



UCL Academic Manual 2018-19

Chapter 10: Life Learning Regulatory Framework

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 course¹, 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

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
 - ii) An original Birth Certificate, Adoption Certificate, Deed Poll Certificate or Certificate of Naturalisation.
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 to 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.

UCL Qualification	Maximum Life Learning Credit
Certificate of Higher Education	Up to 30 credits
Diploma of Higher Education	Up to 60 credits
Foundation Degree	Up to 60 credits
Honours Degree	Up to 120 credits
Graduate Certificate	Up to 20 credits
Graduate Diploma	Up to 40 credits
Postgraduate Certificate	Up to 30 credits
Postgraduate Diploma	Up to 60 credits
Integrated Masters	Up to 120 credits
Taught Masters	Up to 90 credits
Modular Research Masters	Up to 90 credits

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 opt 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](#) please contact the Life Learning team (lifelearning@ucl.ac.uk) for further advice and guidance.

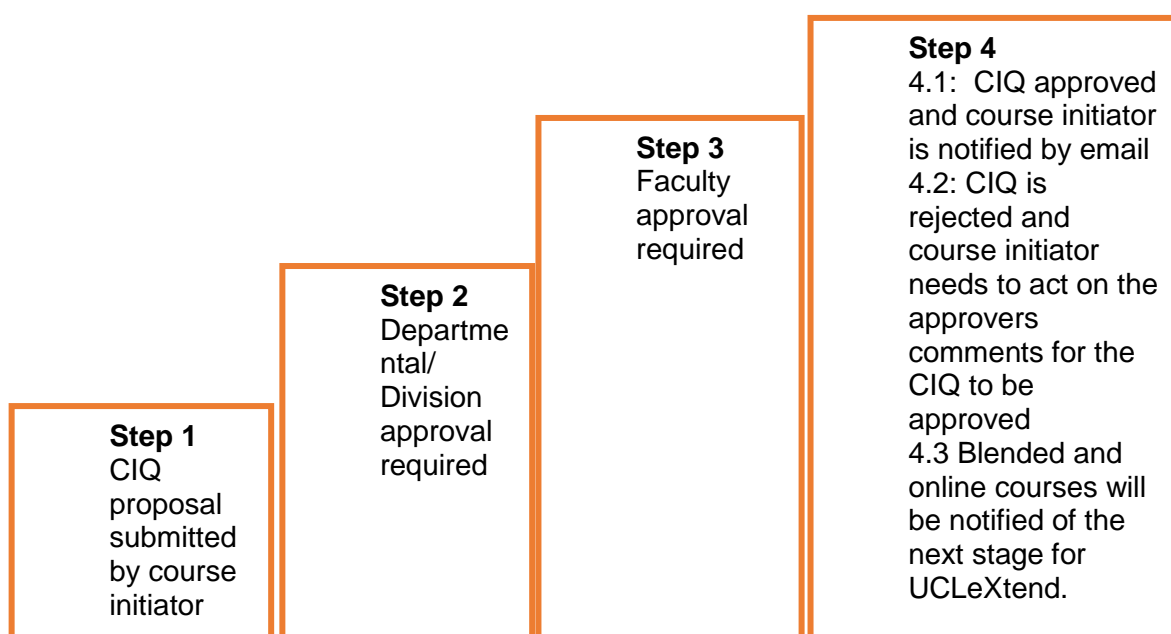
New non-credit bearing Life Learning short courses and activities

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.