of the classification. See Section 10.2.5: Study Abroad and Placements.

10.5 Graduate Classification Scheme

1. A student who meets the Award Requirements for a programme of study leading to a Graduate Certificate or Graduate Diploma should be awarded a Pass, Merit or Distinction Classification.
   a) Where a Grad Cert Interim Qualification is an Advertised Outcome from a programme of study, students are eligible for a Classification. Where an Interim Qualification is not an Advertised Outcome, students are not eligible for a Classification (see Section 12: Interim Qualifications).
   b) Some Graduate qualifications may not include a Classification due to the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).
2. On programmes operating the **Numeric Marking Scale**, the Final Weighted Mark must be calculated from a credit-weighted mean of all module marks, rounded to 2 decimal places.
3. On programmes operating the **Letter Grade Marking Scale**, the Classification must be calculated using all credit-weighted module grades.
4. The following rules must be used to determine the Classification:
<table>
<thead>
<tr>
<th>Qualifies for Distinction</th>
<th>Numeric Marking Scale</th>
<th>Letter Grade Marking Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Final Weighted Mark greater than or equal to 69.50%</td>
<td>A Grade A in at least two thirds of the credits</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Final Weighted Mark greater than or equal to 68.50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module marks of at least 70.00% in at least 50% of the credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualifies for Merit</th>
<th>Numeric Marking Scale</th>
<th>Letter Grade Marking Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Final Weighted Mark greater than or equal to 59.50%</td>
<td>A Grade greater than or equal to B in at least two thirds of the credits</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Final Weighted Mark greater than or equal to 58.50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module marks of at least 60.00% in at least 50% of the credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualifies for Pass</th>
<th>Numeric Marking Scale</th>
<th>Letter Grade Marking Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meets the Award Requirements</td>
<td>Meets the Award Requirements</td>
</tr>
</tbody>
</table>

### 10.6 Taught Postgraduate Classification Scheme

1. A student who meets the Award Requirements for a programme of study leading to a Postgraduate Certificate, Postgraduate Diploma or Taught Masters Degree should be awarded a Pass, Merit or Distinction Classification.
   a) Where a PG Cert or PG Dip Interim Qualification is an Advertised Outcome from a programme of study, students are eligible for a Classification. Where an Interim Qualification is not an Advertised Outcome, students are not eligible for a Classification (see Section 12: Interim Qualifications).
   b) Some Postgraduate qualifications (e.g. the Postgraduate Certificate in Education) do not include a Classification due to the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).

2. All programmes should operate the main UCL Classification Scheme defined in this section.
   a) **Subject to approval by UCL Education Committee or its nominee**, non-modular programmes may instead operate one of the Classification Schemes defined in Section 10.8: Non-modular Programmes. The scheme must be clearly indicated in the Programme Summary.

3. On programmes operating the **Numeric Marking Scale**, the Final Weighted Mark must be calculated from a credit-weighted mean of all module marks, rounded to 2 decimal places.

4. On programmes operating the **Letter Grade Marking Scale**, the Classification must be calculated using all credit-weighted module grades.

5. The following rules must be used to determine the Classification:
<table>
<thead>
<tr>
<th>Qualifies for Distinction</th>
<th>Numeric Marking Scale</th>
<th>Letter Grade Marking Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Final Weighted Mark greater than or equal to 69.50% OR A Final Weighted Mark greater than or equal to 68.50% AND Module marks of at least 70.00% in at least 50% of all credits</td>
<td>A Grade A in at least two thirds of the credits</td>
</tr>
<tr>
<td>Qualifies for Merit</td>
<td>A Final Weighted Mark greater than or equal to 59.50% OR A Final Weighted Mark greater than or equal to 58.50% AND Module marks of at least 60.00% in at least 50% of all credits</td>
<td>A Grade greater than or equal to B in at least two thirds of the credits</td>
</tr>
<tr>
<td>Qualifies for Pass</td>
<td>Meets the Award Requirements</td>
<td>Meets the Award Requirements</td>
</tr>
</tbody>
</table>

### 10.7 Research Masters (MRes) Classification Scheme

1. A student who meets the Award Requirements for a programme of study leading to a Masters by Research Degree (MRes) must be awarded a Pass, Merit or Distinction Classification.
2. On programmes operating the **Numeric Marking Scale**, the Final Weighted Mark must be calculated from a credit-weighted mean of all module marks, rounded to 2 decimal places.
3. On programmes operating the **Letter Grade Marking Scale**, the Classification must be calculated using all credit-weighted module grades.
4. The following rules must be used to determine the Classification:

<table>
<thead>
<tr>
<th>Qualifies for Distinction</th>
<th>Numeric Marking Scale</th>
<th>Letter Grade Marking Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Final Weighted Mark greater than or equal to 69.50% AND A mark greater than or equal to 70% in the Dissertation OR A Final Weighted Mark greater than or equal to 68.50% AND Module marks of at least 70.00% in at least 50% of the taught credits</td>
<td>A Grade A in at least two thirds of the credits which must include the Dissertation</td>
</tr>
</tbody>
</table>
AND
A mark greater than or equal to 70.00% in the Dissertation

Qualifies for Merit
A Final Weighted Mark greater than or equal to 59.50%
AND
A mark greater than or equal to 60% in the Dissertation
OR
A Final Weighted Mark greater than or equal to 58.50%
AND
Module marks of at least 60.00% in at least 50% of the taught credits
AND
A mark greater than or equal to 60.00% in the Dissertation

Qualifies for Pass
Meets the Award Requirements

10.8 Non-Modular Programmes

10.8.1 BA (Hons) English

1. The Final Weighted Mark must be calculated from the following ten, equally-weighted marks:
   a) 8 course units in Years 2 and 3, AND
   b) The Research Essay mark, AND
   c) The Course Assessment mark.

2. The Honours Classification must be determined using the following rules:

<table>
<thead>
<tr>
<th>Qualifies for First Class Honours (1)</th>
<th>3 marks above 69 and numerical aggregate of at least 666</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifies for Second Class Honours Upper Division (2.1)</td>
<td>6 marks above 59 and numerical aggregate of at least 590</td>
</tr>
<tr>
<td>Qualifies for Second Class Honours Lower Division (2.2)</td>
<td>8 marks above 49 and numerical aggregate of at least 520</td>
</tr>
<tr>
<td>Qualifies for Third Class Honours (3)</td>
<td>9 marks above 39 and numerical aggregate of at least 460</td>
</tr>
</tbody>
</table>

3. The work of candidates who meet one but not both of the criteria for any given class must be referred to the External Examiner for review. The work of candidates who are close to both of the criteria for any given class but fulfil neither may be referred to the External Examiner for review. Please see Chapter 9, Section 4.3: Responsibilities of External Examiners for further details.
10.8.2 BA (Hons) Fine Art

1. The Final Weighted Mark must be calculated from a weighted mean of the following marks, rounded to 2 decimal places:
   a) History and Theory of Art Coursework in Year 2, weighted at 10%, AND
   b) History and Theory of Art Independent Study in Year 3, weighted at 10%, AND
   c) Degree Exhibition in Year 4, weighted at 80%.
2. The mark/s from the Additional Study is/are used as a moderator in borderline cases.
3. The Honours Classification must be determined using the standard rules in Section 10.4.5: Determination of Honours Classifications.

10.8.3 BFA (Hons) Fine Art

1. The Final Weighted Mark must be based on performance in the final year Studio Work, weighted at 100%.
2. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
3. The Honours Classification must be determined using the following rules:

<table>
<thead>
<tr>
<th>Qualifies for First Class Honours (1)</th>
<th>A Final Mark greater than or equal to 70.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifies for Second Class Honours Upper Division (2.1)</td>
<td>A Final Mark greater than or equal to 60.00%</td>
</tr>
<tr>
<td>Qualifies for Second Class Honours Lower Division (2.2)</td>
<td>A Final Mark greater than or equal to 50.00%</td>
</tr>
<tr>
<td>Qualifies for Third Class Honours (3)</td>
<td>A Final Mark greater than or equal to 40.00%</td>
</tr>
</tbody>
</table>

4. As the Classification is based on one mark, Borderline Criteria do not apply.

10.8.4 MBBS (Bachelor of Medicine, Bachelor of Surgery)

1. The MBBS does not include an Honours Classification, and the regulations in Section 10: Classification do not apply to this programme.
2. The iBSc does include an Honours Classification and is subject to the standard UCL regulations in Section 10.4: Honours Degree Classification Scheme.

10.8.5 MA Fine Art

1. The Final Weighted Mark must be calculated from a weighted mean of the following counting marks, rounded to 2 decimal places:
   a) History and Theory of Art Spring Course Essay in Year 1, weighted at 5%, AND
   b) History and Theory of Art Research Essay in Year 1, weighted at 5%, AND
   c) History and Theory of Art Report in Year 2, weighted at 15%, AND
   d) Studio work in Year 2, weighted at 75%.
2. The Classification must be determined using the standard rules in Section 10.6: Taught Postgraduate Classification Scheme.

10.8.6 MFA Fine Art in the Slade School of Fine Art

1. The Final Weighted Mark must be based on performance in the Studio Work in Year 2, weighted at 100%.
2. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
3. The Classification must be determined using the following rules:
<table>
<thead>
<tr>
<th>Qualifies for Distinction</th>
<th>A Final Mark greater than or equal to 70.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifies for Merit</td>
<td>A Final Mark greater than or equal to 60.00%</td>
</tr>
<tr>
<td>Qualifies for Pass</td>
<td>A Final Mark greater than or equal to 50.00%</td>
</tr>
</tbody>
</table>

4. As the Classification is based on one mark, Borderline Criteria do not apply.
11 Consequences of Failure

The Consequences of Failure regulations cover the provisions for students who do not meet the Progression and Award Requirements, where there are no Extenuating Circumstances material to that failure. Students who are ill or have other valid Extenuating Circumstances should refer to Section 6: Extenuating Circumstances for details of the support available.

11.1 Overarching Principles

Principle 34: A student who does not meet the Progression and Award Requirements at the first attempt should be reassessed in the failed module(s).

Principle 35: A student who does not meet the Progression and Award Requirements at the second attempt must not be reassessed.

11.2 Failure at the First Attempt

1. A student who does not meet the Progression and Award Requirements at the first attempt should be reassessed in the failed module(s) unless they:
   a) Are eligible for the award of the intended qualification, OR
   b) Are eligible for Condonement (Section 9.3), OR
   c) Have failed an Additional/ Extra-Mural Study Abroad or Placement Year (see paragraph 7 below), OR
   d) Have been awarded a qualification, OR
   e) Have failed to meet specific, essential Professional, Statutory or Regulatory Body requirements as approved by UCL Education Committee or its nominee and recorded in the Programme Summary, OR
   f) Have been excluded from UCL on the grounds of academic insufficiency, OR
   g) Have been excluded from UCL as a result of academic or personal misconduct.

2. Where a student fails up to and including 60 taught credits in any one academic session reassessment must take the form of a Resit.

3. Where a student fails more than 60 taught credits in any one academic session, reassessment should take the form of a Repeat. Where a Repeat is considered to be impossible, the Board of Examiners may offer the student the opportunity to take the failed assessments as Resits.

4. Where a student requires Deferred Assessment and Reassessment, the volume of credits for the Deferred Assessment should not be taken into consideration in determining whether a student is required to Resit or Repeat.

5. Where a student fails a Dissertation/ Research Project, reassessment should take the form of a Resit unless the Programme Board of Examiners agrees that, in its academic judgement, the extent of failure is such that additional supervision is needed to retrieve that failure. Such students may be required to Repeat the Dissertation/ Research Project with attendance and fees.

6. Where a student is Barred from the first attempt, reassessment must take the form of a Repeat with tuition and fees. See Section 11.5: Repeating a Module for further details.

7. A student who fails an Additional/ Extra-Mural Study Abroad or Placement Year must not be reassessed but may be permitted to transfer to an equivalent programme without a Study Abroad or Placement requirement.

8. A student must not be reassessed in a Passed or Condoned module.

9. A student must not be permitted to make corrections to a piece of work after the submission deadline or examination date. If work is to be submitted for publication, a student must only be permitted to make corrections once the Programme Board of Examiners has made a decision about Progression and Award.

10. The assessment for a module must be completed within two years of initial enrolment on the module or, where a module is substituted, within two years of initial enrolment on the module which has been substituted.
11. This period of two years may be extended at the discretion of UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs). Applications must be made via the Faculty Tutor.

11.3 Failure at the Second Attempt

1. A student who does not meet the Progression and Award Requirements at the second attempt must leave the programme.
2. A student may be eligible for one of the following, depending on their programme of study:
   a) The award of a qualification with a different field of study, OR
   b) Transfer to an alternative programme, OR
   c) An Interim Qualification (Section 12).

11.4 Resitting a Module

1. A Resit is a second attempt at an assessment without any additional tuition and with marks capped at the Pass Mark (see Section 3.7).

   Timing of Resits

2. Resits should be scheduled as follows:

   | Taught modules first assessed in Term 1 or Term 2 | Late Summer Assessment Period |
   | Taught modules first assessed in Term 3 | Late Summer Assessment Period OR within three months of the first attempt |
   | Taught modules first assessed in the summer vacation/Term 4 | Within three months of the first attempt |
   | Masters Dissertations/ Research Projects: September-start programmes | By 31 January of the following academic session |
   | Masters Dissertations/ Research Projects: January-start programmes | By 30 April of the following academic session |

3. Departments/ Divisions running Resits and Deferrals outside of the Late Summer Assessment Period must:
   a) Ensure that students have an adequate amount of time in which to revise or complete the work, AND
   b) Manage the assessment including the operation of unseen written examinations (students cannot be timetabled into the main UCL LSA Examination Timetable), AND
   c) Ensure that there are no timetabling clashes, especially for students external to the Teaching Department/ Division, AND
   d) Ensure that marks are entered by the deadlines published by Student and Registry Services each year so that students can formally progress to any subsequent years of study, AND
   e) Ensure that the award of a student’s degree is not delayed unreasonably, AND
   f) Ensure that all students registered on the module are aware of the reassessment dates as early as possible.

4. Progressing students should not enrol on the next year of study until the Resit has been completed.
   a) Exceptionally, a student may be permitted to Provisionally Progress and Resit the module in tandem with the next year of study in a maximum of 30 credits. See Section 9.4: Provisional Progression for further details.
Resit Marks

5. Resitting students must only be reassessed in the failed module component(s).
6. Where a student passes a Resit, the module mark(s) must be capped at the Pass Mark (Section 3.7).
7. Where a student fails a Resit, the higher mark from the two attempts will be recorded for the affected Component(s).

Requirements and Entitlements

8. Resitting students should not attend any additional lectures, seminars or other teaching activities. They may be offered, but are not automatically entitled to, additional tutorials or supervision.
9. There must be no fee for Resitting an assessment.
10. Resitting students must have access to UCL’s facilities such as the library and other learning resources, although there may be limited availability of some resources during UCL vacation periods.
11. Resitting students must be entitled to the Reasonable Adjustments provisions for students with disabilities and other long-term medical or mental health conditions.
12. Students should undertake a Resit before they commence a Study Abroad Year or Placement Year.

Format of the Resit

13. Resitting students must be reassessed under the syllabus in place at the first attempt.
14. Resitting students should be reassessed by the same Method used at the first attempt (e.g. essay, exam, practical etc.). Where a Resit by the same Method of assessment is difficult or impossible, a Programme Board of Examiners may, with the approval of UCL Education Committee or its nominee, set a different Method of reassessment. The alternative Method must:
   a) Allow students to demonstrate achievement of the learning outcomes to the same extent as the original assessment, AND
   b) Be approved by the External Examiner, preferably at the point of Programme and/ or Module Approval.
15. The Programme Board of Examiners must determine whether Resitting students will be reassessed in the same Task (e.g. the same essay question) or whether a new Task will be set (e.g. a new essay question or new exam paper). Any new assessment Task must:
   a) Allow students to demonstrate achievement of the learning outcomes to the same extent as the original Task, AND
   b) Be approved by the External Examiner, preferably at the same time as the original Task/ paper.
16. Resitting students cannot substitute a failed module with an alternative module because the Resit includes no teaching.

11.5 Repeating a Module

1. A Repeat is a second attempt at an assessment in the following academic session with tuition and fees and with marks capped at the Pass Mark (see Section 3.7).

Timing of a Repeat

2. A student who is required to Repeat must re-enrol on the failed modules in the following academic session.
3. Progressing students should not enrol on the next year of study until the Repeat has been completed.
   a) Exceptionally, a student may be permitted to Provisionally Progress and Repeat the module in tandem with the next year of study in a maximum of 30 credits. See Section 9.4: Provisional Progression for further details.
Repeat Marks
4. Repeating students should be reassessed in all the components of the failed module(s).
5. Where a student Passes a Repeat, the module mark(s) must be capped at the Pass Mark (Section 3.7).
6. Where a student fails a Repeat, the marks from the Repeat attempt will be recorded.

Requirements and Entitlements
7. Repeating students must re-enrol on the affected module(s), attend all teaching activities and be entitled to the standard tuition and supervision provisions on the module(s).
8. The fees for Repeating students must be charged pro-rata to the credit value of the module(s) concerned.
9. Repeating students must have full access to UCL’s facilities such as the library and other learning resources.
10. Repeating students must be entitled to the Reasonable Adjustments provisions for students with disabilities and other long-term medical or mental health conditions.
11. Repeating students must meet UCL’s minimum attendance requirements to be eligible for their Repeat attempt.
12. Students should undertake a Repeat before they commence any Study Abroad Year or Placement Year.

Format of the Repeat
13. The components and/or syllabus of the affected module(s) may be different if the programme or module has changed between years of study. Repeating students must be reassessed in the components and syllabus of the new year.

Substitution of Modules
14. Subject to approval by the Departmental Tutor, a Repeating student may apply to substitute up to 30 credits of modules with one or more alternative modules in any one academic session, up to a maximum of 60 credits across the whole programme.
15. If a programme has changed between years of study, or a module will not be running, the Departmental Tutor may permit a student to substitute more than 30 credits per year, or more than 60 credits across the programme, with one or more alternative modules.
16. The substitute module(s) must satisfy the programme requirements in terms of credit-weighting and academic level. Students must not take modules from a subsequent year of study in advance.
17. The substitute module(s) must be treated as a second attempt and marks must be capped at the Pass Mark (Section 3.7).
18. All approved applications for substitutions must be submitted to UCL Student Records who will confirm that the substitutions are possible and amend the student’s record.

11.6 Non-Modular Programmes

11.6.1 BA (Hons) English
1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above.

11.6.2 BA (Hons) Fine Art
1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
a) A student who fails the final assessment of Studio Work at the end of Year 4 should Resit at the end of the following academic session. Exceptionally, the Board of Examiners may
determine that the extent of failure is such that the student must Repeat the Studio Work, with attendance and fees, in the following academic session.

11.6.3 BFA (Hons) Fine Art

1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
   a) A student who fails the final assessment of Studio Work at the end of Year 3 should Resit at the end of the following academic session. Exceptionally, the Board of Examiners may determine that the extent of failure is such that the student must Repeat the Studio Work, with attendance and fees, in the following academic session.

11.6.4 MBBS (Bachelor of Medicine, Bachelor of Surgery)

1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
   a) In Years 4 and 5, candidates are permitted one attempt at the examinations at the end of the academic session and one attempt at the end of the following academic session after repeating the full programme of study for the year, with attendance and fees.
   b) Candidates who become unable, at any stage in the programme, to complete all the course and assessment requirements to qualify within 9 years (OR, for UK graduate entrants with exemption from the iBSc requirement, within 8 years) will be required to leave the School.
   c) In Year 6, the designated time for the first attempt is March and the designated time for the second attempt is June.

11.6.5 MA Fine Art

1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
   a) A student who fails the final assessment of Studio Work at the end of Year 2 should Resit at the end of the following academic session. Exceptionally, the Board of Examiners may determine that the extent of failure is such that the student must Repeat the Studio Work, with attendance and fees, in the following academic session.

11.6.6 MFA Fine Art in the Slade School of Fine Art

1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
   a) A student who fails the final assessment of Studio Work at the end of Year 2 should Resit at the end of the following academic session. Exceptionally, the Board of Examiners may determine that the extent of failure is such that the student must Repeat the Studio Work, with attendance and fees, in the following academic session.
12 Interim Qualifications

The Interim Qualifications regulations define the qualifications available to students who *may* be unable to complete the programme on which they originally enrolled.

12.1 Overarching Principles

Principle 17: Qualifications *must* only be awarded for the successful achievement of defined learning outcomes.

12.2 Scope & Definitions

Eligibility

1. A student who is unable to complete their programme *may* be eligible for an Interim Qualification.

2. An Interim Qualification *may* be awarded:
   a) As an ‘Advertised Outcome’ from a programme of study, OR
   b) By transferring a student to a programme resulting in a lower qualification, where such a programme exists. The student *may* choose this route or UCL *may* recommend that the student takes this route, OR
   c) As a result of failing to meet the requirements of the programme on which the student originally registered, whether due to Extenuating Circumstances or under-performance.

3. A student who is unable to finish their programme of study *may* ask to be considered for an Interim Qualification.

Advertised Outcomes

4. An Interim Qualification is defined as an ‘Advertised Outcome’ where there are discretely-defined, programme-specific Interim Qualification Learning Outcomes which are published in the Programme Summary. The Programme Board of Examiners *must* assess the student’s eligibility for the Interim Qualification against these Learning Outcomes.

5. On Graduate and Taught Postgraduate Programmes, an Interim Qualification which is an Advertised Outcome is eligible for a Classification.

6. Where the Interim Qualification is *not* an Advertised Outcome of the programme the Programme Board of Examiners *must* assess the student’s eligibility for the Interim Qualification against the standard UCL Interim Qualification Learning Outcomes defined in Sections 12.4 - 12.11.

7. On Graduate and Taught Postgraduate Programmes, an Interim Qualification which is *not* an Advertised Outcome is *not* eligible for a Classification.

Field of Study

8. The field of study for an Interim Qualification *should* match the title of the full degree programme on which the student is registered.

9. Subject to approval by UCL Education Committee or its nominee, a programme *may* include Interim Qualifications with an alternate field of study to that of the full degree on which the student is registered e.g. Dip HE Legal Studies instead of Laws.

10. Alternate fields of study for Interim Qualifications *must* be documented in the Programme Summary.

12.3 Full Qualification with an Alternate Field of Study

1. A student *may* be considered for a full qualification with an alternate field of study where they meet UCL’s threshold standards for the award of a qualification but:
   a) Fail or fail to enrol on a Compulsory module, OR
   b) Fail to meet the requirements of a Professional, Statutory or Regulatory Body, OR
c) Fail to meet the Progression, Award or credit requirements of a specific programme of study.

2. A qualification with an alternate field of study may be awarded in one of the following ways:
   a) **Subject to approval by UCL Education Committee or its nominee**, a programme may include a qualification with an alternate field of study as a standard outcome from the programme e.g. MSc Human Communication Science as an interim qualification for students who are unable to meet the requirements of MSc Speech and Language Sciences, OR
   b) A Programme Board of Examiners may make a recommendation for an alternate field of study for an individual student on a case-by-case basis. Applications should be made to UCL Academic Services via the Faculty Tutor. Where the alternate field of study has not already been approved, approval must be sought from the Vice-Provost (Education & Student Affairs) or their nominee.

3. A student should not be permitted to request a particular field of study, although an appropriate field of study may be discussed provisionally with the student prior to the Programme Board of Examiners meeting.

4. A student awarded a qualification with an alternate field of study is eligible for a Classification if they meet the relevant criteria.

### 12.4 Cert HE Interim Qualification

**Award Criteria**

1. A student who is unable to meet the minimum requirements for a Bachelors with Honours, Integrated Masters with Honours or Foundation Degree may be awarded a Certificate of Higher Education (Cert HE) if they have:
   a) Passed, or been formally condoned in, 120 credits at level 4 or above, AND
   b) Met or surpassed the standard or programme-defined Interim Qualification Learning Outcomes for a Cert HE.

**Standard Cert HE Learning Outcomes**

2. In order to be awarded a Cert HE a student should be able to demonstrate:
   - some knowledge of the underlying concepts and principles associated with their field of study
   - an ability to evaluate and interpret concepts and principles within the context of their field
   - an ability to present, evaluate and interpret qualitative and quantitative data
   - an ability to develop lines of argument
   - an ability to make sound judgements in accordance with the basic theories and concepts of their field.

3. These are the standard UCL Cert HE Interim Qualification Learning Outcomes; programmes may develop their own Learning Outcomes over and above these requirements, subject to approval by UCL Education Committee or its nominee.

**Classification**

4. A Cert HE Interim Qualification does not include a Classification.

### 12.5 Dip HE Interim Qualification

**Award Criteria**

1. A student who is unable to meet the minimum requirements for a Bachelors with Honours or Integrated Masters with Honours may be awarded a Diploma of Higher Education (Dip HE) if they have:
   a) Passed, or been formally condoned in, 240 credits with at least 90 at level 5 or above, no more than 150 at level 4, and no credits below level 4, AND
   b) Met or surpassed the standard or programme-defined Interim Qualification Learning Outcomes for a Dip HE.
Standard Dip HE Learning Outcomes

2. In order to be awarded a Dip HE a student should be able to demonstrate:
   • knowledge and critical understanding of the well-established principles of their field of study, and of the way in which those principles have developed
   • an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
   • knowledge of the main methods of enquiry in the field of study
   • an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
   • an understanding of the limits of their knowledge, and how this influences analyses and interpretations which might be based on that knowledge.

3. These are the standard UCL Dip HE Interim Qualification Learning Outcomes; programmes may develop their own Learning Outcomes over and above these requirements subject to approval by UCL Education Committee or its nominee.

Classification

4. A Dip HE Interim Qualification does not include a Classification.

12.6 Ordinary Degree Interim Qualification

Award Criteria

1. A student who is unable to meet the minimum requirements for a Bachelors with Honours or Integrated Masters with Honours may be awarded an Ordinary Degree (Bachelors without Honours) if they have:
   a) Passed, or been formally condoned in, 300 credits with at least 60 at level 6 or above, no more than 150 at level 4, and no credits below level 4, AND
   b) Met or surpassed the standard or programme-defined Interim Qualification Learning Outcomes for an Ordinary Degree.

Standard Ordinary Degree Learning Outcomes

2. In order to be awarded an Ordinary Degree a student should be able to demonstrate:
   • an understanding of some key aspects of their field of study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the field
   • an ability to deploy established techniques of analysis and enquiry within the field of study
   • an ability to devise arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the field of study
   • an ability to describe and comment upon particular aspects of current research or scholarship in the field of study
   • some appreciation of the uncertainty, ambiguity and limits of knowledge
   • an ability to manage their own learning
   • some ability to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the field of study).

3. These are the standard UCL Ordinary Degree Interim Qualification Learning Outcomes; programmes may develop their own Learning Outcomes over and above these requirements subject to approval by UCL Education Committee or its nominee.

Classification

4. An Ordinary Degree does not include a Classification.
12.7 Bachelors with Honours Interim Qualification

**Award Criteria**

1. A student who is unable to meet the minimum requirements for an Integrated Masters Degree may be awarded a Bachelors with Honours if they have:
   a) Met the standard or programme-defined Bachelors with Honours Progression and Award Requirements (Section 9.6), AND
   b) Met or surpassed the standard or programme-defined interim qualification learning outcomes for a Bachelors with Honours.

**Standard Bachelors with Honours Interim Qualification Learning Outcomes**

2. In order to be awarded a Bachelors with Honours a student should be able to demonstrate:
   - a systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the field
   - an ability to deploy accurately established techniques of analysis and enquiry within the field of study
   - a conceptual understanding that enables the student:
     o to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the field of study
     o to describe and comment upon particular aspects of current research or equivalent advanced scholarship in the field of study
   - an appreciation of the uncertainty, ambiguity and limits of knowledge
   - an ability to manage their own learning
   - an ability to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the field of study).

3. These are the standard UCL Bachelors with Honours interim qualification learning outcomes; programmes may develop their own learning outcomes over and above these requirements subject to approval by UCL Education Committee or its nominee.

**Classification**

4. Students are eligible for an Honours Classification if they meet the relevant criteria.

12.8 Honours Degree without a Study Abroad or Placement Year

**Award Criteria**

1. A student who is unable to meet the requirements of a Study Abroad Year or Placement Year must be transferred to an equivalent degree with no Study Abroad or Placement requirement.

**Classification**

2. Students are eligible for an Honours Classification if they meet the relevant criteria.

12.9 Grad Cert Interim Qualification

**Award Criteria**

1. A student who is unable to meet the minimum requirements for a Graduate Diploma may be awarded a Graduate Certificate (Grad Cert) if they have:
   a) Met the standard or programme-defined Grad Cert Progression and Award Requirements (Section 9.8), AND
   b) Met or surpassed the standard or programme-defined interim qualification learning outcomes for a Grad Cert.

**Standard Grad Cert Learning Outcomes**


2. In order to be awarded a Grad Cert a student should be able to demonstrate:
   - a systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the field
   - an ability to deploy accurately established techniques of analysis and enquiry within the field of study
   - a conceptual understanding that enables the student:
     - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the field of study
     - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the field of study
   - an appreciation of the uncertainty, ambiguity and limits of knowledge
   - an ability to manage their own learning
   - an ability to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the field of study).
3. These are the standard UCL Grad Cert interim qualification learning outcomes; programmes may develop their own learning outcomes over and above these requirements subject to approval by UCL Education Committee or its nominee.

Classification

4. Where the Grad Cert is an Advertised Outcome from a Grad Dip, students are eligible for a Merit or Distinction Classification if they meet the relevant criteria.
5. Where the Grad Cert is not an Advertised Outcome from a Grad Dip, students are not eligible for a Classification.

12.10 PG Cert Interim Qualification

Award Criteria

1. A student who is unable to meet the minimum requirements for a Masters Degree or a Postgraduate Diploma may be awarded a Postgraduate Certificate (PG Cert) if they have:
   a) Met the standard or programme-defined PG Cert Progression and Award Requirements (Section 9.10), AND
   b) Met or surpassed the standard or programme-defined interim qualification learning outcomes for a PG Cert.
2. Credits from a Masters Dissertation/ Research Project may be used towards a PG Cert if the Programme Board of Examiners is satisfied that the student has met or surpassed the standard or programme-defined PG Cert interim qualification learning outcomes.

Standard PG Cert Learning Outcomes

3. In order to be awarded a PG Cert a student should be able to demonstrate:
   - an understanding of knowledge, and an awareness of current problems and/or new insights, in their field
   - an understanding of techniques applicable to their own research or scholarship
   - some originality in the application of knowledge
   - a practical understanding of how established techniques of enquiry are used to create and interpret knowledge in the field
   - a conceptual understanding that enables the student to evaluate current research and scholarship in the field.
4. These are the standard UCL PG Cert interim qualification learning outcomes; programmes may develop their own learning outcomes over and above these requirements subject to approval by UCL Education Committee or its nominee.

Classification

5. Where the PG Cert is an Advertised Outcome from a Masters or PG Dip, students are eligible for a Merit or Distinction Classification if they meet the relevant criteria.
6. Where the PG Cert is not an Advertised Outcome from a Masters or PG Dip, students are not eligible for a Classification.

12.11 PG Dip Interim Qualification

Award Criteria

1. A student who is unable to meet the minimum requirements for a Masters Degree may be awarded a Postgraduate Diploma (PG Dip) if they have:
   a) Met the standard or programme-defined PG Dip Progression and Award Requirements (Section 9.11), AND
   b) Met or surpassed the standard or programme-defined interim qualification outcomes for a PG Dip.
2. Credits from a Masters Dissertation/ Research Project may be used towards a PG Dip if the Programme Board of Examiners is satisfied that the student has met or surpassed the standard or programme-defined PG Dip interim qualification learning outcomes.

Standard PG Dip Learning Outcomes

3. In order to be awarded a PG Dip a student should be able to demonstrate:
   - an understanding of knowledge, and a critical awareness of current problems and/or new insights, in their field
   - an understanding of techniques applicable to their own research or scholarship
   - some originality in the application of knowledge
   - a practical understanding of how established techniques of enquiry are used to create and interpret knowledge in the field
   - a conceptual understanding that enables the student to evaluate current research and scholarship in the field.
4. These are the standard UCL PG Dip interim qualification learning outcomes; programmes may develop their own learning outcomes over and above these requirements subject to approval by UCL Education Committee or its nominee.

Classification

5. Where the PG Dip is an Advertised Outcome from a Masters, students are eligible for a Merit or Distinction Classification if they meet the relevant criteria.
6. Where the PG Dip is not an Advertised Outcome from a Masters, students are not eligible for a Classification.

12.12 Aegrotat Degree

1. Exceptionally, where the Programme Board of Examiners does not have sufficient evidence of the student’s achievement to award a full or interim qualification, and there are good reasons why reassessment is difficult or impossible, the Vice-Provost (Education & Student Affairs) may recommend the award of an Aegrotat Degree. Applications must be made to UCL Academic Services via the Faculty Tutor.
2. The candidate may refuse such an award and exercise the right to be reassessed.
3. An Aegrotat Degree does not include a Classification.

Special and Aegrotat Provisions

4. Honours Degree students who first enrolled on or before September 2015 are also eligible for the former Special and Aegrotat Provisions. See the UCL Academic Manual Archive 2015-16 for further details.
13 Boards of Examiners

The Boards of Examiners regulations define the terms of reference, constitution, membership and remit of the Programme Board of Examiners and the Faculty Board of Examiners.

13.1 Overarching Principles

Principle 37: Every UCL taught programme must have a Board of Examiners with a Chair, Deputy Chair and at least one Internal Examiner and one External Examiner for each of the main subject areas covered.

Principle 38: The Programme Board of Examiners is responsible for determining a student’s progression through the programme and for making recommendations for the award of degrees to the Education Committee of UCL.

Principle 39: Every Faculty must have a Faculty Board of Examiners which is responsible for the oversight of assessment in the Faculty and to which Programme Boards of Examiners report.

13.2 Programme Boards of Examiners

13.2.1 Terms of Reference

1. There must be a Programme Board of Examiners responsible for every taught programme.
2. A Programme Board of Examiners may be responsible for one or more taught programmes, and/or groups of modules. The structure of the Board must be approved by the relevant Faculty Board(s) of Examiners.
   a) Individual modules must be assigned to one Board of Examiners, and cannot be reviewed by multiple Boards.
   b) Multiple External Examiners from the same Board of Examiners may review the same module, if required.
3. The Programme Board of Examiners will report to the Faculty Board of Examiners. In the case of Combined Studies or multidisciplinary programmes the Programme Board of Examiners should report to the Faculty Board of Examiners for the Faculty in which the programme is registered.
4. The Programme Board of Examiners will make recommendations to UCL Education Committee, which has the authority to confer UCL qualifications.
5. The Programme Board of Examiners may delegate authority to the Chair, or to a sub-group of itself, to implement decisions on its behalf.
6. The Programme Board of Examiners has the following responsibilities:
   a) To set, safeguard and monitor the academic standards of the programme.
   b) To ensure that assessment, marking and moderation processes are appropriate, rigorous and fair.
   c) To ensure equity of treatment for students.
   d) To ensure that assessment has been conducted within UCL’s regulations and guidance.
   e) To confirm module marks and determine each student’s eligibility for Progression, Condonement, Award and Classification.
   f) To recommend students for the award of a qualification to UCL Education Committee.
   g) To agree actions in the event of failure including condonement, reassessment and deferral provisions.
   h) To implement, where required, the decisions of the Faculty/Departmental Extenuating Circumstances Panel(s).
   i) To receive a report from each External Examiner on the appropriateness of the assessment process and on the extent to which the regulations governing the assessment of students have been rigorously and consistently applied.
j) To ensure that programme teams respond to issues raised by the External Examiner(s) via the online form in Portico.

k) To highlight any issues for discussion at Faculty or institutional level.

l) To consider any matter referred to it by the Faculty Board of Examiners or the Education Committee of UCL.

13.2.2 Constitution and Membership

1. Each Programme Board of Examiners must include:
   a) A Chair
   b) A Deputy Chair
   c) One Internal Examiner for each main subject area covered
   d) One External Examiner for each main subject area covered
   e) A Faculty Representative (as a non-voting observer)
   f) A named secretary (as a non-voting attendee)

2. Where the Chair of the Board considers it appropriate, an Internal or External Examiner may be appointed to examine across more than one subject area.

3. Other Faculties involved with the delivery and examination of a programme may be represented by an appropriate Faculty Representative.

4. The secretary to the Board should be responsible for coordinating all communications with Internal Examiners and External Examiners.

13.2.3 Quoracy

1. The minimum number of examiners permissible at a Full Programme Board of Examiners is either five members or one fifth of the membership, whichever is the higher number. This must include the Chair or Deputy Chair and at least one External Examiner for each main subject area covered.

2. The minimum number of examiners permissible at a Sub Board of Examiners is the Chair or Deputy Chair and at least one Internal Examiner for each main subject area covered. See Section 13.2.9: Delegation of Authority to a Sub Board for further details.

13.2.4 Candidate Anonymity

1. All marks, Progression decisions and Awards considered by a Programme or Faculty Board of Examiners must be considered on an anonymous basis.

13.2.5 Confidentiality

1. All Programme and Faculty Board members have the following responsibilities:
   a) To preserve absolutely the secrecy of unseen written examination papers at all stages until the papers have been completed by candidates in accordance with the instructions prescribed by UCL.
   b) To preserve confidentiality in respect of the proceedings of the Programme or Faculty Board of Examiners.
   c) To preserve confidentiality in respect of final Awards until results have been formally published.
   d) To comply with the General Data Protection Regulation (GDPR) in accordance with the instructions of Student & Registry Services and UCL’s GDPR Data Protection Policy.

13.2.6 Conflicts of Interest

1. Examiners, whether Internal, Assistant Internal or External, who have a personal or professional conflict of interest should not be appointed to a Programme Board of Examiners.

2. External Examiners who have any current teaching or other collaborative activity with the staff or students examined by a Programme Board of Examiners must not be appointed (see Chapter 9, Section 4: External Examining for further details).
3. If it is considered essential to appoint or continue to appoint an examiner declaring such an interest before or after the examination process has begun, the appointment must be referred to the Chair of UCL Education Committee, or their nominee, for approval.

4. If an examiner declaring such an interest is approved for appointment, he or she must not take part in any assessment (or, in the case of a declaration after the examination process has begun, any further assessment) of the student(s) to whom the declaration refers and should not be present during any specific discussion of the student(s) in question at a Programme Board of Examiners meeting.

5. Examiners should also declare any interest in the future research supervision of a student. Such an interest will not debar an examiner from the assessment of that student but should be declared when that student’s results are being discussed at the Programme Board of Examiners meeting.

13.2.7 Information for Programme Boards of Examiners

1. Programme Boards of Examiners should receive the following information:
   a) Results profiles for continuing and finalist students
   b) The recommendations of the Faculty/Departmental Extenuating Circumstances Panel
   c) The Programme Summary
   d) Information on absences from examinations (available from UCL Examinations)
   e) Examination scripts, according to normal practices
   f) Chapter 4 of the UCL Academic Manual and any other relevant annexes or regulations.

13.2.8 Virtual Programme Boards of Examiners

1. A Virtual Programme Board of Examiners is a meeting which is held by either video-conferencing or by electronic correspondence.

2. Full Boards of Examiners should meet in person; a Virtual Board should only be held when a face-to-face meeting is not possible.

3. Sub Boards of Examiners are expected to use the Virtual Board provisions wherever possible, particularly for out-of-cycle matters such as Late Summer Assessments.

4. Virtual Boards must take steps to assure the security of student information, using encryption and/or secure platforms to share data in accordance with UCL’s GDPR Data Protection Policy.

5. The decisions of the Virtual Board must be confirmed in writing by all members taking part.

13.2.9 Delegation of Authority to a Sub Board

1. The Full Programme Board of Examiners may formally delegate authority to a Sub Board of itself to make decisions on its behalf on out-of-cycle matters such as Reassessments and Deferrals.

2. Where a Sub Board is needed the Programme Board of Examiners, including the External Examiner(s), must formally delegate authority using the proforma in Annex 4.4.2: Proforma for Delegating Authority to a Sub Board either at a meeting of the Board or by email.

3. The delegation of authority must be formally recorded in the Board of Examiners’ minutes and the proforma must be forwarded to UCL Examinations.

Virtual Sub Boards

4. Sub Boards may meet virtually, by correspondence or in person, however Departments are expected to make use of the Virtual Boards of Examiners regulations wherever possible.

Quoracy of Sub Boards

5. In order to be quorate, the Sub Board must include the Chair or Deputy Chair and at least one Internal Examiner for each main subject area covered.
   a) The External Examiner does not need to attend the Sub Board but should be copied into communications/papers. The External Examiner retains the right to attend a Sub Board on request.
   b) The Faculty Observer does not need to attend but should be copied into communications/papers. The Faculty retains the right to observe any Sub Board.
6. The decisions and proceedings of all Sub Boards must be reported to the next Full Programme Board of Examiners meeting via receipt of minutes. The Full Programme Board of Examiners must ensure that proper scrutiny is given to the proceedings of any Sub Boards under its remit.
7. A template agenda and checklist for planning virtual Sub Boards can be found in Annex 4.4.1: Sub Board Checklist and Template Agenda.

13.3 Faculty Boards of Examiners

13.3.1 Terms of Reference
1. Each Faculty will have a Faculty Board of Examiners for undergraduate and/ or taught postgraduate programmes.
2. The Faculty Board of Examiners will report to the UCL Quality Review Sub Committee of Education Committee.
3. In carrying out its responsibilities the Faculty Boards of Examiners must meet at least once a year.
4. The Faculty Board of Examiners has the following responsibilities:
   a) To ensure that assessment procedures within the Faculty are administered in accordance with the UCL Academic Manual and in a proper and impartial manner.
   b) To ensure that every qualification awarded within the Faculty has been overseen and approved by a Programme Board of Examiners with appropriate input from External Examiners.
   c) To ensure that appropriate arrangements are in place for the examination of programmes shared with other Faculties.
   d) For each Programme Board of Examiners under its responsibility:
      i. To approve annually the constitution and membership for the coming academic session (by Chair’s Action if necessary) (see 13.7.2 for further details)
      ii. To recommend to UCL Education Committee the External Examiners for each Board (by Chair’s Action if necessary)
      iii. To receive the Minutes of each meeting at which recommendations for final Awards are made.
   e) To receive and consider the responses of Chairs of Programme Boards of Examiners to External Examiner reports.
   f) To receive reports from each Programme Board of Examiners on any problems relating to the operation of Boards and any action taken in response.
   g) To investigate and respond to any reports of Material Irregularity regarding the programmes under its authority (see Chapter 6, Section 6: Material Irregularity Procedure).
   h) To receive any issues raised by Programme Boards of Examiners for consideration at Faculty level.
   i) To report annually (via its Minutes) to the UCL Quality Review Sub Committee of Education Committee and highlight any matters for consideration at institutional level.
5. In the case of single Department/Division Faculties where there is a single Programme Board of Examiners, the Faculty Board of Examiners and the Programme Board of Examiners may be one and the same and will report to the UCL Quality Review Sub Committee (QRSC) of Education Committee.

13.3.2 Constitution and Membership
1. The Chair of the Faculty Board of Examiners should be the Dean, or their nominee.
2. The Faculty Board of Examiners should include:
   a) The Chair
   b) A Deputy Chair
   c) The Faculty Tutor/Sub-Dean
   d) The Chairs of Programme Boards of Examiners responsible for programmes/ modules in the Faculty.
3. Internal and External Examiners appointed to Programme Boards of Examiners may attend meetings of the relevant Faculty Board of Examiners and have the right to speak but not to vote at such meetings.

4. The Chair may request that Internal and External Examiners withdraw temporarily if their nominations as examiners are the subject of discussion.

13.3.3 Quoracy
1. The quorum of a Faculty Board of Examiners will be one-fifth of the membership including the Chair or Deputy Chair.

13.4 Special Case Panels

13.4.1 Terms of Reference
1. The purpose of a Special Case Panel (SCP) is to consider academic assessment decisions on a case-by-case basis only when the following circumstances occur:
   a) When a UCL Student Complaints Panel or the OIA has upheld a student’s complaint but the decision of the Programme Board of Examiners has remained unchanged; or
   b) When there is an unresolved dispute between a Programme Board of Examiners and Faculty Board of Examiners or between a Faculty Board of Examiners and UCL Education Committee regarding an academic assessment decision.

2. The Special Case Panel reports to UCL Education Committee.

13.4.2 Constitution and Membership
1. The panel should include:
   a) The Chair of Education Committee
   b) Three Chairs of Faculty Boards of Examiners, or their nominees
2. The secretary to the panel should be the Director of Academic Services or their nominee. The secretary is responsible for recording and enacting the deliberations and recommendations of the Special Case Panel.
3. The representative of the Faculty involved may attend a Special Case Panel to provide information but must not be a member of the SCP and must not vote.
4. Special Case Panels may meet in person or be convened virtually.

13.4.3 Panel Recommendations
1. The decision of a Special Case Panel will be by majority vote and, in the case of a tie, the Chair of Education Committee will have the casting vote.
2. The outcome will be recorded formally as UCL’s academic assessment decision.
3. Any affected student records will be changed with the authority of UCL Education Committee.

13.5 Chairs and Deputy Chairs

13.5.1 Conditions of Appointment
1. Each Programme Board of Examiners must have a Chair and a Deputy Chair.
2. Chairs and Deputy Chairs must be members of UCL academic staff and have been teaching in the relevant subject area for the programme examined, or otherwise employed in a professional capacity in the relevant subject area, for at least five years before taking up their appointment as Chair or Deputy Chair.

13.5.2 Nomination and Appointment
1. New Chairs and Deputy Chairs must be nominated by the Chair or out-going Chair.
2. All Chairs and Deputy Chairs must be endorsed by the Head of Department/Division and approved by the Chair of UCL Quality Review Sub Committee or their nominee.

3. Chairs and Deputy Chairs should serve on the same Programme Board of Examiners for a minimum period of three calendar years. Appointments should continue until the reporting cycle for that year is complete (i.e. all External Examiners' reports have been received and responded to via Portico).

4. The outgoing Chair must notify examiners@ucl.ac.uk of any change by returning the Change of Chair Form (see Annex 4.3.1) at the earliest opportunity.

5. In Combined Studies, the Chair should be from the Department/Division responsible for the programme and the Deputy Chair should be from one of the contributing Departments/Divisions.

6. Chairs and Deputy Chairs must declare, at the time of appointment or reappointment, or during the course of appointment, any personal or professional interest in, or connection with, any student being considered by the Board to which they are appointed.

13.5.3 Entitlements

1. Chairs are entitled to act on behalf of the Programme Board of Examiners in respect of any matter delegated to them by the Programme Board of Examiners, the Faculty Board of Examiners or UCL Quality Review Sub Committee (QRSC).

2. Chairs have a casting vote in addition to their own vote at any meeting of the Programme Board of Examiners.

3. Chairs are entitled to attend and speak, but not to vote, at meetings of QRSC at which issues related to their Programme Board of Examiners are discussed.

13.5.4 Responsibilities

1. The Chair or Deputy Chair is responsible for the following tasks, which may be delegated to Internal Examiners or professional staff where appropriate:
   a) To ensure that the Board carries out its responsibilities in a proper and impartial manner and in accordance with UCL regulations.
   b) To ensure that all the responsibilities of the Board are met, and that the Board is properly constituted.
   c) To ensure that dates of Board meetings and, where applicable, pre-meetings, are agreed and communicated to members, and to the External Examiner(s) and the Faculty Representative in particular, well in advance.
   d) To ensure that Internal and Assistant Internal Examiners are properly inducted and briefed about the responsibilities expected of them and about the programme(s) which they are appointed to examine.
   e) To ensure that newly appointed External Examiners, and particularly those with limited or no previous experience as an External Examiner, are fully inducted into UCL's assessment regulations and procedures.
   f) To verify External Examiners' eligibility to work in the UK (see Chapter 9, Section 4: External Examining).
   g) To ensure that External Examiners receive and scrutinise all summative assessment methods, and confirm that these are correct and at an appropriate level for the programme concerned.
   h) To consider any comments or advice provided by External Examiners with regards to the approval of summative assessment tasks and respond as required.
   i) To ensure that External Examiners receive the following in good time:
      i. The dates of Board meetings
      ii. The name and contact details of the Board contact (e.g. Examinations Liaison Officer)
      iii. The Terms of Reference, Constitution and Membership of the Board (e.g. number of Internal Examiners and any interdepartmental/interdivisional involvement).
      iv. The number and subject area of other External Examiners appointed to the Board.
v. The Student Handbook or equivalent, Programme Summary and/ or syllabus information.
vi. The programme regulations to be used in determining student Progression, Awarding and Classification.

vii. The marking criteria for individual papers (when known).
viii. Links to relevant sections of this UCL Assessment Framework for Taught Programmes, including these Boards of Examiners regulations, and to the Chapter 9: Quality Review Framework, including the duties and responsibilities of External Examiners.

j) To ensure that the secrecy of examination papers is maintained.
k) To ensure that all assessments which count towards the final Award have been comprehensively marked and moderated.
l) To set a timescale by which marking, second-marking, moderation and external scrutiny must be completed.
m) To determine the distribution of scripts between External Examiners.
n) To ensure that the feedback loop is followed after receipt of an External Examiner’s Annual Report (see Chapter 9, Section 4: External Examining).
o) To be responsible for all communications between the Board and UCL, including resolving matters raised by External Examiners in their reports and dealing with any appeals by students against examination results.
p) To follow the procedures outlined in:
   i. Annex 4.3.5: Protocols for the Release of Unconfirmed Provisional Marks
   ii. Annex 4.3.6: Procedures when Marks are Missing
   iii. Annex 4.3.7: Procedures when an External Examiner is unable to attend
   iv. Annex 4.3.8: Procedures in the Event of an Emergency Affecting the Work of Programme Boards of Examiners
q) To attend, as a full member, the Faculty Board of Examiners.
r) To report annually to the Faculty Board of Examiners (via its minutes) on the assessment process.

13.6 Faculty Representatives

1. A Programme Board of Examiners must include, as a non-voting member, the Faculty Tutor/Sub-Dean or their nominee.
2. The Faculty Representative should be a member of UCL academic or professional staff without responsibility for teaching the programme(s) concerned.
3. The role of the non-voting Faculty Representative is to ensure that UCL regulations and procedures are followed and to advise on all matters to do with regulations and procedures.
4. If the Faculty Representative cannot be present, they should be consulted on all points where there is uncertainty as to the interpretation of regulations or the correct procedure to be followed.
5. For further information see Annex 4.3.3 Guidelines on the Role of the Faculty Representative.
13.7 Internal Examiners

13.7.1 Conditions of Appointment

1. All members of academic staff involved in making assessment decisions affecting Progression, Award or Classification on a programme, and who are eligible under these regulations, should be appointed as Internal Examiners for that Programme’s Board of Examiners.
2. It is not necessary for every Internal Examiner to attend every meeting of the Programme Board of Examiners, provided that the requirements for minimum attendance are met.
3. An Internal Examiner must be:
   a) A UCL member of academic staff, OR
   b) A UCL teacher with appropriate experience and expertise, OR
   c) A member of the academic staff of a College of the University of London involved in teaching the programme at UCL.
4. An Internal Examiner must not be appointed if they are registered as a student on the programme or modules under the responsibility of the Board.
5. If a member of staff is registered as a student on another programme, either at UCL or elsewhere, this should not in itself be a disqualification from nomination as an Internal Examiner.
6. Part-time members of academic teaching staff may be appointed as Internal Examiners.
7. Probationary members of academic teaching staff may be appointed as Internal Examiners.
8. Postgraduate research students should not be appointed as Internal Examiners, unless they have been appointed to the academic staff.
9. Exceptionally, individuals who are not UCL or University of London academic staff (e.g. members of NHS staff or external lecturers on short-term contracts) may be appointed as Internal Examiners if they have been involved regularly in teaching on the programme concerned.

13.7.2 Nomination and Appointment

1. All Internal and Assistant Internal Examiners must be reappointed annually.
2. There is no limit to the number of years that an Internal or Assistant Internal Examiner may serve.
3. Internal and Assistant Internal Examiners should be nominated by the Chair of the Programme Board of Examiners.
4. In the case of a newly-instituted Programme Board of Examiners, nominations should be made by the Department/Division.
5. Each year, the Chair of the Programme Board of Examiners should submit the Board’s full internal constitution and membership for the forthcoming session to the Faculty Board of Examiners for approval. Nominations may be approved by the Faculty Board of Examiners via Chair’s Action.
6. All nominations should be approved by the Faculty Board of Examiners by the end of the first term of the academic year in which the examiners will act.
7. Internal and Assistant Internal Examiners must declare, at the time of appointment or reappointment, or during the course of appointment, any personal or professional interest in, or connection with, any student being considered by the Board to which they are appointed (see Section 13.2 above).

13.7.3 Entitlements

1. Internal Examiners have the right to attend and speak, but not to vote, at meetings of the Faculty Board of Examiners at which issues relating to the Programme Board of Examiners to which they are appointed are being discussed.
2. Internal Examiners are not entitled to attend meetings of UCL Quality Review Sub Committee except by invitation and will be entitled to speak, but not to vote, at such meetings.
13.7.4 Responsibilities

1. The Internal Examiners have the following responsibilities:
   a) To ensure that the assessment procedures for which they are responsible have been carried out in a proper and impartial manner.
   b) To conduct assessment in accordance with the approved programme regulations.
   c) To prepare, with at least one other Internal or Assistant Internal Examiner, all examination papers and assessment tasks in accordance with the instructions prescribed by UCL.
   d) To refer examination papers and other summative assessment tasks to the appropriate External Examiner for approval.
   e) To mark student assessments and ensure that all modules are subject to some form of second-marking according to the regulations in Section 7: Marking and Moderation.
   f) To ensure that the decisions which they commend to the Programme Board of Examiners are arrived at in a proper and impartial manner.
   g) To ensure that any recommendations of External Examiners relating to their part of the assessment/programme - and agreed by the Board as requiring action - are carried out.

13.8 Assistant Internal Examiners

13.8.1 Conditions of Appointment

1. The Chair of the Programme Board of Examiners may appoint Assistant Internal Examiners.
2. Assistant Internal Examiners are not members of the Programme Board of Examiners, but may attend meetings of the Board by invitation.
3. Assistant Internal Examiners must be suitably-qualified research students or staff registered at UCL who contribute to the teaching of the programme or modules concerned.
4. A newly appointed Assistant Internal Examiner must receive appropriate training and induction.
5. Assistant Internal Examiners must be reappointed annually.
6. There is no limit to the number of years that an Assistant Internal Examiner may serve.

13.8.2 Students as Assistant Internal Examiners

1. An Assistant Internal Examiner must not be appointed if they are registered as a student on the programme or modules under the responsibility of the Board.
2. Undergraduate and Taught Postgraduate students must not be appointed as Assistant Internal Examiners.

13.8.3 Nomination and Appointment

1. Assistant Internal Examiners must be nominated by the Chair of the Programme Board of Examiners following the same procedures required for the nomination and appointment of Internal Examiners (see Section 13.7 above).

13.8.4 Responsibilities

1. Assistant Internal Examiners may be required to assist Programme Boards of Examiners in one or more of the following:
   a) To contribute to, but not set, summative assessment tasks
   b) To act as a first or second marker
   c) To attend practical examinations.
2. Where an Assistant Internal Examiner acts as a first marker the second marker must be a permanent member of UCL academic staff.
14 Award of Degrees

The degree awarding regulations cover the publication of results, the conferment of UCL qualifications and the issuing of transcripts and certificates.

14.1 Overarching Principles

Principle 41: Education Committee, on behalf of Academic Committee, is authorised to award UCL taught degrees.

14.2 Authority to Award a UCL Taught Degree

1. The Programme Board of Examiners is responsible for recommending a student for a taught degree to UCL Education Committee for formal approval.
2. UCL Student Records is responsible for the scrutiny and confirmation of qualifications under authority delegated from UCL Education Committee to make decisions on its behalf.

14.3 Date of a Degree Award

1. The date of the award will be the 15 July or the first day of the month after UCL Education Committee has confirmed the award.

14.4 Field of Study

1. The field of study on the degree certificate should match the title of the degree programme on which the student is registered.
2. The Programme Board of Examiners may recommend a qualification with an alternate field of study under the regulations in Section 12.3.

14.5 Publication of Results

Formal Publication of Degree Outcomes

1. Students will be informed by email of the date when their formal results will be published on the student records database, Portico.
2. The proceedings of the Programme Board of Examiners, and the final degree outcomes, should not be communicated to students ahead of the formal publication of results by UCL Student Records.
3. Exceptionally, the Chair of the Programme Board of Examiners may permit the disclosure of results before the formal publication date if the results are needed for an application for, e.g. Research Council Funding.

Release of Unconfirmed Provisional Marks

4. Programme Boards of Examiners are permitted to release unconfirmed provisional component and module marks to students, prior to the formal publication of degree outcomes by UCL.
5. In the case of coursework, markers are permitted to release unconfirmed provisional marks and feedback to students, prior to formal consideration by the Programme Board of Examiners.
6. Any marks released before confirmation by the relevant Programme Board of Examiners are provisional and therefore subject to change.
7. To comply with the General Data Protection Regulation (GDPR) tutors must ensure that, when returning work, marks and comments remain private to the student concerned unless, in the case of tutorials etc., it is agreed by the students present that such data can be disclosed.
8. For further guidance see Annex 4.3.5: Protocol for the Release of Unconfirmed Provisional Results.

**Retention of Assessed Student Work**

9. UCL’s policy on the retention of records is laid out in its Records Retention Schedule. Section 1.2 of the schedule addresses assessed student work, which is kept for one year after the Programme Board of Examiners has met.

10. More information and guidance on records management can be found on the Records Office web pages. The Records Office can be contacted by email: records.office@ucl.ac.uk.

**Release of Examination Scripts**

11. Examination scripts will not routinely be returned to students.

12. To comply with the General Data Protection Regulation (GDPR) comments on examination scripts must be disclosed in a legible form to the student concerned, should that student request it, although the original scripts themselves do not have to be made available. Any queries should be made to UCL Legal Services.

### 14.6 Certificates and Transcripts

**Contact Details**

1. Students must ensure that their contact details are kept up to date, via Portico, as this contact address will be used for the dispatch of transcripts and degree certificates.

**Degree Certificates**

2. A degree certificate will be sent to each successful student awarded a UCL degree.

**Transcripts**

3. All graduating students will be sent an official transcript, detailing their marks and award.

4. Students may request additional copies of their transcripts from UCL Student Records, for which a fee will be charged.

5. Further information is available from UCL Student Transcripts.

**Higher Education Achievement Report (HEAR)**

6. Honours Degree students first enrolled from September 2011 onwards will receive a Higher Education Achievement Report (HEAR).

**Affiliate Student Transcripts and Certificates**

7. Affiliate students are entitled to receive a transcript of their achievement produced by UCL.

8. Requests for any other certification, such as certification of UCL module credits/ECTS for affiliate students, must be submitted to UCL Student Records.

### 14.7 Academic Robes

1. All UCL graduands must wear academic robes, obtained from the appropriate UCL supplier, to the graduation ceremonies.

### 14.8 Students with an Outstanding Tuition Fee Debt to UCL

1. All students who will, if successful in their examinations, qualify for the award of a degree should note that UCL will withhold the award in the case of any student who is in debt to UCL in regards to tuition fees.

   a) No report will be made on the student's results record until the tuition fee debt has been settled in full, and attendance at a Graduation Ceremony will not be permitted unless all tuition fees have been settled by the due date.
b) All other students who hold a debt to UCL in relation to tuition fees will have their official results withheld and/or not be permitted to enrol at any future session until that tuition fee debt has been settled in full.

c) For the avoidance of doubt, the term ‘tuition fees’ does not include, without limitation: accommodation charges, charges for childcare services, library charges, examination and submission fees, student loans and other fines and penalties.

14.9 Revocation of Degrees

1. UCL may revoke any degree if any of the following circumstances are discovered and proved to the satisfaction of UCL at any time:
   a) There was an administrative error in the award made under the procedures required by UCL, including an error in calculating results.
   b) Subsequent to award, a Programme Board of Examiners, having taken into account information which was unavailable at the time its decision was made, determines that a Classification should be altered.
   c) The award has been cancelled owing to Examination Irregularities or Plagiarism.

14.10 Requesting a Review of a Board of Examiners’ Decision

1. Students cannot contest the decision of a Programme Board of Examiners on academic grounds; students can only contest the decision of a Programme Board of Examiners on the specific grounds set out in Chapter 6, Section 10: Student Complaints Procedure.
15 Classification for Undergraduate Students first enrolling in 2017-18 or earlier

The following regulations apply to Undergraduate students who first enrolled on their programme at UCL in 2017-18 or earlier.

15.1 Overarching Principles

Principle 33: Classification schemes must be transparent, clearly defined and fair to all students.

15.2 General Classification Principles

15.2.1 Calculation of Classification

1. Averages should be calculated from a mean of all counting marks, weighted according to the year of study and the credit-rating of each module.
2. Subject to approval by UCL Education Committee, or its nominee, a Department/Division may use an alternative averaging method, such as the Median. Alternate averaging schemes must be clearly explained in the Student Handbook or equivalent.

15.2.2 Rounding

1. Rounding must be applied to the final weighted average mark (e.g. a mark of 59.4% must be rounded to 59%, and a mark of 59.5% must be rounded to 60%).

15.2.3 Borderline Marks

1. Where a student’s weighted average mark falls within 1% of the next Classification they are in the Borderline Zone. The criteria for raising a student to the next class are defined under each Classification scheme.

15.2.4 Weighting of Reassessment and Deferral Marks

1. Marks achieved for reassessed modules must be weighted according to the year in which the module was first attempted.
2. Marks achieved for substitute modules must be weighted according to the year in which the substituted module was first attempted.
3. Marks achieved for modules deferred due to Extenuating Circumstances should be weighted according to the year in which the student was first registered on the module.

15.2.5 Credit Awarded via the Recognition of Prior Learning (RPL)

1. Credits awarded via the Recognition of Prior Learning (RPL) from any institution other than UCL should be counted as part of the qualification requirements but should be excluded from the calculation of the Classification.
2. Credits accrued at UCL and awarded via the Recognition of Prior Learning (RPL) should be counted as part of the qualification requirements and included in the calculation of the Classification.
3. At the time of admission with RPL, the student must be advised of the number of credits which they are required to pass in order to be eligible for an Award, and the algorithm which will be used to calculate their Classification.
4. The application procedures for the Recognition of Prior Learning are defined in Chapter 1, Section 2.8: Recognition of Prior Learning for Entry to UCL.
15.2.6 Pass/ Fail Degrees

1. **Subject to approval by UCL Education Committee, or its nominee,** a qualification *may* be awarded on a pass/fail basis i.e. without a Classification. This must be clearly explained in the Programme Summary.

15.3 Honours Degree Classification Scheme

15.3.1 Honours Classifications

1. Students who have completed the requirements for an Honours Degree will, on the recommendation of the relevant Programme Board of Examiners, be awarded either:
   a) First Class Honours, OR
   b) Second Class Honours (Upper Division), OR
   c) Second Class Honours (Lower Division), OR
   d) Third Class Honours.

15.3.2 Honours Degree Borderline Criteria

1. Honours Degree candidates whose weighted average mark falls within 1% of the next Classification boundary (after rounding to the nearest integer) *may* be considered for the higher Classification. The Programme Board of Examiners should take the following criteria into account:
   a) Whether the majority of credits (at least 50%) fall in the higher Classification.
   b) Whether there is evidence of “exit velocity” in the candidate’s performance.
   c) Whether high value modules, or those with a significant research element such as the dissertation, fall in the higher class.
   d) Attention to those marks which have a particular significance for the overall Classification.

2. Where possible, External Examiners *should* be asked to consider the performance of candidates who fall in the borderline zone, reviewing the work prior to the meeting of the Programme Board of Examiners, with a view to determining whether the candidate is worthy of the higher Classification.

15.4 Standard Harmonised Scheme of Award

15.4.1 Scope

1. The following regulations apply to students who first enrolled on undergraduate programmes in 2017-18 or earlier in the following faculties:
   a) Arts & Humanities (except programmes in English and Fine Art – see Section 15.5 below)
   b) The Bartlett
   c) Brain Sciences
   d) Life Sciences (except MSci programmes, MSci International programmes and MPharm programmes - see Section 15.8 below)
   e) Medical Sciences (except MBBS and iBSc programmes - see Section 15.10 below)
   f) Population Health Sciences

15.4.2 Bachelors

1. On three-year Bachelors programmes, the Final Weighted Mark *should* be calculated from the following counting marks:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>Best 90 credits</td>
<td>Best 105 credits</td>
<td>All 120 credits</td>
</tr>
<tr>
<td></td>
<td>Weighted at 1</td>
<td>Weighted at 3</td>
<td>Weighted at 5</td>
</tr>
</tbody>
</table>
15.4.3 Bachelors with Additional/ Extra-Mural Year

1. On Bachelors programmes with an Additional/ Extra-Mural Study Abroad or Placement Year, the Final Weighted Mark should be calculated from the following counting marks:

   **2016-17 or 2017-18**

2. For students who first enrolled on their programme at UCL in 2016-17 or 2017-18:
   a) If the programme includes an additional 30-credit Project Module:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors with Additional/ Extra-Mural Year 3</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>Weighted at 0</td>
</tr>
<tr>
<td>Bachelors with Additional/ Extra-Mural Year 4</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>All 120 credits AND the Project Module Weighted at 5</td>
</tr>
</tbody>
</table>

   b) If the programme does not include an additional Project Module:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors with Additional/ Extra-Mural Year 3</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>Weighted at 0</td>
</tr>
<tr>
<td>Bachelors with Additional/ Extra-Mural Year 4</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>All 120 credits Weighted at 5</td>
</tr>
</tbody>
</table>

   **2015-16 and Earlier**

3. For students who first enrolled on their programme at UCL in 2015-16 or earlier:
   a) If the programme includes an additional 30-credit Project Module:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors with Additional/ Extra-Mural Year 3</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>Weighted at 0</td>
</tr>
<tr>
<td>Bachelors with Additional/ Extra-Mural Year 4</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>All 120 credits AND the Project Module Weighted at 5</td>
</tr>
</tbody>
</table>

   b) If the programme does not include an additional Project Module:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors with Additional/ Extra-Mural Year 3</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>Best 105 credits Weighted at 3</td>
</tr>
<tr>
<td>Bachelors with Additional/ Extra-Mural Year 4</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>All 120 credits Weighted at 5</td>
</tr>
</tbody>
</table>

15.4.4 Integrated Masters
1. On four-year Integrated Masters programmes, the Final Weighted Mark *should* be calculated from the following counting marks:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Masters</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>Best 105 credits Weighted at 5</td>
<td>All 120 credits Weighted at 5</td>
</tr>
</tbody>
</table>

15.4.5 Integrated Masters with Additional/ Extra-Mural Year

1. On Integrated Masters programmes with an Additional/ Extra-Mural Study Abroad or Placement Year, the Final Weighted Mark *should* be calculated from the following counting marks:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Masters</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>Weighted at 0</td>
<td>Best 105 credits Weighted at 5</td>
<td>All 120 credits AND the Project Module Weighted at 5</td>
</tr>
<tr>
<td>Integrated Masters</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>Best 105 credits Weighted at 5</td>
<td>Weighted at 0</td>
<td>All 120 credits AND the Project Module Weighted at 5</td>
</tr>
<tr>
<td>Integrated Masters</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>Best 105 credits Weighted at 5</td>
<td>All 120 credits AND the Project Module Weighted at 5</td>
<td></td>
</tr>
</tbody>
</table>

15.5 Faculty of Arts and Humanities

15.5.1 Scope

1. For students who first enrolled on undergraduate programmes in the Faculty of Arts and Humanities in 2017-18 or earlier, the Standard Harmonised Scheme of Award defined in Section 15.4 above applies, with the following exceptions which supersede:

15.5.2 Three Year Bachelors in English

1. The following regulations apply to students who first enrolled on three-year Bachelors programmes in the Department of English in 2017-18 or earlier.

2. The Final Weighted Mark *should* be calculated from the following 10, equally-weighted marks:

   a) Eight 30-credit modules in Years 2 and 3, AND
   b) The Research Essay mark, AND
   c) The Course Assessment mark.

3. The Honours Classification *should* be determined using the following rules:

| Qualifies for First Class Honours (1) (Dept. of English) | 3 marks above 69 and numerical aggregate of at least 666 |
| Qualifies for Second Class Honours Upper Division (2.1) (Dept. of English) | 6 marks above 59 and numerical aggregate of at least 590 |
| Qualifies for Second Class Honours Lower Division (2.2) (Dept. of English) | 8 marks above 49 and numerical aggregate of at least 520 |
Qualifies for Third Class Honours (3)  
(Dept. of English)

| 9 marks above 39 and numerical aggregate of at least 460 |

4. The work of candidates who meet one but not both of the criteria for any given class must be referred to the External Examiner for review. The work of candidates who are close to both of the criteria for any given class but fulfill neither may be referred to the External Examiner for review. Please see Chapter 9, Section 4.3: Responsibilities of External Examiners for further details.

15.5.3 Three Year Bachelor of Arts (BA) in Fine Art

1. The following regulations apply to students who first enrolled on the Bachelor of Arts (BA) in Fine Art in 2017-18 or earlier.
2. The Final Weighted Mark should be calculated from a weighted mean of the following marks:
   a) History and Theory of Art Coursework in Year 2, weighted at 10%, AND
   b) History and Theory of Art Independent Study in Year 3, weighted at 10%, AND
   c) Degree Exhibition in Year 4, weighted at 80%.
3. The mark/s from the Additional Study should be used as a moderator in borderline cases.
4. The Honours Classification should be determined using the standard criteria in 15.3 Honours Degree Classification Scheme with the following exception:
   a) A student whose weighted average mark falls 1.49% or less below a class boundary will be in the Borderline Zone. The student’s full academic profile, including the mark from the Additional Study, should be considered by the Programme Board of Examiners when determining whether the student may be raised to the higher class.

15.5.4 Three Year Bachelor of Fine Arts (BFA)

1. The following regulations apply to students who first enrolled on the Bachelor of Fine Arts (BFA) in 2017-18 or earlier.
2. The Final Weighted Mark should be based on performance in the final year Studio Work, weighted at 100%.
3. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
4. The Honours Classification should be determined using the standard UCL regulations in 15.1: General Classification Principles with the following exception:
   a) As the Classification is based on one mark, Borderline Criteria do not apply.

15.6 Faculty of Engineering Sciences

15.6.1 Scope

1. The following regulations apply to students who first enrolled on undergraduate programmes in the Faculty of Engineering Sciences in 2017-18 or earlier.

15.6.2 Bachelors

1. On three-year Bachelors programmes in Engineering Sciences, including those with an Integrated Placement Year, the Final Weighted Mark should be calculated from the following counting marks:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors (Engineering Sciences)</td>
<td>All 120 credits Weighted at 1</td>
<td>All 120 credits Weighted at 3</td>
<td>All 120 credits Weighted at 5</td>
</tr>
</tbody>
</table>

15.6.3 Bachelors with Additional/ Extra-Mural Year

1. On Bachelors programmes with an Additional/ Extra-Mural Placement Year in the Faculty of Engineering Sciences, the Final Weighted Mark should be calculated from the following counting marks:
### 15.6.4 Integrated Masters

1. On four-year Integrated Masters programmes in the Faculty of Engineering Sciences, including those with an Integrated Placement Year, the Final Weighted Mark should be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits</th>
<th>Weighted at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>All 120 credits</td>
<td>1</td>
</tr>
<tr>
<td>Year 2</td>
<td>All 120 credits</td>
<td>3</td>
</tr>
<tr>
<td>Year 3</td>
<td>All 120 credits</td>
<td>5</td>
</tr>
<tr>
<td>Year 4</td>
<td>All 120 credits</td>
<td>5</td>
</tr>
</tbody>
</table>

### 15.6.5 Integrated Masters with Additional/ Extra-Mural Year

1. On Integrated Masters programmes with an Additional/ Extra-Mural Placement Year in the Faculty of Engineering Sciences, the Final Weighted Mark should be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits</th>
<th>Weighted at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>All 120 credits</td>
<td>1</td>
</tr>
<tr>
<td>Year 2</td>
<td>All 120 credits</td>
<td>3</td>
</tr>
<tr>
<td>Year 3</td>
<td>All 120 credits</td>
<td>5</td>
</tr>
<tr>
<td>Year 4</td>
<td>All 120 credits</td>
<td>5</td>
</tr>
<tr>
<td>Year 5</td>
<td>All 120 credits</td>
<td>5</td>
</tr>
</tbody>
</table>

### 15.7 Faculty of Laws

#### 15.7.1 Standard Programmes

1. The following regulations apply to students who first enrolled on undergraduate programmes in the Faculty of Laws in 2017-18 or earlier.
2. The Final Weighted Mark should be calculated from the following counting marks:
3. Class marks (out of a nominal 100, with a pass mark of 40) are:

<table>
<thead>
<tr>
<th>Class (Laws)</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours (1)</td>
<td>( \geq 70 )</td>
</tr>
<tr>
<td>Second Class Honours Upper Division (2.1)</td>
<td>( \geq 60 )</td>
</tr>
<tr>
<td>Second Class Honours Lower Division (2.2)</td>
<td>( \geq 50 )</td>
</tr>
<tr>
<td>Third Class Honours (3)</td>
<td>( \geq 40 )</td>
</tr>
</tbody>
</table>

4. Provided that their performance is 'Sound', a student should be awarded the highest class of honours in which they have achieved the following:

| 3 Year Bachelors (Laws) | 120 credits at or above that level |
| 4 Year Bachelors with Extra-Mural Year 3 (Laws) | 120 credits at or above that level |
| 4 Year Bachelors with Advanced Studies (Laws) | 120 credits at or above that level |
| LLB English and German Law (Laws) | 90 credits at or above that level provided that at least one of the highest marks was awarded in respect of a Year 2 examination or a long essay submitted to UCL |
| LLB (UCL) and LLB (HKU) (Laws) | 90 credits at or above that level provided that at least one of the highest marks was awarded in respect of a Year 2 examination |
| LLB/JD (Laws) | 90 credits at or above that level provided that at least one of the highest marks was awarded in respect of a Year 2 examination |

**Sound Performance**

5. The following list of average marks shall assist the Board in assessing whether a student’s performance is Sound:

<table>
<thead>
<tr>
<th>Class (Laws)</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours (1)</td>
<td>67</td>
</tr>
</tbody>
</table>
6. Sound Performance is to be calculated based on the marks from the following modules:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Modules Counted</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Year Bachelors (Laws)</td>
<td>All Year 2 and 3 modules</td>
</tr>
<tr>
<td>4 Year Bachelors with Extra-Mural Year 3 (Laws)</td>
<td>All Year 2 and 4 modules</td>
</tr>
<tr>
<td>4 Year Bachelors with Advanced Studies (Laws)</td>
<td>All Year 2, 3 and 4 modules</td>
</tr>
<tr>
<td>LLB English and German Law (Laws)</td>
<td>All Year 1 and Year 2 modules, and the long essay if completed under the supervision of a member of the Faculty of Laws at UCL</td>
</tr>
<tr>
<td>LLB (UCL) and LLB (HKU) (Laws)</td>
<td>All Year 1 and Year 2 modules</td>
</tr>
<tr>
<td>LLB/JD (Laws)</td>
<td>All Year 1 and Year 2 modules</td>
</tr>
</tbody>
</table>

**Exit Velocity**

7. If a student does not satisfy the requirements of Sound Performance, Exit Velocity may be considered on the following programmes only:
   a) 3 Year Bachelors (Laws)
   b) 4 Year Bachelors with Extra-Mural Year 3 (Laws)
   c) 4 Year Bachelors with Advanced Studies (Laws)

8. Where a student’s performance in their final year examinations shows an improvement over their performance in the previous year’s exams this will be considered in the student’s favour but a decline in standard in the final year examinations will not be counted to the student’s detriment. So-called “Exit Velocity” shall apply across all class boundaries.

9. Exit Velocity occurs only when a student attains at least 90 credits at, or above, the relevant class in their final year of study.

**15.8 Faculty of Life Sciences**

**15.8.1 Scope**

1. For students who first enrolled on undergraduate programmes in the Faculty of Life Sciences in 2017-18 or earlier, the Standard Harmonised Scheme of Award defined in Section 15.4 above applies, with the following exceptions which supersede:

**15.8.2 Standard Integrated Masters Programmes**

1. On four-year standard Integrated Masters programmes in the Faculty of Life Sciences, the Final Weighted Mark should be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Masters (Life Sciences Standard)</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>All 120 credits Weighted at 5</td>
<td>All 120 credits Weighted at 5</td>
</tr>
</tbody>
</table>

**15.8.3 International Integrated Masters Programmes**

1. On four-year International Integrated Masters programmes in the Faculty of Life Sciences, the Final Weighted Mark should be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Masters (Life Sciences International)</td>
<td>Best 90 credits Weighted at 1</td>
<td>Best 105 credits Weighted at 3</td>
<td>All 120 credits Weighted at 3</td>
<td>All 120 credits Weighted at 5</td>
</tr>
</tbody>
</table>
15.8.4 MPharm Programmes

1. On four-year Integrated Masters in Pharmacy programmes, the Final Weighted Mark should be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPharm</td>
<td>Weighted at 0</td>
<td>All 120 credits</td>
<td>All 120 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weighted at 20%</td>
<td>Weighted at 30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weighted at 50%</td>
</tr>
</tbody>
</table>

15.9 Faculty of Mathematical and Physical Sciences

15.9.1 Scope

1. The following regulations apply to students who first enrolled on undergraduate programmes in the Faculty of Mathematical and Physical Sciences in 2017-18 or earlier.

15.9.2 Supplementary Modules

1. Some programmes in Mathematical and Physical Sciences also include additional, non-credit-bearing modules e.g. synoptic or comprehensive papers, generic skills modules etc. The marks from such modules may be included in the degree Classification calculation. The Programme Summary should clearly explain the algorithm which will be used.

15.9.3 Cert HE Astronomy

1. Students who have completed the Award Requirements for the two-year, part-time Certificate of Higher Education in Astronomy should be awarded a Pass or Distinction Classification using the following criteria:

<table>
<thead>
<tr>
<th>Qualifies for Distinction</th>
<th>A Final Weighted Mark of at least 70% AND</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mark of at least 60% for each module.</td>
<td></td>
</tr>
</tbody>
</table>

| Qualifies for Pass           | Meets Progression and Award Requirements |

15.9.4 Bachelors

1. On three-year Bachelors programmes in the Faculty of Mathematical and Physical Sciences, the Final Weighted Mark should be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors (MAPS)</td>
<td>Best 90 credits</td>
<td>Best 105 credits</td>
</tr>
<tr>
<td></td>
<td>(Best 60</td>
<td>(Best 90</td>
</tr>
<tr>
<td></td>
<td>credits weighted at 1,</td>
<td>credits weighted at 1,</td>
</tr>
<tr>
<td></td>
<td>next 60 credits weighted</td>
<td>next 30 credits weighted</td>
</tr>
<tr>
<td></td>
<td>at 0.5)</td>
<td>at 0.5)</td>
</tr>
<tr>
<td></td>
<td>Weighted at 1</td>
<td>Weighted at 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weighted at 5</td>
</tr>
</tbody>
</table>

15.9.5 Bachelors with Additional/ Extra-Mural Year

1. On Bachelors programmes with an Additional/ Extra-Mural Study Abroad or Placement Year in the Faculty of Mathematical and Physical Sciences, the Final Weighted Mark should be calculated from the following counting marks:

2016-17 or 2017-18

2. For students who first registered on their programme at UCL in 2016-17 or 2017-18:
   a) If the programme includes an additional 30-credit Project Module:
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors with Additional/Extra-Mural</td>
<td>Bachelors with Additional/Extra-Mural</td>
<td>Bachelors with Additional/Extra-Mural</td>
<td>Bachelors with Additional/Extra-Mural</td>
</tr>
<tr>
<td>Year 3 (MAPS)</td>
<td>Year 4 (MAPS)</td>
<td>Year 4 (MAPS)</td>
<td>Year 4 (MAPS)</td>
</tr>
<tr>
<td>Best 90 credits</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
</tr>
<tr>
<td>(Best 60 credits weighted at 1, next 60</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
</tr>
<tr>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
</tr>
<tr>
<td>Weighted at 1</td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
</tr>
<tr>
<td>Bachelors with Additional/Extra-Mural Year</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
</tr>
<tr>
<td>3 (MAPS)</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
</tr>
<tr>
<td></td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
</tr>
<tr>
<td></td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
</tr>
<tr>
<td>Bachelors with Additional/Extra-Mural Year</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
</tr>
<tr>
<td>4 (MAPS)</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
</tr>
<tr>
<td></td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
</tr>
<tr>
<td></td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
</tr>
</tbody>
</table>

b) If the programme does not include an additional Project Module:

b) If the programme does not include an additional Project Module:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors with Additional/Extra-Mural</td>
<td>Bachelors with Additional/Extra-Mural</td>
<td>Bachelors with Additional/Extra-Mural</td>
<td>Bachelors with Additional/Extra-Mural</td>
</tr>
<tr>
<td>Year 3 (MAPS)</td>
<td>Year 4 (MAPS)</td>
<td>Year 4 (MAPS)</td>
<td>Year 4 (MAPS)</td>
</tr>
<tr>
<td>Best 90 credits</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
</tr>
<tr>
<td>(Best 60 credits weighted at 1, next 60</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
</tr>
<tr>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
</tr>
<tr>
<td>Weighted at 1</td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
</tr>
<tr>
<td>Bachelors with Additional/Extra-Mural Year</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
</tr>
<tr>
<td>4 (MAPS)</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
</tr>
<tr>
<td></td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
</tr>
<tr>
<td></td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
</tr>
</tbody>
</table>

2015-16 and Earlier

3. For students who first enrolled on their programme at UCL in 2015-16 or earlier:

a) If the programme includes an additional 30-credit Project Module:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors with Additional/Extra-Mural</td>
<td>Bachelors with Additional/Extra-Mural</td>
<td>Bachelors with Additional/Extra-Mural</td>
<td>Bachelors with Additional/Extra-Mural</td>
</tr>
<tr>
<td>Year 3 (MAPS)</td>
<td>Year 4 (MAPS)</td>
<td>Year 4 (MAPS)</td>
<td>Year 4 (MAPS)</td>
</tr>
<tr>
<td>Best 90 credits</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
</tr>
<tr>
<td>(Best 60 credits weighted at 1, next 60</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
</tr>
<tr>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
</tr>
<tr>
<td>Weighted at 1</td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
</tr>
<tr>
<td>Bachelors with Additional/Extra-Mural Year</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
</tr>
<tr>
<td>3 (MAPS)</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
</tr>
<tr>
<td></td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
</tr>
<tr>
<td></td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
</tr>
<tr>
<td>Bachelors with Additional/Extra-Mural Year</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
<td>Best 105 credits</td>
</tr>
<tr>
<td>4 (MAPS)</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
<td>(Best 90 credits weighted at 1, next 30</td>
</tr>
<tr>
<td></td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
<td>credits weighted at 0.5)</td>
</tr>
<tr>
<td></td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
<td>Weighted at 3</td>
</tr>
</tbody>
</table>

b) If the programme does not include an additional Project Module:
### 15.9.6 Standard Integrated Masters

1. On four-year standard Integrated Masters programmes in the Faculty of Mathematical and Physical Sciences, the Final Weighted Mark *should* be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelors with Additional/ Extra-Mural Year 3 (MAPS)</strong></td>
<td>Best 90 credits <em>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</em> Weighted at 1</td>
<td>Best 105 credits <em>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</em> Weighted at 3</td>
<td>Best 105 credits <em>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</em> Weighted at 3</td>
</tr>
<tr>
<td></td>
<td><strong>Bachelors with Additional/ Extra-Mural Year 4 (MAPS)</strong></td>
<td>Best 90 credits <em>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</em> Weighted at 1</td>
<td>Best 105 credits <em>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</em> Weighted at 3</td>
</tr>
</tbody>
</table>

### 15.9.7 Integrated Masters International Programmes

1. On four-year International Integrated Masters programmes in the Faculty of Mathematical and Physical Sciences, the Final Weighted Mark *should* be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrated Masters (MAPS)</strong></td>
<td>Best 90 credits <em>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</em> Weighted at 1</td>
<td>Best 105 credits <em>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</em> Weighted at 3</td>
<td>All 120 credits Weighted at 5</td>
</tr>
</tbody>
</table>

### 15.9.8 Integrated Masters with Additional/ Extra-Mural Year

1. On Integrated Masters programmes with an Additional/ Extra-Mural Study Abroad or Placement Year in the Faculty of Mathematical and Physical Sciences, the Final Weighted Mark *should* be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrated Masters with Additional/ Extra-Mural Year 3 (MAPS)</strong></td>
<td>Best 90 credits <em>(Best 60 credits weighted at 1, next 60 credits</em></td>
<td>Best 105 credits <em>(Best 90 credits weighted at 1, next 30 credits</em></td>
<td>Best 105 credits <em>(Best 90 credits weighted at 1, next 30 credits</em></td>
<td>All 120 credits AND the Project Module Weighted at 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrated Masters with Additional/ Extra-Mural Year 4 (MAPS)</strong></td>
<td>Best 90 credits <em>(Best 60 credits weighted at 1, next 60 credits</em></td>
<td>Best 105 credits <em>(Best 90 credits weighted at 1, next 30 credits</em></td>
<td>Best 105 credits <em>(Best 90 credits weighted at 1, next 30 credits</em></td>
<td>All 120 credits AND the Project Module Weighted at 5</td>
</tr>
<tr>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students first enrolling on the UCL MBBS in 2017-18</strong></td>
<td><strong>Students first enrolling on the UCL MBBS in 2016-17 or earlier</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weighted at 0</td>
<td>All 120 credits from Year 1 of the MBBS</td>
<td>All 120 credits from Year 2 of the MBBS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weighted at 1</td>
<td>Weighted at 1</td>
<td>Weighted at 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weighted at 0</td>
<td>All 120 credits in the iBSc Year</td>
<td>Weighted at 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15.10 Faculty of Medical Sciences

15.10.1 Scope

1. For students who first enrolled on undergraduate programmes in the Faculty of Medical Sciences in 2017-18 or earlier, the Standard Harmonised Scheme of Award defined in Section 15.4 above applies, with the following exceptions which supersede:

15.10.2 One Year Integrated Bachelors (iBSc)

2017-18

1. For students who first enrolled on the UCL MBBS programme in 2017-18, the iBSc Final Weighted Mark should be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students first enrolling on the UCL MBBS in 2017-18</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weighted at 0</td>
<td>Weighted at 0</td>
<td>All 120 credits in the iBSc Year</td>
</tr>
<tr>
<td>Weighted at 1</td>
<td>Weighted at 1</td>
<td>Weighted at 1</td>
</tr>
<tr>
<td>Weighted at 0</td>
<td>Weighted at 0</td>
<td>Weighted at 6</td>
</tr>
</tbody>
</table>

2016-17 and earlier

2. For students who first enrolled on the UCL MBBS programme in 2016-17 or earlier, the iBSc Final Weighted Mark should be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students first enrolling on the UCL MBBS in 2016-17 or earlier</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All 120 credits from Year 1 of the MBBS</td>
<td>All 120 credits from Year 2 of the MBBS</td>
<td>All 120 credits in the iBSc Year</td>
</tr>
<tr>
<td>Weighted at 1</td>
<td>Weighted at 1</td>
<td>Weighted at 6</td>
</tr>
</tbody>
</table>

15.10.3 MBBS (Bachelor of Medicine, Bachelor of Surgery)

1. The MBBS does not include an Honours Classification.
15.11 Faculty of Social and Historical Sciences

15.11.1 Scope

1. The following regulations apply to students who first enrolled on undergraduate programmes in the Faculty of Social and Historical Sciences in 2017-18 or earlier.

15.11.2 Bachelors

1. On three-year Bachelors programmes in the Faculty of Social and Historical Sciences, the Final Weighted Mark should be calculated from the Median of the following counting marks:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors (SHS) (Median of)</td>
<td>Best or nominated 30 credits Weighted at 1</td>
<td>All 120 credits Weighted at 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All 120 credits Weighted at 5</td>
</tr>
</tbody>
</table>

15.11.3 Bachelors with Additional/ Extra-Mural Year

1. On Bachelors programmes with an Additional/ Extra-Mural Study Abroad or Placement Year in the Faculty of Social and Historical Sciences, the Final Weighted Mark should be calculated from the Median of the following counting marks:

**2016-17 or 2017-18**

2. For students who first enrolled on their programme at UCL in 2016-17 or 2017-18:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors with Additional/ Extra-Mural Year 3 (SHS) (Median of)</td>
<td>Best or nominated 30 credits Weighted at 1</td>
<td>All 120 credits Weighted at 3</td>
<td>All 120 credits Weighted at 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All 120 credits Weighted at 5</td>
<td></td>
</tr>
</tbody>
</table>

**2015-16 and Earlier**

3. For students who first enrolled on their programme at UCL in 2015-16 or earlier:

a) If the programme includes an additional 30-credit Project Module:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors with Additional/ Extra-Mural Year 3 (SHS) (Median of)</td>
<td>Best or nominated 30 credits Weighted at 1</td>
<td>All 120 credits Weighted at 3</td>
<td>All 120 credits Weighted at 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All 120 credits Weighted at 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AND the Project Module</td>
<td></td>
</tr>
</tbody>
</table>

b) If the programme does not include an additional Project Module:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors with Additional/ Extra-Mural Year 3 (SHS) (Median of)</td>
<td>Best or nominated 30 credits Weighted at 1</td>
<td>All 120 credits Weighted at 3</td>
<td>All 120 credits Weighted at 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All 120 credits Weighted at 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors with Extra-Mural Year 3 (Anthropology) (Median of)</td>
<td>Best or nominated 30 credits Weighted at 1</td>
<td>All 120 credits Weighted at 3</td>
<td>All 120 credits Weighted at 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All 120 credits Weighted at 5</td>
<td></td>
</tr>
</tbody>
</table>
15.12 Institute of Education

15.12.1 Scope

1. The following regulations apply to students who first enrolled on undergraduate programmes at the UCL Institute of Education in 2017-18 or earlier.

15.12.2 Foundation Degrees

1. Students who have completed the Award Requirements for the two-year Foundation Degree at the UCL Institute of Education should be awarded a Pass, Merit or Distinction Classification using the following criteria:

<table>
<thead>
<tr>
<th>Qualifies for Distinction</th>
<th>Marks of 70% or greater in modules totalling 160 credits, at least 80 of which must be in Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifies for Merit</td>
<td>Marks of 60% or greater in modules totalling 160 credits, at least 80 of which must be in Year 2</td>
</tr>
<tr>
<td>Qualifies for Pass</td>
<td>Meets Progression and Award Requirements</td>
</tr>
</tbody>
</table>

15.12.3 One Year Top-Up Bachelors

1. On one-year Bachelors Top-Up programmes at the UCL Institute of Education, the Final Weighted Mark should be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>1 Year Bachelors Top-Up (IOE)</th>
<th>All 120 credits Weighted at 1</th>
</tr>
</thead>
</table>

15.12.4 Three Year Bachelors

1. On three-year Bachelors programmes at the UCL Institute of Education, the Final Weighted Mark should be calculated from the following counting marks:

<table>
<thead>
<tr>
<th>3 Year Bachelors (IOE)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weighted at 0</td>
<td>All 120 credits</td>
<td>All 120 credits</td>
</tr>
<tr>
<td></td>
<td>Weighted at 2</td>
<td>Weighted at 2</td>
<td>Weighted at 3</td>
</tr>
</tbody>
</table>
UCL Academic Manual
2018-19

Chapter 5: Research Degrees Framework

Part A: Research Degree Regulations

Covering MPhil/ PhD, EngD, MD(Res) and MRes programmes

EngD students should also refer to:
- Chapter 5, Part C: Doctor in Engineering Additional Regulations

MRes students should also refer to:
- Chapter 5, Part H: MRes Additional Regulations
- Chapter 3: Registration Framework for Taught Programmes
- Chapter 4: Assessment Framework for Taught Programmes
1 Admissions

1.1 Standard Qualifications for Admission: MPhil/PhD Programmes

1. The normal minimum entrance qualification for registration for the MPhil degree or the PhD degree is:
   i) An upper second class honours degree of a UK university or an overseas qualification of an equivalent standard obtained after a programme of study extending over not less than three years in a university (or educational institution of university rank), in a subject appropriate to that of the programme to be followed; or
   ii) A registrable qualification appropriate to the programme to be followed awarded by a UK university in Medicine, Dentistry or Veterinary Studies; or a qualification of an equivalent standard appropriate to the programme to be followed awarded by a university (or educational institution of university rank) outside the UK; or
   iii) A Masters degree from a UK University in a subject appropriate to the programme to be followed; or
   iv) A professional or other qualification obtained by written examinations and approved by UCL as an appropriate entrance qualification for the MPhil or PhD degree in question.

2. Applicants should also consult the relevant departmental/divisional admission requirements (see the UCL Departments A-Z).

1.2 Standard Qualifications for Admission: EngD Programmes

1. Other qualifying criteria may also be required for applicants for the EngD, depending on the subject area of the individual programme.

2. The additional regulations for the Doctor in Engineering [EngD] (see Chapter 5, Part C) give details of specific criteria for the following programmes:
   - EngD in Biochemical Engineering and Bioprocess Leadership
   - EngD in Communications
   - EngD in Environmental Engineering Science (ENVES)
   - EngD in Virtual Environments Imaging and Visualisation (VEIV).

1.3 MRes Progression to an Associated Research Degree Programme

1. For automatic progression from MRes to PhD/EngD, students should achieve an average mark of not less than 60% in the independent, original research components of the programme, and not less than 50% in the taught elements.
   i) This regulation relates to automatic progression from MRes to MPhil/PhD or EngD programmes.
   ii) However, in cases where a student did not meet these requirements, but who has the support of the MPhil/PhD or EngD programme organisers, a case in writing can be made to the Chair of the Research Degree Committee for the consideration of suspension of regulations on a case-by-case basis.

2. The length of the MRes programme should be extended to one calendar year and one month to allow Boards of Examiners time to determine awards prior to students registering on the associated EngD or MPhil/PhD programme.

3. MRes students who fail the taught components are subject to the regulations in Chapter 4, Section 11: Consequences of Failure. If a student has valid Extenuating Circumstances material to that failure, they will be subject to the regulations in Chapter 4: Section 6: Extenuating Circumstances.
4. MRes students who fail the dissertation should not register on the EngD or MPhil/PhD programme in the following academic year but remain on the MRes and resubmit the dissertation by 31 January of the following academic year. The Board would then consider the award for these students in January, when they would be allowed to register on the EngD or MPhil/PhD if they passed. If, as a result, they missed taught components which formed part of the EngD or MPhil/PhD registration, these should be followed at the point when they are next available.

5. MRes students who are not awarded the degree after the first attempt and the resit attempt should not progress to the associated EngD or MPhil/PhD programme and would be required to leave UCL.

**Further guidance**

1. These regulations only apply to students on MRes programmes which form an integral part of an associated doctoral programme.

2. Applicants and students should also consult the relevant departmental/divisional admission and MRes progression requirements.

3. MRes programmes are subject to the regulations for Taught Postgraduate Programmes and to the additional regulations for Masters By Research Programmes in [Chapter 5, Part H](#).

1.4 **Standard Qualifications for Admission: MD (Res) Programmes**

1. To be eligible for registration for the MD(Res) degree, a candidate must have obtained the MBBS degree or some other registrable primary qualification in Medicine, and be eligible for full registration or hold limited registration with the General Medical Council (GMC), or have obtained the BDS degree or hold an equivalent dental qualification.

1.5 **English Language Requirements**

1. Applicants are required to meet [English Language Proficiency Requirements for Postgraduate Degrees](#).

1.6 **Alternative Qualifications for Admission**

1. Applicants possessing alternative qualifications may also be considered by UCL for registration.
   i) An applicant who possesses a degree or overseas qualification of equivalent standard obtained after a programme of study extending over three years or more in a university (or educational institution of university rank) in an appropriate subject and who, although they do not meet the normal entry standard defined in [Sections 1.1-1.4](#), but by evidence of their background and experience satisfy UCL as to their fitness to follow the programme. Where such an applicant cannot present evidence that they possess the necessary background and experience, they may be considered by UCL for registration, provided they meet appropriate qualifying conditions prescribed by UCL.

   ii) Applicants who possesses a qualification obtained by written examination other than those covered above, if UCL is satisfied that the candidate’s general education, scholarship, training and experience are suitable for the programme which they wish to follow and that they are at least as well qualified as the candidates who are able to satisfy the entrance requirements in one of the ways prescribed above.

2. UCL may prescribe a qualifying examination for such an applicant prior to admission.

**Further guidance**

1. Departments wishing to admit such an applicant, as described above, must obtain written authorisation from the Chair of the Research Degrees Committee via [Admissions in Student & Registry Services](#). An applicant for registration may also be required to pass a qualifying
examination. Applicants are required to meet UCL’s English Language Proficiency Requirements for Postgraduate Degrees.

2. The regulations and criteria for the Recognition of Prior Learning, including the types of prior learning that might be considered by UCL, are defined in Chapter 1: Student Recruitment and Admissions Framework.
2 Registration

2.1 Dual Registration

1. A student is not permitted to be formally registered for one programme of study at UCL at the same time as being formally registered (or re-sitting examinations) for another programme of study at UCL or any other Higher Education Institution.

*Further guidance*

1. Students can accept an offer of a place from UCL when they are still formally registered with another Higher Education Institution, or if they are re-sitting examinations. However, they may not formally register with UCL until they have completed their registration with another institution.

2.2 Application and Initial Registration

2.2.1 MPhil/ PhD Initial Registration

1. An applicant for a PhD degree will be registered initially for the MPhil degree.

*Further guidance*

1. All successful applicants, with the exception of the EngD and other specialist doctorate programmes, are initially registered for an MPhil degree, except where the applicant is exceptionally well qualified and UCL has given special permission for initial registration for the PhD degree.

2. Every student must complete enrolment as instructed within two weeks of the start of their research programme and must undertake to comply with the conditions of enrolment.

3. An applicant for registration is required to produce for inspection by UCL the original documentary evidence of their qualifications either before or at registration — i.e. the original diploma or certificate of the awarding body. An applicant for the MD (Res) degree will be registered at UCL in the names under which he/she has been registered with the GMC.

2.2.2 Proof of Identity

1. All students are required to present an accepted form of identification for verification before they can be enrolled. In the absence of this verification, enrolment cannot occur.

2.2.3 UK/EU/EEA-Based Students

1. UK/EU/EEA Based Students are required to present an accepted form of identification for verification before they can be enrolled. In the absence of this verification, enrolment will not be confirmed.

*Further guidance*

1. UCL’s preferred form of identification is a valid passport. However, in the absence of a valid passport, the following will be accepted forms of identification for students who do not require a visa to study in the UK:
   a) A UK photo driving licence, a European National Identity Card or Armed Forces Identity Card; or
   b) An original birth certificate, adoption certificate or certificate of naturalisation.

2. No other forms of identification are acceptable.

3. If the family name or other personal details are different from those on the document provided, proof of the reason for any differences will be required at enrolment. This should be in the form of a marriage certificate/civil partnership certificate, divorce document, deed poll, adoption certificate or statutory declaration.
2.2.4 Students Who Require a Visa to Study in the UK

1. Under UK immigration requirements, presentation of a valid passport is a mandatory requirement for students who require a visa to study in the UK, and no other forms of identification will suffice. Enrolment will not take place without presentation of a valid passport and visa.

2. For further details on UK immigration requirements see the UCL Immigration and Visa Information webpages.

2.3 Exemption from Part of a Programme of Study

1. UCL may exempt from part of the programme of study of the MPhil/PhD degree, research degree students who have commenced a programme of study for the MPhil or PhD degree (or equivalent degree) of another university in the United Kingdom, provided that the programme of study followed at UCL is not less than one calendar year, or its equivalent in part-time study.

   Further guidance

1. Applications for exemption should be made at the point of admission and are considered on a case-by-case basis.

2. The regulations and criteria for the Recognition of Prior Learning, including the types of prior learning that might be considered by UCL, are defined in the UCL Academic Manual, Chapter 1: Student Recruitment and Admissions Framework.

3. Back-dated registration is not usually permitted by UCL. In exceptional circumstances however, requests for back-dating registration may be considered by the Chair of the Research Degrees Committee via researchdegrees@ucl.ac.uk subject to the following conditions:
   i) The statement from the supervisor and/or the Head of Department gives strong academic reasons for the request and confirms in writing that the student has been undertaking relevant research since this date.
   ii) There is evidence that the student has been fully supervised.
   iii) There is a good reason provided explaining why the student was not formally registered from the requested start date.

4. If the back-dating is granted, regardless of the time period requested, the student should be aware that he or she is liable for tuition fees from the date of retrospective registration and that the date for submission of the thesis will be calculated from this date.

2.4 Course of Study: General

1. All research degree students are required to pursue a course of study prescribed by UCL.

2. A programme of study for the degree of MPhil, PhD or MD(Res) may require attendance at lectures and coursework as prescribed by UCL. A candidate’s registration on a UCL programme will be dependent upon their continued satisfactory progress as determined by UCL.

3. All research students are required to use the Online Research Student Log.

4. For more information about the Research Student Log and other requirements see the Code of Practice for Graduate Research Degrees.

2.5 Attendance Requirements

1. A programme must be pursued continuously except by special permission of UCL. Students must be in a position to meet all the requirements determined for their studies.
   i) With the exception of non-resident MPhil/PhD programmes (see Section 2.11) students, whether full-time or part-time, are expected to centre their academic studies on UCL. Students should ensure they are able to attend UCL in person for teaching and meetings as required by their supervisors.
ii) Students must obtain approval before they leave to collect or study material remote from UCL or work in remote facilities.

2.6 Length of Programme

1. The lengths of UCL research degree programmes are as follows:
   i) The length of an MPhil/PhD programme is normally three years’ full time and five years’ part time.
   ii) The length of the MD(Res) is normally two calendar years of full-time or part-time study.

2. Students may not interrupt their period of registration without prior permission from UCL.

3. Unless prior exemption from a part of the programme has been agreed, a student must be registered for at least two calendar years full time, or three calendar years part time, before he/she will be allowed to submit her/his thesis for examination for the PhD or the MPhil degree.

4. A student must be registered for at least two calendar years before he/she will be allowed to submit her/his thesis for examination for the MD(Res) degree.

5. In the case of registration for the PhD and the MPhil degree, unless prior exemption from a part of the programme has been agreed, students must be registered for at least three calendar years full time, or five calendar years part time, before they will be eligible to adopt Completing Research Status (see Section 4).

6. In the case of registration for the MD(Res) degree, students must be registered for at least two calendar years before they will be eligible to adopt Completing Research Status (see Section 4).

Further guidance

1. Requests to submit a thesis earlier than the minimum periods of registration specified in the regulation above may be considered by the Chair of the Research Degrees Committee. Requests should be made in writing via researchdegrees@ucl.ac.uk and should include a statement of support from the supervisor and/or Head of Department. The Research Degrees Committee will monitor the outcome of such requests by scrutiny of examiners’ reports on the candidates’ theses. Students and staff should note that early submission of a thesis will not be considered as an extenuating circumstance when deciding the outcome of the examination of a thesis.

2. Students who submit early would be liable for tuition fees up to the date of the submission of the thesis but would not be liable for tuition fees thereafter.

2.7 Interruption of Study

1. Interruption of study may be granted on the authorisation of the Director of Student Administration, on behalf of the Research Degrees Committee, provided that a statement of support from the Principal Supervisor and/or Head of Department/Division is received. If approved, the period of interruption of study granted will be initially not more than one calendar year and any further period of interruption of study will be considered one year at a time. UCL may, at its discretion, grant an interruption of study to a student on grounds of illness or other adequate reasons. The need to take up or pursue employment during the programme will not normally be considered grounds for interruption of studies.

2. Interruption of study for a period in excess of two calendar years may be granted by the Chair of the Research Degrees Committee subject to the following conditions:
   i) The period requested will be considered on an annual basis and will not exceed five calendar years from the date when the period of interruption starts;
   ii) The date when the submission of the thesis falls due following resumption of study falls within ten years of the date of original registration;
   iii) Written assurances that the research will still be valid are provided by the supervisor and/or the Head of Department, with supporting documentation.

3. The Students website provides further detail on the Interruption of Study Procedure.
2.8 Upgrade from MPhil to PhD

1. Upgrade from MPhil to PhD registration may be made not less than nine months after initial registration for the MPhil degree for full-time students, and not less than fifteen months after initial registration for the MPhil degree for part-time students. In the case of a student who has been granted an exemption of part of the programme of study, upgrade from MPhil degree to PhD registration may be made not less than eight months, or its part-time equivalent, after initial registration for the MPhil degree.
2. A student who fails to achieve upgrade to PhD status may, if all other conditions are met, enter for the MPhil examination.
3. Detailed information on the upgrade process can be found in the Upgrade Guidelines.

2.9 Transfer from PhD to MPhil

1. A student who has been upgraded from MPhil to PhD status may, with the permission of UCL, transfer back to MPhil status and enter for the MPhil examination provided he or she has not entered for the examination of a PhD.
2. The transferred registration may be dated from the date of original registration for the MPhil/PhD degree.

2.10 Transfer Between MPhil/PhD and MD(Res)

1. A student may, with the permission of UCL, transfer from the MD(Res) degree to the MPhil/PhD degree, provided they have not entered for the examination of an MD(Res) degree; or from the MPhil/PhD degree to the MD(Res) degree provided they have not entered for the examination of an MPhil or PhD degree.
2. Students wishing to transfer from an MPhil/PhD to an MD(Res) degree, or vice versa, should contact researchdegrees@ucl.ac.uk.

2.11 Non-Resident PhD: Registration and Attendance

1. Students registered on a non-resident MPhil/PhD programme shall attend UCL on at least one occasion. This must be the meeting at which their upgrade to PhD is decided.
2. In addition a student registered on a non-resident MPhil/PhD programme shall meet his or her supervisor(s) in person on at least two other occasions, one at the beginning and one at the end of the programme, but not necessarily in the UK.
3. Students and supervisors are required to be in regular communication during the whole period of the programme by, for example, telephone, email, Skype etc.
4. Students on the non-resident MPhil/PhD programme are required to use the Online Research Student Log.

Further guidance

1. Admission procedures for the non-resident MPhil/PhD programme do not differ from that of other research students who require special permission from UCL before starting their registration. A department/division wishing to make an offer to an applicant for a specially-approved non-resident MPhil/PhD programme is required to submit a statement of the case for acceptance, via Admissions in Student & Registry Services, to the Chair of the Research Degrees Committee [RDC]. The statement must include evidence that the overseas institution where the applicant intends to undertake research is of international standing and able to provide adequate facilities for the research. It must also include details of the arrangements for the supervision of the student at the overseas institution.
2. The department/division must also provide the Chair of the RDC with a statement showing that adequate arrangements for communication between the department and the student are in place and that these arrangements comply with UCL requirements for frequency of contact between supervisor and student as set out in the Code of Practice for Graduate Research Degrees. The use of the Online Research Student Log is an essential part of these
requirements. Such statements should be submitted in writing to the Chair of RDC via Admissions in Student & Registry Services.

3. In cases where an approved research programme has been set up with a specific institution or institutions which have formal collaborative agreements with UCL, approval of individual applications, as described above, will not need to be submitted for approval by the Chair of the RDC.

4. Students on a non-resident MPhil/PhD programme will be registered as full-time students by UCL if they are carrying out their research on a full-time basis in their countries of residence. Otherwise, they will be registered as part-time students by UCL. A special fee rate applies to the non-resident MPhil/PhD programme.
3 Supervisory Arrangements

3.1 Supervisors: General

1. Each UCL student registered for the MPhil, PhD, EngD, MD(Res) or MRes degree shall have appointed one Principal and one Subsidiary Supervisor, who shall be members of staff of UCL or members of staff of an institution with an approved agreement with UCL. All supervisors must be approved by their Faculty Graduate Tutor before they undertake supervision of research students.

Further guidance

1. Principal and Subsidiary Supervisors shall be appointed by the appropriate departmental/divisional Postgraduate Committee, or its equivalent body.
2. Honorary members of staff may be appointed as either Principal or Subsidiary Supervisors. However, approval must be obtained from the appropriate Faculty Graduate Tutor on behalf of the Research Degrees Committee. The appointment of an honorary member of staff as a Principal or Subsidiary Supervisor will be subject to consideration of adequate research activity, including publications and grant income. Honorary members of staff appointed as Principal or Subsidiary Supervisors are also governed by eligibility requirements set out in Section 3.2 below.
3. Retired members of staff shall not normally be appointed as supervisors except by the specific agreement of the Research Degrees Committee. In instances where a member of staff serving as Principal Supervisor retires, continued supervision by the staff member is only permissible if explicitly agreed by all parties (the student, the supervisor and department), and this decision is recorded by the department. In addition, the following arrangements must also be put in place and reviewed annually by all parties to confirm they are working effectively:
   i) The existing Subsidiary Supervisor shall be appointed as joint Principal Supervisor with the retired member of staff;
   ii) A third supervisor shall be appointed to the supervisory team as Subsidiary Supervisor.
4. Supervisors can be appointed from institutions with an approved agreement with UCL, e.g. Cancer Research UK (CRUK). Such supervisors must have the status of honorary members of UCL staff. In all circumstances UCL has an expectation that these supervisors will undertake their role in accordance with the Doctoral School’s Code of Practice for Graduate Research Degrees and within the framework of UCL’s regulations for Research Degrees in the UCL Academic Manual.
5. For more information on the role of the supervisor see the Code of Practice for Graduate Research Degrees.

3.2 Supervisors: Eligibility

1. The list of UCL staff categories eligible to act as Principal and/or Subsidiary Supervisors can be found on the Human Resources website.
2. UCL determines the eligibility of staff in these categories to supervise research degree students using the following criteria:
3. A Principal Supervisor should normally:
   i) have satisfactorily completed any probationary period attached to his/her appointment;
   ii) have expertise in the area of the proposed research;
   iii) have had previous experience of at least one successful PhD, EngD, MD(Res) or MRes supervision, as appropriate, within a supervisory team (defined as having taken a student all the way through to a research degree award)
4. A Subsidiary Supervisor should normally:
   i) have expertise relevant to the area of proposed research;
   ii) be familiar with the standards required for MPhil/PhDEngD/MD(Res)/MRes research.
5. In the case of EngD programmes, the Industrial Supervisor must also satisfy the requirements laid down above for the Subsidiary Supervisor.

6. A probationary member of academic staff may be appointed as Principal Supervisor if supervision is undertaken within the context of an experienced supervisory team comprising at least one demonstrably active researcher with experience of at least two successful supervisions.

7. A Research Associate may be invited to act as a Subsidiary Supervisor but must, in addition to the requirements specified for Subsidiary Supervisors:
   i) have a research contract lasting at least three years from the time the supervised student commences his/her programme of study;
   ii) be able to provide evidence of good quality publications for which they have had a substantial degree of responsibility.

Further guidance

1. Principal Supervisors who are probationary members of staff must also have participated in an appropriate UCL supervisor’s workshop.

2. Supervisors who have completed a probationary period but have not previously supervised a research student should also meet the requirements outlined above. New senior members of academic staff with experience of MPhil/PhD/EngD/MD(Res)/MRes supervision at other institutions are expected to attend an appropriate UCL supervisor’s workshop.

3.3 Number of Students per Supervisor

1. A supervisor, whether Principal or Subsidiary, may supervise up to the equivalent of six full-time research students at any one time.

Further guidance

1. The maximum number of students [head count], whether full- or part-time, that may be supervised by an individual as either Principal or Subsidiary Supervisor will be nine, using the following formula:

<table>
<thead>
<tr>
<th>For Principal Supervisors</th>
<th>For Subsidiary Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Part-Time student</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Full-Time student</td>
<td>0.25</td>
</tr>
<tr>
<td>0.5</td>
<td>0.25</td>
</tr>
</tbody>
</table>

2. Where a supervisor exceeds the maximum number of students under his/her supervision, the supervisor’s department must be able to demonstrate that there are mechanisms in place to ensure adequate contact with the student and appropriate support for the supervisor, such as a large supervisory team and/or a reduction in other workloads.

3. For example, an individual may act as Principal Supervisor to four full-time students and one part-time student while acting as Subsidiary Supervisor for two part-time students. This is the equivalent of five full-time students and is within the head count of nine students. Consideration should be given to the other duties of the member of staff concerned. Departments/divisions may wish to recommend an upper limit on the number of students supervised by a single member of staff that is lower than that set out above.

4. Part-time staff appointed as supervisors should supervise no more than six full-time research students on a pro-rata basis.
3.4 Declaration of Personal Interest

1. All members of staff are required to declare any personal relationships with any student they are asked to supervise, or are already supervising.

   Further guidance

1. A supervisor who declares such a personal relationship prior to appointment as supervisor for the student in question shall not be permitted to undertake supervision of that student, whether as Principal or Subsidiary Supervisor.
2. A supervisor who declares such a relationship after having been appointed as Principal Supervisor for the student in question (unless the declaration is made within six months of appointment, in which case the supervisor shall not be permitted to continue in any supervisory capacity) shall no longer continue as Principal Supervisor but may continue to advise the student in an informal capacity.
3. The role of Principal Supervisor (including responsibility for all decisions affecting the student’s progress and assessment) shall in such instances pass to the Subsidiary Supervisor or the other supervisor nominated by the department. A supervisor who declares such a relationship after having been appointed as Subsidiary Supervisor for the student in question, subject to the permission of the Departmental Graduate Teaching Committee, may continue as Subsidiary Supervisor, but shall not be responsible for, or be involved in, any decisions affecting the student’s progress and/or assessment.

3.5 Transfer of Supervisor to another Institution

1. Where a Principal Supervisor transfers to another institution, students assigned to that supervisor shall be assigned to another Principal Supervisor – if they choose to remain registered at UCL – normally by the Departmental/Divisional Graduate Tutor. Should a student wish to continue to work under the supervisor who has transferred, he or she may consider applying to transfer registration to the supervisor’s new institution, providing he or she is not in the final year of the programme.
4 Completing Research Status

4.1 General

1. All research students who have completed their approved period of registration may register as CRS students while they write up their theses. Transfer to CRS status is only permitted with the approval of a student’s supervisor or other departmental authority.

2. CRS is permitted for a maximum period of one calendar year (full time) or two calendar years (part time). CRS registration cannot be interrupted; a student who is prevented from submitting a thesis for reasons beyond his or her control may apply for an extension, as detailed in 4.4 below.

3. An MPhil/PhD student must be registered for at least three calendar years full time or five calendar years part time before he or she will be eligible to take up CRS status. EngD students must be registered for four calendar years and MD(Res) students for a minimum of two calendar years before being eligible to take up CRS status. A student who changes from full to part time during the approved period of registration must have been registered for a minimum of one year part time before being entitled to two years of part-time CRS status.

4. In addition to completing the approved period of registration, a student must meet the following conditions before being permitted to take up CRS status:
   a) Have upgraded to PhD status (in the case of the MPhil/PhD programme) or confirmed entry to MPhil only;
   b) Be in a position to submit his or her thesis within 12 months (for full-time students) and 24 months (for part-time students);
   c) Have met any other departmental or divisional conditions.

5. MPhil candidates may also take up CRS under the same conditions as PhD candidates but will be required to confirm that they have not upgraded to PhD.

6. Further guidance is available from the Completing Research Status webpages.

4.2 CRS Student Entitlements

1. During the period of CRS registration, a student is entitled to have at least one draft of all or any part of his or her thesis read and commented on by his or her Principal Supervisor and/or Subsidiary Supervisor before submission.

   Further guidance

1. Once enrolled, CRS students will continue to be able to use, or will be reissued with, a UCL identity card and be entitled to the use of all the general UCL facilities and services.

2. A CRS student in laboratory-based research may be admitted to a laboratory and be given use of UCL equipment where such admission and use will materially enhance the quality of the thesis or will expedite its completion. Such admission and use shall, however, be on the condition that this does not significantly interfere with the use of the laboratory or equipment in question by other students or staff of UCL or incur additional expense. The student’s Principal Supervisor, with the approval of the Head of Department/Division, shall be responsible for making any arrangements necessary to comply with this condition. In the event that a CRS student is refused admission or use, they shall have the right of appeal to the Faculty Graduate Tutor who shall consult the student’s supervisor and Head of Department/Division.

3. The student’s department/division may, at its discretion, give any other supervisory assistance during the writing up period. CRS students will be expected to comply with all the duties and responsibilities of any other research student as set out in the Code of Practice for Graduate Research Degrees.
4.3 Submission of Thesis

1. A student must submit a thesis for examination before the end of his or her CRS period. A student will remain registered after the submission of his or her thesis until the award of the degree. He or she will be entitled to a UCL student identity card and will be able to use all the general UCL facilities and services while preparing for an oral examination or making minor revisions to a thesis.

4.4 Extensions to the Completing Research Period

1. A student who cannot submit a thesis for examination before the end of CRS due to circumstances outside his or her control may apply for an extension. The maximum period of extension is one year full time and two years part time.

   Further guidance

1. Applications for extension to CRS must be made on the application form available from the Completing Research Status (CRS) webpages. Applications must be supported by a student’s department and may be made on the grounds of illness of student or close relative, maternity leave, bereavement, responsibilities as a primary carer or academic circumstances out of the control of the student. Work commitments or any duties carried out for a department are not considered grounds for extension; submission of a thesis is expected to be a priority. Applications on the grounds of the illness or termination of employment of the Principal Supervisor may be considered but departments are expected to make arrangements for alternative supervision under such circumstances.

4.5 Submission of a Thesis after the end of CRS

1. A student who submits late will be liable for a Submission Extension Fee.
2. A student who does not submit a thesis before the end of his or her CRS registration will cease to be registered as a student at the end of this CRS period. He or she will not be entitled to access to UCL facilities and services and will not be entitled to supervisory advice. In addition, any student who wishes to submit after the end of his or her CRS registration will require permission to do so; this must be supported by a student’s supervisor or other departmental authority. If granted, the student will be permitted to submit but will not be re-registered unless his or her department require this.

   Further guidance

1. All students who submit after the end of their CRS registration will pay a fee equivalent to the part-time home fee current at the time (see Submission Extension Fees for Research Students). This fee will come into effect the day after the end of their CRS registration and will increment after three months, six months and nine months. For submission at any time over nine months after the end of CRS, the fee will be equivalent to 12 months home part-time fees current in the year of submission.

4.6 Resubmission of a Thesis

1. A student whose thesis is referred by his or her examiners for substantial revision within 18 months will remain registered as a submitted student on the basis of 4.3 above, provided the original submission was not after the expiry of a period of CRS status. He or she will have access to UCL facilities and will be entitled to have at least one draft of his or her thesis read and commented on by his or her Principal Supervisor and/or Subsidiary Supervisor before re-submission. If a student’s revisions require more supervision or further access to UCL laboratories or other facilities, he or she may be required to re-register as a fee-paying student for the period of this supervision or access.
2. A student who is required to re-submit must re-enter for the examination by completing the Examination Entry Form available from the Research Degree Examination Entry webpages and will be required to pay a re-submission fee.
5 Final Examination

5.1 Requirements of a Thesis

5.1.1 Theses: General

1. The greater proportion of the work submitted in a thesis must have been undertaken after the registration of the student for the MPhil/PhD/EngD or MD(Res) degree.
2. The work in the thesis submitted by a student must be their own work and the submission of a thesis for examination will be regarded as a declaration of that fact.
3. A student will not be permitted to submit a thesis that has been submitted for examination for a degree, or comparable award, of this or any other university or institution. However, students may incorporate into a thesis previously examined fieldwork which they have already submitted for a degree or comparable award of this, or any other university or institution. In such a case this must be indicated on the Examination Entry Form and the incorporated fieldwork must be clearly identified as such in the thesis submitted for examination.
4. Students may submit the results of work done in conjunction with their supervisor and/or with fellow research workers provided that their own contribution in the investigation is clearly stated and a statement of confirmation is certified by the supervisor.
5. The decision of a student to submit a thesis should be made in consultation with the student's supervisor(s). The decision to submit a thesis in any particular form rests with the student alone.

Further guidance

1. An allowance may be made in the case of a student who has transferred from another institution (see Section 1: Admissions).
2. Students should also include in each copy of their thesis a signed declaration that the work presented is their own. This may be inserted between the title page and the contents page of the thesis in the following terms:
   ‘I, [Student’s full name], confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.’

5.1.2 Requirements of a PhD/EngD Thesis

1. A thesis for the awards of EngD or PhD degree shall be examined in accordance with the criteria prescribed by UCL and the thesis shall demonstrate that it:
   a) is genuinely the work of the candidate;
   b) shows a student's capacity to pursue original research in the field of study based on a good understanding of the research techniques and concepts appropriate to the discipline;
   c) embodies the results of a research programme which may reasonably be expected of a student after three years of full-time study or the part-time equivalent, formulated and carried out by the student in consultation with the supervisors;
   d) consists of a student's own account of their investigations, the greater proportion of which shall have been undertaken during the period of registration under supervision for the degree;
   e) represents a distinct and significant contribution to the subject, whether through the discovery of new knowledge, the connection of previously unrelated facts, the development of new theory, or the revision of older views;
   f) shows the exercise of critical judgement with regard to both a student's own work and that of other scholars in the field;
   g) is an integrated whole and presents a coherent argument;
   h) gives a critical assessment of the relevant literature, describes the method of research and its findings, includes discussion on those findings and indicates in what respects they appear to the student to advance the study of the subject; and, in so doing,
demonstrates a deep and synoptic understanding of the field of study, (a student being able to place the thesis in a wider context), objectivity and the capacity for judgement in complex situations and autonomous work in that field.

i) is satisfactory in its literary and/or technical presentation and structure with a full bibliography and references;

j) takes due account of previously published work on the subject;

k) makes clear the sources from which information has been derived, the extent to which the work of others has been used, and the areas which are claimed as original;

l) contains an element which might, after any necessary revision, merit publication in a medium appropriate to the discipline (for example as a monograph or as a number of articles in learned journals);

m) shows a student's ability to design and implement an independent research project.

2. A series of papers, whether published or otherwise, is not acceptable for submission as a thesis. Research work already published, or submitted for publication, at the time of submission of a thesis, either by a student alone or jointly with others, may be included in the thesis. The published papers themselves may not be included in the body of a thesis but may be adapted to form an integral part of a thesis and thereby make a relevant contribution to the main theme of a thesis. Publications derived from the work in a thesis may be bound as supplementary material at the back of a thesis.

5.1.3 Requirements of an MPhil Thesis

1. A thesis for the award of an MPhil degree shall be examined in accordance with the criteria prescribed by UCL and the thesis shall demonstrate that it:

a) is genuinely the work of the candidate;

b) consists of the candidate's own account of their investigations and indicates in what respects they appear to them to advance the study of the subject;

c) represents a contribution to the subject, either through a record of the candidate's original work or a critical and ordered exposition of existing knowledge;

d) takes due account of previously published work on the subject;

e) makes clear the sources from which information has been derived, the extent to which the work of others has been used, and the areas which are claimed as original;

f) is an integrated whole and presents a coherent argument;

g) is satisfactory as regards literary presentation;

h) has a full bibliography and reference.

2. A series of papers, whether published or otherwise, is not acceptable for submission as a thesis. Research work already published, or submitted for publication, at the time of submission of a thesis, either by a student alone or jointly with others, may be included in the thesis. The published papers themselves may not be included in the body of a thesis but may be adapted to form an integral part of a thesis and thereby make a relevant contribution to the main theme of a thesis. Publications derived from the work in a thesis may be bound as supplementary material at the back of a thesis.

5.1.4 Requirements of an MD(Res) Thesis

1. A thesis for the MD(Res) degree will deal with any branch of medicine, or surgery or medical or dental science. It is a condition of the award of the degree that the clinical research involved in the thesis shall conform to high ethical standards. If UCL is not satisfied on this point, the degree will not be awarded irrespective of the merit of the thesis in other respects.

2. The thesis shall:

a) demonstrate it is genuinely the work of the candidate;

b) consist of the candidate's own account of his/her investigations, the greater proportion of which shall have been undertaken during the period of registration under supervision for the degree;

c) form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new facts and/or by the exercise of independent critical power;

d) be an integrated whole and present a coherent argument;
e) give a critical assessment of the relevant literature, describe the method of research and its findings, include discussion on those findings and indicate in what respects they appear to the candidate to advance the study of the subject; and, in so doing, demonstrate a deep and synoptic understanding of the field of study (the candidate being able to place the thesis in a wider context), objectivity and the capacity for judgment in complex situations and autonomous work in that field;

f) include a full bibliography and references;

g) demonstrate research skills relevant to the thesis being presented;

h) be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals).

3. A series of papers, whether published or otherwise, is not acceptable for submission as a thesis. Research work already published, or submitted for publication, at the time of submission of a thesis, either by a student alone or jointly with others, may be included in the thesis. The published papers themselves may not be included in the body of a thesis but may be adapted to form an integral part of a thesis and thereby make a relevant contribution to the main theme of a thesis. Publications derived from the work in a thesis may be bound as supplementary material at the back of a thesis.

5.1.5 Language of a Thesis

1. All theses must be written in English.

2. For candidates in the field of foreign language and literature, the decision about which language the thesis should be written in would be made by the Faculty Graduate Tutor following consultation with the supervisor(s) and the School/Departmental Graduate Tutor at the outset of research. The decision would be reviewed at six months.

3. The English abstract is a compulsory additional submission and standard English Language skills are required.

4. In all cases, the oral examination of a thesis would normally be conducted in English.

Further guidance

1. Submission of a thesis in a language other than English applies only to theses in the field of foreign language or literature submitted by students in the following Departments of UCL: the School of European Languages, Culture and Society, Hebrew and Jewish Studies and the School of Eastern European and Slavonic Studies.

2. The criteria for agreeing to another language would include linguistic reasons, the broader academic context, research impact, dissemination of research and the availability of examiners.

3. The decision would take into account the feasibility of supervising and examining a PhD in a language other than English.

4. A request to write the PhD in another language made after six months should be submitted by the department and faculty and should be referred to the Chair of the Research Degrees Committee via researchdegrees@ucl.ac.uk.

5. When a candidate has been granted approval for a thesis to be submitted in a language other than English researchdegrees@ucl.ac.uk must be informed.

5.1.6 Word Length of a Thesis

1. The maximum word lengths for theses are:
   - PhD/EngD degree: 100,000 words
   - MPhil degree: 60,000 words
   - MD(Res) degree: 50,000 words
   - Documentary Track PhD: 60,000 - 70,000 words, accompanied by a film of 20-30 minutes

2. The maximum word lengths include footnotes, tables and figures but exclude bibliography, appendices and supporting data.
Further guidance

1. The above prescribes the maximum allowable length for MPhil/EngD/PhD/MD(Res) theses, not necessarily the preferred length. In many instances supervisors may wish to recommend a shorter length. Students should consult their supervisors on the usual length of theses in their subject area or topic.

2. The signature of the student and the Principal Supervisor on the Examination Entry Form to the MPhil, PhD, EngD or MD(Res) examinations (see the Research Degree Examination Entry webpages) shall be taken as confirmation that the thesis submitted is within the required word limit.

3. 'Supporting data' refers largely to raw data which is not essential to the argument of the thesis. Appendices are not in the word count and should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish. Examiners are not required to read beyond the maximum word limits. Where the thesis itself is an edition of a text or texts, normally in the field of literature, the above word limits may not apply.

4. Students registered for Professional Doctorate awards should refer to the specific programme regulations for their thesis word lengths and other elements of their programmes that are examined as part of the doctorate.

5.1.7 Format of a Thesis

1. The thesis should be submitted in the format determined by UCL at the time of submission.

Further guidance

1. Further information and guidance is available on the Thesis Formatting webpages and on the Research Degree Examination Entry webpages. Some exceptions are made for students in the fields of Fine Art, Design, Architecture and Town Planning as detailed on the Thesis Formatting webpages.

2. A4 size paper (210 x 297 mm) should be used. Plain white paper must be used, of good quality and of sufficient opacity for normal reading. One or both sides of the paper may be printed on. Photographic and other illustrations should be permanently mounted on A4 size paper and bound in with the thesis.

5.1.8 Approval of a Thesis Title

1. A student must have the title of his/her thesis approved by his/her Principal Supervisor.

2. The approved title is submitted to UCL on the Examination Entry Form submitted to researchdegrees@ucl.ac.uk.

5.1.9 Availability of a Thesis

1. After the examination has been completed and before the degree is awarded, successful students are required to submit one soft-bound copy to UCL, via researchdegrees@ucl.ac.uk, for lodging in the UCL library.

2. The electronic copy of a candidate’s thesis and Deposit Agreement Form should be deposited directly via UCL’s Research Publications Service (RPS).

Further guidance

1. Further information about the terms of this declaration on retention is available on the Research Degree Examination Entry webpages.

2. A student may apply to UCL at the time of registration or thereafter, for restriction of access for a period of not more than three calendar years to their thesis and/or the abstract of their thesis on the grounds of commercial exploitation or patenting. In very exceptional circumstances, if the thesis includes material that is significant for national security, subject to approval of UCL, copies of the thesis placed in the public domain, with the agreement of the graduate concerned, may have certain parts excised from them. Applications to restrict access to a thesis should be made via the Library.

3. Further information on the availability of the thesis for Practice-Led programmes is available from the Thesis Formatting webpages.
5.2 Examination Entry

5.2.1 Examination Entry Form: MPhil/PhD/EngD/MD(Res)

1. Before the thesis is submitted for examination, an Examination Entry Form must be submitted to UCL.
   i) The Examination Entry Form may not be submitted earlier than six months before the completion of the prescribed programme and must be submitted not later than four months before the submission of the thesis. For the entry form and more information, see the Research Degree Examination Entry webpages.
   ii) A student is required to submit to his/her supervisor a short description of the content of the thesis in about 300 words, the short description must be submitted to the Registry with the Examiner Nomination Forms, to assist in the appointment of suitable examiners (see Research Degree Examination Entry webpages for more details).
   iii) If a student has not submitted a thesis for examination within 18 months (or such shorter period as shall be stipulated by UCL) from the submission of the Examination Entry Form, the examination entry will be cancelled unless a special case is made for late submission in writing to UCL via researchdegrees@ucl.ac.uk.

5.2.2 Thesis Submission: MPhil/PhD/EngD/MD(Res)

1. Prior to examination, candidates are required to submit two soft-bound copies of their thesis to UCL for dispatch to their examiners.
2. After the examination and before the award is made, candidates entering for a UCL award are required to submit one soft-bound thesis and to deposit one e-thesis in the UCL Institutional Repository. Candidates entering for a University of London award are required to submit one soft-bound thesis.

Further guidance

1. A student may be required to provide additional copies of his/her thesis if additional examiners are appointed at any stage in the examination process.
2. A candidate for the EngD, PhD, MPhil or MD(Res) degree is required to bring to the oral examination a copy of his/her thesis which is identical to the copies submitted to researchdegrees@ucl.ac.uk. Further information and forms are available on the Research Degree Examination Entry webpages and on the Thesis Formatting webpages.
3. Further information on the thesis submission for Practice-Led programmes is available from the Thesis Formatting webpages.

5.2.3 Dispatch of Theses to Examiners

1. A thesis will be sent, via researchdegrees@ucl.ac.uk, to both examiners at least four weeks in advance of an oral examination.
2. Direct submission of theses to examiners by students, supervisors or departments/ divisions is not permitted.

Further guidance

1. All theses will be submitted to UCL via researchdegrees@ucl.ac.uk. Theses will be sent to both examiners by UCL Student Records. Supervisors and students should note that theses will only be sent to examiners who have been formally appointed by UCL and only after the Examination Entry Form has been submitted in accordance with the Examination Entry Guidelines on the Research Degree Examination Entry webpages.
2. Supervisors and students for examination should ensure that all examination entry requirements have been met in good time before a planned oral examination takes place.
3. Oral Examinations cannot proceed if the requirements for the examination entry, including the formal appointment of examiners, have not taken place in accordance with UCL regulations. The outcome of any examination conducted in such an instance would be void.
5.2.4  Reasonable Adjustments

1. Under the Equality Act 2010, UCL is required to make Reasonable Adjustments to learning, teaching and assessment to ensure that disabled students are not put at a substantial disadvantage. UCL can also provide Reasonable Adjustments for students who might not consider themselves to have a ‘disability’ but who nevertheless would benefit from additional support with their studies due to an ongoing medical or mental health condition. For further information about Reasonable Adjustments, and how to apply, please see Chapter 4, Section 5: Reasonable Adjustments and the section for Postgraduate Research Students in particular.

5.3  Appointment of Examiners

5.3.1  The Appointment of Examiners for Research Degrees

1. Two examiners will be appointed for each candidate in accordance with the UCL Procedures for the Appointment of Examiners (see the Chapter 5 webpage for more details). One of the examiners shall be external to UCL; the other shall normally be a member of the academic staff of UCL.

Further guidance

1. For each student, two examiners shall be appointed by the UCL Research Degrees Committee on the recommendation of the appropriate Departmental and Faculty Postgraduate Committees or equivalent bodies. Two external examiners may be appointed in lieu of an internal examiner if, on grounds of academic expertise or other reasons, a suitable individual within UCL cannot be nominated.
2. An examiner shall not have acted as either Principal or Subsidiary Supervisor of the thesis to be examined, nor have been involved in any way with the candidate or project to be examined, including the MPhil to PhD upgrade process.
3. In the case of a student who is a member of the academic staff of UCL, no examiner may be appointed who is internal to UCL. In this case, all examiners must be external to UCL.
4. It is desirable that no examiner, either internal or external, should be appointed on more than three consecutive occasions for the same supervisor. Generally, supervisors and departments are asked to avoid repeatedly nominating the same person as an examiner, or nominating each other to act for the other’s student, within a short time frame.
   a) External Examiners:
      Normally, an individual external examiner should not be appointed more than once during a given year by members of the same UCL department1.
   b) Internal Examiners:
      Normally, an individual internal examiner should not be appointed more than five times during a given three year period by members of the same UCL department.
5. N.B. The appointment criteria for examiners for the University of London MPhil/PhD are different to those for the UCL degree. Candidates for the University of London degree will normally have two examiners appointed, one of whom will be external to the University of London; the other will be internal to the University of London and preferably from a different College to that of the candidate and supervisor. Further guidelines for the appointment of examiners and nomination forms are available on the Chapter 5 webpage.

5.3.2  The Appointment of Additional Examiners

1. Exceptionally a third examiner, who must be external to UCL, may be appointed with the approval of UCL.

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1'Department' here refers to ‘Research Department’ in the case of the Faculty of Life Sciences and ‘Division / Institute’ in the case of the Faculty of Medical Sciences, Brain Sciences and Population Health Studies.
1. Exceptionally a third examiner may be appointed with the approval of the UCL Research Degrees Committee. A third examiner will be appointed in cases where, between them, the two examiners do not feel they have a sufficient level of expertise to examine the thesis.

2. A third examiner may also be appointed where there is a dispute between two examiners about the result of an examination which they cannot resolve between themselves.

3. In accordance with UCL regulations, the third examiner must be external to UCL.

4. In the case of the University of London MPhil/PhD, the third examiner must be external to the University of London.

5. The third examiner will, however, be nominated and appointed through usual UCL procedures and using the Examiner Nomination Form on the Chapter 5 webpages.

### 5.4 Conduct of the Research Degree Examination

1. The examiners shall prepare independent preliminary reports on the thesis, conduct an oral examination and submit a final, joint report to UCL.

2. The candidate’s supervisor shall be invited, unless the candidate indicates otherwise on his/her entry form, to attend the oral examination as an observer. The oral examination will otherwise be conducted in private.

3. The oral examination should be held at UCL.

**Further guidance**

1. The examiners shall prepare independent preliminary reports on the thesis to assist in conducting the oral examination. Copies of the preliminary reports for MPhil, PhD and EngD students should be submitted to researchdegrees@ucl.ac.uk together with the final, joint report. The preliminary and joint reports will be released to students.

2. Examiner report forms and procedural information are available from the Chapter 5 webpages.

3. Each final, joint report by the examiners shall indicate whether the thesis meets the requirements specified in Section 5.1 as appropriate and shall include a statement on the examiners’ judgement of the student's performance. Examiners have the right to make comments in confidence to UCL in a separate report. Such comments should not be concerned with the performance of the student but may cover matters which they wish to draw to the attention of UCL.

4. All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of material contained in a student's thesis until such time as any restrictions on access to the thesis, which have been granted by UCL, have been removed.

5. The supervisor who attends the oral examination does not have the right to participate in the examination of the candidate but may contribute if invited to do so by the examiners. Otherwise the oral examination shall be held in private.

6. UCL may exceptionally agree that the examination be conducted outside London if there are circumstances which make this expedient. Applications to hold an oral examination outside of London should be made in writing to the Chair of the Research Degrees Committee via researchdegrees@ucl.ac.uk.

7. For further guidance on the conduct of an oral examination, students and staff should also refer to the UCL Doctoral School’s Code of Practice for Graduate Research Degrees.

### 5.5 Outcomes of the Oral Examination

#### 5.5.1 Outcomes of the Oral Examination: PhD/EngD Degrees

1. Students for a PhD/EngD degree must submit a thesis and be examined orally. The following options are open to examiners in determining the result of an examination for the PhD/EngD degrees:
   a) If the thesis fulfils the criteria (set out in 5.1.2) and the student satisfies the examiners in all other parts of the examination, the examiners will report that the student has satisfied
them in the examination and the award of the PhD degree should be made or, in the case of the EngD, the student has passed the research component of the award.

b) If the thesis otherwise satisfies the criteria (set out in 5.1.2) but requires minor amendments, and if the student satisfies the examiners in all other parts of the examination, the examiners may require the student to make, within three months, amendments specified by them. The amended thesis shall be submitted to the examiners, or one of their numbers nominated by them, for confirmation that the amendments are satisfactory.

c) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the student be permitted to re-present their thesis in a revised form within 18 months. The examiners may at their discretion exempt from a further oral examination, on re-presentation of their thesis, a student who under this regulation has been permitted to re-present it in a revised form. Examiners may refer a thesis for the PhD degree for 18 months for re-submission in a revised form, on one occasion only.

d) If the thesis fulfils the criteria (set out in 5.1.2), but the student fails to satisfy the examiners at the oral examination, the examiners may determine that the student be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 18 months.

e) If, after completion of the examination for the PhD degree (but not in the case of the EngD, see below), the examiners determine that a student has not reached the standard required for the award of the degree nor for the re-presentation of the thesis in a revised form for that degree, they may determine that the student may submit the thesis, in a revised form for the award of the MPhil degree.

f) The examiners may determine that the student has not satisfied them in the examination and no award will be made.

g) The examiners shall not, save in very exceptional circumstances, make any of the above decisions without submitting the student to an oral examination on at least one occasion.

2. In the case of a thesis for the PhD that is referred for 18 months, examiners may determine that the re-examined thesis, if it still does not meet the necessary criteria for the PhD degree, may be re-submitted for the MPhil degree.

3. In the case of an examination for the EngD, the award of the degree is also conditional upon students passing all taught elements of their programme of study. EngD candidates who fail the thesis element may be awarded an MRes degree, based on the taught courses they have passed, at the discretion of the EngD Board of Examiners.

Further guidance

1. Staff and students should also refer to the Doctoral School's Code of Practice for Graduate Research Degrees for further guidance on the examination of research degree students.

5.5.2 Outcomes of the Oral Examination: MPhil Degree

1. Students for the MPhil degree must submit a thesis and be examined orally. There are five options open to examiners in determining the result of the examination as follows:

a) If the thesis fulfils the criteria (set out in 5.1.3) and the student satisfies the examiners in all other parts of the examination, the examiners will report that the student should be awarded the degree of MPhil.

b) If the thesis otherwise fulfils the criteria (set out in 5.1.3) but requires minor amendments, and if the student satisfies the examiners in all other parts of the examination, the examiners may require the student to make within three months amendments specified by them. The amended thesis shall be submitted to the examiners, or one of their numbers nominated by them, for confirmation that the amendments are satisfactory.

c) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the student be permitted to re-present his/her thesis in a revised form within 12 months. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a student who under this regulation has been permitted to re-present it in a revised form. Examiners may refer a thesis for the MPhil degree for 12 months for re-submission in a revised form on one occasion only.
d) If the thesis fulfils the criteria (set out in 5.1.3) but the student fails to satisfy the examiners at the oral examination, the examiners may determine that the student be permitted to re-present the same thesis and submit to a further oral examination within a period specified by them and not exceeding 12 months.

e) The examiners may determine that the student has not satisfied them in the examination and no degree award will be made.

2. The examiners shall not, save in very exceptional circumstances, make any of the above decisions without submitting the student to an oral examination on at least one occasion.

Further guidance

1. Staff and students should also refer to the Code of Practice for Graduate Research Degrees for further guidance on the examination of research degree students.

5.5.3 Outcomes of the Oral Examination: MD(Res) Degree

1. Students for the MD(Res) degree must submit a thesis and be examined orally. There are five options open to examiners in determining the result of the examination as follows:
   a) If the thesis fulfils the criteria (set out in 5.1.4), and the student satisfies the examiners in all other parts of the examination, the examiners will report that the student should be awarded the degree of MD (Res).
   b) If the thesis otherwise fulfils the criteria (set out in 5.1.4) but requires minor amendments, and if the student satisfies the examiners in all other parts of the examination, the examiners may require the student to make within three months amendments specified by them. The amended thesis shall be submitted to the examiners, or one of their numbers nominated by them, for confirmation that the amendments are satisfactory.
   c) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the student be permitted to re-present his/her thesis in a revised form within 18 months. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a student who under this regulation has been permitted to re-present it in a revised form. Examiners may refer a thesis for the MPhil degree for 18 months for re-submission in a revised form on one occasion only.
   d) If the thesis fulfils the criteria (set out in 5.1.4), but the student fails to satisfy the examiners at the oral examination, the examiners may determine that the student is permitted to re-present the same thesis and submit to a further oral examination within a period specified by them and not exceeding 18 months.
   e) The examiners may determine that the student has not satisfied them in the examination and no degree award will be made.

2. The examiners shall not, save in very exceptional circumstances, make any of the above decisions without submitting the student to an oral examination on at least one occasion.

Further guidance

1. Staff and students should also refer to the Code of Practice for Graduate Research Degrees for further guidance on the examination of research degree students.

5.6 Research Misconduct

5.6.1 Research Misconduct: Initiation of Proceedings

1. Cases of suspected research misconduct, including plagiarism, shall be investigated in accordance with the UCL Procedures for Investigating and Resolving Allegations of Misconduct in Academic Research. Exceptions to this requirement are set out below.

5.6.2 Extent of Misconduct: Action Open to a Department/Division

1. The following instances of research misconduct may be dealt with by the department/division concerned:
   i) A first instance of plagiarism in the early stages of the programme of study.
ii) A first instance of misrepresentation of results in the early stages of the programme of study.

Further guidance

1. The following instances of research misconduct may be dealt with by the department/division concerned:
   a) A first instance of plagiarism in the early stages of the programme of study (i.e. prior to upgrading to MPhil/PhD on the PhD programme, or at the end of the first year of study on the MPhil programme), including suspected collusion but not including suspected use of a fellow student's or other person's work without that student's knowledge and consent.
   b) A first instance of plagiarism (including suspected collusion but not including suspected use of a fellow student's or other person's work without that student's knowledge and consent) in the later stages of the programme of study (after upgrade to MPhil/PhD on the PhD programme) in which (a) no more than 30% of the work in question can be demonstrated to have been plagiarised, or (b) in the case of plagiarised data, statistics etc., it can be demonstrated that they are not the main findings or among the main findings on which the argument of the thesis rests.
   c) A first instance of misrepresentation of results in the early stages of the programme of study (prior to upgrading to MPhil/PhD).
   d) A first instance of misrepresentation of results in the later stages of the programme of study (after upgrading to PhD on the PhD programme, or after the first year of study on the MPhil programme) which is judged to have been owing to error, misunderstanding or other extenuating circumstances.

5.6.3 Extent of Misconduct: Action Open to UCL

1. The following instances of research misconduct shall be referred to the Registrar:
   i) any instance of plagiarism, except those covered in Section 5.6.2 above;
   ii) any repeated instance of plagiarism;
   iii) any instance of misrepresentation;
   iv) any instance of piracy or fraud;
   v) any instance of any kind of research misconduct which appears in published work;
   vi) submission of a thesis for examination by a student when an allegation of research misconduct has been made.

Further guidance

1. The following instances of research misconduct must be referred for action by UCL:
   a) Any instance of plagiarism (including suspected collusion) other than a first instance falling under Section 5.6.2 above in which more than 30% of the work can be demonstrated to have been plagiarised or, in the case of plagiarised data, statistics etc. it can be demonstrated that they are the main findings or among the main findings on which the argument of the thesis rests.
   b) Any repeated instance of plagiarism after a warning has been given, whether or not it exceeds 30%, or involves data, statistics etc. which are not among the main findings on which the argument of the thesis rests.
   c) Suspected use of another student's or person's work without that student's knowledge and consent.
   d) Any instance of misrepresentation other than a first instance falling under Section 5.6.2.
   e) Any instance of piracy or fraud, as defined in the UCL Procedures for Investigating and Resolving Allegations of Misconduct in Academic Research.
   f) Any instance of any kind of research misconduct which appears in published work, whether or not the work appears before or after the examination for MPhil/PhD.
   g) Submission of a thesis after the student has been warned not to submit it because of an allegation of research misconduct.

Where collusion between two or more students is established, all students concerned will be penalised.

5.6.4 Research Misconduct Discovered after Successful Completion of an Examination
1. UCL has the right to rescind an award if research misconduct is discovered after the examination of a thesis.

5.7 Student Complaints Procedure
1. There is no right of appeal against an academic decision. There is a Student Complaints Procedure in place. Students can lodge a case under this procedure in the circumstances specified.
2. Students and staff should consult Chapter 6, Section 10: Student Complaints Procedure.

5.8 Graduation Ceremonies
1. UCL will organise Graduation Ceremonies and publish an annual deadline for ticket applications (see the UCL Graduation Ceremonies website).
2. It is mandatory for all UCL graduates to wear academic robes to the graduation ceremonies. It is the responsibility of students to obtain the appropriate robes from UCL's suppliers. For further information see the Graduation: Academic Robes web pages.
Visiting Research Students

1. Visiting Research Students may register for between 3 and 12 months at UCL to undertake research which is complementary to the Doctoral/PhD project they are undertaking at the university in which they are enrolled. Applications for longer periods of registration can be considered, but require special permission from UCL before students start their registration. A department/division wishing to make an offer to an applicant for a period in excess of 12 months is required to submit a statement of the case for acceptance, via researchdegrees@ucl.ac.uk, to the Chair of the Research Degrees Committee [RDC].

2. Requests for extensions to the agreed registration period can be considered but require the support of both the UCL host department and the student’s home institution. Departments seeking an extension to a student’s Visiting Research Student status should contact researchdegrees@ucl.ac.uk confirming their support and including a statement of support from the home institution.

Arrangements for Supervision

1. Each Visiting Research Student will work under the guidance of a suitably qualified and approved UCL research supervisor during their time at UCL (see Section 3 for Supervisor Eligibility Criteria) and the supervisor must be recorded against their Portico record in the normal way. Visiting Research Students are not required to have both a Principal and Subsidiary Supervisor as is the case for UCL students; they typically have one supervisor allocated to oversee their work.

2. Visiting Research Students are not required to use the Online Research Student Log.

3. Further information for UCL supervisors is available in the Guidelines for Supervising Visiting Research Students on the Chapter 5 webpage.
UCL Academic Manual
2018-19
Chapter 5: Research Degrees Framework
Part B: Professional Doctorate Regulations

Covering DCCS, DClinPsy, DDent, DEdPsy (Brain Sciences), DOOrth and DPsychotherapy programmes
1 Admissions

1.1 Standard Qualifications for Admission

1. The normal minimum entrance qualification for registration for professional doctorate programmes is:
   i) An upper second class honours degree of a UK university or an overseas qualification of an equivalent standard obtained after a programme of study extending over not less than three years in a university (or educational institution of university rank), in a subject appropriate to that of the programme to be followed; or
   ii) A registrable qualification appropriate to the programme to be followed awarded by a UK university, or a qualification of an equivalent standard appropriate to the programme to be followed awarded by a university (or educational institution of university rank) outside the UK; or
   iii) A Masters degree from a UK university in a subject appropriate to the programme to be followed; or
   iv) A professional or other qualification obtained by written examination and approved by UCL as an appropriate entrance qualification for the degree in question.

Further guidance

1. Specific qualifying criteria and additional requirements (such as relevant work experience) may also be required for applicants to individual programmes.
2. Students applying for entry to professional doctorate programmes should refer to relevant literature provided by individual programmes.
3. For programmes where students may potentially come into unsupervised contact with children and/or vulnerable adults, the programme will seek an enhanced disclosure certificate from the Disclosure and Barring Service.
4. In addition to an enhanced disclosure certificate, some programmes require further checks under the provisions of relevant legislation covering individuals who work with vulnerable individuals (e.g. the Protection of Children Act and Protection of Vulnerable Adults Act). UCL reserves the right to bar applicants or de-register students who are given an unsatisfactory review by the Disclosure and Barring Service.
5. Applicants who have a disability should inform the programme of this on their application. This will ensure that any special requirements can be put in place.
6. Applicants with disabilities should contact UCL’s the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) if they have any general queries about facilities at UCL before submitting their application.

1.2 English Language Requirements

1. Applicants are required to meet UCL’s English Language Proficiency Requirements for Postgraduate Degrees.

1.3 Programme-specific Entry Criteria

1. DClinPsy Clinical Psychology: The minimum entrance qualification for registration for the degree of Doctor in Clinical Psychology is an upper second class honours degree with Psychology as the main field of study, or an appropriate Masters Degree or Diploma, qualifying the applicant for Graduate Basis for Chartered Membership (GBC) registration with the British Psychological Society (or an equivalent overseas qualification). Applicants should also have at least one year’s relevant clinical experience. In exceptional circumstances (and subject to the approval of the authorities of UCL), consideration may be given to those without such clinical experience.

2. DDent Paediatric Dentistry: The entrance requirements are an approved dental qualification plus a minimum of two years’ clinical experience prior to the commencement of studies.
3. **DEdPsy Educational and Child Psychology**: The minimum entrance qualification for registration for the degree of DEdPsy is an upper second class honours degree with Psychology as the main field of study, or an appropriate Masters degree or Diploma of a United Kingdom university (or an equivalent overseas qualification), qualifying the applicant for graduate basis for chartered membership (GBC) with the British Psychological Society. Candidates will normally be required to have gained at least one year’s experience of working with children within educational, childcare or community settings. In exceptional circumstances (and subject to the approval of the authorities of UCL), consideration may be given to those without such relevant work experience.

4. **DEdPsy Educational Psychology**: The entrance qualification for registration for the degree of DEdPsy for holders of the MSc Educational Psychology is:
   - A Masters (or equivalent level) qualification in Educational Psychology; and
   - An appropriate proposal for training which identifies a topic for the thesis, linked to the candidates current occupational responsibilities as an applied psychologist.

5. **DPsychotherapy Child and Adolescent Psychoanalytic Psychotherapy**: The minimum entrance qualification for registration for the degree is a Masters degree in psychoanalytic developmental psychology or an equivalent postgraduate qualification. Candidates will normally be required to have gained at least one year’s experience of working with children within educational, mental health or community settings. In exceptional circumstances (and subject to the approval of the authorities of UCL), consideration may be given to those without such relevant work experience.

6. **Doctorate in Orthopaedics Trauma and Orthopaedics**: The entrance requirements for the Doctorate in Orthopaedics Trauma and Orthopaedics is a medical degree (either MBBS or equivalent) with General Medical Council registration, or Membership of the Royal College of Surgeons (MRCS), or Higher Surgical Training number in Trauma and Orthopaedics.

**1.4 Alternative Qualifications for Admission**

1. Applicants possessing alternative qualifications may also be considered by UCL for registration.
   i) Applicants who possess a degree or overseas qualification of equivalent standard obtained after a programme of study extending over three years or more in a university (or educational institution of university rank) in an appropriate subject and who, although they do not meet the normal entry standard defined in Sections 1.1 and 1.2, but by evidence of their background and experience satisfy UCL as to their fitness to follow the programme. Where such an applicant cannot present evidence that they possess the necessary background and experience, they may be considered by UCL for registration, provided they meet appropriate qualifying conditions prescribed by UCL.
   ii) Applicants who possess a qualification obtained by written examination other than those covered above, if UCL is satisfied that the student’s general education, scholarship, training and experience are suitable for the programme which they wish to follow and that they are at least as well qualified as the students who are able to satisfy the entrance requirements in one of the ways prescribed above.

2. UCL may prescribe a qualifying examination for such an applicant prior to admission.

**Further guidance**

1. Departments/divisions wishing to admit such an applicant, as described above, must obtain written authorisation from the appropriate Faculty Graduate Tutor via Admissions in Student & Registry Services. An applicant for registration may also be required to pass a qualifying examination.

2. Applicants are required to meet UCL’s English Language proficiency requirements. Information about English Language proficiency requirements is available from the Prospectus.

3. Where the English Language proficiency requirements of relevant professional or regulatory bodies are more stringent, these will apply. Students should refer to literature provided by individual programmes for further information.

4. The regulations and criteria for the Recognition of Prior Learning, including the types of prior learning that might be considered by UCL, are defined in Chapter 1: Student Recruitment and Admissions Framework.
2 Registration

2.1 Application and Initial Registration
1. An applicant will be registered initially at the level of degree specified by the professional doctorate programme.
   i) Applicants should consult relevant literature provided by individual programmes for information about application procedures.
   ii) An applicant for registration is required to produce for inspection by UCL the original documentary evidence of their qualifications either before or at registration i.e. the original diploma or certificate of the awarding body.

2.2 Course of Study – General
1. All students undertaking professional doctorates are required to pursue a course of study prescribed by UCL.
2. Programmes of study will require the completion of a specified number of taught components and (where applicable) practicum assignments, in addition to a research thesis, and may require attendance at lectures.
3. A student's registration on a programme will be dependent upon their continued satisfactory progress as determined by UCL.

   Further guidance
1. Students should refer to individual programme regulations for details of course of study and the requirements for progression between each year of the programme.
2. Where an appropriate Masters level exit award is specified in individual programme regulations, a student who has passed the taught (and where applicable) practicum elements in any academic year, but is deemed unable to progress to the subsequent year, may be eligible for the award of the Masters qualification. This could apply both to students who have not met the criteria for progression, and to those who have met the progression criteria but who are unable to continue for financial or any other reasons.
3. It will be the responsibility of the Board of Examiners to decide on eligibility for the award of the Masters qualification.

2.3 Attendance Requirements
1. A programme must be pursued continuously except by special permission of UCL.
2. Students must be in a position to meet all the requirements determined for their studies.

   Further guidance
1. Students, whether full-time or part-time, are expected to centre their academic studies on UCL.
2. Students should reside within a distance that enables them to attend personally for studies and meetings as required by their supervisors.
3. Students must obtain approval before they leave to collect or study material remote from UCL or work in remote facilities.

2.4 Duration of a Programme of Study
1. The length of full-time professional doctorate programmes is normally three years’ full time.
2. Students may not interrupt their period of registration without prior permission from UCL.
3. Unless prior exemption from a part of the programme has been agreed, students must be registered for the duration of the programme before they will be eligible to adopt Completing Research Status (see Section 5).
Further guidance

1. Students should refer to individual programme regulations for details of the duration of study and of any arrangements for part-time study.
2. The minimum registration period for Professional Research Doctorates or Continuing Professional Development (CPD) Doctorates for holders of Masters professional qualifications in the same area of professional practice is two years full time or four years part time.

2.5 Interruption of Study

1. Interruption of Study may be granted by the UCL Director of Student Administration, provided that a statement of support from the Principal Supervisor and/or Head of Department/Division is received. If approved, the period of interruption of study granted will be initially not more than one calendar year and any further period of interruption of study will be considered one year at a time.
2. UCL may, at its discretion, grant an interruption of study to a student on grounds of illness or other adequate reasons. The need to take up or pursue employment during the programme will not be considered grounds for interruption of studies. Students and staff should refer to the Information on Interruption of Study for further guidance.
3. Interruption of Study for a period in excess of two calendar years may be granted by the Chair of the Research Degrees Committee subject to the following conditions:
   - The period requested will be considered on an annual basis and will not exceed five calendar years from the date when the period of interruption starts.
   - The date when the submission of the thesis is due following resumption of study falls within ten years of the date of original registration.
   - Written assurances that the research will still be valid are provided by the supervisor and/or the Head of Department, with supporting documentation.
4. The Changes to your Registration pages of the Current Students website provide further detail on the Interruption of Study Procedure.

2.6 Change of Degree Programme

1. For professional doctorate students, transfers between degree programmes are not normally permitted, except where procedures for transfer are explicitly described in individual programme regulations.

2.7 Proof of Identity

1. All students are required to present an accepted form of identification for verification before they can be enrolled. In the absence of this verification, enrolment cannot occur.

2.8 UK/EU/EEA-Based Students

1. UK/EU/EEA Based Students are required to present an accepted form of identification for verification before they can be enrolled. In the absence of this verification, enrolment will not be confirmed.

Further guidance

1. UCL’s preferred form of identification is a valid passport. However, in the absence of a valid passport, the following will be accepted forms of identification for students who do not require a visa to study in the UK:
   - A UK photo driving licence, a European National Identity Card or Armed Forces Identity Card; or
   - An original birth certificate, adoption certificate or certificate of naturalisation.
2. No other forms of identification are acceptable.
3. If the family name or other personal details are different from those on the document provided, proof of the reason for any differences will be required at enrolment. This should be in the form of a marriage certificate/civil partnership certificate, divorce document, deed poll, adoption certificate or statutory declaration.

2.9 Students Who Require a Visa to Study in the UK

1. Under UK immigration requirements, presentation of a valid passport is a mandatory requirement for students who require a visa to study in the UK, and no other forms of identification will suffice. Enrolment will not take place without presentation of a valid passport and visa.

2. For further details on UK immigration requirements see the UCL Immigration and Visa Information webpages.

2.10 Dual Registration

1. Students are not permitted to be formally registered for one programme of study at UCL at the same time as being formally registered (or re-sitting examinations) for another programme of study at UCL or any other Higher Education Institution.
3 Structure of a Professional Doctorate

1. The structure of a professional doctorate will normally contain the following programme components:
   - A taught component
   - A research component
   - Practicum assignments and assessments

2. Each element of the programme will be assessed separately and the student will be expected to build a satisfactory portfolio of passed assessments which will be examined both during the programme and at its conclusion.

3. In order to be awarded a professional doctorate, students must demonstrate satisfactory attendance and performance in each component.

Further guidance

1. Satisfactory performance in each component of the professional doctorate is described in the regulations provided by each department/division which specifies the minimum requirements to qualify for the award associated with each programme of study.

2. In all cases assessment will include a thesis describing an original piece of research completed to doctoral standards.

3. Individual programmes will specify the range of further assessments which may include unseen examinations, observed performance in practicum assignments and coursework related to the assessment of the practicum.

4. Oral examinations will consider the student portfolio, including the outcomes of practicum assignments and assessments and related coursework, and the research dissertation.
4 Supervisory Arrangements for the Research Thesis

4.1 Supervisors: General

1. Each UCL student registered for a professional doctorate shall have appointed a Principal Supervisor who shall be a member of the academic staff of UCL or an appropriately qualified member of staff of an institution with an approved agreement with UCL.
   i) Principal Supervisors shall be appointed by the departmental/divisional postgraduate committee specific to the doctoral programme, and their appointment approved by the Faculty Graduate Tutor on behalf of the Faculty Postgraduate Teaching Committee.
   ii) Individual programmes will appoint a Subsidiary Supervisor to each student whose role will be to keep acquainted with the progress of the student’s work, to be present at, at least, annual supervisory meetings, to provide for continuity of supervision in the event of the absence or departure of the Principal Supervisor and (where the Principal Supervisor considers it desirable) to contribute a second opinion or additional areas of expertise. Their appointment will be approved by the departmental/divisional Graduate Tutor.
   iii) The oversight associated with the role of Subsidiary Supervisor can be carried out by a named individual acting on behalf of the programme, whose function will be to monitor the quality of supervision and the consistency and continuity of supervision offered by the Principal Supervisor, and to take action to remedy any concerns in these areas. This person should satisfy the eligibility requirements for the Principal Supervisor, but will not be subject to any limits in the number of students to whom they are allocated. This arrangement will be approved by the departmental/divisional Graduate Tutor.
   iv) Students should refer to individual programme documentation for details of supervisory arrangements.
   v) Honorary members of academic staff may be appointed as Principal or Subsidiary Supervisors. However, approval must be obtained from the appropriate departmental/divisional postgraduate committee. The appointment of an honorary member of staff as a Principal or Subsidiary Supervisor will be subject to consideration of adequate research expertise (e.g. publications, grant income and professional experience). Honorary members of staff appointed as Principal or Subsidiary Supervisors are also governed by eligibility requirements set out in Section 4.2 below.
   vi) Retired members of staff shall not be appointed as supervisors except by the specific agreement of the Faculty Graduate Tutor. Supervisors who retire from UCL after appointment shall be permitted to act as supervisors to their current research students until such students submit their theses for examination.
   vii) Supervisors can be appointed from institutions with an approved agreement with UCL, e.g. Cancer Research UK (CRUK). Principal and Subsidiary Supervisors must have the status of honorary members of UCL academic staff. In all circumstances UCL has an expectation that these supervisors will undertake their role in accordance with the Doctoral School’s Code of Practice for Graduate Research Degrees and within the framework of UCL’s regulations for Research Degrees.

4.2 Supervisors: Eligibility

1. The list of UCL staff categories eligible to act as Principal and/or Subsidiary Supervisors can be found on the Human Resources website.
2. UCL determines the eligibility of staff in these categories to supervise research degree students using the following criteria:
3. A Principal Supervisor should normally:
   i) Have satisfactorily completed any probationary period attached to his/her appointment;
   ii) Have expertise in the area of the proposed research;
iii) Have had previous experience of at least one successful doctoral supervision, as appropriate, within a supervisory team (defined as having taken a student all the way through to a research degree award);

4. A Subsidiary Supervisor should normally:
   i) Have expertise relevant to the area of proposed research;
   ii) Be familiar with the standards required for doctoral research.

5. A probationary member of academic staff may be appointed as Principal Supervisor if supervision is undertaken within the context of an experienced supervisory team comprising at least one demonstrably active researcher with experience of at least two successful supervisions.

6. A Research Associate may be invited to act as a Subsidiary Supervisor but must, in addition to the requirements specified for Subsidiary Supervisors:
   i) Have a research contract lasting at least three years from the time the supervised student commences his/her programme of study;
   ii) Be able to provide evidence of good quality publications for which they have had a substantial degree of responsibility.

Further guidance

1. Principal Supervisors who are probationary members of staff must also have participated in an appropriate UCL supervisor’s workshop.

2. Supervisors who have completed a probationary period but have not previously supervised a research student should also meet the requirements outlined above. New senior members of academic staff with experience of doctoral supervision at other institutions are expected to attend an appropriate UCL supervisor’s workshop.

4.3 Number of Students per Supervisor

1. A supervisor, whether Principal or Subsidiary, may supervise up to the equivalent of six full-time doctoral students at any one time.

2. Calculating the number of full-time supervisees is based on the formula that each professional doctorate student is equivalent to 0.75 of an MPhil/PhD student.
   i) The maximum number of supervisees, whether full- or part-time, that may be supervised by an individual as either Principal or Subsidiary Supervisor will be six, using the following formula:

<table>
<thead>
<tr>
<th>For Principal Supervisors:</th>
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<tbody>
<tr>
<td>1 full-time professional doctorate student</td>
</tr>
<tr>
<td>1 part-time professional doctorate student</td>
</tr>
<tr>
<td>1 full-time MPhil/PhD student</td>
</tr>
<tr>
<td>1 part-time MPhil/PhD student</td>
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<table>
<thead>
<tr>
<th>For Subsidiary Supervisors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 full-time professional doctorate student</td>
</tr>
<tr>
<td>1 part-time professional doctorate student</td>
</tr>
<tr>
<td>1 full-time MPhil/PhD student</td>
</tr>
<tr>
<td>1 part-time MPhil/PhD student</td>
</tr>
</tbody>
</table>

3. For example, an individual may act as Principal Supervisor to four full-time professional doctorate students (equivalent to three full-time MPhil/PhD students) and one full-time
MPhil/PhD student, while also acting as Subsidiary Supervisor for two full-time MPhil/PhD students (equivalent to 1.0 full-time MPhil/PhD student). This is the equivalent of supervising five full-time MPhil/PhD students and is within the overall limit of six doctoral students at any one time.

4. Departments/divisions may wish to recommend an upper limit on the number of students supervised by a single member of staff that is lower than that set out above.

4.4 Declaration of Personal Interest

1. All members of staff are required to declare any personal relationships with any student they are asked to supervise, or are already supervising.
   i) A supervisor who declares such a personal relationship prior to appointment as supervisor for the student in question shall not be permitted to undertake supervision of that student, whether as Principal or Subsidiary Supervisor.
   ii) A supervisor who declares such a relationship after having been appointed as Principal Supervisor for the student in question (unless the declaration is made within six months of appointment, in which case the supervisor shall not be permitted to continue in any supervisory capacity) shall no longer continue as Principal Supervisor but may continue to advise the student in an informal capacity.
   iii) The role of Principal Supervisor (including responsibility for all decisions affecting the student’s progress and assessment) shall in such instances pass to the Subsidiary Supervisor or the other supervisor nominated by the department/division.
   iv) A supervisor who declares such a relationship after having been appointed as Subsidiary Supervisor for the student in question, subject to the permission of the departmental/divisional Graduate Teaching Committee, may continue as Subsidiary Supervisor, but shall not be responsible for, or be involved in, any decisions affecting the student’s progress and/or assessment.

4.5 Transfer of Supervisor to another Institution

1. Where a Principal Supervisor transfers to another institution, students assigned to that supervisor shall be assigned to another Principal Supervisor.
5 Completing Research Status

5.1 General

1. Where permitted by individual programmes all students who have completed their approved period of registration may register as CRS students while they write up their theses or complete outstanding practicum requirements. Transfer to CRS status is only permitted with the approval of the programme or appropriate departmental authority.

2. CRS is permitted for a maximum period of one calendar year (full-time) or two calendar years (part-time). CRS registration cannot be interrupted; a student who is prevented from completing the programme for reasons beyond his or her control may apply for an extension, as detailed in Section 5.3 below.

3. A student must be registered for the full duration of the programme of study before he or she will be eligible to take up CRS status. A student who changes from full- to part-time during the approved period of registration must have been registered for a minimum of one year part time before being entitled to two years of part-time CRS status.

4. In addition to completing their approved programme of study, students must meet the following conditions before they will be allowed Completing Research Status:
   a) They are in a position to submit their thesis and/or outstanding assignments within 12 months (full-time students) or 24 months (part-time students);
   b) They have met any other conditions set by the programme, Department or Division.

5. Completing research status is permitted for the following programmes:
   i) DClinPsy Clinical Psychology
   ii) DEdPsy Educational Psychology
   iii) DPsychotherapy Child and Adolescent Psychoanalytic Psychotherapy

6. Completing research status is not permitted for the following programmes:
   i) DDent Paediatric Dentistry
   ii) DEdPsy Educational and Child Psychology
   iii) Doctorate in Orthopaedics Trauma and Orthopaedics

7. Further guidance is available from the Completing Research Status webpages.

5.2 CRS Student Entitlements

1. During the period of CRS students are entitled to have at least one draft of all or any part of his/her thesis read and commented upon by his/her Principal Supervisor and/or Subsidiary Supervisor before submission, with a similar level of oversight in relation to the practicum assignment.
   i) CRS status for students undertaking professional doctorates refers both to completion of research and outstanding practicum assignments.
   ii) Once enrolled, CRS students will continue to be able to use, or will be reissued with, a UCL identity card and be entitled to the use of all the general UCL facilities and services.
   iii) CRS students in laboratory-based research may be admitted to a laboratory and be given use of UCL equipment where such admission and use will materially enhance the quality of the thesis or will expedite its completion. Such admission and use shall, however, be on the condition that this does not significantly interfere with the use of the laboratory or equipment in question by other students or staff of UCL or incur additional expense. The student’s Principal Supervisor, with the approval of the Head of Department/Division, shall be responsible for making any arrangements necessary to comply with this condition. In the event that a Completing Research Student is refused admission or use, they shall have the right of appeal to the Faculty Graduate Tutor who shall consult the student’s supervisor and Head of Department/Division.
   iv) The student’s department/division may, at its discretion, give any other supervisory assistance during the completion period. CRS students will be expected to comply with all the duties and responsibilities of any other research student as set out in the Code of Practice for Graduate Research Degrees.
5.3 Submission of Thesis and/or Evidence of Completion of Outstanding Practicum Assignments

1. Students must submit their thesis and/or submit documentation evidencing completion of practicum assignments for examination before the end of his/her CRS period.
2. Students will remain registered after the submission of his or her thesis and/or documentation evidencing completion of practicum assignments until the award of the degree. He or she will be entitled to a UCL student identity card and will be able to use all the general UCL facilities and services while preparing for an oral examination or making minor revisions to a thesis.

5.4 Extensions to the Completing Research Period

1. Students who cannot submit a thesis for examination and/or complete outstanding practicum assignments before the end of CRS, due to circumstances outside the student's control, may apply for an extension. The maximum period of extension is one year full time and two years part time.
   i) Applications must be supported by a student’s department/division and may be made on the grounds of illness of student or close relative, maternity leave, bereavement, responsibilities as a primary carer or academic circumstances out of the student’s control.
   ii) Work commitments or any duties carried out for a department/division are not considered grounds for extension; submission of a thesis is expected to be a priority.
   iii) Applications on the grounds of the illness or termination of employment of the Principal Supervisor may be considered but departments/divisions are expected to make arrangements for alternative supervision under such circumstances.
   iv) The Application for Extensions to CRS Form is available on the Completing Research Status (CRS) webpages.

5.5 Submission of Thesis and/or Documentation Relating to Outstanding Assignments after the End of CRS

1. Students who submit after the end of their CRS registration will require permission to do so. This must be supported by a student’s supervisor or other departmental/divisional authority. If granted, the student will be permitted to submit but will not be re-registered unless his or her department/division require this.
2. Students who submit the thesis and/or documentation relating to outstanding assignments after the end of their CRS period will be liable for a Submission Extension Fee (see Submission Extension Fees for Research Students).
3. Students who do not submit before the end of their CRS registration will cease to be registered as a student at the end of this CRS period. They will not be entitled to access to UCL facilities and services and will not be entitled to supervisory advice.

Further guidance

1. Students who submit after the end of their CRS registration will pay a fee equivalent to the part-time home fee current at the time.
2. This fee will come into effect the day after the end of their CRS registration and will increment after three months, six months and nine months.
3. For submission at any time over nine months after the end of CRS, the fee will be equivalent to 12 months home part-time fees current in the year of submission (see Submission Extension Fees for Research Students).
5.6 Resubmission of a Thesis

1. Students whose thesis is referred by their examiners for substantial revision within 12 months will remain registered as a submitted student on the basis of 5.3 above, provided the original submission was not after the expiry of a period of CRS status.

2. Under these circumstances students will have access to UCL facilities and will be entitled to have at least one draft of their thesis read and commented on by their Principal Supervisor and/or Subsidiary Supervisor before re-submission.

3. When a student’s revisions require more supervision or further access to UCL laboratories or other facilities, they may be required to re-register as a fee-paying student for the period of this supervision or access.
6 Assessment

6.1 Taught Element

6.1.1 Successful Completion of a Professional Doctorate Programme

1. In order to complete successfully a professional doctorate programme at UCL, students must complete all specified taught components of their degree programme, as follows:
   a) For the coursework and/or practicum components, a threshold for completion will be set by the programme and be clearly publicised to students.
   b) In the event that any threshold set is not reached, the result for the component will be “incomplete” regardless of the mark obtained.

6.1.2 Unseen Examinations

1. An unseen examination component is deemed complete if a student has submitted an answer that can be academically assessed. The mark awarded, however, might be zero. If a student makes little or no attempt at the examination, this will be deemed “incomplete”.
2. A taught component is complete when a student has been declared complete on all relevant assessments for that component using the criteria specified in the relevant programme regulations.

6.2 Academic Assessment

1. For the purposes of these regulations, ‘examination’ refers to the assessment of taught and practicum assignments other than research, whether by written examination and/or by coursework, or other means of academic assessment.
2. The assessment of the research thesis is discussed under Section 2.3 below.
3. These regulations should be read together with Chapter 4: Assessment Framework for Taught Programmes and the Examination Guide for Candidates on the Examinations and Awards website.

6.2.1 Anonymity of Assessed Work

1. With the exception of the circumstances set out in item 4 below, unseen summative written examinations must be assessed anonymously against an anonymous identifier such as candidate numbers or SRN.
2. A summative coursework element that constitutes more than 40% of a module must be submitted and assessed on an anonymous basis where possible.
3. Once marks have been finalised for an element of summative coursework, for example by agreement between first and second markers, anonymity may be lifted to facilitate feedback to students.
4. Anonymity may not be practical when assessing laboratory work, oral examinations, exhibitions, marking clinical work with patients, portfolios of work, dissertations/research theses and group work etc.
5. Anonymity is not required for an element of summative assessment that constitutes 40% or less of a module.
6. Consideration by Boards of Examiners of all summative assessed marks, progression decisions and awards must be conducted anonymously.

Further guidance

1. In this context a coursework element is either part of or the entire coursework component for a taught module. For example, one essay weighed at 40% of a taught module is one element and therefore makes up the entire 40% coursework component for that module, the remainder being other component(s) weighted at 60%. However, as another example, 10 individual weekly problem sheets weighted at 40% of a taught module are 10 elements of the
40% coursework component of that module the remainder being other component(s) weighted at 60%.

2. Reports listing names and candidate numbers will be available via Portico to designated departmental/divisional staff in the first term.

3. The student SRN may be used as an anonymous identifier when departments/divisions wish to reserve use of candidate numbers for unseen written examinations.

4. Since students benefit from feedback on their coursework, anonymity is not required when the coursework element constitutes 40% or less of the assessment for a taught module.

5. Anonymity is required when a coursework element constitutes 40% or more of a taught module and SRN or candidate numbers may be used as appropriate. However, anonymity may be relaxed once marks have been agreed to facilitate feedback to students.

6. Candidate numbers should be used for all unseen written examinations and at meetings of Boards of Examiners.

6.2.2 Examination Entry Criteria

1. Students will be eligible for summative assessment if they have attended and pursued the taught module(s) to the satisfaction of the teaching department/division. The minimum requirement for ‘satisfactory performance’ is attendance of 70% of the taught module(s) in terms of lectures, seminars, laboratory sessions and other forms of teaching and learning as specified by the department/division or faculty.

2. Students who are clearly falling short of any departmental/divisional requirements in any particular taught module will be informed in writing that their performance is currently less than satisfactory, and that if the situation continues, they may be barred from the assessment of the taught module(s) in question together with the consequences that this may bring.

3. Students have the right to appeal against the decision to bar them from being assessed. Further guidance

1. Departmental/divisional, programme and taught module literature given to students at the start of the session must set out the policy on satisfactory performance, together with clear definitions of what will constitute ‘unsatisfactory performance’. If particular importance is attached to the attendance for certain elements, such as seminars for laboratory work, of a taught module, then the requirements must be set out clearly in the literature given to students.

2. Departments/divisions may stipulate a higher minimum requirement than attendance of 70% of the taught if they wish to do so as long as this is communicated to the students.

3. Wherever it is practicable for them to do so, departments/divisions must have adequate mechanisms in place for regularly recording attendance at seminars, classes and tutorials, and the submission of required coursework and any other work and for the reporting by individual teachers of any serious deficiencies to the Departmental/Divisional Programme Tutor (as appropriate), who are the designated departmental/divisional officers with overall responsibility for instigating the barring process.

4. Any communications informing students that their performance is currently less than satisfactory, should be sent to the relevant Faculty Tutor/ Faculty Graduate Tutor for information (and to the student’s home department/division if it is not the department/division responsible for teaching the taught module(s) in question).

5. Such warning must be given to students in sufficient time for them to be able to rectify the situation during the remainder of the session and certainly no later than half-way through the module(s) in question.

6. The Faculty Tutor/ Graduate Faculty Tutor (and, where relevant, the student’s home department/division) may also decide at this point to interview the student concerned.

6.2.3 Right of Appeal against a Decision to Bar a Student from Examinations

1. Students have the right to appeal against the decision to bar. Such appeals must be made by the student in writing, either to the home Faculty Graduate Tutor or the Chair of the Research Degrees Committee, as appropriate, within seven days of the date of notification of the department/division’s or Faculty’s decision.
2. The home Faculty Graduate Tutor will deal with any appeal there may be against a departmental/divisional decision where progression is not at stake within five working days of receipt of the written appeal.

3. Appeals against a decision by the Faculty Graduate Tutor which results in non-progression or classification difficulties for the student will be dealt with by the Chair of the Research Degrees Committee within 5 working days of receipt of the written appeal.

Further guidance

1. Students who are not satisfied with the outcome of their appeal may go through UCL’s Student Complaints Procedure, but they must accept that a final outcome is unlikely to be reached before they are due to take the examination(s) in question.

2. For further information see Chapter 6, Section 10: Student Complaints Procedure.

6.2.4 Authorised Absence from Assessment

1. A student, who is prevented owing to illness or the death of a near relative or other cause judged sufficient by UCL from completing an examination at the normal time, may at the discretion of the examiners either:
   i) Enter the examination in those elements in which they were not examined on the next occasion when the examination is held in order to complete the examination; or:
   ii) Be set a special examination in those elements of the examinations missed as soon as possible and/or be permitted to submit any work prescribed (e.g. report) at a date specified by the Board of Examiners concerned.

Further guidance

1. The special examination shall be in the same format as specified in the programme regulations for the elements missed.

6.2.5 Unauthorised Absence from Assessment and Non-Submission of Assessed Work

1. Students who are absent without permission from other forms of assessment or who do not submit work for assessment will be awarded a mark of zero.

2. If a student is absent from an examination without permission or, although present at an examination, either does not attempt the paper or attempts so little that it cannot be assessed and provides no evidence of extenuating circumstances, the normal procedure should be that the student is awarded a mark of zero for the missed/non-attempted examination (i.e. a mark of zero would be counted in any average and it would be treated as an attempt: the overall result for the module would be recorded as absent or incomplete, as appropriate).

6.2.6 No Attempt or Minimal Attempt at Assessment

1. Students who do not attempt a paper or other form of assessment, or who make an attempt that is academically un-assessable, will be awarded a mark of zero.

6.2.7 Re-Entry to Assessment

1. Students who obtain a mark below the condoned mark range will be required to re-enter that examination at the next normal occasion.

2. The mark achieved will apply even if this is lower than the original mark.

6.2.8 Number of Permitted Attempts

1. Students who, at their first entry, do not successfully complete an examination may re-enter for the examination or other forms of assessment on one more occasion.

2. This does not apply if a student has been awarded a degree, or been excluded from UCL on the grounds of academic insufficiency or as a result of examination misconduct or professional misconduct.
6.2.9  Programme Regulations and Syllabus for Re-entered Examinations

1. Students who re-enter for any part of an examination shall be subject to the programme regulations and syllabus current at their first attempt. This is providing that:
   i)  Appropriate examiners for the course are available.
   ii) For students wishing to enter or re-enter examinations after satisfactory completion of the programme of study, such entry or re-entry is made within two calendar years of the completion of the programme of study.
   iii) For students wishing to enter or re-enter examinations following a period of interruption of study, such entry or re-entry is made within two calendar years of the completion of attendance on the course unit.
   iv) Examination according to the method(s) of assessment operating at the time of the original registration for that course does not disadvantage the student.

2. Where one or more of the conditions set out at i)-iv) above cannot be met, the following will apply:
   i) The student will be notified in writing of any changes to the method(s) of assessment since the time of their original registration for the course.
   ii) The student must signify in writing that they understand that the method(s) of assessment have changed as notified.

6.2.10 Format of the Reassessment

1. Students will only re-take failed assessment components unless the regulations for their programme require students to re-take all assessed components of a module.

2. Students will be automatically re-entered for assessment components that they have failed to pass or complete, unless they have been granted permission not to re-enter by UCL or have been excluded from UCL. If a student passes assessed coursework components but fails an examination, the normal expectation is that the student would only re-sit the examination, unless specific programme regulations require otherwise. However, following academic advice, a recommendation may be made by the Departmental/Divisional Programme Tutor that a student can re-sit all assessment components of the module, including those previously passed. Evidence of support by the Faculty Tutor should be sent to researchdegrees@ucl.ac.uk.

6.2.11 Late Submission of Coursework

1. Deadlines for submission of coursework will be set by individual programmes, and are absolute.
   1. Coursework submitted after the deadline will be deemed to have failed, and a new piece of work will need to be submitted in place of the original.
   2. Where there are extenuating circumstances that have been recognised by the Board of Examiners or its representative, these penalties will not apply until the agreed extension period has been exceeded.
   3. For further information see Chapter 4, Section 6: Extenuating Circumstances.

6.2.12 Over-length Coursework, including Research Projects, Dissertations and Final Reports

1. Prescribed word counts for each piece of work will be set by individual programmes, and are absolute.
   i) Coursework with a stated word count above the maximum will not be accepted for submission (i.e. it will not be date-stamped or otherwise recorded as formally submitted), but will be immediately returned to the student with instructions to reduce the word length.
   ii) If submitted work is subsequently found to have an inaccurately stated word count it will be failed. At the discretion of individual programmes the student may be permitted to re-present the coursework in a revised form that meets the prescribed word count.
6.2.13 Approved Format for Examinations

Assessment – General

1. Assessment is a general term used to describe the mechanism to measure student achievement. A variety of assessment methods may be applied to reflect an integrated curriculum design. At UCL there is an expectation that a mixture of formative and summative assessment methodologies will be applied to test different skills and to enable students to achieve the intended learning outcomes. Formative assessment can also provide experience of a programme’s summative assessment.

2. **Summative assessment** provides a clear statement of achievement or failure that can be made in respect of an individual student’s performance. The outcome of summative assessment is used to classify a degree award and is recorded on student transcripts.

3. **Formative assessment** provides feedback to individual students about their progress towards achieving the intended learning outcomes for specified course units and modules. In addition, innovative formative assessment methodologies make an important contribution to the overall development of student skills and transferable knowledge.

Examination of a Programme

1. Students entering an examination must be examined in all parts of the examination prescribed for the programme. Therefore (unless prevented by illness or other adequate cause for which certification must be provided) students must register for each prescribed assessment and submit sufficient work to enable them to be examined. For components examined either in full or in part by coursework, students may be regarded as having been examined in all parts of the examination, that is having completed the assessment of the component, provided that:
   a) All parts of the assessment have been completed at the time that the component is assessed.
   b) Individual departments/divisions may prescribe the proportion of unseen written examination and coursework. In every case, the percentage of coursework which must be completed shall be clearly specified in appropriate documentation and clearly indicated to the students concerned.

Examination of Coursework

1. Criteria for the assessment of coursework will be published by individual programmes.

2. The coursework component will examine both the taught and practicum components of the programme.

3. Coursework has to be passed independent of the examinations of other course components.

4. The examiners may specify changes to a piece of coursework and require these to be carried out before these are accepted as part of the student’s portfolio.

Further guidance

1. Where coursework is required to be resubmitted students should be given clear feedback indicating the revision required.

2. Students whose performance falls below the required standard will normally be allowed one resubmission.

3. External examiners should be involved in the examination process and where failure is indicated their advice should be sought.

Examination of Practicum Assignment and Practicum Assessments

1. The practicum assignment will be assessed by criteria published by the department/division at least once a year, and must be passed according to written criteria published by the programme.

2. Attendance requirements for professional doctorate programmes must be met in order to allow entry into the examination.

3. The evaluation is based on observation of the performance of the student on the practicum assignment by either a member of the programme staff and/or a member of the profession...
formally recognised and designated by the programme as possessing the appropriate qualifications for examining the student.

4. Failure of the practicum assignment will normally lead to failure of the course, but at its discretion the Board can permit students to re-take the relevant assignment. There will only be one opportunity to retake an assignment.

5. If students are deemed not to be meeting criteria, they need to be informed that this is the case. If their performance continues to be unsatisfactory they may be required to attend an oral examination.

6. Students may appeal against failure of the practicum component.

Further guidance

1. The frequency of assessment of the practicum assignment will be specified in the regulations of individual programmes.
2. The person examining the practicum component will normally be specified before the student is sent on the practicum assignment.
3. The criteria for satisfactory performance in a practicum assignment will be specified by the programme and made available both to students and assessors of the practicum.
4. Reports of the student’s progress and the oral examination (if conducted) will be considered by the Board of Examiners of the programme.

6.2.14 Examination Conduct

1. The conduct of examinations will follow UCL norms as set out in Chapter 4: Assessment Framework for Taught Programmes.

6.2.15 Reasonable Adjustments

1. Under the Equality Act 2010, UCL is required to make Reasonable Adjustments to learning, teaching and assessment to ensure that disabled students are not put at a substantial disadvantage. UCL can also provide Reasonable Adjustments for students who might not consider themselves to have a ‘disability’ but who nevertheless would benefit from additional support with their studies due to an ongoing medical or mental health condition. For further information about Reasonable Adjustments, and how to apply, please see Chapter 4, Section 5: Reasonable Adjustments.

6.2.16 Publication of Examination Results

1. The Publication of Examination Results will follow UCL norms as set out in Chapter 4, Section 14: Award of Degrees.

6.2.17 Prescribed Scheme of Award

1. Every professional doctorate will have an associated prescribed Scheme of Award that is a statement of the means by which the degree is awarded. The Scheme of Award will be published in the student information handbook for the programme.
2. Students will be considered for an award according to the Scheme for Award in place at the time of their registration on the programme.

Further guidance

1. The Scheme of Award is the method by which the award of the degree is calculated. Teaching departments/divisions are required to publish their local award scheme rules in the Student Handbook for each programme, and students are expected to familiarise themselves with these local rules.

6.2.18 Changes to a Prescribed Scheme of Award

1. Students will have signified in writing that they have understood that changes have been made to the Scheme for Award as notified.
6.2.19 Date of a Degree Award
1. The date of award for professional doctorates will be no longer than one month after the Board of Examiners has recommended to UCL Student Records that a student be passed.

6.2.20 Provision of Degree Certificate
1. A UCL degree certificate will be sent to each successful student who is awarded a degree.
2. Students should ensure that their contact address is kept up to date, via Portico, as this address will be used for the despatch of certificates. For students gaining a UCL award, certificates are despatched by UCL Student Records, within approximately three months of the date of award.

6.2.21 Students with an Outstanding Debt to UCL
1. All students who will, if successful in their examinations, qualify for the award of a degree, should note that UCL will withhold the award in the case of any student who is in debt to UCL in regards to tuition fees.
   i) No report will be made on the student’s results record until the tuition fee debt has been settled in full, and attendance at a Graduation Ceremony will not be permitted unless all tuition fees have been settled by the due date.
   ii) All other students who hold a debt to UCL in relation to tuition fees will have their official results withheld and/or not be permitted to enrol at any future session until that tuition fee debt has been settled in full.
   iii) For the avoidance of doubt, the term ‘tuition fees’ does not include, without limitation: accommodation charges, charges for childcare services, library charges, examination and submission fees, student loans and other fines and penalties.

6.2.22 Award of Degrees
1. The Academic Committee of UCL is authorised to award research degrees.

6.2.23 Revocation of Degrees
1. UCL may revoke any degree, diploma or certificate awarded, if discovered at any time and proved to the satisfaction of UCL, that:
   a) There was an administrative error in the award made under the procedures required by UCL, including an error in calculating the results.
   b) Subsequent to award, a Board of Examiners, having taken into account information that was unavailable at the time its decision was made, determines that a student’s or students’ classification should be altered.

6.3 Requirements of the Research Thesis

6.3.1 Theses: General
1. The greater proportion of the work submitted in a thesis must have been undertaken after the registration of the student for the professional doctorate.
2. The work in the thesis submitted by students must be their own work and the submission of a thesis for examination will be regarded as a declaration of that fact.
3. Students will not be permitted to submit a thesis that has been submitted for examination for a degree, or comparable award, of this or any other university or institution.
4. Students may submit the results of work done in conjunction with their supervisor and/or with fellow research workers provided that their own contribution in the investigation is clearly stated and a statement of confirmation is certified by the supervisor.
5. Students should include in the thesis submission form a signed declaration that the work presented is their own. This may be inserted between the title page and the contents page of the thesis in the following terms:

'I, [student's full name], confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.'

6.3.2 Requirements of the Research Thesis

1. A thesis for the award of a professional doctorate shall be examined in accordance with the criteria prescribed by UCL and the thesis shall demonstrate that it:
   i) is genuinely the work of the student;
   ii) shows a student's capacity to pursue original research in the field of study based on a good understanding of the research techniques and concepts appropriate to the discipline;
   iii) embodies the results of research which may reasonably be expected of a student after the period under research supervision, formulated and carried out by the student in consultation with the supervisors;
   iv) consists of a student's own account of their investigations, the greater proportion of which shall have been undertaken during the period under research supervision for the degree;
   v) represents a distinct and significant contribution to the subject, whether through the discovery of new knowledge, the connection of previously unrelated facts, the development of new theory, or the revision of older views;
   vi) shows the exercise of critical judgment with regard to both a student's own work and that of other scholars in the field;
   vii) includes a critical assessment of relevant literature, including a description of the method of research and its findings, discussion of those findings and indicates in what respects they appear to the student to advance the study of the subject and, in so doing, demonstrates a deep and synoptic understanding of a field of study, objectivity and the capacity for judgment in complex situations and autonomous work in that field;
   viii) is satisfactory in its literary and/or technical presentation and structure with a full bibliography and references;
   ix) the report of research takes due account of previously published work on the subject;
   x) makes clear the sources from which information has been derived, the extent to which the work of others has been used, and the areas which are claimed as original;
   xi) contains an element which might, after any necessary revision, merit publication in a medium appropriate to the discipline (for example as a monograph or as a number of articles in learned journals);
   xii) shows a student's ability to design and implement an independent research project.

Further guidance

1. Supervision of the research component of a professional doctorate normally starts after students have undertaken other elements of the programme, and hence the period of registration is usually longer than the period during which the student is under research supervision. Students and staff should consult individual programme regulations for details of the period of research supervision.

6.3.3 Language of a Thesis

1. All these must be written in English and the oral examination must be conducted in English.

6.3.4 Word Length of a Thesis

1. The maximum word length of professional doctorate theses is 100,000 words, including all component parts, footnotes, tables and figures but excluding bibliography, appendices and supporting data.
i) The above prescribes the maximum allowable length for the thesis, not necessarily the preferred length. Individual programmes may recommend a shorter length and give specific advice on partitioning the submitted thesis. Students should refer to the regulations for individual programmes for advice on the usual length and specified components of theses in their subject area.

ii) The signature of the student on the Examination Entry Form to the examination for the specialist doctorate shall be taken as confirmation that the thesis submitted is within the required word limit.

iii) “Supporting data” refers largely to raw data which is not essential to the argument of the thesis. Appendices are not in the word count and should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish. Examiners are not required to read beyond the maximum word limit.

iv) Students should refer to the specific programme regulations for their thesis word lengths and other elements of their programmes that are examined as part of the doctorate.

6.3.5 Format of a Thesis

1. The thesis should be submitted in the format determined by the home department/division of the programme at the time of submission.

2. Further information and guidance on the format and presentation of theses is available from the individual programme literature.

6.3.6 Availability of a Thesis

1. At the time of entry to the examination, students are required to sign a declaration giving UCL the necessary authority to retain a copy or copies of the thesis.

i) Further information about the terms of this declaration on retention is available from the individual programme literature.

ii) Students may apply to UCL, at the time of registration or thereafter, for restriction of access for a period of not more than two calendar years to their thesis and/or the abstract of their thesis on the grounds of commercial exploitation or patenting. If the thesis includes material that is significant for reasons of confidentiality or other reasons, subject to approval of UCL, copies of the thesis placed in the public domain may have certain parts excised from them. Applications to restrict access to a thesis should be made via researchdegrees@ucl.ac.uk.

6.4 Examination Entry

6.4.1 Thesis Submission Form

1. Prior to the time of submission of a thesis for examination, a thesis submission form must be submitted to the home department.

i) Information about the submission of the form, and when submission is required, should be available from the home department/division.

ii) The form, which requires a short description of the content of the thesis in about 300 words, must be submitted to the Departmental/Divisional Postgraduate Committee to assist in the nomination of suitable examiners.

6.4.2 Thesis Submission

1. Students, prior to examination, are required to submit two copies of their theses to UCL using the procedures identified by the programme.

2. Students may be required to provide a third copy of their thesis if a third examiner is appointed at any stage in the examination process.

3. Students are required to bring to the oral examination a copy of their thesis which is identical to the copies submitted to UCL.
6.4.3 Dispatch of Theses to Examiners

1. A thesis will be sent to both examiners at least four weeks in advance of an oral examination.
2. Direct submission of theses to examiners by students or supervisors is not permitted.

Further guidance

1. All theses will be submitted to UCL using the procedures identified by the programme. Supervisors and students should note that theses will only be sent to examiners who have been formally appointed by UCL and only after the thesis submission form has been submitted in accordance with the examination entry guidelines. Further information is available from individual programmes.
2. The Departmental/Divisional Postgraduate Committee and the student should ensure that all examination entry requirements have been met in good time before a planned oral examination takes place.
3. Oral examinations cannot proceed if the requirements for the examination entry, including the formal appointment of examiners, have not taken place in accordance with UCL regulations. The outcome of any examination conducted in such an instance would be void.

6.5 Appointment of Examiners

6.5.1 The Appointment of Examiners for Professional Doctorates

1. The Chair of the Board of Examiners for the professional doctorate will nominate external examiners for the taught and practicum components of the programme.
2. In making a nomination, the Chair will take account of the appointment criteria specified by UCL Research Degrees Committee including confirmation of approval of the nomination from UCL Research Degrees Committee and the Faculty Graduate Tutor on behalf of the Faculty Postgraduate Teaching committee.

Further guidance

1. Upon receipt of the confirmation of appointment of the nominated examiner by UCL, the Chair of the Board of Examiners should ensure that the newly-appointed examiner receives the following, together with any additional information required:
   i) Name of departmental/divisional board contact (e.g. Examinations Liaison Officer);
   ii) Departmental booklet such as a Student Handbook or syllabus information;
   iii) Composition of the Board of Examiners (e.g. number of internal examiners and any interdepartmental involvement);
   iv) Number and subject area of other external examiners appointed to the Board;
   v) Scheme of award;
   vi) Marking scheme for papers (when known);
   vii) Criteria for practicum requirements (where appropriate);
   viii) Criteria for the research component;
   ix) Date(s) of meetings of Board of Examiners to which the external examiner is invited (when known);
   x) Outline of procedures of Board of Examiners (e.g. point of contact for external examiner, time allowed for marking, procedures for setting and scrutinising papers).

6.5.2 Confirmation of External Examiner Continuing Appointment

1. Chairs of Boards of Examiners will confirm that external examiners are continuing in their role on an annual basis for a total period of four years.
2. The task of the annual review and confirmation of external examiners continuing appointment is conducted via Portico (the Student Record Management Database).
3. Chairs or their nominees should use the functionality found in the “Examiners” header of their staff home page.
6.5.3 The Appointment of External Examiners

1. An external examiner must be from outside UCL and must not be involved in regular teaching on the programme they examine.
2. A member of the academic staff of a college of the University of London other than UCL, or any other external institution with which UCL has service teaching arrangements, may be appointed as an external examiner, providing that no students from the appointee’s college, so far as can be anticipated, are being examined by the Board of Examiners at UCL on which the appointee will serve and the appointee is not involved in teaching on the programme examined by the Board to which they will be appointed.

Further guidance

1. Departments/divisions should avoid, where possible, appointing an external examiner where there is a risk that students from their home institution will register on modules examined by the Board of Examiners at UCL on which they will serve.
2. This risk is high in the case of external examiners from other colleges of the University of London. If such a situation occurs, however, and is known only after the external examiner is appointed, any assessed work by these external students cannot be referred to an external examiner from the same institution.

6.5.4 The Criteria for the Appointment of External Examiners

1. An external examiner is normally expected to be a member of staff in the same discipline as the professional doctorate in another UK university. Where they are not current members of the academic staff they should have experience of professional training and be senior members of the profession. They should also be competent in assessing students’ knowledge and skills at higher education level, expert in the field of study concerned and have appropriate academic or professional experience and authority.
2. In order to have sufficient time for the proper performance of their function, external examiners are normally not expected to hold more than the equivalent of two substantive external examinerships at the same time.
3. An external examiner shall not normally be appointed from a department/division in which a member of UCL staff is serving as an examiner, although exceptions may on occasions be unavoidable, for example, in the case of subjects taught only in a very small number of institutions or subjects with an unusually high number of specialisms.
4. External examiners shall be asked at the time of appointment or continuation in appointment to declare any interest in or connection with any student on the programme for which they are acting as examiner whether that interest or connection is personal or professional. If such an interest or connection exists, the examiner in question should not normally be appointed.
5. After serving for a period of four consecutive years (or five years if an extension to service was approved), an examiner is not eligible for re-appointment for a period of two further years. The period of service is defined as the period of service as an external examiner at UCL and not as the period of service as external examiner to a particular Board of Examiners.
6. After serving for a period of not more than four normally consecutive years, or, in exceptional circumstances, for such limited extension of this period as UCL Research Degrees Committee may determine, the examiner shall not be eligible for re-appointment to any external examiner appointment for a professional doctorate at UCL (including an external examiner appointment at UCL in a related subject area) until after a lapse of two further years. The period of service shall be defined as the period of service as external examiner at UCL, not as the period of service as external examiner to a particular Board of Examiners.

6.5.5 Additional Criteria for the Appointment of Examiners for the Thesis Component

1. The thesis submitted as part of the professional doctorate will be examined by at least two examiners. One of these will be an external examiner appointed in accordance with the
procedure identified at Sections 6.5.1 to 6.5.4, and the other shall be a member of the academic staff of UCL.

Further guidance

1. For each student, two faculty-approved examiners shall be appointed by the appropriate Postgraduate Departmental/Divisional Committee.
2. It is expected that external examiners for each thesis will normally be selected for their specialist knowledge of the field rather than knowledge of the precise area of research study.
3. Nominated examiners should not have acted as either a Principal or Subsidiary Supervisor of the thesis to be examined, nor have been involved in any collaborative academic or professional work with the student on the project to be examined. In addition, examiners should not be nominated if there is a close personal relationship between themselves and either the student or supervisors, or if there is an apparent conflict of interest of any kind.
4. Reciprocal examination arrangements are not permitted: staff from equivalent programmes should not be appointed as external examiners if a member of staff in the home department/division is currently serving as an external examiner in that programme. However exceptions may on occasion be unavoidable, for example, in the case of subjects taught only in a very small number of institutions or subjects with an unusually high number of specialisms.
5. Examiners will not normally examine more than five theses in a single cohort.

6.6 Conduct of the Oral Examination

6.6.1 Format of the Oral Examination

1. The oral examination will usually consider the student portfolio, including the outcomes of practicum assignments and assessments, related coursework and the research dissertation.
2. All oral examinations shall be conducted in the English Language.
3. If an oral examination is prescribed for the assessment of an element, all students enrolled on the element are expected to be examined accordingly.
4. Decisions relating to failed performance in the practicum assignment can be informed by an additional oral examination. This possibility should be clearly indicated to students as part of programme documentation. The outcome from the oral examination should inform the decisions of the Board of Examiners, alongside other assessments relevant to that assignment.
5. Where individual programmes examine only specific elements of the portfolio in the oral examination, this will be specified in their regulations.

6.6.2 Conduct of the Research Degree Examination

1. The examiners will prepare independent preliminary reports on the thesis, conduct an oral examination and submit a final, joint and summary report to UCL. A report of the oral examination will normally be made to the Board of Examiners of the programme.
2. The oral examination shall normally be conducted in London.

Further guidance

1. The examiners shall prepare independent preliminary reports on the thesis to assist in conducting the oral examination. After the examination copies of the preliminary reports together with the final, joint report should be submitted to researchdegrees@ucl.ac.uk in UCL Student and Registry Services. The final report will be released to students. Examiner report forms and procedural information are available from the individual programme.
2. Each final, joint report by the examiners shall indicate whether the thesis meets the requirements specified in Section 6.3, and shall include a statement on the examiners' judgment of the student's performance. Examiners have the right to make comments in confidence to UCL in a separate report. Such comments should not be concerned with the performance of the student but may cover matters which they wish to draw to the attention of UCL.
3. All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of material contained in a student's thesis until such time as any restrictions on access to the thesis, which have been granted by UCL, have been removed.

4. The supervisor does not have the right to participate in discussion of students at the Board of Examiners but may contribute if invited to do so by the examiners.

6.6.3 Outcomes of the Oral Examination

1. Students must submit a thesis and any other aspects of the portfolio requested by the examiners and be examined orally.

2. The following options are open to examiners in determining the result of an examination:
   a) If the thesis fulfils the criteria (set out in Section 5.3) and the student satisfies the examiners in all other parts of the examination, the examiners will report that the student has passed the research component of the award.
   b) If the thesis otherwise satisfies the criteria (set out in Section 5.3) but requires minor amendments and if the student satisfies the examiners in all other parts of the examination, the examiners may require the student to make, within a maximum of one month, amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
   c) If the thesis otherwise satisfies the criteria set out above, but requires stipulated amendments and if the student satisfies the examiners in all other parts of the examination, the examiners may require the student to make, within a maximum of three months, amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
   d) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the student be permitted to re-present their thesis in a revised form within a maximum of 12 months. The examiners may at their discretion exempt from a further oral examination, on re-presentation of their thesis, a student who under this regulation has been permitted to re-present it in a revised form. Examiners may refer a thesis for a maximum of 12 months for re-submission in a revised form, on one occasion only.
   e) The examiners may determine that the student has not satisfied them in the examination and hence has not passed the research component of the award, and is not therefore eligible for the award of a professional doctorate.
   f) The examiners shall not, save in very exceptional circumstances, make any of the above decisions without submitting the student to an oral examination on at least one occasion.
   g) The award of a professional doctorate is conditional upon students passing all specified elements of their programme of study.

Further guidance

1. Students should refer to individual programme regulations for guidance on deadlines for resubmission of the thesis, which may be shorter than the maximum periods identified here.
2. Some professional doctorate programmes have an exit award other than a professional doctorate. Where this is the case, and examiners consider that a student has not met the requirements of a professional doctorate, they may recommend that the Board of Examiners confers this alternative exit award.

6.7 Research Misconduct

1. Cases of suspected research misconduct, including plagiarism, shall be investigated in accordance with the UCL Procedures for Investigating and Resolving Allegations of Misconduct in Academic Research. Exceptions to this requirement are set out below.
6.7.1 Extent of Misconduct: Action Open to a Department/Division

1. The following instances of research misconduct may be dealt with by the department/division concerned:
   a) A first instance of plagiarism in the early stages of the programme of study;
   b) A first instance of misrepresentation of results in the early stages of the programme of study;
   c) A first instance of plagiarism in the early stages of the programme of study (prior to the end of the first year of study), including suspected collusion but not including suspected use of a fellow student’s or other person’s work without that student's knowledge and consent;
   d) A first instance of plagiarism (including suspected collusion but not including suspected use of a fellow student's or other person’s work without that student's knowledge and consent) in the later stages of the programme of study in which (a) no more than 30% of the work in question can be demonstrated to have been plagiarised or, (b) in the case of plagiarised data, statistics etc., it can be demonstrated that they are not the main findings or among the main findings on which the argument of the thesis rests;
   e) A first instance of misrepresentation of results in the early stages of the programme of study (in the first year of study);
   f) A first instance of misrepresentation of results in the later stages of the programme of study which is judged to have been owing to error, misunderstanding or other extenuating circumstances.

6.7.2 Extent of Misconduct: Action Open to UCL

1. The following instances of research misconduct shall be referred to the Registrar:
   a) Any instance of plagiarism, except those covered in 6.7.1;
   b) Any repeated instance of plagiarism;
   c) Any instance of misrepresentation;
   d) Any instance of piracy or fraud;
   e) Any instance of any kind of research misconduct which appears in published work;
   f) Submission of a thesis for examination by a student when an allegation of research misconduct has been made.

Further Guidance

1. The following instances of research misconduct must be referred for action by UCL:
   a) Any instance of plagiarism (including suspected collusion) other than a first instance falling under 6.7.1 above in which more than 30% of the work can be demonstrated to have been plagiarised or, in the case of plagiarised data, statistics etc. it can be demonstrated that they are the main findings or among the main findings on which the argument of the thesis rests;
   b) Any repeated instance of plagiarism after a warning has been given, whether or not it exceeds 30%, or involves data, statistics etc. which are not among the main findings on which the argument of the thesis rests;
   c) Suspected use of another student's or person’s work without that student's knowledge and consent;
   d) Any instance of misrepresentation other than a first instance falling under 6.7.1;
   e) Any instance of piracy or fraud, as defined in UCL’s procedures;
   f) Any instance of any kind of research misconduct which appears in published work, whether or not the work appears before or after the examination for the doctorate;
   g) Submission of a thesis after the student has been warned not to submit it because of an allegation of research misconduct;

1 Where collusion between two or more students is established, all students concerned will be penalised.
6.7.3 Research Misconduct Discovered after Successful Completion of Thesis Examination

1. UCL has the right to rescind an award if research misconduct is discovered after the examination of a thesis.

6.7.4 Appeal against the Action Taken in the Event of Research Misconduct

1. Students cannot contest a decision on academic grounds. Students can only contest a decision on specific grounds as set out in Chapter 6, Section 10: Student Complaints Procedure.

6.8 Student Complaints Procedure

1. Students cannot contest the decision of a Board of Examiners on academic grounds. Students can only contest the decision of a Board of Examiners on specific grounds as set out in Chapter 6, Section 10: Student Complaints Procedure.

6.9 Graduation Ceremonies

1. UCL will organise Graduation Ceremonies and publish an annual deadline for ticket applications (see the UCL Graduation Ceremonies website).

2. It is mandatory for all UCL graduates to wear academic robes to the graduation ceremonies. It is the responsibility of students to obtain the appropriate robes from UCL’s suppliers (see the Graduation: Academic Robes web pages).
Part C: Doctor in Engineering (EngD) Additional Regulations

These are additional regulations for EngD programmes. EngD students should also refer to:
- Chapter 5, Part A: Research Degree Regulations
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1 EngD in Biochemical Engineering and Bioprocess Leadership

1.1 Standard Entrance Qualifications

1. The normal minimum entrance qualifications for registration for the degree of Doctor in Engineering in the field of Biochemical Engineering and Bioprocess Leadership is the award of a first or an upper second class Honours degree or equivalent overseas qualification in biological sciences, chemistry, chemical engineering, biochemical engineering, biotechnology, mechanical engineering, electronics and electrical engineering or any related discipline.

2. Relevant postgraduate or industrial experience (especially as gained in the Bioprocessing industry) may be acceptable where the first degree is a lower second-class Honours degree or equivalent overseas qualification.

MRes Progression to the EngD

3. Students holding the MRes in Bioprocessing from UCL will be exempted from the first year of the EngD programme. Students holding an MRes or an equivalent qualification from an external institute may be admitted up to a year after the commencement of the taught element of the EngD programme and be exempted from part or the entire taught element of the MRes programme with the permission of the Programme Director.

4. A student holding an MRes or an equivalent qualification from an external institute, who has been exempted from part or the entire taught element of the MRes programme, cannot then be awarded the MRes if they withdraw from or fail the EngD.

Further guidance

1. For automatic progression from MRes to PhD/EngD, students should achieve an average mark of not less than 60% in the independent, original research components of the programme, and not less than 50% in the taught elements.
   i) This regulation relates to automatic progression from MRes to MPhil/PhD or EngD programmes.
   ii) However, in cases where a student did not meet these requirements, but who has the support of the MPhil/PhD or EngD programme organisers, a case in writing can be made to the Chair of the Research Degree Committee for the consideration of suspension of regulations on a case-by-case basis.

2. The length of the MRes programme should be extended to one calendar year and one month to allow Boards of Examiners time to determine awards prior to students registering on the associated EngD or MPhil/PhD programme.

3. MRes students who fail the taught components examined in and before June should be offered their resit opportunity before or in August of the same year.

4. MRes students who are not awarded the degree after the first attempt and the resit attempt should not progress to the associated EngD programme and would be required to leave UCL.

5. MRes students who fail the dissertation should not register on the EngD programme in the following academic year but remain on the MRes and resubmit the dissertation by the end of the first term in the following academic year. The Board would then consider the award for these students in January, when they would be allowed to register on the EngD if they passed. If, as a result, they missed taught components which formed part of the EngD registration, these should be followed at the point when they are next available.
1.2 Duration of Programme of Study

1. Full-time: four calendar years or three calendar years for students holding the MRes (Chapter 5, Part A, Section 1.3: MRes Progression to the EngD).

1.3 Curriculum

1. The programme of study for the degree of Doctor in Engineering in the field of Biochemical Engineering and Bioprocess Leadership includes formally taught elements which provide academic underpinning for the research undertaken. Candidates are required to complete modules from each of three main elements and undertake substantial research work resulting in a thesis and will be given an oral examination in accordance with Chapter 5, Part A, Section 5: Final Examination.

Further guidance

i) Students who have progressed from an MRes to the EngD are not required to take the year one formally taught elements.

Formally Taught Elements (four-year EngD students)

2. The formal taught part of the EngD programme is comprised of four elements which provide (i) the underlying fundamental skills for research studies in bioprocessing and biochemical engineering (ii) the methodology for the translation of such skills into real engineering outcomes (iii) skills underlying the management and delivery of a research programme and (iv) evidence of original research via submission of research thesis. They must have passed modules to a minimum value of 120 credits in order to quality for submission of the thesis. The modules passed in order to qualify for submission of the thesis must include modules to prescribed credit values taken from each of the three elements (i)-(iii). Normally, students registered on the EngD will have satisfied the requirements for the MRes in the first year of the EngD programme. However, there may be instances where the full requirements are not satisfied until later in the programme. Provided that all the requirements are satisfied by the time they exit the programme, such students may be awarded the MRes if they should then fail to meet the requirements of the EngD.

Thesis

3. The thesis shall be submitted in accordance with Chapter 5, Part A, Section 5: Final Examination.

1.4 Assessment and Final Examination

1. Assessments qualifying a candidate for submission of a thesis shall take place within the period of the overall programme and shall be by written examination or coursework, as prescribed for each individual module.

2. All assessments will be overseen by an examiner external to UCL. A candidate failing any assessment (whether by written paper or by coursework) will be permitted to re-enter the examination for the module in question on one occasion only.

3. The award of the degree shall be dependent on the thesis, which a candidate may not submit until he/she has successfully completed all the other elements of the programme as detailed above, and the oral examination. The thesis must meet the same requirements as those prescribed in Chapter 5, Part A, Section 5: Final Examination.

4. The oral examination shall be conducted by at least two examiners, at least one of whom shall be external to UCL. The examination will be designed to test the thesis against the criteria above and will further examine the candidate's conception and understanding of the integration of all elements of the programme and their related assessment.

5. Students who register as MRes students and subsequently decide to continue to EngD may do so at the end of the first year, provided that they have satisfied the requirements for the MRes degree (as stated above).
6. Students who register on the EngD and are unable to fulfil the requirements of the EngD will be awarded the MRes degree provided that they have satisfied the requirements of the MRes degree.

7. An EngD student who fails the thesis and fails on resubmission may still be awarded an MRes subject to the requirements for MRes as stated (above) being met. Such an award would be at the recommendation of the EngD Board of Examiners. The award would be made by the whole Board of Examiners and would not be something recommended by the examiners of the thesis in any way.

1.5 Dates of Assessment and Final Examination

1. Modules for the taught part of the programme for four year EngD students will be assessed by the methods and at the dates indicated for the module in question.

2. Submission of the thesis shall be by the end of the final year of the programme or normally within a calendar year of the date of completion of the programme of study.
2 EngD in Communications

2.1 Standard Entrance Qualifications

1. The normal minimum entrance qualifications for registration for the degree of Doctor in Engineering in the field of Communications is the award of a first or an upper second class Honours degree or equivalent overseas qualification in a relevant discipline, e.g. electronic engineering, electrical engineering, communications engineering, computer science, physics, mathematics. Industrial or postgraduate experience may be taken into consideration where the first degree is a lower second class Honours degree or equivalent overseas qualification.

MRes Progression to the EngD

2. Students holding the MRes in Telecommunications or with equivalent qualification/experience may be admitted up to a year after the commencement of the taught programme and be exempted from part or all of the taught programme with the permission of the Programme Director.

Further guidance

1. For automatic progression from MRes to PhD/EngD, students should achieve an average mark of not less than 60% in the independent, original research components of the programme, and not less than 50% in the taught elements.
   i) This regulation relates to automatic progression from MRes to MPhil/PhD or EngD programmes.
   ii) However, in cases where a student did not meet these requirements, but who has the support of the MPhil/PhD or EngD programme organisers, a case in writing can be made to the Chair of the Research Degree Committee for the consideration of suspension of regulations on a case-by-case basis.

2. The length of the MRes programme should be extended to one calendar year and one month to allow Boards of Examiners time to determine awards prior to students registering on the associated EngD or MPhil/PhD programme.

3. MRes students who fail the taught components examined in and before June should be offered their resit opportunity before or in August of the same year.

4. MRes students who are not awarded the degree after the first attempt and the resit attempt should not progress to the associated EngD programme and would be required to leave UCL.

5. MRes students who fail the dissertation should not register on the EngD programme in the following academic year but remain on the MRes and resubmit the dissertation by the end of the first term in the following academic year. The Board would then consider the award for these students in January, when they would be allowed to register on the EngD if they passed. If, as a result, they missed taught components which formed part of the EngD registration, these should be followed at the point when they are next available.

2.2 Duration of Programme of Study

1. Full-time: four calendar years or three calendar years for students holding the MRes (see Chapter 5, Part A, Section 1.3: MRes Progression to the EngD).

2.3 Curriculum

1. The programme of study for the degree of Doctor in Engineering in the field of Communications includes formally taught elements which provide academic underpinning for the research undertaken. Candidates are required in the first year normally to complete taught elements and to complete a written report on research work. In the three subsequent years they complete three taught/training modules per year. They must undertake substantial
research work resulting in a thesis and will be given an oral examination in accordance with
Chapter 5, Part A, Section 5: Final Examination.

Further guidance

i) Students who have progressed from an MRes to the EngD are not required to take the
teaching element formally taught elements.

First-Year Elements (four-year students)

2. Candidates are normally required in the first year to follow a programme of taught courses
and research appropriate to the MRes in Telecommunications. There are three elements: (i)
technical taught course components, (ii) generic and transferable skills elements and (iii)
research work. Students must have completed all three elements to the satisfaction of the
examiners in order to progress beyond the first year of the programme.

Taught/Training Elements

3. Candidates are normally required to complete three taught/training modules per year
covering technical and more general professional development according to individual
development needs’ assessment of IEE Training Accreditation arrangements. Of these at
least one module each year must normally be technical in nature and one concerned with
personal/business skills.

4. Students must have completed and attained a suitable standard in the taught/training
elements and have demonstrated that they have achieved a satisfactory standard in the
research part of the programme in order to qualify for submission of the thesis.

Thesis

5. The thesis shall be submitted in accordance with Chapter 5, Part A, Section 5: Final
Examination.

2.4 Assessment and Final Examination

1. Assessments for year one (for four year students) shall normally be identical with those for
the MRes in Telecommunications and shall include a research report and oral examination.
Assessments for the taught/training modules in years 2 to 4 shall take place within the period
of the overall programme and shall be by written examination or coursework, as prescribed
for each individual module.

2. All assessments will be overseen by an examiner external to UCL. A candidate failing any
assessment (whether by written paper or by coursework) will be permitted to re-enter the
examination for the module in question on one occasion only.

3. The award of the degree shall be dependent on the thesis, which a candidate may not submit
until he/she has successfully completed all the other elements of the programme as detailed
above, and the oral examination. The thesis must meet the same requirements as those
prescribed in Chapter 5, Part A, Section 5: Final Examination.

4. The oral examination shall be conducted by at least two examiners, one of whom shall be
external to UCL. The examination will be designed to test the thesis against the criteria above
and will further examine the candidate’s conception and understanding of the integration of all
elements of the programme and their related assessment.

2.5 Dates of Assessment and Final Examination

1. Modules for the taught part of the programme for four year students will be assessed by the
methods and at the dates indicated for the module in question.

2. Submission of the thesis shall be by the end of the final year of the programme or within a
calendar year of the date of completion of the programme of study.
3 EngD in Environmental Engineering Science (ENVES)

3.1 Entry Requirements

1. A relevant BSc, BEng, BA, MEng, at upper second class or above or MSc in science or engineering, as appropriate for research topics. Relevant postgraduate or industrial experience may be taken into consideration when the first degree is a lower second class honours degree or equivalent overseas qualification. An exit award at MRes level is not offered on this programme.

3.2 Duration of the Programme

1. 4 calendar years full time.

3.3 Curriculum

1. The specific taught courses to be taken by each of the Research Engineers will be decided in consultation with the industrial sponsors. The aim is to equip the research engineers with management, technical, design and problem solving skills.
   i) Admission to the programme may be at any time during the academic year which may mean that some compulsory courses will not be taken until the 2nd year, depending on start date.
   ii) Candidates are required in the first year normally to complete taught elements, a research and transferable skills programme, a group project, and to complete a written report on research work. In the second year, candidates must complete a further research report and, in the second and subsequent years candidates must complete additional taught courses. To complete the EngD, candidates must undertake substantial research work resulting in a thesis, and undergo a final oral examination. All research carried out during any period of study for the Environmental Engineering Science Doctorate may be included in the thesis provided it has not been presented for award of any other degree.

Technical Courses

2. Compulsory technical taught course:
   - Either CIVLR002 Environmental Integrated Design
   - Or CIVLG001 Integrated Design
   - Plus CIVLR002 Environmental Impact and Resource Management
   - Optional technical courses from a range across UCL.

3. Transferable skills taught courses include:
   - Compulsory course provided by the CALT:
     - Personal and professional skills in research practice (PPSRP)
   - At least one of the following courses provided by the Management Studies Centre:
     - MASTC01/GC01 Project Management
     - MASTD03/GD03 Product Innovation in Organisations
     - MASTD05/GD05 The Business Plan
     - MASTD02/GD02 New Ventures Business
First-Year Elements

4. Candidates are normally required in the first year to follow a programme of taught courses, professional and research training, group project work, and research, structured as three components:
   a) the underlying technical knowledge and skills needed for research in the field of study;
   b) the generic research, professional and transferable skills required for the translation of such skills into scientific and engineering outcomes and for the management and delivery of a research programme, and
   c) research work. In order to progress beyond the first year of the EngD programme, normally candidates must successfully complete respectively: (i) an environmental integrated design project and (ii) professional and transferable skills course (iii), a research report of not less than 10,000 and not more than 25,000 words and presentation.

Second-Year Elements

5. Candidates are normally required to complete one or two additional 10 credit taught postgraduate courses or equivalent modules, to complete a second research report of not less than 10,000 and not more than 25,000 words and presentation, “based on their industrial activity” and to undergo a preliminary oral examination on their research work.

Taught Courses and Training Elements

6. In subsequent years, candidates must normally complete further approved postgraduate courses or modules so that at least 120 credits or equivalent modules are completed during the four years of the EngD programme. They should normally, in the second and third years of the programme, also follow an appropriate scheme of continuing professional development to supplement the research, professional and transferable skills programme taken in the first year. Candidates must have achieved a satisfactory standard in the research part of the programme in order to qualify for submission of the thesis.

Thesis

7. The thesis shall be submitted in accordance Chapter 5, Part A, Section 5: Final Examination.

3.4 Assessments and Final Examinations

1. Assessments qualifying a candidate for submission of a thesis shall take place within the period of the overall programme and shall be by written examinations or coursework, as prescribed for each individual postgraduate course or module.
2. All assessments will be overseen by an examiner external to UCL. A candidate failing any assessments (whether by written paper or by coursework) will be permitted to re-enter the examinations for the course or module in question on one occasion only.
3. The award of the degree shall be dependent on the thesis, which a candidate may not submit until he/she has successfully completed all the other elements of the programme as detailed above, and dependent on the final oral examination. The thesis must meet the same requirements as those prescribed in Chapter 5, Part A, Section 5: Final Examination.
4. The final oral examination shall be conducted by at least two examiners, at least one of whom shall be external to UCL. The examination will be designed to test the thesis against the criteria above and will further examine the candidate’s conception and understanding of the integration of all elements of the programme and their related assessment.

3.5 Dates of Assessment and Final Examination

1. Modules for the taught part of the programme will be assessed by the methods and at the dates indicated for the module in question.
2. Submission of the thesis shall be by the end of the final year of the programme or within a calendar year of the date of completion of the programme of study.
4 EngD in Virtual Environments Imaging and Visualisation (VEIV)

4.1 Standard Entrance Qualifications

1. The normal minimum entrance qualification for registration for the degree of Doctor in Engineering in the field of Virtual Environments, Imaging and Visualisation is the award of a first or upper second class Honours degree or equivalent overseas qualification in a relevant discipline such as: computer science, architecture, engineering (electronic, electrical, mechanical, civil, etc.), physical sciences (physics, chemistry, astronomy, etc.), mathematics or any related discipline. Overseas candidates must also hold an appropriate qualification in English for speakers of other languages. Relevant postgraduate or industrial experience may be taken into consideration where the first degree is a lower second-class Honours degree or equivalent overseas qualification.

MRes Progression to the EngD

2. Candidates holding the MRes in Computer Vision, Image Processing, Graphics and Simulation or with equivalent qualifications/experience may, in exceptional circumstances, for example where an appropriate Masters Research project has been carried out, be admitted up to a year after commencement of the taught programme and can be exempted from part or all of the EngD taught programme with permission of the EngD programme Director.

Further guidance

1. For automatic progression from MRes to PhD/EngD, students should achieve an average mark of not less than 60% in the independent, original research components of the programme, and not less than 50% in the taught elements.
   i) This regulation relates to automatic progression from MRes to MPhil/PhD or EngD programmes.
   ii) However, in cases where a student did not meet these requirements, but who has the support of the MPhil/PhD or EngD programme organisers, a case in writing can be made to the Chair of the Research Degree Committee for the consideration of suspension of regulations on a case-by-case basis.
2. The length of the MRes programme should be extended to one calendar year and one month to allow Boards of Examiners time to determine awards prior to students registering on the associated EngD or MPhil/PhD programme.
3. MRes students who fail the taught components examined in and before June should be offered their resit opportunity before or in August of the same year.
4. MRes students who fail the dissertation should not register on the EngD programme in the following academic year but remain on the MRes and resubmit the dissertation by the end of the first term in the following academic year. The Board would then consider the award for these students in January, when they would be allowed to register on the EngD if they passed. If, as a result, they missed taught components which formed part of the EngD registration, these should be followed at the point when they are next available.

4.2 Duration of Programme of Study

1. Full-time: four calendar years or three calendar years for students holding the MRes (see Chapter 1, Section 2.3: MRes Progression to the EngD).

4.3 Curriculum

1. The programme of study for the degree of Doctor in Engineering in the field of Virtual Environments, Imaging and Visualisation includes formally taught elements which provide
academic underpinning for the research undertaken. Candidates are required in the first year normally to complete taught elements, a research and transferable skills programme, a group project, and to complete a written report on research work. In the second year, candidates must complete a further research report and, in the second and subsequent years candidates must complete additional taught courses. To complete the EngD, candidates must undertake substantial research work resulting in a thesis, and undergo a final oral examination in accordance with Chapter 5, Part A, Section 5: Final Examination. All research carried out during any period of study for the VEIV Engineering Doctorate may be included in the thesis provided it has not been presented for award of any other degree.

Further guidance

i) Students who have progressed from an MRes to the EngD are not required to take the year one formally taught elements.

First-Year Elements (four-year students)

2. Candidates are normally required in the first year to follow a programme of taught courses, professional and research training, group project work, and research, structured as three components: (i) the underlying technical knowledge and skills needed for research in the field of study, (ii) the generic research, professional and transferable skills required for the translation of such skills into scientific and engineering outcomes and for the management and delivery of a research programme, and (iii) research work. In order to progress beyond the first year of the EngD programme, candidates must successfully complete respectively: (i) seven half-unit taught postgraduate courses or equivalent modules, including compulsory core courses and modules; (ii), professional and transferable skills courses and group project work; and, (iii), a research report of not less than 10,000 and not more than 25,000 words and presentation.

Second-Year Elements

3. Candidates are normally required to complete one or two additional half-unit taught postgraduate courses or equivalent modules, to complete a second research report of not less than 10,000 and not more than 25,000 words and presentation, and to undergo a preliminary oral examination on their research work.

Taught Courses and Training Elements

4. In subsequent years, candidates must normally complete further approved postgraduate courses or modules so that at least ten such half-unit courses or equivalent modules are completed during the four-years of the EngD programme. They should normally, in the second and third years of the programme, also follow an appropriate scheme of continuing professional development to supplement the research, professional and transferable skills programme taken in the first year. Candidates must have achieved a satisfactory standard in the research part of the programme in order to qualify for submission of the thesis.

Thesis

5. The thesis shall be submitted in accordance with Chapter 5, Part A, Section 5: Final Examination.

4.4 Assessments and Final Examinations

1. Assessments qualifying a candidate for submission of a thesis shall take place within the period of the overall programme and shall be by written examinations or coursework, as prescribed for each individual postgraduate course or module.

2. All assessments will be overseen by an examiner external to UCL. A candidate failing any assessments (whether by written paper or by coursework) will be permitted to re-enter the examinations for the course or module in question on one occasion only.

3. The award of the degree shall be dependent on the thesis, which a candidate may not submit until he/she has successfully completed all the other elements of the programme as detailed above, and dependent on the final oral examination. The thesis must meet the same
requirements as those prescribed in Chapter 5: Assessment Framework for Research Programmes.

4. The final oral examination shall be conducted by at least two examiners, at least one of whom shall be external to the University. The examination will be designed to test the thesis against the criteria above and will further examine the candidate’s conception and understanding of the integration of all elements of the programme and their related assessment.

5. Candidates who are unable to fulfil the requirements of the EngD will, on the recommendation of the VEIV Board of Examiners, be awarded either a VEIV MSc or a VEIV MRes degree provided that they have satisfied the requirements of these degrees. Candidates may not hold both awards.

6. Candidates, other than those holding the MRes in Computer Vision, Image Processing, Graphics and Simulation, who fail the thesis or final oral examination for the EngD and fail on resubmission or re-examination of the final oral, may be awarded an MRes subject to the requirements for the VEIV MRes being met. Such an award would be at the recommendation of the VEIV Board of Examiners, not of the examiners of the thesis.

4.5 Dates of Assessment and Final Examination

1. Modules for the taught part of the programme (for four year students) will be assessed by the methods and at the dates indicated for the module in question.

2. Submission of the thesis shall be by the end of the final year of the programme or normally within a calendar year of the date of completion of the programme of study.
UCL Academic Manual
2018-19

Chapter 5: Research Degrees Framework

Part D: Doctor of Public Administration (DPA) Regulations
1 Admissions

1.1 Standard Qualifications for Admission

1. The normal minimum entrance qualifications for registration for the degree of Doctor of Public Administration is the award of a first or upper second class Honours degree, or equivalent overseas qualification, in an appropriate discipline.

2. Relevant postgraduate or policy experience may be acceptable where the first degree is a lower second-class Honours degree or equivalent overseas qualification.

1.2 Alternative Qualifications for Admission

1. Applicants possessing alternative qualifications may also be considered by UCL for registration.
   i) An applicant who possesses a degree or overseas qualification of equivalent standard obtained after a programme of study extending over three years or more in a university (or educational institution of university rank) in an appropriate subject and who, although they do not meet the normal entry standard defined in Section 1.1, but by evidence of their background and experience satisfy UCL as to their fitness to follow the programme. Where such an applicant cannot present evidence that they possess the necessary background and experience, they may be considered by UCL for registration, provided they meet appropriate qualifying conditions prescribed by UCL.
   ii) An applicant who possesses a qualification obtained by written examination other than those covered above, if UCL is satisfied that the candidate’s general education, scholarship, training and experience are suitable for the programme which they wish to follow and that they are at least as well qualified as the candidates who are able to satisfy the entrance requirements in one of the ways prescribed above.

2. UCL may prescribe a qualifying examination for such an applicant prior to admission.

Further guidance

1. Departments wishing to admit such an applicant, as described in 1.2 above, must obtain written authorisation from the Chair of the Research Degrees Committee via Admissions in Student and Registry Services. An applicant for registration may also be required to pass a qualifying examination. Applicants are required to meet UCL’s English Language Proficiency Requirements for Postgraduate Degrees.

2. The regulations and criteria for the Recognition of Prior Learning, including the types of prior learning that might be considered by UCL, are defined in Chapter 1: Student Recruitment and Admissions Framework.
2 Registration

2.1 Dual Registration

1. A student is not permitted to be formally registered for one programme of study at UCL at the same time as being formally registered (or re-sitting examinations) for another programme of study at UCL or any other Higher Education Institution.

Further guidance

1. Students can accept an offer of a place from UCL when they are still formally registered with another Higher Education Institution, or if they are re-sitting examinations. However, they may not formally register with UCL until they have completed their registration with another institution.

2.2 Initial Registration

1. Every student must complete enrolment as instructed within two weeks of the start of their research programme and must undertake to comply with the conditions of enrolment.

2. An applicant for registration is required to produce for inspection by UCL the original documentary evidence of their qualifications either before or at registration — i.e. the original diploma or certificate of the awarding body.

2.3 Exemption from Part of a Programme of Study

1. UCL may exempt from part of the programme of study of the DPA degree, research degree students who have commenced a programme of study for the DPA degree (or equivalent degree) of another university in the United Kingdom, provided that the programme of study followed at UCL is not less than one calendar year, or its equivalent in part-time study.

Further guidance

1. Applications for exemption should be made at the point of admission and are considered on a case-by-case basis.

2. The regulations and criteria for the Recognition of Prior Learning, including the types of prior learning that might be considered by UCL, are defined in Chapter 1: Student Recruitment and Admissions Framework.

3. Back-dated registration is not usually permitted by UCL. In exceptional circumstances however, requests for back-dating registration may be considered by the Chair of the Research Degrees Committee via researchdegrees@ucl.ac.uk subject to the following conditions:

i) The statement from the supervisor and/or the Head of Department gives strong academic reasons for the request and confirms in writing that the student has been undertaking relevant research since this date.

ii) There is evidence that the student has been fully supervised.

iii) There is a good reason provided explaining why the student was not formally registered from the requested start date.

4. If the back-dating is granted, regardless of the time period requested, the student should be aware that he or she is liable for tuition fees from the date of retrospective registration and that the date for submission of the thesis will be calculated from this date.
2.4 Course of Study

2.4.1 General

1. All research degree students are required to pursue a course of study prescribed by UCL.
2. A programme of study may require attendance at lectures and coursework as prescribed by UCL. A candidate’s registration on a UCL programme will be dependent upon their continued satisfactory progress as determined by UCL.
3. All research students are required to use the Online Research Student Log.
4. For more information about the Research Student Log and other requirements see the Code of Practice for Graduate Research Degrees.

2.4.2 Doctor of Public Administration

1. The formal taught part of the DPA is comprised of the following elements:
   i) 6 core modules (90 credits).
   ii) 2 specialisation modules (30 credits before submission).
   iii) Pilot study with 120 credits awarded upon successful completion of the MRes component (a research report of not less than 15,000 and no more than 25,000 words with oral examination).
      • Full-time candidates are expected to complete this project within 12-18 months, and in all circumstances must complete within 24 months.
      • Part-time candidates are expected to complete this project within 18-24 months, and in all circumstances must complete within 36 months.
   iv) Candidates are also expected to undertake professional and transferable skills courses and research ethics training. Training for teaching (either in the form of a Prof Cert or similar) is optional.
2. Students must have passed modules to a minimum value of 240 credits in order to qualify for submission of the thesis.

2.5 Attendance Requirements

1. A programme must be pursued continuously except by special permission of UCL. Students must be in a position to meet all the requirements determined for their studies.
2. Students, whether full-time or part-time, are expected to centre their academic studies on UCL and their policy-oriented partner organisation. Students should ensure they are able to attend UCL in person for teaching and meetings as required by their supervisors.

2.6 Length of Programme

1. The length of the DPA is normally four calendar years of full-time study or six calendar years of part-time study.
2. Unless prior exemption from a part of the programme has been agreed, a student must be registered for at least two calendar years full time, or three calendar years part time before they will be allowed to submit their thesis for examination for the DPA degree.
3. Unless prior exemption from a part of the programme has been agreed, a student must be registered for at least four calendar years full time, or six calendar years part time, before they will be eligible to adopt Completing Research Status (see Section 4).
4. Students may not interrupt their period of registration without prior permission from UCL.
Further guidance

1. Requests to submit a thesis earlier than the minimum periods of registration specified in the regulation above may be considered by the Chair of the Research Degrees Committee. Requests should be made in writing via researchdegrees@ucl.ac.uk and should include a statement of support from the supervisor and/or Head of Department. The Research Degrees Committee will monitor the outcome of such requests by scrutiny of examiners’ reports on the candidates’ theses. Students and staff should note that early submission of a thesis will not be considered as an extenuating circumstance when deciding the outcome of the examination of a thesis.

2. Students who submit early would be liable for tuition fees up to the date of the submission of the thesis but would not be liable for tuition fees thereafter.

2.7 Interruption of Study

1. Interruption of study may be granted on the authorisation of the Director of Student Administration, on behalf of the Research Degrees Committee, provided that a statement of support from the Principal Supervisor and/or Head of Department/Division is received. If approved, the period of interruption of study granted will be initially not more than one calendar year and any further period of interruption of study will be considered one year at a time. UCL may, at its discretion, grant an interruption of study to a student on grounds of illness or other adequate reasons. The need to take up or pursue employment during the programme will not normally be considered grounds for interruption of studies.

2. Interruption of study for a period in excess of two calendar years may be granted by the Chair of the Research Degrees Committee subject to the following conditions:
   i) The period requested will be considered on an annual basis and will not exceed five calendar years from the date when the period of interruption starts;
   ii) The date when the submission of the thesis falls due following resumption of study falls within ten years of the date of original registration;
   iii) Written assurances that the research will still be valid are provided by the supervisor and/or the Head of Department, with supporting documentation.

3. The Students website provide further detail on the Interruption of Study procedure.

2.8 DPA Progression Point

1. Progression from the initial stage of the DPA degree to the final stage involves fulfilling academic requirements and a progression viva. This progression may be made not less than twelve months after initial registration for the DPA degree for full-time students, and not less than eighteen months after initial registration for the DPA degree for part-time students. A student who fails to achieve progression to the final DPA stage may, if all other conditions are met, be awarded an MRes degree as exit award.

2.9 Transfer Between DPA and MPhil/PhD

1. A student may, with the permission of UCL, transfer from the DPA degree to the MPhil/PhD degree, provided they have not entered for the examination of the DPA degree; or from the MPhil/PhD degree to the DPA degree provided they have not entered for the examination of an MPhil or PhD degree.

2. Students wishing to transfer from an MPhil/PhD to a DPA degree, or vice versa, should contact researchdegrees@ucl.ac.uk.
3 Supervisory Arrangements

3.1 Supervisors: General

1. Each UCL student registered for the DPA degree shall have appointed one Principal and one Subsidiary Supervisor, who shall be members of staff of UCL or members of staff of an institution with an approved agreement with UCL. All supervisors must be approved by their Faculty Graduate Tutor before they undertake supervision of research students.

2. In the case of DPA programmes, each student will have a Policy Supervisor who will act as contact person with UCL on behalf of the policy-oriented partner organisation and who provides advice on policy relevance, but who does not formally make part of the supervisory team.

Further guidance

1. Principal and Subsidiary Supervisors shall be appointed by the appropriate departmental/divisional Postgraduate Committee, or its equivalent body.

2. Honorary members of staff may be appointed as either Principal or Subsidiary Supervisors. However, approval must be obtained from the appropriate Faculty Graduate Tutor on behalf of the Research Degrees Committee. The appointment of an honorary member of staff as a Principal or Subsidiary Supervisor will be subject to consideration of adequate research activity, including publications and grant income. Honorary members of staff appointed as Principal or Subsidiary Supervisors are also governed by eligibility requirements set out in Section 3.2 below.

3. Retired members of staff shall not normally be appointed as supervisors except by the specific agreement of the Research Degrees Committee. In instances where a member of staff serving as Principal Supervisor retires, continued supervision by the staff member is only permissible if explicitly agreed by all parties (the student, the supervisor and department), and this decision is recorded by the department. In addition, the following arrangements must also be put in place and reviewed annually by all parties to confirm they are working effectively:
   - The existing Subsidiary Supervisor shall be appointed as joint Principal Supervisor with the retired member of staff;
   - A third supervisor shall be appointed to the supervisory team as Subsidiary Supervisor.

4. Supervisors can be appointed from institutions with an approved agreement with UCL. Such supervisors must have the status of honorary members of UCL staff. In all circumstances UCL has an expectation that these supervisors will undertake their role in accordance with the Doctoral School’s Code of Practice for Graduate Research Degrees and within the framework of UCL’s regulations for Research Degrees in the UCL Academic Manual.

5. For more information on the role of the supervisor see the Code of Practice for Graduate Research Degrees.

3.2 Supervisors: Eligibility

1. The list of UCL staff categories eligible to act as Principal and/or Subsidiary Supervisors can be found on the Human Resources website.

2. UCL determines the eligibility of staff in these categories to supervise research degree students using the following criteria:

3. A Principal Supervisor for a DPA should normally:
a) have satisfactorily completed any probationary period attached to his/her appointment;
b) have expertise in the area of the proposed research;
c) have had previous experience of at least one successful DPA, MPhil/PhD or EngD supervision within a supervisory team (defined as having taken a student all the way through to a research degree award).

4. A Subsidiary Supervisor for a DPA should normally:
a) have expertise relevant to the area of proposed research;
b) be familiar with the standards required for DPA, MPhil/PhD or EngD research.

5. A probationary member of academic staff may be appointed as Principal Supervisor if supervision is undertaken within the context of an experienced supervisory team comprising at least one demonstrably active researcher with experience of at least two successful supervisions.

6. A Research Associate may be invited to act as a Subsidiary Supervisor but must, in addition to the requirements specified for Subsidiary Supervisors:
a) have a research contract lasting at least three years from the time the supervised student commences his/her programme of study;
b) be able to provide evidence of good quality publications for which they have had a substantial degree of responsibility.

Further guidance

1. Principal Supervisors who are probationary members of staff must also have participated in an appropriate UCL supervisor’s workshop.

2. Supervisors who have completed a probationary period but have not previously supervised a research student should also meet the requirements outlined above. New senior members of academic staff with experience of DPA, MPhil/PhD or EngD supervision at other institutions are expected to attend an appropriate UCL supervisor’s workshop.

3.3 Number of Students per Supervisor

1. A supervisor, whether Principal or Subsidiary, may supervise up to the equivalent of six full-time research students at any one time.

Further guidance

1. The maximum number of students [head count], whether full- or part-time, that may be supervised by an individual as either Principal or Subsidiary Supervisor will be nine, using the following formula:

<table>
<thead>
<tr>
<th>1 Part-Time student</th>
<th>0.5 for a Principal Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Full-Time student</td>
<td>0.5 for a Subsidiary Supervisor</td>
</tr>
<tr>
<td>1 Part-Time student</td>
<td>0.25 for a Subsidiary Supervisor</td>
</tr>
</tbody>
</table>

2. Where a supervisor exceeds the maximum number of students under his/her supervision, the supervisor’s department must be able to demonstrate that there are mechanisms in place to ensure adequate contact with the student and appropriate support for the supervisor, such as a large supervisory team and/or a reduction in other workloads.

3. For example, an individual may act as Principal Supervisor to four full-time students and one part-time student while acting as Subsidiary Supervisor for two part-time students. This is the equivalent of five full-time students and is within the head count of nine students. Consideration should be given to the other duties of the member of staff concerned.
Departments/divisions may wish to recommend an upper limit on the number of students supervised by a single member of staff that is lower than that set out above.

4. Part-time staff appointed as supervisors should supervise no more than six full-time research students on a pro-rata basis.

3.4 **Declaration of Personal Interest**

1. All members of staff are required to declare any personal relationships with any student they are asked to supervise, or are already supervising.

   *Further guidance*

   1. A supervisor who declares such a personal relationship prior to appointment as supervisor for the student in question shall not be permitted to undertake supervision of that student, whether as Principal or Subsidiary Supervisor.
   2. A supervisor who declares such a relationship after having been appointed as Principal Supervisor for the student in question (unless the declaration is made within six months of appointment, in which case the supervisor shall not be permitted to continue in any supervisory capacity) shall no longer continue as Principal Supervisor but may continue to advise the student in an informal capacity.
   3. The role of Principal Supervisor (including responsibility for all decisions affecting the student’s progress and assessment) shall in such instances pass to the Subsidiary Supervisor or the other supervisor nominated by the department. A supervisor who declares such a relationship after having been appointed as Subsidiary Supervisor for the student in question, subject to the permission of the Departmental Graduate Teaching Committee, may continue as Subsidiary Supervisor, but shall not be responsible for, or be involved in, any decisions affecting the student’s progress and/or assessment.

3.5 **Transfer of Supervisor to another Institution**

1. Where a Principal Supervisor transfers to another institution, students assigned to that supervisor shall be assigned to another Principal Supervisor – if they choose to remain registered at UCL – normally by the Departmental/Divisional Graduate Tutor. Should a student wish to continue to work under the supervisor who has transferred, he or she may consider applying to transfer registration to the supervisor’s new institution, providing he or she is not in the final year of the programme.
4 Completing Research Status

4.1 General

1. All research students who have completed their approved period of registration may register as CRS students while they write up their theses. Transfer to CRS status is only permitted with the approval of a student’s supervisor or other departmental authority.

2. CRS is permitted for a maximum period of one calendar year (full time) or two calendar years (part time). CRS registration cannot be interrupted; a student who is prevented from submitting a thesis for reasons beyond his or her control may apply for an extension, as detailed in 4.4 below.

3. A DPA student must be registered for at least four calendar years full time or six calendar years part time before he or she will be eligible to take up CRS status. A student who changes from full to part time during the approved period of registration must have been registered for a minimum of one year part time before being entitled to two years of part-time CRS status.

4. In addition to completing the approved period of registration, a student must meet the following conditions before being permitted to take up CRS status:
   a) Have passed modules to a minimum value of 240 credits;
   b) Be in a position to submit his or her thesis within 12 months (for full-time students) and 24 months (for part-time students);
   c) Have met any other departmental or divisional conditions.

5. Further guidance is available from the Completing Research Status webpages.

4.2 Completing Research Student Status (CRS): Entitlements

1. During the period of CRS registration, a student is entitled to have at least one draft of all or any part of his or her thesis read and commented on by his or her Principal Supervisor and/or Subsidiary Supervisor before submission.

   Further guidance

1. Once enrolled, CRS students will continue to be able to use, or will be reissued with, a UCL identity card and be entitled to the use of all the general UCL facilities and services.

2. A CRS student in laboratory-based research may be admitted to a laboratory and be given use of UCL equipment where such admission and use will materially enhance the quality of the thesis or will expedite its completion. Such admission and use shall, however, be on the condition that this does not significantly interfere with the use of the laboratory or equipment in question by other students or staff of UCL or incur additional expense. The student’s Principal Supervisor, with the approval of the Head of Department/Division, shall be responsible for making any arrangements necessary to comply with this condition. In the event that a CRS student is refused admission or use, they shall have the right of appeal to the Faculty Graduate Tutor who shall consult the student’s supervisor and Head of Department/Division.

3. The student’s department/division may, at its discretion, give any other supervisory assistance during the writing up period. CRS students will be expected to comply with all the duties and responsibilities of any other research student as set out in the Code of Practice for Graduate Research Degrees.
4.3 **Submission of Thesis**

1. A student must submit a thesis for examination before the end of his or her CRS period. A student will remain registered after the submission of his or her thesis until the award of the degree. He or she will be entitled to a UCL student identity card and will be able to use all the general UCL facilities and services while preparing for an oral examination or making minor revisions to a thesis.

4.4 **Extensions to the Completing Research Period**

1. A student who cannot submit a thesis for examination before the end of CRS due to circumstances outside his or her control may apply for an extension. The maximum period of extension is one year full time and two years part time.

   **Further guidance**

   1. Applications for extension to CRS must be made on the application form available from the Completing Research Status (CRS) webpages. Applications must be supported by a student’s department and may be made on the grounds of illness of student or close relative, maternity leave, bereavement, responsibilities as a primary carer or academic circumstances out of the control of the student. Work commitments or any duties carried out for a department are not considered grounds for extension; submission of a thesis is expected to be a priority. Applications on the grounds of the illness or termination of employment of the Principal Supervisor may be considered but departments are expected to make arrangements for alternative supervision under such circumstances.

4.5 **Submission of a Thesis after the end of CRS**

1. A student who submits late will be liable for a late submission penalty fee.
2. A student who does not submit a thesis before the end of his or her CRS registration will cease to be registered as a student at the end of this CRS period. He or she will not be entitled to access to UCL facilities and services and will not be entitled to supervisory advice. In addition, any student who wishes to submit after the end of his or her CRS registration will require permission to do so; this must be supported by a student’s supervisor or other departmental authority. If granted, the student will be permitted to submit but will not be re-registered unless his or her department require this.

   **Further guidance**

   1. All students who submit after the end of their CRS registration will pay a penalty fee equivalent to the part-time home fee current at the time (see Submission Extension Fees for Research Students). This fee will come into effect the day after the end of their CRS registration and will increment after three months, six months and nine months. For late submission at any time over nine months after the end of CRS, the fee will be equivalent to 12 months home part-time fees current in the year of submission.

4.6 **Resubmission of a Thesis**

1. A student whose thesis is referred by his or her examiners for substantial revision within 18 months will remain registered as a submitted student on the basis of 4.3 above, provided the original submission was not after the expiry of a period of CRS status. He or she will
have access to UCL facilities and will be entitled to have at least one draft of his or her thesis read and commented on by his or her Principal Supervisor and/or Subsidiary Supervisor before re-submission. If a student's revisions require more supervision or further access to UCL laboratories or other facilities, he or she may be required to re-register as a fee-paying student for the period of this supervision or access.

2. A student who is required to re-submit must re-enter for the examination by completing the Examination Entry Form available from the Research Degree Examination Entry webpages and will be required to pay a re-submission fee.
Assessment

5.1 Assessment of Taught Elements

1. Assessments qualifying a candidate for submission of a thesis shall take place within the period of the overall programme and shall be by written examinations or coursework, as prescribed for each individual course or module.
2. All such assessments will be overseen by an examiner external to UCL.
3. A candidate failing any assessments (whether by written examinations or coursework) will be permitted to re-enter the examinations for the course or module in question on one occasion only.
4. The award of the degree shall be dependent on the thesis, which a candidate may not submit until he/she has successfully completed all the other elements of the programme, and on the final oral examination.
5. Modules for the taught part of the programme will be assessed by the methods and at the dates indicated for the module in question.

5.2 Requirements of a Thesis

5.2.1 Theses: General

1. The greater proportion of the work submitted in a thesis must have been undertaken after the registration of the student for the DPA degree.
2. The work in the thesis submitted by a student must be their own work and the submission of a thesis for examination will be regarded as a declaration of that fact.
3. A student will not be permitted to submit a thesis that has been submitted for examination for a degree, or comparable award, of this or any other university or institution. However, students may incorporate into a thesis previously examined fieldwork which they have already submitted for a degree or comparable award of this, or any other university or institution. In such a case this must be indicated on the Examination Entry Form and the incorporated fieldwork must be clearly identified as such in the thesis submitted for examination.
4. Students may submit the results of work done in conjunction with their supervisor and/or with fellow research workers provided that their own contribution in the investigation is clearly stated and a statement of confirmation is certified by the supervisor.
5. The decision of a student to submit a thesis should be made in consultation with the student's supervisor(s). The decision to submit a thesis in any particular form rests with the student alone.

Further guidance

1. An allowance may be made in the case of a student who has transferred from another institution (see Section 2.3 Exemption from Part of a Programme of Study).
2. Students should also include in each copy of their thesis a signed declaration that the work presented is their own. This may be inserted between the title page and the contents page of the thesis in the following terms:
‘I, [Student’s full name], confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.’

5.2.2 Requirements of a DPA Thesis

1. A thesis for the award of a DPA degree shall be examined in accordance with the criteria prescribed by UCL and the thesis shall demonstrate that it:
   a) is genuinely the work of the candidate;
   b) shows a student’s capacity to pursue original research in the field of study based on a good understanding of the research techniques and concepts appropriate to the discipline;
   c) embodies the results of a research programme which may reasonably be expected of a student after four years of full-time study or six years of part-time study, formulated and carried out by the student in consultation with the supervisors;
   d) consists of a student’s own account of their investigations, the greater proportion of which shall have been undertaken during the period of registration under supervision for the degree;
   e) represents a distinct and significant contribution to the subject, whether through the discovery of new knowledge, the connection of previously unrelated facts, the development of new theory, or the revision of older views;
   f) shows the exercise of critical judgement with regard to both a student’s own work and that of other scholars in the field;
   g) is an integrated whole and presents a coherent argument;
   h) gives a critical assessment of the relevant literature, describes the method of research and its findings, includes discussion on those findings and indicates in what respects they appear to the student to advance the study of the subject; and, in so doing, demonstrates a deep and synoptic understanding of the field of study, (a student being able to place the thesis in a wider context), objectivity and the capacity for judgement in complex situations and autonomous work in that field.
   i) is satisfactory in its literary and/or technical presentation and structure with a full bibliography and references;
   j) takes due account of previously published work on the subject;
   k) makes clear the sources from which information has been derived, the extent to which the work of others has been used, and the areas which are claimed as original;
   l) contains an element which might, after any necessary revision, merit publication in a medium appropriate to the discipline (for example as a monograph or as a number of articles in learned journals);
   m) shows a student’s ability to design and implement an independent research project.

2. A series of papers, whether published or otherwise, is not acceptable for submission as a thesis. Research work already published, or submitted for publication, at the time of submission of a thesis, either by a student alone or jointly with others, may be included in the thesis. The published papers themselves may not be included in the body of a thesis but may be adapted to form an integral part of a thesis and thereby make a relevant contribution to the main theme of a thesis. Publications derived from the work in a thesis may be bound as supplementary material at the back of a thesis.

5.2.3 Language of a Thesis

1. All theses must be written in English.
2. In all cases, the oral examination of a thesis would normally be conducted in English.
5.2.4 Word Length of a Thesis

1. The required word length for a DPA thesis is 60,000 – 100,000 words, comprising an overarching analysis component of 40,000 - 60,000 words and a portfolio of policy problems tackled in a policy placement of 20,000 - 40,000 words.
2. The maximum word length includes footnotes, tables and figures but excludes bibliography, appendices and supporting data.

*Further guidance*

1. Where the above prescribes the maximum allowable length for DPA theses, this is not necessarily the preferred length. In many instances supervisors may wish to recommend a shorter length. Students should consult their supervisors on the usual length of theses in their subject area or topic.
2. The signature of the student and the Principal Supervisor on the Examination Entry Form to the DPA examinations (see the [Research Degree Examination Entry webpages](#)) shall be taken as confirmation that the thesis submitted is within the required word limit.
3. 'Supporting data’ refers largely to raw data which is not essential to the argument of the thesis. Appendices are not in the word count and should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish. Examiners are not required to read beyond the maximum word limits. Where the thesis itself is an edition of a text or texts, normally in the field of literature, the above word limits may not apply.

5.2.5 Format of a Thesis

1. The thesis should be submitted in the format determined by UCL at the time of submission. Further information and guidance is available on the [Thesis Formatting webpages](#) and on the [Research Degree Examination Entry webpages](#).

5.2.6 Approval of a Thesis Title

1. A student must have the title of his/her thesis approved by his/her Principal Supervisor.
2. The approved title is submitted to UCL on the Examination Entry Form submitted to [researchdegrees@ucl.ac.uk](mailto:researchdegrees@ucl.ac.uk).

5.2.7 Availability of a Thesis

1. After the examination has been completed and before the degree is awarded, successful students are required to submit one soft-bound copy to UCL, via [researchdegrees@ucl.ac.uk](mailto:researchdegrees@ucl.ac.uk), for lodging in the UCL library.
2. The electronic copy of a candidate’s thesis and Deposit Agreement Form should be deposited directly via UCL’s [Research Publications Service](#) (RPS).

*Further guidance*

1. Further information about the terms of this declaration on retention is available on the [Research Degree Examination Entry webpages](#).
2. A student may apply to UCL at the time of registration or thereafter, for restriction of access for a period of not more than three calendar years to their thesis and/or the abstract of their thesis on the grounds of commercial exploitation or patenting. In very exceptional circumstances, if the thesis includes material that is significant for national security, subject to approval of UCL, copies of the thesis placed in the public domain, with the agreement of
the graduate concerned, may have certain parts excised from them. Applications to restrict access to a thesis should be made via the Library.

5.3 Examination Entry

5.3.1 Examination Entry Form

1. Before the thesis is submitted for examination, an Examination Entry Form must be submitted to UCL.
   i) The Examination Entry Form may not be submitted earlier than six months before the completion of the prescribed programme and must be submitted not later than four months before the submission of the thesis. For the entry form and more information, see the Research Degree Examination Entry webpages.
   ii) A student is required to submit to his/her supervisor a short description of the content of the thesis in about 300 words, the short description must be submitted to the Registry with the Examiner Nomination Forms, to assist in the appointment of suitable examiners (see the Chapter 5 webpage for more details).
   iii) If a student has not submitted a thesis for examination within 18 months (or such shorter period as shall be stipulated by UCL) from the submission of the Examination Entry Form the examination entry will be cancelled unless a special case is made for late submission in writing to UCL via researchdegrees@ucl.ac.uk.

5.3.2 Thesis Submission

1. Prior to examination, candidates are required to submit two soft-bound copies of their thesis to UCL for dispatch to their examiners.
2. After the examination and before the award is made, candidates entering for a UCL award are required to submit one soft-bound thesis and to deposit one e-thesis in the UCL Institutional Repository.

Further guidance

1. A student may be required to provide additional copies of his/her thesis if additional examiners are appointed at any stage in the examination process.
2. A candidate for the DPA degree is required to bring to the oral examination a copy of his/her thesis which is identical to the copies submitted to researchdegrees@ucl.ac.uk. Further information and forms are available on the Research Degree Examination Entry webpages and on the Thesis Formatting webpages.

5.3.3 Dispatch of Theses to Examiners

1. A thesis will be sent, via researchdegrees@ucl.ac.uk, to both examiners at least four weeks in advance of an oral examination.
2. Direct submission of theses to examiners by students, supervisors or departments/divisions is not permitted.

Further guidance

1. All theses will be submitted to UCL via researchdegrees@ucl.ac.uk. Theses will be sent to both examiners by UCL Student Records. Supervisors and students should note that theses will only be sent to examiners who have been formally appointed by UCL and only after the Examination Entry Form has been submitted in accordance with the Examination Entry Guidelines on the Research Degree Examination Entry webpages.
2. Supervisors and students for examination should ensure that all examination entry requirements have been met in good time before a planned oral examination takes place.

3. Oral Examinations cannot proceed if the requirements for the examination entry, including the formal appointment of examiners, have not taken place in accordance with UCL regulations. The outcome of any examination conducted in such an instance would be void.

5.4 Appointment of Examiners

5.4.1 The Appointment of Examiners for Research Degrees

1. Two examiners will be appointed for each candidate in accordance with the UCL Procedures for the Appointment of Examiners (see the Chapter 5 webpage for more details). One of the examiners shall be external to UCL; the other shall normally be a member of the academic staff of UCL.

Further guidance

1. For each student, two examiners shall be appointed by the UCL Research Degrees Committee on the recommendation of the appropriate Departmental and Faculty Postgraduate Committees or equivalent bodies. Two external examiners may be appointed in lieu of an internal examiner if, on grounds of academic expertise or other reasons, a suitable individual within UCL cannot be nominated.

2. An examiner shall not have acted as either Principal or Subsidiary Supervisor of the thesis to be examined, nor have been involved in any way with the candidate or project to be examined, including the DPA progression point.

3. In the case of a student who is a member of the academic staff of UCL, no examiner may be appointed who is internal to UCL. In this case, all examiners must be external to UCL.

4. It is desirable that no examiner, either internal or external, should be appointed on more than three consecutive occasions for the same supervisor. Generally, supervisors and departments are asked to avoid repeatedly nominating the same person as an examiner, or nominating each other to act for the other's student, within a short time frame.
   a) External Examiners:
      Normally, an individual external examiner should not be appointed more than once during a given year by members of the same UCL department.
   b) Internal Examiners:
      Normally, an individual internal examiner should not be appointed more than five times during a given three year period by members of the same UCL department.

5. Further guidelines on the appointment of examiners and nomination forms are available on the Chapter 5 webpage.

5.4.2 The Appointment of Additional Examiners

1. Exceptionally a third examiner, who must be external to UCL, may be appointed with the approval of UCL.
   i) Exceptionally a third examiner may be appointed with the approval of the UCL Research Degrees Committee. A third examiner will be appointed in cases where, between them, the two examiners do not feel they have a sufficient level of expertise to examine the thesis.
   ii) A third examiner may also be appointed where there is a dispute between two examiners about the result of an examination which they cannot resolve between themselves.
   iii) In accordance with UCL regulations, the third examiner must be external to UCL.
iv) The third examiner will, however, be nominated and appointed through usual UCL procedures and using the Examiner Nomination Form on the Chapter 5 webpage.

5.5 Conduct of the Research Degree Examination

1. The examiners shall prepare independent preliminary reports on the thesis, conduct an oral examination and submit a final, joint report to UCL.
2. The candidate’s supervisor shall be invited, unless the candidate indicates otherwise on his/her entry form, to attend the oral examination as an observer. The oral examination will otherwise be conducted in private.
3. The oral examination should be held at UCL.

Further guidance

1. The examiners shall prepare independent preliminary reports on the thesis to assist in conducting the oral examination. Copies of the preliminary reports for DPA students should be submitted to researchdegrees@ucl.ac.uk together with the final, joint report. The preliminary and joint reports will be released to students.
2. Examiner report forms and procedural information are available from the Chapter 5 webpage.
3. Each final, joint report by the examiners shall indicate whether the thesis meets the requirements specified in Section 5.1 as appropriate and shall include a statement on the examiners’ judgement of the student's performance. Examiners have the right to make comments in confidence to UCL in a separate report. Such comments should not be concerned with the performance of the student but may cover matters which they wish to draw to the attention of UCL.
4. All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of material contained in a student's thesis until such time as any restrictions on access to the thesis, which have been granted by UCL, have been removed.
5. The supervisor who attends the oral examination does not have the right to participate in the examination of the candidate but may contribute if invited to do so by the examiners. Otherwise the oral examination shall be held in private.
6. UCL may exceptionally agree that the examination be conducted outside London if there are circumstances which make this expedient. Applications to hold an oral examination outside of London should be made in writing to the Chair of the Research Degrees Committee via researchdegrees@ucl.ac.uk.
7. For further guidance on the conduct of an oral examination, students and staff should also refer to the UCL Doctoral School’s Code of Practice for Graduate Research Degrees.

5.6 Outcomes of the Oral Examination

1. Students for a DPA degree must submit a thesis and be examined orally. The following options are open to examiners in determining the result of an examination for the DPA degree:
   a) If the thesis fulfils the criteria (set out in 5.1) and the student satisfies the examiners in all other parts of the examination, the examiners will report that the student has satisfied them in the examination and the student has passed the research component of the award.
   b) If the thesis otherwise satisfies the criteria (set out in 5.1) but requires minor amendments, and if the student satisfies the examiners in all other parts of the examination, the examiners may require the student to make, within three months,
amendments specified by them. The amended thesis shall be submitted to the examiners, or one of their numbers nominated by them, for confirmation that the amendments are satisfactory.

c) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the student be permitted to re-present their thesis in a revised form within 18 months. The examiners may at their discretion exempt from a further oral examination, on re-presentation of their thesis, a student who under this regulation has been permitted to re-present it in a revised form. Examiners may refer a thesis for the DPA degree for 18 months for re-submission in a revised form, on one occasion only.

e) If the thesis fulfils the criteria (set out in 5.1), but the student fails to satisfy the examiners at the oral examination, the examiners may determine that the student be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 18 months.

f) If, after completion of the examination for the DPA degree, the examiners determine that a student has not reached the standard required for the award of the degree nor for the re-presentation of the thesis in a revised form for that degree, DPA candidates may be awarded an MRes degree, based on the completed MRes component, at the discretion of the DPA Board of Examiners.

g) The examiners may determine that the student has not satisfied them in the examination and no award will be made.

h) The examiners shall not, save in very exceptional circumstances, make any of the above decisions without submitting the student to an oral examination on at least one occasion.

2. In the case of a thesis for the DPA that is referred for 18 months, if the examiners determine that a student has not reached the standard required for the award of the degree, DPA candidates may be awarded an MRes degree, based on the completed MRes component, at the discretion of the DPA Board of Examiners.

Further guidance

1. Staff and students should also refer to the Doctoral School’s Code of Practice for Graduate Research Degrees for further guidance on the examination of research degree students.

5.7 Research Misconduct

1. All cases of suspected research misconduct, including plagiarism, shall be investigated in accordance with the regulations set out in the Chapter 5, Part A, Section 5.6: Research Misconduct and with the UCL Procedures for Investigating and Resolving Allegations of Misconduct in Academic Research.
5.8 Student Complaints Procedure

1. There is no right of appeal against an academic decision. There is a Student Complaints Procedure in place. Students can lodge a case under this procedure in the circumstances specified. Students and staff should consult Chapter 6, Section 10: Student Complaints Procedure.

5.9 Graduation Ceremonies

1. UCL will organise Graduation Ceremonies and publish an annual deadline for ticket applications (see the UCL Graduation Ceremonies website).
2. The wearing of academic robes is mandatory at UCL's Graduation Ceremonies. It is the responsibility of students to obtain the appropriate robes from UCL’s suppliers. For further information see the Graduation: Academic Robes web pages.
Part E: IOE Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology) (DEdPsy PECAP) Regulations

Covering DEdPsy students at the UCL Institute of Education.
IOE students are also subject to the *UCL Code of Practice for Research Degrees* and to the *UCL Research Governance and Ethics Policies and Procedures*.

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1 Regulations for Students Entering after September 2015

1. Introduction

1.1 These regulations govern the conduct and award of the degree of Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology) (DEdPsy PECAP), the Master of Science (MSc) in Theoretical Educational Psychology and the Postgraduate Diploma in Educational Psychology.

1.2 The regulations are made subject to the *UCL Academic Manual*, and all other relevant regulations, policies and procedures as well as any statutory requirements administered by the British Psychological Society and the Department for Business Innovation and Skills.

2. Definitions

2.1 In these regulations, terms have the meanings assigned to them in the *UCL Academic Manual* unless otherwise stated in the text.

2.2 Any reference in these regulations to any named officer of UCL shall be deemed to include a reference to any person designated by that officer for the purpose.

3. Admission

3.1 Candidates for admission must satisfy the requirements laid down in the *UCL Academic Manual*, Chapter 5, Part B, Section 1: Professional Doctorate Admissions.

3.2 The normal minimum entrance qualification for registration for the degree of DEdPsy in Professional Educational, Child and Adolescent Psychology is:

3.2.1 a second class honours degree of a United Kingdom university or an educational institution of university rank, or an overseas qualification of obtained after a course of study extending over not less than three years which confers eligibility for Graduate Basis for Registration with the British Psychological Society; plus

3.2.2 evidence of at least one year’s satisfactory experience of work with children within an educational, childcare or community setting; and

3.2.3 evidence of an acceptable Enhanced Disclosure from Disclosure and Barring Service obtained immediately prior to the start of the programme.

3.3 Candidates for admission may in addition be required to pass an approved English language test (details can be found on the UCL website at: http://www.ucl.ac.uk/prospective-students/graduate/life/international) and other tests prescribed by UCL as a condition of registration.

3.4 Candidates for registration may be required to pass a qualifying examination and/or may be required to obtain additional qualifications for admission as determined by the Institute.

3.5 At the discretion of the Programme Leader, a candidate who fails to pass a qualifying examination prescribed for him/her will not be permitted to re-enter for the qualifying examination; if re-entry to the qualifying examination is permitted, a candidate will be limited to one re-entry.
3.6 A qualifying examination may not serve in lieu of a satisfactory result in an approved English language test in cases where specified evidence of English language proficiency at a level deemed appropriate by UCL is required.

3.7 Every candidate must make application to UCL in accordance with the UCL Academic Manual, Chapter 5, Part B, Section 1: Professional Doctorate Admissions and any other procedures prescribed by UCL.

4. Registration

4.1 Students registered for a course of study at UCL shall not normally be permitted to register concurrently for another course at UCL or at any other higher education institution.

4.2 A student must register for a course of study in accordance with the procedures issued annually by the Registrar and the UCL Academic Manual, Chapter 5, Part B, Section 2: Professional Doctorate Registration.

4.3 A student who withdraws before completing the programme of study may be required to re-start the whole programme or to repeat elements of the programme should the student subsequently be permitted by UCL to re-register for it.

5. Attendance and Course of Study

5.1 The course of study for the DEdPsy (PECAP) shall consist of formally taught and practical elements which provide academic and professional underpinning for the research undertaken. The course shall comprise:

5.1.1 taught elements, the content of which will be determined by the Institute in relation to the requirements of the British Psychological Society and Health and Care Professions Council and shall vary from time to time, but shall always include a theoretical and practical training in educational psychology and courses on research strategies and methodologies;

5.1.2 supervised professional experience;

5.1.3 a professional development portfolio of not more than 25,000 words reflecting the student’s placement activity and how this has enhanced the student’s professional development;

5.1.4 a thesis of not less than 30,000, and normally no more than 35,000, words, the subject and method of enquiry of which are to be approved by the supervisor and the appropriate Institute authority.

5.2 The overall research submission (5.1.3 and 5.1.4) shall illustrate the candidate’s ability to apply scientific psychological principles at various levels of application of knowledge of educational psychology.

5.4 Assessment criteria specific to each element of the programme are set out in the examination guidance issued annually.

5.5 A candidate must pursue an approved course of study extending over not less than three years of full-time study. For a student granted credit under regulation 6.1, the period of registration spent at the other institution shall be used to calculate the number of years undertaken by the student.
5.6 The duration of the course of study shall not normally exceed four years of full-time study.

5.7 A student accepted under regulation 6.1 may be exempted by UCL from part of a course of study for the degree provided that the course of study followed at UCL is not less than two calendar years of full-time registration.

5.8 Students shall normally be required to pursue their course of study continuously, except where permission is granted for an interruption by the Faculty Tutor.

5.9 IOE shall appoint a supervisor and an advisory panel for each of its students registered for the degree in accordance with the IOE Code of Practice for Research Degrees.

5.10 A student’s progress shall be formally reviewed on an annual basis in accordance with the IOE Code of Practice for Research Degrees.

5.11 All research conducted must conform to the UCL Research Governance and Ethics Policies and Procedures.

5.12 All work submitted as part of the requirements for any examination of UCL must be expressed in the candidate’s own words and incorporate his/her own ideas and judgments.

5.13 The UCL Research Misconduct Regulations (see UCL Academic Manual, Chapter 5, Part B, Section 6.7) will be used to deal with any allegation that any part of a candidate’s work has been plagiarised or that there has been any infringement of the declaration in regulation 9.2 below.

5.14 A student who fails to undertake the prescribed course of study or coursework or to make satisfactory progress in regard to his or her research may be required to withdraw from the programme in accordance with the UCL Academic Manual, Chapter 6, Section 8: Learning Agreements, Barring, Suspensions & Terminations Of Study.

6. Credit Exemption

6.1 Candidates may, at the discretion of UCL, be given exemption from up to two taught courses for work successfully completed (ie taught and examined) from a comparable professional DEdPsy(PECAP) degree programme offered at another approved higher education institution. UCL shall be responsible for ensuring exemption is given only in respect of courses deemed to be of an appropriate level and which form a coherent whole with the candidate’s programme at UCL.

7. Examinations

7.1 Candidates for entry to assessment for the DEdPsy(PECAP) degree must satisfy the requirements as laid down in these and the programme handbook.

7.2 All assessments will be undertaken by appointed internal examiners and overseen by examiners external to the UCL. The taught and professional elements of the programme shall be examined by the DEdPsy(PECAP) Board of Examiners, which shall include an external examiner who is an appropriately qualified Educational Psychologist and registered as such with the Health and Care Professions Council (HCPC), unless alternative arrangements are agreed with the HCPC. The examination of the thesis shall be by oral examination conducted by at least two examiners, one of whom shall be external to UCL and one of whom must be appropriately qualified as an Educational Psychologist and registered as such with the HCPC: this examination will be designed to test the thesis against the criteria stated at 8.1 below.
7.3 The timing of the assessment of the taught element of the course, the professional development portfolio, and the thesis shall be in accordance with a schedule to be published by the Faculty Tutor.

7.4 A candidate who fails any assessment in the first or second year will be required to re-take and pass the assessment in August or September of the same year as a condition of continuation on the degree programme.

7.5 Professional competence shall be monitored throughout the placements, with a formal review being held each term, and shall be formally assessed in the third term of each year by the DEdPsy(PECAP) Board of Examiners who shall further examine the candidate’s conceptual understanding of the integration of all elements of his/her studies.

7.6 If a candidate fails to satisfy the requirements of a professional placement, an oral examination shall be conducted by at least two examiners, one of whom will be external to UCL. The examination shall cover professional work undertaken in the placement and shall be designed to test the candidate’s ability to integrate theory, research and practice at a level appropriate to their year of training. The possible outcomes of the oral examination are:

7.6.1 Placement passed;

7.6.2 Placement passed conditional on demonstration of specific competencies in an additional placement;

7.6.3 Placement failed: candidate permitted to demonstrate the required competencies in an additional placement. More than two placement failures over the course of the programme will result in failure and the candidate may not continue on the degree (see 8.5 below);

7.6.4 Placement failed and candidate not permitted to continue on the degree (see 8.9 below).

7.7 In exceptional circumstances students may be granted permission to extend the deadline for assessment or to defer their assessment. Such requests must normally be made in accordance with the taught regulations in the UCL Academic Manual, Chapter 4, Section 6: Extenuating Circumstances.

7.8 Students who wish to withdraw their entry for formal assessment in relation to any element of their programme of study must inform the Programme Leader. Such notification shall be provided in writing at least ten days before either the date of the written paper(s) or the last date for submission of coursework assignments, reports or dissertations.

7.9 Students who do not have permission for an extension, deferment or notice of withdrawal and who do not submit to assessment at the proper time will normally be recorded as absent from it and this will count as an attempt.

7.10 A candidate who is prevented by illness or by the serious illness or death of a near relative or by any other cause judged sufficient by the Faculty Tutor from completing an assessment or part of an assessment at the normal time may normally enter for formal assessment in relation to those elements on the next occasion when the assessment is held. At the discretion of the DEdPsy(PECAP) Board of Examiners, such a candidate may instead undertake a special assessment in those elements missed and/or be permitted to submit any prescribed assignment at a date specified by the Board. The special assessment shall be undertaken in the same mode of assessment as the assessment that was missed.
7.11 A candidate who does not at his or her first entry satisfy the examiners in the formal assessment or part of the formal assessment for which he or she has entered may be re-assessed in that element of his or her programme of study on one further occasion only. Deadlines for the resubmission of work for formal assessment or of re-examination shall be specified by the Programme Leader.

7.11 A student who on two occasions fails or is absent from the assessment associated with a course required for the award for which he or she is registered may not continue with the programme of study.

7.12 A student wishing to request a reconsideration of a decision published by the DEdPsy(PECAP) Board of Examiners should do so under the UCL Student Complaints Procedure available in the UCL Academic Manual, Chapter 6, Section 13.

8. Award

8.1 In order to qualify for admission to the degree of Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology), a candidate must satisfy the examiners:

8.1.1 that he/she has attained a satisfactory standard in the taught elements of the degree by successfully completing the coursework assignments that assess developing knowledge, skills and competencies in the first two years of the programme;

8.1.2 that the professional development portfolio has shown how the DEdPsy(PECAP) studies have supported the candidate’s professional development and extended his/her understanding of his/her professional role.

8.1.3 that the candidate has demonstrated a satisfactory level of professional competence in the practical elements of the degree and the formal assessment related to such activity undertaken each year.

8.1.4 that the thesis makes a distinct and significant contribution to the knowledge of the field of study and affords evidence of originality and capacity for autonomous research (see paragraph 9); and

8.1.5 that he/she possesses a conceptual understanding of the integration of all elements of his/her studies.

8.2 Candidates must normally submit their thesis for examination within four calendar years of the date of the initial registration for the degree. The appropriate authorities of UCL may grant permission for a longer period of study in accordance with agreed procedures.

8.3 The successful completion of the Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology) provides eligibility to register with the Health and Care Professions Council as a Practitioner Psychologist with the protected title Educational Psychologist and BPS accredited entry training to the Profession of Educational Psychology with eligibility for Chartered status.

8.4 Candidates unable to complete the DEdPsy(PECAP) degree programme may apply for the award of either:

8.4.1 a Postgraduate Diploma in Educational Psychology (see 8.6 and 8.7). This qualification does not permit entry to the Profession of Educational Psychology.
8.4.2 or the Master of Science (MSc) in Theoretical Educational Psychology (see 8.8). This qualification does not permit entry to the Profession of Educational Psychology.

8.5 The award of the Postgraduate Diploma in Educational Psychology shall be made to candidates who have satisfactorily completed the course of study and formal assessments associated with the academic taught components of the degree programme and specified academic elements of the professional development portfolio as published in the programme handbook. Candidates awarded the Postgraduate Diploma in Educational Psychology shall not subsequently be permitted to present themselves for assessment for the DEdPsy(PECAP).

8.6 A student who fails to satisfy the examiners in the professional development portfolio on two occasions shall not be permitted to continue with his or her programme of study, but may be considered for the award of the Postgraduate Diploma if he or she has attained a satisfactory overall standard in formal assessments associated with the academic taught element of the degree and in specified academic elements of the professional development portfolio as published in the programme handbook.

8.7 The award of the Master of Science (MSc) in Theoretical Educational Psychology shall be made to candidates who have satisfactorily completed the course of study and formal assessments associated with the academic taught components of the degree programme and have successfully completed the Year 1 and Year 2 Research Reports.

8.8 A student who fails to satisfy the examiners in the DEdPsy(PECAP) thesis may be considered for the award of the MSc degree if he or she has attained a satisfactory overall standard in formal assessments associated with the taught element and has successfully completed the Year 1 and Year 2 Research Reports.

8.9 Candidates awarded the MSc shall not subsequently be permitted to present themselves for assessment for the DEdPsy(PECAP) degree.

8.10 Detailed provisions for the award of the Postgraduate Diploma and MSc degree are appended to these Regulations.

9. Requirements of the thesis

9.1 The thesis shall:

9.1.1 consist of the candidate’s own account of his/her investigations and indicate in what respects they appear to him/her to advance the study of the subject;

9.1.2 form a distinct contribution to the knowledge of the field of study and afford evidence of originality and a capacity for autonomous research;

9.1.3 demonstrate the candidate’s capability to pursue original research in the field of study based on a good understanding of the research techniques and concepts appropriate to the discipline;

9.1.4 demonstrate the candidate’s understanding of his/her own professional role and the contribution of the thesis to his/her professional development;

9.1.5 demonstrate the ability to apply psychological principles to professional practice;
9.1.6 give a critical assessment of the relevant literature, describe the method of research and its findings including a discussion on those findings, and indicate in what respects they appear to the candidate to advance the study of the subject;

9.1.7 embody the results of a practice-based research programme which may reasonably be expected of a student, taking into account the required length of the thesis and minimum period of registration for the programme;

9.1.8 be written in English and be satisfactory in its literary and/or technical presentation and structure with a full bibliography and references;

9.1.9 take due account of previously published work on the subject;

9.1.10 make clear the sources from which information has been derived, the extent to which the work of others has been used, and the areas which are claimed as original;

9.1.11 be not fewer than 30,000 words and normally no more than 35,000 words (exclusive of appendices, the list of references and bibliographies but including footnotes, endnotes, glossary, maps, diagrams and tables). Appendices should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish;

9.1.12 be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals).

9.2 A candidate must include in each copy of his/her thesis a signed declaration that the work presented in the thesis is his/her own work.

9.3 A candidate is required to include a declaration of accurate word length in his/her thesis.

9.4 The greater proportion of the work submitted in a thesis must have been carried out after the registration of the student for the DEdPsy(PECAP) degree.

9.5 A candidate will not be permitted to submit as his/her thesis which has been submitted for a degree or comparable award of this or any other university or institution, but a candidate shall not be precluded from incorporating in a thesis covering a wider field work which he/she has already submitted for a degree or comparable award of this or any other university or institution provided that he/she shall indicate on his/her entry form and also on his/her thesis any work which has been so incorporated.

9.6 A candidate may submit the results of work done in conjunction with his/her supervisor, and/or with fellow research workers provided that the candidate states clearly his/her own personal contribution to the investigation and that the statement is certified by the co-researcher(s) or supervisor.

9.7 Work already published including that published in joint names may be included only if it forms an integral part of the thesis and thereby makes a relevant contribution to the main theme of the thesis. A series of publications alone is not acceptable as a thesis.

9.8 Work undertaken during registration for the DEdPsy(PECAP) degree as part of other elements of the degree may be included in the thesis provided the candidate indicates on the entry form and also on the thesis any work which has been so incorporated.

9.9 Publications in joint names must be certified in accordance with paragraph 9.6 above.
9.10 The title of the candidate’s thesis must be approved by the candidate’s supervisor.

9.11 After the examination has been completed and before the degree is awarded, successful candidates are required to submit to the appropriate office, for lodging in the IOE library, the required number of copies of the thesis in the format specified in the instructions issued by the Programme Leader, if the copies of the theses submitted for examination did not conform with this specification (see also 14.1).

10. Entry to Examination for the Thesis

10.1 A candidate shall be examined in accordance with the regulations in force at the time of his/her entry or re-entry. Application must be made in the form prescribed in the IOE Guidelines for the Conduct of Oral Examinations.

10.2 The decision to submit a thesis in any particular form rests with the candidate alone.

10.3 A student may submit a thesis for examination only after the minimum registration period as specified in 5.5 has passed.

10.4 The student’s supervisor shall report that he/she has completed the course in accordance with the regulations before a candidate is admitted to the examination for the degree.

10.5 The student must submit the entry form at least four months before the submission of the thesis and this will initiate the procedure for the appointment of examiners.

10.6 To assist in the appointment of suitable examiners, the student is required to submit with his/her entry form a short description of the content of the thesis in about 300 words to assist in the appointment of suitable examiners.

10.7 If the candidate has not submitted his/her thesis for examination within 12 months from the submission of the entry form for the examination, the entry will be cancelled unless for special reasons the candidate’s supervisor requests otherwise.

10.8 Prior to the oral examination, the candidate will be required to submit an electronic copy and two paper copies of his/her thesis printed and bound in accordance with instructions obtainable from the Programme Leader. A candidate may be required to provide a third copy of his/her thesis if a third examiner is appointed at any stage in the examination process.

10.9 A student must normally submit his or her thesis for examination within one year of completion of his or her course of study. A student wishing to submit the thesis at a later date may do so only with the approval of the Faculty Tutor.

10.10 A candidate is required to bring to the oral examination a printed copy of his/her thesis paginated in the same way as the copies submitted to the examiners, and a copy of the statement to which reference is made in regulation 9.6 above.

11. Availability of DEdPsy(PECAP) thesis

11.1. It is a requirement for the award of the DEdPsy(PECAP) degree that one hard bound copy of a successful thesis is placed in the IOE library and one electronic copy to be made available for public reference.
11.2. At the time of entry to the examination candidates for the DEdPsy(PECAP) degree will be required to sign a declaration confirming that the work presented is their own as specified in regulation 9.2, is fit for examination and that a copy may be made available for public reference.

11.3 A candidate may apply to the Research Degrees Examination Board for restriction of access to his or her thesis and/or the abstract for a period of up to two years on the grounds, for example, of commercial exploitation or patenting or in very exceptional circumstances. In all other circumstances, a thesis will be placed in the public domain following the award of the degree.

12. Appointment of Examiners and Conduct of Examination for Thesis

12.1 All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of previously unpublished material contained in a candidate’s thesis until such time as any restrictions on access to the thesis, which have been granted by UCL are removed.

12.2 The outcome of the examination is determined by two or more examiners acting jointly.

12.3 The Research Degrees Examination Board shall appoint the examiners, having paid particular attention to their independence, expertise and relevant experience and taking into account the requirements specified in paragraph 7.2. Two, or exceptionally three, examiners will be appointed for each candidate. The examiners are required to be expert in the field of the thesis and to be able to make an independent assessment of the student and the thesis. There shall be an internal examiner appointed from IOE and an external examiner appointed from outside IOE. With the permission of the Research Degrees Examination Board both examiners may be appointed from outside IOE. Only one examiner may be appointed from within IOE.

12.4 If the candidate is a member of staff at IOE, both examiners shall be external to IOE.

12.5 The candidate's supervisors or those involved in the supervision or development of the student’s thesis may not act as examiners.

12.6 The Research Degrees Examination Board shall also appoint, at the request of the examiners, an additional examiner who is external to IOE. The original examiners shall so request before they report formally that they are unable to reach agreement and may do so at any time, if they consider it desirable. Whenever possible the additional examiner shall be of professorial status and shall have considerable experience of examining for a doctoral degree.

12.7 The Research Degrees Examination Board shall appoint an examiner from overseas only in exceptional circumstances when it is considered that such an appointment is necessary. If an examiner from overseas is appointed, the Research Degrees Examination Board must be satisfied that the examiner appointed is familiar with the British higher education system.

12.8 Assessment shall be by submission of a thesis (as defined above) and an oral examination, which will be conducted in English.

12.9 Candidates must attend for examination at a place and time determined by IOE (see also regulation 10.10).

12.10 The oral examination will be held in London. The Faculty Tutor may, however, agree to different arrangements if there are exceptional circumstances which make this expedient.

12.11 Unless the candidate indicates otherwise on the entry form, the supervisor (or where the candidate is jointly supervised, both supervisors) shall be invited to attend the oral examination as
an observer. The supervisor does not have the right to take part in the examination but may contribute if invited to do so by the examiners with the agreement of the candidate. Otherwise the oral examination will be held in private.

12.12 An independent chair shall be appointed for all oral examinations. The chair shall play no role in the academic content of the examination of the thesis or the candidate. The role of the independent chair is to be present at the oral examination as a neutral observer and a guarantor of fair play, and generally to ensure that the examination is conducted appropriately. Where appropriate, the chair shall offer advice to the examiners on the regulations.

12.13 The chair shall be appointed in accordance with the IOE Guidelines for the Conduct of Oral Examinations.

12.14 The examiners shall prepare independent preliminary written reports on the thesis to assist in conducting the oral examination (or the preparation of the joint report in those cases where no oral examination is held). These preliminary reports shall be submitted to IOE before the oral examination so that they may be distributed to the other examiner and to the independent chair before the oral examination.

12.15 The examiners have the right to reject a thesis which does not conform to the requirements for the submission of theses without conducting an examination. This does not preclude the candidate from submitting the thesis for examination again later.

12.16 After any oral examination, the examiners shall prepare a joint final report for submission to IOE. The report shall indicate whether the thesis meets the requirements specified in these regulations and include a statement of the examiners’ reasons for their judgment of the candidate’s performance against the prescribed criteria.

12.17 The examiners may, at their discretion, consult the independent chair before completing their report.

12.18 Copies of the reports shall be sent to Student and Registry Services who shall forward a copy of the final report to the candidate, together with the preliminary reports. All reports will be available to the members of an appeals committee in the case of an appeal against the result of the examination (see also 13.3).

13. Outcome of Examination of Thesis

13.1 The award of the degree shall be dependent on a satisfactory defense of the thesis in the oral examination as well as successful completion of all the other elements of the course as detailed in paragraph 5.1 above. The oral examination shall be designed to test the thesis against the criteria stated in paragraph 9 above. The possible outcomes of the oral examination are:

**Pass**

13.1.1 If the thesis fulfils the criteria set out in these regulations and the candidate satisfies the examiners in the oral examination, the examiners shall report to the Research Degrees Examination Board that the candidate has satisfied them in the examination for the DEdPsy(PECAP) degree.

**Pass subject to corrections within one month**

13.1.2 If the thesis otherwise fulfils the criteria but require(s) corrections (i.e. typographical errors, occasional stylistic or grammatical flaws, corrections to references/bibliography etc.), and if the
Pass subject to minor amendments within six months

13.1.3 If the thesis otherwise fulfils the criteria but require(s) amendments (i.e. stated minor deficiencies, requiring some textual revision) and if the candidate satisfies the examiners in the oral examination, the examiners may require the candidate to make such amendments specified by them within six months of having been notified of the required minor amendments. The examiners shall be required to advise the student of the amendments in writing following the oral examination. The amended thesis shall be submitted to one of the examiners nominated by them, or, if they so decide the supervisor, for confirmation that the amendments are satisfactory. If the candidate fails to make the minor amendments in the specified time-frame or the examiner is unable to confirm that the amendments are satisfactory, the procedure outlined in 13.1.4 shall be followed.

Referral – re-present within 12 months

13.1.4 If the thesis, though judged not to meet the standard required, shall seem of sufficient merit to justify such action, the Examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within twelve months. The Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. Following the oral examination the examiners shall be required to advise the student in writing of the additional work required before the thesis is re-presented. The Examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.

13.1.5 If the thesis satisfies the criteria for the degree, but the candidate fails to satisfy the Examiners at the oral examination, the Examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 12 months.

Fail – may not re-present

13.1.6 The Examiners may determine that the candidate has not satisfied them in the examination and that the candidate may not be permitted to resubmit the thesis in a revised form. The Examiners shall not, however, save in very exceptional circumstances; make such a decision without submitting the candidate to an oral examination.

13.2 If the examiners are unable to reach agreement, their reports shall be referred to the Research Degrees Examination Board which shall determine the action to be taken.

13.3 A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination.

14. Notification of Result of DEdPsy(PECAP) Examinations

14.1 After the report of the examiners for the thesis has been considered by the Research Degrees Examination Board the candidate shall be notified by Student and Registry Services of the result of his/her examination. The degree shall not be awarded until copies of the thesis have
been lodged with IOE in accordance with regulation 9.11) and all other requirements for the award of the degree have been met.

14.2 A diploma under the seal of the UCL shall be subsequently delivered to each candidate who has been awarded a degree.

14.3 The diploma for the degree will bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.

14.4 No person will be awarded any qualification who has not settled any account outstanding with UCL or made acceptable arrangements to settle any such account, and neither will any information on such a person’s examination performance be communicated to that person or to any third party except as required by law.

14.5 Student and Registry Services may withhold the result of any examination for a student who is under investigation under the disciplinary procedures of UCL, unless required to disclose information by law.

14.6 The procedures governing student complaints, including appeals against the decision of a Board of Examiners, are defined in the UCL Academic Manual, Chapter 6, Section 13: Student Complaints Procedures.

1.1 Master of Science (MSc) in Theoretical Educational Psychology

Appendix to Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology) Regulations:

REGULATIONS FOR THE AWARD OF THE MASTER OF SCIENCE (MSc) IN THEORETICAL EDUCATIONAL PSYCHOLOGY

Students who register initially for the Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology) degree may be awarded the degree of Master of Science in Theoretical Educational Psychology in accordance with the provisions below.

1. Conditions for award

1.1 Students may be eligible to be considered for the award of the MSc in Theoretical Educational Psychology if they have successfully completed the taught elements of the Doctor in Educational Psychology degree as specified in 8.8 of the DEdPsy(PECAP) regulations by achieving a pass grade in each of the required academic courses, provided:

1.1.1 they have been registered for not less than one calendar year of full-time study at UCL; and

1.1.2 they have not applied for any other award on the basis of their results in the taught elements and the Year 1 and Year 2 Research Reports.

1.2 The Regulations and examination provisions which govern the DEdPsy(PECAP) degree for which the student registers shall apply to those elements of the degree which count towards the award of the MSc.
1.3 A student who opts for the award of the MSc may not subsequently receive credit towards the award of the Doctor in Educational Psychology degree or any other award offered at UCL for the passes in the assessed elements of the DEdPsy(PECAP) programme which were used for the award of the MSc degree.

2. Examination

2.1 A candidate will be examined in accordance with instructions governing formal assessment in force at the time he or she is considered for the award of the MSc.

2.2 In order to qualify for admission to the degree of Master of Science, a candidate must satisfy the DEdPsy(PECAP) Board of Examiners:

2.2.1 that he/she has attained a satisfactory standard in the taught academic elements of the degree as published by the Programme Leader; and

2.2.2 that the candidate has attained a satisfactory standard in the Year 1 and Year 2 Research reports.

3. Notification of result

3.1 After the DEdPsy(PECAP) Board of Examiners have reached a decision, every candidate shall be notified by Student and Registry Services of the result of his/her examination.

3.2 A diploma under the seal of UCL shall be subsequently delivered to each candidate who has been awarded the degree. The date of the award of the diploma will be no longer than one month after the Board of Examiners has recommended that a student be passed.

3.3 The diploma for the degree shall bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.

1.2 Postgraduate Diploma in Educational Psychology

REGULATIONS FOR POSTGRADUATE DIPLOMA IN EDUCATIONAL PSYCHOLOGY

Students who register initially for the degree of Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology) may be awarded the Postgraduate Diploma in Educational Psychology in accordance with the provisions below.

1. Conditions of Award

1.1 Students who successfully complete the taught element of the DEdPsy(PECAP) degree by achieving a pass grade in each of the required academic courses through studies at UCL as specified in 8.6 of the DEdPsy(PECAP) regulations are eligible to be considered for the award of the Postgraduate Diploma in Educational Psychology, provided they have not applied for any other award on the basis of results in the taught courses.

1.2 Pass grades on the basis of which the Postgraduate Diploma in Educational Psychology is awarded must have been achieved through assessments relating to the taught academic elements of the DEdPsy(PECAP) degree programme and specified academic elements of the professional development portfolio as published by the Programme Leader.
1.3 The regulations and examination provisions which govern the DEdPsy(PECAP) degree for which the student registers shall apply to those courses which count towards the award of the Postgraduate Diploma in Educational Psychology.

1.4 A student who opts for the award of the Postgraduate Diploma in Educational Psychology may not subsequently receive credit for the passes in courses which led to the award of the Postgraduate Diploma in Educational Psychology towards the award of the DEdPsy(PECAP) degree or any other award offered at UCL.

2. Examination

2.1 A candidate shall be examined in accordance with the instructions governing formal assessment in force at the time he or she is considered for the award of the Postgraduate Diploma.

2.2 In order to qualify for the award of the Postgraduate Diploma in Educational Psychology a candidate must satisfy the DEdPsy(PECAP) Board of Examiners that he/she has attained a satisfactory standard in courses which comprise the academic taught components of the degree programme and specified academic elements of the professional development portfolio as published by the Programme Leader.

3. Notification of result

3.1 After the DEdPsy(PECAP) Board of Examiners have reached a decision, every candidate shall be notified Student and Registry Services of the result of his/her examination.

3.2 A diploma under the seal of University College London shall be subsequently delivered to each candidate who has been awarded a Postgraduate Diploma. The date of the award of the diploma will be no longer than one month after the Board of Examiners has recommended that a student be passed.

3.3 The diploma will bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.
2 Regulations for Students Entering before September 2015

1. Introduction

1.1 These regulations govern the conduct and award of the degree of Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology) (DEdPsy PECAP), the Master of Science (MSc) in Theoretical Educational Psychology and the Postgraduate Diploma in Educational Psychology.

1.2 The regulations are made subject to the IOE General Academic Regulations 2014-15 and the IOE Assessment Regulations for Students 2014-15 and all other relevant regulations, policies and procedures as well as any statutory requirements administered by the British Psychological Society and the Department for Business Innovation and Skills.

2. Definitions

2.1 In these regulations, terms have the meanings assigned to them in the IOE General Academic Regulations 2014-15 unless otherwise stated in the text.

2.2 Any reference in these regulations to any named officer of UCL shall be deemed to include a reference to any person designated by that officer for the purpose.

3. Admission

3.1 Candidates for admission must satisfy the requirements laid down in the IOE General Academic Regulations 2014-15.

3.2 The normal minimum entrance qualification for registration for the degree of DEdPsy in Professional Educational, Child and Adolescent Psychology is:

3.2.1 a second class honours degree of a United Kingdom university or an educational institution of university rank, or an overseas qualification of obtained after a course of study extending over not less than three years which confers eligibility for Graduate Basis for Registration with the British Psychological Society; plus

3.2.2 evidence of at least one year’s satisfactory experience of work with children within an educational, childcare or community setting; and

3.2.3 evidence of an acceptable Enhanced Disclosure from Disclosure and Barring Service obtained immediately prior to the start of the programme.

3.3 Candidates for admission may in addition be required to pass an approved English language test (details can be found on UCL website at: http://www.ucl.ac.uk/prospective-students/graduate/life/international) and other tests prescribed by UCL as a condition of registration.

3.4 Candidates for registration may be required to pass a qualifying examination and/or may be required to obtain additional qualifications for admission as determined by the Institute.
3.5 At the discretion of the Programme Leader, a candidate who fails to pass a qualifying examination prescribed for him/her will not be permitted to re-enter for the qualifying examination; if re-entry to the qualifying examination is permitted, a candidate will be limited to one re-entry.

3.6 A qualifying examination may not serve in lieu of a satisfactory result in an approved English language test in cases where specified evidence of English language proficiency at a level deemed appropriate by UCL is required.

3.7 Every candidate must make application to UCL in accordance with the *IOE General Academic Regulations 2014-15* and any other procedures prescribed by UCL.

4. Registration

4.1 Students registered for a course of study at UCL shall not normally be permitted to register concurrently for another course at UCL or at any other higher education institution.

4.2 A student must register for a course of study in accordance with the procedures issued annually by the Registrar and the *IOE General Academic Regulations 2014-15*.

4.3 A student who withdraws before completing the programme of study may be required to re-start the whole programme or to repeat elements of the programme should the student subsequently be permitted by UCL to re-register for it.

5. Attendance and Course of Study

5.1 The course of study for the DEdPsy (PECAP) shall consist of formally taught and practical elements which provide academic and professional underpinning for the research undertaken. The course shall comprise:

5.1.1 taught elements, the content of which will be determined by the Institute in relation to the requirements of the British Psychological Society and Health and Care Professions Council and shall vary from time to time, but shall always include a theoretical and practical training in educational psychology and courses on research strategies and methodologies;

5.1.2 supervised professional experience;

5.1.3 a professional development portfolio of not more than 25,000 words reflecting the student’s placement activity and how this has enhanced the student’s professional development;

5.1.4 a thesis of not less than 30,000, and normally no more than 35,000, words, the subject and method of enquiry of which are to be approved by the supervisor and the appropriate Institute authority.

5.2 The overall research submission (5.1.3 and 5.1.4) shall illustrate the candidate’s ability to apply scientific psychological principles at various levels of application of knowledge of educational psychology.

5.4 Assessment criteria specific to each element of the programme are set out in the examination guidance issued annually.

5.5 A candidate must pursue an approved course of study extending over not less than three years of full-time study. For a student granted credit under regulation 6.1, the period of registration spent at the other institution shall be used to calculate the number of years undertaken by the student.
5.6 The duration of the course of study shall not normally exceed four years of full-time study.

5.7 A student accepted under regulation 6.1 may be exempted by UCL from part of a course of study for the degree provided that the course of study followed at UCL is not less than two calendar years of full-time registration.

5.8 Students shall normally be required to pursue their course of study continuously, except where permission is granted for an interruption by the Faculty Tutor.

5.9 IOE shall appoint a supervisor and an advisory panel for each of its students registered for the degree in accordance with the IOE Code of Practice for Research Degrees.

5.10 A student’s progress shall be formally reviewed on an annual basis in accordance with the IOE Code of Practice for Research Degrees.

5.11 All research conducted must conform to the UCL Research Governance and Ethics Policies and Procedures.

5.12 All work submitted as part of the requirements for any examination of UCL must be expressed in the candidate’s own words and incorporate his/her own ideas and judgments.

5.13 The UCL Research Misconduct Regulations (see UCL Academic Manual, Chapter 5, Part B, Section 6.7) will be used to deal with any allegation that any part of a candidate’s work has been plagiarised or that there has been any infringement of the declaration in regulation 9.2 below.

5.14 A student who fails to undertake the prescribed course of study or coursework or to make satisfactory progress in regard to his or her research may be required to withdraw from the programme in accordance with the IOE General Academic Regulations 2014-15.

6. Credit Exemption

6.1 Candidates may, at the discretion of UCL, be given exemption from up to two taught courses for work successfully completed (i.e. taught and examined) from a comparable professional DEdPsy(PECAP) degree programme offered at another approved higher education institution. UCL shall be responsible for ensuring exemption is given only in respect of courses deemed to be of an appropriate level and which form a coherent whole with the candidate’s programme at UCL.

7. Examinations

7.1 Candidates for entry to assessment for the DEdPsy(PECAP) degree must satisfy the requirements as laid down in these and the programme handbook.

7.2 All assessments will be undertaken by appointed internal examiners and overseen by examiners external to the UCL. The taught and professional elements of the programme shall be examined by the DEdPsy(PECAP) Board of Examiners, which shall include an external examiner who is an appropriately qualified Educational Psychologist and registered as such with the Health and Care Professions Council (HCPC), unless alternative arrangements are agreed with the HCPC. The examination of the thesis shall be by oral examination conducted by at least two examiners, one of whom shall be external to UCL and one of whom must be appropriately qualified as an Educational Psychologist and registered as such with the HCPC: this examination will be designed to test the thesis against the criteria stated at 8.1 below.
7.3 The timing of the assessment of the taught element of the course, the professional development portfolio, and the thesis shall be in accordance with a schedule to be published by the Faculty Tutor.

7.4 A candidate who fails any assessment in the first or second year will be required to re-take and pass the assessment in August or September of the same year as a condition of continuation on the degree programme.

7.5 Professional competence shall be monitored throughout the placements, with a formal review being held each term, and shall be formally assessed in the third term of each year by the DEdPsy(PECAP) Board of Examiners who shall further examine the candidate’s conceptual understanding of the integration of all elements of his/her studies.

7.6 If a candidate fails to satisfy the requirements of a professional placement, an oral examination shall be conducted by at least two examiners, one of whom will be external to UCL. The examination shall cover professional work undertaken in the placement and shall be designed to test the candidate’s ability to integrate theory, research and practice at a level appropriate to their year of training. The possible outcomes of the oral examination are:

7.6.1 Placement passed;

7.6.2 Placement passed conditional on demonstration of specific competencies in an additional placement;

7.6.3 Placement failed: candidate permitted to demonstrate the required competencies in an additional placement. More than two placement failures over the course of the programme will result in failure and the candidate may not continue on the degree (see 8.5 below);

7.6.4 Placement failed and candidate not permitted to continue on the degree (see 8.9 below).

7.7 In exceptional circumstances students may be granted permission to extend the deadline for assessment or to defer their assessment. Such requests must normally be made in accordance with the taught regulations in the UCL Academic Manual, Chapter 4, Section 6: Extenuating Circumstances.

7.8 Students who wish to withdraw their entry for formal assessment in relation to any element of their programme of study must inform the Programme Leader. Such notification shall be provided in writing at least ten days before either the date of the written paper(s) or the last date for submission of coursework assignments, reports or dissertations.

7.9 Students who do not have permission for an extension, deferment or notice of withdrawal and who do not submit to assessment at the proper time will normally be recorded as absent from it and this will count as an attempt.

7.10 A candidate who is prevented by illness or by the serious illness or death of a near relative or by any other cause judged sufficient by the Faculty Tutor from completing an assessment or part of an assessment at the normal time may normally enter for formal assessment in relation to those elements on the next occasion when the assessment is held. At the discretion of the DEdPsy(PECAP) Board of Examiners, such a candidate may instead undertake a special assessment in those elements missed and/or be permitted to submit any prescribed assignment at a date specified by the Board. The special assessment shall be undertaken in the same mode of assessment as the assessment that was missed.
7.11 A candidate who does not at his or her first entry satisfy the examiners in the formal assessment or part of the formal assessment for which he or she has entered may be re-assessed in that element of his or her programme of study on one further occasion only. Deadlines for the resubmission of work for formal assessment or of re-examination shall be specified by the Programme Leader.

7.11 A student who on two occasions fails or is absent from the assessment associated with a course required for the award for which he or she is registered may not continue with the programme of study.

7.12 A student wishing to request a reconsideration of a decision published by the DEdPsy(PECAP) Board of Examiners should do so under the UCL Student Complaints Procedure available in the UCL Academic Manual, Chapter 6, Section 13.

8. Award

8.1 In order to qualify for admission to the degree of Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology), a candidate must satisfy the examiners:

8.1.1 that he/she has attained a satisfactory standard in the taught elements of the degree by successfully completing the coursework assignments that assess developing knowledge, skills and competencies in the first two years of the programme;

8.1.2 that the professional development portfolio has shown how the DEdPsy(PECAP) studies have supported the candidate’s professional development and extended his/her understanding of his/her professional role.

8.1.3 that the candidate has demonstrated a satisfactory level of professional competence in the practical elements of the degree and the formal assessment related to such activity undertaken each year.

8.1.4 that the thesis makes a distinct and significant contribution to the knowledge of the field of study and affords evidence of originality and capacity for autonomous research (see paragraph 9); and

8.1.5 that he/she possesses a conceptual understanding of the integration of all elements of his/her studies.

8.2 Candidates must normally submit their thesis for examination within four calendar years of the date of the initial registration for the degree. The appropriate authorities of UCL may grant permission for a longer period of study in accordance with agreed procedures.

8.3 The successful completion of the Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology) provides eligibility to register with the Health and Care Professions Council as a Practitioner Psychologist with the protected title Educational Psychologist and BPS accredited entry training to the Profession of Educational Psychology with eligibility for Chartered status.

8.4 Candidates unable to complete the DEdPsy(PECAP) degree programme may apply for the award of either:

8.4.1 a Postgraduate Diploma in Educational Psychology (see 8.6 and 8.7). This qualification does not permit entry to the Profession of Educational Psychology.
8.4.2 or the Master of Science (MSc) in Theoretical Educational Psychology (see 8.8). This qualification does not permit entry to the Profession of Educational Psychology.

8.5 The award of the Postgraduate Diploma in Educational Psychology shall be made to candidates who have satisfactorily completed the course of study and formal assessments associated with the academic taught components of the degree programme and specified academic elements of the professional development portfolio as published in the programme handbook. Candidates awarded the Postgraduate Diploma in Educational Psychology shall not subsequently be permitted to present themselves for assessment for the DEdPsy(PECAP).

8.6 A student who fails to satisfy the examiners in the professional development portfolio on two occasions shall not be permitted to continue with his or her programme of study, but may be considered for the award of the Postgraduate Diploma if he or she has attained a satisfactory overall standard in formal assessments associated with the academic taught element of the degree and in specified academic elements of the professional development portfolio as published in the programme handbook.

8.7 The award of the Master of Science (MSc) in Theoretical Educational Psychology shall be made to candidates who have satisfactorily completed the course of study and formal assessments associated with the academic taught components of the degree programme and have successfully completed the Year 1 and Year 2 Research Reports.

8.8 A student who fails to satisfy the examiners in the DEdPsy(PECAP) thesis may be considered for the award of the MSc degree if he or she has attained a satisfactory overall standard in formal assessments associated with the taught element and has successfully completed the Year 1 and Year 2 Research Reports.

8.9 Candidates awarded the MSc shall not subsequently be permitted to present themselves for assessment for the DEdPsy(PECAP) degree.

8.10 Detailed provisions for the award of the Postgraduate Diploma and MSc degree are appended to these Regulations.

9. Requirements of the thesis

9.1 The thesis shall:

9.1.1 consist of the candidate’s own account of his/her investigations and indicate in what respects they appear to him/her to advance the study of the subject;

9.1.2 form a distinct contribution to the knowledge of the field of study and afford evidence of originality and a capacity for autonomous research;

9.1.3 demonstrate the candidate’s capability to pursue original research in the field of study based on a good understanding of the research techniques and concepts appropriate to the discipline;

9.1.4 demonstrate the candidate’s understanding of his/her own professional role and the contribution of the thesis to his/her professional development;

9.1.5 demonstrate the ability to apply psychological principles to professional practice;
9.1.6 give a critical assessment of the relevant literature, describe the method of research and its findings including a discussion on those findings, and indicate in what respects they appear to the candidate to advance the study of the subject;

9.1.7 embody the results of a practice-based research programme which may reasonably be expected of a student, taking into account the required length of the thesis and minimum period of registration for the programme;

9.1.8 be written in English and be satisfactory in its literary and/or technical presentation and structure with a full bibliography and references;

9.1.9 take due account of previously published work on the subject;

9.1.10 make clear the sources from which information has been derived, the extent to which the work of others has been used, and the areas which are claimed as original;

9.1.11 be not fewer than 30,000 words and normally no more than 35,000 words (exclusive of appendices, the list of references and bibliographies but including footnotes, endnotes, glossary, maps, diagrams and tables). Appendices should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish;

9.1.12 be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals).

9.2 A candidate must include in each copy of his/her thesis a signed declaration that the work presented in the thesis is his/her own work.

9.3 A candidate is required to include a declaration of accurate word length in his/her thesis.

9.4 The greater proportion of the work submitted in a thesis must have been carried out after the registration of the student for the DEdPsy(PECAP) degree.

9.5 A candidate will not be permitted to submit as his/her thesis which has been submitted for a degree or comparable award of this or any other university or institution, but a candidate shall not be precluded from incorporating in a thesis covering a wider field work which he/she has already submitted for a degree or comparable award of this or any other university or institution provided that he/she shall indicate on his/her entry form and also on his/her thesis any work which has been so incorporated.

9.6 A candidate may submit the results of work done in conjunction with his/her supervisor, and/or with fellow research workers provided that the candidate states clearly his/her own personal contribution to the investigation and that the statement is certified by the co-researcher(s) or supervisor.

9.7 Work already published including that published in joint names may be included only if it forms an integral part of the thesis and thereby makes a relevant contribution to the main theme of the thesis. A series of publications alone is not acceptable as a thesis.

9.8 Work undertaken during registration for the DEdPsy(PECAP) degree as part of other elements of the degree may be included in the thesis provided the candidate indicates on the entry form and also on the thesis any work which has been so incorporated.

9.9 Publications in joint names must be certified in accordance with paragraph 9.6 above.
9.10 The title of the candidate’s thesis must be approved by the candidate’s supervisor.

9.11 After the examination has been completed and before the degree is awarded, successful candidates are required to submit to the appropriate office, for lodging in the IOE library, the required number of copies of the thesis in the format specified in the instructions issued by the Programme Leader, if the copies of the theses submitted for examination did not conform with this specification (see also 14.1).

10. Entry to Examination for the Thesis

10.1 A candidate shall be examined in accordance with the regulations in force at the time of his/her entry or re-entry. Application must be made in the form prescribed in the IOE Guidelines for the Conduct of Oral Examinations.

10.2 The decision to submit a thesis in any particular form rests with the candidate alone.

10.3 A student may submit a thesis for examination only after the minimum registration period as specified in 5.5 has passed.

10.4 The student’s supervisor shall report that he/she has completed the course in accordance with the regulations before a candidate is admitted to the examination for the degree.

10.5 The student must submit the entry form at least four months before the submission of the thesis and this will initiate the procedure for the appointment of examiners.

10.6 To assist in the appointment of suitable examiners, the student is required to submit with his/her entry form a short description of the content of the thesis in about 300 words to assist in the appointment of suitable examiners.

10.7 If the candidate has not submitted his/her thesis for examination within 12 months from the submission of the entry form for the examination, the entry will be cancelled unless for special reasons the candidate’s supervisor requests otherwise.

10.8 Prior to the oral examination, the candidate will be required to submit an electronic copy and two paper copies of his/her thesis printed and bound in accordance with instructions obtainable from the Programme Leader. A candidate may be required to provide a third copy of his/her thesis if a third examiner is appointed at any stage in the examination process.

10.9 A student must normally submit his or her thesis for examination within one year of completion of his or her course of study. A student wishing to submit the thesis at a later date may do so only with the approval of the Faculty Tutor.

10.10 A candidate is required to bring to the oral examination a printed copy of his/her thesis paginated in the same way as the copies submitted to the examiners, and a copy of the statement to which reference is made in regulation 9.6 above.

11. Availability of DEdPsy(PECAP) thesis

11.1. It is a requirement for the award of the DEdPsy(PECAP) degree that one hard bound copy of a successful thesis is placed in the IOE library and one electronic copy to be made available for public reference.
11.2. At the time of entry to the examination candidates for the DEdPsy(PECAP) degree will be required to sign a declaration confirming that the work presented is their own as specified in regulation 9.2, is fit for examination and that a copy may be made available for public reference.

11.3 A candidate may apply to the Research Degrees Examination Board for restriction of access to his or her thesis and/or the abstract for a period of up to two years on the grounds, for example, of commercial exploitation or patenting or in very exceptional circumstances. In all other circumstances, a thesis will be placed in the public domain following the award of the degree.

12. Appointment of Examiners and Conduct of Examination for Thesis

12.1 All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of previously unpublished material contained in a candidate’s thesis until such time as any restrictions on access to the thesis, which have been granted by UCL are removed.

12.2 The outcome of the examination is determined by two or more examiners acting jointly.

12.3 The Research Degrees Examination Board shall appoint the examiners, having paid particular attention to their independence, expertise and relevant experience and taking into account the requirements specified in paragraph 7.2. Two, or exceptionally three, examiners will be appointed for each candidate. The examiners are required to be expert in the field of the thesis and to be able to make an independent assessment of the student and the thesis. There shall be an internal examiner appointed from IOE and an external examiner appointed from outside IOE. With the permission of the Research Degrees Examination Board both examiners may be appointed from outside IOE. Only one examiner may be appointed from within IOE.

12.4 If the candidate is a member of staff at IOE, both examiners shall be external to IOE.

12.5 The candidate’s supervisors or those involved in the supervision or development of the student’s thesis may not act as examiners.

12.6 The Research Degrees Examination Board shall also appoint, at the request of the examiners, an additional examiner who is external to IOE. The original examiners shall so request before they report formally that they are unable to reach an agreement and may do so at any time, if they consider it desirable. Whenever possible the additional examiner shall be of professorial status and shall have considerable experience of examining for a doctoral degree.

12.7 The Research Degrees Examination Board shall appoint an examiner from overseas only in exceptional circumstances when it is considered that such an appointment is necessary. If an examiner from overseas is appointed, the Research Degrees Examination Board must be satisfied that the examiner appointed is familiar with the British higher education system.

12.8 Assessment shall be by submission of a thesis (as defined above) and an oral examination, which will be conducted in English.

12.9 Candidates must attend for examination at a place and time determined by IOE (see also regulation 10.10).

12.10 The oral examination will be held in London. The Faculty Tutor may, however, agree to different arrangements if there are exceptional circumstances which make this expedient.

12.11 Unless the candidate indicates otherwise on the entry form, the supervisor (or where the candidate is jointly supervised, both supervisors) shall be invited to attend the oral examination as
an observer. The supervisor does not have the right to take part in the examination but may contribute if invited to do so by the examiners with the agreement of the candidate. Otherwise the oral examination will be held in private.

12.12 An independent chair shall be appointed for all oral examinations. The chair shall play no role in the academic content of the examination of the thesis or the candidate. The role of the independent chair is to be present at the oral examination as a neutral observer and a guarantor of fair play, and generally to ensure that the examination is conducted appropriately. Where appropriate, the chair shall offer advice to the examiners on the regulations.

12.13 The chair shall be appointed in accordance with the IOE Guidelines for the Conduct of Oral Examinations.

12.14 The examiners shall prepare independent preliminary written reports on the thesis to assist in conducting the oral examination (or the preparation of the joint report in those cases where no oral examination is held). These preliminary reports shall be submitted to IOE before the oral examination so that they may be distributed to the other examiner and to the independent chair before the oral examination.

12.15 The examiners have the right to reject a thesis which does not conform to the requirements for the submission of theses without conducting an examination. This does not preclude the candidate from submitting the thesis for examination again later.

12.16 After any oral examination, the examiners shall prepare a joint final report for submission to IOE. The report shall indicate whether the thesis meets the requirements specified in these regulations and include a statement of the examiners’ reasons for their judgment of the candidate’s performance against the prescribed criteria.

12.17 The examiners may, at their discretion, consult the independent chair before completing their report.

12.18 Copies of the reports shall be sent to Student and Registry Services who shall forward a copy of the final report to the candidate, together with the preliminary reports. All reports will be available to the members of an appeals committee in the case of an appeal against the result of the examination (see also 13.3).

13. Outcome of Examination of Thesis

13.1 The award of the degree shall be dependent on a satisfactory defense of the thesis in the oral examination as well as successful completion of all the other elements of the course as detailed in paragraph 5.1 above. The oral examination shall be designed to test the thesis against the criteria stated in paragraph 9 above. The possible outcomes of the oral examination are:

**Pass**

13.1.1 If the thesis fulfils the criteria set out in these regulations and the candidate satisfies the examiners in the oral examination, the examiners shall report to the Research Degrees Examination Board that the candidate has satisfied them in the examination for the DEdPsy(PECAP) degree.

**Pass subject to corrections within one month**

13.1.2 If the thesis otherwise fulfils the criteria but require(s) corrections (i.e. typographical errors, occasional stylistic or grammatical flaws, corrections to references/bibliography etc.), and if the
candidate satisfies the examiners in the oral examination, the examiners may require the candidate to make such corrections within one month of having been notified of the required corrections. The examiners shall be required to advise the student of the corrections in writing following the oral examination. The corrected thesis shall be submitted to one of the examiners nominated by them, or, if they so decide the supervisor, for confirmation that the corrections are satisfactory.

Pass subject to minor amendments within six months

13.1.3 If the thesis otherwise fulfils the criteria but require(s) amendments (i.e. stated minor deficiencies, requiring some textual revision) and if the candidate satisfies the examiners in the oral examination, the examiners may require the candidate to make such amendments specified by them within six months of having been notified of the required minor amendments. The examiners shall be required to advise the student of the amendments in writing following the oral examination. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory. If the candidate fails to make the minor amendments in the specified time-frame or the examiner is unable to confirm that the amendments are satisfactory, the procedure outlined in 13.1.4 shall be followed.

Referral – re-present within 12 months

13.1.4 If the thesis, though judged not to meet the standard required, shall seem of sufficient merit to justify such action, the Examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within twelve months. The Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. Following the oral examination the examiners shall be required to advise the student in writing of the additional work required before the thesis is re-presented. The Examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.

13.1.5 If the thesis satisfies the criteria for the degree, but the candidate fails to satisfy the Examiners at the oral examination, the Examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 12 months.

Fail – may not re-present

13.1.6 The Examiners may determine that the candidate has not satisfied them in the examination and that the candidate may not be permitted to resubmit the thesis in a revised form. The Examiners shall not, however, save in very exceptional circumstances; make such a decision without submitting the candidate to an oral examination.

13.2 If the examiners are unable to reach agreement, their reports shall be referred to the Research Degrees Examination Board which shall determine the action to be taken.

13.3 A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination.

14. Notification of Result of DEdPsy(PECAP) Examinations

14.1 After the report of the examiners for the thesis has been considered by the Research Degrees Examination Board the candidate shall be notified by Student and Registry Services of the result of his/her examination. The degree shall not be awarded until copies of the thesis have
been lodged with IOE in accordance with regulation 9.11 and all other requirements for the award of the degree have been met.

14.2 A diploma under the seal of the UCL shall be subsequently delivered to each candidate who has been awarded a degree.

14.3 The diploma for the degree will bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.

14.4 No person will be awarded any qualification who has not settled any account outstanding with UCL or made acceptable arrangements to settle any such account, and neither will any information on such a person's examination performance be communicated to that person or to any third party except as required by law.

14.5 Student and Registry Services may withhold the result of any examination for a student who is under investigation under the disciplinary procedures of UCL, unless required to disclose information by law.

14.6 The procedures governing student complaints, including appeals against the decision of a Board of Examiners, are defined in the UCL Academic Manual, Chapter 6, Section 13: Student Complaints Procedures.

2.1 Master of Science (MSc) in Theoretical Educational Psychology

Appendix to Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology) Regulations:

REGULATIONS FOR THE AWARD OF THE MASTER OF SCIENCE (MSc) IN THEORETICAL EDUCATIONAL PSYCHOLOGY

Students who register initially for the Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology) degree may be awarded the degree of Master of Science in Theoretical Educational Psychology in accordance with the provisions below.

1. Conditions for award

1.1 Students may be eligible to be considered for the award of the MSc in Theoretical Educational Psychology if they have successfully completed the taught elements of the Doctor in Educational Psychology degree as specified in 8.8 of the DEdPsy(PECAP) regulations by achieving a pass grade in each of the required academic courses, provided:

1.1.1 they have been registered for not less than one calendar year of full-time study at UCL; and

1.1.2 they have not applied for any other award on the basis of their results in the taught elements and the Year 1 and Year 2 Research Reports.

1.2 The Regulations and examination provisions which govern the DEdPsy(PECAP) degree for which the student registers shall apply to those elements of the degree which count towards the award of the MSc.
1.3 A student who opts for the award of the MSc may not subsequently receive credit towards the award of the Doctor in Educational Psychology degree or any other award offered at UCL for the passes in the assessed elements of the DEdPsy(PECAP) programme which were used for the award of the MSc degree.

2. Examination

2.1 A candidate will be examined in accordance with instructions governing formal assessment in force at the time he or she is considered for the award of the MSc.

2.2 In order to qualify for admission to the degree of Master of Science, a candidate must satisfy the DEdPsy(PECAP) Board of Examiners:

2.2.1 that he/she has attained a satisfactory standard in the taught academic elements of the degree as published by the Programme Leader; and

2.2.2 that the candidate has attained a satisfactory standard in the Year 1 and Year 2 Research reports.

3. Notification of result

3.1 After the DEdPsy(PECAP) Board of Examiners have reached a decision, every candidate shall be notified by Student and Registry Services of the result of his/her examination.

3.2 A diploma under the seal of UCL shall be subsequently delivered to each candidate who has been awarded the degree. The date of the award of the diploma will be no longer than one month after the Board of Examiners has recommended that a student be passed.

3.3 The diploma for the degree shall bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.

2.2 Postgraduate Diploma in Educational Psychology

REGULATIONS FOR POSTGRADUATE DIPLOMA IN EDUCATIONAL PSYCHOLOGY

Students who register initially for the degree of Doctor in Educational Psychology (Professional Educational, Child and Adolescent Psychology) may be awarded the Postgraduate Diploma in Educational Psychology in accordance with the provisions below.

1. Conditions of Award

1.1 Students who successfully complete the taught element of the DEdPsy(PECAP) degree by achieving a pass grade in each of the required academic courses through studies at UCL as specified in 8.6 of the DEdPsy(PECAP) regulations are eligible to be considered for the award of the Postgraduate Diploma in Educational Psychology, provided they have not applied for any other award on the basis of results in the taught courses.

1.2 Pass grades on the basis of which the Postgraduate Diploma in Educational Psychology is awarded must have been achieved through assessments relating to the taught academic elements of the DEdPsy(PECAP) degree programme and specified academic elements of the professional
development portfolio as published by the Programme Leader.

1.3 The regulations and examination provisions which govern the DEdPsy(PECAP) degree for which the student registers shall apply to those courses which count towards the award of the Postgraduate Diploma in Educational Psychology.

1.4 A student who opts for the award of the Postgraduate Diploma in Educational Psychology may not subsequently receive credit for the passes in courses which led to the award of the Postgraduate Diploma in Educational Psychology towards the award of the DEdPsy(PECAP) degree or any other award offered at UCL.

2. Examination

2.1 A candidate shall be examined in accordance with the instructions governing formal assessment in force at the time he or she is considered for the award of the Postgraduate Diploma.

2.2 In order to qualify for the award of the Postgraduate Diploma in Educational Psychology a candidate must satisfy the DEdPsy(PECAP) Board of Examiners that he/she has attained a satisfactory standard in courses which comprise the academic taught components of the degree programme and specified academic elements of the professional development portfolio as published by the Programme Leader.

3. Notification of result

3.1 After the DEdPsy(PECAP) Board of Examiners have reached a decision, every candidate shall be notified Student and Registry Services of the result of his/her examination.

3.2 A diploma under the seal of University College London shall be subsequently delivered to each candidate who has been awarded a Postgraduate Diploma. The date of the award of the diploma will be no longer than one month after the Board of Examiners has recommended that a student be passed.

3.3 The diploma will bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.
UCL Academic Manual
2018-19

Chapter 5: Research Degrees Framework

Part F: IOE Doctor in Education (EdD) Regulations

Covering Doctor in Education (EdD) students at the UCL Institute of Education.
IOE EdD students are also subject to the *UCL Code of Practice for Research Degrees* and to the *UCL Research Governance and Ethics Policies and Procedures*.

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1 Regulations for Students Entering after September 2015

1. Introduction

1.1 These regulations govern the conduct and award of the degree of Doctor in Education (EdD), the Master of Education (MEd) and the Postgraduate Diploma in Practitioner Research.

1.2 The regulations are made subject to the UCL Academic Manual, and all other relevant regulations, policies and procedures of UCL:

2. Definitions

2.1 In these regulations, terms have the meanings assigned to them in the UCL Academic Manual unless otherwise stated in the text.

2.2 Any reference in these regulations to any named officer of UCL shall be deemed to include a reference to any person designated by that officer for the purpose.

3. Admission

3.1 Candidates for admission must satisfy the requirements laid down in the UCL Academic Manual, Chapter 5, Part A, Section 1: Research Degree Admissions.

3.2 The normal minimum entrance requirements for admission to an EdD are:

3.2.1 a postgraduate Masters degree of a United Kingdom university or educational institution of university rank, or an overseas qualification judged by UCL to be of an equivalent standard, plus

3.2.2 at least four years' relevant experience in Education or a related field.

3.3 A candidate not satisfying these requirements may be considered for admission if the UCL is satisfied that his or her general education, scholarship, training and experience are suitable for the programme. In such cases, UCL shall prescribe qualifying work that must be completed to the satisfaction of the Programme Leader before registration.

3.4 Applicants for admission may in addition be required to pass an approved English language test (details to be found on the UCL website at: http://www.ucl.ac.uk/prospective-students/graduate/life/international) and other tests prescribed by UCL as a condition of registration.

3.5 Candidates for registration may be required to pass a qualifying examination and/or may be required to obtain additional qualifications for admission as determined by UCL.

3.6 At the discretion of the Programme Leader a candidate who fails to pass a qualifying examination prescribed for him/her will not be permitted to re-enter for the qualifying examination; if re-entry to the qualifying examination is permitted, a candidate will be limited to one re-entry.

3.7 A qualifying examination may not serve in lieu of a satisfactory result in an approved English language test in cases where specified evidence of English language proficiency at a level deemed appropriate by UCL is required.
3.8 Every candidate must make application to UCL in accordance with the *UCL Academic Manual, Chapter 5, Part A, Section 1: Research Degree Admissions* and any other procedures prescribed by UCL.

4. Registration

4.1 Students registered for a course of study at UCL shall not normally be permitted to register concurrently for another course at UCL or at any other higher education institution.

4.2 A student must register for a course of study in accordance with the procedures issued annually by the Registrar and the *UCL Academic Manual, Chapter 5, Part A, Section 2: Research Degree Registration*.

4.3 A student who withdraws before completing the programme of study may be required to re-start the whole programme or to repeat elements of the programme should the student subsequently be permitted by UCL to re-register for it.

5. Attendance and Course of Study

5.1 The curriculum for the EdD shall consist of three elements:

5.1.1 a taught component comprising courses of study of relevance to individuals working in education and related fields: the content of this element of the curriculum will be determined by UCL and will vary from time to time, but shall always include a theoretical and practical training in research strategies and methodologies; a course or courses on the foundations of professionalism in education; and specialist studies in a specific area or areas.

5.1.2 an institution-focused study written up in the form of a report of 20,000 words; the title and method of enquiry of the study are to be approved by the candidate’s supervisor and by the appropriate UCL authority.

5.1.3 a thesis of 45,000 words, the subject and method of enquiry of which are to be approved by the supervisor and the appropriate UCL authority.

5.2 Assessment criteria specific to each element of the programme are set out in the examination guidance issued annually.

5.3 Students following the international programme for the EdD shall be required to incorporate in their coursework, report and thesis an international, intercultural or comparative dimension.

5.4 IOE shall appoint a supervisor and an advisory panel for each of its students registered for the EdD degree in accordance therewith.

5.5 The minimum period of part-time registration for an EdD degree shall be four calendar years and for a full-time student it is three calendar years. For a student granted credit under regulation 6.1, the period of registration spent at the other institution shall be used to calculate the number of years undertaken by the student.

5.6 A student accepted under regulation 6.1 may be exempted by UCL from part of a course of study for the EdD degree provided that the course of study followed at UCL is not less than two calendar years of part-time registration.

5.7 A course must be pursued continuously except by special permission of the Faculty Tutor.
5.8 The progress of each student shall be formally reviewed on an annual basis in accordance with the IOE Code of Practice for Research Degrees.

5.9 Part-time EdD students are expected to submit their thesis for examination within seven calendar years of the initial degree registration and full-time students are expected to submit their thesis for examination within four years of the initial degree registration. Exceptionally, the Faculty Tutor may grant permission for a longer period of study in accordance with agreed procedures as laid down in the IOE Code of Practice for Research Degrees, except that this shall not exceed ten years from the initial date of registration.

5.10 All research conducted must conform to the UCL Research Governance and Ethics Policies and Procedures.

5.11 All work submitted as part of the requirements for any examination of UCL must be expressed in the candidate’s own words and incorporate his/her own ideas and judgments.

5.12 The UCL Research Misconduct Regulations (see UCL Academic Manual, Chapter 5, Part A, Section 6.6) will be used to deal with any allegation that any part of a thesis has been plagiarised or that there has been any infringement of the declaration in regulation 9.2 below.

5.13 A student who fails to undertake the prescribed course of study or coursework or to make satisfactory progress in regard to his or her research may be required to withdraw from the programme in accordance with the UCL Academic Manual, Chapter 6, Section 8: Learning Agreements, Barring, Suspensions & Terminations Of Study.

6. Credit Exemption

6.1 Candidates may, at the discretion of UCL, be given exemption from up to two taught courses for work successfully completed (i.e. taught and examined) from a doctoral degree programme offered at another approved higher education institution. Exemption is given only in respect of courses deemed to be of an appropriate level and which form a coherent whole with the candidate’s EdD programme.

7. Examinations

7.1 Candidates for entry to assessment for the EdD degree must satisfy the requirements as laid down in these regulations and the programme handbook.

7.2 All assessments will be undertaken by appointed internal examiners and overseen by examiners external to UCL. The examination of the thesis shall be by oral examination conducted by at least two examiners, one of whom shall be external to UCL: this examination will be designed to test the thesis against the criteria stated at 8.1.3 below, and will further examine the candidate’s conceptual understanding of the integration of all elements of his/her EdD studies.

7.3 The timing of the assessment of the taught element of the course, the institution-focused study, and the thesis will be in accordance with a schedule published by the Faculty Tutor.

7.4 In exceptional circumstances students may be granted permission to extend the deadline for assessment or to defer their assessment. Such requests must normally be made in accordance with the taught regulations in the UCL Academic Manual, Chapter 4, Section 6: Extenuating Circumstances.

7.5 Students who wish to withdraw their entry for formal assessment in relation to any element of their programme of study must inform the Programme Leader. Such notification shall be provided
in writing at least ten days before either the date of the written paper(s) or the last date for submission of coursework assignments or the IFS reports.

7.6 Students who do not have permission for an extension, deferment or notice of withdrawal and who do not submit to assessment at the proper time will normally be recorded as absent from it and this will count as an attempt.

7.7 A candidate who is prevented by illness or by the serious illness or death of a near relative or by any other cause judged sufficient by the Faculty Tutor from completing an assessment or part of an assessment at the normal time may normally enter for formal assessment in relation to those elements on the next occasion when the assessment is held. At the discretion of the Board of Examiners concerned, such a candidate may instead undertake a special assessment in those elements missed and/or be permitted to submit any prescribed assignment at a date specified by the Board. The special assessment shall be undertaken in the same mode of assessment as the assessment that was missed.

7.8 A candidate who does not at his or her first entry satisfy the examiners in the formal assessment or part of the formal assessment for which he or she has entered may be re-assessed in that element of his or her programme of study on one further occasion only. Deadlines for the resubmission of work for formal assessment or of examination resits shall be specified by the Programme Leader.

7.9 A student who on two occasions fails or is absent from the assessment associated with a course required for the award for which he or she is registered may not continue with the programme of study.

7.10 A student wishing to request a reconsideration of a decision published by the EdD Board of Examiners should do so under the UCL Student Complaints Procedure available in the UCL Academic Manual, Chapter 6, Section 13.

8. Award

8.1 In order to qualify for admission to the degree of EdD, a candidate must satisfy the examiners:

8.1.1 that he/she has attained a satisfactory standard in the taught element of the degree;

8.1.2 that the report on the Institution-Focused Study has shown how the EdD studies have supported the candidate’s professional development and extended his/her understanding of his/her professional role.

8.1.3 that the thesis forms a distinct contribution to the knowledge of the field of study and affords evidence of originality and a capacity for autonomous research; and

8.1.4 that he/she possesses a conceptual understanding of the integration of all elements of his/her EdD studies.

8.2 Candidates unable to complete the EdD degree programme may apply for the award of either:

8.2.1 the Postgraduate Diploma in Practitioner Research (see 8.5), or

8.2.2 the Master of Education (MEd) in Practitioner Research (see 8.6)

8.3 The award of the Postgraduate Diploma in Practitioner Research shall be made to candidates who have satisfactorily completed the course of study and formal assessments associated with the
taught components of the degree programme (i.e. excluding the institution focused study report and the thesis). Candidates awarded the Postgraduate Diploma in Practitioner Research shall not subsequently be permitted to present themselves for assessment for the EdD degree.

8.4 A student who fails to satisfy the examiners in the Institution-Focused Study report on two occasions shall not be permitted to continue with his or her programme of study, but may be considered for the award of the Postgraduate Diploma if he or she has attained a satisfactory overall standard in formal assessments associated with the taught element.

8.5 Detailed provisions for the award of the Postgraduate Diploma are set out in supplementary regulations appended to these regulations.

8.6 The award of the Master of Education (MEd) in Practitioner Research shall be made to candidates who have satisfactorily completed the course of study and formal assessments associated with the taught components of the degree programme and the Institution-Focused Study report (but excluding the thesis). (Candidates awarded the MEd shall not subsequently be permitted to present themselves for assessment for the EdD degree).

8.7 A student who fails to satisfy the examiners in the EdD thesis may be considered for the award of the MEd degree if he or she has attained a satisfactory overall standard in formal assessments associated with the taught element and the Institution-Focused Study report.

8.8 Detailed provisions for the award of the MEd degree are set out in supplementary regulations appended to these Regulations.

9. Requirements of the thesis

9.1 The thesis for the EdD shall (see also regulation 5.3):

9.1.1 consist of the candidate’s own account of his/her investigations;

9.1.2 form a distinct contribution to the knowledge of the field of study and afford evidence of originality and a capacity for autonomous research;

9.1.3 demonstrate the candidate’s capability to pursue original research in the field of study based on a good understanding of the research techniques and concepts appropriate to the discipline;

9.1.4 demonstrate the candidate’s understanding of professionalism and his/her own professional role and the contribution of the thesis to his/her professional development;

9.1.5 give a critical assessment of the relevant literature, describe the method of research and its findings including a discussion on those findings, and indicate in what respects they appear to the candidate to advance the study of the subject;

9.1.6 embody the results of a practice-based research programme which may reasonably be expected of a student, taking into account the required length of the thesis and minimum period of registration for the programme;

9.1.7 be written in English and be satisfactory in its literary and/or technical presentation and structure with a full bibliography and references;

9.1.8 make clear the sources from which information has been derived, the extent to which the work of others has been used, and the areas which are claimed as original;

9.1.9 be no more than 45,000 words (exclusive of appendices, the list of references and bibliographies but including footnotes, endnotes, glossary, maps, diagrams and tables).
Appendices should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish; (see also 9.2)

9.1.10 be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals).

9.2 A candidate will be expected to submit, bound in with the 45,000 word thesis, a statement of no more than 2,000 words summarising the areas which he/she has covered in the course as a whole, and highlighting the links between each element.

9.3 A candidate must include in each copy of his/her thesis a signed declaration that the work presented in the thesis is his/her own work.

9.4 A candidate is required to include a declaration of accurate word length in his/her thesis.

9.5 The greater proportion of the work submitted in a thesis must have been carried out after the registration of the student for the EdD degree at UCL, except that in the case of a student accepted under regulation 6.1 there shall be allowance for the fact that the student commenced his/her registration at another institution.

9.6 A candidate will not be permitted to submit as his/her thesis one which has been submitted for a degree or comparable award of this or any other university or institution, but a candidate shall not be precluded from incorporating in a thesis covering a wider field of work which he/she has already submitted for a degree or comparable award of this or any other university or institution provided that he/she shall indicate on his/her entry form and also on his/her thesis any work which has been so incorporated.

9.7 A candidate may submit the results of work done in conjunction with his/her supervisor, and/or with fellow research workers provided that the candidate states clearly his/her own personal contributions to the investigation and that the statement is certified by the co-researchers.

9.8 Work already published including that published in joint names may be included only if it forms an integral part of the thesis and thereby makes a relevant contribution to the main theme of the thesis. A series of publications alone is not acceptable as a thesis.

9.9 Work undertaken during registration for the EdD degree as part of other elements of the degree may be included in the thesis provided the student indicates on the entry form and also on the thesis any work which has been so incorporated.

9.10 Publications in joint names must be certified in accordance with paragraph 9.7 above.

9.11 A thesis must be presented for examination in a final form in accordance with the instructions issued by the Programme Leader of IOE (see also regulation 10.7).

9.12 The title of the candidate’s thesis must be approved by the candidate’s supervisor.

9.13 After the examination has been completed and before the degree is awarded, successful candidates are required to submit to the appropriate office, for lodging in the Newsam library, the required number of copies of the thesis in the format specified in the instructions issued by the Programme Leader, if the copies of the theses submitted for examination did not conform with this specification (see also 14.1).
10. Entry to Examination for the Thesis

10.1 A candidate shall be examined in accordance with the regulations in force at the time of his/her entry or re-entry. Application must be made in the form prescribed in the IOE Guidelines for the Conduct of Oral Examinations.

10.2 The decision to submit a thesis in any particular form rests with the candidate alone.

10.3 A student may submit a thesis for examination only after the minimum registration period has passed.

10.4 The student’s supervisor shall report that he/she has completed the course in accordance with the regulations before a candidate is admitted to the examination for the degree.

10.5 The student must submit the entry form at least four months before the submission of the thesis and this will initiate the procedure for the appointment of examiners.

10.6 To assist in the appointment of suitable examiners, the student is required to submit with his/her entry form a short description of the content of the thesis in about 300 words to assist in the appointment of suitable examiners.

10.7 If the candidate has not submitted his/her thesis for examination within 12 months from the submission of the entry form for the examination, the entry will be cancelled unless for special reasons the candidate’s supervisor requests otherwise.

10.8 Prior to the oral examination, the candidate will be required to submit an electronic copy and two paper copies of his/her thesis printed and bound in accordance with instructions obtainable from the Programme Leader. A candidate may be required to provide a third copy of his/her thesis if a third examiner is appointed at any stage in the examination process.

10.9 A candidate is required to bring to the oral examination a printed copy of his/her thesis paginated in the same way as the copies submitted to the examiners, and a copy of the statement to which reference is made in regulation 9.13 above.

10.10 A student must normally submit his or her thesis for examination within one year of completion of his or her course of study. A student wishing to submit the thesis at a later date may do so only with the approval of the Faculty Tutor.

11. Availability of EdD thesis

11.1. It is a requirement for the award of the EdD degree that one hard bound copy of a successful thesis is placed in the IOE’s Newsam library and one electronic copy to be made available for public reference.

11.2. At the time of entry to the examination candidates for the EdD degree will be required to sign a declaration confirming that the work presented is their own as specified in regulation 9.3, is fit for examination and that a copy may be made available for public reference.

11.3 A candidate may apply to the Research Degrees Examination Board for restriction of access to his or her thesis and/or the abstract for a period of up to two years on the grounds, for example, of commercial exploitation or patenting or in very exceptional circumstances. In all other circumstances, a thesis will be placed in the public domain following the award of the degree.
12. Appointment of Examiners and Conduct of Examination

12.1 All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of previously unpublished material contained in a candidate’s thesis until such time as any restrictions on access to the thesis, which have been granted by UCL, are removed.

12.2 The outcome of the examination is determined by two or more examiners acting jointly.

12.3 The Research Degrees Examination Board shall appoint the examiners, having paid particular attention to their independence, expertise and relevant experience. Two, or exceptionally three, examiners will be appointed for each candidate. The examiners are required to be expert in the field of the thesis and to be able to make an independent assessment of the student and the thesis. There shall be an internal examiner appointed from IOE and an external examiner appointed from outside IOE. With the permission of the Research Degrees Examination Board both examiners may be appointed from outside IOE. Only one examiner may be appointed from within IOE.

12.4 If the candidate is a member of staff of IOE, both examiners shall be external to the IOE.

12.5 The candidate’s supervisors or those involved in the supervision or development of the student’s thesis may not act as examiners.

12.6 The Research Degrees Examination Board shall also appoint, at the request of the examiners, an additional examiner who is external to IOE. The original examiners shall so request before they report formally that they are unable to reach agreement and may do so at any time, if they consider it desirable. Whenever possible the additional examiner shall be of professorial status and shall have considerable experience of examining for a doctoral degree.

12.7 The Research Degrees Examination Board shall appoint an examiner from overseas only in exceptional circumstances when it is considered that such an appointment is necessary. If an examiner from overseas is appointed, the Research Degrees Examination Board must be satisfied that the examiner appointed is familiar with the British higher education system.

12.8 Assessment shall be by submission of a thesis (as defined above) and an oral examination, which will be conducted in English.

12.9 Candidates must attend for examination at a place and time determined by IOE (see also regulation 10.12).

12.10 The oral examination will be held in London. The Faculty Tutor may, however, agree to different arrangements if there are exceptional circumstances which make this expedient.

12.11 Unless the candidate indicates otherwise on the entry form, the supervisor (or where the candidate is jointly supervised, both supervisors) shall be invited to attend the oral examination as an observer. The supervisor does not have the right to take part in the examination but may contribute, if invited to do so by the examiners, with the agreement of the candidate. Otherwise the oral examination will be held in private.

12.12 An independent chair shall be appointed for all oral examinations. The chair shall play no role in the academic content of the examination of the thesis or the candidate. The role of the independent chair is to be present at the oral examination as a neutral observer and a guarantor.
of fair play, and generally to ensure that the examination is conducted appropriately. Where appropriate, the chair shall offer advice to the examiners on the regulations.

12.13 The chair shall be appointed in accordance with the IOE Guidelines for the Conduct of Oral Examinations.

12.14 The examiners shall prepare independent preliminary written reports on the thesis to assist in conducting the oral examination (or the preparation of the joint report in those cases where no oral examination is held). These preliminary reports shall be submitted to IOE before the oral examination so that they may be distributed to the other examiner and to the independent chair before the oral examination.

12.15 The examiners have the right to reject a thesis which does not conform to the requirements for the submission of theses without conducting an examination. This does not preclude the candidate from submitting the thesis for examination again later.

12.16 After any oral examination, the examiners shall prepare a joint final report for submission to IOE. The report shall indicate whether the thesis meets the requirements specified in these regulations and include a statement of the examiners’ reasons for their judgment of the candidate’s performance against the prescribed criteria.

12.17 The examiners may, at their discretion, consult the independent chair before completing their report.

12.18 Copies of the reports shall be sent to Student and Registry Services who shall forward a copy of the final report to the candidate, together with the preliminary reports. All reports will be available to the members of an appeals committee in the case of an appeal against the result of the examination (see also 13.4).

13. Outcome of Examination

13.1. The award of the degree shall be dependent on a satisfactory defense of the thesis in the oral examination as well as successful completion of all the other elements of the course as detailed in paragraph 8.1 above. The oral examination shall be designed to test the thesis against the criteria stated in paragraph 9 above.

13.2 The options open to examiners in determining the result of the examination are set out below.

**Pass**

13.2.1 If the thesis fulfils the criteria set out in these regulations and the candidate satisfies the examiners in the oral examination, the examiners shall report to the Research Degrees Examination Board that the candidate has satisfied them in the examination for the EdD degree.

**Pass subject to corrections within one month**

13.2.2 If the thesis otherwise fulfils the criteria but it and/or the 2,000 word statement requires corrections (i.e. typographical errors, occasional stylistic or grammatical flaws, corrections to references/bibliography etc.), and if the candidate satisfies the examiners in the oral examination, the examiners may require the candidate to make such corrections within one month of having been notified of the required corrections. The examiners shall be required to advise the student of the corrections in writing following the oral examination. The corrected thesis shall be submitted to one of the examiners nominated by them, or, if they so decide the supervisor, for confirmation that the corrections are satisfactory.
Pass subject to minor amendments within six months

13.2.3 If the thesis otherwise fulfils the criteria but it and/or the 2,000 statement require(s) minor amendments (i.e. stated minor deficiencies, requiring some textual revision) and if the candidate satisfies the examiners in the oral examination, the examiners may require the candidate to make such amendments specified by them within six months of having received them. The examiners shall be required to advise the student of the minor amendments in writing following the oral examination. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory. If the candidate fails to make the minor amendments in the specified time-frame or the examiner is unable to confirm that the amendments are satisfactory, the procedure outlined in 13.2.4 shall be followed.

Referral – re-present within 12 months

13.2.4 If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within 12 months. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. Following the oral examination the examiners shall be required to advise the student in writing of the additional work required before the thesis is re-presented. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis a candidate who under this regulation has been permitted to re-present it in a revised form.

13.2.5 If the thesis satisfies the criteria for the degree, but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 12 months.

Fail – may not re-present

13.3 The examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.

13.4 If the examiners are unable to reach agreement, their reports shall be referred to the Research Degrees Examination Board which shall determine the action to be taken.

13.5 A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination. However, exceptionally, a candidate may apply to IOE to register for another course of study leading to the submission of a thesis on a different topic.

14. Notification of Results of EdD Examinations

14.1 After the report of the examiners has been considered by the Research Degrees Examination Board, the candidate shall be notified by Student and Registry Services of the result of his/her examination. The degree shall not be awarded until copies of the thesis have been lodged with IOE in accordance with regulation 9.13).

14.2 A diploma under the seal of UCL shall be subsequently delivered to each candidate who has been awarded a degree.
14.3 The diploma for the degree will bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.

14.4 No person will be awarded any qualification who has not settled any account outstanding with UCL or made acceptable arrangements to settle any such account, and neither will any information on such a person's examination performance be communicated to that person or to any third party except as required by law.

14.5 Student and Registry Services may withhold the result of any examination for a student who is under investigation under the disciplinary procedures of UCL, unless required to disclose information by law.

14.6 The procedures governing student complaints, including appeals against the decision of a Board of Examiners, are defined in the *UCL Academic Manual, Chapter 6, Section 13: Student Complaints Procedures*.

1.1 Master of Education (MEd) in Practitioner Research

Appendix to Doctor in Education Regulations

REGULATIONS FOR THE AWARD OF THE MASTER OF EDUCATION (MEd) IN PRACTITIONER RESEARCH

Students who register initially for the Doctor in Education (EdD) degree shall be awarded the degree of Master of Education in Practitioner Research in accordance with the provisions below.

1. Conditions for award

1.1 Students who have successfully completed the taught elements of the EdD degree by achieving a pass grade in each of the required courses and the report for the institution focused study (IFS) are eligible to be considered for the award of the MEd in Practitioner Research provided they have been registered for not less than two calendar years of part-time study at UCL.

1.2 Students who achieve a pass grade in each of the required courses and the report for the institution focused study and who subsequently attempt but fail the EdD thesis, may be eligible for the award of the MEd in Practitioner Research provided they have not applied for any other award on the basis of their results in the taught elements and the institution-focused study report.

1.3 The Regulations and examination provisions which govern the EdD degree for which the student registers shall apply to those elements of the degree which count towards the award of the MEd.

1.4 A student who opts for the award of the MEd may not subsequently receive credit for the passes in the assessed elements of the EdD programme which led to the award of the degree towards the award of the EdD degree or any other award offered at UCL.

2. Examination

2.1 A candidate will be examined in accordance with instructions governing formal assessment in force at the time he or she is considered for the award of the MEd.
2.2 In order to qualify for admission to the degree of Master of Education, a candidate must satisfy the examiners:

2.1.1 that he/she has attained a satisfactory standard in the taught elements of the degree;

2.1.2 that the candidate has attained a satisfactory standard in the report on the institution-focused study and has shown how the studies have supported the candidate’s professional development and extended his/her understanding of his/her professional role.

3. Notification of result

3.1 After the EdD Board of Examiners have reached a decision, every candidate will be notified by the Student and Registry Services of the result of his/her examination.

3.2 A diploma under the seal of UCL shall be subsequently delivered to each candidate who has been awarded the degree. The date of the award of the diploma will be no longer than one month after the Board of Examiners has recommended that a student be passed.

3.3 The diploma for the degree will bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.

1.2 Postgraduate Diploma in Practitioner Research

REGULATIONS FOR POSTGRADUATE DIPLOMA IN PRACTITIONER RESEARCH

Students who register initially for the degree of EdD shall be awarded the Postgraduate Diploma in Practitioner Research in accordance with the provisions below.

1. Conditions of Award

1.1 Students who successfully complete the taught element of the EdD degree by achieving a pass grade in each of the required courses through studies at UCL are eligible to be considered for the award of the Postgraduate Diploma in Practitioner Research, provided they have not applied for any other award on the basis of results in the taught courses.

1.2 Pass grades on the basis of which the Postgraduate Diploma in Practitioner Research is awarded must have been achieved through assessments relating to the taught elements of the EdD degree programme only.

1.3 The regulations and examination provisions which govern the EdD degree for which the student registers shall apply to those courses which count towards the award of the Postgraduate Diploma in Practitioner Research.

1.4 A student who opts for the award of the Postgraduate Diploma in Practitioner Research may not subsequently receive credit for the passes in courses which led to the award of the Postgraduate Diploma in Practitioner Research towards the award of the EdD degree or any other award offered at UCL.

2. Examination

2.1 A candidate will be examined in accordance with the instructions governing formal assessment in force at the time he or she is considered for the award of the Postgraduate Diploma.
2.2 In order to qualify for the award of the Postgraduate Diploma in Practitioner Research a candidate must satisfy the examiners that he/she has attained a satisfactory standard in each of the courses which comprise the taught element of the degree.

3. Notification of result

3.1 After the EdD Board of Examiners have reached a decision, every candidate will be notified by the Student and Registry Services of the result of his/her examination.

3.2 A diploma under the seal of UCL shall be subsequently delivered to each candidate who has been awarded a Postgraduate Diploma. The date of the award of the diploma will be no longer than one month after the Board of Examiners has recommended that a student be passed.

3.3 The diploma will bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.
2 Regulations for Students Entering before September 2015

1. Introduction

1.1 These regulations govern the conduct and award of the degree of Doctor in Education (EdD), the Master of Education (MEd) and the Postgraduate Diploma in Practitioner Research.

1.2 The regulations are made subject to the IOE General Academic Regulations 2014-15 and the IOE Assessment Regulations for Students 2014-15 and all other relevant regulations, policies and procedures of UCL:

2. Definitions

2.1 In these regulations, terms have the meanings assigned to them in the IOE General Academic Regulations 2014-15 unless otherwise state in the text.

2.2 Any reference in these regulations to any named officer of UCL shall be deemed to include a reference to any person designated by that officer for the purpose.

3. Admission

3.1 Candidates for admission must satisfy the requirements laid down in the IOE General Academic Regulations 2014-15.

3.2 The normal minimum entrance requirements for admission to an EdD are:

3.2.1 a postgraduate Masters degree of a United Kingdom university or educational institution of university rank, or an overseas qualification judged by UCL to be of an equivalent standard, plus

3.2.2 at least four years’ relevant experience in Education or a related field.

3.3 A candidate not satisfying these requirements may be considered for admission if the UCL is satisfied that his or her general education, scholarship, training and experience are suitable for the programme. In such cases, UCL shall prescribe qualifying work that must be completed to the satisfaction of the Programme Leader before registration.

3.4 Applicants for admission may in addition be required to pass an approved English language test (details at http://www.ucl.ac.uk/prospective-students/graduate/life/international) and other tests prescribed by UCL as a condition of registration.

3.5 Candidates for registration may be required to pass a qualifying examination and/or may be required to obtain additional qualifications for admission as determined by UCL.

3.6 At the discretion of the Programme Leader a candidate who fails to pass a qualifying examination prescribed for him/her will not be permitted to re-enter for the qualifying examination; if re-entry to the qualifying examination is permitted, a candidate will be limited to one re-entry.

3.7 A qualifying examination may not serve in lieu of a satisfactory result in an approved English language test in cases where specified evidence of English language proficiency at a level deemed appropriate by UCL is required.
3.8 Every candidate must make application to UCL in accordance with the *IOE General Academic Regulations 2014-15* and any other procedures prescribed by UCL.

4. Registration

4.1 Students registered for a course of study at UCL shall not normally be permitted to register concurrently for another course at UCL or at any other higher education institution.

4.2 A student must register for a course of study in accordance with the procedures issued annually by the Registrar and the *IOE General Academic Regulations 2014-15*.

4.3 A student who withdraws before completing the programme of study may be required to re-start the whole programme or to repeat elements of the programme should the student subsequently be permitted by UCL to re-register for it.

5. Attendance and Course of Study

5.1 The curriculum for the EdD shall consist of three elements:

5.1.1 a taught component comprising courses of study of relevance to individuals working in education and related fields: the content of this element of the curriculum will be determined by UCL and will vary from time to time, but shall always include a theoretical and practical training in research strategies and methodologies; a course or courses on the foundations of professionalism in education; and specialist studies in a specific area or areas.

5.1.2 an institution-focused study written up in the form of a report of 20,000 words; the title and method of enquiry of the study are to be approved by the candidate’s supervisor and by the appropriate UCL authority.

5.1.3 a thesis of 45,000, words, the subject and method of enquiry of which are to be approved by the supervisor and the appropriate UCL authority.

5.2 Assessment criteria specific to each element of the programme are set out in the examination guidance issued annually.

5.3 Students following the international programme for the EdD shall be required to incorporate in their coursework, report and thesis an international, intercultural or comparative dimension.

5.4 UCL shall appoint a supervisor and an advisory panel for each of its students registered for the EdD degree in accordance therewith.

5.5 The minimum period of part-time registration for an EdD degree shall be four calendar years and for a full-time student it is three calendar years. For a student granted credit under regulation 6.1, the period of registration spent at the other institution shall be used to calculate the number of years undertaken by the student.

5.6 A student accepted under regulation 6.1 may be exempted by UCL from part of a course of study for the EdD degree provided that the course of study followed at UCL is not less than two calendar years of part-time registration.

5.7 A course must be pursued continuously except by special permission of the Faculty Tutor.
5.8 The progress of each student shall be formally reviewed on an annual basis in accordance with the IOE Code of Practice for Research Degrees.

5.9 Part-time EdD students are expected to submit their thesis for examination within seven calendar years of the initial degree registration and full-time students are expected to submit their thesis for examination within four years of the initial degree registration. Exceptionally, the Faculty Tutor may grant permission for a longer period of study in accordance with agreed procedures as laid down in the IOE Code of Practice for Research Degrees, except that this shall not exceed ten years from the initial date of registration.

5.10 All research conducted must conform to the UCL Research Governance and Ethics Policies and Procedures.

5.11 All work submitted as part of the requirements for any examination of UCL must be expressed in the candidate’s own words and incorporate his/her own ideas and judgments.

5.12 The UCL Research Misconduct Regulations (see UCL Academic Manual, Chapter 5, Part A Section 5.6) will be used to deal with any allegation that any part of a thesis has been plagiarised or that there has been any infringement of the declaration in regulation 9.2 below.

5.13 A student who fails to undertake the prescribed course of study or coursework or to make satisfactory progress in regard to his or her research may be required to withdraw from the programme in accordance with the IOE General Academic Regulations 2014-15 for the relevant year of study.

6. Credit Exemption

6.1 Candidates may, at the discretion of UCL, be given exemption from up to two taught courses for work successfully completed (i.e. taught and examined) from a doctoral degree programme offered at another approved higher education institution. Exemption is given only in respect of courses deemed to be of an appropriate level and which form a coherent whole with the candidate’s EdD programme.

7. Examinations

7.1 Candidates for entry to assessment for the EdD degree must satisfy the requirements as laid down in these regulations and the programme handbook.

7.2 All assessments will be undertaken by appointed internal examiners and overseen by examiners external to UCL. The examination of the thesis shall be by oral examination conducted by at least two examiners, one of whom shall be external to UCL: this examination will be designed to test the thesis against the criteria stated at 8.1.3 below, and will further examine the candidate’s conceptual understanding of the integration of all elements of his/her EdD studies.

7.3 The timing of the assessment of the taught element of the course, the institution-focused study, and the thesis will be in accordance with a schedule published by the Faculty Tutor.

7.4 In exceptional circumstances students may be granted permission to extend the deadline for assessment or to defer their assessment. Such requests must normally be made in accordance with the taught regulations in the UCL Academic Manual, Chapter 4, Section 6: Extenuating Circumstances.

7.5 Students who wish to withdraw their entry for formal assessment in relation to any element of their programme of study must inform the Programme Leader. Such notification shall be provided
in writing at least ten days before either the date of the written paper(s) or the last date for submission of coursework assignments or the IFS reports.

7.6 Students who do not have permission for an extension, deferment or notice of withdrawal and who do not submit to assessment at the proper time will normally be recorded as absent from it and this will count as an attempt.

7.7 A candidate who is prevented by illness or by the serious illness or death of a near relative or by any other cause judged sufficient by the Faculty Tutor from completing an assessment or part of an assessment at the normal time may normally enter for formal assessment in relation to those elements on the next occasion when the assessment is held. At the discretion of the Board of Examiners concerned, such a candidate may instead undertake a special assessment in those elements missed and/or be permitted to submit any prescribed assignment at a date specified by the Board. The special assessment shall be undertaken in the same mode of assessment as the assessment that was missed.

7.8 A candidate who does not at his or her first entry satisfy the examiners in the formal assessment or part of the formal assessment for which he or she has entered may be re-assessed in that element of his or her programme of study on one further occasion only. Deadlines for the resubmission of work for formal assessment or of examination resits shall be specified by the Programme Leader.

7.9 A student who on two occasions fails or is absent from the assessment associated with a course required for the award for which he or she is registered may not continue with the programme of study.

7.10 A student wishing to request a reconsideration of a decision published by the EdD Board of Examiners should do so under the UCL Student Complaints Procedure available in the UCL Academic Manual, Chapter 6, Section 13.

8. Award

8.1 In order to qualify for admission to the degree of EdD, a candidate must satisfy the examiners:

8.1.1 that he/she has attained a satisfactory standard in the taught element of the degree;

8.1.2 that the report on the Institution-Focused Study has shown how the EdD studies have supported the candidate’s professional development and extended his/her understanding of his/her professional role.

8.1.3 that the thesis forms a distinct contribution to the knowledge of the field of study and affords evidence of originality and a capacity for autonomous research; and

8.1.4 that he/she possesses a conceptual understanding of the integration of all elements of his/her EdD studies.

8.2 Candidates unable to complete the EdD degree programme may apply for the award of either:

8.2.1 the Postgraduate Diploma in Practitioner Research (see 8.5), or

8.2.2 the Master of Education (MEd) in Practitioner Research (see 8.6)

8.3 The award of the Postgraduate Diploma in Practitioner Research shall be made to candidates who have satisfactorily completed the course of study and formal assessments associated with the
taught components of the degree programme (i.e. excluding the institution focused study report and the thesis). Candidates awarded the Postgraduate Diploma in Practitioner Research shall not subsequently be permitted to present themselves for assessment for the EdD degree.

8.4 A student who fails to satisfy the examiners in the Institution-Focused Study report on two occasions shall not be permitted to continue with his or her programme of study, but may be considered for the award of the Postgraduate Diploma if he or she has attained a satisfactory overall standard in formal assessments associated with the taught element.

8.5 Detailed provisions for the award of the Postgraduate Diploma are set out in supplementary regulations appended to these regulations.

8.6 The award of the Master of Education (MEd) in Practitioner Research shall be made to candidates who have satisfactorily completed the course of study and formal assessments associated with the taught components of the degree programme and the Institution-Focused Study report (but excluding the thesis). (Candidates awarded the MEd shall not subsequently be permitted to present themselves for assessment for the EdD degree).

8.7 A student who fails to satisfy the examiners in the EdD thesis may be considered for the award of the MEd degree if he or she has attained a satisfactory overall standard in formal assessments associated with the taught element and the Institution-Focused Study report.

8.8 Detailed provisions for the award of the MEd degree are set out in supplementary regulations appended to these Regulations.

9. Requirements of the thesis

9.1 The thesis for the EdD shall (see also regulation 5.3):

9.1.1 consist of the candidate’s own account of his/her investigations;

9.1.2 form a distinct contribution to the knowledge of the field of study and afford evidence of originality and a capacity for autonomous research;

9.1.3 demonstrate the candidate’s capability to pursue original research in the field of study based on a good understanding of the research techniques and concepts appropriate to the discipline;

9.1.4 demonstrate the candidate’s understanding of professionalism and his/her own professional role and the contribution of the thesis to his/her professional development;

9.1.5 give a critical assessment of the relevant literature, describe the method of research and its findings including a discussion on those findings, and indicate in what respects they appear to the candidate to advance the study of the subject;

9.1.6 embody the results of a practice-based research programme which may reasonably be expected of a student, taking into account the required length of the thesis and minimum period of registration for the programme;

9.1.7 be written in English and be satisfactory in its literary and/or technical presentation and structure with a full bibliography and references;

9.1.8 make clear the sources from which information has been derived, the extent to which the work of others has been used, and the areas which are claimed as original;
9.1.9 be no more than 45,000 words (exclusive of appendices, the list of references and bibliographies but including footnotes, endnotes, glossary, maps, diagrams and tables). Appendices should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish; (see also 9.2)

9.1.10 be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals).

9.2 A candidate will be expected to submit, bound in with the 45,000 word thesis, a statement of no more than 2,000 words summarising the areas which he/she has covered in the course as a whole, and highlighting the links between each element.

9.3 A candidate must include in each copy of his/her thesis a signed declaration that the work presented in the thesis is his/her own work.

9.4 A candidate is required to include a declaration of accurate word length in his/her thesis.

9.5 The greater proportion of the work submitted in a thesis must have been carried out after the registration of the student for the EdD degree at UCL, except that in the case of a student accepted under regulation 6.1 there shall be allowance for the fact that the student commenced his/her registration at another institution.

9.6 A candidate will not be permitted to submit as his/her thesis one which has been submitted for a degree or comparable award of this or any other university or institution, but a candidate shall not be precluded from incorporating in a thesis covering a wider field of work which he/she has already submitted for a degree or comparable award of this or any other university or institution provided that he/she shall indicate on his/her entry form and also on his/her thesis any work which has been so incorporated.

9.7 A candidate may submit the results of work done in conjunction with his/her supervisor, and/or with fellow research workers provided that the candidate states clearly his/her own personal contributions to the investigation and that the statement is certified by the co-researchers.

9.8 Work already published including that published in joint names may be included only if it forms an integral part of the thesis and thereby makes a relevant contribution to the main theme of the thesis. A series of publications alone is not acceptable as a thesis.

9.9 Work undertaken during registration for the EdD degree as part of other elements of the degree may be included in the thesis provided the student indicates on the entry form and also on the thesis any work which has been so incorporated.

9.10 Publications in joint names must be certified in accordance with paragraph 9.7 above.

9.11 A thesis must be presented for examination in a final form in accordance with the instructions issued by the Programme Leader of IOE (see also regulation 10.7).

9.12 The title of the candidate’s thesis must be approved by the candidate’s supervisor.

9.13 After the examination has been completed and before the degree is awarded, successful candidates are required to submit to the appropriate office, for lodging in the Newsam library, the required number of copies of the thesis in the format specified in the instructions issued by the Programme Leader, if the copies of the theses submitted for examination did not conform with this specification (see also 14.1).
10. Entry to Examination for the Thesis

10.1 A candidate shall be examined in accordance with the regulations in force at the time of his/her entry or re-entry. Application must be made in the form prescribed in the *IOE Guidelines for the Conduct of Oral Examinations*.

10.2 The decision to submit a thesis in any particular form rests with the candidate alone.

10.3 A student may submit a thesis for examination only after the minimum registration period has passed.

10.4 The student’s supervisor shall report that he/she has completed the course in accordance with the regulations before a candidate is admitted to the examination for the degree.

10.5 The student must submit the entry form at least **four months** before the submission of the thesis and this will initiate the procedure for the appointment of examiners.

10.6 To assist in the appointment of suitable examiners, the student is required to submit with his/her entry form a short description of the content of the thesis in about 300 words to assist in the appointment of suitable examiners.

10.7 If the candidate has not submitted his/her thesis for examination within 12 months from the submission of the entry form for the examination, the entry will be cancelled unless for special reasons the candidate’s supervisor requests otherwise.

10.8 Prior to the oral examination, the candidate will be required to submit an electronic copy and two paper copies of his/her thesis printed and bound in accordance with instructions obtainable from the Programme Leader. A candidate may be required to provide a third copy of his/her thesis if a third examiner is appointed at any stage in the examination process.

10.9 A candidate is required to bring to the oral examination a printed copy of his/her thesis paginated in the same way as the copies submitted to the examiners, and a copy of the statement to which reference is made in regulation 9.13 above.

10.10 A student must normally submit his or her thesis for examination within one year of completion of his or her course of study. A student wishing to submit the thesis at a later date may do so only with the approval of the Faculty Tutor.

11. Availability of EdD thesis

11.1. It is a requirement for the award of the EdD degree that one hard bound copy of a successful thesis is placed in the IOE’s Newsam library and one electronic copy to be made available for public reference.

11.2. At the time of entry to the examination candidates for the EdD degree will be required to sign a declaration confirming that the work presented is their own as specified in regulation 9.3, is fit for examination and that a copy may be made available for public reference.

11.3 A candidate may apply to the Research Degrees Examination Board for restriction of access to his or her thesis and/or the abstract for a period of up to two years on the grounds, for example, of commercial exploitation or patenting or in very exceptional circumstances. In all other circumstances, a thesis will be placed in the public domain following the award of the degree.
12. Appointment of Examiners and Conduct of Examination

12.1 All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of previously unpublished material contained in a candidate’s thesis until such time as any restrictions on access to the thesis, which have been granted by UCL, are removed.

12.2 The outcome of the examination is determined by two or more examiners acting jointly.

12.3 The Research Degrees Examination Board shall appoint the examiners, having paid particular attention to their independence, expertise and relevant experience. Two, or exceptionally three, examiners will be appointed for each candidate. The examiners are required to be expert in the field of the thesis and to be able to make an independent assessment of the student and the thesis. There shall be an internal examiner appointed from IOE and an external examiner appointed from outside IOE. With the permission of the Research Degrees Examination Board both examiners may be appointed from outside IOE. Only one examiner may be appointed from within IOE.

12.4 If the candidate is a member of staff of IOE, both examiners shall be external to the IOE.

12.5 The candidate’s supervisors or those involved in the supervision or development of the student’s thesis may not act as examiners.

12.6 The Research Degrees Examination Board shall also appoint, at the request of the examiners, an additional examiner who is external to IOE. The original examiners shall so request before they report formally that they are unable to reach agreement and may do so at any time, if they consider it desirable. Whenever possible the additional examiner shall be of professorial status and shall have considerable experience of examining for a doctoral degree.

12.7 The Research Degrees Examination Board shall appoint an examiner from overseas only in exceptional circumstances when it is considered that such an appointment is necessary. If an examiner from overseas is appointed, the Research Degrees Examination Board must be satisfied that the examiner appointed is familiar with the British higher education system.

12.8 Assessment shall be by submission of a thesis (as defined above) and an oral examination, which will be conducted in English.

12.9 Candidates must attend for examination at a place and time determined by IOE (see also regulation 10.12).

12.10 The oral examination will be held in London. The Faculty Tutor may, however, agree to different arrangements if there are exceptional circumstances which make this expedient.

12.11 Unless the candidate indicates otherwise on the entry form, the supervisor (or where the candidate is jointly supervised, both supervisors) shall be invited to attend the oral examination as an observer. The supervisor does not have the right to take part in the examination but may contribute, if invited to do so by the examiners, with the agreement of the candidate. Otherwise the oral examination will be held in private.

12.12 An independent chair shall be appointed for all oral examinations. The chair shall play no role in the academic content of the examination of the thesis or the candidate. The role of the independent chair is to be present at the oral examination as a neutral observer and a guarantor of fair play, and generally to ensure that the examination is conducted appropriately. Where appropriate, the chair shall offer advice to the examiners on the regulations.
12.13 The chair shall be appointed in accordance with the *IOE Guidelines for the Conduct of Oral Examinations*.

12.14 The examiners shall prepare independent preliminary written reports on the thesis to assist in conducting the oral examination (or the preparation of the joint report in those cases where no oral examination is held). These preliminary reports shall be submitted to IOE before the oral examination so that they may be distributed to the other examiner and to the independent chair before the oral examination.

12.15 The examiners have the right to reject a thesis which does not conform to the requirements for the submission of theses without conducting an examination. This does not preclude the candidate from submitting the thesis for examination again later.

12.16 After any oral examination, the examiners shall prepare a joint final report for submission to IOE. The report shall indicate whether the thesis meets the requirements specified in these regulations and include a statement of the examiners’ reasons for their judgment of the candidate’s performance against the prescribed criteria.

12.17 The examiners may, at their discretion, consult the independent chair before completing their report.

12.18 Copies of the reports shall be sent to Student and Registry Services who shall forward a copy of the final report to the candidate, together with the preliminary reports. All reports will be available to the members of an appeals committee in the case of an appeal against the result of the examination (see also 13.4).

13. Outcome of Examination

13.1. The award of the degree shall be dependent on a satisfactory defense of the thesis in the oral examination as well as successful completion of all the other elements of the course as detailed in paragraph 8.1 above. The oral examination shall be designed to test the thesis against the criteria stated in paragraph 9 above.

13.2 The options open to examiners in determining the result of the examination are set out below.

**Pass**

13.2.1 If the thesis fulfils the criteria set out in these regulations and the candidate satisfies the examiners in the oral examination, the examiners shall report to the Research Degrees Examination Board that the candidate has satisfied them in the examination for the EdD degree.

**Pass subject to corrections within one month**

13.2.2 If the thesis otherwise fulfills the criteria but it and/or the 2,000 word statement requires corrections (i.e. typographical errors, occasional stylistic or grammatical flaws, corrections to references/bibliography etc.), and if the candidate satisfies the examiners in the oral examination, the examiners may require the candidate to make such corrections within one month of having been notified of the required corrections. The examiners shall be required to advise the student of the corrections in writing following the oral examination. The corrected thesis shall be submitted to one of the examiners nominated by them, or, if they so decide the supervisor, for confirmation that the corrections are satisfactory.
Pass subject to minor amendments within six months

13.2.3 If the thesis otherwise fulfils the criteria but it and/or the 2,000 statement require(s) minor amendments (i.e. stated minor deficiencies, requiring some textual revision) and if the candidate satisfies the examiners in the oral examination, the examiners may require the candidate to make such amendments specified by them within six months of having received them. The examiners shall be required to advise the student of the minor amendments in writing following the oral examination. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory. If the candidate fails to make the minor amendments in the specified time-frame or the examiner is unable to confirm that the amendments are satisfactory, the procedure outlined in 13.2.4 shall be followed.

Referral – re-present within 12 months

13.2.4 If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within 12 months. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. Following the oral examination the examiners shall be required to advise the student in writing of the additional work required before the thesis is re-presented. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis a candidate who under this regulation has been permitted to re-present it in a revised form.

13.2.5 If the thesis satisfies the criteria for the degree, but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 12 months.

Fail – may not re-present

13.3 The examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.

13.4 If the examiners are unable to reach agreement, their reports shall be referred to the Research Degrees Examination Board which shall determine the action to be taken.

13.5 A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination. However, exceptionally, a candidate may apply to IOE to register for another course of study leading to the submission of a thesis on a different topic.

14. Notification of Results of EdD Examinations

14.1 After the report of the examiners has been considered by the Research Degrees Examination Board, the candidate shall be notified by Student and Registry Services of the result of his/her examination. The degree shall not be awarded until copies of the thesis have been lodged with IOE in accordance with regulation 9.13).

14.2 A diploma under the seal of UCL shall be subsequently delivered to each candidate who has been awarded a degree.

14.3 The diploma for the degree will bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.
14.4 No person will be awarded any qualification who has not settled any account outstanding with UCL or made acceptable arrangements to settle any such account, and neither will any information on such a person's examination performance be communicated to that person or to any third party except as required by law.

14.5 Student and Registry Services may withhold the result of any examination for a student who is under investigation under the disciplinary procedures of UCL, unless required to disclose information by law.

14.6 The procedures governing student complaints, including appeals against the decision of a Board of Examiners, are defined in the UCL Academic Manual, Chapter 6, Section 13: Student Complaints Procedures.

2.1 Master of Education (MEd) in Practitioner Research

Appendix to Doctor in Education Regulations

REGULATIONS FOR THE AWARD OF THE MASTER OF EDUCATION (MEd) IN PRACTITIONER RESEARCH

Students who register initially for the Doctor in Education (EdD) degree shall be awarded the degree of Master of Education in Practitioner Research in accordance with the provisions below.

1. Conditions for award

1.1 Students who have successfully completed the taught elements of the EdD degree by achieving a pass grade in each of the required courses and the report for the institution focused study (IFS) are eligible to be considered for the award of the MEd in Practitioner Research provided they have been registered for not less than two calendar years of part-time study at UCL.

1.2 Students who achieve a pass grade in each of the required courses and the report for the institution focused study and who subsequently attempt but fail the EdD thesis, may be eligible for the award of the MEd in Practitioner Research provided they have not applied for any other award on the basis of their results in the taught elements and the institution-focused study report.

1.3 The Regulations and examination provisions which govern the EdD degree for which the student registers shall apply to those elements of the degree which count towards the award of the MEd.

1.4 A student who opts for the award of the MEd may not subsequently receive credit for the passes in the assessed elements of the EdD programme which led to the award of the degree towards the award of the EdD degree or any other award offered at UCL.

2. Examination

2.1 A candidate will be examined in accordance with instructions governing formal assessment in force at the time he or she is considered for the award of the MEd.

2.2 In order to qualify for admission to the degree of Master of Education, a candidate must satisfy the examiners:
2.1.1 that he/she has attained a satisfactory standard in the taught elements of the degree;

2.1.2 that the candidate has attained a satisfactory standard in the report on the institution-focused study and has shown how the studies have supported the candidate’s professional development and extended his/her understanding of his/her professional role.

3. Notification of result

3.1 After the EdD Board of Examiners have reached a decision, every candidate will be notified by the Student and Registry Services of the result of his/her examination.

3.2 A diploma under the seal of UCL shall be subsequently delivered to each candidate who has been awarded the degree. The date of the award of the diploma will be no longer than one month after the Board of Examiners has recommended that a student be passed.

3.3 The diploma for the degree will bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.

2.2 Postgraduate Diploma in Practitioner Research

REGULATIONS FOR POSTGRADUATE DIPLOMA IN PRACTITIONER RESEARCH

Students who register initially for the degree of EdD shall be awarded the Postgraduate Diploma in Practitioner Research in accordance with the provisions below.

1. Conditions of Award

1.1 Students who successfully complete the taught element of the EdD degree by achieving a pass grade in each of the required courses through studies at UCL are eligible to be considered for the award of the Postgraduate Diploma in Practitioner Research, provided they have not applied for any other award on the basis of results in the taught courses.

1.2 Pass grades on the basis of which the Postgraduate Diploma in Practitioner Research is awarded must have been achieved through assessments relating to the taught elements of the EdD degree programme only.

1.3 The regulations and examination provisions which govern the EdD degree for which the student registers shall apply to those courses which count towards the award of the Postgraduate Diploma in Practitioner Research.

1.4 A student who opts for the award of the Postgraduate Diploma in Practitioner Research may not subsequently receive credit for the passes in courses which led to the award of the Postgraduate Diploma in Practitioner Research towards the award of the EdD degree or any other award offered at UCL.

2. Examination

2.1 A candidate will be examined in accordance with the instructions governing formal assessment in force at the time he or she is considered for the award of the Postgraduate Diploma.

2.2 In order to qualify for the award of the Postgraduate Diploma in Practitioner Research a candidate must satisfy the examiners that he/she has attained a satisfactory standard in each of
the courses which comprise the taught element of the degree;

3. Notification of result

3.1 After the EdD Board of Examiners have reached a decision, every candidate will be notified by the Student and Registry Services of the result of his/her examination.

3.2 A diploma under the seal of UCL shall be subsequently delivered to each candidate who has been awarded a Postgraduate Diploma. The date of the award of the diploma will be no longer than one month after the Board of Examiners has recommended that a student be passed.

3.3 The diploma will bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.
UCL Academic Manual
2018-19

Chapter 5: Research Degrees Framework

Part G: IOE MPhil/PhD Regulations for Students entering before September 2015

Covering MPhil/ PhD students at the UCL Institute of Education who first enrolled on their programmes before September 2015.
IOE MPhil/PhD students enrolling from September 2015 onwards are subject to the UCL regulations for research degree students in Chapter 5, Part A of the UCL Academic Manual.

Continuing IOE MPhil/PhD students are also subject to the IOE Code of Practice for Research Degrees and to the UCL Research Governance and Ethics Policies and Procedures.
MPhil/ PhD Regulations

1. Introduction

1.1 These Regulations govern the conduct and award of the degrees of Master of Philosophy (MPhil) or Doctor of Philosophy (PhD), including the PhD by Publication and the degrees of Master of Philosophy and Doctor of Philosophy with Integrated Research Methods Training (hereinafter called the Integrated MPhil/PhD).

1.2 The regulations are made subject to the IOE General Academic Regulations 2014-15, the IOE Assessment Regulations for Students 2014-15 and all other relevant regulations, policies and procedures of UCL.

2. Definitions

2.1 In these regulations, terms have the meanings assigned to them in the IOE General Academic Regulations 2014-15 unless otherwise stated in the text.

2.2 Any reference in these regulations to any named officer of UCL shall be deemed to include a reference to any person designated by that officer for the purpose.

3. Admission

3.1 Candidates for admission must satisfy the requirements laid down in the IOE General Academic Regulations 2014-15.

3.2 The normal minimum entrance requirements for admission to an MPhil or PhD is either:

3.2.1 a first or upper second class honours degree obtained after a course of study extending over not less than three years in a university (or educational institution of university rank); or

3.2.2 a postgraduate taught degree of a UK university or an overseas qualification judged to be of an equivalent standard by the Institute in an area of specialism appropriate to the research to be undertaken.

3.3 A candidate not satisfying these requirements may be considered for admission if UCL is satisfied that his or her general education, scholarship, training and experience are suitable for the programme. In such cases, UCL will prescribe qualifying work that must be completed to the satisfaction of the Programme Leader before registration.

3.4 Candidates for admission may in addition be required to pass an approved English language test. Details can be found on the UCL website at http://www.ucl.ac.uk/prospective-students/graduate/life/international.

3.5 Candidates for registration may be required to pass a qualifying examination and/or may be required to obtain additional qualifications for admission.

3.6 At the discretion of the Programme Leader, a candidate who fails to pass a qualifying examination prescribed for him/her may be permitted to re-enter for the qualifying examination; if re-entry to the qualifying examination is permitted, a candidate will be limited to one re-entry.
3.7 A qualifying examination may not serve in lieu of a satisfactory result in an approved English language test in cases where specified evidence of English language proficiency at a level deemed appropriate by IOE is required.

3.8 Every candidate must make an application to IOE in accordance with the IOE General Academic Regulations 2014-15 and any other procedures prescribed by UCL.

3.9 Satisfaction of the criteria referred to at Regulations 3.1 to 3.7 does not guarantee admission.

4. Registration

4.1 A candidate for a research degree will be registered initially for the MPhil degree except where the Programme Leader has given permission for initial registration for the PhD degree or where a member of staff is permitted to register for a PhD by publication under 4.2 below.

4.2 A member of IOE staff permitted to register for a PhD by publication shall be expected to meet the conditions laid down in Annex A to these regulations.

4.3 Students registered for the MPhil or PhD degree may be exempted from part of the course of study if they have commenced a course of study for the MPhil or PhD degree (or equivalent degree) of another university, provided there is no change in their topic of research and provided they meet the conditions (See also regulations 5.4 and 6.4, as well as B8 for students registered for the Integrated MPhil/PhD).

4.4 IOE may permit a student to transfer registration from the MPhil degree to PhD and from the PhD degree to MPhil in accordance with the procedures determined by IOE from time to time, and published in the relevant student handbooks issued by IOE, provided that no transfer of registration is permitted after entry to the examination for the degree from which the student is transferring. Registration for the degree to which transfer has been made may date from initial registration for the degree from which transfer has been made.

4.5 On transfer of registration, the registration for the original degree will be terminated.

4.6 Students registered for the MPhil or PhD degree at UCL shall not be permitted to register concurrently for another course at UCL or at any other higher education institution, except for those courses specified from time to time by the Programme Leader.

4.7 A student who withdraws before completing the programme of study may be required to re-start the whole programme should the student subsequently be permitted by UCL to re-register for it.

5. Attendance and Course of Study

5.1 In keeping with the IOE Code of Practice for Research Degrees, IOE shall appoint a supervisor and an advisory panel for each student registered for the MPhil or PhD degree.

5.2 Every student shall be required to pursue a course of study under the direction of their supervisor and in so doing to undertake their studies at such time(s) as IOE and their supervisor may require, and to complete an agreed research training programme and any coursework as prescribed by IOE.

5.3 For a full-time student, the minimum period of registration for an MPhil or PhD degree shall be two calendar years, save as prescribed in 5.4 below. For part-time students the minimum period of study shall be three years for an MPhil or PhD, save as prescribed in 5.4 below. Where a student
follows periods of both full- and part-time study the total length will be adjusted according to the length of registration spent in each mode. For staff registered for a PhD by publication the minimum period is as specified in Annexe A, regulation A6. For students registered for the Integrated MPhil/PhD, the minimum period is as specified in Annexe B, regulation B6.

5.4 A student accepted under regulation 4.3 may be exempted by IOE from part of a course of study for the MPhil or PhD degree provided that the course of study followed at IOE is not less than one calendar year of full-time registration or two calendar years of part-time registration.

5.5 A course must be pursued continuously except by special permission of the Faculty Tutor.

5.6 The progress of each student shall be formally reviewed on an annual basis in accordance with the IOE Code of Practice for Research Degrees.

5.7 Full time MPhil or PhD students are expected to submit their thesis for examination within four calendar years of the date of the initial registration for the degree and part-time MPhil or PhD students are expected to submit their thesis for examination within seven calendar years of the initial degree registration. Students who have not completed within this period can transfer to UCL’s regulations if they wish to continue studying beyond this period. For a student accepted under regulation 4.3, the period of registration spent at the other institution shall be used to calculate the number of years undertaken by the student. For students registered for the PhD by Publication or the Integrated MPhil/PhD the period of registration shall be as prescribed in Annexe A and B respectively.

5.8 The Faculty Tutor may approve an application from a person proposing to work away from IOE for a proportion of the prescribed period of registration, provided that:

5.8.1 the student agrees a pattern of study with his/her supervisor that enables him/her to meet the requirements of the MPhil/PhD programme (any departure from this pattern of study after acceptance of a place must be approved by the Faculty Tutor); and

5.8.2 the student is able to provide satisfactory evidence as to the availability of appropriate facilities for the research at the student’s location; and

5.8.3 the arrangements proposed for supervision enable frequent and substantial contact between the student and the supervisor(s) in accordance with the IOE Code of Practice for Research Degrees.

5.9 All research conducted must conform to the UCL Research Governance and Ethics Policies and Procedures.

5.10 All work submitted as part of the requirements for any examination of UCL must be expressed in the candidate’s own words and incorporate his/her own ideas and judgments.

5.11 The UCL Research Misconduct Regulations (see UCL Academic Manual, Chapter 5, Part A, Section 5.6) will be used to deal with any allegation that any part of a thesis has been plagiarised or that there has been any infringement of the declaration in regulation 10.2 below.

5.12 A student who fails to undertake the prescribed course of study or coursework or to make satisfactory progress in regard to his or her research may be required to withdraw from the programme in accordance with the IOE General Academic Regulations 2014-15.
6. Requirements applicable to the MPhil or PhD

6.1 Candidates registered under regulation 4.2 shall be required to satisfy the requirements for entry to the examination of the PhD by Publication specified in the Annexe and shall not be subject to regulations 6.3, 6.4, 6.7, 6.10 and 7.1.

6.2 Candidates for entry to the examination of the MPhil or PhD must satisfy the requirements applicable to theses for such degrees as laid down in the programme handbook.

6.3 The thesis must:

6.3.1 consist of the candidate’s own account of his/her investigations.

6.3.2 be an integrated whole and present a coherent argument;

6.3.3 include a full bibliography and references;

6.3.4 be written in English and of a satisfactory standard of literary presentation

6.4 The greater proportion of the work submitted in a thesis must have been done after the initial registration for a research degree at UCL, except that in the case of a student accepted under regulation 4.3 there shall be allowance for the fact that the student commenced his/her registration at another institution.

6.5 A candidate will not be permitted to submit as his/her thesis one which has been submitted for a degree or comparable award of this or any other university or institution, but a candidate shall not be precluded from incorporating in a thesis wider field work which he/she has already submitted for a degree or comparable award of this or any other university or institution provided that the candidate indicates on his/her entry form and in his/her thesis any work which has been so incorporated.

6.6 Except insofar as regulation 6.8 applies, the work in the thesis submitted by the candidate must be his/her own and submission of a thesis for examination for the MPhil or PhD degree will be regarded as a declaration of this fact.

6.7 Research work already published, or submitted for publication, at the time of submission of the thesis, either by the candidate alone or jointly with others, may be included in the thesis only if it forms an integral part of the thesis and so makes a relevant contribution to its main theme and is in the same format as the rest of the thesis. The published papers themselves may not be included in the body of the thesis, but may be adapted to form an integral part of the thesis. Publications derived from the work in the thesis may be bound as supplementary material at the back. A candidate must include in each copy of his/her thesis a signed declaration that the work presented in the thesis is his/her own (see also regulation 6.8) and that the thesis presented is the one upon which the candidate expects to be examined. The word count (see regulation 7.1.5 and 8.1.3) for the thesis must also be included in the thesis.

6.8 A candidate may submit the results of work done in conjunction with his/her supervisor and/or with fellow research workers provided that the candidate states clearly his/her own personal contributions to the investigation and that the statement is certified by the co-researcher(s) (see also regulation 6.6).

6.9 The title of the candidate’s thesis must be approved by the candidate’s supervisor.
6.10 If appropriate to the field of study, and subject to approval by the Faculty Tutor a candidate may undertake research leading to the submission of a portfolio of original artistic or technological work undertaken during his/her period of registration. The work may take the form of, for example, objects, images, films, performances, musical compositions, webpages or software, but must be documented or recorded in the portfolio by means appropriate for the purposes of examination and eventual deposit in the Institute library. The portfolio must include written commentary on each item of artistic or technological work and either an extended analysis of one item or a dissertation on a related theme. The written commentaries and extended analysis or dissertation must together be no more than 40,000 words.

6.11 A thesis must be presented for examination in a final form in accordance with the instructions issued by the programme handbook.

6.12 After the examination has been completed and before the degree is awarded, successful candidates are required to submit the required number of copies of the thesis in the format as specified in the instructions issued in the programme handbook if the copies of the thesis submitted for examination did not conform to this specification.

7. Specific Requirements for PhD Thesis

7.1 The scope of the thesis shall be what might reasonably be expected after three years of full-time study (or four years full-time study in the case of the Integrated PhD thesis) or the part-time equivalent and, in addition to meeting the requirements given in 6.2 to 6.12, the thesis shall:

7.1.1 form a distinct contribution to the knowledge of the field of study and afford evidence of originality and a capacity for autonomous research;

7.1.2 give a critical assessment of the relevant literature, describe the method of research and its findings, include discussion on those findings and indicate in what respects they advance the study of the subject; and, in so doing, demonstrate a deep and synoptic understanding of the field of study;

7.1.3 demonstrate relevant research skills;

7.1.4 be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals); and

7.1.5 not normally exceed 100,000 words, excluding the bibliography and appendices but including footnotes, endnotes, glossary, maps, tables, diagrams and references. Appendices should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish.

8. Specific Requirements for MPhil Thesis

8.1 The scope of the thesis shall be what might reasonably be expected after two years of full-time study (or three years full-time study in the case of the Integrated PhD thesis) or the part-time equivalent and, in addition to meeting the requirements given in 6.2 to 6.12, shall:

8.1.1 be either a record of original work or of an ordered and critical exposition of existing knowledge and shall provide evidence that the field has been surveyed thoroughly;

8.1.2 give a critical assessment of the relevant literature, describe the method of research and its findings and include a discussion on those findings; and
8.1.3 not exceed 60,000 words, excluding the bibliography and appendices and including footnotes, endnotes, glossary, maps, tables, diagrams and references. Appendices should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish.

9. Entry to examination and submission of thesis for MPhil or PhD

9.1 A candidate shall be examined in accordance with the regulations in force at the time of his/her entry or re-entry. Application must be made in the form prescribed in the IOE Guidelines for the Conduct of Oral Examinations.

9.2 The decision to submit a thesis rests with the candidate alone.

9.3 A student may submit a thesis for examination only after the minimum registration period has passed.

9.4 The student’s supervisor shall report that he/she has completed the programme of study in accordance with the regulations before a candidate is admitted to the examination for the degree.

9.5 The student must submit the entry form at least four months before the submission of the thesis, and this will initiate the procedure for the appointment of examiners.

9.6 To assist in the appointment of suitable examiners, the student is required to submit with his/her entry form a short description of the content of the thesis, in about 300 words.

9.7 If the candidate has not submitted his/her thesis for examination within 18 months from the submission of the entry form for the examination, the entry will be cancelled unless for special reasons the candidate’s supervisor requests otherwise.

9.8 Prior to the oral examination, the candidate will be required to submit an electronic copy and two paper copies of his/her thesis printed and bound, in accordance with instructions obtainable from the Programme Leader. A candidate may be required to provide a third copy of his/her thesis if a third examiner is appointed at any stage in the examination process.

9.9 In addition, a candidate is required to bring to the oral examination a printed copy of his/her thesis paginated in the same way as the copies submitted to UCL.

9.10 A student must normally submit his or her thesis for examination within one year of completion of his or her course of study at UCL. In the case of a student registered for the PhD by Publication, submission must normally be within one calendar year of initial registration for the award. A student wishing to submit the thesis at a later date may do so only with the approval of the Faculty Tutor.

10. Declaration

10.1. It is a requirement for the award of the MPhil or PhD degree that one hard bound copy of a successful thesis is placed in IOE’s library and one electronic copy to be made available for public reference.

10.2. At the time of entry to the examination candidates for the MPhil or PhD degrees will be required to sign a declaration confirming that the work presented is their own as specified in regulation 6.6 and 6.7, is fit for examination and that a copy may be made available for public reference.
10.3 A candidate may apply to the Research Degrees Examination Board for restriction of access to his or her thesis and/or the abstract for a period of up to two years on the grounds, for example, of commercial exploitation or in very exceptional circumstances. In all other circumstances, a thesis will be placed in the public domain following the award of the degree.

11. Appointment of Examiners and Conduct of Examination

11.1 All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of previously unpublished material contained in a candidate’s thesis until such time as any restrictions on access to the thesis, which have been granted by UCL, are removed.

11.2 The outcome of the examination is determined by two or more examiners acting jointly.

11.3 The Research Degrees Examination Board shall appoint the examiners, having paid particular attention to their independence, expertise and relevant experience. Two, or exceptionally three, examiners will be appointed for each candidate. The examiners are required to be expert in the field of the thesis and to be able to make an independent assessment of the student and the thesis. There shall be an internal examiner appointed from IOE and an external examiner appointed from outside IOE. With the permission of the Research Degrees Examination Board both examiners may be appointed from outside IOE. Only one examiner may be appointed from within IOE.

11.4 If the candidate is a member of staff at IOE, both examiners shall be external to IOE.

11.5 The candidate’s supervisors or those involved in the supervision or development of the student’s thesis may not act as examiners.

11.6 The Research Degrees Examination Board shall also appoint, at the request of the examiners, an additional examiner who is external to IOE. The original examiners shall so request before they report formally that they are unable to reach agreement and may do so at any time, if they consider it desirable. Whenever possible the additional examiner shall be of professorial status and shall have considerable experience of examining for a doctoral degree.

11.7 The Research Degrees Examination Board shall appoint an examiner from overseas only in exceptional circumstances when it is considered that such an appointment is necessary. If an examiner from overseas is appointed, the Research Degrees Examination Board must be satisfied that the examiner appointed is familiar with the British higher education system.

11.8 Assessment shall be by submission of a thesis (as defined above) and an oral examination, which will be conducted in English.

11.9 Candidates must attend for examination at a place and time determined by IOE (see also regulation 9.9).

11.10 The oral examination will be held in London. The Faculty Tutor may, however, agree to different arrangements if there are exceptional circumstances which make this expedient.

11.11 Unless the candidate indicates otherwise on the entry form, the supervisor (or where the candidate is jointly supervised, both supervisors) shall be invited to attend the oral examination as an observer. The supervisor does not have the right to take part in the examination but may contribute if invited to do so by the examiners with the agreement of the candidate. Otherwise the oral examination will be held in private.
11.12 An independent chair shall be appointed for all oral examinations. The chair shall play no role in the academic content of the examination of the thesis or the candidate. The role of the independent chair is to be present at the oral examination as a neutral observer and a guarantor of fair play, and generally to ensure that the examination is conducted appropriately. Where appropriate, the chair shall offer advice to the examiners on the regulations.

11.13 The chair shall be appointed in accordance with the IOE Guidelines for the Conduct of Oral Examinations.

11.14 The examiners shall prepare independent preliminary written reports on the thesis to assist in conducting the oral examination (or the preparation of the joint report in those cases where no oral examination is held). These preliminary reports shall be submitted to the IOE before the oral examination so that they may be distributed to the other examiner and to the independent chair before the oral examination.

11.15 The examiners have the right to reject a thesis which does not conform to the requirements for the submission of theses without conducting an examination. This does not preclude the candidate from submitting the thesis for examination again later.

11.16 After any oral examination, the examiners shall prepare a joint final report for submission to IOE. The report shall indicate whether the thesis meets the requirements specified in these regulations and include a statement of the examiners’ reasons for their judgment of the candidate’s performance against the prescribed criteria.

11.17 The examiners may, at their discretion, consult the independent chair before completing their report.

11.18 Copies of the reports shall be sent to the Student and Registry Services who shall forward a copy of the final report to the candidate, together with the preliminary reports. All reports will be available to the members of an appeals committee in the case of an appeal against the result of the examination (see also 12.4 and 13.4).

12. Outcome of PhD Examination

12.1. Candidates for the PhD degree must submit a thesis and be examined orally, save as prescribed otherwise in 12.2 below. For candidates submitting a PhD by Publication, regulations 12.2 to 12.5 do not apply; instead such candidates should refer to regulations A16 and A17 in the Annex.

12.2 The options open to examiners in determining the result of the examination are as set out below.

**Pass**

12.2.1 If the thesis fulfils the criteria (set out in these regulations) and the candidate satisfies the examiners in the oral examination, the examiners shall report to the Research Degrees Examination Board that the candidate has satisfied them in the examination for the PhD degree.

**Pass subject to corrections within one month**

12.2.2 If the thesis otherwise fulfils the criteria but requires corrections (i.e. typographical errors, occasional stylistic or grammatical flaws, corrections to references/bibliography etc), and if the candidate satisfies the examiners in the oral examination, the examiners may require the candidate to make such corrections within one month of having been notified of the required
amendments. The examiners shall be required to advise the student of the corrections in writing following the oral examination. The corrected thesis shall be submitted to one of the examiners nominated by them, or, if they so decide, the supervisor, for confirmation that the corrections are satisfactory.

**Pass subject to minor amendments within six months**

12.2.3 If the thesis otherwise fulfils the criteria but requires amendments (i.e. stated minor deficiencies, requiring some textual revision) and if the candidate satisfies the examiners in the oral examination, the examiners may require the candidate to make such amendments specified by them within 6 months of having received them. The examiners shall be required to advise the student of the minor amendments in writing following the oral examination. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory. If the candidate fails to make the amendments in the specified time-frame or the examiner is unable to confirm that the amendments are satisfactory, the procedure outlined in 12.2.4 should be followed.

**Referral – re-present within 18 months**

12.2.4 If the thesis, though judged not to meet the standard required, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within 18 months. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. Following the oral examination the examiners shall be required to advise the student in writing of the additional work required before the thesis is re-presented. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.

12.2.5 If the thesis satisfies the criteria for the degree, but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 18 months.

**Not awarded PhD but considered for award of MPhil**

12.2.6 If, after completion of the oral examination or re-examination for the PhD, the examiners decide that a candidate has not reached the standard required for the award of the degree nor for the re-presentation of the thesis in a revised form for that degree, they will consider whether the thesis does, or might be able to, satisfy the criteria for the award of the MPhil degree. If they so decide, they will submit a report that demonstrates either how the criteria for the MPhil degree are satisfied, or what action would need to be taken in order for these criteria to be satisfied. They will have regard to the different normal maximum lengths of the thesis for the PhD and MPhil degrees but will have discretion to waive the thesis length for the MPhil degree if appropriate.

Thereafter the following conditions and procedures will apply:

a) The candidate will be informed that he or she has been unsuccessful in the examination for the PhD degree, but has reached the standard required for the award of the MPhil, or with amendment to the thesis may be able to satisfy the criteria for the MPhil.

b) A candidate considered for the award of the MPhil degree under this regulation will not be required to submit the thesis, as required under the regulations for the MPhil degree, or to undergo a further oral examination, but will be required to fulfil the requirements for the MPhil in all other respects.
c) A candidate offered an MPhil degree under these regulations must make any minor amendments required by the examiners within a period they specify, but not exceeding twelve months. The candidate must submit the amended thesis to the examiners who will decide whether the amendments have been completed to their satisfaction.

Fail – may not re-present

12.3 The examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.

12.4 If the examiners are unable to reach agreement, their reports shall be referred to the Research Degrees Examination Board which shall determine the actions to be taken.

12.5 A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination. However, exceptionally, a candidate may apply to IOE to register for another course of study leading to the submission of a thesis on a different topic.

13. Outcome of MPhil Examination

13.1 Candidates for the MPhil degree must submit a thesis and be examined orally, save as prescribed otherwise in section 12.2.6.

13.2 The options open to examiners in determining the result of the examination are as set out below.

Pass

13.2.1 If the thesis fulfils the criteria (set out in these regulations) and the candidate satisfies the examiners in the oral examination, the examiners shall report to the Research Degrees Examination Board that the candidate has satisfied them in the examination for the degree of MPhil.

Pass subject to corrections within one month

13.2.2 If the thesis otherwise fulfils the criteria but requires corrections (i.e. typographical errors, occasional stylistic or grammatical flaws, corrections to references/bibliography etc.) and if the candidate satisfies the examiners in the oral examination, the examiners may require the candidate to make such corrections within one month of having received them. The examiners shall be required to advise the student of the corrections in writing following the oral examination. The corrected thesis shall be submitted to one of the examiners nominated by them, or, if they so decide, the supervisor, for confirmation that the corrections are satisfactory.

Pass subject to minor amendments within six months

13.2.3 If the thesis otherwise fulfils the criteria but requires minor amendments (i.e. stated minor deficiencies, requiring some textual revision) and if the candidate satisfies the examiners in the oral examination, the examiners may require the candidate to make such amendments specified by the examiners, normally within 6 months of having received them. The examiners shall be required to advise the student of the minor amendments in writing following the oral examination. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
Referral – represent within 12 months

13.2.4 If the thesis fulfils the criteria but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 12 months. Following the oral examination the examiners shall be required to advise the student in writing of the additional work required before the thesis is re-presented. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.

Fail – may not re-present

13.3 The examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.

13.4 If the examiners are unable to reach agreement, their reports shall be referred to the Research Degrees Examination Board, which shall determine the action to be taken.

13.5 A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination. However, exceptionally, a candidate may apply to IOE to register for another course of study leading to the submission of a thesis on a different topic.

14. Notification of Results of MPhil and PhD Examinations

14.1 After the report of the examiners has been considered by the Research Degrees Examination Board, the candidate shall be notified by Student and Registry Services of the result of his/her examination. The degree shall not be awarded until copies of the thesis have been lodged with IOE in accordance with regulation 9.8.

14.2 A diploma under the seal of UCL shall be subsequently delivered to each candidate who has been awarded a degree.

14.3 The diploma for the degree will bear the names of the candidate in the form in which they appear in the records of UCL at the date of issue.

14.4 No person will be awarded any qualification who has not settled any tuition account outstanding with UCL or made acceptable arrangements to settle any such account, and neither will any information on such a person’s examination performance be communicated to that person or to any third party except as required by law.

14.5 The Student and Registry Services may withhold the result of any examination for a student who is under investigation under the disciplinary procedures of UCL, unless required to disclose information by law.

14.6 The procedures governing student complaints, including appeals against the decision of a Board of Examiners, are defined in the UCL Academic Manual, Chapter 6, Section 13: Student Complaints Procedures.
Annexe A: PhD by Publication

These regulations for the PhD by publication should be read together with the IOE Regulations for the degrees of MPhil and PhD to which they are appended.

Admission and Registration

A1. A candidate for the degree of PhD by submission of a thesis based on published work must be a member of staff at IOE.

A2. A candidate shall apply in writing to the Head of IOE Centre for Doctoral Education for admission to the degree of PhD by Publication under these regulations.

A3. The request for admission shall be considered by the Head of IOE Centre for Doctoral Education in consultation with the Head of Academic Department where the member of staff is employed.

A4. The Head of IOE Centre for Doctoral Education shall consider the application on the basis of:

A4.1 the ability of the candidate to satisfy the normal requirements of admission to the PhD programme (as indicated in regulation 3 above);

A4.2 the submission of satisfactory evidence of published work of a type and nature which is consistent with the award of a degree at this level;

A4.3 a nomination and statement of support for the candidate from a member of the IOE’s academic staff confirming the existence of a common research interest with the nominee; and

A4.4 the availability of suitable expertise in IOE to advise the candidate.

A5. Where admission to the degree is approved, an academic supervisor shall be appointed to provide guidance to the candidate on the presentation of the thesis based on published work.

Registration and Course of Study

A6. The minimum period of study shall normally be six months and the maximum period shall be twelve months. If a candidate does not submit for examination within the maximum period, unless an extension is approved by the Head of IOE Centre for Doctoral Education, his or her registration for the PhD by Publication shall be terminated.

A7. During the period of study the candidate shall prepare, with the guidance of the academic supervisor, the following material:

A7.1 a list of the publications on which the assessment for the degree is to be based;

A7.2 a full bibliography of all relevant work published by the candidate

A7.3 in cases where multi-authored works are included in the submission, evidence (preferably in the form of written confirmation by at least one co-author per published work) of the candidate’s own original contribution to the work must be given
A7.4 a thesis, consisting of an integrative summary of between 10,000 and 20,000 words in length, explaining the significance of the published works and the inter-relationship between the materials presented.

A8. The material listed in A7 above must be submitted, together with the published work to be assessed, by the end of the period of study.

A9. Except for the integrative summary, a candidate may not include with his or her submitted thesis work that has not been published.

Declaration

A10. The candidate shall be required:

A10.1 to declare that the thesis is not substantially the same as any previously submitted or currently being submitted by the candidate whether published or in unpublished form, for a degree, diploma, or similar qualification at any university or similar institution; and

A10.2 where the thesis submitted includes work conducted in collaboration with others, to provide a written statement normally signed by at least one of the co-researchers on the extent of the candidate’s individual contribution to the material and the conditions and circumstances under which the work was carried out – see A7.2 above.

Specific Requirements for PhD by Publication

A11 The thesis submitted for the award of the degree of PhD by Publication shall be of sufficient scope to provide evidence of adequate industry and application of an extent characteristic of at least four years’ active research effort in the candidate’s field and:

A11.1 present a coherent programme of research undertaken by the candidate;

A11.2 form a distinct contribution to the knowledge of the field of study and afford evidence of originality and a capacity for autonomous research;

A11.3 through the publications and integrative summary provide evidence of a critical assessment of the relevant literature; where relevant, describe the method of research and its findings, include discussion on those findings and indicate in what respects they advance the study of the subject; and, in so doing, demonstrate a deep and synoptic understanding of the field of study;

A11.4 demonstrate relevant research skills;

A11.5 include a full bibliography and references;

A11.6 be written in English and of a satisfactory standard of literary presentation.

A12 Additionally, in the case of collaborative work, the examiners must satisfy themselves that the part of the submitted material attributed to the candidate constitutes a substantial original contribution to knowledge.

Entry to examination and submission of work

A13 The candidate shall be subject to the regulations set out in Section 9 of the PhD regulations except that he or she shall be expected to submit two copies of the publications and the integrative
summary bound in accordance with instructions obtainable from the Head of IOE Centre for
Doctoral Education and in accordance with the **IOE Guidelines for the Conduct of Oral
Examinations**.

**Appointment of Examiners and Conduct of Examination**

A15 The examiners for the PhD by Publication shall be appointed in accordance with procedures
set out in section 11 of the PhD regulations.

**Outcome of examination of PhD by publication**

A16 Candidates for the PhD by Publication must submit the thesis comprising the publications and
integrating paper and be examined orally save as prescribed otherwise in paragraph A17 below.

A17 The options open to the examiners in determining the result of the examination are as set out
below:

A17.1 if the thesis comprising publications and integrating paper submitted fulfils the criteria set
out in these regulations and the candidate satisfies the examiners in the oral examination, the
examiners shall report that the candidate has satisfied them in the examination for the PhD
degree; or

A17.2 if the thesis otherwise fulfils the criteria but requires minor amendments to the integrative
summary and if the candidate satisfies the examiners in the oral examination, the examiners may
require the candidate to make such minor amendments within three months of having received
them. The examiners shall be required to advise the student of the corrections in writing following
the oral examination. The corrected thesis shall be submitted to one of the examiners nominated
by them for confirmation that the corrections are satisfactory; or

A17.3 if the thesis, though judged not to meet the standard required, shall seem of sufficient merit
to justify such action, the examiners may require the candidate to submit a revised integrative
summary, and/or a different selection of published material, for a PhD within a prescribed period
not exceeding 12 months from the date the candidate is notified by UCL of the decision of the
examiners. The examiners may at their discretion exempt from a further oral examination, on re-
presentation of his/her thesis, a candidate who under this regulation has been permitted to re-
present it in a revised form; or

A17.4 if the work satisfies the criteria for the degree, but the candidate fails to satisfy the
examiners at the oral examination, the examiners may determine that the candidate be permitted
to re-present the same thesis, and submit to a further oral examination within a period specified by
them and not exceeding 12 months; or

A17.5 that the work be not approved for the award of the degree of PhD because the criteria for
the award are not met and that there is no reasonable expectation of their fulfilment within 12
months from the date of assessment. The examiners shall not, however, save in very exceptional
circumstances, make such a decision without submitting the candidate to an oral examination.

A18 Where the examiners are unable to agree on the recommendation to be made or if, for any
reason, a further opinion is required on the work submitted, a third external examiner shall be
appointed by the Research Degrees Examination Board.

A19 A candidate who fails to satisfy the examiners will not be permitted to re-enter for the
examination using the same material or any part of the material for the degree of PhD. However,
exceptionally, a candidate may apply to IOE to register for another course of study leading to the submission of a thesis on a different topic.

**Notification of Results**

A20 The regulations for the PhD shall be followed in respect of the notification of the result to the candidate.

A21 If the candidate is approved for the award of the degree, one copy of the thesis will be deposited in the Newsam library where it can be available for consultation.
Annexe B: Master of Philosophy and Doctor of Philosophy with Integrated Research Methods Training

These regulations for the Integrated MPhil/PhD should be read together with IOE’s Regulations for the degrees of MPhil and PhD, to which they are appended.

Admission

B1 The regulations for the MPhil/PhD Section 3 shall be followed in respect of the admission of candidates for the Integrated MPhil/PhD.

Registration

B2 The regulations for the MPhil/PhD Section 4 shall be followed in respect of the registration of candidates for the Integrated MPhil/PhD.

Attendance and Course of Study

B3 The Integrated MPhil/PhD comprises a taught element and a research element. Students undertake the two elements of the programme simultaneously and must complete both elements to be eligible for the award of the degree.

B4 Students registered for the Integrated MPhil/PhD will be required to complete the requirements of, and satisfy the examiners in, the prescribed assessments for the taught elements of the programme as specified by IOE.

B5 The taught element will comprise the taught modules of one of the research-based Masters degrees offered by IOE. The content of the curriculum may vary from time to time, but shall always include a theoretical and practical training in research strategies and methods, to the value of at least 120 Masters level credits.

B6 Students shall also be required to complete the requirements of, and satisfy the examiners in, the research element of the Integrated MPhil/PhD, in accordance with the regulations for MPhil/PhD Section 5.

Duration of Programme

B7 The minimum period of registration for the Integrated MPhil/PhD shall be three calendar years of full-time study or four calendar years of part-time study.

B8 Students registered for the Integrated MPhil/PhD must complete the requirements of, and satisfy the examiners in, the prescribed assessments for the taught elements of the programme in accordance with regulation B5 within the first two calendar years of full-time study (or four calendar years of part-time study). Students registered for the Integrated MPhil/PhD must have attained a satisfactory standard in the taught element of the programme to the value of 120 credits prior to entry to the examination for the thesis.

B9 Students registered for the Integrated MPhil/PhD must submit their thesis within five calendar
years of full-time registration or eight calendar years of part-time registration. Exceptionally, the Faculty Tutor/ Head of IOE Centre for Doctoral Education may grant permission for a longer period of study in accordance with the agreed procedures as laid down in the IOE Code of Practice for Research Degrees, except that this shall not exceed ten years from the initial date of registration.

**Advanced Standing**

B10 Candidates for the Integrated MPhil/PhD may, at the discretion of the UCL, be given exemption from up to 60 credits or two taught modules for work successfully completed (i.e. taught and examined) from a degree programme offered at another approved higher education institution. UCL will be responsible for ensuring exemption is given only in respect of courses deemed to be of an appropriate level and which form a coherent whole with the candidate’s taught programme at UCL.

B11 Candidates for the Integrated MPhil/PhD may also be exempted from part of the course of study if they have commenced a course of study for the MPhil or PhD degree (or equivalent degree) of another university, provided there is no change in their topic of research and provided they meet the conditions laid down in the IOE Admissions Policy and Procedures for Research Degrees.

**Progress for Students registered on the Integrated MPhil/PhD**

B12 The relevant Master’s degree Board of Examiners shall be responsible for the assessment of students’ progress in the taught element of the programme.

B13 In addition, the progress of each student shall be formally reviewed as according to Regulation 5.6.

B14 The award of the Postgraduate Diploma shall be made to students upon satisfactory completion of the course of study and formal assessments associated with the required Master’s level modules to the value of 120 credits.

B16 Students registered for the Integrated MPhil/PhD who no longer wish to complete the thesis requirements of the programme may, at the discretion of UCL, be permitted to transfer to the research-based Masters programme they are following as prescribed in regulation B4.

B17 Students registered for the Integrated MPhil/PhD who no longer wish to complete the assessments for the taught elements of the programme may, at the discretion of the Faculty Graduate Tutor/ Head of IOE Centre for Doctoral Education, be permitted to transfer to the MPhil/PhD.

**Examinations for the Taught Element of the Integrated MPhil/PhD**

B18 In the case of students registered for the Integrated MPhil/PhD, all assessments for the taught elements will be subject to the same requirements as those laid down for students undertaking the relevant Masters degree.

**Requirements applicable to the Thesis Element of the Integrated MPhil/PhD**

B19 The requirements applicable to the thesis element of the Integrated MPhil/PhD programme are equivalent to the requirements applicable to the MPhil or PhD set out in the regulations for MPhil/PhD Section 6.
Specific Requirements for PhD Thesis

B20 The regulations for the MPhil/PhD Section 7 shall be followed in respect of the specific requirements for PhD thesis for candidates for the Integrated MPhil/PhD.

Specific Requirements for MPhil Thesis

B21 The regulations for the MPhil/PhD Section 8 shall be followed in respect of the specific requirements for MPhil thesis for candidates for the Integrated MPhil/PhD.

Entry to thesis examination and submission of thesis for MPhil or PhD

B22 The regulations for the MPhil/PhD Section 9 shall be followed in respect of the entry to thesis examination and submission of thesis for MPhil or PhD for candidates for the Integrated MPhil/PhD.

B23 In addition to the requirements set out in Section 9, students registered for the Integrated MPhil/PhD must also have attained a satisfactory standard in the taught element of the programme to the value of 120 credits prior to entry to the examination for the thesis.

Declaration

B24 The regulations for the MPhil/PhD Section 10 shall be followed in respect of the Declaration for candidates for the Integrated MPhil/PhD.

Appointment of Thesis Examiners and Conduct of Thesis Examination

B25 The regulations for the MPhil/PhD Section 11 shall be followed in respect of the appointment of thesis examiners and conduct of thesis examination for candidates for the Integrated MPhil/PhD.

Outcome of PhD Examination

B26 The regulations for the MPhil/PhD Section 12 shall be followed in respect of the outcome of PhD examination for candidates for the Integrated MPhil/PhD.

Outcome of MPhil Examination

B27 The regulations for the MPhil/PhD Section 13 shall be followed in respect of the outcome of MPhil examination for candidates for the Integrated MPhil/PhD.

Notification of Results of MPhil and PhD Examinations

B28 The regulations for the MPhil/PhD Section 14 shall be followed in respect of the notification of results of MPhil and PhD examinations for candidates for the Integrated MPhil/PhD.
UCL Academic Manual
2018-19
Chapter 5: Research Degrees Framework

Part H: Master of Research (MRes) Additional Regulations
1 Introduction

1. This document outlines some specific requirements which apply to MRes programmes and should be read in conjunction with the following Chapters of the UCL Academic Manual:
   - Chapter 1: Student Recruitment & Admissions Framework
   - Chapter 2: Qualifications and Credit Framework
   - Chapter 3: Registration Framework for Taught Programmes
   - Chapter 4: Assessment Framework for Taught Programmes

2. MRes students are also governed by the Research Degree Supervision regulations:
   - Chapter 5, Part A, Section 3: Supervisory Arrangements

3. Students who are enrolled on MRes programmes that are integral to an MPhil/PhD or EngD programme should also refer to:
   - Chapter 5, Part A: Research Degree Regulations

4. MRes students are also required to comply with UCL’s Code of Practice for Graduate Research Degrees.

2 Period of Registration

1. The general academic year starts on the first day of September and ends on the last day of August in the following year.
2. Some MRes programmes begin in January and end on the last day of December.
3. The approved period of registration for a one-year Masters by Research (MRes) degree is one calendar year of full-time study and two calendar years of full-time study for two-year programmes.
4. Programmes that offer a part-time mode of study have double the period of registration of the full-time programme.

Further guidance

1. Students should refer to programme-specific literature for information about available modes of attendance.
2. If students wish to change their mode of attendance, guidance should be sought from Programme Directors and from researchdegrees@ucl.ac.uk.

3 Approved Structure of a Masters by Research Programme (MRes)

1. The credit and qualification requirements of Masters by Research programmes are defined in Chapter 2: Qualifications and Credit Framework.
2. Research Supervision: Two approved research supervisors must be recorded on the student record database for all MRes students. Further information about Research Supervision is set out in Chapter 5, Part A, Section 3: Supervisory Arrangements.
3. Transferable Skills: MRes programmes must include 30 credits of identifiable taught transferable skills
4. Dissertation/Research Project UCL Credit Value: The dissertation/research project credit value of a one-year MRes programme must be between a minimum of 105 and a maximum of 150 credits. The dissertation/research project credit value of a two-year MRes programme should be proportionate.
5. Dissertation/Research Project Word Length: The dissertation/research project word lengths must be proportionate to the credit value and learning hours for the programme research element and be between a minimum of 15,000 and a maximum of 20,000 words.
6. Students who are enrolled on MRes programmes that are integral to an EngD or MPhil/PhD programme should also consider their research element in the context of undertaking further research as part of an integrated programme from the outset.

4 Progression Threshold for MRes Programmes Associated with a Doctoral Programme

1. For automatic progression from MRes to MPhil/PhD or EngD, students should achieve an average mark of not less than 60% in the independent, original research components of the programme, and not less than 50% in the taught elements.

Further guidance

1. This regulation relates to automatic progression from MRes to MPhil/PhD or EngD programmes.
2. However, in cases where a student did not meet these requirements, but who has the support of the MPhil/PhD or EngD programme organisers, a case in writing can be made to the Chair of the Research Degree Committee for the consideration of suspension of regulations on a case-by-case basis.
Chapter 6 is UCL’s regulatory framework for Student Conduct, Complaints and related procedures.
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1 Code of Conduct for Students

UCL enjoys a reputation as a world-class university. It was founded on the basis of equal opportunity, being the first English university to admit students irrespective of their faith and cultural background. It was the first university in England to admit women. UCL expects its members to conduct themselves at all times in a manner that does not bring UCL into disrepute, this includes conduct whilst not on UCL premises.

Good conduct means:

- In general realising that you are an ambassador for UCL and behaving accordingly. This applies anywhere and at any time but is particularly important in the local community around UCL, whilst on fieldwork, whilst on other study away from UCL, on the sports field and whilst engaged in any other UCL-related activity.
- Recognising the diversity of the UCL community and not discriminating against others on the basis of their age, ethnic origin, race, nationality, membership of a national minority, culture, language, religious faith or affiliation or lack thereof, political affiliation or opinions or lack thereof, sex, gender, gender identity, sexuality, sexual orientation, marital status, caring or parental responsibilities, illness, ability or disability, mental health status, medical condition, physical appearance, genetic features, parentage, descent, full or part-time student status, socio-economic background, employment status, trade union affiliation, spent or irrelevant criminal convictions or any other irrelevant distinction.
- Acting responsibly, being honest, being considerate, respectful and courteous towards others. Behaving in a respectful manner towards others so that they do not feel that they are being harassed or bullied and abiding by the law.

Whilst learning:

- Following the rules laid down by UCL for academic activity, the use of the Library, Information Services and other services.
- Being punctual for classes and other appointments.
- Informing the relevant person if you are going to be absent or delayed for an activity where you are expected to attend.
- Being aware of the advice and assistance available on academic and other matters from sources such as personal, programme and departmental tutors.
- Seeking help for yourself when you need it.

Around UCL:

- Showing respect for UCL property.
- Informing yourself of UCL health and safety policies and following them.
- Playing your part in maintaining security and being prepared to produce your identity card when requested.
- Caring for the environment at UCL by respecting buildings, spaces and facilities.
- Recycling and disposing of litter responsibly.
- Being aware of UCL’s advice for saving energy.
- Showing consideration for others regarding noise (e.g. switching mobile phones off in classes).

Social and sporting behaviour:

- Showing good sportsmanship whilst taking part in sporting activities.
- Refraining from exhibiting displays of drunken or loutish behaviour.
- Ensuring that any activity you engage in using the internet, including virtual learning environments (e.g. Moodle), social networking sites (e.g. Facebook,
Twitter etc.), blogs or other web resources, refrains from causing offence and could not be regarded as bullying or harassment.

- Respecting the right of freedom of speech provided it is within the law.

**Awareness and caring for others:**

- Being aware of the help and support available at UCL from sources such as Student Psychological and Counselling Services, the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) and the Students' Union Rights and Advice Centre.
- Showing consideration for the welfare of your friends and peers and, if appropriate, providing advice on seeking help.

**Links to other UCL policies that relate to conduct:**

- Section 8: Student Disciplinary Code and Procedure
- Equalities
- Examinations and Awards
- Guidelines for Fieldwork
- Harassment and Bullying
- Health and Safety
- ISD Regulations
- Library Regulations
- Student Accommodation General Regulations
- Security

**Links to sources of advice and assistance:**

- Student Psychological and Counselling Services
- The Disability, Mental Health and Wellbeing team
- Students' Union UCL
- Students' Union Rights and Advice Centre
- Energy Saving Information
2 Support to Study Policy

1. UCL is committed to maintaining high standards of performance for its students in terms of teaching, learning and assessment and to ensuring that the quality of its awards is not undermined or compromised.

2. UCL is also committed to supporting its students’ academic abilities as well as their wellbeing, recognising a positive approach to the management of physical and mental health issues that may affect student learning, academic achievement and the wider student experience.

3. UCL is mindful of its duty of care and its obligations to students under the Equality Act 2010, to make reasonable adjustments, where possible and where appropriate. It is also aware that there may be occasions where a student’s physical or mental health may give rise to concerns about the student’s fitness to study and capacity to engage with his/her studies and/or the appropriateness of their behaviour in relation to the UCL community as a whole.

4. UCL is aware of its responsibility to maintain a safe and positive environment for all students and staff but expects students to study, work and live co-operatively and in close proximity with each other as well as conduct themselves in a manner which does not impact negatively on those around them. However, UCL also has to balance the needs and rights of an individual student against the need to protect the wellbeing of fellow students and staff.

5. In order to assist students to meet their academic obligations and maintain the quality of its degrees, whilst at the same time supporting the students’ welfare needs, UCL has a range of procedures in place including:
   - Special assessment arrangements, such as additional writing time, rest breaks and/or ergonomic aids
   - Extensions to deadlines for assessed coursework
   - Suspensions of regulations to facilitate a student’s studies, although such suspensions would be considered carefully on a case by case basis, but would not automatically be approved
   - Variation of a programme of study or a module, although such variations would be considered carefully on a case by case basis, but would not automatically be approved
   - Advice and guidance from UCL professionals, including the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW), Student Psychological and Counselling Services, the UCL Student Mediator, UCL Hall Wardens, and other resources such as the Gower Place Practice and the chaplains appointed to UCL
   - Support from academic staff, such as Faculty Tutors, Faculty Graduate Tutors, Departmental Tutors, Personal Tutors, Supervisors
   - Student Learning Agreements
   - Defined periods of interruption from studies or delaying the start of studies or a change of degree programme
   - Student Cause for Concern referrals
   - Student Support and Wellbeing welfare appointments.

6. Students with physical and/or mental health concerns should be encouraged to make contact with the available support services as early as possible in order to facilitate reasonable adjustments and to sustain their academic obligations and their wellbeing. Students should maintain regular engagement with the support services as recommended.

7. When studying away from UCL, including students on a period of study abroad, electives, placements, postgraduate research activities, students have an obligation to ensure their health and wellbeing. They should plan for their time away from UCL, seeking advice from their academic advisers and other UCL professionals, as appropriate. There may be occasions where a student may be deemed fit to study at
UCL but not more remotely. In these cases, consideration would be given for a variation of the programme of study or a given module, or to a transfer from one degree programme to another.

8. Students, who are returning from a period of interruption or where permission has been given to delay the start of studies, may be required to provide medical information to indicate that their studies will not be detrimental to their health and their health to their studies, as well as have a welfare appointment with the Director of Student Support and Wellbeing. Students may also be required to sign up to a Student Learning Agreement.

9. Where a student has been unable to maintain the levels of academic engagement required and/or where UCL considers that the needs, rights, safety and security of the UCL community outweigh those of an individual student, UCL may take action in a number of ways:
   - For cases of non-attendance and academic insufficiency Section 4: Learning Agreements, Barring, Suspensions and Terminations of Study applies.
   - For straightforward cases of misconduct Section 8: Student Disciplinary Code and Procedures applies.
   - For cases of serious mental ill-health requiring early intervention the UCL Student Mental Health Policy applies.
   - For cases of MBBS students and other students in the School of Life and Medical Sciences where there is a concern of fitness to practise, the SLMS Fitness to Practise Policies apply.
   - For cases where a student’s health, wellbeing or behaviour is having a detrimental effect on the ability of an individual student to meet the academic requirements of study or impacting on the wellbeing of other students and staff, Section 3: Fitness to Study Procedure applies.

10. There may be instances where a student has exhibited behaviour which would normally be handled under Section 8: Student Disciplinary Code and Procedures, but this may be (or is suspected to be) the result of an underlying physical and/or mental health difficulty. Depending on the individual circumstances, this may be considered under Section 3: Fitness to Study Procedure.

11. The Support to Study Policy will be regularly reviewed by the Director of Student Support and Wellbeing.

12. Cases considered under Section 3: Fitness to Study Procedure will be monitored and reviewed on an annual basis to identify where any improvements are required in the Policy, or in the procedures of the support services offered within UCL or on which UCL draws significantly.
3 Fitness to Study Procedure

This Procedure should be read in conjunction with Section 2: Support to Study Policy.

3.1 Context

1. The UCL Fitness to Study Procedure is intended to be used where students are not able to continue or able to return to continue the level and intensity of study required in spite of reasonable adjustments having been put in place and cannot study, work and live co-operatively and in close proximity with others as well as conduct themselves in a manner which does not impact negatively on those around them. It also applies where UCL has been unable to balance the needs and rights of an individual student against the need to protect the wellbeing of fellow students and staff.

2. The Procedure aims to ensure that decisions about a student’s ability to study are made through a supportive process, after appropriate consultation and in the best interests of the student.

3. The Procedure is be used in the following circumstances:
   - Where a student exhibits behaviour that would usually be dealt with as a disciplinary matter but is considered to be the result of an underlying physical and/or mental health difficulty
   - The student's attendance record, academic sufficiency and/or behaviour are not satisfactory/acceptable and this is believed to be the result of a physical and/or mental health difficulty
   - The student’s behaviour is at risk of affecting negatively the teaching and learning activities of fellow students and staff and/or the spirit of studying, working and living co-operatively and in close proximity with others as well as of conducting himself or herself in a manner which does impacts negatively on others
   - The student’s behaviour presents a serious and immediate risk to self or others and/or the University’s reputation.

4. The Procedure is not intended to deal with (i) routine cases of non-attendance and/or academic insufficiency, which are covered elsewhere in the UCL Academic Manual or (ii) straightforward cases of misconduct handled under Section 8: Student Disciplinary Code and Procedures or (iii) cases considered under the UCL Mental Health Policy, or (iv) cases of MBBS students and other students from the School of Life and Medical Sciences where the SLMS Fitness to Practise Policies apply.

3.2 Initial Stages

1. The Director of Student Support and Wellbeing (or nominee)\(^1\) will review the medical information provided by the student's qualified medical /clinical practitioners, and any other information provided, which could include reports from a student's academic advisers and other members of the UCL community, student Cause for Concern referrals, a student’s relatives or other external people. They will also draw on advice from medical advisers appointed by UCL and/or other healthcare specialists.

2. The student will usually be required to meet with the Director of Student Support and Wellbeing or another designated role holder, with UCL’s appointed medical advisers, to ensure that the student’s health is not detrimental to the academic studies or the academic studies detrimental to the student’s health, and to determine what adjustments, or further adjustments, if some have already been put in place, can be sought.

\(^1\)Where the Procedure refers to a role holder, it should be understood that the action may be undertaken by a nominee
3. In reviewing the student, and having consulted healthcare specialists and all available information, the Director of Student Support and Wellbeing will discuss the student’s situation with his/her academic advisers and other UCL officeholders, such as the Vice-Provost (Education & Student Affairs) and the Registrar, to determine whether any adjustments can be put in place to assist the student, or whether further information is required.

4. Possible outcomes might include:
   - The use of a student learning agreement
   - The seeking of other adjustments, such as a suspension of regulations, through the relevant UCL authority
   - Referral to a medical practitioner, either within UCL or externally, or referral back to the student’s own medical advisers or specialists
   - A further meeting with the Director of Student Support and Wellbeing or another designated role holder, with UCL’s appointed medical advisers
   - Referral of the case to another UCL procedure such as Section 4: Learning Agreements, Barring, Suspensions and Terminations of Study, or Section 8: Student Disciplinary Code and Procedure, or the UCL Student Mental Health Policy
   - Referral to the UCL Student Mediator
   - A recommendation to interrupt studies or delay the start of studies or withdraw from UCL or seek a change of degree programme
   - A recommendation to consider the student’s case under the Further Stages of this procedure.

5. Students will be informed in writing of the outcome within 10 working days.

6. A review period will be set in discussion with the student, which will include the process for monitoring the student’s situation and to ensure that the student is benefiting from the arrangements made.

7. Where the student fails to engage with this procedure, by not providing satisfactory documentation or non-attendance at meetings or refusal to engage with any referral, UCL reserves the right to revert to the appropriate set of regulations.

3.3 Further Stages

1. A student will be considered under a further stage of this procedure in the following circumstances:
   - If it has not been possible to put in place further adjustments
   - If the student did not take advantage of the adjustments put in place
   - If the student’s health, wellbeing or behaviour worsens or has an adverse effect on the health or wellbeing of the UCL community.

2. The Director of Student Support and Wellbeing will prepare a report giving the reasons why the student should be considered under the Further Stages of the procedure. This report should include a summary of the medical information as well as information on the efforts made to facilitate a student’s studies. This report will be sent to the Registrar, who will confirm that the case should be considered by the Fitness to Study Panel.

3. The student will be informed whether or not the case is to be considered by the Fitness to Study Panel.

4. If it is determined that the case will proceed, the student will be required to attend a Fitness to Study Panel and will be given at least 10 working days’ notice of the meeting. The student must be provided with any documents to be considered by the Panel. The student can submit additional documentation but this must be received 3 working days before the Panel hearing.

5. Students should seek advice from Students’ Union Rights and Advice Centre on attending a Panel hearing and seek support for preparation of this.

6. The Panel will be chaired by a Faculty Tutor or a Faculty Graduate Tutor from a Faculty other than that of the student and will also comprise a medical adviser appointed by UCL, a Students’ Union UCL Sabbatical Officer, and a fourth member who will either be
a Faculty Tutor or a Faculty Graduate Tutor from a Faculty other than that of the student, or the Director of Student Administration or the Registrar.

7. The Director of Student Support and Wellbeing will present the case to the Panel. The Faculty Tutor from the student’s Faculty will also be present to provide information to the Panel as required.

8. The student may be accompanied by a ‘friend’ who must be a member of staff at UCL or a student currently registered at UCL, provided that the person chosen is not legally representing the student nor a member of the Panel. If the student wishes to be accompanied by someone who does not meet this requirement, permission should be sought from the Chair of the Panel. The Chair of the Panel has the right to accept or refuse the request.

9. The Panel can invite others to attend the Panel in order to provide information or to witness the proceedings.

10. The purpose of the Panel is to:
    - Review the documentation and any oral statements made at the Panel hearing
    - Consider the views of the student
    - Agree the most appropriate way to proceed
    - Ensure that the student is aware of UCL’s concerns and the impact of the student’s situation either on their own health, wellbeing and behaviours or those of other members of the UCL community
    - Recommend a decision.

11. The student, the student’s friend, the Director of Student Support and Wellbeing, and the student’s Faculty Tutor can be present while the Panel receives the evidence and hears the case, but they must all withdraw when the Panel deliberates and considers its decision.

12. Where the student fails to engage with this procedure, by not providing satisfactory documentation or not attending the Panel hearing, the Panel can continue in the student’s absence. Any lack of engagement of the student should not be construed against them.

13. The decisions open to the Panel are as follows:
    a) That no decision can be made pending further information within a specified period of time, at which point the Panel would have to reconsider its recommended outcome. The Panel can recommend whether the student can remain in registration or not during this time period;
    b) That the student can continue in registration but additional measures need to be taken or further adjustments sought;
    c) That the student can continue in registration but the academic requirements can be adjusted;
    d) That the student must interrupt their studies, or remain on interruption, for a specified period of time, with requirements for the student’s return being specified, if required;
    e) That a recommendation is made that the student must withdraw from UCL, indicating whether reapplication at a future date is allowable or not.

14. In the case of 13c), d) and e), this should be a recommendation to the Provost.

15. The student should be informed of the decision in writing within 10 working days of the Panel.

3.4 Appeal

1. The student has the right to appeal through the procedures set out in Section 10: Student Complaints Procedure.
4 Learning Agreements, Barring, Suspensions and Termination of Study

4.1 Learning Agreements

1. Learning agreements are written agreements with a student meant to support students experiencing significant difficulties by agreeing a way to address problems such as, for example, attendance problems, coursework submission problems, communications problems, welfare concerns, problems with administrative requirements, etc.

2. Learning Agreements can be agreed by Departmental Tutors, Departmental Graduate Tutors, Faculty Tutors, Faculty Graduate Tutors and the Vice-Provost (Education & Student Affairs).

3. Special arrangements for a student and/or measures subject to approval can be made conditional on concluding and abiding by the conditions of a learning agreement.

4. The learning agreement will set out what UCL will do to support the student as well as the conditions which the student agrees to meet. These conditions will usually cover some or all of, but are not limited to, the following:
   - Attendance at teaching and learning events. A higher attendance requirement than the normal minimum attendance requirement can be specified for the remainder of the term or academic year.
   - Completion and timely submission of coursework and other forms of work, both summative and/or formative, assessed and/or unassessed.
   - Responding appropriately and in a timely manner to UCL communications and attending meetings with UCL staff as requested.
   - Completion of additional work to ensure sufficient coverage of the syllabus.
   - Providing requested information within a specified time period.
   - Supplying proof of continuing medical or specialist treatment.

5. Breach of a learning agreement will result in the revocation of any special arrangements made and/or measures approved and in the application of any penalties specified in the learning agreement.

6. Learning agreements should specify the duration of the agreement and when compliance with the agreement will be reviewed. Compliance should be reviewed at least once a year.

4.2 Barring Students from Assessment

1. Departments must ensure that all students taking a module, including students from other departments, are informed of the policy on barring and of the applicable definitions of what will constitute unsatisfactory attendance and engagement. Students must be informed from the outset and in writing.

2. Barring requires a written record of attendance. Wherever it is practicable for them to do so, departments must have adequate mechanisms in place for:
   - Regularly recording attendance at teaching events such as seminars, classes, laboratory classes, tutorials, etc.
   - Recording the submission of required coursework.
   - The reporting of significant deficiencies to the designated departmental officer with overall responsibility for the barring process.

3. UCL’s minimum attendance requirement is 70% (see Chapter 3, Section 3: Attendance and Absence). Departments may stipulate a higher percentage and

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1In Faculties organised on a divisional or other basis, rather than on a departmental basis, this applies to the equivalent officers.
additional requirements where appropriate. Students whose attendance falls below the attendance requirement are ineligible for summative assessment.

4. If a student’s attendance falls below the attendance requirement so that a bar needs to be imposed, the teaching department must notify the student’s home Department.
   a) Where practicable, the home department should review the student’s overall record to establish whether the problem extends beyond the teaching Department.
   b) If the problem is limited to the teaching department, the teaching Department should impose the bar and issue the subsequent learning agreement.
   c) If the problem extends beyond the teaching department, the home department should take over the barring and subsequent coordinated learning agreement, covering all affected modules.
   d) However, teaching departments have the right to impose bars and issue learning agreements for their modules: information provided by the home Department must be taken into account, but bars do not require permission from the home department.

5. The barring Department must notify the student in writing that he or she is barred from summative assessment for the module (copying the student’s home Department and Faculty Tutor as well as UCL Student Records) and must summon the student for a departmental interview to allow for an explanation of the case.

6. Since the bar may still be lifted, such students should continue to attend the module and submit coursework. However, marks for any summative assessment tasks will only count and be considered by the examination board if the bar is subsequently lifted.

7. The barring department MUST give such students a written learning agreement setting out the conditions under which the bar will be lifted. Students cannot be barred from summative assessment without the opportunity to conclude a learning agreement and having the bar lifted if they fulfil the conditions set out in the agreement. Copies of all learning agreements should be sent to the student’s Faculty.
   a) Usually learning agreements will specify attendance conditions, among others, for lifting the bar. If the student can no longer meet or exceed the minimum attendance requirement for the module by the end of the module, a higher attendance requirement of up to 100% will usually be specified for the remainder of the module.
   b) Bars should be notified and learning agreements issued as soon as possible, but learning agreements can still be issued after the end of term. Late learning agreements towards or after the end of term, when there are no teaching events left to attend, can rely on conditions other than attendance, such as additional work required to ensure coverage of the syllabus.
   c) If the student does not accept the learning agreement within five working days of it being issued, the bar stands, subject to the appeals procedure set out below.
   d) If the student accepts the learning agreement and subsequently fulfils the conditions set out in the learning agreement, the bar will be lifted.
   e) If the student breaks the conditions of a signed learning agreement, the bar will remain in place, subject to the appeals procedure set out below.
   f) Barring-related learning agreements must specify their end points, and Departments must review compliance with the learning agreement and notify the student of the outcome in writing within ten working days (excluding the UCL Christmas and Easter closure periods) after the expiration of the learning agreement, copying the home department, the student’s Faculty Tutor, and UCL Student Records.

8. If a bar that prevents progression or award of the degree remains in place following a refusal to accept the learning agreement or following a breach of the conditions of the learning agreement, the bar must be reviewed and confirmed (or lifted) by the student’s the Faculty Tutor.
9. Barring forfeits an attempt at assessment. If the student has a second attempt remaining, he or she must repeat the module in attendance the following year. Normal progression and substitution rules apply.

10. Affected students have a right of appeal against the imposition of a bar, against the conditions of the offered learning agreement, against the continuation of a bar after the compliance review, or against the Faculty Tutor’s confirmation of a bar.
   a) Appeals against departmental decisions must be submitted to the Faculty Tutor within five working days of the relevant notification.
   b) Appeals against a Faculty Tutor’s confirmation of a bar preventing progression or graduation must be submitted within five working days of the relevant notification and will be dealt with by UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs).
   c) If a student remains dissatisfied with the outcome of the appeal, he or she may then go through the procedures set out in Section 10: Student Complaints Procedures but must accept that a final outcome is unlikely to be reached before the student would have been due to take the assessment in question.

4.3 Suspensions of Studies on Grounds of Academic Insufficiency

1. Faculty Tutors/Graduate Faculty Tutors can suspend the studies of students in their Faculty on grounds of academic insufficiency as per paragraphs 13.1 and 13.2 of UCL’s Regulations for Management.

2. Academic insufficiency occurs when a student’s overall attendance and performance, rather than that in a particular module, is deemed to be unsatisfactory, so that it is not viable for the student to continue with his or her studies for the remainder of the session.

3. All such cases must be referred to the Faculty Tutor/Faculty Graduate Tutor. If the Faculty Tutor confirms academic insufficiency, the expected outcome is that the Faculty Tutor suspends the student’s enrolment for up to one year, specifying at the beginning of which term the student will be allowed to return to repeat.

4. Students must have had due warning prior to a suspension of studies.

5. Prior to a suspension on grounds of academic insufficiency, the Faculty Tutor must have summoned the student to a Faculty interview to allow for an explanation of the case.

6. To suspend a student on grounds of academic insufficiency, the Faculty Tutor must send a letter of notification to the student that includes details of the appeals mechanism, copying the home Department, all teaching Departments and UCL Student Records.

7. Suspensions of studies forfeit an attempt at assessment for all affected modules. A suspended student must repeat either the year or the term(s) in which the insufficiency occurred in the next academic year, repeating in attendance all modules for which the student has second attempts remaining. (Additional interruptions can be applied for, but are subject to scrutiny and approval.) If a suspension would permanently prevent progression or award of degree due to one or several forfeited second attempts at assessment, suspensions become terminations of study, unless UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs) suspends regulations to allow further attempts.

8. As a condition of returning to repeat after the suspension, the student must sign a learning agreement. Refusal to sign the learning agreement or breach of the learning agreement following an earlier suspension will usually result in termination of studies.

9. Suspended students have a right of appeal:
   a) Appeals against a suspension on grounds of academic insufficiency must be submitted within five working days of the relevant notification and will be dealt with by UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs).
b) Should a student be dissatisfied with the outcome of the appeal, he or she may then go through the procedures set out in Section 12: Student Complaints Procedure.

10. In cases involving poor performance in Postgraduate Research Students, separate guidance applies (see Research Degrees: Guidance on Addressing Poor Performance in Research Students).

### 4.4 Termination of Study

1. Faculty Tutors/Graduate Faculty Tutors can also terminate the studies of students on grounds of academic insufficiency as per paragraphs 13.1 and 13.2 of UCL’s Regulations for Management.
2. In such cases the academic insufficiency must be deemed to be irretrievable.
3. For any student whose studies are to be terminated in this way, it is essential that he or she has previously been referred to the Faculty Tutor/Graduate Faculty Tutor for a formal interview and received a written warning that their studies are at risk of being terminated should the insufficiency continue.
4. Should the insufficiency continue or should any conditions that were made for the continuation of the student’s studies at the interview and/or in the written termination warning not have been met, the Faculty must interview the student again.
5. If the termination of studies is confirmed, the Faculty must issue a formal written notification of the termination of studies and the reasons for it, including a reference to the appeals procedure.
6. Students have a right of appeal:
   a) Appeals against a termination of studies on grounds of irretrievable academic insufficiency must be submitted within fifteen working days of the relevant notification and will be dealt with by UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs).
   b) Should a student be dissatisfied with the outcome of the appeal, he or she may then go through the procedures set out in Section 10: Student Complaints Procedure.

### 4.5 Mandatory Faculty Interviews

1. Faculty Tutors and Faculty Graduate Tutors can summon students in their Faculty to mandatory Faculty interviews, requiring the student either to attend the interview at a set date and time or to make and keep an appointment by a set deadline.
2. If a student fails to do so, he or she will be written to by the Faculty Tutor or Faculty Graduate Tutor with a suspension warning, informing the student that failure to make and/or attend an alternative appointment by a set deadline will result in a suspension of studies.
3. If a student fails to make or attend the alternative appointment, the Faculty must send the student a formal letter confirming the suspension of studies and issuing a termination warning. The student must be informed that failure to make and/or attend a final appointment by a set deadline will result in a permanent termination of studies.
4. If a student fails to make or attend the final appointment, the Faculty must send the student a formal letter confirming the termination of studies and informing the student of the right to appeal.
5. Students have a right of appeal against a suspension or termination of studies for non-attendance at mandatory Faculty interviews:
   a) Appeals must be submitted within five working days of the relevant notification and will be dealt with by UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs).
   b) Should a student be dissatisfied with the outcome of the appeal, he or she may then go through the procedures set out in Section 10: Student Complaints Procedure.
5 Procedure for Student Fee Debts

It is a condition of the Student Relationship agreement with UCL that all fees are paid on time, and students are expected to arrange prompt payment to meet the required deadlines. Once an outstanding balance falls overdue, the student is deemed to be a debtor and UCL will undertake the appropriate measures for collection, as set out in the procedures below.

Overdue balances that result in debtor status will include, without limitation: tuition fees, accommodation charges, charges for childcare services, library charges, examination and submission fees, student loans and other fines and penalties.

It should be noted that students are individually responsible for the settlement of all charges, including those invoiced to a sponsor, and that the procedures outlined in this guidance will apply equally to all such amounts.

Tuition Fee Debts

Students with a tuition fee debt to UCL will receive a series of e-mail reminders, via their UCL account, informing them of overdue balances and warning of possible future sanctions. Continued non-payment will lead to the withholding of access to selected services and facilities (library, computer access, building access) and may ultimately result in a suspension of registration. Debtor status relating to outstanding tuition fees will also affect a student’s ability to re-enrol, graduate or receive any official UCL documentation. Once the balance of overdue tuition fees has been settled in full, a request is made for the sanctions to be lifted.

Students (current and former) are expected to monitor their Portico accounts for details of any tuition fee debts that might arise and to contact the Student Fees office with any queries, concerns or issues at the earliest opportunity.

Non-Tuition Fee Debts

For the avoidance of doubt non-tuition fees include, without limitation: accommodation charges, charges for childcare services, library charges, examination and submission fees, student loans and other fines and penalties.

Academic sanctions (specifically those referred to in the section above) are not applied to non-tuition fee debts.

For such debts, students are expected to liaise with the relevant UCL department to resolve outstanding issues and may be subject to other proportionate sanctions applied at a local level.

Further Procedures for the Collection of Debt

Ultimately, UCL reserves the right to engage a third party debt collection agency to facilitate recovery of any overdue balances and to pursue a legal claim where it is deemed appropriate.
Material Irregularity Procedure

1. A Material Irregularity is an administrative or procedural error which has a significant, negative impact on a student’s performance at summative assessment. A Material Irregularity may affect one student or a group of students. It does not include disagreement with an academic judgement about the quality of student work submitted for assessment.

2. Where a student has a concern about a Material Irregularity, they must follow the procedure set out in Section 10: Student Complaints Procedure.

3. Where a UCL member of staff identifies a potential irregularity in the assessment process, it must be investigated to establish whether the circumstances are material, which students have been affected and how UCL will address the irregularity.

4. Where Industrial Action affects assessment, progression, and award, guidance for staff can be found within Annex 6.3: Managing the Impact of the Industrial Action on Assessment.

5. Where the investigation concludes that a material irregularity has occurred, the Faculty Board of Examiners is responsible for determining an appropriate course of action in consultation with UCL Academic Services. This can be done by Chair’s Action if necessary.

6. The options open to the Faculty Board of Examiners include:
   a) Where possible, rectifying or mitigating the irregularity before the assessment takes place, or
   b) Offering a coursework extension, OR
   c) Condoning the late submission of coursework, OR
   d) Adjusting an existing exam paper or assessment (the External Examiner must be informed), OR
   e) Offering an alternative method of assessment (approved by the External Examiner), OR
   f) Offering the student another opportunity to take the assessment as if for the first time and without penalty (Deferral), OR
   g) Exclusion of the affected component/module from Completion, Progression, Award or Classification decisions, OR
   h) A combination of the above mitigations.
   i) Making a recommendation to the Director of UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs) for a Suspension of Regulations.
   j) Where the Programme Board of Examiners has already made a decision on Progression or Award, recommending to the Director of UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs) that the decision is overturned and a new decision is put in its place, in consultation with the relevant External Examiner.

7. In no circumstances should a student be awarded additional marks to compensate for the irregularity.

8. All cases must be clearly recorded in the Faculty Board of Examiners minutes and any changes to student results recorded on Portico.
7 Suspension of Regulations Procedure

1. In exceptional circumstances it may be necessary to suspend the regulations temporarily for one or more students. Requests for suspensions must be made on a case-by-case basis via Student & Registry Services.
   a) Suspensions of the Admissions regulations must be formally approved by the Director of Access and Admissions on behalf of the Vice Provost (Education & Student Affairs). Requests should be submitted to Admissions in Student & Registry Services.
   b) Suspensions of the Taught Programme regulations must be formally approved by the Director of UCL Academic Services on behalf of the Vice Provost (Education & Student Affairs). Requests should be submitted to academic.services@ucl.ac.uk.
   c) Suspensions of the Postgraduate Research Degree regulations must be formally approved by the Pro-Vice Provost (Doctoral School). Requests should be submitted to researchdegrees@ucl.ac.uk.

2. Suspensions of regulations are reported to the next meeting of Education Committee or Research Degrees Committee as appropriate, and an annual analysis conducted to identify common issues that should be incorporated into the main regulations.
8 Disciplinary Code and Procedure in Respect of Students

Contact: Casework Team, Student and Registry Services (casework@ucl.ac.uk)

UCL is a community and as members of this community students are expected to adhere to UCL’s rules and regulations, to show respect for persons and property, and to behave in a way that does not interfere with the normal operations of UCL. Where there is reason to believe that rules and regulations have been broken, and/or when the behaviour of a student falls below the expected standards, as outlined below, the Disciplinary Code and Procedure will be instigated.

Section 1: Disciplinary Code

1. UCL Statute 13 (Jurisdiction over Students) provides as follows:

   (1) The Council shall be responsible for maintaining good order within the College and its precincts and other buildings and premises owned or occupied by the College and shall have disciplinary powers over the conduct of Students of the College which the Council considers to affect the interests of the College, its Staff or Students.

   (2) The Council, on the advice of the Academic Board, and after consulting the Students' Union, shall approve a Disciplinary Code and Disciplinary Procedure and determine procedures, including a student complaints and appeals procedure, which shall be published and made available to all Students of the College. The Procedure shall provide for the arrangements governing the hearing of a case of disciplinary action against a Student and of an appeal to the Discipline Review Body prescribed in (3).

   (3) There shall be a Discipline Review Body to which an appeal shall lie in cases where the punishment imposed by the College is expulsion from the College and its precincts and other buildings and premises owned or occupied by the College, or temporary exclusion for more than four weeks.

2. The Provost has the following disciplinary powers under UCL Statute 11:

   (3) The Provost shall have power, in accordance with Regulations made by the Council on the advice of the Academic Board, to suspend a Student from any or all of his or her studies in the College and to exclude a Student from the College and its precincts and other buildings and premises owned or occupied by the College. In the case of suspension or exclusion for reasons other than academic insufficiency the Provost shall report such suspension or exclusion to the Academic Board and to the Council and shall ensure that appropriate action is taken forthwith under disciplinary or other appropriate procedure.

   (4) The Provost shall have power to delegate any or all of the powers conferred by [paragraph (3)] of this Statute (as above) to such Officer of the College or persons or bodies as he/she may think fit.
Delegation by the Provost

3. In accordance with Statute 11(4), the Provost has delegated her/his powers under Statute 11(3) to the Registrar.

Section 2: Jurisdiction and General Principles

(a) Jurisdiction

4. The Disciplinary Code applies to all registered students of UCL.

5. The jurisdiction of this Code will extend, where appropriate, beyond UCL’s precincts and will cover, for example, the conduct of students attending another institution or a work placement in the United Kingdom or abroad, or taking part in approved field trips or other authorised external activities.

(b) Relationship and interface with other UCL policies and procedures

6. This Code relates to matters of non-academic misconduct and any action taken under this Code automatically supersedes any disciplinary action being taken under other rules or regulations of UCL.

7. Where the alleged misconduct relates to an academic matter, it should be referred for action in accordance with UCL’s Academic Regulations.

8. Where the alleged misconduct relates to research misconduct, it should be referred for action in accordance with UCL’s Research Misconduct Procedure.

9. Where the alleged misconduct relates to harassment, bullying and/or intimidation then it should be referred for action under UCL’s policy on Harassment and Bullying (Students).

10. Students registered on programmes leading to membership of a professional body should demonstrate appropriate behaviour and standards required for entry into that profession. Alleged misconduct which may be judged to fall short of the professional codes of conduct will be considered under the relevant Fitness to Practise Procedure.

11. Where there is a concern that mental health, illness or disability may have directly affected behaviour and/or conduct, the Director of Student Support and Wellbeing will be consulted as to whether it would be more appropriate to consider the matter under the Support to Study Policy or the Student Mental Health Policy as an alternative to disciplinary action.

12. Where it is not clear how the alleged misconduct should be classified the matter will be determined by the Registrar.
General Principles

13. Students involved in disciplinary procedures shall have the right to be accommodated to any meeting or hearing by a 'friend', who must be a UCL student or member of staff of UCL or Students' Union UCL. The role of the friend is to provide moral support during a meeting or hearing. They cannot make representations nor cross-examine witnesses and must also not be a witness.

14. UCL will wherever possible seek to adhere to the time limits outlined in this procedure; however, in cases where there are special circumstances which require variance from specified time limits, students will be advised of the reasons for this by the Officer handling the investigation or hearing.

15. Students will be given the opportunity to attend disciplinary hearings in person. UCL reserves the right, however, to proceed with any investigation or disciplinary hearing in the absence of a student, subject to the student having been properly notified of the date and time of the hearing, or in cases where criminal proceedings do not allow the student to attend in person.

16. UCL reserves the right not to proceed with any investigation following an allegation against the behaviour of a student if it is considered that there are insufficient grounds or evidence to do so.

17. During the application of this Disciplinary Code and Procedure, UCL reserves the right to adjourn any disciplinary investigation or hearing and reconvene at a later date.

18. The standard of proof to be adopted during the application of this Disciplinary Code and Procedure will be the balance of probability.

19. Where misconduct has occurred, and wherever appropriate, the intention will be to provide a corrective response in addition to any reasonable and proportionate punitive response.

Officers responsible for disciplinary matters

20. The Registrar of UCL has the responsibility for dealing with disciplinary matters referred to her/him under the authority and with the powers granted to her/him in this procedure. Authority to refer a matter to the Discipline Committee rests with the Registrar. The Registrar may delegate this responsibility to the appropriate members of Student and Registry Services and all references to the Registrar in this Code and Procedure should be understood to include also such nominees.

21. The Registrar may also delegate authority for discipline in UCL Houses and Halls of Residence to Wardens of UCL Houses and Halls of Residence.

22. The Registrar may also delegate authority for discipline in UCL Libraries to the Director of UCL’s Library Service or her/his nominee.
Section 3: Definition of Misconduct

23. Misconduct which may be the subject of disciplinary procedures under this Code is defined as improper interference with the proper functioning or activities of UCL, or of those who work or study in UCL, or action which otherwise damages UCL and/or its staff or students, including, but not limited to, the following:

(1) disruption or improper interference, whether on UCL premises or elsewhere, with the academic, administrative, sporting, social, cultural or other activities of UCL;
(2) obstruction or improper interference on UCL premises or whilst engaged in any UCL activity with the functions, duties or activities of any student, member of staff or other employee of UCL or any authorised visitor of UCL;
(3) violent, indecent, disorderly, threatening or offensive behaviour or language on UCL premises or whilst engaged in any UCL activity;
(4) fraud, deceit, deception or dishonesty in relation to UCL or its staff or students;
(5) action likely to cause injury to, or impair the safety of, either themselves or others on UCL premises or whilst engaged in any UCL activity;
(6) sexual, racial or other kind of harassment of any student, member of staff or other employee of UCL or any authorised visitor to UCL;
(7) breach of the provisions of UCL’s Code of Practice on Freedom of Speech or of any other code or UCL rule or regulation which provides for breaches to constitute misconduct under this code;
(8) damage to or defacement, caused intentionally or recklessly, or misappropriation of UCL property or the property of other members of UCL and/or the UCL community, or any other property into which the Student enters, or misappropriation of such property whilst engaged in UCL activities;
(9) misuse or unauthorised use of UCL premises or items of property, including computer misuse;
(10) distributing or publishing a poster, notice, sign or any publication which is offensive, intimidating, threatening, indecent or illegal, including the broadcasting and electronic distribution of such material;
(11) conduct which constitutes a criminal offence where that conduct took place on UCL premises or
   (a) affected or concerned other members of the UCL community or
   (b) damages the good name of UCL or
   (c) itself constitutes misconduct within the terms of this Code or
   (d) is an offence of dishonesty, where the Student holds an office of responsibility in UCL, or
   (e) involves a student registered on a programme leading to membership of a...
professional body and where that conduct may fall short of the professional codes of conduct such as to render the Student unfit to practise, or

(f) resulted in the acquisition of a criminal conviction for an offence not involving members of UCL or its premises, which may affect the safety of a member of UCL or the premises of UCL or which could bring UCL into disrepute;

(12) failure to declare a criminal conviction to UCL, subject to the Rehabilitation of Offenders Act;
(13) behaviour which brings UCL into disrepute;
(14) failure to disclose name and other relevant details to an officer or employee of UCL in circumstances where it is reasonable to require that such information be given;
(15) failure to comply with a previously imposed penalty under this Code.

24. For the purpose of this Procedure, misconduct as defined at paragraph 23 above will be classified as either minor or major depending on the seriousness of the alleged misconduct. Where it is not clear whether the alleged offence should be classified as a minor or major offence the matter will be determined by the Registrar.

25. Examples of minor offences include but are not limited to:

- Anti-social behaviour
- Refusal to identify yourself to UCL staff or using false ID
- Failure to vacate during fire alarms
- Excessive noise
- Misuse of the fire equipment
- Smoking in non-designated areas

26. Examples of major offences include but are not limited to:

- Possession of an offensive weapon
- Assault
- Threatening, offensive or indecent behaviour or language that causes distress to others
- Harassment of any kind
- Misappropriation of or damage to the property of any student or member of staff of UCL
- Any action likely to cause injury or impair the safety of others
- Use, possessing, buying or selling of illegal drugs
- Excessive use of alcohol that is likely to endanger the health and safety of others
- A serious breach of UCL-approved Regulations
Section 4: Disciplinary Procedure

(a) Disciplinary offences which are also subject to criminal investigation

27. Where a disciplinary offence is also subject to a criminal investigation, UCL may suspend the disciplinary process until the criminal investigation and legal proceedings have been concluded. The fact that the police or other legal authorities might be unable, unwilling or not yet able to proceed will not automatically preclude UCL from instigating its own disciplinary action.

28. The student should be reminded that whilst criminal investigations are underway they will be obliged to keep UCL informed of any progress and/or change in status regarding their case. The Registrar will review the case on a monthly basis and will determine if any action is required during this review period.

29. When the criminal proceedings have concluded, the Registrar will decide whether UCL should instigate disciplinary action, taking into account the following guidance.

30. Where the student has been convicted of a criminal offence, UCL may seek to take action if there are outstanding matters of concern to UCL that have not been addressed. In this case the conviction in a criminal court shall be taken as conclusive evidence that the alleged offence has occurred, and no further investigation shall be required by UCL.

31. Where a criminal conviction has been made, the focus of UCL disciplinary proceedings may include an assessment of the risk posed to UCL staff or students. It may also include assessment of the material impact caused by reputational damage to UCL, particularly when this impedes or interferes with the normal operations of UCL, or when it affects important relationships between UCL and key individuals, agencies and stakeholders. If disciplinary action is taken, the penalty imposed by the court shall be taken into account when determining any further penalty.

32. In the case of a criminal conviction, where criminal proceedings (including bail conditions, period of time spent on remand, period of time served in custody following conviction) result in a student being absent from their study for a period of less than twelve months it will normally be the case that their studies will be interrupted for this period. In such circumstances it will be the responsibility of the student to notify the Registrar regarding the date of release from custody. The Registrar will then assess whether the nature of the offence committed poses an ongoing risk to the UCL community, and whether there are any outstanding matters of concern that have not been addressed. In the case of either UCL may instigate disciplinary proceedings.

33. In the case of a criminal conviction where criminal proceedings (including bail conditions, period of time spent on remand, period of time served in custody following conviction) result in a student being absent from their study for a period in excess of twelve months, the student will be deemed withdrawn from UCL. The student may then reapply for admission to UCL, and as part of the standard
admissions process will be required to declare criminal convictions to be considered prior to a decision regarding an offer of a place.

34. Where the student has been acquitted UCL will take into account the decision of the court. However, it may be the case that it is reasonable and within UCL’s interests to pursue outstanding matters of concern to UCL that have not been addressed.

35. Where, following an initial investigation, a decision has been taken not to proceed to a criminal trial, this does not preclude UCL from conducting further investigations and/or instigating disciplinary proceedings in respect of outstanding matters of concern to UCL that have not been addressed.

(b) Precautionary action in advance of a disciplinary hearing

36. Where the nature of the alleged disciplinary offence suggests that there may be risk to the safety of others, or where the student accused of the offence may be at risk of harm, the Registrar will undertake a risk assessment which may result in action as follows:

(i) They may require the student to comply with specific conditions, for example agreeing not to contact another student or students. The consequence of any breach of these conditions may result in escalation to the steps outlined below; and/or

(ii) The Registrar may choose to exercise the delegated authority granted in accordance with Statute 11(3) and 11(4) to suspend the student from any class or classes and/or to exclude the student from any part or all of UCL’s facilities, grounds and premises, until such a time as any criminal proceedings and/or UCL disciplinary proceedings have been concluded. A precautionary suspension and/or exclusion should not be regarded as a penalty and does not indicate that the student is presumed guilty of any offence.

37. For the purposes of this Code and Procedure suspension and exclusion are defined as follows:

(i) Suspension involves a total or partial prohibition on attendance at or access to UCL premises and from any participation in UCL activities for a fixed period. The terms of any suspension will be assessed and decided on a case-by-case basis.

(ii) Exclusion involves the withdrawal of the right of access to specified land, buildings, facilities or services of UCL for a fixed period or pending the fulfilment of certain conditions.

38. The decision by the Registrar to temporarily suspend and/or exclude the student from all or part of UCL, and the reasons why this action is being taken, may be communicated orally in the first instance. Where this is the case, written confirmation outlining the reasons for this decision and notice of the right of appeal should be provided within two working days.

39. The student may appeal against the decision to suspend and/or exclude them from all or parts of the UCL by submitting a written request stating the reason for the appeal
to the Provost within five working days of the date of issue of the notice of suspension/exclusion.

40. The Provost will consider the appeal and may take action as follows:
   (i) uphold the original decision and confirm the terms of the suspension and/or exclusion;
   (ii) uphold the original decision but reduce or restrict the terms of the suspension and/or exclusion;
   (iii) overturn the original decision and remove the suspension and/or exclusion.

41. In cases where additional information presented as part of the appeal suggests that the level of risk is higher than previously assessed, the Provost may increase or extend the terms of the suspension and/or exclusion.

42. The student will be notified of the decision within ten working days of the receipt of the letter requesting an appeal.

43. Whilst the precautionary suspension and/or exclusion is in place, the student may request a review if there is a relevant change to their circumstances. This request should be made in writing to the Provost, who will respond within ten working days of the receipt of the letter.

44. In accordance with Statute 11(3) all cases of suspension and exclusion for reasons other than academic insufficiency shall be reported by the Registrar to UCL’s Academic Board and Council.

Section 5: Minor Offences

(a) Misconduct Involving a UCL House or Hall of Residence

45. The Registrar may delegate to Wardens of UCL Houses or Halls of Residence power to deal with disciplinary matters within their house/hall of residence and to impose penalties up to and including any one or more of the following:
   (i) an oral or written reprimand;
   (ii) an order for service for a specified period to the house or hall of residence to be scheduled outside of teaching time;
   (iii) an order for payment or compensation for damage to property;
   (iv) withdrawal of house/hall of residence privileges e.g. no guests allowed, exclusion from bars;
   (v) a fine of up to £100;
   (vi) a recommendation to the Registrar that residence in UCL accommodation in future years be denied;
   (vii) a recommendation to the Registrar that the student’s misconduct be referred to the Discipline Committee and/or that UCL takes proceedings through the courts for eviction.

46. In a case where the Registrar decides there are grounds for eviction from a UCL House or Hall of Residence they will request that the Director of Student
Accommodation initiate court proceedings and will inform the student that the matter has been referred to the Director of Student Accommodation. The case may also be referred to the Discipline Committee.

47. In dealing with an allegation of misconduct the Warden will interview the student. The Warden will inform the student that they may appeal to the Registrar against any penalty imposed by the Warden on the following grounds:
   (i) that the disciplinary process was not conducted in accordance with the above procedures;
   (ii) that new evidence has become available which was not, and which could not reasonably have been made available at the time the case was considered;
   (iii) the penalty imposed was disproportionate to the offence.

48. The appeal will be considered by the Registrar by a review of the relevant paperwork and must be submitted within ten working days of the date of notification of the penalty.

(b) Misconduct Involving UCL Library Services

49. The Registrar may delegate to the Director of UCL Library Services (or their nominee) power to deal with disciplinary matters within UCL Library Services and to impose penalties up to and including any one or more of the following:
   (i) an oral or written reprimand;
   (ii) an order for service for a specified period to be scheduled outside of teaching time;
   (iii) an order for payment or compensation for damage to property
   (iv) withdrawal of borrowing privileges
   (v) a fine of up to £100;
   (vi) a recommendation to the Registrar that the Student’s misconduct be referred to the

50. Discipline Committee. In dealing with an allegation of misconduct the Director of UCL’s Library Services will interview the student. The Director will inform the student that they may appeal to the Registrar against any penalty imposed by the Director on the following grounds:
   (i) that the disciplinary process was not conducted in accordance with the above procedures;
   (ii) that new evidence has become available which was not, and which could not reasonably have been made available at the time the case was considered;
   (iii) the penalty imposed was disproportionate to the offence.

51. The appeal will be considered by the Registrar by a review of the relevant paperwork and must be submitted within ten working days of the date of notification of the penalty.

(c) Disciplinary Action taken by the Registrar

52. Where the alleged offence is referred to the Registrar, the Registrar will decide upon the following course of action:
   (i) that the complaint be dismissed;
   (ii) that the complaint should not be the subject of further action under the Disciplinary Code, but such a ruling will not preclude informal action by way of a caution or otherwise if appropriate which may be undertaken without reference to the person submitting the complaint;
(iii) that the alleged offence be classified as a minor offence and is a matter for the Registrar to deal with;
(iv) that the alleged offence be classified as major offence and should be referred to the Discipline Committee.

53. At all times the Registrar will be mindful of any ongoing risk posed to students and staff relating to the alleged offence. In cases where a risk assessment suggests this may be the case, the Registrar may consult the Director of Student Support and Wellbeing (or nominee) in relation to the management of risk, and where appropriate may take precautionary action as outlined in Section 4(b). Amongst other possible actions, it may be necessary to agree a behavioural contract or a limited exclusion from a specific facility or service.

54. Where a complaint of misconduct has been made, and unless it is immediately dismissed, dealt with by way of informal action or referred to the Discipline Committee, the Registrar will hold a meeting with the student(s) concerned. The student(s) should receive an invitation to the meeting and should be advised of the nature of the alleged offence. Where possible this invitation should be written and should give the student(s) at least two working days’ notice of the meeting. There may, however, be circumstances where an urgent meeting is required and in this case a verbal invitation with less than two days’ notice will be given. Failure to attend without good cause may in itself be considered a disciplinary offence.

55. The student will be given an opportunity at the meeting to explain their behaviour and/or offer information in mitigation or explanation.

56. The Registrar will advise the student in writing of the outcome, within five working days, and will confirm the imposition of any sanction, which may include any one or more of the following:
(v) an oral reprimand recorded by the Registrar;
(vi) a written reprimand recorded by the Registrar;
(iii) a written reprimand recorded on the Student’s UCL file and copied to the Head of the Student’s department;
(iv) a payment of compensation for damages to person or property;
(v) a fine of up to £300;
(vi) an order of service to UCL for a specified period;
(vii) require a student to enter into a ‘Good Behaviour’ agreement;
(viii) exclusion from a part or parts of UCL for a specified period provided that such exclusion does not directly interfere with the student’s academic work;
(ix) imposing conditions on a student’s access to UCL facilities where the student has been convicted of a criminal conviction and where such conditions are deemed necessary for the safety and security of members of UCL provided that such conditions do not directly interfere with the student’s academic work. In the case where the Registrar decides there are grounds for eviction from a UCL House or hall of Residence s/he will request that the Director of Student Accommodation initiate court proceedings and will inform the student that the matter has been referred to the Director of Student Accommodation.
57. In the event that, after the meeting, the Registrar decides that the matter is too serious to warrant one of the penalties set out above, the Registrar may instead refer the matter to the Discipline Committee.

58. A student wishing to appeal against the decision of the Registrar in relation to a penalty for a disciplinary offence shall write to the Secretary of the Discipline Committee giving the grounds for the appeal within ten working days from the date of receipt of the letter from the Registrar imposing the penalty.

59. An appeal against a sanction or sanctions imposed by the Registrar may be made on one or more of the following grounds:
   (i) that the disciplinary process was not conducted in accordance with the above procedures;
   (ii) that new evidence has become available which was not, and which could not reasonably have been made available at the time the case was considered;
   (iii) the penalty imposed was disproportionate to the offence.

60. The Discipline Committee will consider appeals under these provisions by a review of the relevant paperwork.

61. In determining an appeal against a decision of the Registrar the Discipline Committee may confirm, amend or dismiss the penalty imposed by the Registrar.

Section 6: Major Offences

62. Where the alleged offence is referred to the Registrar and s/he believes that it should be classified as a major offence in line with the guidance provided above, the Registrar will refer the case to the Secretary of UCL’s Discipline Committee.

63. The membership of the Discipline Committee shall comprise the following:
   (i) a Chair, who will be the Vice-Provost (Education & Student Affairs) (or her/his nominee)
   (ii) a member of academic staff of UCL selected from a Panel appointed by the Faculties
   (iii) an officer of UCL Student’s Union

64. The secretary of the Committee will be a member of staff of UCL Student and Registry Services.

65. A single recording of the proceedings will be made by the Secretary to the Committee except when the Committee withdraws for private discussion.

66. In cases which involve alleged reputational damage to UCL, the Committee will also include an additional member who is independent from UCL, whose role will be to ensure the Committee adheres to the principles of impartiality in consideration of the alleged offence.
67. The student will be advised in writing of the nature of the alleged offence and the date of the hearing. This written notification will usually be provided not less than ten working days in advance of the hearing. Where the Chair deems there are special circumstances which require a shorter period of notice to be given, the reasons for this will be explained to the student.

68. The Registrar and/or the Student may wish to invite witnesses to appear before the Committee and/or to provide written statements. If this is the case the Registrar and/or the student should notify the Secretary of the Committee at least seven working days before the hearing of the details of any witnesses. Such notification will include any written statements.

69. Statements and other documentation will be circulated to the Committee and the student not less than five working days in advance of the hearing, although later circulation may be allowed at the discretion of the Chair.

70. The procedure of the meeting will be as follows:

(i) Committee members meet without the student present to consider matters of process.
(ii) The student and ‘friend’ (where accompanied) will join the meeting.
(iii) The Registrar will join the meeting and outline the offence.
(iv) The student will be asked to make a statement in response to the alleged offence.
(v) The Committee may question the student and/or the Registrar.
(vi) Witnesses may be called by the Registrar.
(vii) Witnesses may be called by the student
(viii) In each case the witnesses will be asked to make a statement or confirm the contents of a written statement, and may be questioned by the Committee, the student and/or the Registrar.
(ix) Witness will be asked to withdraw.
(x) The Committee will hear further statements from the student regarding evidence submitted, witness statements etc.
(xi) The Committee will hear further statements and concluding remarks from the Registrar and the student respectively.
(xii) The student (and friend), along with the Registrar, will be asked to withdraw to allow the Committee to consider its decision.

71. At the conclusion of the hearing the Committee will determine the matter before it. The Committee may either dismiss the complaint on the ground that no disciplinary offence has been made out or may find on the evidence that a disciplinary offence has been committed. If the Discipline Committee determines that a disciplinary offence has been committed, it will have the power to impose one or more of the following penalties:

(i) a reprimand to be administered by the Discipline Committee and conveyed to and recorded by the Head of the Student’s department;
(ii) a fine not exceeding £600;
(iii) an order of service to UCL to be determined by the Discipline Committee;
(iv) exclusion, for such period or periods and subject to such conditions as the Committee shall think fit, from UCL or its precincts or other buildings or premises owned or occupied by UCL;

(v) payment of compensation for any damage to person or property which the Committee may find to have been occasioned by or in the course of the disciplinary offence;

(vi) requirement that a Student agree to specific conditions, determined by the Committee, to be necessary for their continued progress on their programme of study at UCL;

(vii) permanent expulsion from UCL. Expulsion involves depriving a student permanently of her or his membership of UCL.

72. If the Discipline Committee finds that a disciplinary offence has been committed, the penalty to be imposed will be determined by a majority vote. If there is an equality of votes, the Chair shall have a casting vote.

73. The decision of the Committee shall normally be communicated orally by the Chair to the student and the Registrar immediately at the conclusion of the hearing. The decision of the Committee will be communicated in writing to the student within five working days after the date of the hearing.

74. The implementation and consequences of a Discipline Committee hearing for the student will be monitored by the Registrar in consultation with whomever the Registrar considers appropriate.

Section 7: Discipline Review Body

75. UCL Statute 13(3) provides as follows:

‘There shall be a Discipline Review Body to which an appeal shall lie in cases where the punishment imposed by the College is expulsion from the College and its precincts and other buildings and premises owned or occupied by the College, or temporary exclusion for more than four weeks.’

76. Appeals against other penalties imposed by the Discipline Committee may also be made to the Discipline Review Body.

77. An appeal to the Discipline Review Body must be received by the Secretary to the Discipline Review Body within twenty-eight days of the date of notification of the written communication of the decision of the Discipline Committee to the student concerned.

78. An appeal against a sanction or sanctions imposed by the Discipline Committee may be made on one or more of the following grounds:

(i) that the disciplinary process was not conducted in accordance with the above procedures;

(ii) that new evidence has become available which was not, and which could not reasonably have been made available at the time the case was considered;
(iii) that the penalty imposed was disproportionate to the offence.

79. The membership of the Discipline Review Body will comprise:

(i) a Chair, who shall be appointed by the Council from among a panel of nominees approved by Council;
(ii) one person, not being a member of the UCL Council, UCL staff or a student, to be appointed by the Provost as and when the Discipline Review Body needs to be convened, from among a panel of nominees approved by Council;
(iii) an elected student officer of another University, normally from within the University of London, to be appointed by the Provost as and when the Discipline Review Body needs to be convened.

80. The Secretary of the Discipline Review Body will be an appropriate officer nominated by the Director of UCL Academic Services. Such officer shall not have acted as Secretary to the Discipline Committee in the case concerned.

81. Consideration of an appeal by the Discipline Review Body will be by way of a review of the material/evidence considered by the Discipline Committee, along with its findings and subsequent decision and/or penalties and will include the following, to be supplied by the Secretary of the Discipline Committee:

(i) a note of evidence taken before the Discipline Committee;
(ii) any documents submitted to the Discipline Committee as documentary evidence;
(iii) a note of the submissions made by or on behalf of each party;
(iv) a note of the findings and decision of the Discipline Committee.

82. The Discipline Review Body will normally consider appeals by review of the relevant paperwork, although it may, exceptionally, decide to arrange a hearing of the appeal.

Procedure for a meeting of the Discipline Review Body

83. In the event of a hearing all parties will be notified of the date not less than seven working days before the date of the hearing.

84. The Discipline Review Body will call the student and the chair of the Discipline Committee as witnesses. Other witnesses may also be called by the Discipline Review Body.

85. Copies of all documentation will be circulated to all parties not less than five working days in advance of the hearing, although later circulation may be allowed at the discretion of the Chair.

86. At the start of the hearing the Chair of the Discipline Review Body will invite the student to summarise the grounds for their appeal against the decision of the Discipline Committee.

87. The Chair of the Discipline Review Body will then invite the Chair of the Discipline Committee to state the case for upholding the findings and decisions of the Discipline Committee.
88. In each case any witnesses will be asked to make a statement or confirm the contents of a written statement.

89. After all parties have made their statements the Chair and other members of the Discipline Review Body may ask the student and/or the Chair of the Discipline Committee and any witnesses any such questions as the Chair deems appropriate.

90. Having completed their questioning the Chair of the Discipline Review Body will ask the parties to withdraw.

91. The Discipline Review Body shall reach decisions by a simple majority.

92. The Discipline Review Body, having completed its discussion of the appeal and having reached a decision on the matter, the Chair shall recall the student and the Chair of the Discipline Committee to the meeting.

93. The Chair shall then announce the decision of the Discipline Review Body to the student and Chair of the Discipline Committee.

94. The Chair shall then declare the meeting of the Discipline Review Body closed.

Decision of the Discipline Review Body

95. The Discipline Review Body may allow the appeal wholly or in part or substitute its own findings and impose one or more of the penalties mentioned in paragraph 71 as the Discipline Review Body thinks appropriate. Otherwise the decision of the Discipline Committee will stand.

96. The Secretary to the Discipline Review Body will notify the student in writing of the outcome of the appeal within ten working days of the decision of the Discipline Review Body. The Secretary to the Discipline Review Body will also issue a Completion of Procedures letter to the student.
9 Examination Irregularities & Plagiarism Procedure

9.1 Jurisdiction

1. This procedure sets out the arrangements for investigating any conduct which is considered to breach UCL’s examination regulations and which is likely to give an unfair advantage to the candidate and/or affect the security of examinations, whether written, oral, practical or coursework.

2. Any matter raised in the course of an enquiry into a breach of the examination regulations which is considered by Student & Registry Services, the Examinations Irregularities Panel or Departmental/Divisional Panel to fall within the jurisdiction of the Vice-Provost (Education & Student Affairs), shall be referred to the Vice-Provost (Education & Student Affairs) after the investigation into the allegation (including any hearing by the Examination Irregularities Panel).

3. This procedure applies to all students and former students of UCL who have been assessed under regulations for UCL programmes. Suspicions of a breach of the examination regulations involving staff of UCL will be referred to the Director of Human Resources.

4. Students may seek advice from the Students' Union Rights and Advice Centre.

9.2 Categories of Breaches of the Examination Regulations

1. For the purpose of this procedure, a breach of the examination regulations will include, but will not necessarily be restricted to:
   i) The introduction into the examination room of any materials other than those permitted for that examination;
   ii) The unauthorised removal of an examination script, any part of an examination script or blank examination stationery from the examination room except by a person with designated authority to do so;
   iii) Any attempt to confer with or gain access to the script of any other candidate during the period of the examination; or to collaborate in or gain access to the assessed coursework of any other candidate, unless authorisation to do so has been given;
   iv) Any attempt to tamper with examination scripts or coursework after they have been relinquished by candidates;
   v) Any unauthorised study and/or unsupervised absence of a candidate from the examination room during the period of an examination;
   vi) Impersonation or attempted impersonation of a candidate;
   vii) Other conducts likely to give an unfair advantage to the candidate.

2. **Plagiarism**, which is defined as the presentation of another person's thoughts or words or artefacts or software as though they were a student's own.

3. **Self-Plagiarism**, which is defined as the reproduction or resubmission of a student's own work which has been submitted for summative assessment at UCL or any other institution.

4. **Collusion**, which is defined as collaboration by two or more candidates in the production of assessed coursework unless appropriate authorisation from the Course/Module Organiser (s) to do so has been given.

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1 Wherever in this section a holder of office is referred to, or where there is an obvious conflict of interest, the words 'or his or her nominee' are to be understood.

2 Normally candidates will not be allowed back into the examination room after leaving it without permission and/or without supervision. Should they have been found to have re-entered after such an absence they will be in breach of the regulations.
5. **Falsification**, which is defined for the purpose of this procedure as the fraudulent alteration or misrepresentation of data, extenuating circumstances evidence and/or other information.

6. **Contract Cheating**, which is defined for the purpose of this procedure as having an assessment completed by a third party, and submitting it as though it were a student’s own.

7. Arrangements for dealing with allegations of a breach of the examination regulations listed under paragraph 9.2.1 are set out at Section 9.5 of these procedures.

8. Arrangements for dealing with allegations of breaches of the examination regulations involving the categories listed at paragraphs 9.2.2 to 9.2.6 above are set out at Section 14.3 of these procedures.

9. For ease of reference Annex 6.1 Flow Chart of Departmental Actions in Plagiarism / Collusion / Falsification Procedure sets out the steps involved in considering an allegation made under these procedures.

### 9.3 Initiation of Proceedings in Respect of Plagiarism and/or Collusion and/or Falsification

#### 9.3.1 Minor Cases

1. The following instances of plagiarism and/or collusion (but not including use of a fellow student’s work without that student’s knowledge and consent) and/or falsification will normally be deemed to be of a minor nature and will be dealt with by the Module Organiser:
   i) A first offence in the first-year of a programme of two or more years’ duration (or the first term of a programme of one year’s or less duration) in which no more than one third (approximately) of the work can be demonstrated to have been plagiarised.

2. In such cases the Module Organiser will, at his/her discretion, impose a penalty and report the matter to the Departmental/Divisional Tutor for noting on the student’s file, but no further action or report will be made. Such records, will, however, be taken into account in the event of any subsequent allegations of a breach of the examination regulations being made against the student(s) concerned (see paragraph 9.3.3i below).

3. The student has the right of appeal against a decision of the Module Organiser (see paragraph 9.4.3 below).

#### 9.3.2 Major Cases

1. Any case of a breach of the examination regulations not covered by paragraph 9.3.1.i above shall be reported as soon as it is detected by the Module Organiser to the Chair of the Programme Board of Examiners. Any such referral must include the following:
   ii) A copy of the coursework involved.
   iii) A copy of the text(s) or part of the text(s) believed to have been plagiarised from with, if possible, the relevant passages highlighted.

2. The Module Organiser shall at the same time inform the student concerned that the matter is being reported to the Chair(s) of the Board(s) of Examiners.

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3 Where collusion between two or more students is established, all students concerned will be penalised.

4 The penalties open to the Module Organiser are restricted to one or more of the following: an informal reprimand, a reduced or zero mark or a requirement for the student(s) to resubmit the assessment in question.

5 For taught graduate students the Departmental Graduate Tutor fulfils the Departmental Tutor’s role.

6 Wherever in this document a holder of office is referred to, or where there is an obvious conflict of interest, the words ‘or his or her nominee’ are to be understood.
9.3.3 Decision on Referral to the Departmental/Divisional Panel or the Registrar, Student & Registry Services

1. In considering each referral, the Chair of the Programme Board of Examiners must decide whether the allegation(s) concern(s) prima facie evidence of:
   i. A second or repeat offences occurring at separate examination periods or;
   ii. An attempt to gain access to or use of the assessed coursework of another candidate without that candidate’s knowledge or;
   iii. An offence which, if proven, may result in the suspension or termination of a student’s registration.

In such instances, the Chair of the Programme Board of Examiners will automatically refer the matter to the Registrar, Student & Registry Services, for subsequent consideration by UCL’s Examination Irregularities Panel (see Section 9.5 of these procedures).

2. For other instances of a breach of the examination regulations (as defined in paragraphs 9.2.2 to 9.2.6) and normally comprising no more than a single allegation involving an assessment totalling no more than one module) where the Chair of the Programme Board of Examiners deems on the evidence presented to him/her that prima facie evidence of a breach of the examination regulations has been provided, he/she shall arrange for the establishment of a Departmental/Divisional Panel to consider the case in accordance with the following procedure.

9.3.4 Establishment and Proceedings of a Departmental / Divisional Panel (DP)

1. The Chair of the Programme Board of Examiners shall forward to the student(s) against whom the allegation is made a copy of Part I of the completed Report along with a copy of these regulations and copies of all documentary evidence relating to the allegation (as listed in the Report), normally within ten working days of receipt of the report from the Module Organiser.

2. The Report shall be accompanied by a letter inviting the student(s) to respond in writing to the allegation(s). At the same time, the student(s) will be invited to attend the DP and may choose to be accompanied by a ‘friend’ who must be a member of staff at UCL or a student currently registered at UCL. That person cannot be a member of the Departmental/Divisional Panel.

3. The sole purpose of the DP will be to investigate the grounds on which the allegation has been made and to determine, where appropriate, the penalty to be imposed.

4. The DP will normally comprise the Chair of the Programme Board of Examiners (acting as Chair) and at least two other members of staff from the Department/Division not directly involved in the teaching of the module(s) in question. It is recommended that, where practicable, the Faculty Tutor should also be invited to attend in the capacity of an observer. A Secretary will be appointed normally from the Department/Division concerned. A formal written record of the DP shall be made (see part III of Annex 6.2 Report of a Breach of the Examination Regulations Form).

5. The quorum for the DP shall be three including the Chair. In those instances where the module concerned involves a Department/Division other than the student’s home Department/Division, the Chair of the DP will inform the Chair of the Programme Board of Examiners of the student’s ‘home’ Department/Division that a DP will be held and invite him/her to be a member of the Panel. If the Panel finds that a breach of the examination regulations has occurred, the Panel shall take the following into consideration when arriving at a suitable penalty:
   i. A formal written record of the DP shall be made (see part III of Annex 6.2 Report of a Breach of the Examination Regulations Form) detailing the seriousness of the offence;
ii. At the conclusion of the DP hearing the Panel shall determine in private whether a breach of the examination regulations has occurred and shall consider what action to take in respect of the student or students involved.

6. If the Panel finds that a breach of the examination regulations has occurred, the Panel shall take the following into consideration when arriving at a suitable penalty:
   i. The student’s year of study and any particular circumstances;
   ii. The seriousness of the offence;
   iii. The relation of the assessment in question to the structure of the degree/diploma/certificate for which the student is registered;
   iv. The effect in regard to the student’s academic progression/Scheme of Award that the nullification of the assessment would have (e.g. whether it is a compulsory assessment, or could be discounted when the award of the qualification is made);
   v. The effect in regard to the student’s academic progression/Scheme of Award that a simple failure of the assessment in question would have on a student in normal circumstances
   vi. The arrangements for Resitting/retaking the assessment in question.

9.4 Departmental / Divisional Panels (DP)

9.4.1 Penalties Open to a Departmental/ Divisional Panel

1. The Departmental/Divisional Panel may decide on one or more of the following actions in respect of instances of a breach of the examination regulations:
   i) That no breach of the examination regulations has been committed and no further action be taken (save as set out at paragraph 9.4.1.iii below);
   ii) That no further action be taken;
   iii) That the student concerned be informally reprimanded and reminded of the need strictly to observe the provisions of the regulations (Such an informal reprimand will be given by the student’s Faculty Tutor but will not be entered on the student’s record);
   iv) That the student concerned be formally reprimanded and reminded of the need strictly to observe the provisions of the regulations. The Faculty Tutor shall inform the Registrar, Student & Registry Services, as soon as is practicable after the meeting of the Panel that such a formal reprimand has been given to the student concerned (Such a formal reprimand shall be entered on the student’s departmental/divisional and UCL record, as shall all other actions taken except paragraphs 9.4.1.i, ii and iii above);
   v) That a reduced mark be given for the performance of the student in the assessment in question;
   vi) In such cases the student may, at the discretion of the Panel, be required to re-enter the assessment, or, if the assessment in question contains more than one element, all prescribed elements of the assessment(s);
   vii) That the maximum mark that the student be awarded on re-entering the assessment in question be no more than the minimum pass mark for that assessment [N.B. the decision of a Departmental/Divisional Panel that a breach of the examination regulations has occurred need not preclude the student in question from submitting subsequent coursework for assessment for the same course, where applicable];

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This information should already be provided at Part II of the Report and is confidential to the Departmental/Divisional Panel only. It is expected that any penalty imposed on a student found guilty of a breach of the examination regulations under this procedure should have a greater effect in regard to the student’s academic Progression/Scheme of Award than if the student had simply failed the course(s)/module(s) in question.
viii) That in the light of the evidence presented at the DP no decision be made and the matter be referred to the Registrar, Student & Registry Services, (see paragraphs 9.3.3.i and 9.5).

9.4.2 Findings of a Departmental/ Divisional Panel

1. Findings and the decision of the Panel shall be set out at Part IV of the Report and forwarded to the student, together with these regulations, indicating the mechanisms for appeal.

2. The findings and decision shall not be published other than to the student until after the end of the period within which an appeal may be lodged (see paragraph 9.4.3), following which the matter will be formally reported to the next full meeting of the Programme Board of Examiners of the student’s home Department/Division. A complete copy of the Report (i.e. Parts I–IV) shall also be forwarded to the Registrar, Student & Registry Services, and the relevant Faculty Tutor. The accompanying documentary evidence need not be submitted at this time.

3. Should the Panel’s decision be that no irregularity has been committed, that decision shall also be communicated to any other persons concerned in the case whether as witnesses or otherwise.

9.4.3 Notice of Intention to Appeal

1. If the student does not accept the decision of the Module Organiser or Departmental/Divisional Panel, he/she may request that the matter be referred to UCL’s Examination Irregularities Panel for review in accordance with the procedure as set out at paragraph 9.5.2. The deadline for receipt of such a request will be ten working days from the date of formal notification of the Module Organiser’s or Departmental/Divisional Panel's decision. In such cases referral to the Examinations Irregularities Panel shall be considered as an appeal and the decision of the Examination Irregularities Panel shall be final. Further recourse to the Appeal procedure as outlined at paragraph 9.5.5 will not normally be permitted.

9.5 Examination Irregularities Panel

9.5.1 Proceedings of the Examination Irregularities Panel

1. All allegations of a breach of the examination regulations categorised under paragraphs 9.2.1 or 9.3.3.i shall be reported in the first instance to the Registrar, Student & Registry Services (normally either by the Chair of the Programme Board of Examiners or the Examination Supervisor as appropriate) as soon as possible after the matter has been detected.

2. Documentation to be provided to the Registrar, Student & Registry Services should include:

   i) The examination script(s) or other work implicated in the suspicion of examination irregularity, and the question paper in the case of written examinations;

   ii) Where applicable, the report(s) of the supervisor(s) of the written examination(s) concerned;

   iii) Any notes, or other items which may have conferred an unfair advantage, found in the possession of a student while in or around the examination room;

   __________________________
   Copies of the relevant documents may be passed to the Chair of the Programme Board of Examiners concerned. Where the examination script is implicated in the suspicion of examination irregularity, the Chair of the Programme Board of Examiners will be invited to award a mark for the script prior to the meeting of the Examination Irregularities Panel.
iv) Any record of any interview held with the student(s) concerned by the Head or other member(s) of the Department/Division involved.

3. Where the Registrar, Student & Registry Services, deems on the evidence presented to him/her that the allegation of a breach of the examination regulations is of a minor or technical nature, he/she, after consultation with the Vice-Provost (Education & Student Affairs), and, where relevant, the Chair(s) of the Programme Board(s) of Examiners concerned, may decide either that the matter may be dealt with by the Programme Board(s) of Examiners concerned in whatever way is considered appropriate or that no further action shall be taken, or that an informal reprimand will be issued. The matter shall then be regarded as closed. Alternatively, a formal reprimand can be issued with the option for the student to go before an Examinations Irregularity Panel.

4. Where the Registrar, Student & Registry Services, deems that prima facie evidence of a breach of the examination regulations has been presented, he/she shall refer the matter either to the Examination Irregularities Panel or, in appropriate cases, to the University for investigation under its procedures.

5. If the matter is to be referred to the Examination Irregularities Panel, the Registrar, Student & Registry Services, shall write, enclosing a copy of these regulations, to the student against whom the allegation is made. The letter shall inform him/her of the decision to refer the matter to the Panel and shall invite him/her to attend the Panel hearing. The Registrar, Student & Registry Services, will ask for written confirmation, within ten working days of the receipt of the letter, of both the receipt of the letter and appropriate addresses for correspondence.

6. The Chair(s) of the Programme Board or Boards of Examiners concerned, the Head(s) of Department(s)/Division(s) concerned (or, where the Department/Division is also the Chair of the Programme Board of Examiners concerned, the Departmental/Divisional Tutor) and the Secretary of the Examinations Irregularities Panel shall also receive a copy of the Registrar, Student & Registry Services’ letter.

7. All formal communications from UCL to the student concerned, following referral of the matter to the Registrar, Student & Registry Services, shall be in writing and delivered by hand or sent to his/her last known UK address or sent to the student’s UCL email account, unless the student has notified UCL of an alternative address outside the UK. It is the responsibility of students to ensure that UCL’s records of their addresses are up to date and that they can be contacted at these addresses, and that they check their UCL email accounts regularly. No provision can be made for an extension to the deadline at paragraph 9.5.1.5 above if a student has failed to communicate to UCL any change of address. Every student should be advised to ensure that he/she can be readily contacted during the six weeks following the last Programme Board of Examiners meeting in the Summer Term (or, in the case of September Resit examinations, the last meeting of the Programme Board of Examiners concerned). Failure to do so will mean that (unless, exceptionally, the allegation(s) is reported to the Registrar, Student & Registry Services, after the end of the Summer Term) any allegation(s) will be considered in the student’s absence.

8. The Panel will normally meet once in the Autumn and Spring Terms and also prior to the main Programme Board of Examiners meetings in the summer. The dates when the Panel is to meet (if required) shall be set annually by the Registrar, Student & Registry Services, in consultation with the Vice-Provost (Education & Student Affairs). Students should be forewarned that decisions on any suspected breach of the regulations may be deferred until the next scheduled Examinations Irregularities Panel hearing is to be convened.

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9 If the allegation is submitted by the Chair of the Programme Board of Examiners, a completed Report Form for an Allegation of a Breach of the Examination Regulations should also be completed (see Annex 6.2). If the report is submitted by the Examination Supervisor, a Suspected Examination Irregularity Statement form should normally be completed by both the Examination Supervisor and student concerned.

10 Where necessary, the Registrar will ask the Chair of the Programme Board of Examiners to complete a Report Form for an Allegation of a Breach of the Examination Regulations.
9.5.2 Establishment and Procedure of Examination Irregularities Panel

1. The Examination Irregularities Panel shall be constituted as follows:
   i) The Vice-Provost (Education & Student Affairs) (or his/her nominee if the Chair’s own Department/Division/Faculty is involved), who shall be Chair of the Panel;
   ii) A Faculty Tutor who shall be nominated by the Chair of the Panel and who shall neither be from any Department/Division involved nor Chair of any Programme Board of Examiners involved;
   iii) A Sabbatical Officer of the Students’ Union UCL, normally the Education, Welfare or Medical and Postgraduate Officers, who shall not be from any Department/Division involved;
   iv) The Director of UCL Academic Services.

2. The Examination Irregularities Panel shall be serviced by a member of the Registry through whom all documentation will be passed. There shall be no communication, either written or oral, between the Examination Irregularities Panel and either the student or the member or members of staff concerned. Communication, either written or oral, by any party directly with members of the Examinations Irregularities Panel will not be admitted as part of the case documentation.

3. The Secretary to the Examination Irregularities Panel shall provide the student with a copy of the Report and all other information available to the Panel, confirm the date and time of the Panel meeting which he/she is invited to attend (see paragraph 9.5.1.5 above), and invite the student to submit, no later than a week before the meeting of the Panel, a statement in response to the allegation(s) (in addition to any he or she may have previously submitted). The statement may include any statements from witnesses.

4. The student shall also be advised that he/she may be accompanied by a ‘friend’ who must be a member of staff at UCL or a student currently registered at UCL, provided that the person chosen is not legally representing the student nor a member of the Examination Irregularities Panel or the Appeal Panel.

5. The student’s statement, with any other information provided by the student, shall be copied to the Chair(s) of the Board(s) of Examiners concerned, who shall be invited to reply to any points raised in the statement(s) which have not been covered in the information so far received by the secretary of the Panel. Their replies should reach the secretary no later than two working days before the Examination Irregularities Panel in question and be circulated to all participants including the student(s) concerned.

6. The Panel shall have power to call further witnesses, as it sees fit, and will normally invite a representative from the Department/Division concerned, whose role will be to provide clarification on factual matters (e.g. departmental/divisional procedures, etc.), as necessary, in order to assist the Panel with its deliberations.

7. The sole purpose of the Panel hearing shall be to investigate the grounds on which the allegations have been made and to determine, where appropriate, the penalty to be imposed.

8. The Panel shall endeavour to reach a decision on all cases referred to it at the meeting on the agreed date(s) but may, if necessary, reconvene as required provided that it shall have reached a decision on all cases referred to it within ten working days of the date of its first meeting. The student against whom the allegation(s) is made shall be notified of the date of any reconvened meeting.

9. The quorum for the Examination Irregularities Panel shall be three including the Chair.

10. A single sound recording will be made by UCL of each hearing for the purpose of providing a factual record in the event of the hearing going to appeal. The recording will be destroyed following the final resolution of each case.

11. For the purpose of the meeting, a decision by the Examination Irregularities Panel on any point of procedure will be binding. That decision may be the subject of appeal before the Appeals Panel.
9.5.3 Decisions of the Examination Irregularities Panel

1. The decision of the Examination Irregularities Panel shall be reached by the majority vote of the members of the Panel present at the meeting(s), but shall be, and shall be announced as, the decision of the Panel.

2. If the votes of the Panel are evenly divided on the question of the appropriate finding or action to be taken then its decision shall always be in favour of the less serious finding or action to be taken.

3. The votes of individual Panel members shall always be treated as confidential and there shall be no disclosure either of such votes or of information showing whether the decision was reached by a unanimous or a majority vote.

4. At the conclusion of its consideration of the evidence the Panel shall determine whether a breach of the examination regulations has been committed and shall consider what action to take in respect of the student or students involved.

5. If the Panel finds that a breach of the examination regulations has been committed the Panel shall take the following into consideration in reaching its decision:
   i) the seriousness of the offence;
   ii) the relation of the assessment in question to the structure of the degree/diploma/certificate for which the student is registered;
   iii) the effect in regard to the student’s academic progression/Scheme of Award that the nullification of the assessment(s) in question would have (e.g. whether the assessment(s) in question is/are compulsory, or could be discounted when the award of the qualification is made);
   iv) the arrangements for resitting/retaking the assessment(s) in question;
   v) the effect in regard to the student’s academic progression/Scheme of Award that failure of the assessment(s) in question would have on a student in normal circumstances.

9.5.4 Penalties Open to an Examination Irregularities Panel

1. The Examination Irregularities Panel may decide on one or more of the following actions:
   i) that no irregularity has been committed and no further action be taken;
   ii) that no further action be taken;
   iii) that the student concerned be informally reprimanded and reminded of the need strictly to observe the provisions of the regulations. Such an informal reprimand shall not be entered on the student's record;
   iv) that the student concerned be formally reprimanded and reminded of the need strictly to observe the provisions of the regulations; the Faculty Tutor shall inform the Registrar, Student & Registry Services, as soon as is practicable after the meeting of the Panel that such a formal reprimand has been given to the student concerned. Such a formal reprimand shall be entered on the student's departmental/divisional and UCL record as shall all other actions taken except 9.5.4.1i, ii and iii above;
   v) that the performance of the student in part or in all of the assessments he/she sat in the year the breach of the regulations occurred be withheld;
   vi) that the student not be permitted to re-enter for part or all of those assessments before the expiry of a stated period of time;
   vii) that the student be permitted to re-enter for part or all of those assessments on the next normal occasion;
   viii) that no degree/diploma/certificate be awarded to the candidate before the expiry of a stated period not exceeding three terms following satisfactory completion of the conditions for the award;
   ix) that no degree/diploma/certificate be awarded to the candidate;
   x) that the student be excluded from any future examinations of UCL for this programme or a different programme within UCL;
xi) that the penalty be a variation on any of the above to reflect more appropriately the seriousness of the offence and/or the effect that the decision may have on the student’s future academic progression;

xii) that a degree, diploma or certificate already awarded to a student should be revoked.

2. The penalty set out at paragraph 9.5.4.1.iv above will normally be included in the Panel’s decision where a penalty or penalties within the range at paragraph 9.5.4.1.v above have been imposed.

3. Where the Panel orders that the performance of a candidate in part or in all of the assessments in question under paragraph 9.5.4.1.v above be withheld, and the candidate is permitted to enter for the assessment(s) in question on a subsequent occasion, the candidate may, at the discretion of the Panel, be required to re-enter all prescribed elements of the component.

4. Where the Panel orders that the performance of a candidate in all of the assessments he/she sat in the year the breach of the regulations occurred, under paragraph 9.5.4.1.v above, be withheld and the candidate is permitted to enter for these assessments on a subsequent occasion, the candidate may, at the discretion of the Panel, be required to re-enter all prescribed elements of the assessments.

5. Where the decision is that the student be permitted to re-enter for part or all of those assessments under paragraphs 9.5.4.1.vi and 9.5.4.1.vii above, it may, at its discretion, order that the maximum mark that the student can be awarded on re-entering the assessment(s) in question be no more than the minimum pass mark for that assessment.

6. The Panel may refer any matter raised in the course of its enquiry which it considers to fall outside its jurisdiction to the appropriate officer or agency (see Section 9.1).

7. Findings and decisions of the Panel shall be delivered in writing to the student concerned at his/her last known UK address (see paragraph 9.5.1.7 above) and reported to the Chair(s) of the Board(s) of Examiners concerned and any person invited to attend as per paragraph 9.5.2.5 above normally within ten working days of the hearing being held.

8. The findings and decisions shall not be published other than to the student and Chair(s) of the Board(s) of Examiners concerned and any person invited to attend as per paragraph 9.5.2.5 above until after the end of the period within which an appeal may be lodged11.

9. Should the Panel’s decision be that no irregularity has been committed, that decision shall also be communicated to any other persons concerned in the case whether as witnesses or otherwise.

9.5.5 Notice of Intention to Appeal

1. Any appeal against the decision of the Examinations Irregularities Panel shall be made under the following procedure.

2. Notice of intention to appeal shall be made in writing to the Registrar, Student & Registry Services, within ten working days of the date of the notification to the student of the decision in respect of which appeal is made. Such notice shall include all documentation pertaining to the grounds on which the appeal is being made. No further communications of any sort will be accepted for consideration under an appeal after this time.

3. An appeal should normally be made only on one or more of the following grounds:
   i) that the Panel hearing was not conducted according to the above procedures;
   ii) that fresh evidence has become available which was not, and which could not reasonably have been, made available to the Panel;

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11 Where successful completion of a programme of study will lead to part or full professional accreditation or membership of a professional body or the right to practice professionally, UCL withholds the rights to notify the relevant professional body of any particulars of a proven offence.
that the penalty agreed by the Panel was inappropriate in relation to the offence.

4. As soon as is practicable after receipt of such notification the Registrar, Student & Registry Services, shall present the documentation relevant to the appeal to the Chair of the Appeals Panel who shall decide on the evidence available whether or not the appeal should be proceeded with in accordance with the grounds set out at paragraph 9.5.5.3 above, and notify the Registrar, Student & Registry Services, to that effect normally within ten working days of receipt of the documentation.

5. If it is decided not to proceed with the appeal, the Registrar, Student & Registry Services, shall inform the appellant of the decision of the Chair of the Appeals Panel, giving reasons, normally within five working days of receiving it.

6. Where it is decided that the appeal shall be proceeded with, the Registrar, Student & Registry Services, shall inform the appellant and will make the necessary arrangements for the appeal to be held as early as possible, and in any case within three calendar months of receipt of the notification of intention to appeal. The appellant will be notified of the date of the appeal and will be invited to attend, accompanied by a 'friend' (see paragraph 9.5.2.4 above).

7. The constitution of an Appeals Panel shall be as follows:
   i) the Chair of the UCL Education Committee, or their nominee, who shall be Chair of the Appeals Panel;
   ii) two members of academic staff to be nominated by the Chair of Academic Board;
   iii) a Students' Union UCL Sabbatical Officer or nominee.

8. None of the above shall have been a member of the Examination Irregularities Panel against whose decision the appeal is made, nor a member of any Department/Division involved, nor have assisted the appellant in any way with the presentation of his or her case for either the Examination Irregularities Panel or for the Appeals Panel.

9. The Chair of the Appeals Panel must be different to the Chair of the original Examinations Irregularities Panel under consideration e.g. where the Vice-Provost (Education & Student Affairs) chaired the original panel, he/she must nominate a different chair for the Appeals Panel).

10. The quorum for a Grievance Appeals Panel shall be three including the Chair.

11. The Secretary of a Grievance Appeals Panel shall be appointed by the Registrar, Student & Registry Services. He or she shall not have acted as secretary to the Examination Irregularities Panel12.

12. The Appeals Panel and all other parties shall be supplied with a statement of the grounds for appeal and a copy of the Report of the original proceedings and such other evidence as is considered appropriate.

13. A single sound recording will be made by UCL of each hearing for the purpose of providing a factual record in the event of the hearing going to appeal. The recording will be destroyed following the final resolution of each case.

14. An Appeals Panel shall have power to reverse or modify the decision appealed from in any way that it thinks fit.

15. In reaching its decision an Appeals Panel shall take into consideration the evidence provided under paragraph 9.5.12 above.

16. The decision of an Appeals Panel shall be reached by a majority vote of the members of the Panel, and shall be announced as the decision of the Panel.

17. The votes of individual Panel members shall always be treated as confidential and there shall be no disclosure either of such votes or of information showing whether the decision was reached by a unanimous or a majority vote.

18. The Panel may adjourn for a period not exceeding seven days for the purpose of deciding upon the appropriate action to be taken upon the appeal.

12 The Registrar, Student & Registry Services, may also appoint a representative to act as an observer during the proceedings of the Appeals Panel and to provide the Panel with all relevant information relating to the appellant’s academic position. The Chair of the original Panel or his/her nominee will also be invited to attend the Appeal hearing as a witness.
19. Within ten working days of the conclusion of the hearing the Appeals Panel shall notify the Registrar, Student & Registry Services, in writing of the outcome of the appeal. The Registrar, Student & Registry Services, will in turn notify all parties of the decision of the Appeals Panel and a report on its proceedings shall be submitted to the next appropriate meeting of UCL Education Committee.

20. A decision of an Appeals Panel shall be final as far as internal UCL procedures are concerned.

9.6 OIA Student Complaints Scheme

1. The Office of the Independent Adjudicator for Higher Education [OIA] has been established to provide an independent scheme for the resolution of student complaints. All Higher Education Institutions [HEIs] are required to comply with the Scheme which came into effect from 1 January 2005. Areas of complaints covered by the OIA will include:
   i) a programme of study or research for which the complainant was registered;
   ii) a service provided by UCL;
   iii) a final decision by a UCL disciplinary or appeal body.

2. The OIA will not, however, advise about a complaint if:
   i) it relates to a matter of academic judgement (which will normally be about a student’s academic performance);
   ii) the matter is or becomes the subject of court or tribunal proceedings;
   iii) it concerns a student employment matter.

3. Forms and further details on the operation of the OIA are available from the OIA website.
10 UCL Student Complaints Procedure

Contact: Casework Team, Student and Registry Services (casework@ucl.ac.uk)

Section 1 – Guide to the UCL Student Complaints Procedure

Introduction

1. UCL is committed to providing a high quality educational experience for all our students, reflected in excellent academic, administrative and pastoral support services. Our aim is for every student to be satisfied with their experience of UCL.

2. It is recognised that from time to time problems do arise and students may wish to express concern or dissatisfaction with aspects of UCL or the quality of services provided. UCL’s policy is to encourage feedback regarding perceived problems so that they can be addressed and improvements made to the student experience. UCL sees the handling and monitoring of complaints as an important aspect of our quality assurance procedures.

3. Many complaints can be resolved at an informal and/or local level. UCL strongly encourages resolution of this kind and a student wishing to make representation under this procedure will be expected to have pursued informal resolution prior to bringing a formal complaint.

4. Complaints can also arise as a result of mismanaged expectations, by either party.

Underlying Principles

5. UCL’s Student Complaints Procedure (the ‘Procedure’ hereafter) has been prepared in accordance with the QAA’s Code of Practice for the assurance of academic quality and standards in Higher Education, and specifically Section 5: Academic Appeals and Student Complaints on academic matters.

6. In consideration of any complaint UCL will adhere to the following principles:

- All complaints will be treated fairly, impartially, effectively and in a timely manner.
- All complaints will be treated seriously and constructively, and can be made without fear of victimisation.
- This Complaints Procedure applies throughout UCL and will be followed in all Schools, Faculties, Academic Departments and Professional Service Divisions.
- The Complaints Procedure will provide a clear and accessible route for complaints, and will be transparent and well publicised.
- Where UCL is found to have made a mistake or fallen short of reasonable expectations, an apology will be made, the mistake rectified where appropriate, and/or action taken to prevent the same mistake happening again.
- Complaints will be monitored and analysed, with a view to addressing the root causes. UCL will report on actions taken as a result of complaints.

7. In consideration of any complaint UCL will adopt the following practices:

- The Complaints Procedure focuses on resolving complaints rather than apportioning blame. Confidentiality owed to staff and students will be protected. Details of a complaint may, however, need to be shared with relevant parties in order for a full investigation to take place, and individuals named in a complaint will be made aware of the allegations and have the opportunity to give their version of events.
• Wherever possible and agreeable to the parties concerned, complaints will be resolved at a local level and/or without recourse to the formal Complaints Procedure.
• Repeated or vexatious complaints will not be considered.
• All parties involved in a complaint will be kept informed of the progress of the complaint at regular and appropriate intervals during the process.

Scope of Complaints Procedure

8. A formal complaint considered under this Procedure can be one of two types:

   (a) an academic complaint which may include any matter affecting the academic status of a student, such as: her/his progression; the results of examinations; award/degree classification; inadequate supervision; or perceived maladministration of an academic programme.

   (b) a non-academic complaint may include any matter which (i) falls outside the definition of an academic complaint, (ii) is not covered by another UCL procedure and (iii) affects a student’s experience at or of UCL and requires a response.

9. Where there is uncertainty over the type of complaint and corresponding process to be followed then a final decision will be made by the Registrar. In the event that a matter is raised under this Complaints Procedure which should be dealt with under another UCL procedure, then the matter will be referred to the UCL officer concerned for consideration under the appropriate procedure. This Complaints Procedure does not cover:

   • Bullying and Harassment –https://www.ucl.ac.uk/students/policies/conduct/harassment-and-bullying-policy
   • Complaints against Students’ Union UCL – http://studentsunionucl.org/how-to-guides/how-to-make-complaints-about-union

10. A decision to proceed with a formal complaint will be made solely on the basis of the information set out on or accompanying the complaint application form. It is therefore imperative that the complaint is written in as clear and succinct a manner as possible and focuses on the key issues of complaint, avoiding vague allegations. Requested outcomes of a complaint must be clear and realistic.

Academic Judgement

11. One of the most common grounds for making a complaint about an academic decision is the results of examinations. Whilst the Procedure can consider whether or not UCL’s academic regulations and related procedures have been followed correctly, the Procedure cannot interfere with the operation of academic judgment. Complaints will not be considered where these are made on the grounds that the examiners' assessment of the performance of the candidate in the examination was incorrect or against academic decisions properly arrived at in accordance with approved procedures.

12. In this context, disparities in a student’s performance between examinations (or between exam performance and a student’s expectations) are not necessarily evidence of procedural irregularity or bias in the assessment process. It is not uncommon for students’ attainment in examinations to be lower than they hoped for; similarly, student performance in some subject areas and assessment types will often be stronger than in others.

Who Can Complain?

13. The Procedure can be used by the following:
• A registered student of UCL on a recognised programme of study.
• A group of registered students of UCL on a recognised programme(s) of study – in which case the group must nominate one person to be its spokesperson, representing the group in all matters relating to the complaint. Where it is a group application a decision will be made on whether to deal with the complaint under this procedure or via an Academic Review Panel.
• A former student provided that the matter about which a complaint is being made occurred within the specified deadline for that particular complaint as set out in the relevant process below.
• Students at overseas UCL campuses are expected to use the complaints procedure of their local campus in the first instance. They are, however, also free to pursue a complaint through this Complaints Procedure if the complaint remains unresolved through the local procedure and provided that the complaint refers to a matter over which UCL has jurisdiction and power to deliver a remedy. In some cases, the complaints processes of overseas campuses may also be subject to the jurisdiction of local (e.g. state) or national legislation.

Anonymous Complaints

14. Complaints require full investigation to enable resolution. Where a complaint is made anonymously, it will not be possible to undertake such an investigation. For practical reasons therefore, no action will be taken in the event of a complaint made anonymously.

Third Parties

15. Anyone wishing to make a complaint is strongly encouraged to do so personally. A complaint received from a third party (including a parent) will be considered only with the express written permission of the person to whom the complaint relates giving the named third party power to act on their behalf.

Legal Advice

16. The Procedure is not a legal process. It serves primarily as the formal mechanism by which consideration can be given to whether or not UCL has applied its regulations and/or procedures correctly and/or delivered its services to students satisfactorily, and whether any decision arrived at was both reasonable and proportionate.

17. Under the terms of this Procedure legal representation is not permitted in the event that the complaint is referred to a Complaints Panel.

Process

18. If the matter complained about is the subject of legal or internal UCL proceedings and these have not yet been completed, then any complaint received under this Procedure will be stayed pending the outcome of the other proceeding.

19. All formal complaints will be considered in accordance with the Procedure in force at the time that the complaint is submitted and students wishing to submit a formal complaint are required to follow its provisions.

20. In most instances it is expected that the outcome of the complaint can be determined on the basis of the written material presented. Only in exceptional cases, and where on the basis of

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1 For the purposes of this Procedure a registered student is defined as either a full-time, part-time, affiliate or intercollegiate student on a recognised programme of study leading to a formal award. Individuals undertaking ‘short-courses’ may not submit a complaint under this procedure.
the material presented it has not been possible to reach a decision on the complaint, will the matter be referred to a Complaints Panel.

Remedy

21. The student is invited to indicate, if s/he wishes, the form of remedy which may be sought. While UCL will take such wishes into consideration in the resolution of the issue, this information is, nevertheless, given without prejudice to the final remedy determined.

Completion of Procedures Letter

22. A Completion of Procedures letter will be issued once this Procedure has been exhausted. The letter will set out the issues that have been considered, UCL’s final decision and the reasons for that decision. It will also inform the student of what further steps s/he may wish to take if they remain dissatisfied with the outcome.

Referral to the Office of the Independent Adjudicator [OIA]

23. The Office of the Independent Adjudicator for Higher Education [OIA] provides an independent scheme for the resolution of student complaints. A complaint by a current or former student may be taken to the OIA once this Procedure has been exhausted and a Completion of Procedures letter has been issued.

24. Further details on the operation of the OIA are available from the OIA web site.

Review and Monitoring

25. This Procedure is monitored and co-ordinated by the Casework Team in Student and Registry Services. If you have any queries about this Procedure, please e-mail casework@ucl.ac.uk.

26. Senior UCL committees will receive an annual report on the operation of the Student Complaints Procedure during the preceding 12 calendar months, including a breakdown of the number of complaints received, the areas of UCL concerned and, when the Complaints Panel has met, a summary of its meetings and their outcomes.

27. This Procedure took effect from 1 April 2014 and superseded all previous relevant complaints policies and procedures. It is reviewed regularly.

Section 2 – Informal Resolution

28. The first step is for the student to raise awareness of the problem, either by e-mail, phone or face-to-face, and discuss it with the relevant staff in the academic unit or service concerned. If the complaint concerns an academic matter the student should raise this with a member of staff in her/his Department or Faculty: for undergraduate and taught graduate students this might be either the Programme Director or Supervisor, her/his Personal Tutor or the Departmental Tutor/Graduate Tutor or Faculty Tutor/Faculty Graduate Tutor. A research student would be expected to approach either her/his primary or secondary supervisor, Head of the Research Unit or Faculty Graduate Tutor. If the complaint is not about an academic matter but about a different aspect of the student’s experience at or of UCL then the student should try to resolve the matter informally in consultation with the person or unit against whom s/he has the complaint.

29. As a next step students are encouraged to contact the UCL Student Mediator after initial attempts to resolve the matter informally have failed but before a formal complaint under this Procedure is made. The UCL Student Mediator has the authority, on behalf of the Provost, to
mediate, to act relatively informally and speedily, and propose practical solutions to resolve justifiable student complaints on a ‘without prejudice’ basis.

30. Informal resolution, including referral to the UCL Student Mediator, will remain an option at all stages of the Procedure until the Procedure has been exhausted and a Completion of Procedures letter issued to the student.

31. Students may also find it helpful to approach the Students’ Union UCL Advice Service for advice and support in submitting a complaint.

Section 3 – Submitting a Complaint

32. Formal complaints should be made only if informal discussion fails to resolve the matter satisfactorily.

33. Academic complaints from registered students or former students which may be considered under this Procedure are restricted to one or more of the following areas.

33.1 Alleged deficiency in teaching/supervision received for some or all parts of the programme;

33.2 Alleged unsatisfactory delivery/administration of a programme of study, insofar as:

(a) published information about the programme was substantively misleading; or
(b) the programme was not organised or delivered in accordance with the information and documentation provided to students on the programme.

33.3 The results of examinations (including alleged bias in the assessment or a decision not to permit transfer (i.e. upgrade) from MPhil to PhD, insofar as:

(a) either the examination and/or classification process was not conducted in accordance with the relevant regulations/procedures;
(b) there has been an arithmetical or transcription error in the compilation of the marks and/or the result;
(c) the examiners could not reasonably have been made formally aware of special circumstances (e.g. illness) notified by the candidate which significantly affected her/his performance in the examination;
(d) there is substantive evidence that one or more of the examiners can be shown to have been biased or prejudiced against the candidate in one or more specific examinations.

33.4 A decision not to readmit a student to UCL or to allow a student to continue on a programme of study on the grounds of unsatisfactory academic performance, insofar as:

(a) The decision rests on an examination outcome where any of the provisions set out in 33.3 apply, that is:
   i. the examination has not been conducted in accordance with the relevant regulations/procedures;
   ii. there has been an arithmetical or transcription error in the compilation of the marks and/or the result;
   iii. the examiners could not reasonably have been made formally aware of special circumstances (e.g. illness) notified by the candidate, which significantly affected her/his performance in the examination; and
iv. there is substantive evidence that one or more of the examiners can be shown to have been biased or prejudiced against the candidate in one or more specific examinations.

(b) There is evidence that performance for part or all of the programme was significantly affected by special circumstances (such as illness), which has not already been considered through the Extenuating Circumstances Policy or through support given under a Summary of Reasonable Adjustments. Complainants will be required to demonstrate valid reasons why they have not sought consideration under the Extenuating Circumstances Policy if they are raising matters for the first time as part of their complaint.

34. Complaints concerning alleged deficiency in teaching/supervision and/or unsatisfactory delivery/administration of a programme of study will not be considered if received after the student's results have been confirmed by UCL's Education Committee or Research Degrees Committee and published on Portico.

35. Complaints against unofficial results will not be considered. Formal complaints against the results of examinations can be made only when results have been confirmed by UCL’s Education Committee or Research Degrees Committee and published on Portico.

36. Information regarding special circumstances (e.g. illness) must have been notified in writing with supporting documentation (e.g. a medical certificate), where appropriate, to the Departmental or Degree Programme Tutor as soon as possible but in any case not later than the day after the student's last examination in the session concerned. Extenuating circumstances not previously notified in accordance with UCL’s Procedure for Extenuating Circumstances in force at the time of the complaint or relevant academic year will not be considered under this Procedure.

37. Non-Academic Complaints may include any matter which (i) falls outside the definition of an academic complaint, (ii) is not covered by another UCL procedure and (iii) affects a student’s experience at or of UCL and requires a response.

The Complaints Process

38. Where informal resolution is not possible, a student should submit to the Registrar (casework@ucl.ac.uk) a completed Student Complaints Form as soon as possible after the events to which it relates.

39. Subject to paragraphs 34-36 above and paragraph 41 below, all complaints must in any event be received by the Casework Team within twenty-eight days of the formal date of notification of the decision/award in question/event causing the complaint occurred.

40. If the form is received any later, the complaint shall be investigated only if evidence can be produced that the student has attempted genuinely to resolve the matter informally in accordance with Section 2 of this Procedure.

41. The Casework Team will acknowledge receipt of the complaint. Where necessary, further clarification on any issues raised in the complaint or on the academic status of the student may be sought at this time.

42. The complaint will be considered in the first instance by the Chair of the Complaints Panel (paragraphs 56-58 refer) and the student will be notified in writing by the Registrar of the decision to proceed/not to proceed with the complaint within ten days. If it is decided not to proceed with the complaint, the Registrar shall inform the student in writing of the decision, giving full reasons for this decision. The Registrar may delegate this responsibility to another member of Student and Registry Services staff and all references to the Registrar in this Procedure should be understood to include also the Registrar’s delegate.
43. If it is decided to proceed with the complaint, the Registrar will notify the member(s) of staff concerned (i.e. the respondent(s)) that a complaint has been received.

43.1. For academic complaints this will include the relevant Faculty representative and/or Head of Department and/or Chair of the Board of Examiners.

43.2. For non-academic complaints this will normally be restricted to the head of the relevant unit of UCL.

44. The notification to the respondent(s) will include a copy of the complaint together with a copy of this Procedure and an invitation to respond formally to the complaint within fifteen days of notification. The respondent(s) may consult with any individuals who may have been involved or who may be able to provide information relevant to the matter under consideration.

45. The response will then be forwarded to the student who will also be given fifteen days to comment on the factual accuracy of the response.

46. The Registrar and Chair of the Panel will then determine, on the basis of the material presented, whether or not a decision on the complaint can be made. If it is decided that a decision can be made, the Registrar shall notify all parties in writing of the decision, giving reasons, as soon as is practicable and normally within ten days following the meeting between the Registrar and the Chair of the Panel. Depending on the outcome, this may include the issuing of a Completion of Procedures letter.

47. Where further consideration of the complaint is required, the Chair will establish a Complaints Panel (Section 4 – Complaints Panel refers).

Request for Review of the Decision made by the Registrar and Chair of the Complaints Panel

48. In cases where a decision has been made by the Registrar and the Chair of the Panel and where the student remains dissatisfied, they may apply for a review of the decision within 10 working days of the date of the notification of the outcome of the complaint by the Registrar. Any such application for a review of the decision should be addressed to the Student Casework Team and submitted to casework@ucl.ac.uk, accompanied by a statement setting out the reasons why the review is requested and the evidence in support of this.

49. Requests for a review of a decision will only be granted on the grounds of:

   (i) procedural irregularities in the way in which the Registrar and the Chair of the Complaints Panel arrived at their decision;
   (ii) new evidence that was not available to inform the decision and where it was impossible for that evidence to have been made available by the student at the time.

50. The Casework Team will acknowledge receipt of the application for a review of the decision and, where necessary, will seek further clarification on any new issues and evidence raised in the student’s request for a review.

51. Where there are valid grounds for undertaking a review, the statement and new evidence provided by the student, along with the full information relating to the original complaint, will be submitted for decision within 10 working days as follows: (i) for academic complaints, to the Vice-Provost (Education and Student Affairs) or a nominee drawn from among the Faculty Tutors (including Faculty Graduate Tutors); (ii) for non-academic complaints, to the Head of a Professional Services Division appointed by the Registrar for the purpose. The person appointed to consider the appeal will have had no previous involvement in the complaint.

52. In deciding on the outcomes of the review, the options available to the relevant officer are:
(i) to uphold the original decision made by the Registrar and Chair of the Complaints Panel;

(ii) to refer the complaint for further consideration by a Complaints Panel (Section 4 – Complaints Panel refers);

(iii) to amend the original decision of the Registrar and Chair of the Complaints Panel.

53. Unless it is decided to refer the complaint for further consideration by a Complaints Panel (see paragraph 52(ii) above), a Completion of Procedures letter will be issued at this stage.

Section 4 – Complaints Panel

54. The Complaints Panel (‘the Panel’ hereafter) will consider the complaint and in so doing will:

   a) accord equal procedural treatment to both or all parties concerned;
   b) seek further clarification of the written evidence from whomever it feels appropriate;
   c) interview the parties concerned.

55. The sole purpose of the Panel will be to investigate the grounds of the complaint by the student; the Panel will not in any way constitute or be seen to constitute a disciplinary hearing against the member(s) of staff or UCL department, faculty or service concerned.

Panel Membership

56. In cases of an academic complaint involving undergraduate or taught graduate programmes of study the Panel membership will comprise the Dean of Students (Academic) as Chair, a Faculty Tutor from a Faculty other than that in which the student is registered and a student representative (normally a Sabbatical Officer of the Students’ Union UCL). Where the Dean of Students (Academic) is unable to act in the capacity as Chair he/she will nominate another Faculty Tutor to serve in this role.

57. In cases of an academic complaint involving a research programme, the Panel membership will comprise the Head of the Graduate School as Chair, a Faculty Graduate Tutor chosen from a Faculty other than that in which the student is registered and a student representative (normally a Sabbatical Officer of Students’ Union UCL). Where the Head of the Graduate School is unable to act in the capacity as Chair he/she will nominate another Faculty Graduate Tutor to serve in this role.

58. In cases of a non-academic complaint the Panel membership will comprise the Vice-Provost (Operations) (or her/his nominee) as Chair, a senior manager chosen from one of the Professional Services Divisions or Schools/Faculties and a student representative (normally a Sabbatical Officer of Students’ Union UCL).

59. Where the decision to establish a Complaints Panel arises as a result of a review of the decision made by the Registrar and the Chair of the Complaints Panel (see paragraph 52.2 above), the officer who took the decision on the review will not serve as Chair of the subsequent Complaints Panel.

60. The appointment of Panel members will be made with regard for an appropriate balance of diversity.

61. A member of staff from UCL Student and Registry Services may be appointed by the Registrar to support and advise a Panel as necessary in respect of UCL’s Academic Regulations for Students and/or other relevant UCL regulations and procedures according to the nature of the complaint.
62. A member of staff from UCL Student and Registry Services will be appointed to act as Secretary to the Panel through whom all documentation will be passed. There will be no communication, either written or oral, between the Panel and either the student or the member or members of staff concerned. Communication, either written or oral, by any party directly with members of the Panel will not be admitted as part of the case documentation.

63. Where necessary, an independent expert in the field of study or related discipline may be appointed, subject to the agreement of all parties, to advise the Panel either orally or in writing.

64. Where a case is considered at more than one meeting of the Panel, the same Panel members who first considered the case will normally consider that case at a second or subsequent meeting.

**Conduct of Hearings**

65. The conduct at a Complaints Panel will be determined by the Chair of the Panel so the complaint is heard in such manner as s/he considers appropriate and fair.

66. All documentation pertaining to the complaint must be received by all parties no later than ten days before the meeting of the Panel. No further communications of any sort will be accepted for consideration by the Panel after this time except at the sole discretion of the Chair of the Panel.

67. A single recording will normally be made by UCL of each hearing for the purpose of providing a factual record in the event of the hearing going to Review.

68. Both the student and member(s) of staff concerned are entitled to be present throughout a hearing except when the Panel deliberates on its decision. Only in exceptional circumstances, and with the agreement of all parties, may individuals be heard separately. Each party will be entitled to be accompanied during the Panel hearing by ‘a friend’. The friend must be a member of UCL or Students’ Union UCL.

69. Requests by either the student or member(s) of staff concerned to call witnesses will be decided by the Chair of the Panel.

70. If any party fails to attend the Panel, the Panel may proceed and determine the complaint in the absence of that party.

**The Decision**

71. The decision of a Panel will be reached by a majority vote of the members of the Panel, and shall be announced as the decision of the Panel.

72. The votes of individual Panel members shall always be treated as confidential and there shall be no disclosure either of such votes or of information showing whether the decision was reached by a unanimous or a majority vote.

73. The Panel may adjourn for a period not exceeding seven days for the purpose of deciding upon the appropriate action to be taken.

74. The Panel will complete a written statement of its findings and decision within ten days of the date of the final meeting of the Panel. The Panel is authorised to impose a solution on the officers of the area of UCL in which the complaint occurred. Any compensating action proposed in the light of the complaint will not be implemented until it is clear if a review of the Panel’s findings will be made and, if so, until the outcome of the review is known.

75. Subject to the rights of review, all decisions made in accordance with these procedures shall be binding on all parties.
Section 5 – Review Procedure

76. If the students feels that the complaint has not been resolved satisfactorily by the Panel, s/he has the right to request that the matter be reviewed.

77. Notice of intention to seek a review of the outcome of the Panel may be made in writing by the student to the Registrar within twenty-one days of the date of the notification of the Panel’s decision. Such notice must include all documentation pertaining to the grounds on which the review is being made. No further communications of any sort will be accepted for consideration under the review after this time.

78. A request for a review may be made only on one or more of the following grounds:

   a) that the complaint process was not conducted according to the above procedures;
   b) that new evidence has become available which was not, and which could not reasonably have been made available to the Panel;
   c) that the compensating action agreed by the Panel was inadequate in relation to the complaint.

79. As soon as is practicable after receipt of such notification the Registrar will present the documentation relevant to the review to the Chair of the Review Panel who will decide on the evidence available whether or not the review should be proceeded with in accordance with the grounds set out at above.

80. If it is decided not to proceed with the review, the Registrar will inform the student of the decision of the Chair of the Review Panel, giving reasons, accompanied by a Completion of Procedures letter.

81. Where it is decided that the review shall be proceeded with, the Registrar will inform all parties of the decision of the Chair of the Review Panel and will make the necessary arrangements for a Review Panel to consider the complaint as early as possible. The outcome of the review is expected to be determined within two calendar months of receipt of the notification of intention to seek a review.

Review Panel Membership

82. Membership of a Review Panel will be drawn from an independent panel approved by Council. As far as is practicable, the appointment of Panel members shall be made with regard for an appropriate balance of diversity.

83. The Review Panel will have three members, including the Chair, who will be appointed by the Provost. In the event of the unforeseen unavailability of a Panel member, the Registrar may appoint a replacement.

84. The Secretary of a Review Panel will normally be appointed from UCL Student and Registry Services. S/he will not have acted as secretary to the Panel whose decision is now under review.

85. A Review Panel will review all of the evidence before it; will seek further clarification of the written evidence from whomever it feels appropriate; and will have the power to reverse or modify the decision reviewed in any way that it thinks fit. Where new evidence is considered which was not available to the Complaints Panel, the Chair of the first Panel will be given the opportunity to respond to the new material. Only exceptionally, and on its own initiative, will a Review Panel interview the student and member(s) of staff concerned. On such occasions the procedure for conducting a panel interview will be as prescribed under the procedures for establishing a Panel.
86. The decision of a Review Panel will be reached in accordance with the decision-making procedure as prescribed for a Panel.

87. The Review Panel will notify the Registrar in writing of the outcome of the Review. The Registrar will in turn notify all parties of the decision of the Review Panel and issue a Completion of Procedures letter to the student.

88. A decision of the Review Panel shall be final as far as this Procedure is concerned.

December 2018
11 Public Complaints about UCL

1. Persons other than current staff or students of UCL who wish to make a complaint about their experience of UCL should follow the advice below.

2. Anyone who wishes to make a complaint about her/his experience of UCL should try first to resolve the matter informally, in consultation with either the person who has caused the complaint, or with that person's line manager, or with another appropriate person within the area of UCL where the complaint has arisen. If a complaint cannot be resolved informally, the person wishing to make the complaint should put details of the matter causing complaint in writing to the Vice-Provost (Operations) [rex.knight@ucl.ac.uk]. In order for a complaint to be considered, these details must normally be received by the Vice-Provost (Operations) no later than one calendar month after the date on which the event causing the complaint occurred. If the form is received any later, the Vice-Provost (Operations) will exercise discretion as to whether or not to investigate the matter.

3. The complainant is invited to indicate, if he/she wishes, the form of remedy which may be sought. While UCL will take such wishes into consideration in the resolution of the issue, this information is, nevertheless, given without prejudice to the final outcome.
Chapter 7: Programme and Module Approval and Amendment Framework

Chapter 7 is UCL’s regulatory framework for the approval, amendment, and suspension/withdrawal of taught academic programmes and modules including taught elements of research degrees. Approval of research degrees is covered in part 9.

Queries about any part of this chapter should be directed to the Senior Policy Advisor, Programme Approval (acadserv.pmap@ucl.ac.uk)
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1 Introduction

1. University College London (UCL) must operate effective processes for the design, development and approval of programmes of study in order to discharge fully its responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities.

2. Queries about any part of this chapter should be directed to the Senior Policy Advisor, Programme Approval (acadserv.pmap@ucl.ac.uk).

1.1 Purposes

1. The main purposes of this chapter are to ensure that:
   a) Threshold academic standards are met through the approval and amendment processes;
   b) The appropriate quality of student learning opportunities are available for all taught provision;
   c) The information provided to students about their studies is complete with regard to programme structure and learning outcomes;
   d) The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards;
   e) Due account is taken of internal and external reference points in the approval and amendment processes;
   f) Robust procedures are followed when modules or programmes are suspended or withdrawn;
   g) All new taught provision is viable financially, and in terms of student recruitment.

1.2 Reference Points

1. This chapter is drafted with reference to the UK Quality Code for Higher Education.

2. This chapter should be read in conjunction with the rest of the Academic Manual, in particular:
   a) Chapter 1: Recruitment and Admissions
   b) Chapter 2: Qualifications and Credit Framework
   c) Chapter 3: Registration Framework for Taught Programmes
   d) Chapter 4: Assessment Framework: Taught Programmes
   e) Chapter 5: Research Degrees Framework
   f) Chapter 8: Academic Partnerships Framework

3. The strategic context for taught provision can be found in the following documents:
   a) UCL 2034
   b) Education Strategy 2016-21
   c) Connected Curriculum

1.3 Terminology

1. Key to abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTC</td>
<td>Departmental Teaching Committee</td>
</tr>
<tr>
<td>FHEQ</td>
<td>The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</td>
</tr>
<tr>
<td>FTC</td>
<td>Faculty Teaching Committee</td>
</tr>
<tr>
<td>PMAP</td>
<td>Programme and Module Approval Panel</td>
</tr>
<tr>
<td>PSRB</td>
<td>Professional, Statutory or Regulatory Body</td>
</tr>
<tr>
<td>QAA</td>
<td>Quality Assurance Agency</td>
</tr>
</tbody>
</table>

2. Throughout this chapter, the term 'Department' is used to refer to relevant units below the Faculty level (e.g. Institute or Division).
2 Approval of New Taught Programmes

1. New taught programmes are approved by the UCL Education Committee under powers delegated from the UCL Academic Board. The Education Committee is advised by the Programme and Module Approval Panels (PMAP).

2. Programme approval takes place in two stages: Outline Approval, which is granted by the relevant Faculty Teaching Committee; Final Approval, which is granted by the Education Committee.

3. Faculties and Departments may adopt local practices in addition to those outlined below, such as the involvement of additional committees or the Vice-Dean(s) Education. However, PMAP will continue to require sign-off from the named individuals and groups listed in the Programme Proposal forms.

2.1 Initial Programme Development

1. The intention to develop a new programme should be reflected in the relevant department’s strategic plan and should be included in the Faculty's strategic operating plan. This ensures that any projected increase in student numbers and/or required funding for staffing and learning resources is anticipated.

2. Programme initiators must consider how their programme contributes to the achievement of UCL’s strategic aims and objectives as detailed in: UCL 2034; the Education Strategy 2016-21 and the Global Engagement Strategy as well as considering how the programme will embed equality, diversity and inclusion.

3. A programme proposal is usually initiated and developed at department level, in close consultation with relevant members of staff in the Faculty (usually the Faculty Tutor). Programme initiators should consult with the following relevant parties or documents when developing their outline programme proposal:
   - Head of Department;
   - Faculty Dean (or nominee such as Vice Dean Education);
   - Faculty Tutor;
   - Departmental colleagues and colleagues in other cognate disciplines;
   - Current or former students studying in cognate areas;
   - School Finance Director;
   - UCL Arena – for advice on learning, teaching and assessment practice;
   - Library Services;
   - Digital Education;
   - Study Abroad Office and Visa Compliance team (for programmes with an optional or compulsory period of study abroad);
   - Placement Information Pack (for programmes that include an optional or compulsory period of placement);
   - Academic Partnerships Review Group – for programmes that will be delivered in partnership with others;
   - Student Recruitment and Marketing (incl. Department and Faculty level colleagues);
   - External colleagues and members of industry;
   - Any professional, statutory or regulatory bodies;
   - Other relevant central services (such as Academic Services or Planning).

4. Programme initiators should also engage with the good practice guides found in the annexes.
2.1.1 Programme Structure

1. Information on the level, structure and components of a programme of study, as well as a list of the approved qualifications, and their threshold requirements, can be found in Chapter 2, Qualifications and Credit Framework.

2. Assessment, progression, award and classification should follow the regulations set out in Chapter 4, Assessment Framework for Taught Programmes.

3. Where a programme is made up of multiple routes or pathways leading to different named qualifications, the programme diet and statements of aims and learning outcomes must be clear for each.

4. Interim qualifications are available for all UCL programmes. It is possible to offer these interim qualifications as programmes of study, either connected to a larger award or as standalone programmes. In such cases, a programme summary must be maintained for each programme.

2.1.2 Material programme information

1. During the development stage, programme initiators should be mindful of the need to provide clear, accessible and accurate information to prospective and current students on the purpose, structure and aims of their programme.

2. Additionally, UCL is obliged, under the Quality Code and under consumer protection legislation, to provide clear and accurate information to prospective students and offer holders. Therefore, programme initiators must identify the following when designing a new programme:
   a) the level of the programme within the Framework for Higher Education Qualifications;
   b) the intended qualification and any interim qualifications;
   c) the programme title;
   d) the overall credit value;
   e) the programme’s aims, objectives and learning outcomes (with reference to relevant subject benchmark statements);
   f) the entry requirements (both academic and non-academic);
   g) the programme’s structure, including the number and type of contact hours, any compulsory modules, and the expected workload;
   h) the overall methods of assessment (both formative and summative);
   i) the duration of the programme and its modes of study;
   j) the location(s) of study, including where relevant, any distance learning;
   k) whether the programme could be accredited by a PSRB;
   l) whether the programme will be offered in partnership with others;
   m) whether the programme will have a period in placement or study abroad;
   n) an initial assessment of the tuition fees to be charged (in consultation with the Dean or nominee);
   o) any additional costs to students (such as field trips or material costs);
   p) any barriers to accessibility and how these could be mitigated.

3. The required documents for outline and final programme proposals provide space for the programme initiator to record this information.

2.1.3 Business plan and market research

1. All outline and final programme proposals must be accompanied by a business plan, detailing the anticipated student numbers, the expected income and any additional staffing, learning resources or other additional costs that may be incurred. This business plan must be discussed with and signed off by the Head of Department, Dean of Faculty and School Finance Director. A template business plan can be found in the annexes.

2. All outline and final programme proposals must be accompanied by evidence of market research. This should provide a comprehensive analysis of the size of the market for
the programme, its health and potential for growth and an overview of internal and external competitor programmes. Normally, a programme initiator will commission a report from the market research team in Student Recruitment and Marketing.

2.2 Outline Approval (Stage 1)

1. Outline approval is confirmed at Faculty level and requires sign off from the Head of Department; DTC Chair; Dean of Faculty; School Finance Director and FTC Chair. In order to confirm outline approval, reviewers must satisfy themselves that:
   a) The proposal is included in and/or is in line with department and faculty level strategic operating plans;
   b) The business case is appropriate, is backed by reliable market research and has accounted for all associated costs;
   c) The proposed programme will not directly compete with other programmes of study operating in the Faculty;
   d) The programme initiator(s) have sought or are in the process of seeking advice and guidance from relevant professional services teams or academic colleagues;
   e) That the proposed curriculum is current, appropriate for the level of study and is in line with the relevant subject benchmark statements;
   f) The constituent modules are suitable for the programme, the assessment is appropriately balanced across the modules and any new modules have been reviewed by an external scrutineer;
   g) The proposed programme of study is in line with relevant UCL strategies, such as UCL 2034, the Education Strategy 2016-21 and the Global Engagement Strategy;
   h) If the proposed programme constitutes additional growth in student numbers, there is sufficient space, staffing and resource to accommodate this;
   i) Proposals to make use of modules from other programmes of study, departments or faculties have been discussed with the relevant Head(s) of Departments;

2. In addition, reviewers must not approve proposals until all paperwork has been correctly completed. This includes ensuring that:
   a) All documents have been signed in the appropriate place by the named role holder or approved delegate. This is crucial for audit purposes;
   b) All document fields have been completed with the appropriate information, including where relevant, an indication that the field is not applicable;
   c) The documents contain no errors or typos;
   d) All information is presented in a clear and accessible format. This is particularly important when describing the programme structure or the assessment format.

3. Once satisfied, reviewers should provide feedback to the programme initiator on further developments that could be made to the proposal, in preparation for the submission of the final programme proposal.

2.2.1 Information and documentation required

1. Annex 7.2.3: Outline Programme Proposal (Stage 1) details the minimum information and corresponding documentary evidence, required for outline programme approval. A summary of this is provided below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Information required</th>
<th>Corresponding documentary evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Named Roles</td>
<td>Initiator, programme lead, external scrutineer (if known), other nominees</td>
<td>Outline Programme Proposal Form</td>
</tr>
<tr>
<td>Category</td>
<td>Information required</td>
<td>Corresponding documentary evidence</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Proposed start date</td>
<td>Draft programme summary</td>
</tr>
<tr>
<td></td>
<td>Location(s), level(s), mode(s) of study</td>
<td>Outline module proposal forms for all new modules.</td>
</tr>
<tr>
<td></td>
<td>Qualification title(s) and interim qualification(s), including proposed routes/pathways</td>
<td>Outline Programme Proposal Form</td>
</tr>
<tr>
<td></td>
<td>Any programme specific entry requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New modules proposed and an indicative list of any existing modules</td>
<td></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Programme Description (c. 500 words)</td>
<td>Outline Programme Proposal Form</td>
</tr>
<tr>
<td></td>
<td>Strategic fit (with UCL 2034, Education Strategy, Faculty and Department strategies, Connected Curriculum; c. 250 words)</td>
<td></td>
</tr>
<tr>
<td><strong>Internal Partnerships</strong></td>
<td>Description of intent to make use of existing modules, and other internal partnerships.</td>
<td>Evidence of approaches made to departments for any anticipated module or staff sharing.</td>
</tr>
<tr>
<td><strong>External Partnerships</strong></td>
<td>Name of the proposed academic partner.</td>
<td>Draft Academic Partnership Proposal Form (for APRG).</td>
</tr>
<tr>
<td>(essential if any partnership activity envisaged)</td>
<td>Evidence of approaches to the academic partner.</td>
<td>Evidence of discussion with Senior Policy Advisor (Academic Partnerships)</td>
</tr>
<tr>
<td></td>
<td>Description of any year abroad or placement year, including how it will be organised and assessed.</td>
<td>Evidence of discussion with UCL’s Study Abroad Team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence of engagement with Placements Information Pack (for placements).</td>
</tr>
<tr>
<td><strong>Business case</strong></td>
<td>Market research</td>
<td>Market Research Report and/or additional market research (such as student survey).</td>
</tr>
<tr>
<td></td>
<td>Programme income and expenditure, including fee levels</td>
<td>Completed and signed business case template.</td>
</tr>
<tr>
<td></td>
<td>Student number projections</td>
<td></td>
</tr>
<tr>
<td><strong>Externality</strong></td>
<td>Statement on externality to date, and proposed externality in future development</td>
<td>Where relevant, evidence of discussion or engagement with external bodies or PSRBs.</td>
</tr>
</tbody>
</table>
## 2.2.2 Outline approval process

1. The diagram below describes the outline approval path for a new taught programme proposal.

```
\begin{itemize}
  \item Programme development
  \item Outline Programme Proposal
  \item Department TC
  \item Faculty Tutor
  \item Faculty TC
  \item PMAP to note
  \item Secretary to record and distribute
  \item Central services informed
  \item Portico programme code
\end{itemize}
```

2. Once approved, outline programme proposals must be submitted to the PMAP Secretary. These proposals are circulated to members of the Education Committee and relevant professional services teams and are noted at the next PMAP meeting.
3. Whilst PMAP does not formally consider outline programme proposals, feedback on a proposal may be provided to the programme initiator, via the PMAP Secretary.
4. Once granted, outline programme approval status is valid for 24 months. If the final programme proposal is not approved within this 24 month period, a new outline proposal must be submitted.
5. Once outline approval is noted at a PMAP meeting, programmes may be advertised on departmental websites in the following format:
   a) Programme title and intended qualification;
   b) Anticipated start date;
   c) A brief description of the programme content and structure omitting references to particular modules or credit values;
   d) The following disclaimer:

   Please note that this programme is still subject to final approval. As such, the content and structure of the programme is subject to change and may differ from the outline given here. As soon as the programme has been approved it will be advertised in its finalised form and applications will be taken on this basis. If you’d like to be notified when this programme has been approved and applications are open, please email [relevant departmental contact].

2.3 Final Approval (Stage 2)

1. Final approval is confirmed by Education Committee and requires sign off from the Head of Department; DTC Chair; Dean of Faculty; FTC Chair and PMAP. To confirm final approval, reviewers at Faculty level must satisfy themselves that the criteria required for outline approval are still met. In addition, PMAP must satisfy itself that:
   a) The proposed programme of study is in line with relevant UCL strategies, such as UCL 2034, the Education Strategy 2016-21 and the Global Engagement Strategy;
   b) The business case is appropriate, is backed by reliable market research and has accounted for all associated costs;
   c) The proposed programme will not directly compete with existing programmes of study in other departments or faculties;
   d) The programme initiator(s) have consulted widely with colleagues from cognate departments to identify possibilities for module or resource sharing and that there is evidence of any agreements made;
   e) The programme initiator(s) have responded to the feedback provided at outline approval stage and made developments or amendments where appropriate;
   f) The proposed programme of study is in line with UCL’s regulations, particularly the Qualifications and Credit Framework, the Assessment Framework for Taught Programmes and the Registration Framework for Taught Programmes;
   g) The proposed programme of study is in line with relevant external benchmarks, such as the Framework for Higher Education Qualifications;
   h) That the material programme information (as outlined in the programme summary) is clear and easy to understand;
   i) The programme initiator(s) have discussed the proposal with current or prospective students and acted on their feedback;
   j) The proposal has been reviewed by an appropriately qualified external scrutineer;
   k) Agreements are in place for any proposed external partnerships.

2. Once approved by PMAP, a programme will normally begin admitting students. As such, PMAP must assure itself that the programme will not pose a risk to standards, the student experience or UCL’s reputation.

2.3.1 Information and documentation required

1. Annex 7.2.4: Final Programme Proposal (Stage 2) outlines the minimum information and corresponding documentary evidence, required for outline programme approval. A summary of this is provided below:
<table>
<thead>
<tr>
<th>Category</th>
<th>Information required</th>
<th>Corresponding documentary evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Named Roles</td>
<td>Initiator, programme director, External Scrutineer, other nominees</td>
<td>Final Programme Proposal Form</td>
</tr>
<tr>
<td>Material programme information</td>
<td>As outlined in section 2.1.2</td>
<td>Approved programme summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final module proposal forms (for all new modules)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Programme Proposal Form</td>
</tr>
<tr>
<td>Description</td>
<td>Confirmation of enclosures and processes completed with note on changes made following Outline Programme Proposal (Stage 1) (including responses to recommendations)</td>
<td>Final Programme Proposal Form</td>
</tr>
<tr>
<td></td>
<td>Programme Description (c. 1,000 words)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic fit (with UCL 2034, Education Strategy, Faculty and Department strategies, Connected Curriculum; c. 500 words)</td>
<td></td>
</tr>
<tr>
<td>Internal Partnerships</td>
<td>Confirmation of approval to make use of existing modules, and other internal partnerships</td>
<td>A signed statement confirming that the relevant Head(s) of Department(s) agree to proposed module or staff sharing.</td>
</tr>
<tr>
<td>External Partnerships (essential if any partnership activity envisaged)</td>
<td>Confirmation of APRG approval (to be granted in advance of programme approval)</td>
<td>Draft Memorandum of Agreement with partner.</td>
</tr>
<tr>
<td>Business case</td>
<td>Note on updates following Outline Approval, if appropriate</td>
<td>Updated and signed business case template.</td>
</tr>
<tr>
<td></td>
<td>Additional details in cases of variation from Outline Approval stage for Dean's consideration</td>
<td>Final Programme Proposal Form</td>
</tr>
</tbody>
</table>
### 2.3.2 Final approval process

1. The diagram below describes the final approval path for a taught programme proposal.

2. Once approved, the relevant team in Academic Services will set up the programme in the student information system and confirm with the department, faculty and relevant
professional services teams when this has been done. They will then carry out the relevant tasks in their respective areas.

3. Once the programme has been set up, it will usually open for applications at the earliest opportunity. There may be occasions where this has to be delayed, for example, to await a signed memorandum of agreement.

2.4 Timelines for the Approval of Taught Programmes

1. For marketing of programmes to be given the best opportunity to attract the highest quality students, for programmes to be included in the prospectus, and for UCL to uphold its responsibilities with respect to consumer protection legislation, the following deadlines are essential:
   a) For undergraduate programmes:
      Final Approval should be achieved not later than November of the calendar year two years prior to the intended start of a programme (22 months in advance of a September start).
   b) For postgraduate programmes:
      Final Approval should be achieved not later than the end of June in the year prior to the intended start of a programme (15 months in advance of a September start).

2. Where it has not been possible to meet the deadlines outlined above, final approval must be achieved not later than the end of September in the year prior to the intended start of a programme (12 months in advance of a September start).

3. While these are the very latest deadlines, programme initiators should be encouraged to begin work on Outline Approval much earlier to give sufficient time for: effective competition/market appraisal (both within and outside of UCL); development and approval of the business case; obtaining Faculty approval.

   Programme initiators should aspire to the timelines outlined in Annex 7.1.2: Detailed timelines for Programme and Module Approval and Amendment.

4. Programme initiators should note that in order to be considered at a PMAP meeting, new programme proposals at Final Approval Stage must be submitted no less than 10 working days in advance of a meeting. Submissions received later than 10 working days in advance of a meeting will be considered at a subsequent meeting of the Panel.

   A comprehensive list of the dates on which PMAP will meet in 2018-19, as well as the corresponding paper deadlines, can be found in Annex 7.1.1: PMAP 2018-19: Meeting Dates and Paper Deadlines.
3 Approval of New Modules

1. New modules require approval by Faculty Teaching Committee following endorsement by the Department.
2. New module proposals must be reviewed by a suitably qualified external scrutineer (usually an external examiner).
3. New module proposals must be completed and submitted using Annex 7.3.1: Final Module Proposal Form.
4. Introducing a new module may also mean a change to a programme requiring a Programme Amendment form, should any of the criteria set out in Section 4, paragraph 6 of this Chapter also be met. In this case, the procedure and deadlines set out for programme amendment should take precedence.
5. All new modules for the forthcoming academic year (2019-20), must be submitted for approval by 28th February 2018.
Programme Amendment

4.1 Principles of Programme Amendment

1. UCL has an obligation to provide clear, accurate and timely information to prospective students, applicants, offer holders and current students.
2. UCL also promotes the importance of offering an adaptive, research led curriculum in preparing its students to contribute to and participate fully in the private, academic and wider public arena.
3. As such, the principle regarding amendments to any part of a programme is that changes should be approved prior to the opening of a new application cycle and should apply to the next new cohort of students registered on the programme for the forthcoming academic year.
4. Where it is necessary to make a programme amendment after applications have opened, UCL has obligations to its applicants, offer holders and current students.
5. If a programme has already received applications, the applicants must be informed of any amendment that has been approved, the rationale for the amendment, and the process by which they can transfer or terminate their application if they so wish.
6. If UCL has already issued offers of admission to a programme, the offer holders must be consulted on the proposed change, informed of the rationale, notified of the outcome and assisted with transferring or terminating their application if they so wish.
7. Where it is intended for the programme amendment to affect current students or students that have met the requirements of an accepted offer, these students must be consulted and give their agreement to the amendments. The amendment cannot be approved without this agreement.
8. Where an amendment to a current programme is necessary due to circumstances outside of UCL’s control, such as the sudden loss of a member of academic staff or the outcome of a PSRB visit, the programme amendment must be approved by Education Committee’s nominee.
9. Amendments to individual modules are covered in Chapter 7, Section 5: Module Amendment. Amendments to modules that are compulsory for a programme of study will trigger the programme amendment process where individually, or in combination with changes to other modules, they represent a programme amendment as defined below.
10. Consideration should also be given to ensuring that any conditions of relevant Professional, Statutory or Regulatory Bodies are satisfied upon amendment.
11. Amendments cannot be made to programme codes assigned by Academic Services.
12. The addition or removal of existing optional/elective modules can be undertaken through the Annual Academic Review process where programme diets are updated. It does not require the completion of a Programme Amendment Form but use of optional/elective modules outside of the programme’s lead department must be agreed with the relevant teaching department. Evidence of this agreement should be retained.
13. Where it is intended for a programme amendment, such as a change in title, to apply to a programme that recruits both to the full qualification and its associated interim qualifications, this must be clearly stated, and a new programme summary provided for each qualification.

4.2 Programme Amendment Classifications

1. Programme amendments are split into three different classifications – major, moderate and minor. The level of authority required for each classification is different, as is the process which must be followed, but all programme amendments must be requested on a Programme Amendment Form (Annex 7.4.1), major and moderate amendments must be reviewed by an external scrutineer, and all must be approved by the Head of Department and the Faculty.
2. This system is in place to safeguard the academic standards of qualifications, to ensure that there is appropriate information sharing between faculties, and to ensure that the incremental and cumulative change to programmes is monitored and recorded.

3. An indicative list of the types of programme amendments that can be requested and their corresponding classification, can be found in the table below:

<table>
<thead>
<tr>
<th>Major Amendments</th>
<th>Minor Amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Addition, amendment or removal of a third or more of the programme’s compulsory module credit</td>
<td>Amendment to the programme’s entry requirements, if within UCL’s standard requirements, including:</td>
</tr>
<tr>
<td>2. Adding non-condonable modules or making existing modules non-condonable</td>
<td>a) English language requirement</td>
</tr>
<tr>
<td>3. Changing the intended qualification (including FHEQ level), e.g. MSc, PG DIP, BA</td>
<td>b) Specific academic requirements, such as subject/qualification requirements, or other discrete competencies;</td>
</tr>
<tr>
<td>4. Changing the credit value of the programme</td>
<td>c) Specific PSRB requirements/registration</td>
</tr>
<tr>
<td>5. Amendment to the programme’s entry requirements, if outside UCL’s standard requirements, including:</td>
<td>Moderate Amendments</td>
</tr>
<tr>
<td>6. Changing the title of the programme</td>
<td>6. Addition, amendment or removal of under a third of the programme’s compulsory module credit</td>
</tr>
<tr>
<td>7. Adding or removing routes or pathways within a programme</td>
<td>7. Removal or addition of classifiable interim or alternative qualification(s)</td>
</tr>
<tr>
<td>8. Changing the advertised duration of study, including the addition of a placement or Study Abroad year</td>
<td>8. Removal or addition of a new mode of study e.g. part-time or flexible/modular</td>
</tr>
<tr>
<td>9. Changing the location(s) of study, e.g. campus-based/mixed-mode or change of main teaching campus</td>
<td>Minor Amendments</td>
</tr>
<tr>
<td>10. Converting interim qualifications into stand-alone programmes of study</td>
<td>Amendment to the programme’s entry requirements, if within UCL’s standard requirements, including:</td>
</tr>
<tr>
<td>11. Temporarily suspending recruitment to a programme of study</td>
<td>a) English language requirement</td>
</tr>
<tr>
<td>12. Change to or addition of a point of entry</td>
<td>b) Specific academic requirements, such as subject/qualification requirements, or other discrete competencies;</td>
</tr>
<tr>
<td>13. Other changes to the programme at the discretion of the Faculty Tutor</td>
<td>c) Specific PSRB requirements/registration</td>
</tr>
</tbody>
</table>

4. Major programme amendments must be authorised by the Head of Department and the Faculty, they must be scrutinised by a suitably qualified external scrutineer and they must be submitted to PMAP (acadserv.pmap@ucl.ac.uk) for final approval. This to ensure that academic standards are maintained and incremental or cumulative changes to programmes are recorded.
5. Moderate programme amendments must be authorised by the Head of Department and the Faculty, they must be scrutinised by a suitably qualified external scrutineer and they must be submitted to PMAP (acadserv.pmap@ucl.ac.uk) for information. This is to ensure that any changes are recorded centrally and circulated to other faculties and relevant professional services departments.

6. The Chair of PMAP can nominate a moderate programme amendment for additional scrutiny by PMAP where they feel that the cumulative impact of the amendment warrants it.

7. Minor programme amendments must be authorised by the Head of Department and the Faculty and submitted to the Student Lifecycle Team (academicmodel@ucl.ac.uk). This is to ensure that any amendments to programmes can be recorded in the student information system and circulated to relevant professional services departments.
Module Amendment

1. The principle regarding amendments to any part of a module is that changes will apply to the next delivery of the module after the change has been approved. Formal processes for module amendment are required to ensure that proposed changes are subject to scrutiny, and that where changes to modules have a significant impact upon the programmes to which they contribute, the appropriate programme amendment process is triggered.

Amendments to Compulsory Modules

1. If the module is, or is intended to become, a compulsory part of one or more programmes, then that could trigger programme amendment and require a Programme Amendment form (PAF). In this case, consideration must be given to whether the change of one or more modules represents a Major or Minor programme-level amendment as defined in 4.1 above, and the associated action taken.

2. Additionally, changes to some aspects of modules, particularly compulsory modules, may result in the need to inform applicants and consult with offer holders and/or current students, in line with UCL’s obligations under consumer protection legislation. For further information see Chapter 7, Section 4.1: Principles of programme amendment.

Module Amendment Classification

1. UCL’s module amendment process is differentiated so that changes deemed ‘Major are subject to additional external scrutiny: this system is in place to safeguard the academic standards of qualifications and to ensure that modules cannot drift incrementally from their original approved state without appropriate external validation.

2. Consideration should also be given to ensuring that any conditions of relevant Professional, Statutory or Regulatory Bodies are satisfied upon amendment.

3. Amendments cannot be made to module codes assigned by Academic Services.

Major amendments

4. Major amendments require the completion of a Module amendment form. They must also have external scrutiny and Department and Faculty approval. The following changes are classified as Major:
   a) Changes to the credit value of the module;
   b) Changes which affect one third or more of the intended learning outcomes;
   c) Every third minor amendment following the last major amendment;
   d) Any amendment that triggers a programme amendment.

Minor Amendments

5. Minor amendments require the completion of a Module Amendment form and Department and Faculty approval. They do not require external scrutiny. The following changes are classified as Minor:
   a) Changes to the weighting of assessment;
   b) Changes of assessment methods/criteria;
   c) Changes which affect under on third of the intended learning outcomes;
   d) Balance of learning activities;
   e) Change of module title;
   f) Change of teaching department;
   g) Introduction of an alternative mode of delivery, e.g. different FHEQ level or different assessment pattern for affiliate students;
   h) Other changes at the discretion of the Faculty Tutor

6. All module amendments for the forthcoming academic year (2019-20) must be submitted by 28th February 2019.
6 Programme Suspension or Withdrawal

1. Any suspension or withdrawal of a programme must be undertaken in such a manner that the interests of current students, and students who have applied to the programme, are fully protected. Advice should be sought from the relevant Faculty Tutor as early as possible to ensure that the appropriate procedures are followed.

6.1 Suspending a Programme

1. Suspension of a programme of study is a moderate programme amendment. Programme leads that want to suspend a programme should follow the procedure outlined in Chapter 7, Section 4: Programme Amendment.
2. If a programme has been suspended for more than two academic years, it will be assumed that it is no longer active and will be withdrawn by the relevant professional services team. The programme lead will be notified prior to the processing of the withdrawal.

6.2 Withdrawing a Programme

1. Programmes that will not be offered to students from a known date should be formally withdrawn using a Programme Withdrawal Questionnaire (PWQ) on Portico, accessible under e-vision / Curricular Management / Programme Rules and Review / Amend programme.
2. The proposal to withdraw a programme must be approved by the relevant Department and Faculty before being put forward for approval at a PMAP meeting.
3. In order for a programme to be withdrawn or suspended from the appropriate publicity materials, the relevant central services will be advised by Academic Services.
4. Where a programme is delivered in collaboration with an external partner, the appropriate Termination of Academic Partnership form should also be completed. This can be found in Chapter 8: Academic Partnerships Framework.
Module Suspension or Withdrawal

1. Modules are formally taken out of use as part of the Annual Academic Review process. Modules that are not being delivered in a specific academic session can be made non-active and flagged as active in the next maintenance cycle.

2. Departments have an obligation to provide a module that has been previously advertised to students as running, either as part of module selection or as part of marketing material given to applicants or offer holders. A module must not be withdrawn without consultation with these students.

3. If the withdrawal or suspension of a module will affect currently enrolled students, these students must consent to it. If the withdrawal or suspension of the module is beyond UCL’s control, for example, due to the loss of a staff member, the programme lead must reach an agreed compromise with the students.

4. If the withdrawal or suspension of a module results in a change to the published programme diet, as recorded in the programme summary, a programme amendment form must be completed and submitted to the relevant body for approval. The module must not be withdrawn/marked as inactive without this approval. For more information see Chapter 7, Section 4: Programme Amendment.

5. Adherence to the deadlines in the Annual Academic Review process is essential for ensuring that the correct information is provided to students in line with the UCL’s obligations under consumer protection legislation.
Annual Academic Review

1. Annual Academic Review is the process by which faculties confirm the following for the next academic session (2019-2020):
   a) Modules that are running;
   b) Detailed information for those modules (including expected class size; and
   c) Diets for programmes

2. The window for the Annual Academic Review in 2018-2019 for the 2019-2020 academic year will be confirmed as part of Phase 3 the Academic Model Project

3. The Annual Academic Review process is not intended for capturing amendments to programme diets. These amendments should be processed in line with the regulations noted in Chapter 7, Section 7: Module Amendment. Departments can confirm the diet following approval of a programme amendment.

4. Further advice and support on the Annual Academic Review can be obtained from the Annual Academic Review 2019-2020 document and from the Student Lifecycle team (academicmodel@ucl.ac.uk).
9 Research Degrees

1. The processes detailed elsewhere in this chapter relate to taught programmes.
2. Research-only degrees (e.g. MPhil, PhD) must be approved by the Lead Department/Division and the Lead Faculty before submission for final approval by Research Degrees Committee.
3. Initiators of new research degree programmes should contact the Senior Policy Advisor - Programme Approval (acadserv.pmap@ucl.ac.uk) in the first instance.
4. For all new proposed doctorates, a Programme Proposal (Doctoral Programmes) form (Annex 7.9.1) must be completed.
5. If the Lead Department/Division is new, or has no existing doctoral programme, it must first meet the requirements to recruit and register doctoral students specified by Research Degrees Committee. See Annex 7.9.4: Recruitment of Research Students to Academic or Research Departments (Divisions/Institutes/Units) – Application Form.
6. For all new proposed MRes degrees, Outline and Final Programme Proposals with the addition of the MRes Final Programme Proposal Appendix must be completed.
Chapter 8 is UCL’s regulatory framework for the management of all UCL learning opportunities delivered in collaboration with external organisations leading or contributing to the award of UCL academic credit or a UCL qualification.
1 UCL POLICY AND REGULATIONS FOR THE QUALITY ASSURANCE OF ACADEMIC PARTNERSHIPS
1.1 Introduction
1.2 Definitions
1.3 Policy
2 TYPES OF ACADEMIC PARTNERSHIP
2.1 Further Terms Used in this Document
2.2 Overview of Different Types of Academic Partnership
2.3 Split-Site PhD
3 ROLES, RESPONSIBILITIES AND GOVERNANCE
3.1 Governance at UCL Level
3.2 Faculty Management Framework
3.3 Professional Support and Oversight
4 THE LIFECYCLE OF AN ACADEMIC PARTNERSHIP
4.1 Overview
4.2 Initial Inception
4.3 Procedure for Approval of a New Academic Partnership
4.4 Full Proposal Documentation
4.5 Operational and Regulatory Considerations
4.6 Memorandum of Agreement
4.7 Operation and Monitoring of an Academic Partnership
4.8 Termination of an Academic Partnership
1 UCL Policy and Regulations for the Quality Assurance of Academic Partnerships

1.1 Introduction

1. Academic partnerships, as defined in Section 2.2 of this Framework, can offer many benefits to UCL, including opportunities to enhance our reputation and promote UCL’s academic networks both nationally and internationally. All academic partnerships should be considered in terms of their alignment with UCL’s mission and 20-year strategy. International academic partnerships are also a key part of the UCL Global Engagement Strategy and our mission as London’s Global University.

2. UCL academic partnerships with other organisations which contribute or lead to UCL credit and/or qualifications should enrich both our reputation and our contribution to society as London’s Global University. This applies to academic partnerships both in the UK and beyond. Similarly, UCL needs to ensure that when delivering education with other institutions it complies with all relevant national requirements and legislation, and that the student experience is enhanced, not compromised, by academic partnership arrangements.

3. The purpose of this framework is to provide information and guidance on for UCL’s policy for the inception, approval, operation and contractual framework of academic partnerships with other institutions, leading to UCL credit and/or qualifications (whether as sole, joint and multiple awards).

4. This chapter of the Academic Manual is intended to provide a regulatory framework for staff with regard to UCL’s requirements for the management of academic partnerships to deliver education with other institutions.

5. The processes set out ensure academic partnerships adhere to the requirements of the Quality Assurance Agency for Higher Education (QAA) Quality Code, as well as other external regulatory and legislative requirements and best practice.

1.2 Definitions

1. Across the higher education sector, there is varied terminology in use which refers to academic partnerships: ‘collaborative provision’ or ‘collaborative programmes’ have the same meaning.

2. This definition covers a wide range of provision from Teaching Contribution arrangements, where another institution delivers, or contributes to the delivery of, one or more modules on a UCL degree programme, to jointly delivered and awarded degrees with other institutions. An extensive list of types is provided in Annex 8.1 Forms of Academic Partnerships but advice is available from the Academic Policy and Quality Assurance team for any member of UCL staff who is unsure as to whether a potential programme, or element of a programme, may be classified as an academic partnership.

3. This definition does not cover provision of short courses, such as those supported by UCL Life Learning.

4. The term ‘qualification’ within this and any associated documents refers to a higher education doctorate, degree, diploma or certificate accredited and conferred by UCL following the successful completion of an approved programme of study. A UCL academic partnership always relates to teaching activity that leads to a UCL qualification or the award of UCL credit.

1.3 Policy

1. UCL is responsible for the quality and standards of all academic qualifications made in its name. Consequently, its academic partnerships should be based on the premise that:
the academic standards of all UCL qualifications involving collaboration with partner organisations must be compatible with UCL’s regulations, policies and procedures, and with external reference points including those set out by the QAA’s UK Quality Code for Higher Education,

- the quality of student learning opportunities and experiences on collaborative programmes should be equivalent to those of comparable qualifications delivered and supported solely by UCL, and adequate to enable students to achieve the appropriate academic standards.

2. As UCL is responsible for the academic standards of all of its qualifications, UCL will only consider entering into partnerships with other organisations:
   - which will support the achievement of UCL’s mission and 20-year strategy;
   - which have the academic standing to deliver collaborative programmes to appropriate academic standards (where relevant); the human, physical and financial standing to sustain them; and the legal standing to contract to their delivery;
   - which will enable UCL to effectively to meet its responsibilities for the quality and standards of its qualifications;
   - which will enable UCL to discharge its responsibilities to any professional, statutory or regulatory body (PSRB) that has approved or recognised the relevant programme;
   - which are able to enter into a written and legally binding agreement or contract setting out details of the collaboration and the rights and obligations of the parties, which is signed by the authorised representatives of both UCL and the partner organisation.

3. All proposals for academic partnerships must only be considered according to the policies and procedures approved by UCL to ensure that the potential partner meets all of the requirements of paragraph 2 above. No academic partnerships shall be permitted to progress unless approval has been granted via these processes. No agreements relating to academic partnership activity are signed unless the processes outlined in this Framework have been followed.

4. Once a partnership with another organisation has been approved and a formal, legally-binding agreement signed, the details of the partnership and the programme(s) offered through it shall be entered on the University’s Register of Academic Partnerships. This is a comprehensive list of all UCL academic partnerships which meet the definition given in Section 2.2 and which is maintained by UCL Academic Services.

5. The level of risk involved with each partnership should be assessed and managed accordingly. The Academic Policy and Quality Assurance team will advise Departments and Faculties on the risks involved with each proposed partnership.

6. All academic partnerships will be monitored for academic standards and quality on an annual and periodic basis. UCL reserves the right to suspend or terminate any partnership if it perceives that academic standards are at risk, subject to safeguards for students. Renewal of existing academic partnerships will be subject to approval by the Academic Partnerships Review Group.

7. Governance of academic partnerships and operational responsibility will be set out in the agreed process and procedures.
2 Types of Academic Partnership

2.1 Further Terms Used in this Document

<table>
<thead>
<tr>
<th>Award:</th>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic partnership</td>
<td>A partnership between UCL and a partner institution(s) set up to collaboratively facilitate the delivery of learning opportunities leading to the award of an academic degree or academic credit by UCL or jointly by UCL and the partner institution(s).</td>
</tr>
<tr>
<td>Due diligence</td>
<td>Evaluation of a potential partner organisation’s financial, legal and organisational position and the assessment of risks involved with entering into an academic partnership with the organisation.</td>
</tr>
<tr>
<td>Memorandum of Understanding (MOU)</td>
<td>Statement of intent to work with another party. This document does not entail any specific commitment and is not legally binding, although potential activities may be referenced. UCL Global Engagement Office manages the UCL Memoranda of Understanding.</td>
</tr>
<tr>
<td>Memorandum of Agreement (MOA)</td>
<td>Formal, legally-binding document setting out the rights and responsibilities of each party with regard to an academic partnership. All academic partnerships require this type of agreement.</td>
</tr>
</tbody>
</table>

2.2 Overview of Different Types of Academic Partnership

1. The following table provides a summary of the different types of academic partnerships at UCL. A full breakdown is available in Annex 8.1 *Forms of Academic Partnerships*, including the principles for specific wording in UCL degree certification where relevant.

<table>
<thead>
<tr>
<th>Articulation agreement</th>
<th>Students who satisfy the UCL academic criteria on a specific programme of another institution are entitled to be admitted with advanced standing to a subsequent stage of a UCL programme. UCL’s regulations concerning Recognition of Prior Learning apply to all articulation agreements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progression agreement</td>
<td>Students who have successfully completed a specified programme of study at one institution may apply to be considered for a place on a named degree programme(s) at UCL. These arrangements primarily support recruitment activity. The students must meet agreed entry criteria and any other special requirements as set out in the progression agreement; entry to the UCL programme is not guaranteed.</td>
</tr>
<tr>
<td>Double/Multiple Degree</td>
<td>Exactly as a Joint Award, but each institution produces its own degree certificate and transcript due to juridical requirements or issues with recognition of a joint certificate. At least the UCL certificate for a double/multiple degree refers to the partner institution(s) as another degree-awarding body for the same programme. The principles for the specific wording on the se</td>
</tr>
<tr>
<td>Dual Degree</td>
<td>Students undertake the major part of a UCL programme and of a partner institution programme with overlapping curricula allowing for the programmes to be taken together in a shorter time than it would take to complete the two programmes separately, but longer time than it would take to complete just one of the awards (to preclude full double-counting of credit for two awards)(^1). Each institution awards its own degree. Each institution produces its own degree certificate and transcript. The UCL qualification for a dual degree programme may or may not be contingent on credit awarded by the partner institution.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Joint Award</td>
<td>Students undertake one programme, which is jointly developed and delivered by UCL and another institution; one qualification is awarded by both institutions who issue a joint degree certificate. Joint award partnerships usually require the most effort to establish as the regulations and administrative processes of both institutions as joint degree-awarding bodies must be aligned and their application to the joint award programme agreed between UCL and the partner institution.</td>
</tr>
<tr>
<td>Joint Delivery</td>
<td>Students undertake one programme that leads to a UCL award only and the UCL regulations, policies and procedures apply to the programme and oversight of all provision is always maintained by UCL. A jointly delivered programme is, however, designed, developed and delivered in collaboration with another institution, with whom the teaching activities for the programme are equally, or close to equally, shared. Any teaching delivered by another institution as part of a UCL degree must be delivered in the English language, unless the aim of the module(s) is to teach and assess the students in a language other than English. A jointly delivered programme can be referred to as a ‘joint programme’ in advertising material, but it should always be made clear that the programme only leads to a qualification awarded solely by UCL or by the partner institution.</td>
</tr>
<tr>
<td>Teaching/Programme Contribution</td>
<td>Students undertake one UCL programme, delivered with contribution from a partner institution(s).</td>
</tr>
</tbody>
</table>

\(^1\) The credit of an interim qualification can be counted towards the full qualification at the other institution (i.e. a PGDip is counted as the first year or a two-year Master’s programme at the other institution), but in this case the student will not be awarded the interim qualification by UCL. This type of partnership is an affiliate study arrangement, not an academic partnership, as there is no UCL award involved. Exceptions can be made at the discretion of APRG for qualifications leading to professional body recognition (in line with the principle set out in the UCL regulations for Recognition of Prior Learning).
The programme leads to one award conferred by UCL. The level of contribution from the other institution(s) can vary from teaching a number of modules for a programme designed by UCL to providing facilities to a part of the programme or contributing to marketing and recruitment of the programme. Oversight of the programme and the activities provided with contribution from the partner institution is always maintained by UCL.

Any teaching delivered by another institution as part of a UCL degree must be delivered in the English language, unless the aim of the module(s) is to teach and assess the students in a language other than English.

**Split-site PhD**

An arrangement whereby a PhD student’s subsidiary supervisor comes from another institution than the degree-awarding university, which always provides the primary supervisor. The student spends time working on their research at both their ‘home’ institution and the other university. Split-site PhD’s are normally concern individual students, and are therefore not covered by all provisions of the Academic Partnerships Framework. For more details, see Section 2.3: Split-site PhD.

**Flying Faculty**

The whole programme, or a major part of a programme, are delivered in a location away from UCL campus by UCL staff, who also carry out all aspects of assessment. Flying Faculty partnerships may, however, also be Jointly Delivered or be combined with Programme Contribution from the partner institution.

1. UCL has a number of Doctoral Training Partnerships/Centres (DTP/DTC) which are initiated, developed and approved via UCL Research Services. Any specific arrangements within DTPs/DTCs which come under the definition of academic partnerships will come under the terms of this framework and must be developed accordingly.

2. Student exchanges and study abroad arrangements are managed via the Study Abroad team in liaison with the Global Engagement Office (GEO) in line with Annex 8.9 Principles for the Management of Study Abroad and Student Exchange Partnerships. The Study Abroad team is the main point of contact for these activities.

3. Placements and medical electives relating to degree programmes are managed with within the relevant academic Department who are the main point of contact for these activities. UCL Careers offer advice and guidance for the Departments on the set up of placements (see Annex 8.11 Principles for the Management of Placements at UCL).

4. Some UCL Departments engage in intercollegiate module sharing activity with other University of London Colleges and Institutes. As all the University of London Colleges and Institutes share a history, an ethos and a commitment to standards similar to that of UCL, intercollegiate module sharing within the University of London is not covered by all the provisions of this Academic Partnerships Framework, but is managed under the principles set out in Annex 8.10: Principles for the Management of Intercollegiate Module Sharing with other University of London Colleges.

5. UCL does not engage in validating (including ‘endorsement’ and ‘accreditation’) other institutions’ degree programmes or in franchising UCL degree programmes to be fully delivered by other institutions.

6. UCL Departments may contribute a module(s) to a programme(s) leading to an award of another university. These collaborations do not lead to UCL credit or award and are therefore not defined as academic partnerships for the purposes of this framework. Any agreements for these collaborations drafted by the degree-awarding body for
UCL to sign must, however, be reviewed and approved by the Academic Policy and Quality Assurance team and/or Legal Services, and signed by the Vice-Provost, Education and Student Affairs on behalf of UCL.

2.3 Split-Site PhD

1. A split-site PhD is an arrangement whereby a PhD student’s subsidiary supervisor comes from an institution other than UCL and the student spends time working on their research at that institution. In practice, a split-site PhD is a combination of the UCL Co-Supervision and Study Leave for Postgraduate Research provisions. The programme will only lead to a UCL PhD award – if a joint award is proposed, all the provisions relating to joint awards in this Academic Partnerships Framework will apply.

2. A PhD student who is already registered or is applying for a place on a PhD programme at UCL may apply for their PhD to be conducted through a split-site arrangement. If the student's primary supervisor support the proposal, they should complete Annex 8.7: Split-site PhD Proposal Form in the first instance. The form should be signed off at both Department and Faculty level. After that it should be submitted to the Academic Policy and Quality Assurance team, who will provide a template Memorandum of Agreement relating to Split-site PhD arrangements for the Department and/or Faculty to complete, negotiate and finally sign with the proposed partner institution. A scanned copy of the fully signed agreement needs to be sent back to the Academic Policy and Quality Assurance team for their records.

3. Split-site PhD co-supervision arrangements must comply with the standard provisions relating to co-supervision. In addition, the student and the UCL Department must follow the standard UCL Study Leave registration procedure for the period when the student undertakes research at the collaborating institution as part of the split-site PhD. The standard Study Leave for Postgraduate Research Students timeframes apply to Split-site PhD arrangements.

4. All the UCL Postgraduate Research Degree regulations and Doctoral School policy and guidance documents apply to the Split-site PhD programme.

3 Roles, Responsibilities and Governance

3.1 Governance at UCL Level

1. Although in practical terms academic partnerships normally involve UCL Faculties and Departments, they are a formal relationship between the University and the partner organisation. Hence governance of academic partnerships, in terms of mandating and decision-making, sits at the highest appropriate level of authority in UCL once the relevant Head of Department/Director of Division/Institute and Dean of Faculty has approved any such proposal.

2. Academic Committee delegates responsibility for oversight of learning and teaching, including the maintenance of standards and quality management, of accredited taught programmes to the Education Committee. It also delegates responsibility for oversight of research degree provision, including the maintenance of standards and quality management, to the Research Degrees Committee.

3. Academic partnerships involving the award of credit and/or qualifications relating to taught degree programmes are therefore considered under the terms of the Education Committee; academic partnerships involving the award of research degrees are therefore considered under the terms of the Research Degrees Committee.

4. In the case of potential international academic partnerships involving accredited taught programmes/modules or research degrees, in the first instance partner organisations must be considered by the Global Engagement Office (GEO) GEO must endorse the potential international partner in the first instance and ensure that they are in-keeping with the UCL Global Engagement Strategy.
5. The Global Engagement Office (GEO) may wish to strengthen an initial international partnership proposal which has the Vice-Provost (International)’s endorsement for development through the signing of a Memorandum of Understanding (MOU). MoU may also be developed in response to a specific need of the partner institution, such as to progress the partnership through their own governance structure. All MoU must be signed by the Vice-Provost (International) on behalf of UCL once the relevant Head of Department/Director of Division/Institute and Dean of Faculty has given their approval and/or signed the MOU.

6. The Education Committee and the Research Degrees Committee have delegated the authority to the Academic Partnership Review Group (APRG) to review proposals for academic partnerships with other organisations (both UK and international) which lead to or involve the award of UCL credit and/or qualifications. The Academic Policy and Quality Assurance team will be responsible for the processes underlying the development, approval and operation of such partnerships.

7. The APRG consists of representatives of these two committees as well as other UCL stakeholder Departments as appropriate (including but not limited to Student and Registry Services, Legal Services and the GEO) and is supported by the Academic Policy and Quality Assurance team.

8. In line with the governance arrangements suggested above, the authority for approving academic partnership proposals that lead to or involve the awarding of UCL credit and/or qualifications, and for signing legally-binding agreements with partner organisations, sits with the Chair of the Education Committee for taught programmes and the Chair of the Research Degrees Committee for research programmes.

3.2 Faculty Management Framework

1. Responsibility for quality management of learning and teaching is located with Heads of (Academic) Departments (excluding the School of Life and Medical Sciences) in liaison with the relevant Dean of Faculty; this is devolved to Heads of Department from Council via the Provost.

2. In the School of Life and Medical Sciences, responsibility for quality management of learning and teaching is located with the relevant Directors of Division/Institutes; this is devolved to Directors from Council via Deans of Faculties, Vice-Provost (Health) and ultimately the Provost.

3. With paragraphs 3.2.1 and 3.2.2 in mind, the day-to-day management of academic partnerships sits at local (departmental, divisional or institutional) level, normally through the Academic Programme Director, who has been appointed to the academic partnership and who is responsible for the day-to-day running of the partnership programme/activity and for ensuring that the partnership adheres to UCL’s systems and procedures.

4. Management of academic partnerships must be included in the terms of reference of Departmental committees to ensure that this is embedded and this in turn reflected in the terms of Faculty committees to ensure consistency between organisational layers of UCL. The Department Teaching Committee, or equivalent, should receive the minutes of Joint Management Committees (see Section 7).

3.3 Professional Support and Oversight

1. The Academic Policy and Quality Assurance team provides a central point of contact at UCL regarding academic partnerships which lead to or involve the award of UCL credit and/or qualifications. This central team acts as an advisory and co-ordinating body for the approval, development and management of academic partnerships, linking up the relevant UCL stakeholders and ensuring oversight at institutional level.

2. The instigation and academic development of academic partnerships is undertaken within academic Departments and Faculties, always in liaison with the Global Engagement Office (GEO) (for international partnerships).
3. The processes for supporting academic partnerships beyond inception are situated in the Academic Policy and Quality Assurance team. This team is the first point of contact for any member of UCL wishing to propose entering into an academic partnership.

4. The Academic Policy and Quality Assurance team provides expertise and guidance in evaluating and developing partnerships for academic Departments and other stakeholders during all phases of the partnership, from initial approval through to implementation, operation, review and termination.

5. The Academic Policy and Quality Assurance team coordinates communication with other UCL stakeholders who may need to be consulted with regard to each partnership (e.g. GEO, Legal Services).

6. The Academic Policy and Quality Assurance team also develops and services the Academic Partnership Review Group described in Section 3.1 and other cross-UCL teams and working groups to share good practice and resolve common issues which may occur. The team also works directly with relevant areas across UCL to resolve more specific issues.
4 The Lifecycle of an Academic Partnership

4.1 Overview

1. There are four main stages to the lifecycle of an academic partnership:
   - Inception and approval;
   - Operation and monitoring;
   - Review and renewal;
   - Termination.

2. The process for management of the lifecycle is situated in Academic Services apart from in the case of student exchange/study abroad programmes, which are managed by the Study Abroad team, and placements and medical electives which are managed by the relevant academic Department.

4.2 Initial Inception

1. In the first instance, a UCL staff member seeking to instigate an academic partnership must seek initial endorsement to proceed from his/her Head of Department/ Director of Division/Institute and Dean of Faculty. Such partnerships must be considered in line with the policy set out in Part 1 of this framework.

2. The proposer must then contact the Academic Policy and Quality Assurance team who will support the proposal through its lifecycle. Any agreement to proceed with developing the partnership by the relevant Head of Department/ Dean of Faculty must be provided to the Academic Policy and Quality Assurance team along with details of the potential partnership.

3. Advice on how to articulate the partnership activity can be obtained from the Academic Policy and Quality Assurance team.

4. In the case of potential international partners, the Academic Policy and Quality Assurance team will consult with the Global Engagement Office in order to obtain endorsement for the potential partner.

4.3 Procedure for Approval of a New Academic Partnership

1. The Academic Partnerships Proposal Form (Annex 8.2) must be completed by the proposer, with support provided by the Academic Policy and Quality Assurance team. Depending on the nature of the proposal, other departments, e.g. Registry, or particular members of staff, e.g. Teaching and Learning Manager or Finance Manager, may need to be consulted regarding practical aspects of the partnership.

2. The Academic Policy and Quality Assurance team will determine the level of due diligence required based on the type of the proposed partner institution and partnership activity. Depending on the outcome of the Academic Policy and Quality Assurance team’s risk assessment, the Department may be asked to complete the Due Diligence Checklist and/or the Site Visit Checklist for the proposed partnership.

3. The completed New Academic Partnerships Proposal Form, Due Diligence Checklist and Site Visit Checklist (as required) are scrutinised and considered for approval by the relevant Departmental Teaching Committee; approved proposals should be signed off by the Head of Department/ Director of Division/Institute and then the Dean of Faculty or other Faculty representative as agreed within the Faculty.

4. The completed forms must then be submitted to the Academic Policy and Quality Assurance team for final review.

5. The full proposal and due diligence information must be subsequently considered by the Academic Partnerships Review Group.

6. Approved proposals will be formally approved by the Education Committee or the Research Degrees Committee as appropriate.

7. Once a proposal has been approved, the production of a Memorandum of Agreement will be co-ordinated by the Academic Policy and Quality Assurance team. The draft
agreement will be shared with the academic lead for the partnership activity and negotiated with the partner organisation.

8. Approval for new programmes or modules delivered in partnership must be undertaken in parallel to the academic partnership approval process as per the relevant UCL procedures (see the Programme and Module Approval Framework). Programme approval is required for all joint and double award programmes as well as dual degree programmes where the UCL award is contingent on the partner institution award. Teaching contribution partnerships will normally also require a level of programme or module approval. Flying Faculty partnerships require approval as a new route to an existing programme, or the full programme approval if the programme is new. The Academic Policy and Quality Assurance team will advise the Faculties and Departments on which level of programme or module approval is required for a proposed academic partnership.

### 4.4 Full Proposal Documentation

1. Different types of academic partnerships will incur different levels of risk. The following process is intended to cover all types of partnership.

2. Once initial approval to develop an academic partnership has been given, the following documents must be completed and signed by the relevant parties depending on the type of partnership. The following table is intended as a guide as to what is required, although the Academic Policy and Quality Assurance team will always advise the Departments as to which documents are required for specific partnership:

| **Academic Partnership Proposal form (Annex 8.2)** | This must be completed for all proposals by the proposer. Once completed it should be scrutinised by the Departmental Teaching Committee and – if approved – signed, or confirmed by e-mail, by the Head of Department/ Director of Division/Institute and the Dean of Faculty or other Faculty representative as agreed within the Faculty. The partner institution should also confirm its agreement to certain sections of the form as indicated. |
| **Additional Due Diligence Checklist (Annex 8.3)** | This must be completed if required by the Academic Policy and Quality Assurance team based on their initial risk assessment of the proposed partnership. Some parts of it may not require completion, depending on the nature and risk level of the intended partnership. |
| **Site Visit Checklist (Annex 8.4)** | This should be completed if a non-UCL venue is to be used for the provision of part or all of a partnership activity, as advised by the Academic Policy and Quality Assurance team. |
| **Articulation Agreement Curriculum Mapping** | The mapping is required for Articulation agreement proposals where UCL will count credits from the partner institution as part of the UCL degree by admitting the students to the UCL programme with advanced standing. The mapping should include:
  * Evidence of the *equivalence of the study workload* undertaken at the partner university to the relevant years of the UCL programme (using e.g. credit conversion or learning hours); |
Evidence of the equivalence of the level of the partner programme to the FHEQ level of the UCL degree (through e.g. an analysis of the assessment methods and/or learning outcomes); and

Comparative analysis of the content of the partner programme and the UCL degree to ensure the students possess the relevant skills and knowledge when joining the UCL programme with advanced standing

### 4.5 Operational and Regulatory Considerations

1. The following operational and regulatory issues must be considered when developing a proposal for an academic partnership.

   a) Marketing and recruitment:
      - how the programme will be marketed and students recruited;
      - what mechanisms are in place to approve any marketing and publicity material produced by either institution.

   b) Admissions and entry requirements:
      - clarify the process for dealing with applications;
      - clarify any delegation of responsibility to the partner organisation;
      - admissions processes need to take account of both partners’ entry criteria and regulations as well as any PSRB requirements, or joint entry criteria may need to be developed. The entry criteria for partnership programmes should not be lower than for programmes delivered entirely at and by UCL. Any changes proposed to the standard UCL entry requirements, including overseas equivalence of entry qualifications, must be approved by the Programme and Module Approval Panel and documented in the Programme Summary of the relevant programme. English language requirements can never be lower than the standard UCL requirements.

   c) Assessment arrangements:
      - which assessment regulations will apply to the module(s) or programme(s);
      - who will be responsible for the assessment of students and how will the equivalence of marking practices be guaranteed;
      - the language of instruction will normally be in English (except for language degrees, where relevant).

   d) External examiner arrangements:
      - the External Examiner arrangements for the partnership programme must be consistent with the UCL Quality Review Framework;
      - External Examiner(s) have to be appointed for all joint and double/multiple award programmes and the External Examiner(s) need to, on request, have access to samples of assessed work or examination scripts from the partner institution in order to have full oversight of the academic standards for the whole programme;
      - a joint Board of Examiners with representation from both/all institutions should be set up for joint and double/multiple award programmes.

   e) Financial processes:
clarify where, when and how tuition fee income or any other income will be paid and by whom;
clarify any invoicing arrangements.

f) Learning resources:
consider what access to learning resources students require from each partner, e.g. online resources provided by the partner, and how these will be accessed;
consider whether staff from each partner organisation will need to access any resources at the other, e.g. library.

g) Legal framework:
all academic partnerships must be subject to a legally-binding agreement based on approved UCL templates setting out the responsibilities of each party;
all legally-binding agreements must be time-limited and undergo review prior to renewal.

h) Management arrangements:
partnership programmes must be managed in the same way as any other UCL degree programme;
an academic lead must be responsible for the management of the programme including liaison with the partner organisation;
clarify how the programme will be managed, e.g. by a joint programme committee involving staff from the partner organisation if appropriate, and how this relates to UCL management structures.

i) Monitoring arrangements:
Departments/Institutes and Faculties must monitor and review academic partnerships within the UCL Quality Review Framework.

j) Quality management:
as UCL is responsible for the learning experience of students registered on its qualifications, the UCL Quality Review Framework must apply to academic partnerships programmes.

k) Award details/certification:
in the case of joint or multiple awards:
- arrangements for the production and content of degree certificates and transcripts must be defined;
- arrangements relating to graduation processes and/or ceremonies must be clearly laid out.

l) Classification:
Where the UCL qualification is contingent on credit obtained at the partner institution, the formula for calculating the classification for the programme must be agreed.
If
- the number of credit taught by the partner institution constitutes a maximum of 1/2 of the credits required for the UCL qualification;
- the partner institution does not use the UCL marking scheme; and
- UCL is the sole degree-awarding body for the qualification, the grades from the partner institution may be excluded from the classification of the UCL qualification.
For jointly awarded qualifications, either the standard UCL, the partner institution or a jointly developed classification scheme may be used. If the standard UCL classification is not used, the proposed classification scheme must approved by PMAP as part of the programme approval process.
The classification scheme for each academic partnership programme that does not use the standard UCL classification scheme must be set out in the programme summary for that programme.

m) Resources:
clarify the staffing resources required, including the academic lead, from both organisations;
consider the implications for UCL estates and facilities where relevant.
n) Registration and induction:
clarify who is responsible for registering and inducting students on the partnership programme, including the registration status of students;
in the case of joint or multiple programmes, students must remain registered at UCL during any periods of time spent at the partner institution;
clarify whether students will remain registered at both institutions for the duration of the programme;
consider any visa requirements and any requirements relating to Tier 4 responsibilities;
information on the partnership programme must be made available to students, particularly around regulations and procedures, access to learning resources within both institutions, student support and assessment, and any transfer of data between the partners, e.g. personal details, transcripts.
o) Student support:
students registered at UCL on a partnership programme should be entitled to the same student support services, e.g. for disability, as students on other UCL degrees;
clarify how students moving between organisations will access these services and how support will be configured;
data protection issues need to be addressed in the Memorandum of Agreement as advised by the Academic Policy and Quality Assurance team;
how student feedback is collected, shared and acted upon by the partner institutions.

2. When developing the proposal in liaison with the partner institutions, the proposer should consult with colleagues who might contribute to the development and operation of the programme. As a guide, these may include:
   i. Faculty Tutor
   ii. Academic staff involved in the programme
   iii. Faculty manager
   iv. Departmental learning and teaching manager
   v. Departmental/Institute manager/finance officer (for operational and financial advice, administrative resourcing issues)
   vi. Central UCL colleagues (e.g. the GEO; Academic Services, Admissions)

5. Failure to consult adequately may result in aspects of the proposed partnership programme not working effectively, e.g. students not being registered correctly, or degree certificates not being produced with the correct details.

6. If staff are unclear as to who they should consult with, they should speak to the Academic Policy and Quality Assurance team for advice.

4.6 Memorandum of Agreement

1. Once a proposed academic partnership has been fully approved by the Academic Partnership Review Group (and any associated programme approval completed), the proposer must ensure that a Memorandum of Agreement (MOA) is adapted and signed by both UCL and the partner organisation(s) prior to the activity commencing. The Academic Policy and Quality Assurance team will support this process and draft the MoA in liaison with the academic Departments.

2. It is the responsibility of the UCL academic lead for the academic partnership to ensure s/he is familiar with the content of the MOA and for ensuring that both UCL and the partner organisation adhere to the responsibilities set out in the agreement.
3. Advice on the template to be used and finalising of the MOA is available at any time from the Academic Policy and Quality Assurance team.

4. All MOA for partnerships involving taught programmes must be signed by the Vice-Provost (Education and Student Affairs) as Chair of the Education Committee; all MoA for partnerships involving research degrees must be signed by the Pro-Provost (Doctoral School). All international partnership MoA are also signed by the Vice-Provost, International.

5. UCL Academic Services must retain one fully-signed original copy of the MOA and another must be returned to the partner organisation.

6. The partnership programme should not be marketed until the MoA has been signed both by UCL and partner institution. However, if unforeseen delays occur, the programme can be advertised subject to the MoA being signed on advice from the Academic Policy and Quality Assurance team.

7. UCL Academic Services will keep central records of all Memoranda of Agreement signed for academic partnerships under this framework. During the academic year preceding the year when a Memorandum of Agreement is due to expire, the Academic Policy and Quality Assurance team will contact the relevant Department and Faculty to facilitate the renewal of the agreement (unless the Department wishes to terminate the partnership instead, in which case the provisions in Section 4.8 apply).

8. To ensure that the academic partnership is viable and continues to provide excellent learning opportunities to the students, the Departments must complete Annex 8.5 Academic Partnership Renewal Form for consideration and approval by the Academic Partnerships Review Group (APRG) on behalf of Education Committee. The renewal of the agreement will not take place until approval for the continuation of the partnership has been obtained by APRG.

4.7 Operation and Monitoring of an Academic Partnership

1. The academic Departments are responsible for managing the academic partnerships they have, with support from the Faculty and any relevant professional service departments. The Department appoints an Academic Programme Director for the partnership, who is the first point of contact for all matters relating to the partnership and programme.

2. Departments should also appoint a dedicated member of administrative support staff to assist the Academic Programme Director in fulfilling their responsibilities.

3. The specific key responsibilities of the Academic Programme Director are set out in the Memorandum of Agreement relating to the partnership. The responsibilities can vary depending on the type of academic partnership, but the following responsibilities normally apply:

   • acting as the first point of contact for the partner institution at UCL;
   • having an oversight of marketing and recruitment of students as well as admissions and registration of students on the programme at UCL;
   • ensuring that the teaching and assessment processes are carried out as per respective institutional requirements;
   • assuring the academic standards and quality management of the programme in line with institutional and external national requirements, including student engagement and feedback processes for all parts of the programme;
   • the day to day management of students registered on the programme;
   • liaison with academic and professional services staff at UCL and partner institution as appropriate;
ensuring external examiner(s) are appointed to the programme, and liaising with the external examiner(s) as appropriate;

- ensuring that all information published and made available to students and other stakeholders through both institutions is accurate, up to date and reliable;

- ensuring that information on the students’ achievement, performance and registration on the programme while they are based at the partner institution is obtained and processed by UCL as necessary for the purposes of managing students’ records and awarding the degree;

- ensuring that the conditions and terms stated in the Memorandum of Agreement are adhered to within UCL.

4. Most academic partnerships (as set out in the Memorandum of Agreement) will require a Joint Management Committee, which includes representatives from both/all institutions and meets at least annually to discuss developments and issues relating to the partnership and programme. A template agenda for a Joint Management Committee can be found in Annex 8.8. Further terms of reference and operation for each Joint Management Committee are set out in the relevant Memorandum of Agreement.

5. All academic partnerships are reviewed annually as part of UCL’s Annual Student Experience Review (ASER) process.

6. Academic partnerships are periodically reviewed as part of UCL’s Internal Quality Review processes (see Chapter 9: Quality Review Framework).

7. The viability and operation of an academic partnership are evaluated upon the renewal of the relevant Memorandum of Agreement (see Section 4.6).

4.8 Termination of an Academic Partnership

1. Termination of a collaborative partnership may be categorised in one of three main ways as follows:
   i. Termination of the partnership by UCL before the term of the Memorandum of Agreement has finished;
   ii. Non-renewal of the Memorandum of Agreement when its term has expired. This may be by mutual agreement of both institutions or by one institution or the other not wishing to continue the collaboration;
   iii. Termination by the partner organisation before the Memorandum of Agreement has reached its full term.

2. Termination of a partnership by UCL may be for a number of reasons, for example, failure to recruit sufficient student numbers to make the partnership viable, financial matters, quality issues or government changes in the country of the partner institution. These examples are not exhaustive.

3. The partner organisation may terminate the partnership with UCL for a variety of reasons, some of which may be similar to those given above.

Termination and Duty of Care to Students

4. Whatever the reasons for the termination of an academic partnership, whether mutually agreed or by one partner or the other, both institutions have a duty of care to students studying and registered on a programme carrying a UCL award. The duty of care is such that students must be able to complete their programme to the normal timescales. UCL should endeavour to agree an exit strategy with the partner organisation that ensures this duty of care is met for students.

Exit Strategy

5. The two organisations should agree, where possible, an exit strategy that ensures all current students can complete their UCL programme. This should be a written document and may take the form of a letter. An exit strategy should also include timescales for current students to complete their programme of study and allow for the
possibility of resits, deadline extensions and so forth where there are justified extenuating circumstances.

6. Where a partner institution cannot provide an arrangement which will provide this duty of care to students, for example, due to insolvency resulting in ceasing to trade, it is the responsibility of UCL to ensure the duty of care to current, enrolled students is met. This may require alternative arrangements for teaching, assessing and providing equivalent learning opportunities for the students.

**Approval**

7. *Annex 8.6 Academic Partnership Termination Form* should be completed and signed as indicated. When complete, this should be submitted to the Academic Policy and Quality Assurance team for report to the Academic Partnership Review Group (APRG).

8. The arrangements for termination, duty of care to students and the exit strategy as set out in the termination form must be approved by the Head of the Academic Department and then signed off by the Dean of Faculty. If the partnership is a non-UK partnership, the form must also be approved by the Head of the Global Engagement Office.

9. The Academic Policy and Quality Assurance team can offer advice and guidance on matters to do with termination, exit strategy and duty of care to students if required.
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2018-19

Chapter 9: Quality Review Framework

Chapter 9 is UCL’s regulatory framework for monitoring standards, the student experience and strategic quality enhancement activities across UCL. It includes the regulations for Annual Student Experience Reviews (ASER), Internal Quality Review (IQR) and External Examining as well as Peer Observation of Teaching, Staff-Student Consultative Committees, Student Representation on UCL Academic Standing Committees and Sub-Committees and Academic Committee Review Panels.
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Introduction

1. A risk-based, proportionate, outcome-driven quality and review framework is a vital tool for ensuring the security of academic standards and the quality of learning opportunities for students. UCL’s Quality Review Framework integrates all key processes for monitoring standards, the student experience and strategic quality enhancement activities.

External Context

University College London (UCL) is responsible for the standard and quality of the awards made in its name and the quality of the programmes that lead to those awards. Responsibility for developing and delivering programmes is delegated to Departments which all aspire to excellence on taught or research programmes. These aspirations require regular monitoring, review and constructive peer dialogue to provide the necessary assurance, both to the University and to external agencies such as the Quality Assurance Agency (QAA) and the Office for Students (OfS) about standards and quality.

Purpose of the Framework

The Quality Review Framework should provide assurance to UCL of the following:

- Faculties and Departments have strategic oversight of, and take responsibility for, the academic standards and quality of their programmes, which includes undergraduate, postgraduate taught and graduate research programmes (including professional doctorates).
- All students are treated fairly, equitably and as individuals.
- Students have the opportunity to contribute to shaping their learning experience.
- Students are properly and actively informed at appropriate times of matters relevant to their programmes of study.
- There is sufficient external involvement in the design, approval and review of the curriculum.
Staff are supported to deliver high quality student experiences.
Innovation and creativity in the design and delivery of the curriculum is actively supported.

**Principles Underpinning the Framework**

The following principles underpin the entire Quality Review Framework:
- Processes for monitoring quality ought to be proportionate to the risk to the student experience and academic standards.
- The framework must ensure that the student interest is being served.
- The framework should respect the academic expertise and administrative professionalism of staff in Departments and faculties.
- Students should be engaged in all elements of the framework.
- Processes must be conducted in a consistent and systematic fashion and be underpinned by robust, high quality data.
- The framework should encourage and promote enhancement and sharing good practice.
2 Annual Student Experience Review (ASER)

2.1 Purpose of ASER

1. UCL’s Annual Student Experience Review (ASER) draws together monitoring activities (data review, External Examiner Reports, student surveys, NSS Action Planning) that are extended throughout the year into an annual ‘health check’ exercise for undergraduate (UG) and postgraduate taught (PGT) provision. ASERs provide an opportunity to:
   - Monitor each Department’s scrutiny of student datasets and subsequent action plans;
   - Reflect annually on risks and weaknesses, identifying action to be taken forward where necessary;
   - Review processes and engagement with University quality assurance and quality enhancement policies;
   - Discuss departmental and faculty engagement with key strategic education priorities;
   - Provide a formal opportunity for Education Committee to discuss student experience matters including the programme portfolio and the effectiveness of the response to student feedback;
   - Review academic partnership activity (including student exchanges/study abroad);
   - Review common themes emerging from External Examiner reports;
   - Providing an opportunity to identify good practice worthy of wider dissemination.

2. UCL recognises that the process of reviewing taught degree provision is iterative, and that much of this business takes place at different times and through a variety of mechanisms during the monitoring year. Responsibility for reviewing such provision is devolved to Departments and Faculties and, for this procedure to work, it is important that Departments and Faculties are able to identify concerns:
   a) That apply to a particular programme;
   b) That are common to a number of its programmes or disciplines and to take timely and appropriate action.

2.2 Publication and Circulation of ASER Data

1. Each year, Academic Services’ Student Data Services Department will prepare datasets for each UCL Department containing information on:
   - Student Profile (Male, Female, Home, EU, Overseas, Ethnicity, WP)
   - Admissions
   - Progression (UG)
   - Average Student Achievement
   - Final Classification
   - Submission
   - Referral
   - Completion

2. These datasets will then be analysed by Student Data Services. Each year, the data will be additionally analysed in accordance with an agreed theme.

3. These measures will be used in conjunction with data from a number of other sources: Additional sources will include:
   - External Examiners’ Reports
   - External survey results (NSS, PTES)
   - Feedback from internal surveys (e.g. SEQs)
   - Employability statistics (DHLE)*

4. Consideration of the analysed datasets will be the task of a Quality Review Sub-Committee of Education Committee. Once these have been considered, reports will be sent to Heads of Department, copied to Faculty Deans and Faculty Tutors. They
will be expected to respond to and explain performance in any area highlighted by the analysis conducted by QRSC in an evaluative report and to write a Development and Enhancement Plan.

5. There will be two issues of data per academic session and two ASER Development and Enhancement Plans:
   - Undergraduate data sets will be available for information at the end of July (no action need be taken by modules, programmes or Departments at this point) and reports and Development and Enhancement Plan templates circulated to Departments and Faculties by early September.
   - Postgraduate data sets will be available at the end of November and reports and Development and Enhancement Plan templates circulated to Departments and Faculties by the end of January.

6. See Annex 9.2.1 ASER Main Steps Undergraduate and Annex 9.2.2 ASER Main Steps Taught Postgraduate for more details.

DHLE* Data

7. UCL acknowledges that time lapses in the production of each cohort of DLHE data means that cohorts will not correlate and cannot be compared (i.e. there will be no direct relationship between the DLHE data produced for evaluation in 2017 and the graduating cohort but Departments are expected nonetheless to evaluate their own performance in the DHLE survey and will have to work with the most recent complete dataset available.

2.3 The Role of the Quality Review Sub-Committee

1. As noted in Section 2.2 Publication and Circulation of ASER Data, consideration of the datasets produced and analysed by Student Data Services will be undertaken by a Quality Review Sub-Committee (QRSC) of Education Committee (EdCom). The QRSC will be responsible for setting themes and identifying institutional risk areas for Departments to consider and respond to. These Reports and Development and Enhancement Plans produced by Departments and approved by Faculties will also be discussed by DTCs and SSCCs before being submitted to the Secretary of the QRSC for discussion by QRSC once completed. This discussion will focus on the Development and Enhancement Plans and the QRSC will be charged with approving them and with checking with Faculties that all actions have been appropriately followed up. It will operate in a similar way to the IQR Panel, with faculty representatives invited to these meetings to discuss the Development and Enhancement Plans where the QRSC deems this necessary.

2.4 ASER Evaluative Reports and Development & Enhancement Plans

1. The QRSC will send digest of the ASER dataset to each Department, accompanied by templates for an Evaluative Report and Development and Enhancement Plan. This will be copied to Faculties, and will highlight issues raised (i.e. areas where performance has raised concerns or where there is good practice which could be useful for wider dissemination). This must be completed by each Department, discussed by the Departmental Teaching Committee (DTC) and Departmental Staff Student Consultative Committee (SSCC) and scrutinised and signed off by the Faculty Teaching Committee before being submitted to the Secretary of the Quality Review Sub-Committee of EdCom. See Annex 9.2.1 ASER Main Steps Undergraduate and Annex 9.2.2 ASER Main Steps Taught Postgraduate for timelines.

2. Actions detailed in the Development and Enhancement Plan should be precisely stated, ensuring that they are measurable and achievable. Where more than one person is listed against an action it should be clear who is the lead and is responsible for completion. The Development and Enhancement Plan should include the date on which it was subject to Faculty scrutiny (i.e. at which FTC meeting). The Development
and Enhancement Plans will form the basis of discussion at the Quality Review Sub-
Panel meeting. FTC minutes must clearly record discussion of the ASERs and any
outcomes or actions resulting from this.

2.5 ASER and Dissemination of Good Practice
1. An important aim of ASER should be to promote enhancement and to disseminate
good practice, not only within the Faculty, but also across UCL. It is therefore
important that good practice is considered and recorded for all provision. This will then
be referred to the Arena Centre for further development and dissemination.

2.6 Publication of ASER Reports
1. ASERs and their associated Development and Enhancement Plans, once approved
by the QSRC, should be published on either departmental or faculty intranet sites, for
viewing by UCL staff and students. They should also be made available to External
Examiners.
2. Before publication, it is requested that colleagues exclude anything from their DEPs
that could identify individuals. They are therefore asked not to name course tutors or
individual students.

2.7 ASER and the National Student Survey
1. The NSS data (for UG students only) is available on or around 12 August each year. It
is analysed by the Office of the Vice-Provost (Education & Student Affairs) and a
digest of the data for each Department, will be sent to each Department (only those
with UG students) as part of the ASER package of data and information. The NSS
Digest will comprise:
   • Subject Overview of students satisfied (%)
   • Longitudinal Data
   • Main NSS Data
   • Competitor Institutions’ Data
   • Student Comments

2.8 ASER and Student Evaluation Questionnaires
1. The proforma for Departments to summarise the information arising from
consideration of SEQs has been designed to provide a clear overview of the main
matters of interest arising from the analyses of the SEQs and any action taken. It can
be found at Annex 9.2.3 ASER Departmental SEQ Summary. The SEQ summary
should inform the Department's Report and Development and Enhancement Plan.
2. The following points should be considered in completion of the proformas for
departmental and faculty consideration of the SEQ data:
   i. It is advisable that analysis of the SEQs is conducted by Departments and
      academic units in time for the beginning of the following academic session;
   ii. The departmental proformas should be submitted, as part of the ASER
       Development and Enhancement Plan to the DTC and the SSCC and FTC.
3 Internal Quality Review (IQR)

3.1 Introduction

1. Internal Quality Review is UCL’s central academic quality management and enhancement process. IQR is a rolling programme of peer review, in which all academic units of UCL (as well as a small number of interdepartmental degree programmes) are reviewed on a six-yearly cycle.

2. An important purpose of IQR is to review the effectiveness of a Department’s mechanisms for the management of its programmes, ensuring that UCL’s policies and procedures are operating as intended to safeguard academic standards and to provide a high-quality learning experience for students. A data-informed approach to agenda preparation for the visit day also ensures that review teams focus on priority strategic areas for each department, as well as on quality and standards. In advance of each review an institutional IQR Panel will advise on the agenda and themes for exploration.

3. IQR is also concerned with reviewing the academic content of a Department’s programmes, including the continuing currency and validity of programmes in light of developments in research, professional and industry practice and pedagogy (including the use of technology in learning and teaching), changes in the external environment such as the requirements of professional, statutory and regulatory bodies (PSRBs) and continued alignment with UCL’s strategy and mission.

4. IQR also aspires to be a genuinely developmental process which provides an opportunity for Departments to review and, in partnership with the review team, identify ways of enhancing their existing QME structures and systems.

3.2 Summary of IQR

Each IQR comprises seven main stages:

1. The IQR Panel, chaired by the Vice-Provost (Education and Student Affairs), supported by UCL’s Pro-Vice-Provosts sets Review Teams specific issues and themes for follow-up, based on:
   - Annual Student Experience Review (ASER) plans.
   - reports of outcomes from the series of ASER follow-up meetings being held by the Office of the Vice-Provost Education and Student Affairs with all academic departments.
   - Teaching Excellence Framework (TEF) metrics.
   - data on student achievement and employability.
   - National Student Survey (NSS).
   - Postgraduate Taught Experience Survey (PTES).
   - Postgraduate Research Experience Survey (PRES).
   - New to UCL Survey.
   - Student Experience Surveys.
   - An annual report from UCL Estates concerning what it is doing to improve the teaching estate overall and in particular in respect of each of the departments scheduled for review.

2. Submission by the Department to the review team of a self-evaluative statement, with a list of supporting documentary evidence (which should, in order to minimise any burden on the Department, be made available electronically e.g. on the Department’s website or Moodle).

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1 Except where otherwise indicated, 'Department', in the context of these guidelines, means 'the unit of activity being reviewed'; this will in most cases mean an academic department of UCL or an interdepartmental degree programme, although ‘Department’ in these guidelines also subsumes relevant academic units which are not formally academic Departments established by Council.
3. Scrutiny of the SES and supporting evidence by the review team.
4. A visit by the review team to the Department, normally lasting 1.5 working days when interviews with relevant staff and students of the Department take place. See Annex 9.3.2 IQR Sample Timetable.
5. Production of an IQR Report.
6. Preparation by the Department of a preliminary plan of action to be taken in response to the recommendations contained in the IQR Report.
7. Subsequent consideration by the Internal Quality Review Panel of (i) the IQR Report and (ii) the Department’s action plan.

3.3 The Review Team

1. The review team will normally comprise six reviewers, a Review Manager and an Administrative Secretary. Three reviewers will be members of staff of UCL, one will be a student reviewer and two will be external reviewers. The members of review teams will be appointed by the Internal Quality Review Panel as follows:
   i) A Senior Academic Member of staff ie: a Vice-Dean Education or Faculty Tutor (from a different Faculty to the Department under review), who will act as Chair.
   ii) Academic or other senior practitioner. Teaching Fellow or Research Fellow (at least Grade 9).
   iii) One Head of Department (from a different Faculty to the Department under review).
   iv) One external reviewer who is a senior member of staff, either academic or administrative, of another institution of higher education with expertise in quality management and enhancement. * This reviewer will only form part of the Team where the IQR Panel decides that the evidence provided by the SES and supplementary documentation make it necessary.
   v) One external reviewer who is an external subject specialist, with appropriate expertise, nominated by the Head of Department to be reviewed. This must NOT be the current or recent former External Examiner.
   vi) One student reviewer who will be nominated by the UCL Union.

2. The role of the team leader.
   i) To chair the review team’s planning meeting, which will begin the Review Visit. In the planning meeting, the team leader will confirm the areas being explored by each member of the team. The team leader is not, however, expected to be solely responsible for, e.g., reading the SES or other briefing material or asking questions during interviews on the review visit; these are all shared responsibilities of all members of the review team.
   ii) During the review visit, to introduce other members of the team and explain briefly the purpose of the visit at the start of each interview with staff or students.
   iii) At the end of the review visit, to develop, in conjunction with the other members, a summary of the review team’s main findings and conclusions.
   iv) After the review visit, formally to approve the IQR Report once a draft of this has been agreed by all other members of the review team and by the Department reviewed.

3. The role of the External Reviewers.
   External QME expert*
   - One External Reviewer will be a senior member of staff, either academic or administrative, of another institution of higher education. S/he will be able to demonstrate expertise in and experience of QME structures and systems and to comment impartially on these aspects of the Department’s provision. * This reviewer will only form part of the Team where the IQR Panel decides that the evidence provided by the data makes it necessary.
   - The other External Reviewer will normally be a senior academic of another institution of higher education. S/he should have knowledge of the discipline concerned and, where possible, should have experience of Periodic Review in his/her own institution or external review by the QAA or relevant professional
The role of the Review Manager, will have received formal briefing in advance of undertaking an IQR.

Both External Reviewers play a vital role in assisting the Team to identify key issues to be explored during the visit to the department and play a full part in the Team’s meetings with staff and students. In particular, External subject reviewers are able to identify excellence in provision and in the case of the External Subject expert, they are able to make comparisons with similar provision at other institutions and comment on the currency of a department’s programmes in the context of developments in the discipline. They can also offer feedback on the appropriateness of aims and learning outcomes to future career development. External Reviewers will be invited to comment on the Report of the Review and the department’s response to the Report.

Each External Reviewer will be provided with an outline of their role as a member of an IQR team and receives a fee from UCL.

The External Subject Expert will, prior to the visit, conduct a desk-based review of programme documentation in order to establish (and, when established, to make a statement to this effect) that any incremental programme/course changes made since the last review have not detracted from the aims of the programmes, affected their standing in relation to the National Qualifications Framework or where appropriate the Subject Benchmark Statement. See Annex 9.3.3 External Subject Expert proforma for report.

The External Subject Expert will be nominated by the Department to be reviewed. Academic Services will then take responsibility for his/her appointment and remuneration. S/he will be paid £300 for a one off duty. If a department wishes to appoint more than one External Subject Expert to the Review, it will be expected to pay for any additional reviewer/s. The External Subject Expert cannot be the current or recent former External Examiner. See Annex 9.3.4 External Subject Expert nomination form.

4. All internal members of the review team, including the administrative secretary and the Review Manager, will have received formal briefing in advance of undertaking an IQR.

5. All reviewers will undertake:
   i) To read all supporting documentation and, in the case of the External Subject Expert, to conduct a desk-based review;
   ii) To participate fully in interviewing staff and students during the review visit;
   iii) To make an appropriate contribution to the preparation of the IQR Report.

6. The Review Manager
   The role of the Review Manager is to:
   • provide high level advice and support to the Team and Chair on UCL’s education strategy;
   • To advise the team on educational strategy (how the department are meeting it well and how else they could be implementing it to strengthen their student experience);
   • Suggest areas the team may wish to investigate further;
   • Work with the secretary and Team Leader to empower the review team.

7. The Administrative Secretary.
   • The administrative secretary will liaise with the Department concerned on behalf of the review team in advance of the visit.
   • In consultation with the Department and reviewers agree a date for the review team’s visit to the Department and then devise the overall timetable for the conduct of the IQR, including deadlines for, or dates of, the key stages in the process.
   • Receive from the Department its SES in electronic form, (e.g. on the departmental website, Moodle or a memory stick) which will either (i) contain within the text of the document links to supporting material which is available on the Department’s website or (ii) contain a separate index of links to supporting material.
• Ensure that for authorised users this electronic departmental information is saved and electronically archived so that handbooks and other items from previous years are still accessible for the IQR team. The websites for each Department must be archived or a Sharepoint site used to store all documentation reviewed for the purposes of maintaining an audit trail.

• Discuss and confirm during the departmental briefing, the most efficient means of providing the SES and supporting material with the Department concerned.

• Discuss and confirm with the Department in advance how access to any departmental intranet sites for (i) UCL staff and (ii) external reviewers will be obtained.

• Commission the External Subject Expert’s Report. This will be a structured report of maximum 1.5 sides of A4 and will set out any lines of enquiry required by the External Subject Expert.

3.4 Departmental Contact

1. The Head of Department/Programme Co-ordinator may nominate a colleague (either academic or administrative) as a Departmental Contact. The Contact’s essential role will then be to co-ordinate preparations within the Department for the review visit on behalf of the Head of Department. This will include practical arrangements for the visit, such as the provision of documentation, the drawing up of the visit timetable etc. The Departmental Contact can also help to ensure that the review team has an adequate understanding of the particular nature of the Department in advance of the visit to the Department.

3.5 Preliminary Briefing

1. At the start of the IQR process each year, Academic Services officers and the Office of the Vice-Provost (Education and Student Affairs) will make arrangements to brief each of the following groups:
   • Heads of Department and/or Departmental Contacts, etc., in the academic units to be reviewed during the coming academic year.
   • New IQR reviewers, including new external reviewers, student reviewers and reviewers acting as Team Leaders for the first time.
   • Administrative secretaries to IQR teams.
   • Review Managers.

3.6 The Self-Evaluative Statement and supporting material

1. The SES should discuss both strengths and weaknesses in the Department’s provision.

2. The SES should be completed by the Department according to the format set out at Annex 9.3.5 Guidance on the Composition of the SES. It should be submitted electronically e.g. via a departmental website or on a memory stick to the administrative secretary to the review team, for receipt at least three working weeks before the date of the review team’s visit to the Department. See Annex 9.3.5 Guidance on the Composition of the SES.

3. Departments should issue the draft SES to the Departmental Teaching Committee for approval, before the document is submitted to the review team. Departments should also consult staff and students more widely in the process of developing the SES. Departments should ensure that the final version of the SES is received by the DTC and the Departmental Staff-Student Consultative Committee before the review team’s visit to the Department and is made available to all staff and students in the Department.

4. The Administrative Secretary should also send a copy of the SES once received, to the Quality Assurance Manager. On receipt of the SES the Quality Assurance Manager will copy the SES to: the Dean of Faculty concerned; the Faculty Tutor.
concerned; the Faculty Graduate Tutor concerned, inviting them, if they wish, to send comments on the SES to the IQR team, via the administrative secretary.

5. The review team will read the SES and all supporting documentation in conjunction with the External Subject Expert’s desk-based report.

6. The SES will be seen by UCL colleagues other than members of the review team and will form part of a documentary record which may also be seen by external reviewers in the context of Higher Education Review or other external review such as accreditations by PSRBs. Departments who, with this in mind, feel they need advice on the inclusion in the SES of potentially sensitive material are encouraged to contact the Quality Assurance Manager.

7. The SES will consist of two sections (in addition to supporting statistical data and other briefing material). These two sections are expected to comprise a total of around 5 pages. [See Annex 9.3.5]

8. Student Data
Departments will be supplied with the ASER data for the previous session through Tableau. A list of this data is at Annex 9.3.6 IQR Data Set. See Annex 9.3.6 IQR Data Set.

9. Programme Handbooks and Programme Summaries
The External Subject Expert on the IQR review team will need to consider special documentation in addition to the Self-evaluative statement (SES). This will normally be the programme handbooks and Programme Summaries. Programmes will be asked to provide External Subject Experts, via the Administrative Secretary to IQR with the same programme-related documentation they give their External Examiners. Programme Summaries will be downloaded and given to Externals via the Secretary.

10. Sampling of Programmes
For large/complex provision there will be sampling of programmes. The amount will be the subject of negotiation between the review team and the Department. These should be chosen by the Department. A statement will be required in the SES about why these programmes have been chosen. Any academic partnership should automatically be included in any sample of programmes.

11. The other supporting material made available to the review team by the Department through its web pages or via the other methods listed [see above] should consist of documentation which the Department believes provides relevant evidence of its QME processes and its programmes. A list of the core documentation which IQR teams normally expect Departments to submit, together with the SES, in advance of their IQR visit is at Annex 9.3.7 IQR Core Documentation. See Annex IQR 9.3.7 Core Documentation.

3.7 The IQR Visit

1. The IQR team’s visit to the Department should normally last 1.5 working days. However, in the case of particularly small numbers of students and/or a limited number of programmes the visit may take one working day. This will still be conducted by a full Review Team.

2. The review team will agree with the Department in advance of the visit a detailed timetable of interviews to be conducted on the visit. It is suggested that this be:

   Day 1 12.30-5.30pm
   Day 2 9am-3.30pm

3. Please see Annex 9.3.2 IQR Sample Timetable for an example. This also provides an indication of the types of meetings that the IQR team will wish to hold during the course of the IQR visit.

4. Interviewees should always include:
   • The Dean of Faculty concerned.
   • The Faculty Tutor concerned.
   • The Vice-Dean Education concerned.
• Students (including both undergraduate and taught graduate students, wherever the Department teaches at both levels, as well as graduate research students).
• The Head of Department.
• A range of academic staff including senior education leads and professional services staff.
• Key Education Staff including programme leads.
5. Where the subject of a review is an interdepartmental degree programme, those interviewed should normally include the Programme Co-ordinator and the Chair of the relevant Board of Examiners.
6. Attendance at each interview session should normally be restricted to those being interviewed within that particular session. Departments should bear in mind the need to provide, as far as possible, a fully representative and balanced sample of staff and students for interview.

3.8 The IQR Report
1. The administrative secretary will normally have main responsibility for drafting the Report in consultation with the Review Manager, Chair and other members of the team as appropriate.
2. The IQR Report should normally include (in the following order):
   • The composition of the review team for the current IQR.
   • A list of good practice in the Department. Review teams should seek out and record good practice where there is clear evidence that it has contributed to outstanding achievement in one or more areas of recruitment, progression, student satisfaction, student achievement and employability.
   • A list of recommendations for improvement in the Department’s operations - the list should clearly distinguish improvements as either ‘essential’ or ‘advisable’ or ‘desirable’. An essential action point will be either (i) dictated by policy as defined in the UCL Academic Manual or (ii) concern an issue which the review team considers to represent a significant risk to the vision or direction of travel of the department, sufficient to warrant immediate action by the Department. An ‘advisable’ action point will be where the Department is not actually contravening UCL policy but the Team feels strongly that practice should be improved. A ‘desirable’ action point reflects a suggestion for improvement based on the personal views of the review team but which is not (at present) prescribed in the Academic Manual. In the case of ‘essential’ recommendations, it is expected that explicit timescales should be set for their implementation. These should be appropriate and achievable.
   • A statement from the External Subject Expert concerning whether the learning outcomes etc. of any sampled programmes are valid and current, whether academic standards are measured appropriately, and student achievement is equally appropriate and whether the academic staffing profile is diverse and able to cover the current programme requirements. Any major/minor programme amendment needed as a consequence of the External Subject Expert’s statement will be dealt with via the existing programme amendment process.
   • Before the draft IQR Report is referred to the Department concerned, the administrative secretary to the IQR team should submit the list of recommendations included in the team’s draft Report to the Quality Assurance Manager for confirmation that the proposed grading of recommendations as ‘essential’ or ‘advisable’ or ‘desirable’ is appropriate.
3. External Subject Experts’ statements may raise issues concerning the currency and validity of programmes reviewed. It should be noted, however, that IQR is not intended to be a procedure for approval or non-approval of programmes. There is no notion within IQR of any programme being approved (or not approved) as a result of the IQR process.
4. When contextualising the recommendations, a Report should detail specifically why the recommendation is being advised, and how this would, in the team’s view, improve departmental performance. A responsible officer must be assigned by role to
each recommendation in order to ensure a direct link between the recommendation and the action proposed and to promote accountability to ensure that it is performed. Recommendations should therefore not be made to ‘the Faculty’ or ‘the Department’ but to the specific role of a member (or members) of staff. However, this will be done by the Department as part of its action planning, as it is best placed to know who would be most suitable to implement a particular recommendation. A template will be provided for this purpose by the Administrative Secretary to the review.

5. Any recommendations in IQR Report which are to be addressed by the Faculty, another Department or bodies within UCL, rather than by the Department which is the subject of the review, should be clearly indicated as such in the concluding list of recommendations under the heading ‘Matters for attention outside the Department’.

6. The Review Team would not normally make explicit recommendations for additional resources such as space. However, this may sometimes be necessary. Briefing will emphasise to Review Teams that they must scrutinise departments closely and they should be challenged to provide evidence that the root cause of an issue affecting the student experience is not within its control. Teams will insist on triangulation between what the Head of Department, the students and active academics are telling them. If the issue is genuinely outside departmental control but impacts on students, the IQR Panel will be able to advocate on the department’s behalf. However, the criteria for intervention will be strict and the issue must be one which is both persistent (i.e., not a ‘one-off’) and particular to the department and/or discipline specific.

7. Where a sensitive or potentially confidential issue has arisen, the review team should, through the team leader and/or administrative secretary, seek guidance on how to address the issue in the IQR Report from the Quality Assurance Manager.

8. The IQR Report should normally include as appendices:
   • The Department's SES (with a list of the items of supporting documentation).
   • A list of the individuals or groups interviewed on the visit.

9. The full draft IQR Report should be agreed by all members of the review team and should normally be forwarded to the Head of Department, for receipt within fifteen working days of the end of the review visit, with an invitation to notify any factual corrections needed to the Report.

10. The review team will consider the Department's comments on the factual accuracy of the draft Report and will then decide what changes, if any, to make to the report in the light of these comments. The final version of the report will be submitted by the administrative secretary to the review team to: (i) the Head of Department; (ii) the Quality Assurance Manager.

### 3.9 Follow-up

1. Once the final version of the IQR Report has been submitted to (i) the Head of Department or Programme Co-ordinator and (ii) the Quality Assurance Manager by the administrative secretary to the review team, the administrative secretary will provide the Department with a template for preparing its action plan setting out how it intends to respond to the recommendations contained in the IQR Report. The template comprises juxtaposed lists of:
   i) Recommendations in the IQR Report.
   ii) Action taken or planned in respect of each of these recommendations.
   iii) Timescale for implementation of the recommendation.
   iv) The officer responsible.

2. The Department will be requested to produce an action plan, using the template provided, for discussion by the IQR Panel.

3. The Arena Centre Teaching Fellow or Senior Teaching Fellow appointed to each Faculty will assist the IQR department in the formulation of its action plan in response to any recommendations made by the Review Team. A specific engagement with the Arena Centre to this effect may be undertaken.

4. Recommendations outside the Department. Where the IQR Report makes recommendations concerning the Faculty, another Department, Professional Services or other bodies within UCL, the Quality Assurance
Manager will write to the other Head(s) of Department(s) concerned, asking them to submit, by a specified deadline, a similar summary of action taken or planned.

5. Departments must:
   i) Ensure that they make the final IQR Report and action plans accessible to students in the Department, e.g. by making these public on departmental intranets. It is proposed that reports and action plans also be circulated to students directly but the feasibility of this is currently under active consultation with the UCL Students’ Union.
   ii) Submit the IQR Report and action plan to the relevant DTC for discussion.

6. The IQR Report will be sent by the Quality Assurance Manager to the officers of the Faculty concerned, with a note which makes clear the Faculty’s particular responsibilities to:
   i) Submit the IQR Report and action plans to the FTC for discussion.
   ii) Note and disseminate within the Faculty good practice and/or recommendations for improvement identified in the IQR Report.

3.10 IQR Panel/Academic Committee

1. The Quality Assurance Manager will write to the Heads of Departments concerned, asking them to submit the final summary of action taken or planned by the Department in response to the recommendations of the IQR Report for submission to the IQR Panel.

2. On receipt of the action plans, responses and comments requested, the Quality Assurance Manager will refer these for consideration by the IQR Panel, in conjunction with the IQR Reports to which they refer.

3. Sustained dialogue between the Department which has been reviewed and those responsible for oversight of the review process is an essential element of IQR. Consequently, after the review visit has taken place, the Head or a nominated representative of the Department will attend the meeting of the IQR Panel which considers the IQR Report and action plan. The Head or other representative of the Department will be invited to discuss with the Panel at that meeting the perceived usefulness of the IQR process, the Report and recommendations, and the progress made by the Department in implementing the action plan.

4. If, having reviewed the Report and action plan and interviewed the Head of Department, the Panel judges that the Department has not made satisfactory progress in implementing the recommendations, the Quality Assurance Manager (as Secretary to the IQR Panel) may request further information or clarification. Only when the Panel is satisfied that the Department has implemented the recommendations will the Panel recommend that the IQR Report, the Department’s action plan and any other responses to the Report be formally approved.

5. Following the Panel’s approval of responses to an IQR Report, the Quality Assurance Manager will confirm approval in writing to the Departments concerned.

6. The Pro-Vice-Provost of the Doctoral School, as a member of the IQR Panel will be expected to refer PGR issues to Research Degrees Committee and the Vice-Provost (Education and Student Affairs) will refer taught student issues (UG and UGT) to Education Committee. A report on outcomes of the session’s IQRs will be made to Academic Committee.

7. Longer term follow-up of IQR actions in respect of taught provision (UG and PGT) will be undertaken via ASER plans and tracked and monitored by the Quality Review Sub-Committee (QRSC). From session 2019-20 Departments undergoing IQR will be excused ASER in the same year as their IQR and the process of following up UG and PGT actions arising from IQR will also replace ASER the following year. Any longer-term actions should then be rolled up into continuing ASER development and enhancement plans. Follow up of PGR-related actions will be undertaken through the Doctoral Planning Process.
3.11 Dissemination of Findings of IQR Report

1. Following the Panel's approval of responses to all the IQR Reports the Quality Assurance Manager will prepare an annual report on that year's IQR programme for submission to and formal approval by Quality Review Sub-Committee.

2. The Quality Assurance Manager will prepare a Summary of Good Practice arising from IQR in the previous session. The IQR Panel will, in the course of its annual discussion of this Summary, refer these to the Arena Centre for wider dissemination and implementation. The Quality Assurance Manager will also circulate the Summary to Vice-Deans Education, Faculty Tutors, Faculty Graduate Tutors with the suggested that they promulgate this more widely by (for example) sharing it with Heads of Department/Division and Departmental Teaching Committees with an invitation to consider whether there are items which could be of wider relevance or application to their own disciplines. The Summary is also copied to the Arena Centre who will publish it on the Teaching and Learning Portal.

3. Recommendations concerning research student issues arising from IQR during the previous session are noted in a separate section and these recommendations and any progress noted are then discussed at the autumn meeting of the Research Degrees Committee. A summary of all other recommendations arising from IQR will also be reported to the Academic Committee.
4 External Examining

1. External examining provides one of the principal means of maintaining UK academic standards within autonomous higher education providers. External Examining is therefore an important part of UCL’s Quality Review Framework (QRF). The following regulations are applicable only to taught programmes of study, including Undergraduate, Initial Teacher Education and Postgraduate.

4.1 Criteria for Appointment

1. External Examiners must be appointed for all taught programmes delivered by UCL and academic partner institutions.
2. External Examiners must be from outside UCL and must not be involved in teaching on the programme, or be involved in collaborative activity with the staff or students of that programme, for five years before their term of office and during their term of office. This includes Honorary staff members.
3. External Examiners must be competent in assessing students’ knowledge and skills at higher education level; expert in the field of study concerned and have appropriate academic and/or professional experience and authority.
4. External Examiners appointed to programmes must meet any specified qualification requirements of the relevant Professional, Statutory and Regulatory Bodies.
5. External Examiners are not expected to hold more than the equivalent of two substantive External Examinerships at the same time; this includes their appointment for UCL.
6. Boards of Examiners should avoid appointing an External Examiner to examine a single module without good reason for doing so.
7. A member of the academic staff of a College of the University of London other than UCL, or any other external institution with which UCL has service teaching arrangements, may be appointed as an External Examiner. It is imperative that the Board of Examiners at UCL, on which the appointee will serve, so far as can be anticipated, is examining no students from the appointee’s college.
8. Former members of UCL staff and former UCL students must not be appointed as External Examiners before a lapse of at least five years. It must also be ensured that all students taught by that former member of staff have left the programme being examined.
9. External Examiners for taught postgraduate Boards of Examiners who are not eligible to work in the UK must obtain a Tier 5 visa or a Permitted Paid Engagement letter to enter the UK. It is the responsibility of the Chair of the Board of Examiners to verify eligibility of External Examiners to work in the UK or arrange the provision of a Tier 5 visa or a Permitted Paid Engagement letter to enter the UK. The guidance set out on the UCL Human Resources - Immigration website (‘Sponsored Researchers and Visiting Academics’ section of the ‘UCL Right to Work and Immigration Guidance’ document) should be followed.
10. External Examiners for undergraduate programmes must be eligible to work in the UK. It is the responsibility of the Chair of the Board of Examiners to verify eligibility to work in the UK. The guidance set out on the UCL Human Resources - Immigration website (‘Sponsored Researchers and Visiting Academics’ section of the ‘UCL Right to Work and Immigration Guidance’ document) should be followed.
11. An External Examiner will not be appointed from a department/division in which a member of UCL staff is serving as an Examiner.
12. Only one External Examiner from the same department/division and Faculty of an institution will be appointed to examine the same programme at any one time.
13. An External Examiner may be appointed from the same department/division of an institution only after at least two years have elapsed since the termination of the previous appointment from that department/division.
14. Boards of Examiners should avoid appointing excessive numbers of External Examiners.
15. Exceptions to the foregoing stipulations may on occasion be permitted, for example, in the case of subjects taught only in a very small number of institutions or subjects with an unusually high number of specialisms. These exceptions must be granted by the Chair of Education Committee or their nominee.

16. External Examiners will be asked at the time of appointment, or continuation in appointment, to declare any interest in or connection with any student or staff on the programme for which they are acting as Examiner whether that interest or connection is personal or professional. If such an interest or connection exists, the Examiner in question should not be appointed. The Chair of the Board of Examiners is responsible for managing this process and should notify any cases to the Chair of Quality Review Sub-Committee (QRSC) of Education Committee.

17. After serving for a period of four consecutive years, (or five years if an extension to service was approved by the Chair of Quality Review Sub-Committee (QRSC)), an External Examiner is not eligible for re-appointment for a period of five years. The period of service is defined as the period of service as an External Examiner at UCL and not as the period of service as External Examiner to a particular Board of Examiners.

4.2 Responsibilities of UCL

1. At the time of nomination UCL should provide the External Examiner with sufficient information to enable him/her to make an informed decision as to whether or not to accept the appointment.

2. Student & Registry Services issue an appointment email clarifying information on payment, visa requirements and details of UCL’s academic regulations.

3. UCL should ascertain whether or not External Examiners have any access requirements or require any reasonable adjustments in order to carry out their duties, as outlined in UCL’s Equal Opportunity Policy.

4. UCL will pay expenses promptly on receipt. The fee will be paid on receipt of the External Examiner’s report, provided that it is submitted via Portico within one month of the Board of Examiners meeting.

5. Where resources permit, Departments should take the opportunity to invite new External Examiners to UCL ahead of their first Board of Examiners, to ensure that this meeting is not the first time at which they meet the generality of academic staff.

6. As a minimum, Departments must provide new External Examiners with the following information by the start of the first session of their appointment:
   i. The name of departmental/divisional board contact (e.g. Examinations Liaison Officer, or Board Administrator).
   ii. The date(s) of meetings of Board of Examiners to which the External Examiner is invited (when known).
   iii. An outline of UCL’s examination policies and procedures for Board of Examiners (e.g., time allowed for marking, procedures for setting and scrutinising papers).
   iv. Relevant departmental/divisional booklets such as a Student Handbook or syllabus information, or links to these if they are online.
   v. Programme specification(s).
   vi. Module descriptions.
   vii. The Scheme for the Award and marking scheme for individual modules and components of assessments.
   viii. The previous External Examiner’s final report and the departmental response.

4.3 Responsibilities of the External Examiner

1. External Examiners should refer to the UCL regulations in Chapter 4, Section 13: Boards of Examiners, noting in particular:
   • 13.2 Programme Boards of Examiners
   • 13.2.4 Candidate Anonymity
   • Annex 4.3.6 Procedures When Marks Are Missing
2. The primary responsibilities of a Taught Programme External Examiner are to review summative assessment methods prior to students being assessed and to submit an annual report via Portico, based upon their professional judgement, about the following aspects of the programme(s) they examine:
   i) Whether the academic standards set for the programme qualifications are appropriate.
   ii) The extent to which the assessment processes are rigorous, ensure equity of treatment for students and have been fairly conducted within UCL’s regulations and guidance.
   iii) The standards of student performance in the programme, or parts of programmes, which they have been appointed to examine.
   iv) To formally delegate authority to Sub Boards to make decisions on their behalf.
   v) Where appropriate, the comparability of the standards and student achievements with those in some other higher education institutions in the UK.
   vi) Identify comparable practice.

3. The External Examiner’s Report Form requests External Examiners to suggest recommendations based on areas of concern not satisfactorily resolved at the meetings of the Board of Examiners.

4. The form must be completed on Portico (UCL’s student and assessment record system) within one month of the final meeting of the Board of Examiners so that External Examiner’s comments can be taken into account for the next academic session. The External Examiners Reporting procedures are set out in Annex 9.4.1 Main Steps: Response to External Examiners’ Reports. Payment of the External Examiner’s fee is authorised when the report is received via Portico by Student & Registry Services and within the one month timeframe.

5. External Examiners should consider the totality of the degree in respect of both the syllabus and examination². The major part of their role should be devoted to modules and the assessment elements which are the main determinants of the degree classification.

6. Departments and Divisions should invite External Examiners to comment on the appropriateness of new or amended methods of assessment.

7. All forms of assessment and dissertations must be comprehensively moderated internally before being sent to the External Examiner. An External Examiner must never be asked to mark or moderate any form of assessment or dissertation.

8. External Examiners must have sight of a representative sample of a range of assessments that will enable them to make an informed judgement as to whether the internal marking is of an appropriate standard, consistent and fair to all students. Departments/Divisions should make suitable practical arrangements for this task either by sending a sample by post/email. The Chair may make arrangements for External Examiners to review a sample when they visit UCL for a Board of Examiners meeting.

9. For oral examinations, External Examiners should receive a representative sample of the recorded oral examinations or all of the recorded assessed work in the case of a minority language. In this context a minority foreign language refers to a language where there is only one qualified member of staff who could teach that language in a given academic session.

10. External Examiners may be invited to attend oral examinations as observers and must not directly examine students.

11. External Examiners must also see the mark sheets for all students for the assessment from which the samples are taken. Final projects and dissertations from programmes should be treated in the same way as other forms of assessment. The Chair may make arrangements for External Examiners to review final projects and dissertations when they visit UCL for a Board of Examiners meeting.

² In some cases this will not be possible as External Examiners are appointed to examine specific module(s) and not a full programme.
12. External Examiners should also receive the assessments of borderline students where the External Examiner is examining a whole programme (not just a component).

13. An External Examiner may recommend to the Board of Examiners changes to the marks already arrived at by the Internal Examiners if these appear to them to be inappropriate. Where significant changes are recommended by the External Examiner it is essential for them to see all the assessments for that component of the assessment.

14. When reviewing students’ assessments External Examiners should comply with data protection regulations, maintaining confidentiality of the content of students’ work.

15. At least one External Examiner present at the final Board of Examiners is required to sign a statement that the examination has been conducted according to the general UCL regulations and the specific programme regulations to the best of their knowledge, and that they have agreed to the results.

4.4 Nomination and Appointment

4.4.1 Process of Nomination

1. The Chair of a Board of Examiners will nominate a new External Examiner for all or part of a taught programme.

2. New External Examiners must be appointed before the start of the first academic session so that they can review assessment tasks in good time. Nominees must not be asked to undertake any duties until their appointment is confirmed.

3. In making a nomination, the Chair will take account of the appointment criteria specified in Section 4.1 Criteria for Appointment, including confirmation of approval of the nomination from the relevant Chair of the Faculty Board of Examiners and the Quality Review Sub-Committee.

Further Guidance

1. In order for External Examiners to complete the nomination form on-line External Examiners need access to a restricted area of Portico (UCL’s student records system). NB - This is particularly important because External Examiners will submit their annual reports to UCL also using an on-line tool constructed for this purpose.

2. Access is gained by sending brief details to examiners@ucl.ac.uk providing all of the information listed below. Please note that if any of the required information is missing you will be asked to provide it before the nomination can proceed. Required information:
   - Nominee’s Title
   - Nominee’s Forename
   - Nominee’s Surname
   - Nominee’s Date of Birth (required to set up on UCL Services System)
   - Nominee’s Email address
   - Nominee’s Place of residence, including country (so we can advise on travel implications, see paragraphs 12 and 15 below)
   - Board Title
   - Board Code
   - Faculty
   - Board Chair
   - Board Administrator
   - Name of outgoing External Examiner
   - Academic Year duties of nominee will begin in

3. Student & Registry Services will then set up the nominee on UCL’s Services System.

4. Student & Registry Services will send the nominee a link to Portico with information about accessing Portico to enter details of their relevant teaching and examining experience.
5. Upon completion of the on-line form, the nominee will then submit the form to the Chair of the Board by confirming that they wish to proceed (using a radio button on the on-line form).
6. The form will then appear in the Chair’s (and/or their nominee’s) ‘In-tray’ on their homepage on Portico. They will also receive an email letting them know that the form has been submitted.
7. Upon checking the details and being content to proceed with the nomination, the form will be sent to the Faculty approver via the Portico in-tray and email process set out in paragraph 6 above.
8. The Faculty approver can accept or reject the nomination or send queries back to the Chair of the Board.
9. If content with the nomination, the Faculty approver can proceed by sending the form to the Chair of QRSC, via the Student & Registry Services, via the in-tray and email process set out in point 6 above.
10. The Chair of QRSC can accept or reject the nomination or send queries back to the Chair of the Board.
11. If the nomination is accepted the External Examiner is appointed by UCL for a period of 4 years (or less if requested), to be confirmed on an annual basis.
12. Chairs of Boards should consider the travelling distances involved from a proposed External Examiner’s place of residence to UCL, practicalities of travel and the likely costs to UCL in expenses, noting that Student & Registry Services is only able to reimburse up to certain values, and any additional sums will be charged to the relevant department / division. Please refer to Annex 9.4.2, External Examiner Fee Payment and Expenses Claim Form.
13. Departments/divisions should book and pay for External Examiners’ travel arrangements well in advance (at least one month) of the Board meeting to ensure the best rates are achieved. They should also book and pay for any hotel accommodation, submit an interdepartmental transfer with supporting documentation (invoices, receipts) to Academic Services and also retain receipts locally. See Annex 9.4.2 External Examiner Fee Payment and Expenses Claim Form for more information.
14. External Examiners should claim expenses using Annex 9.4.2 External Examiner Fee Payment and Expenses Claim Form. A link to this form is sent to them upon their appointment, but departments/divisions should also ensure that External Examiners make use of this form.
15. The appointment of overseas External Examiners should be limited.

4.4.2 Period of Appointment
1. In exceptional circumstances, External Examiners may have their four-year term extended for one further academic session only, subject to the approval of the Quality Review Sub-Committee. Chairs of Boards of Examiners are responsible for requesting extensions for their External Examiners via examiners@ucl.ac.uk.
2. If it is decided that an External Examiner will not be nominated for reappointment within the four year appointment period, the Chair of the Board must formally notify the External Examiner concerned and inform the Chair of Quality Review Sub-Committee of the decision via examiners@ucl.ac.uk with a brief statement of reason.

4.4.3 Continuation of Appointment
1. Chairs of Boards of Examiners will confirm that External Examiners are continuing in appointment annually before the start of the next academic year.
2. An External Examiner has the right not to seek continuation in appointment at any time during the period in which they are eligible to serve. See point 4.4.4.2 below for details on early termination of appointment.
2. If an External Examiner interrupts his/her service, the interrupted period does not count when calculating the total period of service. examiners@ucl.ac.uk should be informed of any interruption of service before the interruption takes place.
Further Guidance

1. When prompted by the Student & Registry Services, Chairs or their nominated administrators should confirm that a taught programme External Examiner is continuing for another academic session.
2. This task is carried out via the Chair’s or nominee’s Portico staff homepage.
3. When confirmed, the External Examiner will receive an email, issued by the Student & Registry Services, appointing them for another year.
4. If External Examiners have not been confirmed by a cut-off date (to be decided by Student and Registry Services and communicated to Chairs and administrators) they will automatically be confirmed. By the end of September each year all External Examiners will be confirmed unless Student and Registry Services has been informed to the contrary.

4.4.4 Termination of Appointment

1. UCL reserves the right not to continue the appointment at any time during the period that the External Examiner is eligible to serve. External Examiners will be formally notified by the Chair of the Board as outlined in Section 4.4.2 Period of Appointment.
2. If the External Examiner wishes to terminate their appointment, this should normally be arranged to take effect at the end of an academic year, but in any case is subject to three months’ notice.

4.5 Student Contact with External Examiners

1. UCL is required to provide details of its External Examiners, for information only, to students, including the name and institution of the External Examiner. For a list of current External Examiners, see Annex 9.4.3 for UG programmes and Annex 9.4.4 for PGT programmes.
2. Students must not make direct contact with External Examiners regarding their individual performance in assessments. Appropriate mechanisms are available to raise these concerns through the procedures set out in Chapter 6, Section 10: Student Complaints Procedure. External Examiners should inform examiners@ucl.ac.uk should a student contact them.
3. External Examiners may be given an opportunity to meet students to ascertain their thoughts about the strengths and weaknesses of their educational experience at UCL. This is not something that is routinely offered to External Examiners but can be arranged by the programme / board administrators should the External Examiner wish to meet students.

4.6 Entitlements of External Examiners

1. External Examiners are entitled to withhold their approval by signature to decisions of the Board of Examiners under the following circumstances:
   i) They are in a dispute with those decisions which cannot be resolved at Board of Examiner level.
   ii) They are not satisfied that the examination procedures have been properly carried out.
   iii) They perceive serious deficiencies in the examination procedures. In all such exceptional circumstances the matter in question will be referred directly to the UCL Quality Review Sub-Committee.
   iv) External Examiners have the right to raise matters of serious concern at the highest level of UCL, either with the Chair of Quality Review Sub-Committee or Vice-Provost (Education & Student Affairs). When all institutional avenues have been exhausted, External Examiners may contact QAA through its Concerns scheme route.
4.7 External Examiner Reports

4.7.1 Distribution of Reports and Response to Reports

1. The process for considering External Examiners’ reports is set out in the External Examiners’ Reporting Process (see Annex 9.4.1 Main Steps: Response to External Examiners’ Reports).
2. Access to these documents will be provided to students via UCL’s student records system, Portico, and should also be discussed at Departmental Staff-Student Consultative Committees.
3. A flow chart for the External Examiner Reporting process is available at Annex 9.4.5.

4.7.2 Annual Student Experience Review (ASER)

1. The Annual Student Experience Review process (see Section 2) is intended to provide an increased level of central data analysis which will flag up statistically significant issues and highlight particularly strong or weak data from a variety of sources. Each Department will respond directly to the issues identified by its own data which will allow for the collation and comparison of meaningful data and reflects a genuinely risk-based approach. The central analysis will also help to identify cross-institutional trends and variances.
2. External Examiners’ Reports will be used in conjunction with quantitative data and additional sources, such as external survey results, feedback from internal surveys and employability statistics, to compile the central datasets that will be considered by Quality Review Sub-Committee. Please refer to Section 2: Annual Student Experience Review for further information.

4.7.3 Monitoring of Reports and Responses

1. Academic Services will monitor responses to all reports. A step by step process for monitoring External Examiners’ reports and responses to the reports is set out in Annex 9.4.1 Main Steps: Response to External Examiners’ Reports and a flow chart for the External Examiner Reporting process is available at Annex 9.4.5). In order to help faculty and departmental internal processes, an optional template to record departmental Chair of Board responses to External Examiners’ recommendations is at Annex 9.4.6.
2. External Examiners will be asked to make recommendations within their report and grade these as Essential, Advisable or Desirable, which would require timely responses. The report must make clear whether or not there are, in the Examiners’ opinion, any risks to academic standards. If External Examiners are satisfied that no recommendations are required, they should clearly state this in the relevant sections of the report. They are asked not to leave sections blank or to enter ‘not applicable’. The definitions for the three categories are as follows:
   i) **Essential**: Areas of concern which, in your opinion, place academic standards and/or the student learning experience at immediate risk and requires action before the start of the next academic year.
   ii) **Advisable**: Areas of concern regarding threshold standards which, while currently being met, in your opinion, could be significantly improved.
   iii) **Desirable**: Areas where, in your opinion, there is potential for enhancement.
3. A designated member of academic staff should be available to respond to External Examiners’ recommendations within the specified timeframe. The Chairs of Boards of Examiners must ultimately be responsible for drafting a response if the designated academic has conflicting responsibilities.
4. Academic Services will prepare annual reports on matters of general interest and concern for wider dissemination to Quality Review Sub-Committee.
5. A Department’s (or partner institution’s) annual main meeting of the Board of Examiners for a programme at which an External Examiner is present should include early in its agenda a copy of the report and the Department’s response for the previous year.
5 Peer Dialogue Scheme

Enhancing research-based education at UCL

5.1 What is the Peer Dialogue Scheme?

1. The Peer Dialogue scheme is open to all staff who teach and/or support students’ learning at UCL. Its aim is to inspire you to develop your teaching and your students’ learning, by working closely with colleagues. It enables you to focus on developing a range of dimensions of your practice, such as classroom teaching, feedback on assessment or development of resources. You are invited to engage in a constructive discussion about enhancing student learning and/or the wider student experience in your subject.

2. Peer Dialogue is not a judgmental process, but an opportunity for creative thinking about developing your educational practice. Departments will keep a brief record of engagement with the scheme, to demonstrate commitment to ongoing, collegial enhancement of academic practice. This should record the participants in the engagement, the option followed and the date(s) the activity took place. All UCL staff who teach must participate and Departmental records are to be forwarded to Faculty Teaching Committees.

5.2 What do I need to do?

1. You have three options, and can choose which to undertake in each academic year. We recommend using the range of the options over time. Staff on probation should take advice from their subject leader on which option would be the most helpful.

5.3 Option A: Collaborative enhancement of a specific area of practice

**Colleagues work in twos, threes or small groups (same subject OR interdisciplinary clusters).**

1. Identify with your Peer Dialogue partner(s) one or more aspects of your educational practice which you would like feedback on, for example: assessment methods; feedback to students; e-learning materials and resources; flipped lectures; inclusive teaching for diverse groups; research-based education. See the UCL Teaching and Learning Portal for more examples.

2. Plan times to observe each other’s educational practice in the area of interest.

3. Spend time on preparation before the session. It will be very helpful if you understand the context of each other’s practice and the aim and content of particular activities and/or assessments.

4. When observing, make notes on what you will feed back to your colleague and on what you can apply to your own practice.

5. Engage in a constructive follow-up discussion, exploring how your practice can be mutually enhanced.

6. Write a very brief account (50-150 words) summarising any changes you plan following the Peer Dialogue, focusing particularly on suggestions of benefit to others in the department.

7. If the colleagues agree that it would be mutually beneficial, they may wish to extend this option, so that following the discussion and prior to writing the report, they:
   a) Agree on their approaches to enhancement.
   b) Try out the new approaches and then get together to review them.
5.4 **Option B: Pair-based Teaching Observation**

1. Identify with a colleague one or more aspects of your face-to-face teaching which you would like feedback on. You are encouraged to select a new partner for the Peer Dialogue each academic year, so that you can draw on and contribute to the expertise of diverse colleagues.
2. Plan times to visit each other’s teaching sessions.
3. Spend time on preparation before the session. It will be very helpful if you understand the context of each other’s teaching and the aim and content of particular session.
4. When observing, make notes on what you will feed back to your colleague and on what you can apply to your own teaching/course design.
5. Engage in a constructive follow-up discussion, exploring how your practice can be mutually enhanced.
6. Write a brief joint report (50-150 words) summarising any changes you plan following the Peer Dialogue, focusing particularly on suggestions of benefit to others in the department.

5.5 **Option C: Reflection and dialogue with Student Reviewers**

*Staff work in partnership with one or two students, who are not taking the course under consideration, to reflect on their educational practice through dialogue as follows:*

1. The staff and student(s) meet to introduce themselves and their motivation for working with each other. They should agree the focus for their joint investigation into the staff member’s educational practice and the format of this.
2. The student(s) spends a minimum of 3 hours observing educational practice (such as a combination of classroom/laboratory teaching, a Moodle site/other VLE and/or assignment brief/ other course documentation).
3. Prior to each observation the staff and student(s) discuss the context, aim and content of the observation.
4. When observing, the student(s) should make some notes to aid their memory of it. They should spend some time following the observation reflecting on it from their perspective.
5. Following each observation the staff and student(s) should engage in constructive dialogue about their different perspectives on the observation. This will focus on how the teaching practice can be enhanced; what the student has learnt about how to learn effectively and whether this learning can also be shared with course participants to enhance their learning.
6. The student may additionally, with the agreement of the member of staff, discuss the experience of taking the course with course participants, to inform their reflections and feed these insights into the discussion with the member of staff teaching the course. In this case, the focus of the dialogue with course participants should be discussed with the staff member in advance and the outcomes discussed afterwards.
7. The staff and student(s) should collaboratively write a short report (50-150 words) summarizing any changes that are planned following the dialogue, focusing particularly on suggestions of benefit to others (staff and students) in the department.
8. Participants may also wish to add an invitation to present the outcomes of the Peer Dialogue to Staff Student Consultative Committees.

5.6 **Peer Dialogue follow up (Options A, B and C)**

*You are invited to:*

- Present and discuss your account of Peer Dialogue at your appraisal
- Present your enhancement work to your Departmental Teaching Committee
• Share with your Departmental Teaching Committee any generic issues arising, for example suggestions for changes to the use of space or of technology
• Present the outcomes of the Peer Dialogue to Staff Student Consultative Committees
• Develop a case study for the UCL Teaching and Learning Portal: email ConnectedCurriculum@ucl.ac.uk to discuss possibilities
• Lead a UCL Arena exchange seminar, to share your developments with colleagues beyond your Faculty: see http://www.ucl.ac.uk/arena/events/seminar-proposal-form or contact arena@ucl.ac.uk.

For further information or guidance on how to engage with the UCL Peer Dialogue scheme, please contact arena@ucl.ac.uk.
6 Student Academic Representation

6.1 Introduction

1. UCL Regulation for Management 11.1 provides as follows: “In each academic Department [1] there shall be at least one departmental Staff-Student Consultative Committee (SSCC). Each Staff-Student Consultative Committee shall meet at least twice in each academic year. The Head of Department shall ensure that the constitution and the procedures of this Committee are acceptable to the staff and the students of the Department or Faculty. The minutes of each meeting of each such Consultative Committee shall be forwarded to Academic Services.”

2. The purpose of student academic representation is to enable partnership working between students and staff throughout UCL. Through their representatives, all students’ voices should shape and influence the work of their departments, their faculties, and UCL.

3. Arrangements for academic representation are overseen by the Student Academic Representation Steering Group, with membership from UCL departments, faculties, professional services, and the Students’ Union. The Student Academic Representation Steering Group reports to Research Degrees Committee and Education Committee.

4. Academic representation at UCL is conducted in partnership with the Students’ Union, who shall:
   i) Ensure effective promotion of representative roles together with faculties and departments. Provide induction training for representatives, and further opportunities which support them in their role.
   ii) Ensure information is available to students and staff on who holds representative positions, and to provide contact information where appropriate.
   iii) To provide guidance for both students and staff, including relevant information, support, and examples of best practice.

6.2 Committee Structure and Process

1. Each Department shall normally have one SSCC. A Department may wish to establish a separate SSCC for postgraduate or research students where the membership of the Departmental SSCC would otherwise be too large.

2. Meetings with representatives at a programme level, though encouraged, do not constitute SSCC meetings, except in the case of inter-departmental programmes (see 6.9). Departments should avoid complex SSCC structures that disperse students’ voices.

3. The minutes of SSCC meetings and feedback from representatives should be a standing item for discussion on the agenda of the Department’s Teaching Committee (and/or doctoral-education equivalent).

4. The Department should ensure that its calendar of committee meetings facilitates timely discussion of issues raised by SSCCs.

6.3 Appointment of Representatives

1. Departments should appoint representatives for each of the following:
   i) At least one representative for each year-group in each taught programme of study. Where appropriate, each representative may instead be appointed to represent a linked cluster of taught programmes.
   ii) At least one representative for early years research students (students in their first or second years) and for later years research students (students in their third year or beyond), or the equivalent periods for part-time research students.
   iii) For programmes offered on a part-time basis, there should be at least one part-time representative for the programme.

2. Programmes with large year groups should consider appointing more than one
representative per year group. Departments with a small number of programmes should consider appointing representatives for different pathways or specialisms within that programme.

3. All representatives should be members of an SSCC; the role should not be split between multiple students, nor should different representatives be invited to attend different meetings of the same SSCC.

4. All representatives should normally be appointed by process of election, except where this is not possible or there is insufficient interest in the role. Elections should include a ‘Re-Open Nominations’ (RON) option to encourage and support the accountability of representatives to the students they represent.

5. The appointment of representatives should be completed by the close of the October appointment schedule which is agreed and circulated by the Student Academic Representation Steering Group in advance of each academic session. The details of representatives should be reported to the Students’ Union via the designated contact in the Faculty.

6. Should a representative step down during their term of office prior to the term two reading week, the representative should be replaced by any method approved by the SSCC Co-Chairs.

7. The SSCC may choose to co-opt additional representatives to ensure a diverse membership which can effectively reflect students’ views and perspectives.

8. Any co-opted or replacement representative’s details should be reported to the Students’ Union via the Faculty in the same manner as during appointment of the Student Academic Representatives in October.

9. All departments should take steps to ensure their representatives attend training arranged by the Students’ Union as part of taking up their role.

10. The term of office for each representative is 12 months from the date of their appointment in October, or the end of their studies, whichever is sooner. At the close of each students’ term of office, the role should be re-elected.

11. Any representative appointed at a later date through replacement or co-option will also end their term of office in October. SSCC meetings in advance of the October appointment of representatives may utilise the returning membership of the SSCC.

### 6.4 Staff Student Consultative Committee Meetings

1. SSCC membership in each department will be set following consultation between students and departmental staff but must include the following:
   i) Head of Department (or Deputy)/Programme Director/Senior member of academic staff
   ii) At least one member of staff responsible for undergraduate students
   iii) At least one member of staff responsible for taught Masters students*
   iv) At least one member of staff responsible for research students*
   v) All student academic representatives in the department
   vi) Where relevant, a committee member of an academic society based in the department

   * May not be required where there is a separate committee graduate or research-student SSCC.

2. Each SSCC will have joint Co-Chairs, one student and one staff member, who are responsible for agreeing each meeting’s agenda. The student Co-Chair should be the Lead Department Representative, who will be appointed by a process specified by the Student Academic Representation Steering Group.

3. Departments will nominate a member of professional service staff responsible for each SSCC, who will act as secretary. SSCC minutes should clearly indicate who has attended, and their role in relation to the Committee.

4. Staff membership of the SSCC should not form a majority.

5. An SSCC should meet a minimum of at least three times in each academic year (typically once per term). The Co-Chairs will be responsible for assessing whether further meetings would be useful.
6. The agenda shall be circulated to all SSCC members normally at least one week before the date of a meeting of a Committee. The agenda should also be made available to all students via a Department webpage, Moodle or any other appropriate method.

7. Where the Co-Chairs agree, the agenda points in 6.5 can be adapted to suit any SSCCs that have more specific needs, particularly postgraduate SSCCs.

8. The unconfirmed minutes of an SSCC meeting, as approved by the Co-Chairs, should be displayed to all students via a Department webpage, Moodle or any other appropriate method within ten working days of the meeting. These minutes should also be emailed to sccc@ucl.ac.uk within this timeframe.

### 6.5 SSCC Terms of Reference

1. To act as a focal point of student engagement and partnership in the Department, bringing staff and students together to celebrate successes, to reflect on challenges, and to jointly identify priorities for change in the future.

2. To report on priorities and agreed actions to the Department Teaching Committee (and/or doctoral-education equivalent), and to make recommendations where appropriate.

3. To ensure joint student and staff discussion at least once during every Academic Session of:
   i) Information relating to internal and external systems of accountability, to include:
      a) Professional, statutory and regulatory body reports and Department responses to recommendations
      b) External examiners’ reports and Department responses to recommendations
   ii) Teaching (including dissemination of good practice and programme/module evaluation)
   iii) Outcomes of student evaluations e.g. Module surveys, NSS, and action plans arising from these
   iv) New and revised programme developments
   v) Assessment and feedback
   vi) Organisation and management (including timetabling and Departmental processes)
   vii) Learning resources (including library, IT and other teaching/learning resources)
   viii) Employment, employability and personal development
   ix) Personal tutoring
   x) Student-led projects or events, including UCL ChangeMaker projects
   xi) The effectiveness of the SSCC and the actions of the Students’ Union and Departments in response to it
   xii) The priorities and actions of the Department Teaching Committee (and/or research-education equivalent)
   xiii) Opportunity for the Department Representative to report on meetings they have attended at the Faculty level

4. To facilitate greater communication between students and staff, and report key actions, discussions and recommendations to the wider student body.

5. To identify and address areas of concern to students and staff.

6. To identify and disseminate examples of good practice.

7. To enable the engagement of students through their representatives with processes to enhance students’ experiences, such as the Annual Student Experience Review, and the development of strategies to support research students’ experiences.

### 6.6 Lead Department Representatives

1. The Department will be responsible for the appointment of the Lead Department Representative through a process specified by the Student Academic Representation Steering Group.

2. The Lead Department Representative(s) will be responsible for leadership of the SSCC, ensuring the effectiveness of students’ voices in influencing and shaping their learning experiences.
3. The Lead Department Representative(s) should be invited to join their Departmental Teaching Committee (and/or doctoral-education equivalent). Other student representatives may also be invited where appropriate.

4. Where appropriate, the Lead Department Representative can be called upon to attend departmental and Faculty meetings to represent the SSCC. They can also take chair’s action to approve changes to policies and documents that require action before an SSCC can be convened. Where such action is taken, the Lead Department Representative must be allowed time to consult with the SSCC to gain wider student feedback and the chair should provide a full report to the next formal SSCC meeting.

5. Any Faculty with only one Department is not required to appoint a Lead Department Representative. For such faculties, the duties of the Lead Department Representative should be carried out by the Faculty Representative(s).

6.7 Faculty Representatives

1. The Students’ Union will be responsible for the election of Faculty Representatives for each Faculty.

2. The Faculty Representative(s) will be responsible for the leadership of representatives in the Faculty, ensuring the effectiveness of students’ voices in influencing and shaping their departments. They will also represent their Faculty in institution-wide forums and the Students’ Union.

3. The Faculty Representative(s) should be invited to join their Faculty Teaching Committee (or doctoral-education equivalent). Other student representatives may also be invited where appropriate.

6.8 Faculty Academic Representative Forums

1. Each faculty should operate a forum which brings together faculty staff, Faculty representatives, and the Lead Department Representatives (or their nominee) from each SSCC in the faculty.

2. The purpose of this forum will be to identify shared priorities within the faculty and any action required to address such priorities, and to involve students with faculty decision-making. The Faculty Teaching Committee, Faculty Research Degrees Committee and/or the Faculty Representatives may additionally wish to utilise the forum as a sounding board where they identify a need for greater student involvement with particular matters.

3. A staff lead for the forum should be established, who should be a member of the Faculty Teaching Committee and/or the Faculty Research Degrees Committee. The staff lead and the Faculty Representatives will be responsible for agreeing the agenda and format of each meeting.

4. This forum should meet at least twice each year.

5. Faculties may wish to operate more than one forum to cover different levels of study.

6. The format of this forum is not required to be a committee meeting, and creative approaches to considering business are encouraged, i.e. workshop-style items.

7. A record of each meeting should be taken and circulated to attendees. This may be in the form of summary notes rather than formal minutes.

6.9 Interdepartmental Degree Programmes

1. Degree programmes that are inter-departmental (with contributions from more than two Departments) are required to have a separate, programme-based, SSCC. UCL’s Regulations for Management 11.2 and 11.3 provide as follows:
11.2 Subject to the provisions of Regulation 11.3 below, there shall be, for each combined studies degree programme operating within UCL and involving more than two Departments of UCL, an SSCC, which shall meet at least twice in each academic year. The academic staff responsible for the co-ordination of such a degree programme shall ensure that the constitution and procedures of this committee are acceptable to the staff and students involved in the degree programme. The minutes of each meeting of each such committee shall be forwarded to Academic Services.

11.3 Where the academic staff responsible for the co-ordination of a combined studies degree programme operating within UCL and involving more than two Departments of UCL consider that it will not be appropriate for a separate Staff-Student Consultative Committee to operate for the degree programme in question, those staff shall ensure that the views of students following the programme can be expressed instead either through (i) the Staff-Student Consultative Committees of the Departments concerned, as prescribed in Regulation 11.1, or through (ii) an annual meeting which all students following the programme shall be invited to attend, or through both (i) and (ii).
7 Student Representation on UCL Academic Standing Committees and Sub-Committees

Policy
1. UCL and the Students’ Union provide many opportunities for students to engage with UCL's policy- and decision-making in all areas of teaching, learning and support. Students can have a say in the way the University is run. There are many opportunities. The page below summarises these.

7.1 Representation at Departmental and Faculty Level

7.1.1 Staff-Student Consultative Committee (SSCC)
1. Every Department should have at least one Staff-Student Consultative Committee (SSCC) (see Section 6) which meets at least three times each academic session (typically once each term). SSCCs provide the opportunity to feedback to lecturers and departmental administrators about issues that have impacted on programmes and modules. These may include good or bad ways in which lectures, tutorials, labs etc. have been delivered which can be addressed by the teaching Department, or they may include university-wide issues such as library or computing facilities, or even noise caused by building works. Departments take these comments very seriously, and the minutes of the SSCC meetings are considered by the UCL Student Experience Committee (see Section 7.4).

7.1.2 Departmental Teaching Committee (DTC)
1. Every Department should hold a Departmental Teaching Committee (DTC) meeting each term, where changes in programmes, modules, teaching and assessment are agreed and monitored. All DTCs should invite the student Lead Department Representative to membership of the Committee (see Section 6.6) and consider inviting other student representatives where appropriate.

7.1.3 Faculty Teaching Committee (FTC)
1. All of UCL’s academic Departments belong to a Faculty which provides governance and support to the way in which Departments are managed. All Faculties have a Faculty Teaching Committee (FTC) which meets termly. All FTCs should invite the student Faculty Representative to membership of the Committee (see Section 6.7) and consider inviting other student representatives where appropriate.

7.1.4 Faculty Research Degrees Committees (FRDC)
1. Faculties may also hold a Faculty Research Degrees Committee (FRDC) meeting each term. The FRDC should include three Research Student Representatives in its membership and attendance may rotate depending on availability for meetings. The FRDC may also wish to invite the student Faculty Representative to its meetings.

7.1.5 Faculty Academic Representative Forums
1. Faculties should also hold a Faculty Academic Representative forum. The forum should include Faculty Representatives and the Lead Department Representatives (or their nominee) from each SSCC in the faculty.
7.1.6 Further Information

1. For more information on your SSCC, DTC, FTC, FRDC or Faculty Academic Representative forum, students should contact their undergraduate or postgraduate tutor or the Faculty Office.

7.2 Student Academic Representatives

1. Student Academic Representatives are elected to represent students’ views to UCL. Student Academic Representatives sit on various committees at a programme (such as SSCCs), faculty and university level, at which they act as the voice of students, ensuring that UCL takes into account the needs of students in its decision-making processes. The Student Academic Representative scheme is managed by the Students’ Union, and students can be representatives at both a departmental and faculty level. For general enquiries, please visit the Students' Union website.

7.3 Representation via the Students’ Union

1. The Students’ Union is run by students for students. Apart from providing social spaces, support services and extra-curricular activities, the Students’ Union is an important political forum for all students. Students at UCL are automatically members of the Students’ Union and have access to all its facilities and support. The Students’ Union is run by Student Officers who are elected each year by the membership. Students can speak to one of these officers if they have any issues with which Officers may be able to aid or support them.

7.4 Student Representation on UCL Academic Standing and Sub-Committees

1. Many of UCL’s formal committees have student representation. On most of these committees, the student representatives comprise one or more of the Students’ Union’s elected Student Sabbatical Officers, who you may speak to if there are issues that you wish to raise at meetings of these committees.

2. The Student Experience Committee (StEC) deals with issues relating directly to students. It reviews university-wide issues raised at SSCCs and also looks at the data received from student surveys. Many of the agenda items are raised by students via the Students’ Union. StEC currently has eleven student members and three student sabbatical officers. These student members are nominated by the Students’ Union. If you are interested in being nominated to serve on StEC, then please contact Simon To, Representation & Campaigns Manager, Students’ Union: simon.to@ucl.ac.uk.

3. Current student representation on UCL's formal academic committees is as follows:

Academic Board
- Education Officer, Students’ Union (ex officio)
- Postgraduate Students’ Officer, Students’ Union (ex officio)
- Thirteen elected full-time students, including at least one from each Faculty, with the proportion of undergraduate and postgraduate students determined to reflect the overall student population.

Academic Committee
- Education Officer, Students’ Union (ex officio)
- Postgraduate Students’ Officer, Students’ Union (ex officio)
- Welfare & International Officer, Students' Union (ex officio)
Education Committee
- Education Officer, Students’ Union (ex officio)
- Welfare & International Officer, Students’ Union (ex officio)
- Postgraduate Students’ Officer, Students’ Union (ex officio)
- One taught graduate student, nominated by the Students’ Union
- One undergraduate student, nominated by the Students’ Union

Library Committee
- Education Officer, Students’ Union (ex officio)
- Postgraduate Students’ Officer, Students’ Union (ex officio)

Research Degrees Committee
- Postgraduate Students’ Officer, Students’ Union (ex officio)
- One research student, nominated by the Students’ Union

Student Experience Committee
- Education Officer, Students’ Union (ex officio)
- Welfare & International Officer, Students’ Union (ex officio)
- Postgraduate Students’ Officer, Students’ Union (ex officio)
- Eleven student members with one from each faculty nominated by the Students’ Union

Student Recruitment, Admissions and Funding Committee
- Education Officer, Students’ Union (ex officio)
- Postgraduate Students’ Officer, Students’ Union (ex officio)

7.5 Student Representation on UCL Non-Academic and Statutory Committees

Council
- Education Officer, Students’ Union (ex officio)
- Democracy, Operations & Community Officer, Students’ Union (ex officio)

Finance Committee
- Democracy, Operations & Community Officer, Students’ Union (Student Observer)

Health and Safety Committee
- Two Student Observers, nominated by the Students’ Union

Honorary Degrees and Fellowships Committee
- Education Officer, Students’ Union (ex officio)

Research Governance Committee
- Postgraduate Students’ Officer, Students’ Union (ex officio)

Discipline Committee
- One student, registered at UCL, nominated by the Students’ Union (normally as and when the Committee needs to be convened)

Discipline Review Body
- A registered student of another university institution within the University of London, to be appointed by the Chair in consultation with the Registrar of UCL, as and when the Review Body needs to be convened.
8 Academic Committee Review Panel

8.1 Policy
1. All UCL academic units are required to operate within, and to deliver their programmes in accordance with, UCL’s established academic regulatory and procedural frameworks. UCL has in place a number of quality assurance processes to monitor that this is the case and which are designed to identify and resolve any problems which might arise.
2. However, from time to time there may arise an academic quality assurance-related problem within an academic unit or academic programme, which, due to the urgent or serious nature of the problem, cannot be dealt with, or fully resolved, by applying UCL’s standard quality assurance processes. In those exceptional circumstances, the Chair of the Academic Committee may establish an Academic Committee Review Panel to conduct a special investigation of the academic unit/programme concerned. The purpose of the special investigation will be for the Review Panel to ascertain the nature and extent of the problem, and to recommend to the Chair of the Academic Committee on what further action should be taken to resolve the problem.
3. In all such cases, the following procedure is followed.

8.2 Procedure
1. Details of any case which might merit investigation by an Academic Committee Review Panel should, in the first instance, be submitted to, and discussed with, the Secretary to the Academic Committee. The Secretary, on behalf of the Chair of Academic Committee, will ascertain whether UCL’s standard quality assurance processes have been exhausted or whether the nature of the problem is such that it cannot be addressed within the scope of those standard processes. Once this preliminary discussion has taken place, the Secretary to the Academic Committee will forward the details of the case to the Chair of the Academic Committee, who will decide whether to establish a Review Panel.
2. If the Chair of the Academic Committee decides to establish a Review Panel, it will comprise:
   - Two members of Academic Committee, including at least one Faculty Tutor, who are not members of staff of the Faculty in which the academic unit or programme concerned is based; one of whom will be appointed as Chair of the Review Panel.
   - A senior member of academic or administrative staff, who is not a Faculty Tutor.
3. The meeting(s) of the Review Panel will be attended by an administrative secretary, normally a member of Academic Services staff nominated by the Director of Academic Services, Student & Registry Services, who will take notes of meeting(s) and assist the Review Panel in the preparation of its report. The Review Panel will normally be expected to complete its work within eight working weeks.
4. The Chair of the Academic Committee will inform the academic unit or programme concerned why a Review Panel has been established and that the Review Panel will wish to conduct discussions with relevant staff and/or students.
5. In conducting its review, the Review Panel may request from the academic unit or programme concerned all such documentation and may meet with whichever staff and students as it deems necessary. UCL staff are expected to cooperate fully with the Review Panel at all times.
6. The Review Panel will meet as least once:
   - To consider the relevant documentation
   - To interview appropriate persons
   - To prepare its report.
7. The Review Panel’s provisional report will be sent to the Head of Department or other person responsible for the academic unit or programme concerned. That person will be entitled to notify normally within five working days necessary factual corrections to the report but will not be entitled otherwise to take issue with its findings and recommendations (except where the Head of Department or other person concerned claims that these findings and recommendations are based on factual error).

8. The Review Panel’s final report and recommendations will be sent, via the Secretary to the Academic Committee, to the Chair of Academic Committee. A copy will be sent to the Head of Department or other person concerned for information. The Chair of Academic Committee will decide what, if any, further action is necessary in the matter.

9. The Chair of the Academic Committee will report to the Academic Committee that a Review has taken place according to the required procedure and may, if he/she thinks it appropriate, report to the Academic Committee further details of the Review.

10. The recommendations of the Review Panel will indicate what follow-up action is expected on the part of the academic unit or programme concerned and within what period. The academic unit or programme concerned will, in consultation with the Review Panel, produce a written plan detailing the follow-up action that it will take in response to the recommendations for approval by the Chair of the Academic Committee.

11. The Chair of the Review Panel will check with the academic unit or programme concerned in due course that such follow-up action has been taken and will advise the Chair of the Academic Committee as necessary.
9 Core Programme Information

For Current UCL Undergraduate and Taught Postgraduate Students, including MRes programmes

1) The following information should be included in a single location, available to current students, via handbooks, Moodle pages or online websites/intranets.

2) Where a section title or other text is marked (Centrally Provided) this text is available in Annex 9.9.1 Standard UCL Text for Core Programme Information. It should be copied and pasted without any amendments. However departments might like to add additional, local information as appropriate.

3) Where a section title is unmarked the department/faculty/school is invited to include the relevant information in a manner of their choosing.

4) Information can be provided in any order but the policy below is numbered for ease of reference.

9.1.1 Welcome to UCL

To include:

1) Provost’s Welcome

9.1.2 Introduction to the Department and Parent Faculty

To include:

1) Introduction to the department and its history
2) Explanation of the relationship between department and faculty
3) Key staff members within the department and faculty

9.1.3 Departmental Staff Related to the Programme

To include:

1) Explanation to students of the roles of the module and programme leaders and other key staff involved in programme delivery

9.1.4 Key Dates

To include:

1) Term dates, exam/assessment periods, core activities (Centrally Provided)
2) Department- and faculty-level events and key dates
3) How UCL and the department will communicate with students (Centrally Provided)

9.1.5 Hours of Study

To include:

1) Hours of Study (Central and Local)
2) Personal Study Time
3) Attendance Requirements (Centrally Provided)
9.1.6 Our Expectations of Students

To include:

Explanation of the expectations *(Centrally Provided)* and links to policies.

9.1.7 Programme Structure

To include:

1) The structure of the programme, duration, credits, qualifications award(s)
2) Projects, placements and study abroad (if applicable)
3) Professional accreditation (if applicable)
4) Academic partnerships (if applicable)

9.1.8 Tutorials and supervision

To include:

1) What students can expect in terms of academic and personal tutoring (Central and Local
2) Transition Mentors *(Centrally Provided)*

9.1.9 Advice on Choosing Module Options and Electives

To include:

1) Choosing modules *(Centrally Provided)*
2) Contact details for staff who can give advice

9.1.10 Changes to Registration Status

To include:

1) Information on how to change, interrupt or withdraw from a programme *(Centrally Provided)*
2) Key contacts in the department and faculty for assistance with any of the above

9.1.11 Progression, Award and Classification

To include:

1) Information on how a student progresses through the programme – what does a student need to complete and pass to be awarded a degree; what are the criteria for condonement (if applicable), what are the consequences of unsatisfactory progress
2) Information on Condonement *(Centrally Provided)*
3) Modern Foreign Language requirement *(Centrally Provided)*
4) How will marks be combined to reach a classification? *(Centrally Provided)*

9.1.12 Information on Assessment

To include:

1) How will students be assessed?
2) What are the marking criteria and learning outcomes?
3) What marking scale is in use on the programme?
4) What is feedback, and how will students recognise it (questions in lectures, emails etc.)? How and when will students receive feedback on their work and what will it look like?
5) UCL Standard turnaround time for feedback (Centrally Provided)
6) For written examinations, a link to the UCL Examination Guide for Candidates on the Examinations and Awards website (Centrally Provided)
7) For coursework submissions clear information about where and how to submit work, including details of any electronic submission methods and the technical support available
8) Information about penalties for late submissions (Centrally Provided)
9) Information about absence from assessment (Centrally Provided)
10) Information about word counts and penalties (Centrally Provided)
11) Information about the consequences of failure (Centrally Provided)
12) Absence from assessment (Centrally Provided)
13) Information about accepted referencing methods on the programme
14) Information about academic integrity (plagiarism) in the discipline
15) Information about UCL’s examination irregularities and plagiarism procedures (Centrally Provided)
16) Information about research ethics, approvals process, code of conduct, etc. on the programme (where applicable)
17) Information about Marking, Second-Marking and Moderation (Central and Local)
18) Information about the External Examiner process and how to access reports via Portico (Centrally Provided)

9.1.13 Extenuating Circumstances and Reasonable Adjustments

To include:
1) Information about Reasonable Adjustments (Centrally Provided)
2) Information about Special Examination Arrangements (Centrally Provided)
3) Information about when, where and how to submit a claim for Extenuating Circumstances (Centrally Provided)
4) Information on fitness to study (Centrally Provided)
5) Information on local fitness to study or practise policies (if applicable)
6) Key contacts in the department for assistance with any of the above

9.1.14 Learning Resources and Key Facilities

To include:
1) Information on university-wide learning resources and key contacts for support (Centrally Provided)
2) Information on department/faculty library spaces/resources, IT provision/support, social spaces etc.
3) How to access Moodle and support contacts (Centrally Provided)
4) Portico – what it is, why it is important and who to contact for support (Centrally Provided)
5) Research Student Log (Centrally Provided) (MRes only)

9.1.15 Student Support and Wellbeing

To include:
1) Information regarding central wellbeing and support services, including what services are offered, locations and contact information on university-wide learning resources and key contacts for support (Centrally Provided)
2) Information about registering with a doctor and out-of-hours support services (Centrally Provided)
3) Information on how students can access support/information related to Equality and Diversity *(Centrally Provided)*
4) Information about UCL’s Zero Tolerance policy on harassment and bullying *(Centrally Provided)*

9.1.16 Employability and Careers

To include:
1) Opportunities available, where and how to get advice, career planning tips
2) Information on UCL Careers *(Centrally Provided)*
3) Internships that are not part of the programme (i.e. faculty opportunities) (if applicable)
4) Entrepreneurship at UCL *(Centrally Provided)*

9.1.17 Student Representation

To include:
1) Information on Students’ Union UCL, how to run for election and how to find a representative *(Centrally Provided)*
2) Student Societies *(Centrally Provided)*
3) Information on Academic Representatives *(Centrally Provided)*
4) Role of the Staff-Student Consultative Committee *(Centrally Provided)*
5) Other ways (specific to the department/programme) that students can give feedback, including local processes and key contacts.
6) Students’ Union Advice Service *(Centrally Provided)*
7) Informal and Formal Student Complaints *(Centrally Provided)*

9.1.18 Student Feedback

To include:
1) The importance of feedback and how UCL uses the results *(Centrally Provided)*
2) Student surveys and how UCL uses the results, including information about the NSS, PTES and the New to UCL survey *(Centrally Provided)*
3) Student Evaluation Questionnaires (SEQ) – when they occur and why they are important (Central and Local)
4) The ASER process and how student representatives are involved *(Centrally Provided)*

9.1.19 ChangeMakers

To include:
1) About the project, who they are and how a student can find out more or become involved *(Centrally Provided)*

9.1.20 Global Citizenship

To include:
1) What it is, who a student can contact or where they can go to find out more, or become involved *(Centrally Provided)*
9.1.21 Data Protection

To include:

1) How UCL uses student information, for what purposes, and the steps taken to safeguard this information; Where to find information security, intellectual property and email policies; Information on how to enquire or make a related complaint (Centrally Provided)

9.1.22 Health, Safety and Security

To include:

1) UCL Health, Safety and Security information (Centrally Provided)
2) Health and Safety information concerning the department

9.1.23 After Study

1) Information on transcripts and how to access replacements (Centrally Provided)
2) Graduation Ceremonies (Centrally Provided)
3) Information about the HEAR (Centrally Provided)
4) Information on UCL Alumni activities and key contacts (Central and Local)
Chapter 10 is UCL's regulatory framework for life learning short courses and activities.
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1 Introduction

1.1 Definitions

1. **UCL’s Life Learning short courses and activities** (‘Life Learning activities’ hereinafter) represent the extension of UCL’s learning landscape beyond provision of its qualification-bearing undergraduate and postgraduate degree programmes.

2. UCL Life Learning activities do not lead to a UCL qualification, but they may be recognised by a UCL Certificate of Participation or lead to the award of UCL academic credit (see section 3.1: Life Learning Credit Framework). In some instances, UCL Life Learning activities may also provide hours or points of verifiable CPD.

3. UCL’s Life Learning activities include the following:
   - non-credit-bearing Continuing Professional Development (CPD) courses, some of which may provide hours or points of verifiable CPD;
   - credit-bearing modules from UCL degree programmes offered as standalone short courses for personal learning, continuing education or CPD;
   - credit- and non-credit-bearing evening classes, online courses and summer schools and programmes;
   - credit- and non-credit-bearing academic and commercially focused executive education courses and other bespoke offerings for organisations;
   - non-qualification-bearing graduate preparatory courses offered by the UCL Centre for Language & International Education (CLIE).

4. Non-credit-bearing Life Learning activities typically do not involve any assessment and do not involve the award of UCL academic credit. They may, however, be recognised by a UCL Certificate of Participation, and they may also provide hours or points of verifiable CPD. They may also in some instances be accredited by an external body and involve assessment leading to a non-UCL qualification or award (see 3.1.13 & 3.1.14 below).

5. Credit-bearing Life Learning activities involve assessment which, if successfully completed, may lead to the award of UCL academic credit (see section 3.1). This academic credit may then, depending on the activity being undertaken, be used to apply for advanced entry to a UCL programme leading to a UCL qualification such as a Postgraduate Certificate or Diploma or a full Masters degree.

6. Each new Life Learning activity must have a course specification that is derived from the Course Information Questionnaire (CIQ). Unless the activity is a bespoke closed course\(^1\), the details of the activity should be made available on the UCL Life Learning web pages and/or the relevant UCL departmental webpages.

7. To ensure that the expectations of Faculties, Departments, learners and staff are clear, the following verbs are adopted consistently throughout these Regulations:
   - **Must**: indicates a regulation that will be adhered to in all circumstances. Deviations from such regulations would only be granted by UCL Academic Policy and Quality Assurance on behalf of the Vice-Provost (Education & Student Affairs) in exceptional circumstances. For example “applicants must satisfy any entry requirements for admission that are specified in the course specification (CIQ) and indicated in the course specification.”

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\(^1\) A ‘bespoke closed course’ is any course provided by UCL for a fee to an external client, where the content is specifically designed for that client and the participants are nominated by the client. Consequently, the course is not open to any suitably qualified candidate.
description of the activity provided on the Life Learning web pages and/or the relevant Department web pages”.

- **Should**: indicates a regulation that should be adhered to unless sound pedagogical, professional or practical reasons prevent this. For example “A variety of assessment methods should be used across the short course to test different knowledge and skills”.

- **May**: indicates where an action or regulation is permitted but not mandatory, and where there might therefore be variations across programmes and modules. For example “Information may be provided in a number of formats including learner handbooks, Moodle sites and the UCL intranet”. Where ‘may’ regulations are used, the specific arrangements in place on the activity must be explained clearly in the course specification (CIQ).

### 1.2 Scope

1. These Regulations provide a regulatory framework for the delivery and support of UCL’s Life Learning activities and shall apply to all Life Learners registered on these activities (see section 1.3 below for definitions of the different categories of Life Learner).

2. These Regulations define UCL’s threshold standards for its Life Learning activities. Individual Life Learning activities may have their own set of regulations detailed in the course specification for the activity (see 1.2.6 below), which define the specific arrangements in place for that activity over and above UCL’s threshold standards.

3. These Regulations shall not apply to:

   - any UCL programme of study leading to a UCL qualification, or to any UCL Students or Affiliates registered on these programmes. Regulations applying to UCL programmes of study leading to a UCL qualification are set out in the UCL Academic Manual.
   - any bespoke closed UCL short courses or activities (see footnote 1 above).

### 1.3 UCL Life Learner statuses

1. All those admitted onto UCL Life Learning activities shall be assigned a Life Learner status as follows (unless they already hold UCL Student or UCL Affiliate status, in which case they will retain that status):

   **A UCL Associate Student** is:

   (a) any person registered on one or more credit-bearing Life Learning activities provided by UCL and opting to take the assessment;
   (b) any other person whom the Registrar declares to be a UCL Associate Student.

   **A UCL Attending Student** is:

   (a) any person registered on one or more credit-bearing Life Learning activities provided by UCL and attending without opting to take the assessment;
   (b) any other person whom the Registrar declares to be a UCL Attending Student.

   **A UCL Visiting Student**:

   (a) any person registered on one or more non-credit bearing Life Learning activities provided by UCL;
   (b) any other person whom the Registrar declares to be a UCL Visiting Student.

2. UCL Students and UCL Affiliates can also be registered on UCL Life Learning activities but shall retain their formal status as a UCL Student or a UCL Affiliate along with the rights and entitlements of access to the facilities and services associated with these statuses.
3. UCL Life Learners shall not have access to all of the facilities and services that are available to UCL Students and UCL Affiliates. Which facilities and services are available, including access to Library materials, will depend on their Life Learner status (see 1.3.1 above) and any entitlements associated with that status and/or the Life Learning activity on which they are registered.

2 Admission, Registration and Conduct

2.1 Introduction

1. The Regulations in this section pertain to admission and registration arrangements for UCL’s Life Learning activities, both non-credit-bearing and credit-bearing.

2.2 Entry requirements

1. While there are no general entry requirements for UCL Life Learning activities, applicants must satisfy any entry requirements for admission that are specified in the course specification (CIQ) and indicated in the description of the activity provided on the Life Learning web pages and/or the relevant Department web pages.

2. For admission onto credit-bearing UCL Life Learning activities, entry requirements may include academic prerequisites such as a UK Bachelors degree or an equivalent qualification in a relevant subject.

Further guidance

3. Entry requirements for credit-bearing UCL Life Learning activities need not comply with standard UCL entry requirements for programme-level study, provided that the admitting UCL department judges that the applicant is appropriately qualified and equipped to take the activity in question.

4. Some UCL Life Learning activities take into account individual professional and work experience for admissions purposes.

5. Applicants are advised to check for specific entry requirements or academic pre-requisites for admission onto their chosen Life Learning activity before making an application to UCL, either by consulting the activity description provided on the Life Learning web pages and/or the relevant Department web pages, or by contacting the activity organisers.

2.3 English Language requirements

General

1. The language of instruction at UCL is English, and all applicants should ensure that their spoken and written English is of a sufficient standard to undertake their chosen Life Learning activity. This requirement is specified in order to ensure that the experience of Life Learners is not hindered by language difficulties, and that all Life Learners are able to benefit fully from their time at UCL.

Non-credit bearing Life Learning short courses and activities

2. Applicants for non-credit-bearing UCL Life Learning activities, whose first language is not English, should have a reasonable proficiency in the English language in order to fully benefit from the activity.
3. In addition, applicants are required to meet any English Language requirements that are specified in the course specification (CIQ) for the activity and indicated in the description of the activity provided on the Life Learning web pages and/or the relevant Department web pages.

4. UCL reserves the right to refuse admission to or terminate the registration of any applicant whose English Language proficiency is deemed unsatisfactory.

Further guidance

5. Although no formal proof of an applicant’s proficiency in English is required for entry onto most non-credit-bearing UCL Life Learning activities, applicants whose first language is not English are encouraged to benchmark their proficiency in the English language against the Common European Framework of Reference for Languages.

Credit-bearing Life Learning short courses and activities

6. Applicants for credit-bearing UCL Life Learning activities whose first language is not English are required to meet UCL’s English Language requirements and must be able to provide recent evidence that their spoken and written command of the English language is adequate for the activity for which they have applied.

7. In addition, applicants will be required to meet any English Language requirements that are specified for the level of the activity.

Further guidance

8. Applicants are advised to check any specific English Language requirements by consulting the activity description provided on the Life Learning web pages and/or the relevant Department web pages.

9. Applicants should be aware that UCL reserves the right to ask for higher English Language requirements in individual cases.

2.4 Making an application for a UCL Life Learning activity

1. Applications for UCL Life Learning activities must be made directly to UCL, either through the Life Learning web pages or the relevant UCL department web pages.

2. There are currently two options for making applications for Life Learning activities directly to UCL:
   i) Apply online
   ii) Downloadable application form

3. Details of how to make an application for a UCL Life Learning activity are provided in the activity description on the Life Learning web pages and/or the relevant UCL department web pages. Details of any specific application deadlines will also be indicated.

Applicants with disabilities

4. UCL endeavours to ensure equal access to all facilities and to make reasonable adjustments to UCL buildings when and wherever possible.

5. Applicants who have a disability should inform the admitting UCL department of this on their application. This will help to ensure that any special requirements can be put in place in advance of applicants commencing their Life Learning activity.
6. Where an applicant declares a disability, the admitting UCL department should make contact with that applicant to discuss any specific arrangements or reasonable adjustments they may need in order to support their studies.

Further guidance

7. Applicants with disabilities are strongly encouraged to make contact with the activity organisers and/or the relevant UCL department before submitting their application if they have any general queries about access or facilities at UCL.

8. See also guidance on Reasonable Adjustments at section 3.2.

Applicants under the Age of 18

9. UCL will consider for admission onto its Life Learning activities applicants who will reach the age of 18 during or after their expected period of attendance, subject to these applicants meeting the entry criteria for the activity.

10. If a young applicant is offered a place, UCL has in place procedures to protect young learners. The Life Learning activity organisers and/or the admitting UCL department must ensure that these procedures are put in place prior to the arrival of the applicant(s) at UCL.

Further guidance

11. In considering applications onto Life Learning activities from applicants under the age of 18, short course organisers must refer to the UCL Children and Vulnerable Adults Safeguarding Policy for Applicants and Current Students.

12. Further guidance on working with persons under the age of 18 is available for UCL departments and Life Learning short course and activity organisers on the UCL Human Resources Division web pages.

Applicants who are registered students at UCL and other Higher Education institutions

13. Applicants who are currently registered students either at UCL or another Higher Education institution may be admitted onto UCL Life Learning activities. However, any UCL Life Learning activities or activities that UCL students are admitted onto cannot be substituted for any component of their UCL programme of study, nor can any academic credit achieved as a result of their attendance on the activity be transferred to their main UCL programme of study.

2.5 Accuracy of Applicant Information

1. Information provided by applicants is expected to be accurate and complete. UCL reserves the right to refuse admission or terminate registration in the event that any information provided by an applicant is inaccurate or incomplete.

2.6 Proof of Identity

1. All applicants for campus-based UCL Life Learning activities are required to present (in person or by post) the original copy of an accepted form of identification, as determined by UCL, for verification before they can be registered onto the Life Learning activity.
2. UCL’s preferred form of identification is a valid passport. However, in the absence of a valid passport, the following will be accepted forms of identification for applicants who do not require a visa to study in the UK:

i) A UK photo driving licence, Armed Forces Identity Card or a European National Identity Card, or

3. If the family name or other personal details are different from those on the document provided, proof of the reason for any differences may be required. This should be in the form of a marriage certificate/civil partnership certificate, divorce document, deed poll, adoption certificate or statutory declaration. No other forms of identification are acceptable.

Applicants Who Require a Visa to Study in the UK

4. Under UK immigration requirements, presentation of a valid passport is a mandatory requirement for applicants for all campus-based UCL Life Learning activities who require a visa to study in the UK, and no other forms of identification will suffice. Registration will not take place without presentation of a valid passport and an appropriate visa.

Further guidance

5. UCL is obligated to undertake passport and visa checks for its Life Learning activities wherever its Tier 4 licensing responsibilities require it do so. This requirement applies only to applicants who will be attending a Life Learning activity based on the UCL campus within the UK. There is no requirement for applicants who require a visa to study in the UK to present a valid passport and an appropriate visa if the UCL Life Learning activity is based wholly online.

6. Further information and guidance about the UK Immigration and Visas System is available on the Immigration and Visa webpages.

2.7 Disclosure and Barring

Disclosure

1. For a small number of Life Learning activities, where participants may potentially come into unsupervised contact with children and/or vulnerable adults, UCL will seek an enhanced disclosure certificate from the Disclosure and Barring Service. Where this requirement applies, it should be recorded on the course specification (CIQ) in order that applicants can be made aware.

Further guidance

2. The Disclosure and Barring Service is the Government agency established to provide employers and others with information about any criminal convictions that an individual might possess.

3. In addition to an enhanced disclosure certificate, some Life Learning activities may require further checks under the provisions of the Protection of Children Act and Protection of Vulnerable Adults Act.

4. Further details of these checks are available from the Disclosure and Barring Service. UCL reserves the right to bar applicants or de-register learners who are given an unsatisfactory review by the Disclosure and Barring Service.
Applicants with Criminal Records

5. Disclosure of certain criminal records may be required for some UCL Life Learning activities, and applicants with criminal records may be subject to some restrictions of activity to be decided on a case-by-case basis.

6. Failure to disclose may result in refused admission or termination of registration from the Life Learning activity.

7. Where appropriate, details of criminal convictions may be made available to Heads of Department and others as appropriate.

8. Please see UCL’s Disclosure and Barring webpages for further information.

2.8 Application Decisions

1. All applicants for UCL Life Learning activities will be informed by UCL of their acceptance or otherwise onto the activity in question.

2. The decision as to whether to admit an applicant to a UCL Life Learning activity rests solely with the relevant UCL department. UCL decisions on applications onto its Life Learning activities are final, and there is no right of appeal against them.

2.9 Period of Registration

1. Life Learners are registered for the duration of their Life Learning activity, until the end or completion of the activity.

2. The specific start date and duration of each Life Learning activity is determined by UCL and notified in the short course descriptions given on the Life Learning web pages or on the relevant Department web pages.

2.10 Attendance Requirements

1. UCL’s minimum attendance requirement of teaching and learning events is 70%. UCL departments may, however, stipulate a higher percentage and additional requirements where appropriate. In order to be eligible for a Certificate of Participation, Life Learners will be expected to have participated in the activity to the satisfaction of the course leader and to an extent that is deemed sufficient to have met the learning outcomes of the activity.

2. Life Learners on credit-bearing UCL Life Learning activities whose attendance falls below the minimum attendance requirements for the activity will not be eligible to undertake the assessment component of the activity.

3. UCL reserves the right to require any Life Learner whose conduct, attendance or academic progress is unsatisfactory to withdraw from the Life Learning activity. A Life Learner required to withdraw has the right to appeal against the withdrawal decision but not against any academic assessment on which the decision is based. The responsibility for hearing and deciding upon appeals is vested in the Registrar, whose decisions are final.

Further guidance

4. For Life Learning activities that are based wholly or partly online, ‘attendance’ should be taken to mean ‘participation’. Owing to software limitations, it may not yet be possible to measure participation for some of these activities. In such instances, in order to be eligible for a Certificate of Participation Life Learners will be expected to have participated in the
 activity to an extent that is deemed by the activity leader to be sufficient to have met the learning outcomes of the activity.

5. Section 3.1.13-15: Extenuating Circumstances describes the procedures in place for Life Learners on credit-bearing Life Learning activities who are unable to attend an examination or submit a piece of work for summative assessment due to illness or other extenuating circumstances.

2.11 Code of conduct for Life Learners attending UCL

1. UCL enjoys a reputation as a world-class university. It was founded on the basis of equal opportunity, being the first English university to admit students irrespective of their faith and cultural background. It was the first university in England to admit women.

2. UCL is a community, and as members of this community, all Life Learners are expected to adhere to UCL’s rules and regulations while attending a UCL Life Learning activity based at UCL, to show respect for persons and property, and to behave in a way that does not interfere with the normal operations of UCL.

3. UCL’s expectations about appropriate behaviour and conduct of its Life Learners while attending an activity based on the UCL campus include:

   In general:
   - Recognising the diversity of the UCL community and not discriminating against others on the basis of their age, ethnic origin, race, nationality, membership of a national minority, culture, language, religious faith or affiliation or lack thereof, political affiliation or opinions or lack thereof, sex, gender, gender identity, sexuality, sexual orientation, marital status, caring or parental responsibilities, illness, ability or disability, mental health status, medical condition, physical appearance, genetic features, parentage, descent, full or part-time student status, socio-economic background, employment status, trade union affiliation, spent or irrelevant criminal convictions or any other irrelevant distinction.
   - Acting responsibly, being honest, considerate, respectful and courteous towards others. Behaving in a respectful manner towards others so that they do not feel that they are being harassed or bullied, and abiding by the law.
   - Showing consideration for the welfare of other Life Learners;
   - Ensuring that any activity you engage in using the internet, including virtual learning environments (e.g. Moodle), social networking sites (e.g. Facebook, Twitter etc.), blogs or other web resources, refrains from causing offence and could not be regarded as bullying or harassment.
   - Respecting the right of freedom of speech provided it is within the law.

   Whilst learning:
   - Being punctual for sessions or classes.
   - Where applicable, following the rules laid down by UCL for academic activity, the use of the Library, Information Services and other services.
   - Where applicable, being aware of the advice and assistance available on academic and other matters from sources such as personal, programme and departmental tutors.
   - Where applicable, informing the relevant person if you are going to be absent or delayed for an activity where you are expected to attend.
   - Seeking help for yourself when you need it.

   Around UCL:
   - Showing respect for UCL property.
   - Informing yourself of UCL health and safety policies and following them.
   - Playing your part in maintaining security and being prepared to produce your identity card when requested.
   - Caring for the environment at UCL by respecting buildings, spaces and facilities.
• Recycling and disposing of litter responsibly.
• Showing consideration for others regarding noise (e.g. switching mobile phones off in sessions and classes).

3. The following other UCL policies also relate to conduct and behaviour for all Life Learners:
   • Equalities
   • Harassment and Bullying
   • Health and Safety
   • Security
   • Energy Saving Information

4. The following link to sources of advice and assistance for Life Learner Associate Students and Attending Students:
   • Support to Study Policy
   • Fitness to Study Procedure
   • Examinations and Awards
   • Computing Regulations
   • Library Regulations
   • UCL Union Rights and Advice Centre

5. Where it is deemed appropriate, any matters relating to the infringement of UCL rules and regulations or the misconduct of Associate Student or Attending Student Life Learners will be referred to UCL's Disciplinary Code and Procedure.
   • Chapter 6, Section 8: Student Disciplinary Code and Procedure

2.12 Complaints Procedure

1. Any Life Learner who wishes to make a complaint about her/his experience at UCL should first try to resolve the matter informally, in consultation with either the person who has caused the complaint, or with that person's line manager, or with another appropriate person within the area of UCL where the complaint has arisen.

2. Formal complaints should only be submitted if informal discussion fails to resolve the matter satisfactorily, or would be wholly inappropriate, and if there appear to be genuine grounds for making a complaint.

3. If a complaint cannot be resolved informally, UCL has an established Student Complaints Procedure for dealing with both academic and non-academic complaints and representations from students. This Procedure shall also apply to Life Learner Associate Students and Attending Students.

4. All other Life Learners, i.e. those on non-credit-bearing UCL Life Learning activities, shall have recourse to UCL's Public Complaints Procedure in the event that a complaint cannot be resolved informally. Where deemed appropriate and applicable, complaints involving Life Learners undertaking non-credit-bearing UCL Life Learning activities will be referred to the established Student Complaints Procedure.
3 Credit-bearing Life Learning short courses and activities

3.1 Life Learning Credit Framework

General

1. This section describes the underlying structures and credit requirements of UCL's credit-bearing Life Learning activities.

2. UCL's credit-bearing Life Learning activities involve assessment which does not result in a UCL qualification but which may result in the award of UCL academic credit and ECTS credits upon completion and passing of the assessment component(s).

3. In common with all credit-bearing modules that are offered as part of UCL programmes of study, credit-bearing Life Learning activities must include the following defined characteristics:

   i) a specified academic level;
   ii) a specified credit-rating and associated learning hours;
   iii) approved learning outcomes;
   iv) appropriate methods of assessment;
   v) agreed methods of quality assurance;
   vi) defined student support mechanisms.

4. Credit-bearing Life Learning activities are rated in multiples of five, with 5-, 10-, 15- and 30-credit modules being the norm. The minimum module size is 5 credits, which equates to 50 learning hours and 2.5 European Credit Transfer System (ECTS) credits.

5. Life Learners who are registered for assessment as UCL Associate Students on a credit-bearing UCL Life Learning activity and who achieve a percentage mark equal to or greater than the relevant pass mark (see section 3.3) shall be entitled to receive a transcript produced by UCL, detailing the assessment taken and results achieved.

6. UCL academic credit awarded through successful completion of a credit-bearing Life Learning activity that is eligible to be used to apply for advanced entry to a UCL programme of study is valid within UCL for five calendar years.

Further guidance

7. Certification of UCL academic credit for credit-bearing Life Learning activities through production of an official UCL transcript is managed by UCL Student and Registry Services (SRS).

Credit Accumulation and Qualifications

8. A Life Learner who successfully completes one or more credit-bearing Life Learning activities or activities may, depending on the activity that has been undertaken, be able to use the academic credit awarded for this to apply for advanced entry to a related UCL taught programme leading to a UCL qualification, through the regulations on the Recognition of Prior Learning.

9. All applications for advanced entry onto UCL taught programmes must meet the criteria set out in the regulations on the Recognition of Prior Learning.

10. Applications for advanced entry to UCL taught programmes will not be considered where the academic credit is more than five calendar years' old, or where the academic credit
achieved through the Life Learning activity is not eligible to be used for advanced entry to a UCL programme.

11. A Life Learner must meet the requirements of a UCL-approved programme of study in order to be awarded a UCL qualification. Academic credits from successful completion of individual Life Learning activities do not automatically accrue towards a UCL qualification, nor do they provide automatic credit exemption or accreditation of prior learning in the event of entry onto another Life Learning activity or UCL programme of study.

12. A UCL qualification cannot be achieved solely through successful completion of credit-bearing Life Learning activities. The following table specifies the maximum number of academic credits that may be transferred from successful completion of eligible credit-bearing Life Learning activities for each group of UCL qualifications, in line with the maximum thresholds for the Recognition of Prior Learning.

<table>
<thead>
<tr>
<th>UCL Qualification</th>
<th>Maximum Life Learning Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Higher Education</td>
<td>Up to 30 credits</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>Up to 60 credits</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>Up to 60 credits</td>
</tr>
<tr>
<td>Honours Degree</td>
<td>Up to 120 credits</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Up to 20 credits</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Up to 40 credits</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>Up to 30 credits</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>Up to 60 credits</td>
</tr>
<tr>
<td>Integrated Masters</td>
<td>Up to 120 credits</td>
</tr>
<tr>
<td>Taught Masters</td>
<td>Up to 90 credits</td>
</tr>
<tr>
<td>Modular Research Masters</td>
<td>Up to 90 credits</td>
</tr>
</tbody>
</table>

Further guidance

13. Recognition of academic credits awarded through the successful completion of a UCL credit-bearing Life Learning activity is at the discretion of other Higher Education institutions. UCL makes no representation that the activity will be recognised and/or awarded credit by any other institution.

Accreditation of Life Learning short courses and activities by bodies outside UCL

14. Some Life Learning activities organised by UCL may be recognised or accredited by Professional, Statutory or Regulatory Bodies and involve assessment leading to a non-UCL qualification or award.

15. In addition to meeting any requirements specified by UCL, Life Learners on such Life Learning activities must observe any regulations and/or meet any requirements around admission, registration, additional learning hours, assessment and fitness to practise that are specified by these Bodies.

3.2 Change of registered Life Learner status

1. Life Learners taking credit-bearing UCL short courses and activities who are initially registered as a UCL Attending Student (i.e. not registered to undertake the assessment on the activity) may at the discretion of the activity organisers apply to change their registered Life Learner status to a UCL Associate Student, so that they opt in to taking the assessment.

2. Life Learners taking credit-bearing UCL short courses and activities who are initially registered as a UCL Associate Student (i.e. registered to undertake the assessment on the activity) may apply to change their status so that they opt not to undertake the assessment. In both circumstances, the application to change registered assessment status must be
submitted by the learner to the course organiser by the specified deadline. Life Learners who opting out of taking the assessment option shall not be entitled to the award of the academic credits pertaining to the UCL Life Learning activity.

3. The application to change registered Life Learner status must be made to the Life Learning activity organisers in advance of the assessment on the activity taking place and by the specified deadline.

3.3 Assessment of credit-bearing Life Learning short courses and activities

General

1. The regulations governing assessment for credit-bearing UCL Life Learning activities are defined by the academic level of the activity – e.g. a credit-bearing Life Learning activity at level 6 is subject to the UCL assessment regulations for undergraduate programmes; and a credit-bearing Life Learning activity at level 7 is subject to the UCL assessment regulations for taught postgraduate programmes.

2. The following sections of the Assessment Framework for Taught Programmes (see UCL Academic Manual Chapter 4) shall pertain both to Life Learners with Associate Student status taking assessment on credit-bearing UCL Life Learning activities, and participants on the credit-bearing UCL International Summer School for Undergraduates (‘Life Learners’ hereinafter):

- **Overarching Principles of Assessment** (Chapter 4, section 1)
- **Module Assessment** (Chapter 4, section 3 – see also 3.3.3-9 below)
- **Examinations** (Chapter 4, Section 4)
- **Reasonable Adjustments** (Chapter 4, section 5 and paragraphs 3.3.11-15 below)
- **Extenuating Circumstances** (Chapter 4, section 6 and paragraphs 3.3.16-21 below)
- **Marking and Moderation** (Chapter 4, section 7)
- **Assessment Feedback** (Chapter 4, section 8)
- **Consequences of Failure** (Chapter 4, section 11 and paragraphs 3.3.22-35 below)
- **Boards of Examiners** (Chapter 4, section 13 and paragraphs 3.3.36-37 below)
- **Examination Irregularities and Plagiarism** (Chapter 6, section 9)

Attendance Requirements and Eligibility for Assessment

3. UCL’s minimum attendance requirement is 70%. Departments may stipulate a higher percentage and additional requirements where appropriate.

4. Life Learners whose attendance falls below this attendance requirement are not eligible to undertake the assessment component of the activity or to receive a UCL Certificate of Participation.

5. For further information see section 2.10 above.

Requirements to pass a credit-bearing Life Learning activity

6. The assessment requirements of the credit-bearing Life Learning activity must be clearly communicated to Life Learners.

7. Assessment results for credit-bearing UCL Life Learning activities are not eligible for a classification and will be issued as a percentage mark.
8. In order to pass a credit-bearing Life Learning activity at undergraduate level (i.e. level 4, 5 or 6), a Life Learner must achieve a weighted average of 40%, plus 40% in any non-condonable component(s).

9. In order to pass a credit-bearing Masters-level Life Learning activity (i.e. those at level 7), a Life Learner must achieve a weighted average of 50%, plus 50% in any non-condonable component(s).

Reasonable Adjustments

10. The Reasonable Adjustments regulations set out at Chapter 4 section 5 of the UCL Academic Manual define how UCL supports students with a disability throughout the learning, teaching and assessment process.

11. The Reasonable Adjustment regulations shall apply to all Life Learners registered as UCL Associate Students and UCL Attending Students on credit-bearing UCL Life Learning activities.

12. Life Learners should notify UCL of any disability at the point of application or during pre-enrolment so that UCL can put in place the support that is required.

13. The following is a guide to applying for reasonable adjustments:

**Step 1:**

Declare a disability at application stage or during pre-enrolment, and receive an invitation to complete an Applicant Support Questionnaire providing more information to the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) about your disability and support needs.

Or

Contact the Disability, Mental Health and Wellbeing team directly at any stage during your studies to request a confidential 1:1 appointment.

**Step 2:**

Continue to liaise with the Disability, Mental Health and Wellbeing team via email or phone, or attend an appointment. A member of the Disability, Mental Health and Wellbeing team will discuss your support needs in more detail and agree appropriate follow-on actions, which may include:

- Production of a Summary of Reasonable Adjustments (SORA)
- Email liaison with your academic department, Information Services (ISD), Library
- Completion of an application for Special Examination Arrangements
- Onward referral for non-medical help (e.g. specialist tuition, mental health mentoring, note-taking support)

**Step 3:**

Remain in contact with the Disability, Mental Health and Wellbeing team throughout your studies and request a review of support as and when you feel it is necessary.

14. For further information on Reasonable Adjustments please refer to Chapter 4 section 5 of the UCL Academic Manual.
Extenuating Circumstances

15. The Extenuating Circumstances regulations set out at Chapter 4, Section 6 of the UCL Academic Manual define the support available for UCL students who might experience something unexpected, significantly disruptive and beyond their control and which may affect their performance at assessment, such as a sudden, serious illness or the death of a close relative.

16. The Extenuating Circumstances regulations shall apply to all Life Learners registered as UCL Associate Students on credit-bearing UCL Life Learning activities. The regulations apply to summative assessments only. They do not apply to formative assessments or to absence from lectures, seminars, tutorials etc.

17. Further guidance about the types of circumstances which are generally considered to be extenuating can be found in Chapter 4, Annex 4.1.1: Grounds for Extenuating Circumstances.

18. Extenuating Circumstances Claims submitted by Life Learners will be considered in accordance with the Extenuating Circumstances Regulations, with the following exceptions:

- Extenuating Circumstances submitted by Life Learners will be considered in a timeframe appropriate for the duration of the Life Learning activity;
- The Life Learning activity organiser or leader will fulfil the role of the Programme Leader (or equivalent);
- Decisions on Extenuating Circumstance claims will be referred to the Chair of the relevant Faculty/Department Extenuating Circumstance Panel for decisions under the authority of the Faculty/Department Extenuating Circumstance Panel;
- Forms of mitigation for Life Learners may include any of the following:
  i) The Course Leader for the Life Learning activity may approve a coursework extension of up to one week;
  ii) The Course Leader, Departmental Tutor or Chair of the relevant Board of Examiners may approve a coursework extension of up to four weeks;
  iii) Other forms of mitigation can be considered by the Faculty or Departmental Extenuating Circumstances Panel or by the Chair acting on behalf of the Panel, including:
    • a coursework extension of more than four weeks;
    • condoned late submission of coursework;
    • an alternative method of assessment (approved by the External Examiner)
    • deferral of assessment to the next occasion;
    • offer of a full refund for the Life Learning activity with the option to re-enrol at a later date.

19. Life Learners may also apply for Special Examination Arrangements (SEAs) via a separate online application process. SEAs are adjustments to central or departmental written examinations which can be made as a form of Reasonable Adjustment for those with a disability or long-term condition or as a form of mitigation for those with shorter-term Extenuating Circumstances – see Chapter 4, Section 4.3: Special Examination Arrangements.

20. For further information on Extenuating Circumstances please refer to Chapter 4, Section 6 of the UCL Academic Manual.

Reassessment

21. The Consequences of Failure regulations set out at Chapter 4 Section 11 of the UCL Academic Manual cover the provisions for UCL students who do not meet the module or programme requirements at the first attempt and there are no Extenuating Circumstances material to that failure.
22. The Consequences of Failure regulations shall apply to all Life Learners registered as UCL Associate Students on credit-bearing UCL Life Learning activities.

23. For Life Learners who are registered as UCL Associate Students, a credit-bearing Life Learning activity is completed when they have been academically assessed in all of the examined components relating to the activity.

24. A credit-bearing Life Learning activity is passed when a Life Learner who is registered as a UCL Associate Student has been academically assessed in all of the examined components relating to the activity and achieved the pass mark for the activity as a whole (see ‘Requirements to pass a credit-bearing Life Learning activity’ section above).

25. A student must be awarded a mark of 0% for a Component and must be deemed to have made an attempt where they:
   a) Are absent from an examination, presentation or other assessment event, OR
   b) Do not attempt a paper or task, OR
   c) Attempt so little of a paper or task that it cannot be assessed, OR
   d) Do not submit coursework.

26. Where a Life Learner who is registered as a UCL Associate Student is absent or makes an un-assessable attempt due to illness or other Extenuating Circumstances they should follow the procedures for Extenuating Circumstances described in paragraphs 16-21 above.

27. Where a Life Learner who is registered as a UCL Associate Student fails to pass the assessment on a credit-bearing Life Learning activity at the first attempt, one further attempt at assessment is normally permitted unless otherwise specified in the course specification for the Life Learning activity concerned. Life Learners are therefore advised to refer to the course information for the Life Learning activity.

28. Reassessment must be made at the next normal occasion.

29. For credit-bearing UCL Life Learning activities, the expectation is that Life Learners who are eligible for reassessment will resit the assessment without extra tuition. Life Learners who wish to resit the assessment with tuition will be required to re-enrol on the Life Learning activity in question.

30. The assessment or reassessment for a Life Learning activity must be completed within two years of initial enrolment on the activity. This period of two years may be extended at the discretion of UCL by way of an approved suspension of regulations.

31. Life Learners should receive the higher of the marks achieved at the first or second attempt.

32. Life Learners should only be reassessed in the failed module components, unless the course specification for the activity requires reassessment of all components.

33. Life Learners who have passed a credit-bearing Life Learning activity cannot repeat the assessment for the activity.

34. Life Learners who have been excluded from UCL are not eligible for any further assessment attempts.

**Boards of Examiners**

35. Marks for Life Learners registered as UCL Associate Students on credit-bearing Life Learning activities must be considered and approved by a Board of Examiners.

36. Departments may consider and approve these marks within their usual Boards of Examiners cycle, or through a separate Board of Examiners convened to consider only
marks for credit-bearing Life Learning activities. In the case of the latter, the regulations for Boards of Examiners at Chapter 4 Section 13 of the UCL Academic Manual shall apply in respect of:

- Terms of reference
- Constitution and Membership
- Quorum
- Candidate anonymity
- Confidentiality
- Conflicts of interest
- Involvement of External Examiners;
- All other procedures for the management of Boards of Examiners set out at Chapter 4 Section 13 of the UCL Academic Manual.

Publication of Results

37. Course organisers are permitted to release unconfirmed provisional marks to Life Learners, prior to the formal publication of results by UCL.

38. Life Learners will be informed of the date when their examination results will be published.

39. UCL Associate Student Life Learners who complete the assessment for a credit-bearing UCL Life Learning activity will be eligible to receive an official transcript detailing their mark.

4. Approval of Life Learning short courses and activities

4.1 Approval of new non-credit-bearing Life Learning short courses and activities

1. All proposed new non-credit-bearing courses and activities to be offered as part of UCL Life Learning (i.e. short courses, professional development (CPD) and executive education) must be submitted for approval by the relevant Department/Division and Faculty if either of the following apply:

   i. The course or activity is to require payment of a fee by participants;
   ii. The course or activity is to result in the award of a UCL Certificate of Participation.

2. If neither of the above apply but the Life Learning course or activity is to require an online presence via UCLeXtend and/or the intention is to publicise the course or activity on the UCL Life Learning course finder website (lifelearning@ucl.ac.uk) for further advice and guidance.

New non-credit bearing Life Learning short courses and activities

3. Proposals for new non-credit-bearing Life Learning courses or activities must be submitted using the Course Initiation Questionnaire (CIQ) accessed via Portico. The CIQ is located within the Curriculum Planner container, accessed via the 'Curricular Management' link on the Portico staff screen, and is available by selecting the ‘Create short course’ option.

4. Prior to completing a CIQ, course initiators are strongly advised to consult the Life Learning team (lifelearning@ucl.ac.uk) for advice on the design of the course, costing and marketing. In addition, initiators should also discuss learning resource requirements with the library prior to submitting a CIQ for Departmental/Divisional approval.
i. Course initiators of blended or fully online courses and activities should also contact the UCLeXtend team in Digital Education (extend@ucl.ac.uk) or for advice and support read the UCL Life Learning wiki at https://wiki.ucl.ac.uk/display/ULL/UCL+Life+Learning
ii. Course initiators are also advised to consult the Library Teaching & Learning Support Section (library-tlss@ucl.ac.uk) for guidance regarding copyright and licensing issues.

5. Course initiators should have considered and discussed the business case for the new proposed course or activity with their Head of Department.

6. Proposals for non-credit-bearing Life Learning courses and activities that involve online or blended learning offerings on UCLeXtend will need to be reviewed by the UCL quality assurance peer-review team and signed off from a functional, educational, technological and legal perspective prior to going live. This review is also necessary to check that there are not any issues around unlicensed/copyright material.

7. Proposals should therefore be submitted in good time (i.e. at least four weeks prior to the go live date) to allow sufficient lead time for this review. NB Further information regarding the review process can be found in the UCLeXtend documentation.

Procedures

8. Proposals for new non-credit-bearing Life Learning courses or activities must be reviewed and approved at Departmental/Divisional and Faculty level. The online CIQ facilitates this process and allows comments and queries to be raised at all stages of the approval process.

9. Once a CIQ has been submitted, the record is locked and cannot be edited as it is now in the approval process. The relevant Head of Department/Division will receive an email informing them that a CIQ has been submitted and is awaiting their review and approval. Once Departmental/Division approval is granted, then approval by the relevant Faculty Tutor is required.

10. Heads of Department/Division and Faculty Tutors should aim to review and reach a decision on proposals for new non-credit-bearing Life Learning courses and activities within 72 hours of submission of the CIQ.

11. If the proposal is rejected at any stage, the course initiator will be notified and informed to make changes for resubmission. Once approved at Departmental/Divisional and Faculty level, the proposal will be moved from a planning record to a live short course in Portico.
Information for approvers

Approvers should:

12. Check if the business case (which includes both the market analysis and costing/pricing form) described in the CIQ proposal is feasible and sustainable. As a minimum, desk research into the market should be completed.

13. Ensure the CIQ proposal aligns with the wider remit of the institutional and Department/Division/Faculty’s agenda and strategic plans.

14. Evaluate the proposal in relation to the other related activities in the department/faculty and encourage a coordinated, collaborative and interdisciplinary environment around the related Life Learning activities in their faculty. Understand where this course fits into the faculty portfolio.

15. Ensure the course or activity design is well thought through, learning outcomes align with tasks, and that there are arrangements for obtaining learner feedback.

Amendments to non-credit-bearing Life Learning short courses and activities

16. Amendments to any of the following details for non-credit-bearing Life Learning courses or activities previously submitted and approved via the CIQ process will need to be submitted for Departmental/Divisional and Faculty approval:

- the parent Department/Faculty of the course or activity;
- the course code;
- the number of learning hours involved.

Amendments to the title of the course or activity which do not otherwise involve changes to any of the details listed above do not require Departmental/Divisional and Faculty approval. Course initiators should check if the new title is unique within UCL.

17. To make amendments to any previously approved non-credit-bearing Life Learning courses or activities:

- login to Portico
- go to the ‘Curriculum Planner’ area and select ‘Amend Module or Short Course’ (third item).

18. Amendments will be considered for approval by the relevant Head of Department/Division and Faculty Tutor.

4.2 Approval of new credit-bearing Life Learning short courses and activities

1. Credit-bearing UCL Life Learning activities can be separated into the following categories:

   i. Seats/places on modules forming part of existing UCL programmes that are ‘unbundled’ and offered as short course options, with or without assessment, for Life Learners to attend alongside UCL Students and UCL Affiliates;
   ii. Standalone short courses and activities that are either bespoke or derived from modules from UCL programmes and offered independently and exclusively to Life Learners outside the UCL teaching timetable.

2. For new credit-bearing UCL Life Learning activities falling into the category of 4.2.1.i above, it will not be necessary for the activity to be approved through the CIQ process, provided
that approval of the module in question has already been confirmed through the process for approval of new programmes and modules described in Chapter 3 of the UCL Academic Manual: Programme and Module Approval Framework.

3. The CIQ for credit-bearing Life Learning activities is currently in development. This will in due course provide for the development and approval of new credit-bearing UCL Life Learning activities falling into the category of 4.2.1.ii above.

5. Quality review of Life Learning short courses and activities

5.1 Quality review of non-credit-bearing Life Learning short courses and activities

1. All non-credit-bearing UCL Life Learning activities should be subject to Annual Evaluation.

2. Annual Evaluations should follow the prompts on the Life Learning Short Course Annual Evaluation Form.

3. As a minimum, this annual evaluation should encompass the following areas/core data categories:
   - Number of applicants
   - Number of Life Learners registered
   - Completion dates
   - Course evaluation/feedback from participants

4. Completed Annual Evaluation Forms should be submitted to the relevant UCL department by the annual deadlines set for the undergraduate and taught postgraduate Annual Student Experience Review (ASER) cycles. Annual Evaluations should feed into the ASER process and action-planning undertaken by UCL departments.

5.2 Quality review of credit-bearing Life Learning short courses and activities

1. Pending the development of the CIQ for credit-bearing UCL Life Learning activities and a quality review process for standalone credit-bearing UCL Life Learning activities (see 4.2.1.ii above), all current credit-bearing Life Learning activities should be subject to the quality assurance requirements defined in the Quality Review Framework section of the UCL Academic Manual.
UCL Academic Manual 2018-19
Chapter 11: Teaching and Learning

Education Strategy 2016-21

Contact: Clare Goudy, Office of the Vice-Provost (Education and Student Affairs)

Information

UCL 2034 commits us to becoming a world leader in the integration of education and research, and the 2016-21 Education Strategy will determine where we focus our attention over the next five years as we work towards that goal.

You can read the strategy and find out more on the Learning and Teaching Portal.

August 2018
E-Learning Baseline – enhancing e-learning provision

Contact: Dr Fiona Strawbridge, Head of Digital Education, Information Services Division

Policy

1. Rationale

The E-Learning Baseline sets out the minimum expectations for e-learning provision for all taught programmes and modules at UCL, with a focus on Moodle. Students generally value the use of Moodle and e-learning to support modules and programmes but frequently criticise the variability in usability, availability and quality of online materials. The Baseline is intended to offer straightforward guidance in a checklist format to help staff ensure that Moodle courses are consistent and clearly laid out. The Baseline also ensures that statutory requirements for accessible and easily navigable content are met. Since 2011 the UCL E-Learning Baseline has been recommended as good practice and, in July 2017, was approved by Education Committee as policy.

The Baseline is available online (https://wiki.ucl.ac.uk/display/UCLELearning/UCL+E-Learning+Baseline%3A+enhancing+e-learning+provision).

2. The Policy

The e-learning presence (by which we mean Moodle, but will also include other e-learning tools where used) for every taught module will be reviewed against the UCL E-Learning Baseline as an institution-wide activity in 2018/19. The review will be repeated every three years, with the exception of those modules which fail to meet the Baseline, or are new or substantially revised
modules, which will need to be re-evaluated the following year. The policy includes, as an addition to the Baseline, the principle that appropriate lecture materials should be made available 48 hours ahead of class.

2.1 Overall responsibility

Heads of Department/Division/Institute will be responsible for overall monitoring and reporting on overall performance against the Baseline at a departmental level.

Academic leads (programme and module leaders) will be responsible for providing the Heads of Department with data from the individual module reviews.

2.2 Conducting the reviews

A simple online checklist, and guidance, will be provided in spring 2019 for reviewers to check each baseline area. As well as enabling reviewers to check their courses against the criteria, there is space to enter explanatory comments and reflective notes highlighting good practice or elements to change. Reviewers are able to choose between ‘fully met’, ‘partially met’ and ‘not met’ against each Baseline area.

Module leads are encouraged to involve a combination of academics, teaching support colleagues and students in conducting the reviews in a collaborative and developmental process. Academics might want to discuss their reviews as part of the Peer Dialogue process. Departments might wish to engage student interns to take on some of this work, and to make simple improvements to courses where necessary. It is suggested that the reviews take place during the summer at the same time that modules are updated for the next session, to minimise the burden on staff.

The Digital Education team will provide support to individuals and departments to help them to meet the requirements of the Baseline.

2.3 Reporting outcomes

The high-level outcomes of the Baseline review will be in the form of a list of those modules reviewed and the numbers which have fully met the baseline. There should be an agenda item at Faculty Teaching Committees and at SSCCs for reporting where there are issues and where modules or programmes are not meeting the Baseline.

The outcomes of the e-learning baseline review, and a description of any significant gaps or areas of difficulty, should form part of the self-evaluation document for the IQR. Departments are asked to comment on the extent to which their modules and programmes meet the Baseline, and on their approach to the use of e-learning. They should describe their aspirations for the use of technology to enhance their teaching, and any related support
2.4 Support from ISD Digital Education

Digital Education supports the implementation of this policy and can help individuals and departments meet the requirements of the baseline. This includes online guidance in the Baseline documentation, bespoke templates and departmental training events by arrangement. Please contact digi-ed@ucl.ac.uk to discuss. More information about the implementation framework and processes across UCL will be disseminated during 2018/19. Digital Education are also developing more easy-to-use support materials including an online tool to check modules. Current resources available currently are as follows.

Baseline Print version:

https://wiki.ucl.ac.uk/download/attachments/51712848/UCL%20E-Learning%20Baseline%202016.pdf - includes a checklist. You can also request hard copies of the Baseline booklet to be delivered to your department via digi-ed@ucl.ac.uk

Baseline Online version:

https://wiki.ucl.ac.uk/display/UCLELearning/UCL+E-Learning+Baseline%3A+enhancing+e-learning+provision

Moodle Resource Centre Guides to using Moodle for Staff:

https://wiki.ucl.ac.uk/display/MoodleResourceCentre/Guides+to+using+Moodle+for+staff - includes section on "UCL Baseline Level" with list of relevant Mini-guides.

Making lecture materials available in advance:

https://wiki.ucl.ac.uk/display/MoodleResourceCentre/M03a+Making+lecture+materials+available+in+advance

August 2018
Teaching on Wednesday Afternoons

Contact: Clare Goudy, Office of the Vice-Provost (Education)

Guidance

1. All undergraduate teaching should finish at 12.55pm on Wednesday afternoons, and graduate teaching after this time should be avoided if at all possible.

2. We regard the UCL student experience as holistic, and we keep Wednesday afternoons free for students to enable them to participate in extra-curricular activities. The need for teaching to finish at 12.55pm is especially crucial for those students taking part in field sports, since the completion of matches and training in daylight hours is essential for the safety of the participants.

3. Any decision to hold classes on Wednesday afternoons must be discussed and agreed with all students involved. If it proves impossible to schedule the class(es) at another time, alternative arrangements should be put in place for students who wish to take part in extra-curricular activities on Wednesday afternoons so that their academic progress is not affected.

August 2018
UCL Academic Manual 2018-19
Chapter 11: Teaching and Learning

UCL Lecturecast Policy

Contact: Dr John Mitchell, Faculty of Engineering Sciences

Policy

1. This policy refers to UCL’s Lecturecast service, UCL’s system for the end-to-end recording and online delivery of material captured during face-to-face classes within the institution. The system consists of a number of recording devices within selected teaching spaces and a processing/distribution system for content delivery. It also applies to video material produced either externally or through the Personal Capture tool and uploaded to the Lecturecast system. Recordings are currently made available to UCL staff and students via a dedicated portal accessible through Moodle, although other forms of dissemination are possible and may prove of interest to academic users of the service.

2. Lecturecast is, by default, an opt-in service with the onus on individual lecturers or teaching leads in departments/divisions to choose to use the system. Each department/division should clearly define who is responsible for managing this process. It is recommended that usage of Lecturecast be a standing item on the agenda of the relevant Teaching Committee to show a clear UCL structure of tracking and accountability.

3. Where departments/divisions wish to depart from the standard opt-in policy and set an explicit opt-out policy, this must be in consultation with staff affected. Clear guidance must be given to all staff on this policy; for instance it must be made clear to staff whom they should contact to opt-out and what implications this would have for their teaching. It should be possible for any member of staff to opt-out so that their lectures within the specific course are not captured or published.
4. All staff using the system should be made aware of the training material available on the use of Lecturecast. This material, as well as covering technical aspects of the system, also provides primary guidance on copyright and other policy issues.

5. Staff are reminded of the UCL regulations on copyright available from the library at:

http://www.ucl.ac.uk/library/copyright/your-own-copyright.shtml

and the specific copyright guidance on recorded lectures available at:

http://www.ucl.ac.uk/library/copyright/record-lecture.shtml

6. **Retention policy:** At the end of the academic year (July 31st), all recordings located in the available/unavailable areas will be moved into the ‘archive’ category within the Lecturecast system; at this point they will become unavailable for viewing. It is the responsibility of content owners who want recordings to remain available from one academic year to the next to move their content back from ‘archive’ to ‘available’.

7. **Content Deletion:** Due to the storage requirements of the Lecturecast system, it is a requirement to delete content from the system that is not in use. To identify content for deletion the system will use the following criteria:
   - Content is located within the archive AND the content’s creation date is older than two years.

   Such content will be deleted on a ten-monthly cycle commencing each October and ending the following July. Thus all content with a creation date older than two years, which is located in the archive during the first week of a month, will be deleted from the system.

   No deletion will take place during August-September each year to allow content owners to move content back into the available/unavailable area for the start of session.

   See:

   https://wiki.ucl.ac.uk/display/LecturecastResourceCentre/Archiving+and+deletion+Policy

*August 2018*
Chapter 12 outlines the Duties and Responsibilities of key posts within UCL.
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1 Heads of Departments

Contact: Wendy Appleby, Registrar, (and Secretary to Council), Student and Registry Services

Policy

General

In accordance with UCL Regulation for Management 11, the Head of Department is responsible to the Council of UCL via the Provost for the organisation and general conduct of her or his Department and is expected to participate in its teaching, examining and administrative work - including performance management and appraisal - and to pursue research.

The following schedule of duties and responsibilities applies to Heads of Departments in the Faculties of Arts and Humanities, the Built Environment, Engineering Sciences, Laws, Mathematical and Physical Sciences, Social and Historical Sciences, and the UCL Institute of Education, as well as to the Directors of the School of Slavonic and East European Studies (SSEES) and UCL in Qatar (UCL-Q). In the School of Life and Medical Sciences, there are specific (although largely similar) duties and responsibilities prescribed for the Directors of Divisions and Institutes.

The specific duties and responsibilities of Heads of Departments include the following:

1. Academic Planning
   1.1 In consultation with staff of the Department and, where appropriate, the relevant Dean of the Faculty (‘the Dean’ hereafter) or Academic Vice-Provost, the Head of Department will: (a) formulate and monitor the academic planning, development and performance of the Department (including planning in respect of the UK higher education funding bodies' Research Excellence Framework (REF)); (b) prepare a Departmental Strategic Plan according to a timetable defined by UCL.
   1.2 The Head of Department should discuss major academic developments first with the relevant Dean before referral to the Provost as appropriate. Specific areas of academic planning should in addition be referred to the relevant Division of UCL's Professional Services, as follows:
      - regarding the accommodation implications, if any, of proposed academic developments and staff recruitment, to the Director of Estates;
      - regarding the REF, to the Director of Research Evaluation, Office of the Vice-Provost (Research) in the first instance;
      - regarding all other aspects of Academic Planning, to the Director of Financial Planning and Strategy.

2. Equal Opportunity
   2.1 The Head of Department will be responsible for appointing a Departmental Equal Opportunities Liaison Officer (DEOLO) and for promoting equality and diversity within the Department in accordance with UCL Policy.
3. **Finance**

3.1 The Head of Department will manage the Department's finances, working closely with the Dean of the Faculty, and handle financial matters in accordance with the Financial Regulations and approved procedures of UCL, details of which will be provided by the Director of Finance and Business Affairs.

3.2 Enquiries regarding Head of Department responsibilities in respect of finance should be referred to the Director of Finance and Business Affairs.

4. **Estates**

4.1 The Head of Department will consult the Director of Estates regarding any proposal to undertake alterations or other work. Except where specifically agreed otherwise by the Director of Estates, all work to the fabric and services will be procured through the UCL Estates Division.

5. **Procurement**

5.1 The Head of Department will be responsible for ensuring that staff in her or his Department responsible for purchasing follow the UCL Procurement Regulations.

6. **Information**

6.1 The Head of Department is responsible for ensuring that information which the Head receives from the Provost and other UCL Officers is appropriately acted upon and/or disseminated within the Department.

6.2 The Head of Department should make arrangements for appropriate filtering of incoming information so that members of the Department are not overloaded with information which the Head judges to be irrelevant to them.

7. **Meetings**

7.1 The Head of Department will ensure that a Departmental Staff Meeting is held at least twice in each academic year and will be responsible for the chairing and conduct of such meetings in accordance with Regulations for Management 11.5 to 11.12.

7.2 The Head of Department, in accordance with Regulation for Management 12.3, will ensure that: a Staff-Student Consultative Committee for the Department is constituted; its constitution and procedures are acceptable to the staff and students of the Department; the Committee meets at least twice in each academic year; its minutes are forwarded to the Secretary to UCL's Joint Staff Student Committee for receipt on behalf of UCL's Joint Staff Student Committee.

7.3 The Head of Department will attend the Provost's meetings with Heads of Department (or will nominate another person to do so in her or his absence); and will disseminate information and/or take action in accordance with decisions arising from such meetings, as appropriate.

7.4 Enquiries regarding Head of Department responsibilities in respect of the above meetings should be referred to the Quality Assurance Coordinator in Academic Services, Student and Registry Services (in respect of 7.2) or the office of the Vice-Provost (Operations) (in respect of 7.3).

8. **Quality Management and Enhancement**

8.1 In consultation, where appropriate, with the Dean of the Faculty concerned, the Head of Department will ensure: that quality management and enhancement processes operate within the Department in accordance with policies and procedures, etc, laid down in the
UCL Academic Manual; and that staff and, where appropriate, students of the Department are informed of such processes.

8.2 Enquiries regarding Head of Department responsibilities in respect of quality management and enhancement should be referred to the Director of Academic Services, Student and Registry Services.

9. **Research Governance**

9.1 The Head of Department will ensure that staff and, where appropriate, students of the Department are apprised of UCL’s arrangements for research governance and the associated procedures, the main components of which include:

- UCL’s Statement on Research Integrity
- UCL code of conduct for research
- Procedure for investigating and resolving allegations of misconduct in academic research
- Declaration of interest policy
- UCL’s Research Governance Committee and committees reporting thereto
- Policy, principles and procedures for the care and treatment of human remains at UCL.

9.2 The Head of Department/the Director is responsible for agreeing all ethical approvals which may be required for research activities carried out by members of the Department/Division.

9.3 Enquiries regarding Head of Department responsibilities in respect of research governance should be referred to the Registrar in the first instance.

10. **Safety and Environmental Sustainability**

10.1 The Head of Department will demonstrate commitment to UCL’s published Health and Safety and Environmental Sustainability Policies by making, recording and ensuring the implementation of arrangements to meet the policies and associated UCL requirements.

10.2 The Head of Department will be required to set out and record a summary of the Department’s priorities for improvement action in the current year which will reflect the outcomes from their annual review as well as the overall UCL Safety Objectives and Environmental Sustainability Strategy.

10.3 The Head of Department will ensure that their organisation is adequate to ensure that the departmental arrangements will be implemented to meet UCL requirements for Safety and Environmental Sustainability.

10.4 The Head of Department will be required to appoint a Departmental Safety Officer, a Departmental Environment Officer and other Nominated Persons specified by UCL Policy and requirements. (These Officers and Nominated Persons must be competent to advise the Head of Department of the arrangements within the Department which are necessary to discharge adequately the Head of Department's responsibilities.)

11. **Security**

11.1 In consultation with the UCL Security Office, the Head of Department will implement agreed security measures in the Department during normal working hours and in respect of all visits to or other special events in the Department which may have particular security implications.

11.2 Enquiries regarding Head of Department responsibilities in respect of security should be referred to the UCL Security Manager.
12. **Staffing**

12.1 The Head of Department will be responsible for the management of staff of the Department, including (i) training, development and career management and (ii) day-to-day management matters, such as leave of absence, sick leave, etc.

12.2 The Head of Department will be responsible for: ensuring that the Appraisal, Review and Development Scheme is undertaken for all appropriate staff of the Department; and for implementing UCL employment procedures as set out in staff handbooks.

12.3 The Head of Department will review and report annually on probationers' progress and performance in respect of academic staff, and review the probationary service of non-academic staff, in accordance with the relevant UCL Induction and Probation Procedures.

12.4 Details of the above schemes can be obtained from the Human Resources Division or are available on the Division's website.

12.5 Enquiries regarding Head of Department responsibilities in respect of staffing should be referred to the Director of Human Resources.

13. **Students**

13.1 The Head of Department will be responsible for the implementation and general overview of processes within the Department to ensure the educational progress and welfare of students registered with the Department.

13.2 Enquiries regarding Head of Department responsibilities in respect of Students should be referred to the Registrar.

14. **Business Continuity**

14.1 The Head of Department is responsible for the maintenance of business continuity in the Department and for working with UCL's Major Incident Team in the event of a major incident or emergency at UCL. This will require being contactable, if necessary, outside working hours.

15. **Other**

15.1 The Head of Department may be asked to carry out such other duties and responsibilities as the Council or the Provost may from time to time prescribe.
2 Directors of Divisions / Institutes in the Faculties of the School of Life and Medical Sciences (Brain Sciences, Life Sciences, Medical Sciences and Population Health Sciences)

Contact: Wendy Appleby, Registrar, (and Secretary to Council), Student and Registry Services

Policy

General

In accordance with UCL Regulation for Management 11.4, the Director is responsible to the Council of UCL, via the Dean of the Faculty, the Vice-Provost (Health) and ultimately the Provost, for the organisation and general conduct of her or his Division/Institute ('Division' hereafter) and is expected to participate in its teaching, examining and administrative work and to pursue research. Directors of Divisions will be appointed by Council, on the recommendation of the Provost, according to the procedure set out in Regulation for Management 11.3.

Divisions comprise a number of Research Departments (or equivalent sub-Divisional units) undertaking research and with responsibilities for graduate students (research and taught). A separate Teaching Executive Committee is responsible, to the Dean of the Faculty concerned, for undergraduate students.

1. Academic Planning

1.1 In consultation with Heads of the Division’s constituent Research Departments, Vice-Deans, the Chair of the Teaching Executive Committee (as appropriate), Faculty Tutors and the Dean, the Director of Division will: (a) formulate and monitor the academic planning, development and performance of the Division (including planning in respect of the UK higher education funding bodies’ Research Excellence Framework (REF)); (b) prepare a Divisional Strategic Plan according to a timetable defined by the Faculty in alignment with UCL’s planning cycle.

1.2 The Director of Division, consulting other staff as appropriate, should discuss major academic developments with the Dean, and may also consult with the Faculty Manager and relevant Divisions of Professional Services. Specific areas of academic planning for which Divisional Directors have responsibility include:

1. the accommodation implications, if any, of proposed academic developments and staff recruitment

2. the REF, via the relevant panel
3. programme review and development, including Quality Management and Enhancement

4. Enterprise and Knowledge Transfer activities

5. Public Engagement and Patient and Public Involvement (PPI)

2. Equal Opportunity
2.1 The Director will be responsible for appointing a Divisional Equal Opportunities Liaison Officer (DEOLO) and for promoting equality of opportunity through the Division’s Senior Management Group.

3. Finance
3.1 The Director has overall responsibility for divisional finances, assisted by their professional support team, working within the parameters set by the Faculty, the School of Life and Medical Sciences (SLMS) and UCL. The Director is responsible for ensuring that activities within the Division are supported by sound financial planning and an appropriate business case where relevant. The Director will handle financial matters in accordance with the Financial Regulations and approved procedures of UCL, details of which will be provided by the UCL Director of Finance and Business Affairs.

4. Estates
4.1 The Director of Division will put in place arrangements to determine the capacity of the space and facilities assigned to the Division. The Director, assisted by their professional support team and staff within UCL Estates, will aim to utilize the space efficiently with due regard for health and safety regulations, occupancy and utilisation rates. The Director of Division will ensure there are appropriate procedures in place to quantify the impact of academic developments (including major grant applications) and liaise with relevant stakeholders to establish timely plans. All major developments requiring additional space or modifications of existing space with costs exceeding £50,000 should be registered using the UCL Project Request form found at: http://www.ucl.ac.uk/estates/projects/. Requests will be referred to the SLMS Estates Board in accordance with UCL Estates prioritisation and approval process. Except where specifically agreed otherwise by the Director of UCL Estates, all work to the fabric and services will be procured through UCL Estates.

5. Procurement
5.1 The Director will be responsible for ensuring that staff in the Division responsible for purchasing follow the UCL procurement regulations.
6. Communication
6.1 The Director is responsible for ensuring that mechanisms are in place to communicate effectively with their staff, disseminating and acting upon information received directly from senior UCL officers.

7. Meetings
7.1 The Director will ensure that a Divisional Staff Meeting is held at least twice in each academic year and will be responsible for the chairing and conduct of such meetings in accordance with Regulations for Management 11.5 to 11.12.

7.2 The Director, in consultation with the appropriate faculty committee(s) and in accordance with Regulation for Management 12.3, will ensure that: a Staff-Student Consultative Committee is constituted; its constitution and procedures are acceptable to the staff and students of the Division; the Committee meets at least twice in each academic year; and its minutes are forwarded to the Secretary to UCL's Joint Staff Student Committee for receipt on behalf of UCL's Joint Staff Student Committee.

7.3 The Director will attend the Provost's regular meetings with Heads of Departments (or will nominate another person to do so in her or his absence); and will disseminate information and/or take action in accordance with decisions arising from such meetings, as appropriate.

7.4 Enquiries regarding Head of Department responsibilities in respect of the above meetings should be referred to the Quality Assurance Coordinator in Academic Services, Student and Registry Services (in respect of 7.2) or the office of the Vice-Provost (Operations) (in respect of 7.3).

7.5 The Director will be a member of the Faculty Senior Management Group and is required to attend meetings of SMG. In this capacity the Director has a responsibility to act in the interests of the whole Faculty and University as well as the interests of their Division.

8. Quality Management and Enhancement
8.1 In consultation with the Dean, the Director will ensure: that quality management and enhancement processes operate within the Faculty in accordance with policies and procedures laid down in the UCL Academic Manual, as in the HoDs document; and that staff and, where appropriate, students are informed of such processes.

8.2 Enquiries regarding the responsibilities of Directors of Divisions in respect of quality management and enhancement should be referred to the Director of Academic Services.
9. Research Governance

9.1 The Director will ensure that staff and, where appropriate, students of the Division are apprised of UCL’s arrangements for research governance and the associated procedures (see http://www.ucl.ac.uk/srs/governance-and-committees/resgov), the main components of which include:

- UCL’s Statement on Research Integrity
- UCL’s code of conduct for research
- Procedure for investigating and resolving allegations of misconduct in academic research
- Declaration of interest policy (in relation to research)
- UCL animals ethical review process (Animal (Scientific Procedures) Act 1986)
- Policy, principles and procedures for the care and treatment of human remains at UCL.

9.2 The Head of Department/the Director is responsible for agreeing all ethical approvals which may be required for research activities carried out by members of the Department/Division.

9.3 Enquiries regarding Director of Division responsibilities in respect of research governance should be referred to the Registrar in the first instance.

10. Safety and Environmental Sustainability

10.1 The Director of Division will demonstrate commitment to UCL's published Health and Safety and Environmental Sustainability Policies by making, recording and ensuring the implementation of arrangements to meet the policies and associated UCL requirements.

10.2 The Director of Division will be required to set out and record a summary of the Division’s priorities for improvement action in the current year which will reflect the outcomes from their annual review as well as the overall UCL Safety Objectives and Environmental Sustainability Strategy.

10.3 The Director of Division will ensure that their organisation is adequate to ensure that the Divisional arrangements will be implemented to meet UCL requirements for Safety and Environmental Sustainability.

10.4 The Director of Division will be required to appoint a Divisional Safety Officer, a Divisional Environment Officer and other Nominated Persons specified by UCL Policy and requirements. (These Officers and Nominated Persons must be competent to advise the Director of Division of the arrangements within the Division which are necessary to discharge adequately the Director of Division's responsibilities.)
11. Security
11.1 In consultation with the UCL Security Office, the Director of Division will implement agreed security measures in the Division during normal working hours and in respect of all visits to, or other special events in, the Division which may have particular security implications.

11.2 Enquiries regarding the Director of Division’s responsibilities in respect of security should be referred to the UCL Security Manager.

12. Staffing
12.1 Directors of Divisions will be responsible for the management of staff of the Division, including (i) training, development and career management and (ii) day-to-day management matters, such as leave of absence, sick leave, etc. The Director of Division may delegate these responsibilities to Heads of Research Departments as he or she sees fit.

12.2 The Director of Division will be responsible for and/or for delegating to Heads of Research Departments responsibility for: ensuring that the Appraisal, Review and Development Scheme is undertaken for all appropriate staff of the Division; implementing UCL employment procedures.

12.3 The Director of Division will review and report annually on probationers’ progress and performance in respect of academic staff, and review the probationary service of non-academic staff, in accordance with the relevant UCL Induction and Probation Procedures, or will delegate such responsibility to Heads of Research Departments.

12.4 The Director of Division, following appropriate consultation, will be responsible for putting forward cases for Senior Academic Promotions.

12.5 Details of the above schemes can be obtained from the Human Resources Division or are available on the Division's website.

13. Students
13.1 The Director of Division will, in consultation with the appropriate Faculty Tutor and the Dean, be responsible for the implementation and general overview of processes within the Division to ensure the educational progress and welfare of students registered with the Division.

13.2 Enquiries regarding Director of Division responsibilities in respect of students should be referred to the Registrar.

14. Business Continuity
14.1 The Director is responsible for the maintenance of business continuity in the Division and for working with UCL's Major Incident Team in the event of a major incident or emergency at
UCL. This will require being contactable, if necessary, outside working hours and for Professional Services to make available information and system necessary to communicate effectively with staff, students and visitors.

15. Other
15.1 The Director may be asked to carry out such other duties and responsibilities as the Council, the Provost or the Dean of the Faculty may from time to time prescribe.
3 Pro-Vice-Provosts (Regional)

contact: Dame Nicola Brewer, Vice-Provost (International)

Policy

1. Pro-Vice-Provosts (Regional) will be appointed by the Vice-Provost (International) for a term of 3 years. Pro-Vice-Provosts (Regional) may be re-appointed by the Vice-Provost (International) for a second term (maximum).

2. The Pro-Vice-Provosts (Regional) will:

   - chair the relevant Regional Network meetings (2 hours) once per term, with administrative support provided by the Global Engagement Office
   - join and potentially chair a relevant UCL regional or partnership steering group;
   - be a point of contact for, ‘Country Ambassadors’ within the relevant region;
   - host up to four senior visiting international delegations per year, as requested by the Provost or the Vice-Provost (International);
   - possibly join one institutional level delegation visit per year to the relevant region, in close consultation with the Vice-Provost (International) and Global Engagement Office;
   - act as an ambassador and advocate for UCL and its Global Engagement Strategy;
   - be a conduit for information between actual and potential international partners and the Global Engagement Office, Vice-Provost (International) and Provost;
   - build awareness of and lead the allocation of the annual Global Engagement Fund small-grants scheme within the relevant region.

3. The Pro-Vice-Provosts (Regional) will work closely the following at UCL:

   - The Vice-Provost (International) and the Global Engagement Office;
   - The Pro-Vice-Provost (International)
   - Faculty Vice-Deans (International)

and are also likely to have contact, from time to time, with;

   - Student and Registry Services;
   - Student Recruitment and Marketing;
   - The UCL Doctoral School;
   - Office of the Vice-Provost (Advancement);
   - Office of the Vice-Provost (Innovation and Enterprise);
   - Office of the Vice-Provost (Research)
   - European Research and Innovation Office.
4. All UCL staff involved in significant activities and formulations of policies to a particular region are expected to keep the appropriate Pro-Vice-Provost (Regional) informed through the relevant Regional Network.

5. In addition to the general duties described above, the Pro-Vice-Provosts (Regional) will agree annually with the Vice-Provost (International) a short list of priorities for the following year.

*The seven Regional Networks are:

- Africa and the Middle East
- East Asia (China; Hong Kong; Taiwan; South Korea; Japan; Australia; New Zealand; New Guinea; Pacific Islands)
- South East Asia (Indonesia; Malaysia; Singapore; Cambodia; Laos; Thailand; Vietnam)
- South Asia (India; Bangladesh; Nepal; Pakistan; Sri Lanka)
- Europe (51 Independent states including 28 EU member states)
- North America
- Latin America
4 Pro-Vice-Provost of the Doctoral School

Contact: David Price, Vice-Provost (Research)

Policy

The Doctoral School is committed to ensuring that the quality of research training at UCL is at the highest international level and that research students and supervisors work in a high quality research training environment that develops creative rigorous researchers for academic and non-academic research careers nationally and internationally.

The Doctoral School oversees the development of strategy for doctoral education at UCL, oversees the standards of doctoral education and the academic and non-academic units providing support to doctoral students - for example through the Code of Practice for Graduate Research Degrees, the Doctoral Skills Development Programme, the Research Student Log, training and support of supervisors - to ensure that:

- UCL continues to be at the forefront of doctoral education and research
- UCL provides a suitable environment to enhance the student experience through personal and academic development

Through courses, inter-disciplinary programmes, and scholarships the Doctoral School aims to encourage research students to look beyond the boundaries of their chosen discipline, as well as sharing and broadening knowledge across disciplines through societies and competitions.

The Pro-Vice-Provost leads the Doctoral School, focusing on the development of institutional strategy, and liaison with external bodies including Research Councils and LERU, evaluation of plans and delivery by other units. In order to ensure a linked approach to research students and research strategy, the Pro-Vice-Provost is expected to work closely with the Vice-Provost (Research). It is UCL’s wish that the high quality of doctoral education at UCL is maintained and enhanced, and widely promoted both within the UK and internationally, and the Pro-Vice-Provost of the Doctoral School is also expected to work closely with the Vice-Provost (Education and Student Affairs). The remit of the Pro-Vice-Provost covers all research degrees at UCL: PhD, MPhil, EngD, Professional Doctorates, MRes and MD(Res).

1. Reporting and working relationships

1.1 The Pro-Vice-Provost of the Doctoral School is responsible to the Vice-Provost (Research) for the organisation and general conduct of the Doctoral School.
1.2 As ex-officio Chair of the Doctoral Training Strategy Committee, the Pro-Vice-Provost of the Doctoral School will work in close consultation with the Vice-Provost (Research), Faculty Deans and Faculty Graduate Tutors to ensure that Faculty plans and delivery of support for research students realise strategic aims and policies.

1.3 As ex-officio Chair of the Research Degrees Committee, the Pro-Vice-Provost of the Doctoral School will work in close consultation with the Vice-Provost (Education and Student Affairs) as Chair of Education Committee.

1.4 The Pro-Vice-Provost of the Doctoral School will maintain close working relationships with the officers of the following areas of UCL in particular:
   - Faculty Deans and Faculty Graduate Tutors
   - Departmental, Divisional and Research Department Heads and Departmental Graduate Tutors
   - Student and Registry Services
   - UCL Student Mediator
   - Arena Centre for Research-based Education
   - Organisational Development
   - UCL Careers
   - Communications and Marketing (CAM)
   - Office of the Vice-Provost (Enterprise and London)
   - Public Engagement Unit

2. Resource Management and Academic Development

2.1 Reporting to the Vice-Provost (Research), the Pro-Vice-Provost of the Doctoral School will:

2.1.2 develop a vision for the UCL research student experience (building on the ambitions of UCL 2034, Research Strategy and other UCL strategies), and define the most appropriate model for research training which reflects the various and different needs across UCL;

2.1.3 oversee the formulation of a strategy for the development of early career research staff;

2.1.4 work with the Deans of Faculties to assist them in developing and implementing the research student and early career research staff component of their Strategic Plans; and
provide a forum for evaluation of Faculty and Professional Services Divisions plans and effectiveness in the support of doctoral and post-doctoral researchers;

2.1.5 keep under review the changing nature of doctoral provision and of market demand, and develop strategies in relation thereto;

2.1.6 support the Vice-Provost (Research) in responsibility for ensuring that coherent bids are submitted to funding agencies to maximize the number of PhD awards won by UCL (by working with School Research Facilitators, Deans, etc.), and oversee effective progress of Doctoral Training Centres and Doctoral Training Partnerships supported by either external or internal funding;

2.1.7 oversee scholarship and bursary provision for incoming and continuing graduates, including Overseas Research Scheme awards and DTA/CTA training accounts and seek to increase all such provision; work with the office of the Vice-Provost (Research) to help coordinate and facilitate the development and management of Research Council, Charity, and European Commission Doctoral Training schemes and other schemes for international students;

2.1.8 work with appropriate UCL Officers to develop and review the UCL Scholarship Strategy;

2.1.9 seek to improve space and facilities available to research students at UCL;

2.1.10 define, implement and regularly review the achievement of aims and objectives for the Doctoral School;

2.1.11 be responsible for the annual budget of the Doctoral School: develop, implement and regularly review a financial strategy for the Doctoral School;

2.1.12 represent and seek to strengthen the identity of the Doctoral School both within and outside UCL by (1) contributing to strategic input within UCL; (2) contributing to strategic input to the UK Research Councils and other funding agencies; (3) overseeing the continuing development of the Doctoral School Web presence, and provision of events for Doctoral students;

2.2 In consultation with the Vice-Provost (Research) and the UCL officers concerned, the Pro-Vice-Provost of the Doctoral School will:

2.2.1 oversee the strategy for and provision of the Doctoral Skills Development Programme. The Organisational Development Unit of HR are responsible to the Pro-Vice-Provost for the operational delivery of the programme for Doctoral Students and will report to
the role holder at regular intervals via the Doctoral Training Board (of whom the Pro-Vice-Provost is the ex officio Chair); the Pro-Vice-Provost of the Doctoral School will also oversee the strategy for the development of postdoctoral staff;

2.2.2 oversee the convening of the Bloomsbury Postgraduate Skills Network and OD operational delivery of the coordinated shared skills provision across the network, and web presence including a web-based registration system for this network;

2.2.3 represent UCL at relevant national and international workshops, seminars and conferences relevant to doctoral education and provision (e.g. League of European Research Universities, European Universities Association, Vitae, UK Council for Graduate Education, etc.);

2.2.4 provide leadership and maintain oversight on standards of doctoral supervision and examining, in liaison with the Arena Centre for Research-based Education, and developing UCL’s supervisor community;

2.2.5 liaise with the Vice-Provost (International) in relation to international doctoral exchange.

3. Administration

Committee membership

3.1 The Pro-Vice-Provost of the Doctoral School will be:

3.1.1 ex officio a member of the Academic Committee;

3.1.2 ex officio Chair of the Doctoral Training Strategy Committee;

3.1.3 ex officio Chair of the Research Degrees Committee;

3.1.4 an Appointed member of the Academic Board;

3.1.5 ex officio a member of such other standing committees reporting to the Academic Committee or sub-groups thereof as may be agreed in consultation with those standing committees or sub-groups;

3.1.6 ex officio a member of any other UCL standing committee as may be agreed in
consultation with those standing committees;

3.1.7 chair UCL Research Student Grievance Panels.

**Student and Registry Services**

3.2 The Pro-Vice-Provost of the Doctoral School will authorise the Suspension of Research Degree Regulations and advise the Registrar and other officers of Student and Registry Services on the Regulations and Procedures for Research Students, student records, recruitment and admission of research students, students carrying out research at external institutions and the administration of scholarship funds for research students.

**Promoting good practice in, and support for, the research student experience**

3.3 The Pro-Vice-Provost of the Doctoral School will:

3.3.1 oversee the development by ISD of the Research Student Log;

3.3.2 oversee the development and regular review of the Doctoral School Code of Practice for Graduate Research Degrees;

3.3.3 oversee the development and regular review of the Doctoral School Handbook;

3.3.4 oversee the development and regular review by Student and Registry Services of the UCL induction programme for new doctoral students;

3.3.5 support the activities of the UCL Union Postgraduate Association;

3.3.6 oversee the implementation of biennial on-line surveys of research and publish the feedback received on the Doctoral School’s web site;

3.3.7 liaise with the UCL Student Mediator in relation to doctoral student difficulties;

3.3.8 ensure close liaison with UCL Careers specifically in relation to doctoral students;

3.3.9 encourage and oversee the funding of graduate student academic societies.

*September 2018*
5 Dean of Students (Academic)

contact: Wendy Appleby, Registrar (and Secretary to Council), Student and Registry Services.

Policy

Subject to any particular direction which may from time to time be given by the Provost and the Vice-Provost (Education and Student Affairs), the duties and responsibilities of the Dean of Students (Academic) will include the following:

1. Have overall responsibility for all academic aspects of UCL’s student recruitment, admissions and selection activities and processes, in liaison with, on the operational aspects of this area of responsibility: the Director of Communications (or his/her nominee within Communications and Marketing), in respect of international student recruitment matters; the Registrar (or his/her nominee within Student and Registry Services), in respect of UK student recruitment, and all student admissions and selection activities and processes;

2. Provide academic leadership for UCL’s widening participation activities;

3. Be responsible for quality assurance in recruitment, admissions and selection, including the following areas: communications/publications (in conjunction with the Director of Communications), qualifications, equal opportunities, service standards, activity and other output evaluations;

4. Be responsible, in liaison with the Registrar (or his/her nominee within Student and Registry Services), for general and particular matters relating to students’ academic affairs and progress, including decisions on student referral applications for graduate and undergraduate students;

5. Be responsible, in liaison with appropriate officers of UCL Student and Registry Services, for the academic welfare of students;

6. Work with the Vice-Provost (Education and Student Affairs), the Registrar, and other relevant colleagues on enhancing the UCL student experience;

7. Be responsible for the handling of complaints from students on academic grounds in liaison with Faculty Tutors and other appropriate officers;

8. Give direction and general co-ordination to the work of the Faculty Tutors;

9. Have overall responsibility for the effective functioning of the Personal Tutor Scheme;
10. Be responsible, in conjunction with the Registrar, for investigating all cases of examination or other irregularities on the part of students (including cases of criminal conviction or falsification of qualifications), in accordance with the relevant UCL regulations;

11. Oversee, in liaison with the Faculty Tutors and the Registrar, such matters as qualifications, registration procedures, examination arrangements, fee payments, grants and scholarships;

12. Liaise on a regular basis with UCL's UCAS correspondent (the Registrar or his/her nominee);

13. Chair the Education Committee and the Quality Management and Enhancement Committee.

14. Chair the Student and Registry Services Admission Requirements Panel.

15. Serve as a member of the following committees (as an *ex-officio* member unless otherwise indicated):

- Academic Board (Appointed Member)
- Academic Committee
- Education Committee
- Joint Staff Student Committee
- Quality Management and Enhancement Committee
- Research Degrees Committees
- Scholarships and Student Funding Committee.
6 Faculty Tutors

contact: Professor Anthony Smith, Vice-Provost Education and Student Affairs

Policy

Foreword
Under Statute 8(8), a Tutor to the Students of each Faculty is appointed by the Provost and the Provost prescribes the duties of Faculty Tutors. The Dean of the Faculty is responsible, by authority delegated by the Provost, for the line management of the Faculty Tutor.

Roles and Responsibilities
The Faculty Tutor, in collaboration with the Dean, has overall responsibility for ensuring both that appropriate action is taken in relation to students and to learning and teaching matters, in line with UCL policy, and that appropriate contributions are made to strategy and policy development.

1. The role of the Faculty Tutor includes the following:
   a) exercise the general academic and pastoral oversight of all students (undergraduate, graduate taught and graduate research students) in the Faculty;

   b) together with the Dean, provide leadership on the implementation of Faculty Learning and Teaching Strategies and the development and management of new programmes, ensuring also that programmes and modules are reviewed and withdrawn as they become redundant.

   c) contribute to the setting of Faculty quotas and targets, manage the admissions process and procedures so as to ensure that the Faculty meets its quotas and targets and conforms with UCL policies, coordinating the work of the support staff administering the procedure and liaising with the Dean, Faculty Graduate Tutor, Dean of Students (Academic), the Registrar and the UCL Admissions Office, as appropriate

   d) manage and monitor the Personal Tutor Scheme, ensuring the delivery of the key skills agenda and careers advice and providing advice and direction to students experiencing difficulties (academic, financial, medical or personal);

   e) as a member of the Faculty Management Team, contribute to the strategic management of the Faculty (in accordance with Statute 8);

   f) contribute a Faculty view in discussions relating to a range of student matters including registration, fees, examinations and other academic matters working closely with the Registrar and officers of the Registry;
g) represent UCL in student recruitment activities and events (Open Days, Schools Conferences, Schools Visits and other Widening Participation and international student recruitment initiatives etc.) organised by Outreach and Admissions and ensure appropriate representation at such events;

h) ensure that each student's registration, academic progress and examination entry details satisfy the relevant degree or diploma or certificate regulations;

i) advise students who are academically insufficient or who have failed major examinations as to their possible future actions, and, under authority delegated from the Provost (in accordance with Statute 11), suspend or exclude them from further registration at UCL, in conjunction with the Dean of Students and Faculty Graduate Tutor, as appropriate;

j) handle complaints and grievances in liaison with the Dean of Students (Academic);

k) monitor and co-ordinate all aspects of student progress, liaising with Faculty Officers, tutors and teaching staff on issues concerning the general pastoral and academic welfare of students in the Faculty

l) ensure that relevant Faculty staff are aware of and comply with UCL policy and current legislation and liaise as necessary with UCL Officers on such issues and their implementation;

m) co-ordinate the activities of the Faculty Graduate Tutor in the exercise of their duties;

n) take responsibility with the Dean for the operation of all aspects of the Quality Management and Enhancement measures and procedures within the Faculty’s remit including the monitoring of Examination Boards;

o) chair a number of Faculty and UCL committees (such as the Faculty Teaching committee(s), UCL Grievance Panels, Examination Irregularities Panels and Internal Quality Review Teams) or give oral reports at them on a regular basis;

p) represent the Faculty as an *ex officio* member at a range of UCL committees and sub-committees, and serve on other UCL committees, sub-committees, working groups and panels when asked to do so;

q) keep up to date with all issues surrounding the student experience generally and be conversant with all current UCL policies and procedures relating to the recruitment, admission and academic progress and pastoral well-being of the student body and develop/implement new procedures and protocols in collaboration with the Dean, Dean of Students (Academic) and Vice-Provost (Education). Ensure that policies and procedures are effectively disseminated across, and followed within the Faculty;
r) contribute to the teaching effort within the Faculty and ensure appropriate training of admissions staff in liaison with the Organisational and Staff Development Team and the Centre for Learning and Teaching as appropriate.

s) draft, edit and audit content for the undergraduate and graduate prospectuses, the UCAS Handbook, documents for Schools Conferences, other publications and website material in conjunction with the Faculty Graduate Tutor, working with the Educational Liaison Team which has responsibility for publishing;

2. Additionally, with regard to UCL’s undergraduate provision the Faculty Tutor’s roles and responsibilities are as follows:
   a. under powers delegated from the Provost on the authority of Statute 11, make on behalf of the Registrar offers of admission to undergraduate degree courses within the Faculty, and authorise the making of offers of admission of applicants from non-traditional backgrounds;

   b. co-ordinate the activities of Admissions Staff, Admissions Tutors and Departmental/Degree Programme Tutors on all issues concerning the admission, induction and progress of undergraduate students in the Faculty;

   c. communicate on behalf of the Faculty and UCL with Local Authorities, professional, regulatory and statutory bodies, other funding bodies, other universities, commercial organisations and the media etc. on all issues concerning the registration and progress of undergraduate students within the Faculty;

   d. attend, or nominate a representative to attend, the Final Boards of Examiners Meetings for undergraduate degree and taught Masters degree programmes.

3. Graduate Matters:
   Where the Faculty has a separate Faculty Graduate Tutor s/he will have responsibility for graduate research students and the Dean is his/her line manager. The Faculty Tutor will, however, have overall responsibility for the general academic and pastoral oversight of all students in the Faculty and will advise the Dean in matters relating to Quality Management and Enhancement. The Faculty Tutor is thus expected to communicate regularly with, and coordinate the activities of, the Faculty Graduate Tutor on all issues affecting taught graduate students and pastoral matters relating to research students. They must agree the allocation of specific duties (in consultation with the Dean), and ensure that the above roles and responsibilities are effectively discharged. Faculty Graduate Tutors have responsibility for regular liaison with Graduate and Admissions Tutors, and for keeping them informed of issues relating to graduate research students.
7 Departmental Tutors

contact: Professor Anthony Smith, Vice-Provost Education and Student Affairs

1. The Departmental Tutor is appointed by the Head of Department* and is one of the most important positions in a department. In undergraduate matters, the Departmental Tutor is the key post holder and the importance of the position should be recognised in the Department, the Faculty, and in UCL generally.
2. The Departmental Tutor has oversight of the activities described in this document but many of the duties will be carried out by other members of staff. Practice in departments varies but in most cases the Head of Department appoints (i) the Admissions Tutors, (ii) the Chair of the Board of Examiners, (iii) the Chair of the Teaching Committee**, and (iv) the Careers Liaison Officer who are responsible for (i) admissions, (ii) examinations and assessment, (iii) teaching and learning and quality assurance, and (iv) careers guidance. The Head of Department may delegate further areas to other members of staff, but the Departmental Tutor retains an oversight of all activities.

Admissions

3. Most Departments have an Undergraduate Admissions Tutor and a Postgraduate Admissions Tutor to carry out the duties associated with Admissions.

4. The Departmental Tutor has oversight of admissions policy in the department and liaises with the Admissions Tutor who will be responsible for:

(a) procedure and co-ordination of admissions within the Department;

(b) acting as the channel of communication with the Faculty Tutor and with the Head of Outreach and Admissions (Registry and Academic Services (RAS)).

5. However, the admission of students is a power delegated by the Provost to the Faculty Tutor in the case of undergraduate students and to the Registrar in the case of postgraduate students. The Departmental Tutor merely recommends to the Faculty Tutor, or to the Registrar, that a particular applicant should be offered a place and upon what conditions.

Academic Administration

6. The Departmental Tutor will be responsible for

(a) collating information
• (i) on attendance and engagement monitoring submitting reports to the Faculty Tutor and to the Student Records Manager (Student and Registry Services), and
• (ii) on the academic progress of students, submitting reports to the Faculty Tutor;
  (b) confirming module availability and maintaining programme diets with appropriate core, elective and optional modules, liaising with tutors in other departments when necessary;
  (c) ensuring that students follow a coherent degree programme giving advice on choice of modules;
  (d) arranging academic tutorials in the Department.

7. All communications to grant-awarding bodies regarding individual students should be by Faculty Tutors NOT Departmental Tutors, although Faculty Tutors may request information from Departmental Tutors to assist in this task.

8. Many Departments have a Departmental Graduate Tutor who carries out these duties for postgraduate students consulting with the Faculty Graduate Tutor as required.

**Examinations and Assessment**

9. All Boards of Examiners have a Chair appointed through Student and Registry Services and approved by the Chair of the UCL Board of Examiners. Most Boards of Examiners also have an Examinations Liaison Officer (ELO) appointed through Student and Registry Services.

10. The Departmental Tutor has oversight of Examinations and Assessment in the Department but the Chair of the Departmental Board of Examiners and the ELO will be responsible for
  (a) co-ordinating examination arrangements in the Department including Referred examinations, Deferred examinations and Late Assessments;
  (b) the details of the examination process and liaison with the Director of Registry Services (Student and Registry Services) and the Head of Examinations (Student and Registry Services) as required.

11. The Departmental Tutor will be responsible for
  (a) providing the Faculty Tutor with recommendations on student progression;
  (b) advising students, in consultation with the Faculty Tutor, on their eligibility for Part Time Revision, Late Assessment, and for Deferred, Referred, and Resit examinations.

**Teaching and Learning and Quality Assurance**

12. The Departmental Tutor is an *ex officio* member of the Departmental Teaching Committee.
13. The Departmental Tutor has oversight of all teaching and learning and quality assurance in the Department but the duties associated with these activities are usually carried out by another member of staff designated as the Chair of the Departmental Teaching Committee, or the Director of Studies, or Programme Director depending on departmental practice and nomenclature.

14. The Chair of the Departmental Teaching Committee, or equivalent post holder, will be responsible for

(a) developing a Learning and Teaching Strategy and for implementing it across the Department;

(b) developing appropriate quality assurance mechanisms, including those required for programme approval and modification of existing programmes;

(c) the withdrawal of programmes when they no longer attract an enrolment of 10 or more students;

(d) developing new modules and maintaining existing modules;

(e) withdrawing modules when they are no longer attract an enrolment of 10 or more students or are no longer required by the programmes;

(f) preparing the Annual Student Experience Review (ASER) Report for submission to UCL’s Quality Review Sub-Committee;

(g) coordinating the periodic Internal Quality Review (IQR) including preparation of the Self Evaluation Statement and other documentation required for IQR.

Pastoral

15. The Departmental Tutor is an ex officio member of the Departmental Staff Student Consultative Committee and of the Departmental Extenuating Circumstances Committee.

16. The Departmental Tutor will be responsible for the welfare of students and in particular

(a) the induction of new students into the Department and the implementation of the Transition Programme;

(b) the Departmental Personal Tutoring Scheme

- (i) assigning Personal Tutors to all undergraduate and postgraduate taught students,
- (ii) ensuring meetings take place between tutors and tutees, and
- (iii) providing summaries for the Faculty Tutor of Personal Tutoring activity in the Department;
(c) the implementation in the Department of the UCL Key Skills System;

(d) providing advice to students on a wide range of academic and personal issues, identified for example through the Personal Tutoring Scheme, and making Faculty Tutors aware of difficult cases;

(e) recording departmental HEAR data;

(f) ensuring that references are provided for students.

17. The Departmental Tutor has oversight of careers activity in the Department but the Departmental Careers Liaison Office is responsible for careers guidance to students, working with the UCL Careers Service, and lead discussion within the Department of student destination data.

18. Departmental Tutors should ensure they are available on a regular basis to see students.

19. The Departmental Tutor must maintain a complete set of records of illness and similar matters which might affect a student’s academic performance and prepare a summary on such Extenuating Circumstances for use by the Chair of the Board of Examiners at meetings of the Departmental Extenuating Circumstances Committee.

20. The Departmental Tutor

(a) should be the first point of contact for students with a complaint or grievance;

(b) should provide advice to the students and attempt to resolve the dispute informally;

(c) refer the students to the Registrar in those cases that cannot be resolved informally.

21. The Departmental Tutor will be responsible for the social discipline of students in the Department and, in consultation with the Chair of the Departmental Board of Examiners, for academic discipline.

**Communication**

22. The Departmental Tutor will be responsible for

(a) regular communication on issues relating to Faculty and UCL regulations and practice

- (i) with academic and administrative colleagues in the Faculty and UCL, and
- (ii) with academic and administrative colleagues in the Department;

(b) maintaining departmental communications within the interdisciplinary programmes to which the Department contributes;
(c) the active promotion of UCL’s Outreach initiatives to enhance the diversity of the student body within the Department, in consultation with the Director of Admissions (Student and Registry Services).

23. The Departmental Tutor has oversight of published material on admissions, but the Admissions Tutor will be responsible for

(d) maintaining publicity material with respect to courses taught at first degree level under the general direction of the Faculty Tutor;

(e) the annual updating of the Departmental entry for the UCL prospectus as required by the UCL Communications and Marketing Office.

*In this document “Division” should be substituted for “Department” for faculties where the basic organizational unit is designated a Division rather than a Department.

**Although the terms of reference for Departmental Teaching Committees are set out in Part 8 of the Academic Manual, the nomenclature used to describe the chair of the Committee is particularly varied and include Director of Studies and Programme Director.
8 Faculty Graduate Tutors

contact: Ben Colvill, Deputy Director (Doctoral School)

Policy

Foreword

Each faculty shall have a Faculty Graduate Tutor (FGT) appointed by the Dean, after consultation with the Pro-Vice-Provost of the Doctoral School. The Dean, by authority delegated by the Provost, is also the Faculty Graduate Tutor’s line manager. The Faculty Graduate Tutor shall:

i) be an experienced member of the academic staff of UCL

ii) have satisfactorily completed any probationary period attached to his/her appointment;

iii) normally have previously undertaken the role of Departmental Graduate Tutor or equivalent role that demonstrates a thorough understanding of research student issues.

iv) have had significant previous experience of doctoral supervision as Principal Supervisor (defined as having taken a student all the way through to award)

Honorary members of staff are not permitted to hold the role of FGT. In instances where a member of staff retires during their time as FGT, the Dean and Pro-Vice-Provost of the Doctoral School will arrange for the role to pass to a suitably qualified colleague.

The Faculty Tutor has the overall responsibility for the general academic and pastoral oversight of students in the faculty and assists the Dean in all matters relating to Quality Management and Enhancement. The Faculty Graduate Tutor is expected to communicate regularly and liaise with the Faculty Tutor on all issues affecting graduate students. The Faculty Graduate Tutor has particular responsibility for graduate students, their programmes of study and supervision, funding arrangements for all graduate students, reporting on faculty graduate matters to the Doctoral School and representing the faculty on Research Degrees Committee (RDC). Regular liaison with Departmental/Divisional Graduate Tutors and Admissions Tutors and keeping them informed of Doctoral School and RDC issues, and issues relating to the taught graduate community is also a key function of the Faculty Graduate Tutor.

Roles and Responsibilities

1. To exercise the general academic and pastoral oversight of all graduate students in the faculty in liaison with the Doctoral School, the Vice-Provost (Education and Student Affairs), and Student and Registry Services as appropriate.

2. To agree all Departmental/Divisional Graduate Tutor appointments with the Head of Department or Division as appropriate.
3. To meet all new Departmental/Divisional Graduate Tutors individually and discuss roles and responsibilities.

4. To be conversant with UCL policies and procedures relating to the recruitment, admission and academic progress and pastoral well-being of the graduate student body.

5. To act as the key contact between the faculty and the Pro-Vice-Provost of the Doctoral School.

6. To liaise with the Dean (and Vice-Deans Research and Education as appropriate) in coordinating the faculty’s response to the annual Doctoral Planning Process. To meet with the Pro-Vice-Provost of the Doctoral School to discuss the submission and the Doctoral School’s formal response, and to coordinate enhancements within the faculty in light of this response.

7. To communicate with the Faculty Tutor regarding issues affecting graduate students, and to be informed by the Faculty Tutor of such matters that may arise in key UCL committees.

8. To liaise with the Dean, Faculty Tutor, Doctoral School, the Vice-Provost (Education and Student Affairs), the Registrar and the UCL Access and Admissions Office, as appropriate, in the operation of UCL and faculty admissions policies and to monitor the graduate admissions procedure so as to meet faculty quotas and targets and to conform with UCL policies, with particular reference to statistical patterns.

9. To ensure that the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) is consulted on all issues relating to the admission and progress of graduate students with disabilities, and ensure that faculty and departmental staff are aware of and comply with current legislation in this area.

10. To liaise with and advise Student Recruitment Marketing in the Department of Communications and Marketing as to appropriate entries in the graduate prospectuses, departmental handbooks and other publications, so as to ensure, in conjunction with the Faculty Tutor and the Student Recruitment Marketing, consistent wording in common publicity across departments in the faculty.

11. To participate in graduate student recruitment activities and events (Open Days, Fairs, Institutional Visits, etc.) organised by Student Recruitment Marketing, as required, and to ensure appropriate departmental representation at such events.

12. To assist in the promotion and monitoring of Quality Management and Enhancement for graduate students across the faculty.

13. To assist in the implementation of the Code of Practice for Graduate Research Degrees and to report to the faculty and the Doctoral School accordingly.

14. To advise graduate students who are experiencing any difficulties (personal, financial, medical or academic) affecting their studies.

15. To liaise with the Vice-Provost (Education and Student Affairs) or his/her deputies on issues concerning the academic welfare of students following graduate taught degree programmes within the faculty.
16. To approve, on behalf of the Faculty Research Degrees Committee, applications from individual staff members to act as Supervisors, ensuring that all Supervisors undertake UCL’s mandatory Supervisor training; ensuring that the faculty maintains and updates the central list of approved Supervisors via UCL’s EROS system.

17. To consider and approve, on behalf of the Faculty Research Degrees Committee, Nominations of Examiners for all UCL research degree candidates registered in the faculty, in accordance with UCL regulations and procedures, liaising with Departmental Graduate Tutors and Student and Registry Services as necessary, and reporting as appropriate to RDC.

18. To consider and approve departmental Research Student Additional Fee Element Requests above £10,000.

19. In conjunction with the Dean and the Faculty Research Degrees Committee and/or Faculty Graduate Board of Examiners, to monitor:

(i) compliance with the Code of Practice for Graduate Research Degrees
(ii) numbers of registered graduate students in the faculty;
(iii) research student progress, including use of the Research Student Log;
(iv) the professional development of research students through the Doctoral Skills Development Programme;
(v) upgrade rates from MPhil to PhD;
(vi) research degree submission rates for the faculty;
(vii) external Examiners’ reports on PhD and Professional Doctorate students.

and to notify the faculty, the Doctoral School and the Registry, as appropriate, of any action required.

20. To liaise regularly with Departmental/Divisional Graduate Tutors and Admissions Tutors and to keep them informed of Doctoral School and Research Degrees Committee issues, and issues relating to the taught graduate community.

21. To serve as an ex officio Chair of the Faculty Research Degrees Committee, and an ex officio member of Faculty Graduate Board of Examiners (chairing when not chaired by the Dean or Vice-Dean of the faculty).

22. To serve as an ex officio member of RDC and, as necessary, Student Complaints Panels.

23. To attend, or to nominate a representative to attend, the final Boards of Examiners meetings for taught graduate programmes (see regulations for Boards of Examiners for taught programmes, UCL Academic Manual, Chapter 4, Section 13: Boards of Examiners).

24. To advise students who are academically insufficient or who have failed major examinations as to their future action, and in accordance with UCL’s Academic Manual, suspend or exclude them from further registration at UCL, as appropriate.

25. To advise graduate students, as appropriate, on the procedures for student complaints as laid down in UCL’s Academic Manual.
9 Departmental/Divisional Graduate Tutors

contact: Ben Colvill, Deputy Director (Doctoral School)

Policy

Foreword

Each department/division shall have a Departmental/Divisional Graduate Tutor, as appropriate, appointed by the Head of Department/Division with the agreement of the Faculty Graduate Tutor. The Departmental/Divisional Graduate Tutor shall:

i) be an experienced member of the academic staff of UCL;
ii) have satisfactorily completed any probationary period attached to his/her appointment;
iii) have had previous experience of doctoral supervision as Principal Supervisor (defined as having taken a student all the way through to award);

Honorary members of staff are not permitted to hold the role of DGT. In instances where a member of staff retires during their time as DGT, the Head of Department and FGT will arrange for the role to pass to a suitably qualified colleague.

The Departmental/Divisional Graduate Tutor will report to the Head of Department/Division and liaise closely with the Faculty Graduate Tutor concerning graduate matters.

The role and responsibilities of the Departmental/Divisional Graduate Tutor shall be undertaken in consultation with the Head of Department and may be undertaken by a single individual or shared, with one individual taking responsibility for research students and another one (or two) for taught degree students.

The role and responsibilities described herein shall be discharged by the Departmental/Divisional Graduate Tutor, except where certain areas have been delegated by the Head of Department to another member of staff (e.g. an Admissions or Examinations Tutor).

Roles and Responsibilities

1. To exercise general academic and pastoral oversight of graduate students in the department/division.

2. To be conversant with UCL policies, Codes of Practice and procedures.

3. To oversee admission, induction, supervision, progression and examination of graduate students in the Department/Division and generally ensure that the Code of Practice for Graduate Research Degrees is implemented and its use monitored.

4. To advise graduate students who are experiencing any difficulties (personal, financial, medical or academic) affecting their studies.
5. To assist as appropriate, in the promotion and monitoring of quality assurance for graduate students in the department/division.

6. To liaise with the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) on all issues relating to the admission and progress of graduate students with disabilities, and ensure that Departmental/Divisional staff are aware of and comply with current legislation in this area.

7. To communicate with the Faculty Graduate Tutor regarding issues affecting graduate students, and be informed by the Faculty Graduate Tutor and the Faculty Tutor of such matters that may arise in key UCL and faculty committees.

8. To serve on the Faculty Research Degrees Committee and where appropriate, chair the Departmental/Divisional Graduate Committee.

9. To serve as a source of information for both students and staff about graduate regulations and resources for both students and staff.

10. To liaise regularly with Departmental/Divisional staff to keep them informed of Doctoral School and Research Degrees Committee issues; and issues relating to UCL’s taught graduate community.

11. To ensure that part-time graduate students, and those working in more than one department, and students primarily working in another institution or organisation are integrated into each department/division and that they receive adequate supervision and monitoring.

12. To promote and manage the professional development of research students through the Doctoral Skills Development Programme; manage the Departmental/Divisional training portfolio and return Departmental/Divisional Skills Registers to the Doctoral Skills Development Programme Manager.

13. To promote timely submission and completion by research students.

14. To monitor research student progress, ensuring use of the Research Student Log by all research students; approve upgrade from MPhil to PhD; oversee graduate examination arrangements; liaise with Student and Registry Services as appropriate.

15. To monitor:

   (i) compliance with the Code of Practice for Graduate Research Degrees;
   (ii) numbers of registered graduate students in the department;
   (iii) research student progress, including use of the Research Student Log;
   (iv) the professional development of research students through the Doctoral Skills Development Programme and faculty/departmental provision;
   (v) upgrade rates from MPhil to PhD;
   (vi) research degree submission rates for the department;
   (vii) external Examiners’ reports for graduate taught programmes;
   (viii) external Examiners’ reports on PhD and Professional Doctorate students;
and notify the Faculty Graduate Tutor, the Doctoral School and Student and Registry Services, as appropriate, of any action required.

16. To carry out administrative tasks in relation to graduate admissions and induction (except where this responsibility has been delegated to another), including the production of appropriate graduate recruitment literature.

17. To recommend Research Degree Examiners for approval by the Faculty Graduate Tutor on behalf of the Faculty Research Degrees Committee.

18. To oversee the management of UCL graduate scholarship applications.

19. To consider and approve Research Student Additional Fee Element Requests below £10,000.
10 Undergraduate Admissions Tutors/Selectors

contact: Professor Anthony Smith, Vice-Provost Education and Student Affairs

Policy

1. To be responsible for and to coordinate the process of undergraduate admissions to the Department/degree programme.

2. To make final decisions on applicants to recommend to the relevant Faculty Tutor for admission to UCL.

3. To liaise with other Departments if an applicant is applying for a combined-studies degree or has submitted an application to more than one Department.

4. To recommend to the Faculty the nature of any offer to be made (i.e. degree programme, year of entry, grades/qualifications to be achieved) in accordance with departmental requirements as stated in the UG Prospectus.

5. To liaise with the relevant Faculty Admissions Officer and Faculty Tutor on all aspects of undergraduate admissions.

6. To have an awareness of:
   a) Widening Participation issues;
   b) Equal Opportunities;
   c) Disabilities;
   d) Current UCL policies (on Admissions, Quotas and Targets, Student Accommodation, Fee Status, Admission of Young Applicants etc.);
   e) Government policy on university admissions;
   f) Data Protection Act.

7. To be conversant with current UCAS procedures.

8. To be conversant with all mainstream UK, European and North American school-leaving qualifications (e.g. Curriculum 2000, Scottish and Irish Highers, Access, IB, EB, Abitur, AP, etc.).

9. To be familiar with any changes made to the systems of examination in the above qualifications.
10. To ensure that their Department keeps appropriate records for each applicant (including copies of their UCAS form, interview notes, etc.) and of the decisions made.

11. To arrange Open Days for all relevant applicants.

12. To ensure that all who run Open Days on their behalf are appropriately briefed/trained.

13. To ensure that admissions issues are regularly discussed within their Department.

14. To liaise with their Head of Department and Departmental Tutor, as appropriate, regarding issues such as the financial situation of the department, admissions targets/quotas, etc.

15. To attend any UCL or Faculty meetings or training courses arranged for Admissions Tutors.

16. To arrange appropriate activities for applicants invited for Open Days wherever possible (e.g. meeting current students, tour of UCL, etc.).

17. To ensure that all applications are promptly processed and that decisions are made within the relevant deadlines.

18. To arrange for appropriately trained office staff to answer telephone and written enquiries.

19 a) When applicants’ examination results become available, to make confirmation decisions promptly. In the case of applicants who have taken A/AS levels, to make confirmation decisions on those who have satisfied offer requirements within two days of the receipt of the results by UCL (i.e. by the Tuesday following the receipt of the results the preceding Sunday). Confirmation decisions on borderline candidates should be made in accordance with UCL’s agreed approach on such candidates (determined each year after the release of the A/AS level results) and by the specified UCAS deadlines.

b) Throughout the year to arrange for appropriate staff to cover for them and during confirmation to ensure there is cover from 9.00 am to 5.00 pm (including lunch times) to handle telephone enquiries, during the first two days after the publication of the A-level results to students. After that period, reasonable cover should be provided until the start of the academic year.

20. To be aware of, and implement where appropriate, UCL's Guidelines on Good Practice for admissions, interviews and Open Days (see http://www.ucl.ac.uk/silva/academic-manual/part-4)
11 Personal Tutors

contact: Professor Anthony Smith, Vice-Provost Education and Student Affairs

Guidance/Policy

The role and remit of Personal Tutors has been recently reviewed as part of UCL's 'Connected Curriculum' development. Colleagues are invited to contact UCL Arena (arenacentre@ucl.ac.uk) if they require any support or clarification regarding the new descriptors.

Guidance and resources for Personal Tutors can be found at:

http://www.ucl.ac.uk/personaltutors
12 Programme Leader

contact: Mr Derfel Owen, Director of Academic Services

UCL Responsibilities of a Programme Leader
A Programme Leader will be responsible, in conjunction with other Programme Leaders where appropriate, for the organisation and management of a named programme and for the academic experience of the students on the programme. A Programme Leader must be a fully appointed current member of UCL staff in which teaching responsibilities are clearly articulated. Programme Leaders will be expected to be members of the Departmental Teaching Committee and/or any relevant sub-committees and to play an active part in the development of the Department’s portfolio of programmes and the enhancement of the student academic experience.

Specifically, in relation to their named programme, a Programme Leader will be responsible for:

Education leadership
1. ensuring that the programme is academically coherent and that it remains informed by research developments and other initiatives including QAA Subject Benchmark Statements;
2. providing leadership to for the team of staff who contribute modules and teaching for the core and optional elements of the programme;
3. ensuring that the programme is responsive to market need and that appropriate actions are taken in response to all stakeholders;
4. ensuring that the modules which form core and optional elements of the programme are coherent and appropriate for achievement of the programme learning outcomes;
5. keeping up to date with learning and teaching developments and being alert to best practice (through UCL Arena, subject associations, conferences, professional events and journals).
6. ensuring that the programme reflects the dimensions of the Connected Curriculum and research based education can be evidenced across the programme;
7. undertaking review of the programme in accordance with UCL regulations and policy;
8. ensuring that student evaluation of modules and programmes is managed effectively and used to enhance provision for current and/or future cohorts.
Assessment and Feedback

9. ensuring that the intended learning outcomes, at all levels, are clear and appropriate for the level of the qualification;

10. ensuring that assessment criteria and marking schemes on all modules are clear and explicitly communicated to and explored with students;

11. ensuring that the overall assessment requirements at the module and programme level satisfy UCL regulations contained in the Academic Manual;

12. ensuring that assessments are planned across the programme so that there is a diversity of assessment methods and clustering is avoided.

Student Engagement and Performance

13. monitoring of student performance on the programme;

14. meeting with the relevant staff to oversee analysis and response to student feedback collected internally and externally and external examiners’ reports;

15. developing appropriate ways of engaging students as partners, for example in generating ideas for enhancing provision and in decision-making, in order to enrich their academic and personal experience.
13 Wardens of Student Residences

contact: Ms Denise Long, Director, Student Support and Wellbeing

Policy

1. The Warden Teams are an integral part of UCL’s Student Support and Wellbeing Services in the division of Student and Registry Services. The Warden shall be responsible to the Registrar via the Director of Student Support and Wellbeing for the welfare and safety of student residents and the domestic and social harmony of the Hall/House. The Warden may delegate specific duties to Student Residence Advisers or other suitably responsible members of the UCL Residences team, but responsibility rests with the Warden. The Warden must formally nominate another Warden to be in charge during periods of absence of more than three days.

2. The Warden shall promote a collegiate atmosphere and good order in the Hall/House for the general benefit of student residents in accordance with UCL policy and regulations.

3. Residence Managers and appropriate UCL Officers will advise the Warden as appropriate. In the event of difficulty in applying such advice the Warden may refer the matter to the Director, Student Support and Wellbeing who will consult as necessary before deciding upon a course of action.

4. The responsibility for the financial management of the residence rests with the Residence Manager and Director of UCL Accommodation

5. In the event of fire or criminal acts within the curtilage of the Hall/House, the Fire Brigade or Police will normally determine the immediate course of events. The Warden must inform appropriate UCL Officers of serious incidents as soon as possible.

Discipline

6. The following disciplinary powers stand delegated to the Warden by the Registrar after appropriate consultation if deemed necessary:
   - to reprimand;
   - to order compensation for damage to property or persons;
   - to impose a fine not exceeding the agreed maximum pertaining at the time.

7. In addition, where the conduct of an individual is unacceptable the Warden shall be able:
   - to refer cases for exclusion to the Registrar;
   - in the case of a visitor, to exclude that person from the premises and, where the circumstances warrant it, to hold a resident liable for the behaviour of his/her guest(s).
8. In exercising any of the above powers, the Warden shall inform the student concerned of his or her right of appeal to the Registrar.

Reports

10. The Warden shall report:

- to the Registrar upon major breaches of discipline, whether or not dealt with locally, and upon other breaches of discipline which may have more general implications for UCL;

- to the Director of Accommodation upon general problems of management for which local solutions cannot be found within the terms of UCL policy or regulations;

- to the Director of Accommodation on matters relating to safety or security.

General

11. Halls of Residence form an integral part of UCL activities; Wardens and Residence Managers should conduct the management of the Halls/ Houses in a manner consistent with the general interests and wellbeing of UCL and the UCL community. Wardens and Residence Managers are expected to take full advantage of the expertise and facilities available within the UCL administration and student support services.
Chapter 13 is UCL’s regulatory framework for the terms of reference for Departmental Teaching Committees (DTC), Faculty Teaching Committees (FTC) and Faculty Research Degree Committees (FRDC).
1 Departmental Teaching Committees .......................................................... 3
2 Faculty Teaching Committees ................................................................. 5
3 Faculty Research Degree Committees ...................................................... 7
1 Departmental Teaching Committees

Terms of reference

The following should be regarded as core terms of reference for Departmental Teaching Committees (DTCs). This list of items should not be regarded as exhaustive.

Subject to any general or particular direction which may be prescribed from time to time by the Academic Committee and/or the relevant Faculty Teaching Committee(s) (FTCs), the DTC will normally be expected:

1. Within the framework of Academic Committee and FTC statements of policy and good practice in respect of quality management and enhancement (QME), to define, develop and keep under regular review departmental QME processes and mechanisms.
2. To consider and approve proposals to institute, amend, revise or withdraw modules or programmes, for forwarding to the appropriate faculty committees or officers.
3. To consider and approve proposals to institute, amend, revise or terminate academic partnerships, for forwarding to the appropriate faculty committees or officers.
4. As part of the implementation of UCL’s Annual Student Experience Review (ASER) and Internal Quality Review (IQR) processes (i) to receive and consider the Department’s ASER reports in order to produce a departmental summary, (ii) to receive and consider the Department’s IQR report and (iii) to submit these to the relevant Faculty Teaching Committee.
5. To devise individual module/programme student questionnaires according to guidance prescribed by the FTC and/or UCL.
6. To receive and monitor the findings of analyses of student questionnaires and to define and keep under review mechanisms for feedback to students on the outcome of such questionnaires.
7. To receive the minutes of Staff Student Consultative Committees (SSCCs), to note the main matters arising, and where necessary, to take further action.
8. To review annually the department's arrangements for Induction Week.
9. To receive the department’s Self-evaluative Statement for Internal Quality Review (IQR) [1] and approve this for forwarding to the IQR team.
10. To report to the Head of Department (either via the Departmental Staff Meeting or through such other mechanism as the Head of Department sees fit) by submission of the Minutes of each meeting of the Committee to the Head.
11. To report to the FTC(s) concerned by submission of Minutes of each meeting of the Committee to the officers of the relevant FTC(s).
Constitution

The following should be regarded as comprising minimum requirements for the constitution of a DTC:

Staff Membership

- Head of Department (or her/his designated representative)
- Departmental Learning and Teaching Co-ordinator
- the Programme Co-ordinator for each programme of study offered by the department.

Student Membership

The DTC should invite the student Lead Departmental Representative to membership of the Committee. Other student representatives may also be invited where appropriate [2]. Committee chairs and/or secretaries should meet the student representatives in advance of the first committee meeting, in order to brief them on the committees’ works and proceedings and to put the students at ease and introduce them to key committee members.

Meetings

The DTC should normally meet at least once in the Autumn Term each year and at least once in the Spring Term each year. Departments are encouraged to convene the DTC more frequently if they see fit to do so.

The DTC should normally be serviced by a member of the department's administrative or secretarial staff.

Faculty monitoring of DTC operations

As indicated in the core terms of reference, FTCs should routinely receive the Minutes of DTC meetings.

1 It is understood that the timing of some IQR visits may mean that the DTC's approval will need to be obtained, either through Chair’s action or through correspondence rather than in discussion at a DTC meeting.

2 If the DTC agenda includes business which the Chair feels should not be discussed in the presence of student members, there should be a separate, Reserved Area of Business section of the agenda.
2 Faculty Teaching Committees

Terms of reference

The following should be regarded as core terms of reference for FTCs. It is acknowledged that some faculties operate separate committees for undergraduate and taught postgraduate/research student matters. Therefore, the following list should be applied, as appropriate, to the relevant committee. This list of items should not be regarded as exhaustive.

Subject to any general or particular direction which may be prescribed from time to time by the Education Committee, the Faculty Teaching Committee will normally be expected:

1. To ensure that faculty-level strategy on education matters reflects the principles of the Education Strategy and UCL 2034.

2. Within the framework of Academic Committee statements of policy and good practice in respect of quality management and enhancement (QME), to define, develop and keep under regular review faculty QME processes and mechanisms.

3. To keep under review the teaching provision across the faculty and to provide a forum for discussion of issues raised by Departmental Teaching Committees (DTCs).

4. To consider the academic and resource implications of new degree programme and academic partnership proposals from departments within the faculty and, if and when satisfied, submit these for consideration by the Education Committee (or relevant sub-group thereof).

5. To consider the academic and resource implications of proposals for new or amended modules from departments within the faculty and, if and when satisfied, submit these to the Student and Registry Services for approval.

6. To oversee the implementation of UCL’s Annual Student Experience Review (ASER) and Internal Quality Review (IQR) processes within the faculty by (i) the receipt and consideration of departments’ Annual Student Experience review (ASER) reports, (ii) the receipt, consideration and, as appropriate, approval of departments’ IQR reports, (iii) the preparation of an annual summary report on issues or emerging themes arising from the FTC’s consideration of the ASERs and IQRs for submission to the Quality Review Sub-Committee.

7. To receive, in accordance with UCL policy [1], reports from departments summarising the operation of peer dialogue and ensure that any matters arising from such reports are followed-up appropriately with the departments concerned.

8. To receive analyses from DTCs of the results of student evaluation questionnaires.

9. To monitor the minutes and proceedings of DTCs to ensure that such committees have student representatives, as required by UCL policy.
10. To receive reports on or to consider, as appropriate, relevant issues arising from meetings of Academic Committee or other relevant institutional-level committees [2].

11. To report to Education Committee by the submission of Minutes of each meeting of the FTC to the officers of Education Committee.

**Constitution**

The following should be regarded as comprising minimum requirements for the constitution of a FTC:

**Staff Membership**

- Dean and/or Vice/Sub-Dean
- Faculty Tutor
- Faculty Graduate Tutor (if appropriate)
- One member of staff from each department within the faculty (e.g., Chair of DTC and/or Departmental Tutor)
- Chairs of steering committees of inter-faculty or inter-departmental programmes for which the parent department is from within the faculty.
- Representation from UCL Arena.

It is recommended that representatives of relevant Professional Support Services are invited at least once a year to FTC meetings if possible, at the discretion of the Faculty Tutor.

**Student Membership**

The student Faculty Representative should be invited to membership of the FTC. Other student representatives may also be invited where appropriate [3]. Committee chairs and/or secretaries should meet the student representatives in advance of the first committee meeting, in order to brief them on the committees' works and proceedings and to put the students at ease and introduce them to key committee members.

1 See UCL’s policy on peer dialogue (Academic Manual Chapter 9, Quality Review Framework)

2 It is recommended that receipt of a report on the proceedings of the most recent meeting(s) of Academic Committee and or other relevant institutional-level committees should be a standing item on the agendas for meetings of FTCs.

3 If the FTC agenda includes business which the Chair feels should not be discussed in the presence of student members, there should be a separate, Reserved Area of Business section of the agenda.
3 Faculty Research Degree Committees

Terms of reference

The following should be regarded as core terms of reference for faculty committees responsible for postgraduate research student provision, including MPhil/PhD, professional and specialist doctorates and the research elements of MRes programmes. This should be read alongside the framework of the core terms of reference for Faculty Teaching Committees. This list of items should not be regarded as exhaustive.

Subject to any general or particular direction which may be prescribed from time to time by UCL’s Research Degrees Committee, the Faculty Committee will be expected:

1. Within the framework of the UCL Doctoral Educational Strategy, to define, develop and review a faculty-level postgraduate research student strategy.
2. Within the framework of the UCL Academic Manual, to define, develop and keep under regular review faculty quality and enhancement processes and mechanisms.
3. To monitor faculty key performance indicators for a high quality research student environment including applications and enrolments, number of supervisors per student, upgrade and/or progression rates, thesis submission rates and the Postgraduate Research Experience Survey results.
4. To keep under review the postgraduate research student experience across the faculty, including discussion of, but not limited to:
   (i) recruitment and admissions processes
   (ii) student diversity
   (iii) Doctoral skills training
   (iv) assessment and feedback
   (v) academic support
   (vi) student wellbeing
   (vii) study space
   (viii) library and learning resources
   (ix) postgraduate PGTA opportunities, responsibilities and entitlements
   (x) careers advice and guidance
5. To receive and consider analyses of the results of internal and external student surveys such as departmental student evaluation questionnaires, UCL-wide surveys. To oversee departmental responses to student feedback and respond to faculty level issues as appropriate.
6. To receive reports from departments on postgraduate research students’ engagement with the Student Representative scheme and involvement in departmental committees.
7. To receive reports on recruitment, approval, appointment, support and training of research student supervisors by departments within the faculty.
8. To monitor and report on the appointment of examiners (including where examiners were declined) and to discuss common matter arising from the examiners reports.
9. To consider the academic and resource implications of new research degree programmes and academic partnership proposals from departments within the faculty and, if and when satisfied, submit these for consideration by UCL’s Research Degrees Committee (or relevant sub-group thereof). To also receive regular reports on amendments, withdrawals and reviews of programmes approved by the faculty.
10. To provide a forum for discussion of issues raised by department level committees responsible for postgraduate research student provision or their equivalent, such as joint graduate teaching and research provision committees. Refer institutional level issues to Research Degrees Committee via the Faculty Graduate Tutor as appropriate.
11. To receive the minutes, where applicable, of departmental level committees responsible for postgraduate research student provision.
12. To receive regular reports, as appropriate, on relevant issues arising from meetings of Academic Committee, UCL’s Research Degrees Committee or other relevant institutional-level committees.
13. To report to UCL’s Research Degrees Committee by the submission of Minutes of each meeting to the officers of Research Degrees Committee.

Constitution

The following should be regarded as comprising minimum requirements for the constitution of a committee:

Staff Membership

- Faculty Graduate Tutor (Chair)
- Vice-Dean Research
- One member of staff from each department within the faculty (e.g. Departmental Graduate Tutor)
- Representatives from inter-faculty or inter-departmental programmes as appropriate.

Membership might also include representatives from library and other learning resources services, UCL Arena and other UCL departments as appropriate.
Student Membership

It is suggested that the Committee should include three postgraduate Research Student Academic Representatives in its membership and that attendance may rotate depending on availability for meetings. The Committee should ensure that the Research Student Representatives are aware of the training and support offered by the Students’ Union for the Student Academic Representative scheme. The Committee may also wish to invite the student Faculty Representative to its meetings. Committee chairs and/or secretaries should also meet the Research Student Representatives in advance of the first committee meeting, in order to brief them on the committees’ works and proceedings and to put the students at ease and introduce them to key committee members.
Equalities and Diversity

UCL has placed a high value on inclusivity and diversity since its inception in 1826, when it became the first English University to admit students regardless of their race, class or religion and also the first to admit men and women on an equal basis.

The egalitarian tradition continues today. The university is committed to developing and maintaining an institution where students from all backgrounds can flourish. It recognises the importance of equality of opportunity and promoting diversity.

UCL’s equalities and diversity strategy, policies and projects cover age, disability, gender, sexual orientation, race, religion and belief and transgender people.

The Equalities and Diversity website is an information resource for staff and students at UCL and contains links to UCL’s strategy and action plan as well as detailed information about harassment and bullying, Departmental Equal Opportunities Liaison Officers (DEOLOs), equalities training opportunities and events.

Further information:

Equalities and Diversity website
DEOLO information
The Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW)
Equalities and Diversity contacts

August 2018
Student Confidentiality Statement
How UCL manages confidential information

Policy

What is confidential information?

During your time at UCL there may occasionally be circumstances where you choose to share confidential information about yourself with your personal tutor or other staff from across UCL. It is important that you understand how we will deal with this information.

Confidential information is any information to which the common law ‘duty of confidence’ applies. Put simply, a duty of confidence is created when ‘private’ information has been passed on in such a way that the person receiving the information was aware, or should have been aware, that the information was being imparted on the basis of confidentiality.

Whilst we will always deal with sensitive information very carefully and only share it on a ‘need-to-know’ basis, such as when you provide information relating to a request for extenuating circumstances, this statement is concerned with times when you share information in a confidential way. This maybe during a conversation with a personal tutor or in an email or in some other way. It’s likely to cover particularly unusual one-off circumstances rather than relate to a defined UCL processes or procedure.

If I share confidential information will it be shared with anyone else within UCL?

The answer to this question will always depend on the circumstances but we will usually require your consent before confidential information can be shared, even within UCL. If you share some confidential information with a member of staff and they know that in order to help you or for UCL to provide you with support they will need to share the information, they will discuss this with you and seek your agreement before sharing anything.
**Sharing without your consent**

There are specific circumstances where confidential information may be shared without your agreement. A disclosure can be made without consent under the following circumstances:

- when the vital interests of any person are threatened and the disclosure is made to a relevant, appropriate person;
- when it is in the public interest to do so and the disclosure is made to a relevant, appropriate person.

Whenever an obligation of confidence is to be broken without consent, you should still be informed, unless to do so would endanger your or another person’s vital interests. In this context vital interests refers to a situation which would seriously affect your physical or mental health or wellbeing.

**Involving others**

Sometimes when you share confidential information about a problem you are encountering we may feel that involving someone else such as a parent or another person close to you would help you. However, if the information was provided in confidence we will not share this without your consent. Only where the circumstances are so severe that in order to protect your or someone else’s vital interests or where there is a public interest to do so could the information be disclosed to an appropriate person.

**Duty of care?**

UCL has a duty of care to protect its staff and students from harm, as far as practicable and foreseeable. This duty of care extends to directing those in need to the appropriate support services and to encouraging them to take up the support available.

With your agreement, we can refer you to Student Psychological and Counselling Services or to other appropriate services within Student Support and Wellbeing. However, you are under no obligation to agree to such disclosures and where you object, we will respect your decision, although this may limit our ability to offer you support.

If you register with the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) the information you share with them will be treated confidentially. You will be asked whether the Disability, Mental Health and Wellbeing team staff can reveal limited information to other members of UCL staff, on a ‘need-to-know’ basis where this is necessary to facilitate our support for you. More information about the Disability, Mental Health and Wellbeing team and confidentiality is available here: [http://www.ucl.ac.uk/disability/disclosure-and-confidentiality](http://www.ucl.ac.uk/disability/disclosure-and-confidentiality)

**Student of concern**

There may be a time when someone is concerned about you and wishes to share their concern with Student Support and Wellbeing so that they can offer you appropriate support. In these circumstances information about you may be shared on a limited basis with appropriate people within UCL. However, where the concern relates to a situation that a UCL member of staff has become aware of because you have disclosed some information to them in confidence this
information will only be shared with your consent unless it is in your vital interests or there is a public interest to do so.

**Confidentiality and data protection law**

Confidential information and personal data are not the same thing but they can overlap, for example financial information about a business may have been provided in confidence but it is not personal data as it does not identify, or relate to, an individual. Information found within a medical record will be both confidential, due to the circumstances in which it was provided and the nature of the material, and also special category personal data as defined data protection law.

*August 2018*
Student Protection Policy

Policy

Purpose

1. This policy sets out UCL’s approach to the closure of any aspect of its facilities or academic provision which could have an adverse effect on the interests of current or prospective students. It is designed to ensure that their interests are protected.

2. It also sets out the approach in the event that UCL is unable to deliver a material component of a programme which could have an adverse effect on the interests of current or prospective students.

3. The writing of this policy has been informed by, and is designed to be consistent with, the Higher education course changes and closures: statement of good practice (2015) endorsed by HEFCE, Universities UK, NUS and other bodies (https://www.guildhe.ac.uk/wp-content/uploads/2015/11/Statement-of-good-practice-Nov15.pdf). UCL shares the views set out in this document: that there should be transparent, fair and accessible policies and practices governing course closure and changes; that higher education providers should act transparently and consult with students to minimise the impact on students caused by course closures and changes because of the time and personal effort which students invest in their studies.

Scope and definitions

4. This policy applies to the following planned events:
   - the closure of campus
   - the closure of a significant building, teaching or support facility
the closure of a faculty, school or subject
the closure, or suspension, of a programme of study, or a significant proportion of a programme of study
the closure of a programme of study in one mode of delivery, where it is offered in more than one mode
the closure of a programme of study offered in partnership with another provider (such as one leading to a dual award or involving a placement or year abroad)
material changes to a programme or modules such as the location of delivery or the mode of delivery.

5. This policy also applies to the inability to deliver, or complete the delivery of a programme or a material component of a programme, as the result of an unplanned event. Examples of such unplanned events are provided in para. 17.

6. ‘Prospective students’ in this policy means those:
   - To whom an offer of a place has been made (whether conditional or unconditional) which has been accepted
   - To whom an offer of a place has been made (whether conditional or unconditional) which has been deferred.

7. ‘Current students’ in this policy also includes those students who have been granted a suspension of studies or have been referred.

8. This policy forms part of the Terms and Conditions of the contract between UCL and its students.

**Planned events**

**Reasons for planned events**

9. There are a number of reasons why UCL may close a campus or building or close or suspend a programme, for example:
   - changes in strategic priorities or the financial environment in which UCL operates
   - declining student numbers
   - replacing an existing programme with a new one
   - changing strategic priorities at faculty, school, subject or university level
   - concerns about the quality and academic standards of a programme
   - withdrawal from an arrangement with another higher education provider (UK or internationally-based) which results in the programmes delivered with, or by, that other provider being brought to a close.

**Prevention of adverse effects**

10. The overriding principle is that UCL will not introduce any of the changes identified in para 4 in a way which will adversely affect the interests of current and prospective students. Specifically this means that any closure, suspension or material changes must not be approved to apply to current and prospective students but may only be approved to apply to
future cohorts (to whom offers of a place have not yet been made) unless the criteria in paras. 14 and 15 are satisfied.

11. The application of the above principle ensures the ‘teaching out’ of the current version of the programme (including where and how it is delivered). ‘Teaching out’ means continuing to deliver the programme in its current form, at the current location and mode until all students have completed the programme (as defined in UCL assessment regulations) or formally withdrawn or been required to leave UCL (in accordance with published and properly applied academic or non-academic disciplinary procedures).

12. ‘Material changes’ to a programme means ‘major’ amendments to a programme as set out in chapter 7 of the Academic Manual, section 4.2:

- revision to one third or more of the programme’s intended learning outcomes
- the level, award or title of the programme
- the programme’s credit value
- addition, removal or restructuring of routes within a programme
- programme duration, including the addition of a placement or Study Abroad year
- location or mode of study (i.e. Campus-based; Distance Learning; Mixed-mode; Non-resident [Postgraduate Research students only])
- entry requirements, outside of UCL’s standard requirements
- any “in-year” minor amendment.

13. ‘Minor’ amendment means:

- changes to the weighting of assessment
- changes of assessment methods/criteria
- changes which affect under one third of the intended learning outcomes
- balance of learning activities
- change of module title
- other changes at the discretion of the Faculty Tutor.

Material changes considered beneficial to students

14. Where the faculty/school proposing material changes to a programme considers that the changes will be beneficial to current and prospective students and therefore wishes to apply the changes to them, the faculty/school must undertake a written and (if appropriate/practicable) face-to-face consultation with the students concerned.

15. The Programme Approval Committee (PMAP) must not grant approval of the material changes unless and until it has received written confirmation that all current and prospective students have been consulted and have given their express written agreement to the changes proposed.
Unplanned events

The nature of unplanned events

16. There are a range of factors which lie outside the direct control of UCL which may result in an unplanned event which is sufficiently extensive that it results in the inability of UCL to deliver, or complete the delivery of, a programme or a material component of a programme.

17. UCL takes all reasonable steps to identify potential events which might significantly disrupt the delivery of its academic provision and to mitigate those risks, including through its risk management policy and practice. Examples of the kind of events, and their possible causes are:

- the unexpected unavailability of sufficient qualified staff (for example due to a number of staff leaving UCL for posts elsewhere)
- the withdrawal of, or fundamental change in, professional accreditation for the programme as a result of a decision by the external accrediting body
- the withdrawal of, or fundamental change in, the external funding for the programme (in relation to programmes funded by bodies such as the NHS)
- the destruction or enforced closure of a significant building, teaching or support facility, for example as a result of a fire, extreme weather, civil disorder or on health and safety grounds (including to prevent the transmission of an infectious illness)
- the withdrawal of another higher education or year abroad or placement provider involved in the delivery of a UCL programme without giving sufficient notice to enable the ‘teaching out’ of the programme (and where a suitable alternative cannot be provided).

Actions if an unplanned event occurs

18. Where an unplanned event occurs, or seems reasonably likely to occur, UCL will immediately inform all students likely to be affected, and the UCL Students’ Union, in writing (and where possible also face-to-face) of the event, the reasons for it (as far as they are known at that time), the likely implications and the action it proposes to take.

19. In assessing the likely implications UCL will make effective use of its equality and diversity monitoring data to ensure that the actions taken are appropriate for the characteristics of the students affected by the unplanned event, and will consult individually with students with any of the protected characteristics or other individual circumstances.

20. In all cases (other than withdrawal) the actions to be taken will involve a change in the Terms and Conditions of the contract between UCL and the student and therefore each student’s express written agreement will be required.

21. In determining the action to be taken in consultation with affected students, UCL will consider one or more of the following options:

- modify the programme in terms of content, timing, mode or location of delivery (including the timing of teaching and assessment) to enable the ‘teaching out’ of the programme in a way which does not compromise the academic standards or value of the award
transfer students to a suitable alternative UCL programme: UCL will support a student’s transfer including through the transfer of credit/academic progress, and through considering options for additional teaching or extension to the deadlines for assessment (without compromising the academic standards of the award)

transfer to a suitable alternative programme offered by another University: UCL will support a student’s transfer including through the transfer of credit/academic progress and the negotiation of the ‘fit’ between the two programmes (such as content, intended learning outcomes, final award)

the refund of tuition fees

ensure the continuity of any UCL scholarship or bursary to which the student was entitled while studying at UCL for the length of time for which the scholarship or bursary was promised

where the event is not expected to be permanent, allowing students to suspend their studies until the start of the new academic year, and working with them to make effective use of the remaining period of the current academic year such as exploring work experience opportunities in the UK or abroad

compensation (as set out below).

22. Where a programme to which this policy applies is accredited by a professional, statutory or regulatory body, UCL will immediately inform the relevant body and consult with it regarding options which the relevant body will permit, and advise the students likely to be affected of the outcomes of this consultation.

23. Where an unplanned event occurs UCL’s designated ‘accountable officer’ must inform the OfS in accordance with Conditions of Registration applicable to UCL.

Refunds and compensation

24. Where a student is adversely affected by an unplanned event to which this policy applies, UCL will make refunds and consider compensation as set out below:

Refunds

25. Where a student is unable to complete the programme of study in the expected time to which he or she was originally admitted, and is not able to transfer to another programme of study at UCL, UCL will refund the tuition fees up to the total amount paid for the programme of study to date, and cancel any further tuition fee liability for the programme. (Such refund applies irrespective of whether the student paid the fees directly or indirectly through a student loan or by a sponsor.)

Additional costs

26. Where a student will incur additional costs as a result of the option proposed and agreed in accordance with this policy UCL will pay those costs for the remaining period of the programme of study. Such costs may include:

- additional tuition fees arising from changing to another programme involving a longer total duration whether at UCL or another higher education provider
- the unwillingness or inability of a sponsor to continue paying tuition fees for a replacement programme of study
- additional travel costs incurred as a result of having to continue studying at another location either for the same or an alternative programme of study.

Compensation

27. UCL will consider the payment of compensation taking into account the impact of the unplanned event on the student’s circumstances and any alternative arrangement which has been agreed with the student, and the extent of any inconvenience/disruption caused to the student. In considering compensation UCL will specifically take in account a student’s maintenance costs and lost time which may have arisen from the inability to complete the original programme as a result of the unplanned event or where the student is transferred to another course or provider.

Communication with current and prospective students

28. In implementing this policy UCL will communicate with current students using their university email address in addition to any oral communication, and with prospective students using their correspondence address as notified through their application to UCL (whether via UCAS or direct).

Working with the higher education sector to support students

29. UCL is committed to working with other higher education providers to minimise the impact on students and to protect the reputation of UK higher education from the impact of matters such as disorderly programme closure, institutional loss of tier 4 status, or disorderly institutional closure.

30. In the event of another higher education provider being unable to fulfil its obligations to its students, UCL would seek to identify whether it offers comparable alternative programmes of study and whether it would be feasible to transfer displaced students to UCL. Within the University of London federation, the member institutions have a long history of collaborating in the delivery of elements of programmes.

31. UCL also commits to working with the regulatory body, the representative bodies and the NUS, to facilitate the flow of information to enable the identification of options for students adversely affected.

Communicating the Student Protection Policy to Students and Staff

32. We will notify students of our final policy through an email to their UCL email addresses explaining the reason for the policy and highlighting its key features. That email will include a link to the policy on our website.

33. For prospective students (who are currently holding an offer) we will inform them via the email address which they provided when applying to UCL.
34. We will also revise our Terms and Conditions document applicable to applicants from September 2018 to include a summary of, and link to, the policy. This Terms and Conditions document is sent to applicants with their offer.

35. We will inform all staff by email, and through deans of faculty and faculty tutors, of the requirements of the policy, especially in relation to programme suspension, withdrawal or major amendment. We will be revising the policy governing programme suspension, withdrawal and major amendment to ensure alignment with the Student Protection Policy.

36. We will conduct an annual review of the Policy, in partnership with the UCL Union.

37. Where we propose to make material changes applicable to current and prospective students, but which we believe to be beneficial to those students we will undertake a written, and if practicable, face-to-face consultation with them prior to seeking their express agreement to the changes. Any such changes would not normally be effective until the start of the following academic year, but the proposed timescale would be included in the consultation with students.

38. Should an unplanned event occur, or seem reasonably likely to occur, we will follow the process set in our Policy, including consulting with those students likely to be affected, and holding individual consultations for those students whose circumstances may be particularly affected by the event (such as disability or other mobility restrictions including arising from carer responsibilities and so on).

39. We will remind students that they can access independent advice from the UCL Students’ Union Advice Centre as well as from external organisations such as Citizens’ Advice.
UCL Academic Manual 2018-19
Chapter 14: Governance

UCL's Mission

Contact: Rex Knight, Vice-Provost (Operations)

Information

The mission

London’s Global University: a diverse intellectual community, engaged with the wider world and committed to changing it for the better; recognised for our radical and critical thinking and its widespread influence; with an outstanding ability to integrate our education, research, innovation and enterprise for the long-term benefit of humanity.

The vision

Our distinctive approach to research, education and innovation will further inspire our community of staff, students and partners to transform how the world is understood, how knowledge is created and shared and the way that global problems are solved.

UCL's values

- commitment to excellence and advancement on merit
- fairness and equality
- diversity
- collegiality and community building
- inclusiveness
- openness
- ethically acceptable standards of conduct
- fostering innovation and creativity
- developing leadership
- environmental sustainability
UCL's guiding principles

UCL will conduct itself ethically and fairly, and in an environmentally sustainable manner, locally, nationally and globally.

In particular, we will:

1. Respect and promote the exercise of academic freedom through challenge and debate within the law
2. Offer places to students wholly on the basis of their academic merit and potential to benefit from and contribute to a UCL education irrespective of their social, economic, religious or other background. Admission to UCL may not be bought, or secured under inducement or pressure, but granted only through an open and transparent competitive process
3. Assess student performance and award degrees and qualifications wholly on the basis of clear criteria and fair process
4. Be a fair and honourable employer, developing skills and capability amongst all staff; promoting, recognising and rewarding outstanding performance; promoting and celebrating diversity and ensuring equality of opportunity; promoting and supporting the highest quality academic leadership, collegiality and professional management, and challenging unacceptable behaviour
5. Apply ethical investment and procurement practices
6. Focus the impact of UCL education and research on improving the lot of people around the world and respect for human rights, and countering ignorance, poverty, ill-health and political tyranny
7. As an institution that has been strictly secular from its foundation, respect freedom of thought, conscience and religion but reject indoctrination;
8. Promote tolerance, and secure positive and open relations through dialogue between different groups on campus in relation to religion, politics, gender, ethnicity and sexuality
9. Be a good neighbour in London and contribute to the local community through initiatives such as staff and student volunteering, links with schools and through the foundation of the UCL Academy, and through maintaining and enhancing a high quality estate
10. Maintain a safe and attractive campus, and work to safeguard staff, students and the wider community against violence, intolerance, disruptive behaviour and the actions of extremists.

August 2018