



UCL

UCL Academic Manual 2016-17

Chapter 4: Assessment Framework for Taught Programmes

Chapter 4 is UCL's regulatory framework for the assessment and examination of Undergraduate and Taught Postgraduate students at UCL.

Updated 2 March 2017: At its meeting on 2 March 2017, Education Committee approved additional regulations for Special Examination Arrangement (SEA) deadlines with immediate effect for the 2017 examination period. See section 3.3 for further details.

Introduction

Scope

1. Chapter 4 is UCL's regulatory framework for the assessment and examination of Undergraduate 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 (e.g. EMPA, International MA) 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, either as part of the Programme and Module Approval Process, or the annual Academic Review Process.
5. All variations must be documented in the Programme Specification and/ or Scheme of Award, and clearly explained in the Student Handbook or equivalent.

Must, Should and May

6. To ensure that the expectations of Faculties, Departments/Divisions, 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 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.

Derogations and Variations

7. Chapter 4 includes the main regulations for all UCL students, except where the following approved derogations and variations supersede (see [Chapter 8: Derogations and Variations](#)):

Arts & Humanities

- Bachelor of Arts (BA) in English Derogations
- Bachelor of Arts (BA) in Fine Art Derogations
- Bachelor of Fine Art (BFA) Derogations
- Master of Fine Art (MFA) Derogations
- Bartlett Derogations

The Bartlett, UCL's Faculty of the Built Environment Brain Sciences

- BSc in Speech Sciences Variations

Engineering

- Faculty of Engineering Sciences – Undergraduate Variations

UCL Institute of Education

- General Academic Regulations
- Assessment Regulations for Students
- Undergraduate Regulations
- Foundation Degree Regulations
- Bachelor of Education (Honours) Regulations
- Taught Postgraduate Regulations
- Initial Teacher Training Regulations
- Fitness to Practice Policy and Procedures

Laws

- Bachelor of Laws (LLB) Assessment Principles
- Master of Laws (LLM) Derogations
- School of Pharmacy Derogations

Life Sciences**Mathematical & Physical Sciences**

- Faculty of Mathematical and Physical Sciences – Undergraduate Variations

Medical Sciences

- Bachelor of Medicine, Bachelor of Surgery (MBBS) Regulations

Social & Historical Sciences

- Faculty of Social and Historical Sciences – Undergraduate Variations

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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:
 - a) Define the core values underpinning the assessment of students at UCL
 - b) Promote consistency across UCL, and parity in student experiences of assessment
 - c) Encourage a mutual understanding of assessment processes and regulations by both students and staff
 - d) Act as an important reference point for setting and maintaining UCL's threshold academic standards
 - e) 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 should 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 should 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 should 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 should 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 should 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 progress through their programme and be awarded a degree.
13. Faculties, Departments/Divisions 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 Scheme of Award 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 completion 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 should 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 are responsible for notifying 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 should 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. Students who fail an assessment and are not eligible for the award of a degree should be permitted one further attempt at that assessment.
35. Any penalties applied, such as those for late submissions or over-length coursework, must be proportionate and applied fairly.

Boards of Examiners

36. 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.
37. 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.
38. 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

39. UCL will 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

40. Education Committee, on behalf of Academic Committee, is authorised to award UCL taught degrees.

2 Assessment Requirements

The Assessment Requirements outline UCL's threshold expectations for students taking part in assessment. All programmes must apply these threshold standards as a minimum.

2.1 Overarching Principles

- Principle 12: The UCL Pass Mark represents the minimum, threshold standards which students must meet in order to progress through their programme and be awarded a degree.
- Principle 13: Faculties, Departments/Divisions 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 Scheme of Award must clearly define the requirements for a student to progress through the programme and be eligible for a qualification and a classification.
- Principle 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.

2.2 Assessment Information for Students

1. Programme Leaders are responsible for the provision of accurate and up-to-date assessment information to students.
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 website](#).
 - 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.

Programme Scheme of Award

5. All programmes must maintain an accurate Programme Scheme of Award which defines the programme structure, the modules which students must undertake, which modules are core, elective or optional, and where a module or component is non-condonable (i.e. must be passed).
6. The Programme Scheme of Award must clearly explain any approved variations from the main UCL regulations on the programme, including but not limited to regulations on:
 - a) Progression and award requirements
 - b) Classification algorithms
 - c) Non-condonable modules
 - d) The consequences of failure
7. The Programme Scheme of Award must clearly explain any local, subject- or programme-specific regulations in place on the programme, including but not limited to local regulations on:
 - a) Professional practice
 - b) Fitness to Practice and/ or Occupational Health
 - c) Study Abroad
 - d) Placements
8. The Programme Scheme of Award, and any amendments to it, must be approved by the Faculty Board of Examiners.

2.3 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 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.

2.4 Methods of Assessment

1. A variety of assessment methods should be used across a programme to test different knowledge and skills. Guidance on appropriate assessment methods is available from the Centre for Advancing Learning and Teaching (CALT). Guidance on a range of digital assessment platforms is available from the Digital Education team.

2.5 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 should 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 Student Disability Services (see [Section 3.3: 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. Further advice and guidance is available from the [Digital Education](#) team.

2.6 Attendance Requirements and Eligibility for Assessment

1. UCL's minimum attendance requirement is 70%. Departments/Divisions may stipulate a higher percentage and/ or additional requirements where appropriate. Students whose monitored attendance falls below the attendance requirement are ineligible for summative assessment.
2. For further information see [Chapter 1, Section 4.3: Attendance Requirements](#).

2.7 Language of Assessment

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

2.8 Undergraduate Requirements to Complete a Module

1. Students must complete any component representing more than 20% of a module. Some programmes may also require students to complete specified components with a lower weighting. Whenever completion of a component is required, this must be clearly publicised to students.
2. The threshold for completion must be set by the Department/Division and must be clearly publicised to students. The threshold should normally be a requirement to submit at least a specified fraction of the assessment. If the threshold for completion is not reached, then the component will be judged 'incomplete' and the student will receive a mark of zero.
3. If completion of the component is not required for completion of the module, or if no threshold criteria are set, then the mark obtained by the student, including zero, should be awarded for the component. The overall mark should be calculated in the usual way and the student declared 'complete' for the component.

Being 'Complete' for Unseen Examinations

4. 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 candidate makes little or no attempt at the examination, the component and the module as a whole will be deemed 'incomplete'.

2.9 Pass Mark

1. The pass mark for all modules and qualifications awarded at levels 4, 5 and 6 is 40%.
2. The pass mark for all modules and qualifications awarded at level 7 (Masters level) is 50%.
3. UCL levels of study are defined in Chapter 2, Section 3.5: Academic Levels.

2.10 Requirements to Pass a Module

1. A module may include one or more summative assessment components.
2. One or more of those components may be non-condonable (must be passed).
3. Components may be equally weighted, or some components may carry a higher weighting than others (e.g. Essay 60%, Presentation 40%).
4. The module mark should be determined from a weighted average of all component marks.
5. In order to pass a module at levels 4, 5 or 6 a student must achieve a weighted average of 40%, plus 40% in any non-condonable component(s).
6. In order to pass a module at level 7 a student must achieve a weighted average of 50%, plus 50% in any non-condonable component(s).
7. There is no minimum pass mark for formative assessment components and any indicative mark that might be given is not included in the module pass requirements.

3 Examinations

The Examinations regulations outline UCL's threshold expectations for students sitting unseen written examinations. All programmes must apply these threshold standards as a minimum.

3.1 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](#).

3.2 Examination Timetable

Module Verification

1. (September start students only) At the start of the second term, students must verify whether their modules on Portico are correct to ensure they are entered for the correct examinations.

Timetable

2. [UCL Assessment & Student Records](#) is responsible for publishing the Examination Timetable for students.
3. Some Departments/Divisions or non-UCL colleges may also schedule additional examinations at other times of the year. Departments/Divisions and colleges are responsible for notifying students about the arrangements for any such examinations.
4. Students are responsible for ensuring that they know the date, time and location of each paper they are registered to take, whether organised by the central [UCL Assessment & Student Records](#) or the Department/Division, and that they are available to sit all scheduled examinations.
5. Students should notify their Department/Division of any timetabling inaccuracies at the earliest possible time.

Venues

6. UCL examinations are held in a number of different locations, some 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.
7. Practical and oral examinations will normally be held in departmental/divisional accommodation. Students should contact the teaching Department/Division for information about the date, time and location of such examinations.
8. Only students with approved Special Examination Arrangements are permitted to sit examinations in one of the UCL special facility venues ([see Section 3.3 below](#)).
9. 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.
10. UCL students taking examinations at other colleges as part of the University of London's Intercollegiate Scheme 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.

3.3 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 complete an online application for Special Examination Arrangements (SEAs) available from the Student Disability Services webpages and submit the required documentary evidence when requested to do so.
4. Student Disability Services (SDS) can help students with a disability to complete their online application.
5. UCL Examinations Office is responsible for confirming and implementing the necessary adjustments.

Application Deadlines

6. SEA applications *must* be received by Student Disability Services (SDS) five weeks before the main examination period and three weeks before the Late Summer Assessment examination period.
7. For all other examination periods, SEA applications *must* be received by Student Disability Services (SDS) six weeks before the examination.
8. Applications received after the deadlines (Late SEA Applications) will only be considered from students who suffer sudden illness or accidental injury.
9. Late SEA applications *must* be received by Student Disability Services (SDS) no later than seven calendar days before the examination.
10. 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

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

3.4 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
1. 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.

3.5 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 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 and other communication devices must be switched off before students enter the examination hall.
- 10. Students must not have mobile phones 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/Division may approve the use of non-standard calculators for one or more of its examinations. In such circumstances, the Department/Division 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/Divisions.
- 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 Awards 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 Assessment & Student Records 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.

3.6 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.

3.7 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 3.4 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.

3.8 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.

3.9 Answer Books

1. Prior to the start of the examination students may enter the following information on the front cover of the answer book:
 - a) Candidate number
 - b) Student number (MCQ cards only)
 - c) Seat number
 - d) The examination title and code
 - e) The date and venue
 - f) The make and model of the student's calculator (if applicable)

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.

3.10 Students Arriving Late for an Exam

1. Students arriving less than 30 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 30 minutes late will not be allowed into the hall but will be directed to their parent Department/Division (intercollegiate candidates should go to the appropriate teaching Department/Division). If the Department/Division agrees, and the normal end time for the examination has not yet passed, the student may be permitted to sit the examination but 30 minutes will be deducted from the time allowed. Students must complete a declaration form indicating why they arrived late and confirming that they have neither seen the question paper nor been in contact with any candidates who have seen the paper. The decision of the home Department/Division is final and the central examinations team cannot accommodate any student not permitted to sit by their Department/Division.
3. Students arriving after the normal end time of the examination will not be permitted to sit the examination.

3.11 Leaving the Hall during an Exam

1. Students are not permitted to leave the hall during the first 30 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 30 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 30 minutes but before the designated finish time, they must raise their hand and remain in their seat until their answer books have been collected.

3.12 At the end of the Examination

6. Each examination will include 15 and 5 minute warning announcements.
7. 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.
8. 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.
9. Students must collect their valuables from the plastic wallet under their desk and place the empty wallet on their desk before leaving the hall.

3.13 Examinations and 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/Division/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](#).

3.14 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 zero for the missed/non-attempted examination and will not be deemed to have completed the module.
2. For further details see [Section 10: Consequences of Failure](#).

3.15 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.

3.16 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 [Section 12: Examination Irregularities and Plagiarism](#).

4 Progression & Award Requirements

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. All programmes must apply these threshold standards as a minimum.

4.1 Overarching Principles

- Principle 17: Qualifications must only be awarded for the successful completion 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.

4.2 Taught Programme Structures

1. Details of the structures of UCL taught programmes, including the full list of UCL qualifications and information about credit, academic levels and modules, can be found in Chapter 2: Qualifications and Credit Framework.
2. Requirements and guidance around the design of programmes, modules and assessments can be found in Chapter 3: Programme and Module Approval and Amendment Framework.

4.3 Honours Degree Progression and Award Requirements

4.3.1 Non-Standard Progression and Award Requirements

1. This section defines UCL's standard Honours Degree progression and award requirements. The following approved variations and derogations from these standard regulations for specific Faculties, Departments/Divisions and programmes are detailed in Chapter 8: Derogations and Variations:
 - a) Faculty of the Built Environment
 - b) Faculty of Engineering Sciences
 - c) Faculty of Mathematical & Physical Sciences
 - d) Faculty of Social & Historical Sciences
 - e) Bachelor of Sciences (BSc) in Speech Sciences
 - f) Bachelor of Arts (BA) in English
 - g) Bachelor of Arts (BA) in Fine Art
 - h) Bachelor of Arts (BA) at the Institute of Education
 - i) Bachelor of Education (BEd)
 - j) Bachelor of Fine Arts (BFA)
 - k) Bachelor of Laws (LLB)
 - l) Bachelor of Medicine, Bachelor of Surgery (MBBS)
 - m) Master of Pharmacy (MPharm)

4.3.2 Three-Year Bachelors

Progression from Year 1 to Year 2

1. In order to progress from Year 1, students must have passed at least 3.0 course units and be registered to complete in Year 2 any course units not yet complete. However, students may not progress from Year 1 or register for incomplete course units or re-sit attempts if they have exhausted the permitted number of opportunities.
2. Students who have not completed 4.0 course units from Year 1 after having exhausted the permitted number of opportunities may ask their Departmental/ Divisional Tutor to obtain Faculty approval to seek a Suspension of Regulations from the Vice-Provost (Education & Student Affairs) to allow a third attempt at a time other than the next scheduled occasion.
3. At the discretion of the Faculty Tutor, upon the recommendation of the relevant Programme Board of Examiners, students may progress if they have failed to meet the progression threshold by 0.5 course units and, therefore, have passed 2.5 course units.

Progression from Year 2 to Year 3

4. In order to progress from Year 2, students must be complete in the 4.0 course units from Year 1, and have passed at least 7.0 course units, and be registered to complete in their final year any course units not yet complete. However, students may not progress from Year 2 or register for incomplete course units or re-sit attempts if they have exhausted the permitted number of opportunities.
5. Students who have not completed 4.0 course units from Year 1, or have incomplete course units from Year 2 following an interruption, may ask their Departmental/ Divisional Tutor to obtain Faculty approval to seek a suspension of regulations from the Vice-Provost (Education & Student Affairs) to allow a third attempt at a time other than the next scheduled occasion. Otherwise, such students will never complete the number of modules required to graduate with an Honours Degree.
6. At the discretion of the Faculty Tutor, upon the recommendation of the relevant Programme Board of Examiners, students may progress if they have failed to meet the progression threshold by 0.5 course units and, therefore, have passed 6.5 course units, provided all Year 1 progression requirements have been met including passing at least 3.0 course units from Year 1.

Award of an Honours Degree

7. Students registered on a three year programme will be awarded an Honours Degree provided they have:
 - a) Completed 12.0 course units, and
 - b) Passed at least 11.0 course units including at least 3.0 course units at level 6, and
 - c) Satisfied the Honours Degree Modern Foreign Language Requirements (see [Section 4.4](#)).

4.3.3 Four-Year Bachelors with Extra-Mural Study Abroad or Placement Year

Progression from Year 1 to Year 2

1. In order to progress from Year 1, students must have passed at least 3.0 course units and be registered to complete in Year 2 any course units not yet complete. However, students may not progress from Year 1 or register for incomplete course units or re-sit attempts if they have exhausted the permitted number of opportunities.
2. Students who have not completed 4.0 course units from Year 1 after having exhausted the permitted number of opportunities may ask their Departmental/ Divisional Tutor to obtain Faculty approval to seek a suspension of regulations from the Vice-Provost (Education & Student Affairs) to allow a third attempt at a time other than the next scheduled occasion.
3. At the discretion of the Faculty Tutor, upon the recommendation of the relevant Programme Board of Examiners, students may progress if they have failed to meet the progression threshold by 0.5 course units and, therefore, have passed 2.5 course units.

Progression from Year 2 to Year 3

4. In order to progress from Year 2, students must be complete in the 4.0 course units from Year 1, and have passed at least 7.0 course units and be registered to complete in their final year any course units not yet complete. However, students may not progress from Year 2 or register for incomplete course units or re-sit attempts if they have exhausted the permitted number of opportunities.
5. Students who have not completed 4.0 course units from Year 1, or have incomplete modules from Year 2 following an interruption, may ask their Departmental/ Divisional Tutor to obtain Faculty approval to seek a suspension of regulations from the Vice-Provost (Education & Student Affairs) to allow a third attempt at a time other than the next scheduled occasion.
6. Students should have qualified for progression prior to their year abroad/ placement year.
7. If the student is eligible for referred assessment this must take place, and be passed, prior to the student leaving for the year abroad/ placement. If the student is to re-sit the assessment this must take place during the summer before they enter Year 4 at the time of the Late Assessments.

Progression from Year 3 to Year 4

8. In order to progress from Year 3, students must be complete in 12.0 course units, have passed at least 11.0 course units, and have met all Year 2 progression requirements.
9. All progression decisions at the end of Year 3 are provisional. Progression from Year 3 will not be confirmed until all marks are available and have been ratified by the Programme Board of Examiners. Progression may therefore be confirmed at the start of Year 4.

The Award of an Honours Degree

10. Students registered on a four-year programme with an Extra-Mural Study Abroad or Placement Year will be awarded an Honours Degree provided they have:
 - a) Completed 16.0 course units, and
 - b) Passed a minimum of 14.5 course units including at least 3.0 course units at level 6, and
 - c) Satisfied the Honours Degree Modern Foreign Language Requirements (see [Section 4.4](#)).

4.3.4 Four-Year Integrated Masters

Progression from Year 1 to Year 2

1. In order to progress from Year 1, students must have passed at least 3.0 course units and be registered to complete in Year 2 any course units not yet complete. However, students may not progress from Year 1 or register for incomplete course units or re-sit attempts if they have exhausted the permitted number of opportunities.
2. Students who have not completed 4.0 course units from Year 1 after having exhausted the permitted number of opportunities may ask their Departmental/ Divisional Tutor to obtain Faculty approval to seek a suspension of regulations from the Vice-Provost (Education & Student Affairs) to allow a third attempt at a time other than the next scheduled occasion.
3. At the discretion of the Faculty Tutor, upon the recommendation of the relevant Programme Board of Examiners, students may progress if they have failed to meet the progression threshold by 0.5 course units and, therefore, have passed 2.5 course units.

Progression from Year 2 to Year 3

4. In order to progress from Year 2, students must be complete in the 4.0 course units from Year 1, and have passed at least 7.0 course units, and be registered to complete in their final year any course units not yet complete. However, students may not progress from Year 2 or register for incomplete course units or re-sit attempts if they have exhausted the permitted number of opportunities.

5. Students who have not completed 4.0 course units from Year 1, or have incomplete course units from Year 2 following an interruption, may ask their Departmental/ Divisional Tutor to obtain Faculty approval to seek a suspension of regulations from the Vice-Provost (Education & Student Affairs) to allow a third attempt at a time other than the next scheduled occasion. Otherwise, such students will never complete the number of modules required to graduate with an Honours Degree.

Progression from Year 3 to Year 4

6. In order to progress from Year 3, students must be complete in the 4.0 course units from Year 1 and the 4.0 course units from Year 2, have passed at least 11.0 course units, and be registered to complete in their final year any course units not yet complete.
7. Students who have not completed the 4.0 course units from Year 1 and the 4.0 course units from Year 2, or have incomplete course units from Year 3 following an interruption, may ask their Departmental/ Divisional Tutor to seek a suspension of regulations from the Vice-Provost (Education & Student Affairs) to allow a third attempt at a time other than the next scheduled occasion. Otherwise, such students will never complete the number of course units required to graduate with an Honours Degree.
8. At the discretion of the Faculty Tutor, upon the recommendation of the relevant Programme Board of Examiners, students may progress if they have failed to meet the progression threshold by 0.5 course units and, therefore, have passed 10.5 course units, provided all Year 2 progression requirements have been met including passing a total of at least 6.5 course units from Year 1 and Year 2.

The Award of an Honours Degree

9. Students registered on an Integrated Masters programme will be awarded an Honours Degree provided they have:
 - a) Completed 16.0 course units, and
 - b) Passed at least 14.5 course units including at least 3.0 course units at level 6 and at least 3.0 course units at level 7, and
 - c) Satisfied the Honours Degree Modern Foreign Language Requirements (see [Section 4.4](#)).

4.3.5 Exceptional Permission to Progress

1. Undergraduate students who fail to meet the requirements for progression from one academic year to the next may apply for exceptional permission to progress:
 - a) Students considering an application for exceptional permission to progress should in the first instance discuss this course of action with the Departmental/ Divisional Tutor and take account of the regulations in [Section 6: Extenuating Circumstances](#).
 - b) Applications for exceptional permission to progress a student with a total of 2.5 passed course units should be made to the Faculty Tutor.

4.4 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 Honours Degrees, are required to enter UCL with, or have developed by graduation, a basic level of language competence.
2. In order to satisfy UCL's Modern Foreign Language (MFL) requirements, students must undertake one of the following:
 - a) Have a C grade or higher in GCSE, or equivalent, in a Modern Foreign Language.
 - b) Attendance at a Summer School arranged by UCL prior to enrolment.
 - c) Enrolment on a 15-credit module (0.5 course unit) in a Modern Foreign Language as a module choice **within** the student's standard programme diet. Students are subject to UCL's standard requirements for progression, failure and reassessment.
 - d) Enrolment on an **additional** 15-credit module (0.5 course unit) in a Modern Foreign Language, over and above the student's standard programme diet. Students must meet the minimum attendance requirements and take part in the assessment, but do

- not have to pass the module and the mark will not be included in the student's classification calculation.
- e) Exceptionally, and by agreement with the UCL Centre for Language and International Education, enrolment on an evening class in a Modern Foreign Language.
3. GCSE passes in, or enrolment on a 15-credit module (0.5 course unit) in, ancient Greek, Hebrew or Latin will not satisfy the MFL requirement.
 4. In exceptional circumstances the MFL requirements may be suspended if they are deemed to place an unreasonable burden on the student. Such cases should be referred to the Vice-Provost (Education & Student Affairs), via UCL Assessment & Student Records.
 5. Students who fail to satisfy the requirement by the end of their programme will not be eligible for the award of an Honours Degree.

4.5 Graduate Award Criteria

4.5.1 Graduate Certificate

1. In order to be awarded a Graduate Certificate, students must have:
 - a) Completed 2.0 course units, and
 - b) Passed 1.5 course units, of which 0.5 course units may be a condoned fail within the applicable referral range, and
 - c) Achieved an overall weighted average of at least 40%.

4.5.2 Graduate Diploma

1. In order to be awarded a Graduate Diploma, students must have:
 - a) Completed 4.0 course units, and
 - b) Passed 3.5 course units, of which 0.5 course units may be a condoned fail within the applicable referral range, and
 - c) Achieved an overall weighted average of at least 40%.

4.6 Taught Postgraduate Progression and Award Requirements

4.6.1 Progression

1. Taught Postgraduate programmes of one year's duration or less do not include any progression requirements.
2. Students registered on programmes of more than one year's duration must satisfy any requirements specified in the Student Handbook or equivalent with regard to progression between each year of the programme.

4.6.2 Condoned Marks

1. At taught postgraduate level, marks of 40-49% (or equivalent on alternative marking scales) in up to 25% of a student's taught credits may be condoned.
2. The condonement criteria apply at both the first and second attempts.
3. Once a mark is formally condoned by the Board of Examiners, the student will not be required or permitted to resit.
4. The condoned mark will stand (i.e. the mark will not be raised to the pass mark) but will be treated as pass in all subsequent conditions and will be included in the student's classification calculation, where applicable.
5. Subject to approval by UCL Education Committee, or its nominee, a programme may designate one or more modules as non-condonable. Students must pass all non-condonable modules on their programme in order to progress or be eligible for an award.

6. Condonement can only be considered and applied by the Programme Board of Examiners at the end of the taught modules, when the full extent of any failure is known.
7. Students who do not meet all the condonement criteria will be required to resit – see Section 10: Consequences of Failure.

4.6.3 Postgraduate Certificate Award Criteria

1. Students must meet the following minimum criteria to be considered for a Postgraduate Certificate, whether as a final or exit qualification:
 - a) Students must pass 60 credits and achieve a weighted average of at least 50%.
 - b) Where a student passes at least 45 credits, and achieves a mark of 40-49% in a maximum of 15 credits, the condonable mark will be treated as a pass, and the student will not be permitted to resit.

4.6.4 Postgraduate Diploma Award Criteria

1. Students must meet the following minimum criteria to be considered for a Postgraduate Diploma, whether as a final or exit qualification:
 - a) Students must pass 120 credits and achieve a weighted average of at least 50%.
 - b) Where a student passes at least 90 credits, and achieves a mark of 40-49% in a maximum of 30 credits, the condonable mark will be treated as a pass, and the student will not be permitted to resit.

4.6.5 Masters Award Criteria

1. Students must meet the following minimum criteria to be considered for a Masters degree:
 - a) Students must pass at least 180 credits and achieve a weighted average of at least 50%.
 - b) Where a student passes at least 75% of their taught credits, and achieves a mark of 40-49% in a maximum of 25% of their taught credits, the condonable mark will be treated as a pass, and the student will not be permitted to resit.

4.7 Interim Qualifications

4.7.1 Eligibility

1. A student may be awarded an interim qualification if they meet or surpass defined learning outcomes and credit requirements.
2. An interim qualification may be awarded:
 - a) As an advertised outcome from a programme of study (e.g. a programme is advertised as leading to a PG Cert, PG Dip or Masters), or
 - b) By transferring the student to a programme resulting in the lesser 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 enrolled, whether due to Extenuating Circumstances or under-performance.
3. Where the interim qualification is an advertised outcome from a programme of study, the programme must include positively-defined learning outcomes and a Scheme of Award for each of the advertised outcomes. Such students are eligible for a classification, where the interim qualification allows.
4. 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 appropriate qualification learning outcomes and credit requirements. The standard UCL Interim Qualification Learning Outcomes below outline the threshold academic standards required to pass each of UCL's main interim qualifications, in line with the UCL Qualifications and Credit Framework and the UK Framework for Higher Education Qualifications. Programmes may use these, or they may

develop their own qualification learning outcomes over and above these requirements, subject to approval via the routes defined in the UCL Programme and Module Approval Framework. Such students are not eligible for a classification.

4.7.2 Field of Study for Interim Qualifications

1. The field of study for an interim qualification should match the title of the full degree programme on which the student is registered. However, if a student fails or fails to enrol for a compulsory or essential module, or fails to meet the requirements of a Professional, Statutory or Regulatory Body, the Programme Board of Examiners may make a recommendation for an interim qualification with a different field of study, provided the student has met the qualification learning outcomes and credit requirements. Alternate fields of study must be approved by UCL Education Committee, or its nominee.

4.7.3 Certificate of Higher Education (Cert HE)

1. Students registered on an Honours Degree or Foundation Degree may be awarded a Certificate in Higher Education, without a classification, if they have:
 - a) Passed 120 credits at level 4, and
 - b) Met or surpassed the standard or programme-defined qualification learning outcomes for a Cert HE.
2. A Cert HE does not include a classification.

Standard Cert HE Learning Outcomes

3. In order to be awarded a Cert HE students 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.
4. These are the standard UCL Cert HE learning outcomes; programmes may develop their own learning outcomes over and above these requirements.

4.7.4 Diploma of Higher Education (Dip HE)

1. Students registered on an Honours Degree may be awarded a Diploma in Higher Education if they have:
 - a) Passed 240 credits with at least 90 at level 5 and the balance at level 4, and
 - b) Met or surpassed the standard or programme-defined qualification learning outcomes for a Dip HE.
2. A Dip HE does not include a classification.

Standard Dip HE Learning Outcomes

3. In order to be awarded a Dip HE students 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.
4. These are the standard UCL Dip HE learning outcomes; programmes may develop their own qualification learning outcomes over and above these requirements.

4.7.5 Ordinary Degree (Bachelors without Honours)

1. Students registered on an Honours Degree may be awarded an Ordinary Degree if they have:
 - a) Passed 300 credits with at least 60 at level 6 and the balance at levels 4 and 5, and
 - b) Met or surpassed the standard or programme-defined qualification learning outcomes for an Ordinary Degree.
2. An Ordinary Degree does not include a classification.

Standard Ordinary Degree Learning Outcomes

3. In order to be awarded an Ordinary Degree students 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).
4. These are the standard UCL Ordinary Degree learning outcomes; programmes may develop their own qualification learning outcomes over and above these requirements.

4.7.6 Bachelors with Honours

1. Students registered on an Integrated Masters Degree may be awarded a Bachelors Degree if they have:
 - a) Completed 360 credits (12.0 course units) and
 - b) Passed at least 330 credits (11.0 course units) including at least 90 credits (3.0 course units) at level 6 and
 - c) Satisfied the Honours Degree Modern Foreign Language Requirements (see [Section 4.4](#)) and
 - d) Met or surpassed the standard or programme-defined qualification learning outcomes for a Bachelors with Honours.
2. Students are eligible for an Honours Classification if they meet the relevant criteria.

Standard Bachelors with Honours Learning Outcomes

3. In order to be awarded a Bachelors with Honours students 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).

4. These are the standard UCL Bachelors with Honours learning outcomes; programmes may develop their own qualification learning outcomes over and above these requirements.

4.7.7 Honours Degree without a Study Abroad or Placement Year

1. Where a student is unable to meet the requirements of a Study Abroad or placement year, the student should be transferred to an equivalent degree where there is no Study Abroad or placement requirement.
2. Students are eligible for an Honours Classification if they meet the relevant criteria.

4.7.8 Graduate Certificate (Grad Cert)

1. Students registered on a Graduate Diploma may be awarded a Graduate Certificate if they have:
 - a) Completed 60 credits (2.0 course units), and
 - b) Passed 45 credits (1.5 course units), of which 15 credits (0.5 course units) may be a condoned fail within the applicable referral range, and
 - c) Achieved an overall weighted average of at least 40%, and
 - d) Met or surpassed the standard or programme-defined qualification learning outcomes for a Grad Cert.
2. Where the Grad Cert is an advertised outcome from a Graduate Diploma, students are eligible for a Merit or Distinction classification if they meet the relevant criteria.
3. Where the Grad Cert is not an advertised outcome from a Graduate Diploma, and is awarded as a result of the student failing to meet the requirements of a Graduate Diploma, the student is not eligible for a classification.

Standard Grad Cert Learning Outcomes

4. In order to be awarded a Grad Cert students 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).
5. These are the standard UCL Grad Cert learning outcomes; programmes may develop their own qualification learning outcomes over and above these requirements.

4.7.9 Postgraduate Certificate (PG Cert)

1. Where a student is unable to meet the minimum requirements for a Masters Degree or a Postgraduate Diploma, they may be awarded a Postgraduate Certificate if they have:
 - a) Passed 60 credits with at least 45 at level 7 and the balance at level 6, and
 - b) Met or surpassed the standard or programme-defined 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 qualification learning outcomes.
3. 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.

4. Where the PG Cert is not an advertised outcome from a Masters or PG Dip, and is awarded as a result of the student failing to meet the requirements of a Masters or PG Dip, the student is not eligible for a classification.

Standard PG Cert Learning Outcomes

5. In order to be awarded a PG Cert students 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
6. These are the standard UCL PG Cert learning outcomes; programmes may develop their own qualification learning outcomes over and above these requirements.

4.7.10 Postgraduate Diploma (PG Dip)

1. Where a student is unable to meet the minimum requirements for a Masters Degree, they may be awarded a Postgraduate Diploma, with a classification, if they have:
 - a) Passed 120 credits with at least 90 at level 7 and the balance at level 6, and
 - b) Met or surpassed the standard or programme-defined 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 qualification learning outcomes.
3. 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.
4. Where the PG Dip is not an advertised outcome from a Masters, and is awarded as a result of the student failing to meet the requirements of a Masters, the student is not eligible for a classification.

Standard PG Dip Learning Outcomes

5. In order to be awarded a PG Dip students 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
6. These are the standard UCL PG Dip learning outcomes; programmes may develop their own qualification learning outcomes over and above these requirements.

4.7.11 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 Programme Board of Examiners may make a recommendation to the Vice-Provost (Education & Student Affairs) for the award of an Aegrotat Degree without a classification. The candidate may refuse such an award and exercise the right to be reassessed.

4.7.12 Special and Aegrotat Provisions

1. 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.

4.8 Field of Study

1. The Programme Board of Examiners should determine the field of study to be shown on the degree certificate, subject to approval by UCL Education Committee, or its nominee.
2. The field of study should match the title of the degree programme on which the student is registered. However, if a student fails or fails to enrol for a compulsory or essential module, or fails to meet the requirements of a Professional, Statutory or Regulatory Body, the Programme Board of Examiners may make a recommendation for an interim qualification with a different field of study, provided the student has met the appropriate learning outcomes and credit requirements.
3. Where a programme has higher credit requirements than the UCL minimum, and a student is unable to meet those higher requirements, they may be awarded a standard UCL qualification with a different field of study if they meet the relevant criteria.
4. Students may not request a particular degree title themselves, although an appropriate degree title may be agreed provisionally with a student prior to the examination.

5 Reasonable Adjustments

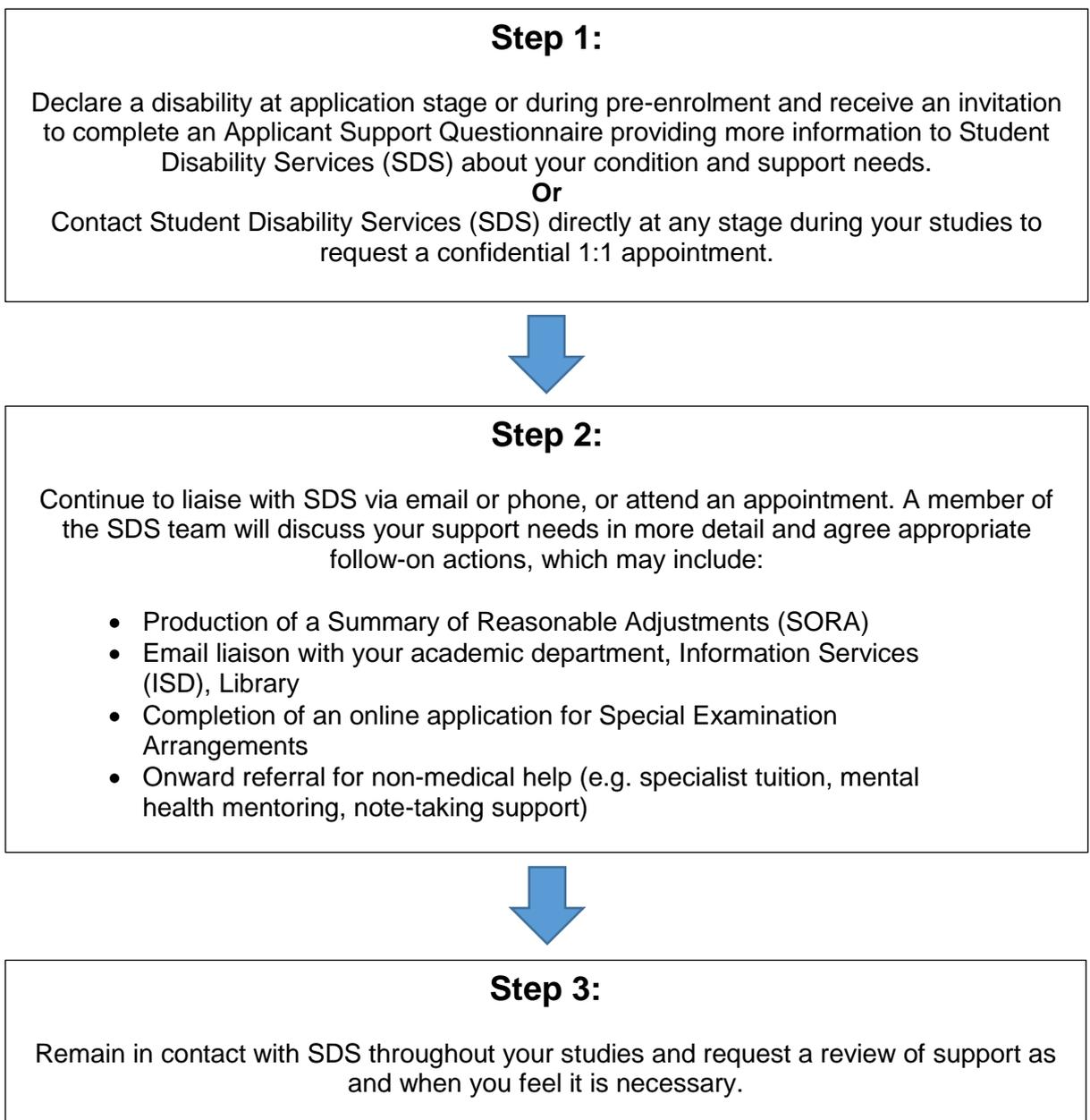
The Reasonable Adjustments regulations define how UCL supports students with a disability or long-term medical or mental health condition throughout their learning, teaching and assessment experience.

5.1 Overarching Principles

Principle 21: UCL should 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



5.3 Scope and Definitions

1. The Reasonable Adjustments regulations apply to all UCL undergraduate 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 and 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 Student Disability Services (SDS) will work with the student to agree the best support for them. The SDS 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 who 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) 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 students with a disability or long-term condition **or** as a form of mitigation for students with shorter-term Extenuating Circumstances - see [Section 3.3: 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 1, Section 4.6 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 1, Section 10.1: Support to Study](#) and [Section 10.2: 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 pregnancy or maternity. Reasonable adjustments will be made where possible.
7. Students should contact [UCL Assessment & Student Records](#) or [Student Support & Wellbeing](#) to find out what options are available (support is not provide by Student Disability Services 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 Assessment & Student Records](#) to find out what options are available (support is not provide by Student Disability Services 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](#) covers:
 - a) A one-off coursework extension (where this is not an agreed part of a SORA – see [Section 5.12 below](#))
 - b) Condoned late submission of coursework
 - c) An alternative method of assessment (approved by the External Examiner)
 - d) Deferral of assessment to the next occasion
 - e) Exclusion of the affected component/ module from completion, progression, award or classification decisions, up to a maximum of 30 credits in each year of study.

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
 - 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 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, Student Disability Services or Student Psychological 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 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 [Student Disability Services](#), 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 [Student Disability Services](#) 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 [Student Disability Services](#) 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 Student Disability Services 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, SDS 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) (see Section 5.10)
 - b) Email liaison with the student's department, Information Services (ISD) or Library
 - c) Completion of an online application for Special Examination Arrangements (see Section 3.3)
 - 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 Student Disability Services 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; Student Disability Services 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.
 - b) Whether or not to involve their tutor, module organiser, supervisor, programme leader or other academic or professional staff in this process.
 - c) 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 Student Disability Services for advice.

Assessments Taking Place Before the SORA is Agreed

7. The start of the academic year is always a busy time for Student Disability Services 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 SDS 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. Student Disability Services 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 SDS 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 Student Disability Services 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 Student Disability Services 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 1, Section 4.3 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 1, Section 4.4: Authorised Absence for Students on a Tier 4 Visa.

5.14 Study Abroad

1. Student Disability Services 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 and 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 Practise 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 and 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 Student Disability Services or Student Support and Wellbeing as part of their application for academic Reasonable Adjustments, or they can contact SDS or SSW directly for a confidential one-to-one appointment at any time during their studies.

5.17 Further Guidance

- [UCL Declare \[video\]](#)
- [Student Disability Services](#)
- [Student Psychological Services](#)
- [Student Support and Wellbeing](#)
- [Occupational Health and Wellbeing](#)
- [Section 3.3 Special Examination Arrangements](#)
- [Section 6: Extenuating Circumstances](#)
- [Chapter 1, Section 10.1: Support to Study](#)
- [Chapter 1, Section 10.2: Fitness to Study Procedure](#)

6 Extenuating Circumstances

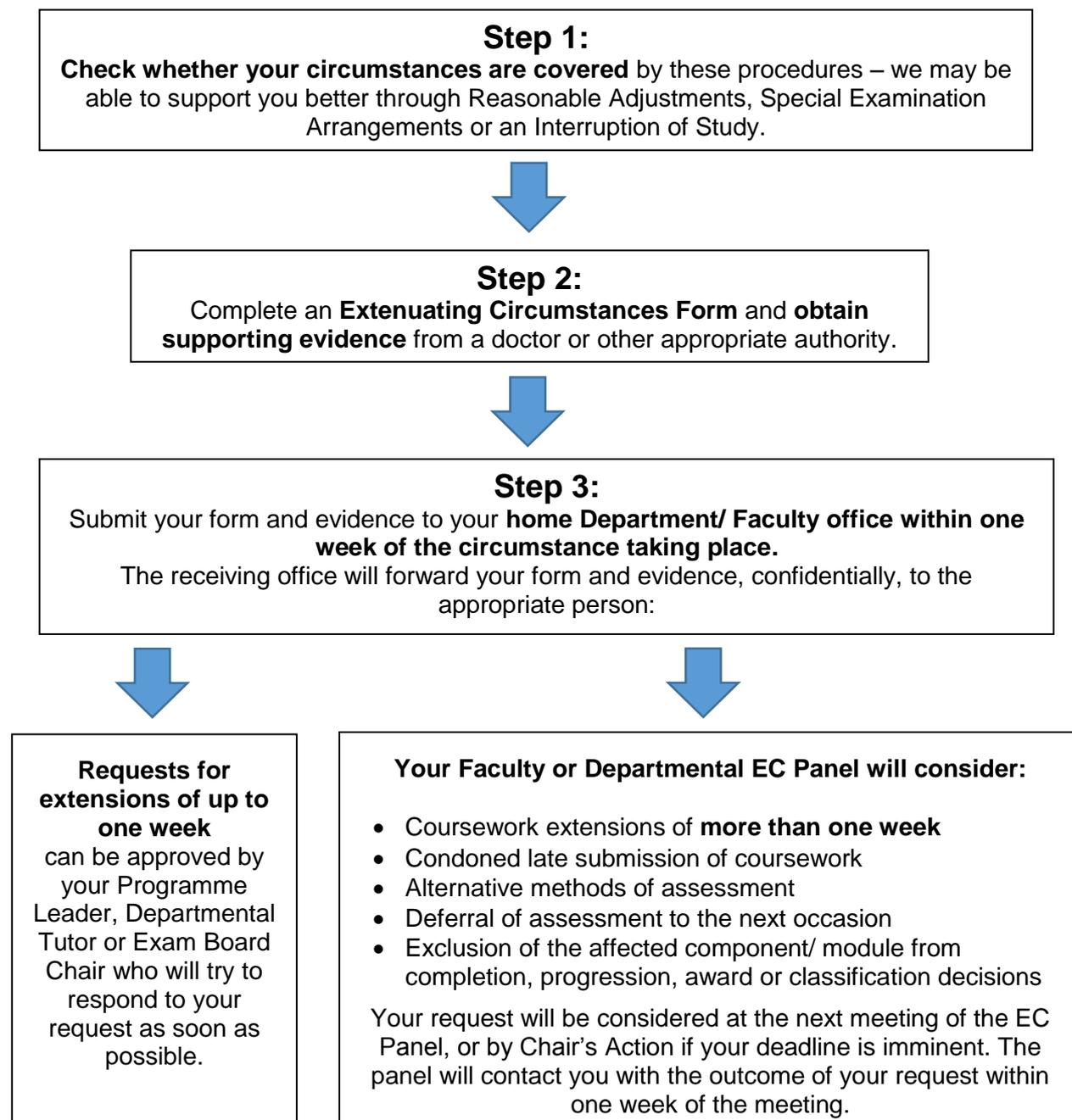
The Extenuating Circumstances regulations define how UCL can support students who experience something sudden, unexpected, significantly disruptive and beyond their control and which may affect their performance at assessment.

6.1 Overarching Principles

Principle 23: Students are responsible for notifying 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



6.3 Scope and 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](#).

Information for Students

3. 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 2.2 Assessment Information for Students](#)).

Authorised Absence for Students on a Tier 4 Visa

4. 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 1, Section 4.4: Authorised Absence for Students on a Tier 4 Visa](#).

Intercollegiate and Affiliate Students

5. 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.
6. 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.

ECs 'Banked' from Previous Years

7. 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

8. 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

9. 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. The Extenuating Circumstances regulations cover two main procedures:
 - a) A Programme Leader, Departmental Tutor or Exam Board Chair may approve a coursework extension of up to one week – see [Section 6.8 below](#).

- b) The Faculty or Departmental Extenuating Circumstances Panel may approve the following forms of mitigation - see Section 6.9 below:
 - A coursework extension of more than one week
 - Condoned late submission of coursework
 - An alternative method of assessment (approved by the External Examiner)
 - Deferral of assessment to the next occasion
 - Exclusion of the affected component/ module from completion, progression, award or classification decisions, up to a maximum of 30 credits in each year of study.
2. There are a number of other ways in which UCL can support students, including:

Special Examination Arrangements

3. Students 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 students with a disability or long-term condition **or** as a form of mitigation for students with shorter-term Extenuating Circumstances - see Section 3.3: 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 1, Section 4.6 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 1, Section 10.1: Support to Study and Chapter 1, Section 10.2: Fitness to Study Procedure.

Reasonable Adjustments

6. 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, Student Disability Services or Student Psychological 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 SDS 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

1. Any information relating to a student's EC must be treated confidentially. This means that sensitive information should 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.
2. 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 four sections:
 - Part 1: Student Details
 - Part 2: Details of the EC
 - Part 3: Supporting Evidence
 - Part 4: Decision
3. The person or body responsible for approving the request must ensure that only Parts 1 and 4 are included in communications to the teaching department/College, UCL Assessment & Student Records (where applicable) or any other body which needs to know about the mitigation required.
4. Once approved, the full EC Form (Parts 1 to 4 inclusive) should be sent to the secretary of the home Faculty or Departmental Extenuating Circumstances Panel for secure and confidential record-keeping.
5. 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 authority such as:
 - a) A registered medical practitioner (i.e. listed in the GMC's List of Registered Medical Practitioners)
 - 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 [Student Disability Services](#) or [Student Psychological 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 Extensions 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 and Wellbeing](#), [Student Disability Services](#) or [Student Psychological 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 4 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 Consideration by the EC Panel

Forms of Mitigation

1. The following forms of mitigation must be approved by the Faculty or Departmental Extenuating Circumstances Panel (see [Section 6.13: Extenuating Circumstances Panels](#) for terms of reference, constitution and membership):
 - a) A coursework extension of more than one week
 - b) Condoned late submission of coursework
 - c) An alternative method of assessment (approved by the External Examiner)
 - d) Deferral of assessment to the next occasion
 - e) Exclusion of the affected component/ module from completion, progression, award or classification decisions, up to a maximum of 30 credits in each year of study.

How to Apply

2. Students should submit an [EC Form](#), together with appropriate supporting evidence as described in [Section 6.7above](#), 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. 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 and Wellbeing](#), [Student Disability Services](#) or [Student Psychological Services](#) for assistance.
5. 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

6. The receiving office should forward the EC Form to the secretary of the relevant Faculty or Departmental EC Panel (see [Annex 4.1.3: EC Panel Contact Details](#)).
7. The EC Panel should consider the request and the evidence presented with reference to [Annex 4.1.1: Grounds for Extenuating Circumstances](#) and 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 – see [Section 6.10: Deferral of Assessment](#) for further details.
 - d) 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.

- e) To exclude the affected *component* from the module pass and/ or completion requirements and/ or the module mark calculation, up to a maximum of 50% of a module, where Professional, Statutory and Regulatory Bodies permit.
 - f) To exclude the affected *module* from the progression or award requirements, including any pass and completion 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.
 - g) To exclude the affected *module* from the classification calculation, up to a maximum of 30 credits across the whole programme.
8. **For interdepartmental or intercollegiate modules**, the type of mitigation should 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.
9. **Where further evidence is required**, the student should be asked to provide the missing 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.

Communication of Outcomes

- 10. Students should be informed of the mitigation decision in writing within one week of the EC Panel meeting.
- 11. 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 Assessment & Student Records
 - d) If an alternative method of assessment is recommended, UCL Assessment & Student Records and the teaching Department
- 12. Communications must only include the form of mitigation which has been agreed (i.e. Parts 1 and 4 of the EC Form) and should not include details of the EC itself.

Programme Board of Examiners

- 13. 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.
- 14. The BoE should receive only the mitigation decision (Parts 1 and 4 of the EC Form). Only the Chair and Secretary of the BoE should have access to the full EC Form (Parts 1 to 4 inclusive) in order to verify information.
- 15. 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
- 16. Students should refer to Section 13: 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

- 1. A deferral is the opportunity to sit/ submit an assessment as if for the first time and without penalty at the next scheduled occasion.
- 2. Where the Faculty/ Departmental EC Panel recommends a deferral, the following regulations apply to all UCL taught students.

3. The FECP/ DECP must communicate the decision to offer a deferral to the Programme Board of Examiners, which is responsible for implementing the decision and confirming the date of the next assessment, and for amending the student's Portico registration.
4. All attempts must be completed within two years of initial registration on the module.

6.10.2 Deferral by Resit

1. A deferral will usually take the form of a 'resit' attempt.
2. 'Resitting Students' are not enrolled on the module and do not attend any additional teaching. There is no fee for resitting the assessment. Resitting Students 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.
3. Resitting Students may be offered, but are not automatically entitled to, additional tuition or supervision.
4. Resitting Students are entitled to the Reasonable Adjustments provisions for students with disabilities and other long term medical or mental health conditions.

Timing of the Resit

5. Resitting Students should be entered for reassessment in the affected module *components* at the next scheduled occasion, which may be almost immediately, in the late summer period, or in the next academic session, depending on the programme structure and the student's circumstances.
6. Some methods of assessment cannot be reassessed during the late summer period e.g. group work, lab work, presentations etc. Where this is the case, the resit may take place the following year.
7. Students due to go on a Study Abroad or Placement Year will normally need to complete the deferral before they commence the Study Abroad or Placement Year.
8. On a Masters degree, where a student is deferred in a significant proportion of the taught modules and this might affect performance in the dissertation or research project, the Programme Board of Examiners may recommend that the student undertakes the deferred assessment for the taught modules in the *current* academic session, and re-registers in the *following* academic session in order to submit their dissertation.
9. Students on MRes programmes that are integral to a doctoral programme should undertake their deferral before or in August of the same year.

Resit Method

10. Resitting Students should only be reassessed in the failed module *components*, unless the regulations for their programme require reassessment of all components.
11. Following academic advice, a recommendation may be made by the Departmental/ Divisional Tutor that a student is reassessed in all the module components, including those previously passed.
12. Resitting Students should be subject to the programme regulations and syllabus in place at their original attempt.
13. Wherever possible, the method of reassessment should be the same as the original method. Where this is difficult or impossible (e.g. group work, presentations) the method of reassessment may be altered.
14. Where it is necessary to use an alternative method of assessment, the method must allow students to demonstrate achievement of the learning outcomes to the same extent as the original assessment method.
15. Alternative methods of assessment must be approved by the External Examiner, preferably at the point of Programme and/ or Module Approval.
16. Resitting Students cannot substitute the affected module with an alternative module because the resit includes no teaching.

6.10.3 Deferral by Repeat

1. The deferral may need to take the form of a 'repeat' where a student:
 - a) Has missed a large amount of teaching
 - b) Has failed or failed to complete a large number of credits due to ECs
 - c) Has ECs on their second attempt

2. 'Repeating Students' enrol on the affected module(s) and attend all teaching activities. The fees for Repeating Students are charged pro-rata to the credit-weighting of the module(s) concerned.
3. Repeating Students have full access to UCL's facilities such as the library and other learning resources, and to the Reasonable Adjustments provisions for students with disabilities and other long term medical or mental health conditions.
4. Repeating Students are expected to meet UCL's minimum attendance requirements to be eligible for their repeat assessment attempt.

Timing of the Repeat

5. Repeating Students will be fully enrolled on the affected module(s) in the following academic session.

Format of the Repeat Attempt

6. Repeating Students should be reassessed in *all* module components. Following academic advice, a recommendation may be made by the Departmental/ Divisional Tutor that a student repeats only the *failed* module components.
7. The programme regulations and syllabus for the affected module(s) may be different if the programme has undergone changes between years of study. Repeating Students should normally be reassessed under the new syllabus and regulations.

Substitute Modules

8. A student may seek permission to substitute up to 30 credits of modules with one or more alternative modules. The substitute module(s) must satisfy the programme requirements in terms of credit-weighting and academic level.
9. Only modules up to the value of 30 credits may be substituted in this way over the entire duration of the programme. Students cannot take modules from a subsequent year of study in advance.
10. All applications for the substitution of new modules must be made by the Faculty to UCL Assessment & Student Records.

6.10.4 Extenuating Circumstances on a Deferral Attempt

1. If a student experiences further Extenuating Circumstances on their deferral attempt, they should 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 should contact Student Disability Services or Student Psychological 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. Where a student is 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.
2. Where a student is 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 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 the Vice-Provost (Education & Student Affairs).
- d) Where the Vice-Provost (Education & Student Affairs) accepts the request for review, s/he 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 Assessment & Student Records should amend the student's record and issue the student with a new results notification.
 - e) Where the FECP Chair or the Vice-Provost (Education & Student Affairs) 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 1, Section 12: 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 4.1.3: 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.
10. 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.
11. 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.

Frequency

12. Each Faculty should determine how frequently the FECP/ DECP meets.

Chair's action

13. 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

14. To facilitate decision-making, FECPs and DECPs may meet 'virtually', where decisions are approved electronically and formally recorded by the EC Panel Secretary.

Confidentiality

15. All FECP and DECP members are responsible for preserving confidentiality in respect of the proceedings of the Panel.

Conflicts of Interest

16. 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.

7 Marking & Moderation

The Marking and Moderation regulations define the procedures for the internal marking and moderation of assessed student work. All programmes must apply these threshold standards as a minimum.

7.1 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 should 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.

7.2 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 11.3 Faculty Boards of Examiners](#) for further details).

7.3 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 11: 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 should 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. Subject to approval by UCL Education Committee, or its nominee, a programme may utilise norm-referenced assessment, if it is academically appropriate i.e. assessment determines a candidate's ranking relative to the cohort; the same work can achieve a high or low mark depending on how it relates to the work of other students in the cohort ('marking on a curve' is norm-referenced assessment).

6. Further guidance for best practice in designing marking criteria, including the identification of the key skills and knowledge being tested, is available from UCL's [Centre for Advancing Learning and Teaching \(CALT\)](#).

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 Department/Divisions 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. Second-marking may take one or more of the following forms:
 - a) Full second-marking: second markers mark or check all assessments.
 - b) Sampled second-marking: Second markers mark or check a sample, based on defined criteria, of the full set of assessments.
 - c) Blind second-marking: The second marker is not informed of the first marker's marks and/ or comments.
 - d) Open second-marking: The second marker is informed of the first marker's marks and comments before commencing and can take these into account.
 - e) Independent marking/ double marking: Each marker assigns a mark. The two marks are subsequently reconciled to agree the mark for the assessment.
 - f) 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.
 - g) 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. 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.
2. The above is based on the standard UCL marking scale; programmes operating an alternate marking scale should adjust as appropriate.

3. 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

4. Where there is a substantial level of disagreement over a single mark or a group of marks within the sample, 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. Individual mark adjustments must not be confirmed until the full set of marks has been checked.
5. Extension of the sample is a matter of academic judgement. It should seek to 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.
6. Extension of the sample should ensure that marking is fair and consistent for all students. However if extension of the sample reveals further discrepancies, it may be necessary to fully second-mark the work of all students in the assessment concerned.

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 6, 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 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/Divisions are encouraged to provide this in a shorter timeframe if possible.
5. If, for whatever reason, a Department/Division 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/Divisional Tutor or Head of Department/Division 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 the Centre for Advancing Learning and Teaching (CALT).

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 Classification

Students who have completed the requirements for a qualification will, on the recommendation of the relevant Programme Board of Examiners, be awarded a classification. All programmes must apply these threshold standards as a minimum.

9.1 Overarching Principles

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

9.2 General Classification Principles

9.2.1 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.

9.2.2 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%).

9.2.3 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.

9.2.4 Weighting of Reassessment and Deferral Marks

1. Marks achieved for reassessed modules should be weighted according to the year in which the module was first attempted.
2. Marks achieved for substitute modules should 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.

9.2.5 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 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 1.6: Recognition of Prior Learning for Entry to UCL](#).

9.2.6 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 Student Handbook or equivalent.

9.3 Honours Degree Classification Scheme

9.3.1 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.

9.3.2 Non-Standard Honours Classification Schemes

1. The following approved variations and derogations from the standard UCL Honours Degree classification scheme are located in Chapter 8: Derogations and Variations:
 - a) Faculty of the Built Environment
 - b) Faculty of Engineering Sciences
 - c) Faculty of Mathematical & Physical Sciences
 - d) Faculty of Social & Historical Sciences
 - e) Bachelor of Sciences (BSc) in Speech Sciences
 - f) Bachelor of Arts (BA) in English
 - g) Bachelor of Arts (BA) in Fine Art
 - h) Bachelor of Arts (BA) at the Institute of Education
 - i) Bachelor of Education (BEd)
 - j) Bachelor of Fine Arts (BFA)
 - k) Bachelor of Laws (LLB)
 - l) Bachelor of Medicine, Bachelor of Surgery (MBBS)
 - m) Master of Pharmacy (MPharm)
2. All students should refer to their Student Handbook or equivalent for full details of the arrangements in place on their programme.

9.3.3 Standard Classification Schemes

Three-year Bachelors Degrees

1. 12.0 course unit programmes are weighted as follows: 1: 3: 5 (first; second; third year).
2. Each year average is based on the best course unit marks in each year of study as follows: 3: 3.5: 4 (first; second; third year).

Four-Year Bachelors Degrees with an Extra-Mural Year Abroad or Placement Year¹

3. 16.0 course unit programmes with an **Extra-Mural** year abroad or placement year (i.e. where the study abroad or placement is in addition to the minimum Honours Degree requirements) are weighted as follows: 1: 3: 0: 5 (first; second; third; fourth year).
4. Each year average is based on the best course unit marks in each year of study as follows: 3: 3.5: 0: 4 (first; second; third; fourth year).
5. If the year abroad is spent in the fourth year, the weighting is as follows: 1: 3: 5: 0 (first; second; third; fourth year).

¹ The exclusion of the Year Abroad from the classification applies to students first enrolling on their programme from September 2016 onwards. Students who first enrolled before this date should refer to the classification regulations for their year of entry in the [UCL Academic Manual Archive](#).

6. Each year average is based on the best course unit marks in each year of study as follows: 3: 3.5: 4: 0 (first; second; third; fourth year).

Four-Year Integrated Masters Degrees

7. 16.0 course unit Integrated Masters programmes without a mandatory year abroad or extra-mural placement year are weighted as follows: 1: 3: 5: 5 (first; second; third; fourth year).
8. Each year average is based on the best course unit marks in each year of study as follows: 3: 3.5: 3.5: 4 (first; second; third; fourth year).

9.3.4 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.

9.4 Graduate Classification Scheme

9.4.1 Classification Criteria

1. The classification for a Graduate Certificate or Graduate Diploma is calculated from an average of all module marks.
2. A Distinction must be given to students whose overall weighted average mark is 70% or higher.
3. A Merit must be given to students whose overall weighted average mark is between 60% and 69%.
4. A Pass must be given to students whose overall weighted average mark is between 40% and 59%.

9.4.2 Borderline Criteria

1. If the overall weighted average mark is 69% after rounding to the nearest integer, the candidate is in the borderline zone. An award of a Distinction must be made if at least half of the credits are at 70% or above.
2. If the overall weighted average mark is 59% after rounding to the nearest integer, the candidate is in the borderline zone. An award of a Merit must be made if at least half of the credits are at 60% or above.

9.5 Taught Postgraduate Classification Scheme

9.5.1 Non-Standard Taught Postgraduate Classification

1. The following approved variations and derogations from the standard UCL taught postgraduate classification regulations are located in [Chapter 8: Derogations and Variations](#):
 - a) Institute of Education Postgraduate programmes
 - b) Master of Architecture (MArch)

- c) Master of Clinical Dentistry (MClinDent)
- d) Master of Fine Art (MFA)
- e) Master of Laws (LLM)
- f) Masters by Research (MRes)

9.5.2 Standard PG Cert Classification Criteria

1. The award of Merit must be given to students if they have satisfied both of the following criteria, but do not meet the criteria for the award of Distinction:
 - a) The overall weighted average mark over 60 credits is 60% or higher; and
 - b) There are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.
2. The award of Distinction must be given to students if they have satisfied both of the following criteria:
 - a) The overall weighted average mark over 60 credits is 70% or higher; and
 - b) There are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.

9.5.3 Standard PG Dip Classification Criteria

1. The award of Merit must be given to students if they have satisfied both of the following criteria, but do not meet the criteria for the award of Distinction:
 - c) The overall weighted average mark over 120 credits is 60% or higher; and
 - d) There are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.
2. The award of Distinction must be given to students if they have satisfied both of the following criteria:
 - e) The overall weighted average mark over 120 credits is 70% or higher; and
 - f) There are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.

9.5.4 Standard PG Cert and PG Dip Borderline Criteria

1. If the overall weighted average mark is 69% after rounding to the nearest integer, the candidate is in the borderline zone. An award of Distinction must be made where:
 - a) At least half of the taught credits are at or above 70%, and
 - b) There are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.
2. If the overall weighted average mark is 59% after rounding to the nearest integer, the candidate is in the borderline zone. An award of Merit must be made where:
 - a) At least half of the taught credits are at or above 60%, and
 - b) There are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.

9.5.5 Standard Masters Classification Criteria

1. The award of Merit must be given to students if they have satisfied all of the following criteria, but do not meet the criteria for the award of Distinction:
 - a) The overall weighted average mark over 180 credits is 60% or higher; and
 - b) The mark for the dissertation is 60% or higher; and
 - c) There are no marks below 50%, no condoned marks, no re-sit marks, and all marks are first attempts.
2. The award of Distinction must be given to students if they have satisfied all of the following criteria:
 - a) The overall weighted average mark over 180 credits is 70% or higher; and
 - b) The mark for the dissertation is 70% or higher; and
 - c) There are no marks below 50%, no condoned marks, no re-sit marks, and all marks are first attempts.

9.5.6 Standard Masters Borderline Criteria

1. If the overall weighted average mark is 69% after rounding to the nearest integer, the candidate is in the borderline zone. An award of Distinction must be made where:
 - a) At least half of the taught credits are at or above 70%, and
 - b) The mark for the dissertation is at or above 70%; and
 - c) There are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.
2. If the overall weighted average mark is 59% after rounding to the nearest integer, the candidate is in the borderline zone. An award of Merit must be made where:
 - a) At least half of the taught credits are at or above 60%, and
 - b) The mark for the dissertation is at or above 60%, and
 - c) There are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.

10 Consequences of Failure

The Consequences of Failure regulations cover the provisions for students who do not meet the module or programme requirements at the first attempt and there are no Extenuating Circumstances material to that failure. All programmes must apply these threshold standards as a minimum.

Students who are ill or have other valid Extenuating Circumstances should refer to [Section 6: Extenuating Circumstances](#) for details of the support available.

10.1 Overarching Principles

Principle 34: Students who fail an assessment and are not eligible for the award of a degree should be permitted one further attempt at that assessment.

Principle 35: Any penalties applied, such as those for late submissions or over-length coursework, must be proportionate and applied fairly.

10.2 Late Submission Penalties

1. Where a student is ill or has other Extenuating Circumstances preventing them from meeting the published deadline, they should 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.
2. For all other students, the following penalties apply:
 - a) The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).
 - b) The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (40% for UG modules, 50% for PGT modules).
 - c) Work submitted more than five working days after the published date and time but before the second week of the third term will receive a mark of zero but will be considered complete.
 - d) Programme/ module teams must clearly communicate to students whether and when coursework solutions will be published. Submissions will not be accepted or marked after the specified publication date. Students failing to meet this deadline will be required to resubmit the failed component(s).
 - e) In the case of coursework that is submitted over- or under-length and is also late, the greater of any penalties will apply.
3. 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 are 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.
4. 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.
5. Where dual submission is used (i.e. students must submit a hard copy and an electronic copy) the Student Handbook or equivalent must clearly state the deadlines for both modes of submission.

10.3 Word Count Penalties

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. should 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 10 percentage point deduction in marks and must not take the student's mark below the pass mark.
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 will apply.

10.4 Undergraduate Referred Assessment

1. Referred Assessment is only available to students on a limited range of undergraduate modules. Students should check their Student Handbook or equivalent for details.
2. Students in their final year, including those registered on Integrated BSc programmes, are not eligible for referred assessment even when the possible referral is associated with a module originally taken in an earlier year.
3. The referral range of marks is 35 to 39 except for modules in the Faculty of Mathematical & Physical Sciences where the referral range is 30 to 39.
4. Referred assessment will not be offered to students who would not progress even if they passed the referred assessment.
5. Students who obtain a mark in the referral range for the module as a whole may be offered referred assessment of the components that have been failed by the relevant teaching Department/Division. Students who are successful in all such referred assessments will be given the pass mark of 40 for the module overall irrespective of the marks actually obtained in the referral.
6. Students who fail a module, despite achieving an overall mark of 40 or above, because they did not achieve the qualifying mark required for one or more assessment components, may be offered referred assessment in those components by the relevant teaching Department/Division. Students who are successful in such referred assessments will be given the pass mark of 40 for that part of the assessment, irrespective of the actual mark gained, and the final mark for the module will be re-calculated accordingly.
7. The referred assessment should take place over the summer in order to give the Programme Board of Examiners the information needed to make a pass/fail judgement on the student's overall performance in that module before the start of the next academic session.
8. The method of referred assessment may either be oral, formal written examination or essay.
9. Students who subsequently fail the referred assessment will retain the original mark and may re-enter that examination at the next scheduled occasion, unless all resit attempts have been exhausted.
10. Students may elect not to take up the offer of referred assessment but to re-enter at the next scheduled occasion instead, unless all resit attempts have been exhausted.
11. Referred assessment can be made available to students making their second attempt at a module if the mark achieved is within the specified referral range.

Further guidance

1. Referred assessment must not, in any circumstances, be made available to a student with a mark that falls below the referral range (students with an 'incomplete' result will be regarded as falling below the referral range).
2. The referred assessment should be assessed and the result communicated to the student and [UCL Assessment & Student Records](#) by the given deadline prior to the start of the next session (see further guidance paragraph 5 below).

3. Final year students who are not eligible for the award of a degree are not entitled to referred assessment although they may resit failed modules at the next scheduled occasion.
4. Students are not obligated to take the referred assessment but are advised to seek academic advice before refusing the referred assessment.
5. Students must indicate their acceptance of referred assessment within two weeks of the offer being made or by a specific deadline decided by the relevant teaching Department/Division.

10.5 Reassessment

10.5.1 Non-Standard Progression and Award Requirements

1. This section defines UCL's standard reassessment requirements. The following approved variations and derogations from these standard regulations for specific Faculties, Departments/Divisions and programmes are detailed in Chapter 8: Derogations and Variations:
 - a) Faculty of the Built Environment
 - b) Faculty of Engineering Sciences
 - c) Faculty of Mathematical & Physical Sciences
 - d) Faculty of Social & Historical Sciences
 - e) Bachelor of Sciences (BSc) in Speech Sciences
 - f) Bachelor of Arts (BA) in English
 - g) Bachelor of Arts (BA) in Fine Art
 - h) Bachelor of Arts (BA) at the Institute of Education
 - i) Bachelor of Education (BEd)
 - j) Bachelor of Fine Arts (BFA)
 - k) Bachelor of Laws (LLB)
 - l) Bachelor of Medicine, Bachelor of Surgery (MBBS)
 - m) Postgraduate Diploma (PG Dip) in General Pharmacy Practice
 - n) Master of Pharmacy (MPharm)
 - o) Master of Architecture (MArch)
 - p) Master of Clinical Dentistry (MClinDent)
 - q) Master of Fine Art (MFA)
 - r) Master of Laws (LLM)
 - s) Masters by Research (MRes)
 - t) Institute of Education Postgraduate programmes

10.5.2 Pass and Completion of Modules

1. A module is completed when a student has been academically assessed in all of the examined components relating to the module.
2. A module is passed when a student has been academically assessed in all of the examined components relating to the module **and** achieved the pass mark for the module as a whole (see Section 2.10: Requirements to Pass a Module).

10.5.3 Number of Permitted Attempts

1. Where a student fails to pass a module at the first attempt they may be reassessed on one more occasion only, unless:
 - a) They have been awarded a degree, or
 - b) They are eligible for the award of a degree (excluding interim qualifications), or
 - c) They are eligible for undergraduate referred assessment, or
 - d) They are eligible for postgraduate condonement, or
 - e) They have been excluded from UCL on the grounds of academic insufficiency, or
 - f) They have been excluded from UCL as a result of misconduct.
2. Students who are eligible for reassessment will be registered automatically as 'Repeating Students' by UCL Assessment & Student Records. Repeating Students enrol on the

affected module(s) and attend all teaching activities. The fees for Repeating Students are charged pro-rata to the credit-weighting of the module(s) concerned.

3. Students may instead notify UCL Assessment & Student Records of their intention to re-sit some or all of the failed modules as an unregistered student. 'Resitting Students' are not enrolled on the module and do not attend any additional teaching. There is no fee for resitting the assessment. Resitting Students 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.
4. Students may decide not to be reassessed, but are advised to seek academic advice before making a decision as the fail mark will be counted in the calculation of their progression, award and classification, and may mean that a student is ineligible for a qualification. Such students must ensure that they inform UCL Assessment & Student Records so that their records are amended accordingly.

Failure of a Year Abroad

5. Where a student fails a Year Abroad, either owing to interruption, non-engagement or failure to achieve the pass mark, there is no opportunity for reassessment of the Year Abroad and the student must transfer to an equivalent degree where there is no Year Abroad requirement.

10.5.4 No Attempt or Minimal Attempt at Assessment

1. A student will be awarded a mark of zero and deemed to have attempted but not completed an assessment where:
 - a) They are absent from an examination or other form of assessment without permission, or
 - b) They do not attempt the paper, or
 - c) They attempt so little of the paper that it cannot be assessed.
2. Where a student is absent or makes an un-assessable attempt due to illness or other Extenuating Circumstances they should follow the procedures set out in Section 6: Extenuating Circumstances.

10.5.5 Timing of Reassessment

1. Reassessment must be made at the next scheduled occasion, which may be almost immediately, in the late summer period, or in the next academic session, depending on the programme structure and the student's circumstances. The Student Handbook or equivalent must include details of the scheduled resit periods in place on the programme or module.
2. The assessment or reassessment for a module must be completed within two years of initial enrolment on the module.
3. This period of two years may be extended at the discretion of the Vice-Provost (Education & Student Affairs). Applications should be made in writing to UCL Assessment & Student Records via the Faculty Tutor.

Year Abroad Students

4. Students who are on a Year Abroad at the time of the next scheduled occasion will be re-examined during the late assessment period in the summer following their Year Abroad.

MRes Taught Modules

5. MRes students who are enrolled on an integrated MRes/Doctoral programme should be offered their taught element reassessment opportunity before or in August of the same year.

Masters/ MRes Dissertation/Research Project

6. The Programme Board of Examiners should determine whether the student should either:
 - a) Resubmit the dissertation in the same academic session, or
 - b) Interrupt and re-register in the following academic session in order to resubmit at the end of the first term and be considered for the award of a degree in January, or

- c) Interrupt and re-register in the following academic session in order to resubmit at the next scheduled occasion and be considered for the award of a degree at the end of that academic session.
7. Where a student must be reassessed in a significant proportion of the taught modules, and this might affect performance in the dissertation or research project, the Programme Board of Examiners may recommend that the student undertakes the reassessment for the taught modules in the current academic session, and re-registers in the following academic session in order to resubmit their dissertation.

10.5.6 Resit Marks

1. Students should receive the higher of the marks achieved at the first or second attempt, whether for the original module or a substitute module.
2. Marks for reassessed or substitute modules should be included in the classification calculation for the year in which the module was originally taken.
3. For eligible undergraduate students, if the mark obtained at reassessment is in the referral band, students may be offered referred assessment (see [Section 10.4](#)), provided they satisfy all other requirements.
 - a) If the referral is successful, the module mark will be capped at a pass (40%).
 - b) If the referral is unsuccessful, the higher of the two failed marks will apply.

10.5.7 Format of Reassessment

1. Students should only be reassessed in the failed module components, unless the regulations for their programme require reassessment of all components.
2. Following academic advice, a recommendation may be made by the Departmental/Divisional Tutor or Programme Leader that a student may resit all assessment components of the module, including those previously passed.
3. Reassessed students should be subject to the programme regulations and syllabus current at their first attempt.

10.5.8 Repeating a Passed Module

1. Students who have passed a module are not permitted to resit or repeat that module.
2. Students who have been awarded a degree are not permitted to resit or repeat any failed modules.

10.5.9 Substitution of Failed Module(s)

1. Subject to Faculty approval, modules up to the value of 30 credits across the whole programme may be substituted for modules that have been failed.
2. Where a module is substituted, the assessment for the new module must be treated as a second attempt and no further entry will be permitted.
3. Where a module is substituted for a module not previously examined (i.e. a module from which the student has withdrawn) entry to examination for the new module should be treated as a first attempt.
4. Students are not permitted to take in advance modules from a subsequent year of study.
5. All applications for the substitution of new modules must be made by the Faculty to [UCL Assessment & Student Records](#).

10.5.10 Period of Study for Consideration of a UCL Degree

1. Students will not be considered for a qualification on more than two occasions in respect of any one period of study for a UCL degree.

11 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. All programmes must apply these threshold standards as a minimum.

11.1 Overarching Principles

- Principle 36: 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 37: 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 38: 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.

11.2 Programme Boards of Examiners

11.2.1 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.
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 condoned failure and resit 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).
 - 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.

11.2.2 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.

11.2.3 Quoracy

1. The minimum number of examiners permissible at a full meeting of a 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. Where authority is delegated to a sub group to consider resit or deferred students, the meeting must include the Chair or Deputy Chair and at least one External Examiner for each main subject area covered.

11.2.4 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.

11.2.5 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 Data Protection Act 1998 in accordance with the instructions of Student & Registry Services and UCL's Data Protection Policy.

11.2.6 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 may not be appointed (see Chapter 6, 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.

11.2.7 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 Scheme of Award for the degree
 - d) Information on absences from examinations (available from [UCL Assessment & Student Records](#))
 - e) Examination scripts, according to normal practices
 - f) Chapter 4 of the UCL Academic Manual and any other relevant annexes or regulations.

11.2.8 Virtual Programme Boards of Examiners

1. A Virtual Programme Board of Examiners is an interim or final board meeting where External Examiners are required to be in attendance which is held simultaneously by electronic means.
2. Permission from the Faculty Tutor is required to run a Virtual Programme Board of Examiners is required and the Chair of UCL Education Committee, or their nominee, should be informed before the meeting is organised.
3. Further guidance is available in [Annex 4.3.10: Virtual Programme Boards of Examiners](#).

11.3 Faculty Boards of Examiners

11.3.1 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 11.7.2 for further details](#))
 - ii. To recommend to UCL Education Committee the External Examiners for each Board (by Chair's Action if necessary)
 - iii. To approve the Scheme of Award for each programme
 - iv. 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 Section 13.10 Material Irregularities).
 - 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.

11.3.2 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.

11.3.3 Quoracy

1. The quorum of a Faculty Board of Examiners will be one-fifth of the membership including the Chair or Deputy Chair.

11.4 Special Case Panels

11.4.1 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.

11.4.2 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 Student Administration 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.

11.4.3 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.

11.5 Chairs and Deputy Chairs

11.5.1 Conditions of Appointment

1. Each Programme Board of Examiners must have a Chair and a Deputy Chair.
2. Chairs and Deputy Chairs must be full-time 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.

11.5.2 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.
4. The outgoing Chair must notify Academic Services of any change by returning the Change of Chair Form (see [Annex 4.3.2](#)) 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.

11.5.3 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.

11.5.4 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 6, Section 4: External Examining](#)).
- g) To ensure that External Examiners receive and scrutinise all summative assessment tasks, 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 Specification and/ or syllabus information.
 - vi. The Scheme of Award 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 6: 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 6, 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 4.3.7: Protocols for the Release of Unconfirmed Provisional Marks](#)
 - ii. [Annex 4.3.7: Procedures when Marks are Missing](#)
 - iii. [Annex 4.3.8: Procedures when an External Examiner is unable to attend](#)
 - iv. [Annex 4.3.9: 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 prepare an annual report on the assessment process, in consultation with the Board, for submission to the Faculty Board of Examiners.

11.6 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 4.3.4 Guidelines on the Role of the Faculty Representative.

11.7 Internal Examiners

11.7.1 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.

11.7.2 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 11.2 above).

11.7.3 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.

11.7.4 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.

11.8 Assistant Internal Examiners

11.8.1 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.

11.8.2 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.

11.8.3 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 11.7 above).

11.8.4 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.

12 Examination Irregularities & Plagiarism

The Examination Irregularities & Plagiarism regulations set how UCL will 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.

12.0 Overarching Principles

Principle 39: UCL will 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.

12.1 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 Services², 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. Allegations of a breach of the examination regulations involving students and former students of UCL who have been assessed under regulations for federal programmes will normally be referred to the University of London. 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 [UCL Union Rights and Advice Office](#).

12.2 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 examination³;
 - vi) Impersonation or attempted impersonation of a candidate;
 - vii) Other conducts likely to give an unfair advantage to the candidate.

² 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.

³ 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.

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, and can include self-plagiarism (see also Section 11: Boards of Examiners).
3. **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;
4. **Falsification**, which is defined for the purpose of this procedure as the fraudulent alteration or misrepresentation of data and/or other information.
5. Arrangements for dealing with allegations of a breach of the examination regulations listed under paragraph 12.2.1 are set out at Section 12.5 of these procedures.
6. Arrangements for dealing with allegations of breaches of the examination regulations involving the categories listed at paragraphs 12.2.2 to 11.2.4 above are set out at Section 12.3 of these procedures.
7. For ease of reference Annex 4.4.1 Flow Chart of Departmental Actions in Plagiarism / Collusion / Falsification Procedure sets out the steps involved in considering an allegation made under these procedures.

12.3 Initiation of Proceedings in Respect of Plagiarism and/or Collusion and/or Falsification

12.3.1 Minor Cases

1. The following instances of plagiarism and/or collusion⁴ (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 Course/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 Course/Module Organiser will, at his/her discretion, impose a penalty⁵ and report the matter to the Departmental/Divisional Tutor⁶ 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 12.3.3i below).
3. The student has the right of appeal against a decision of the Course/Module Organiser (see paragraph 12.4.3 below).

12.3.2 Major Cases

1. Any case of a breach of the examination regulations not covered by paragraph 12.3.1.i above shall be reported as soon as it is detected by the Course/Module Organiser to the Chair of the Programme Board of Examiners⁷. Any such referral must include the following:
 - a) A completed Report of a Breach of the Examination Regulations [hereafter referred to as the 'Report'] (see Annex 4.4.2).
 - b) A copy of the coursework involved.
 - c) 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 Course/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.

⁴ Where collusion between two or more students is established, all students concerned will be penalised.

⁵ The penalties open to the Course/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.

⁶ For taught graduate students the Departmental Graduate Tutor fulfils the Departmental Tutor's role.

⁷ 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.

12.3.3 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:
 - a) A second or repeat offences occurring at separate examination periods or;
 - b) An attempt to gain access to or use of the assessed coursework of another candidate without that candidate's knowledge or;
 - c) 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 12.5](#) of these procedures).

2. For other instances of a breach of the examination regulations (as defined in [paragraphs 12.2.2 to 12.2.4](#)) and normally comprising no more than a single allegation involving an assessment totaling 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.

12.3.4 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 Course/ 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 course/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 4.4.2 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 course/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:
 - a) A formal written record of the DP shall be made (see part III of [Annex 4.4.2 Report of a Breach of the Examination Regulations Form](#)) detailing the seriousness of the offence;

- b) 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:
- a) The student's year of study and any particular circumstances;
 - b) The seriousness of the offence;
 - c) The relation of the assessment in question to the structure of the degree/diploma/certificate for which the student is registered;
 - d) 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);
 - e) 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 circumstances⁸;
 - f) The arrangements for resitting/retaking the assessment in question.

12.4 Departmental / Divisional Panels (DP)

12.4.1 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 12.4.1.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 12.4.1.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];
 - 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 12.3.3.i and 12.5).

⁸ 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.

12.4.2 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 12.4.3](#)), 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.

12.4.3 Notice of Intention to Appeal

1. If the student does not accept the decision of the Course/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 12.5.2](#). 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 12.5.5](#) will not normally be permitted.

12.5 Examination Irregularities Panel

12.5.1 Proceedings of the Examination Irregularities Panel

1. All allegations of a breach of the examination regulations categorised under [paragraphs 12.2.1 or 12.3.3.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 examinations⁹;
 - 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;
 - iv) Any record of any interview held with the student(s) concerned by the Head or other member(s) of the Department/Division involved¹⁰.
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

⁹ 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.

¹⁰ 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 4.4.2). 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.

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 procedures¹¹.
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 allegation(s), and 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 12.5.1.5 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.

12.5.2 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 UCL Union, normally the Education, Welfare or Medical and Postgraduate Officers, who shall not be from any Department/Division involved;

¹¹ 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.

- iv) The Director of Student Administration.
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 12.5.1.5 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.

12.5.3 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.

12.5.4 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 12.5.4.1i, 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 12.5.4.1.iv above will normally be included in the Panel's decision where a penalty or penalties within the range at paragraph 12.5.4.1.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 12.5.4.1.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 12.5.4.1.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 12.5.4.1.vi and 12.5.4.1.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 12.1](#)).
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 12.5.1.7 above](#)) and reported to the Chair(s) of the Board(s) of Examiners concerned and any person invited to attend as per [paragraph 12.5.2.5 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 12.5.2.5 above](#) until after the end of the period within which an appeal may be lodged¹².
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.

12.5.5 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;
 - iii) 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 12.5.5.3 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 12.5.2.4 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 UCL Union 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.

¹² 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.

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 Panel¹³.
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 12.5.12 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.
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.

12.6 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.

¹³ 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.

13 Award of Degrees

The degree awarding regulations cover the publication of results, the conferment of UCL qualifications and the issuing of transcripts and certificates. All programmes must apply these threshold standards as a minimum.

13.1 Overarching Principles

Principle 40: Education Committee, on behalf of Academic Committee, is authorised to award UCL taught degrees.

13.2 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 Assessment & Student Records is responsible for the scrutiny and confirmation of qualifications under authority delegated from UCL Education Committee to make decisions on its behalf.

13.3 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.

13.4 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 Assessment & 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. Under the Data Protection Act 1998 tutors should ensure that, when returning coursework, 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 4.3.6: 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. Under the Data Protection Act 1998, 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's Data Protection Officer.

13.5 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 Assessment & 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 Assessment & Student Records](#).

13.6 Academic Robes

1. All UCL graduands must wear academic robes, obtained from the appropriate UCL supplier, to the graduation ceremonies.

13.7 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.

13.8 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.

13.9 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 1, Section 12: Student Complaints Procedure.

13.10 Material Irregularities

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 Chapter 1, Section 12: 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 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 Academic Services. This can be done by Chair's Action if necessary.
5. 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) If the assessment has already taken place:
 - i. Offering a coursework extension, or
 - ii. Condoning the late submission of coursework, or
 - iii. Offering an alternative method of assessment (approved by the External Examiner), or
 - iv. Offering the student another opportunity to take the assessment as if for the first time and without penalty (deferral), or
 - v. Exclusion of the affected component/ module from completion, progression, award or classification decisions
 - c) Making a recommendation to the Vice-Provost (Education & Student Affairs) for a Suspension of Regulations.
 - d) Where the Programme Board of Examiners has already made a decision on progression or award, recommending to 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.
6. In no circumstances should a student be awarded additional marks to compensate for the irregularity.
7. All cases must be clearly recorded in the Faculty Board of Examiners minutes and any changes to student results recorded on Portico.

13.11 Suspension of the Regulations

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 to Student & Registry Services and formally approved by the Vice Provost (Education & Student Affairs).
2. Suspensions of regulations are reported to the next meeting of the Education Committee, and an annual analysis conducted to identify common issues that should be incorporated into the main regulations.