Academic Manual 2025-26

Chapter 4 Part C: Assessment Principles and Policies for Staff

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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

Equality

1. 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.

Assessment Feedback

2. Feedback must be timely. Students must be provided with feedback in timescales that ensure they can use the feedback to improve their performance in upcoming related assessments and enhance their broader understanding and skills.
3. Feedback must enhance learning. The purpose of feedback is to support students to understand how well they have met the assessment brief and to help them improve their performance in the next assessment or module. Feedback to students can satisfy this requirement by providing both a mark justification AND developmental feedback.

Assessment Design

4. Programme and Module leads/teams must design a clear approach to assessment and explain it to students. Assessments must be aligned clearly with stated learning objectives and outcomes at both programme and module levels, and students must be able to understand the rationale for the assessment design.
5. Assessments must prepare students for their futures. Assessment designs must meet our dual responsibilities to provide degree credentials that have unquestioned academic integrity while also providing sufficient variety in summative assessments to ensure students are prepared for success in their futures.
6. 'Feedback' should be the central pillar of all assessment design to ensure students are supported to learn optimally from their performance in each assessment.

Assessment Requirements

7. The UCL Pass Mark represents the minimum, threshold standards which students should meet in order to pass a module, progress through their programme and be awarded a degree.
8. Faculties, Departments and UCL services must ensure that information for students on all aspects of their assessment is explicit, transparent, targeted towards students, up-to-date and readily available.
9. The Portico Progression and Award Rules Tool must clearly define the requirements for a student to progress through the programme and be eligible for a qualification and a classification, and this information should be replicated in the Core Programme Information for students to access.
10. 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

11. 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

12. Qualifications must only be awarded for the successful achievement of defined learning outcomes.
13. 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.

Reasonable Adjustments

14. UCL must make reasonable adjustments to learning, teaching and assessment to support students with a disability or other ongoing medical or mental health condition.
15. 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.

Marking and Moderation

16. 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.
17. All assessment processes, including marking, second-marking and moderation, should be conducted anonymously unless the nature of the assessment makes this impossible.
18. Marking must be criterion-referenced and students must be made aware of those criteria in advance.
19. Marking scales must be transparent and clearly communicated to students in advance of the assessment.
20. All programmes must include rigorous second-marking and internal moderation processes which promote consistency and fairness.
21. The assessment process for a programme of study must be scrutinised by an External Examiner.

2 Assessment Information

2.1 Minimum Assessment Information for Students

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

4. The following information must also be readily available to students:
    a) The marking scale in use on the programme or module.
    b) For written examinations, a clear link to the Exams and Assessments guidance on the Students webpages.
    c) For coursework submissions, clear information about where and how to submit work, including details of any electronic submission methods and the technical support available.
    d) Links to information about Reasonable Adjustments, Exam Adjustments 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 Student Academic Misconduct policies and penalties.
    g) Where applicable, links to information about research ethics and integrity.
    h) Links to information about the Consequences of Failure.
    i) Links to information about the External Examiner process and how to access reports via Portico.

2.2 Progression and Award Rules

1. All programmes must maintain an accurate record of their regulations in the Portico Progression and Award Rules Tool. This must explain any approved programme-specific regulations over and above the UCL threshold standards set out in the Assessment Framework for Taught Programmes. This should be replicated in the Core Programme Information for students to access.

3 Module Assessment

3.1 Forms of Assessment

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

Formative Assessment

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

Summative Assessment

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

3.2 Assessment Methods and Tasks

1. A variety of assessment methods should be used across a programme to test different knowledge and skills - examples include written examinations, essays, presentations, reports, practicals, group work and many more.
2. The **Assessment Method** defines the way in which a student will be assessed for a particular component or module. The Assessment Method must be defined at the point of module approval and/ or amendment. Changes to the Assessment Method must be formally approved **by UCL Education Committee or its nominee** (see Chapter 7, Part B: Programme and Module Approval and Amendment Framework).
3. The **Assessment Task** is the specific exam paper, essay question, topic or activity which students are asked to undertake. All new Assessment Tasks should be scrutinised by a second Internal Examiner.
4. Guidance on Assessment Methods and Tasks is available from UCL HEDS (Arena). Guidance on a range of digital assessment platforms is available from the Digital Education team.

3.3 Language of Assessment and Staff Guidance for Assessing the Written Communication of Ideas.

Introduction

1. Marking criteria are expected to cover technical proficiency in English.

2. This guidance is intended to provide support for markers where the existing marking criteria does not sufficiently cover technical proficiency in English or more general concepts such as “clarity of expression” and “the communication of ideas”. This guidance is not intended to replace existing marking criteria where this is already sufficiently covered.
3. UCL is a global university, with a diverse body of students and staff who draw on multiple linguistic and cultural resources to work together in pursuit of intellectual excellence. A student’s communicative competence in their discipline area, and their effective communication of ideas and arguments, is a key part of assessment at UCL, and this is integrated into marking criteria in ways appropriate to the subject area and academic traditions of the discipline.
4. Technical proficiency in English is relevant to the extent that it underlies effective communication, as well as in relation to students’ professional life after graduation as this may limit students’ employment prospects if their proficiency is below that of the expectations of potential employers.

Expectations

5. The standard UCL expectations for technical proficiency in English include:

- Written work submitted by students for assessment is expected to be of a high quality free of errors in spelling, grammar, and punctuation that impact the communication of ideas.
- Students are expected to develop the skills of proofreading and students should ensure that they proofread their own work before submission.
- The following areas are highlighted to students as important areas of note which may impact effective communication:

    a) Errors in spelling;
    b) Poor sentence structure, fluency, punctuation, and grammar;
    c) Poor choice of vocabulary;
    d) Poor presentation with the general layout, headings, and referencing conventions;
    e) Poor syntax, and potential ambiguity;

Guidance for assessing ‘The Written Communication of Ideas’

6. A comprehensive marking scheme is considered to be the fairest and most effective way to set clear expectations of high standards of communication and to maintain rigour and consistency in assessment.
7. Given the diverse nature of disciplines across UCL it is acknowledged that existing marking criteria may not always sufficiently cover technical proficiency in English and the impact it may have on the communication of ideas. The following elements may be helpful, where relevant and applicable to the discipline concerned, in order to assess whether a student has clearly communicated their ideas:
    a) The Argument: the student should be able to construct a clear argument that includes a well-developed perspective and addresses alternative perspectives.
    b) Organisation: the structure should be clear, and include an introduction and conclusion and the reader should be able to follow a logical progression through the argument.

c) Presentation and clarity: the response should be clear, well organised and stylistically appropriate.
d) Language: the language used, including spelling, grammar and syntax, should not obscure the meaning of the response.

How to respond when marking

8. Where the written communication of ideas is impacted on the basis of technical proficiency in English markers should take into consideration the following:
    a) When deciding the overall mark, the work should not be attracting the highest bands available (i.e., a 1st or Distinction);
    b) Students should be provided relevant feedback in a timely manner to the areas which had impacted marking in accordance of UCL's Assessment Feedback regulations;
    c) Students should be signposted to relevant resources and support outlined below;
    d) Where there are persistent concerns regarding a student's performance a Support to Study Plan may be required to support the student further. See Chapter 2, Section 7: Support to Study.
    e) To liaise with UCL Arena and Digital Assessment Advisors in order to update the marking criteria as appropriate.

Inclusivity

9. UCL Student Support and Wellbeing recommends marking is done with reasonableness, inclusivity and a department's standardised practice in-mind. Students at UCL can apply for a variety of support to assist with common barriers around written and spoken English. It should not be assumed that someone with a disability will experience difficulties with written assessments. Conversely, it cannot be assumed that achieving a place at UCL will mean a student will experience no barriers related to assessments. Wherever possible, assessment and marking criteria should be done with inclusivity and fairness in mind.
10. It is important to note that staff have a responsibility to appropriately signpost and refer to support services within UCL.

Support available to students

11. The following support and resources are available to students:

    a) **The UCL Academic Communication Centre (ACC)** works with students (in collaboration with subject lecturers) to support them in developing their academic literacies. It has an educative/formative remit, guiding students in effective communication, providing scaffolding for their own learning as well as providing space for students to develop these skills by working with other students. The ACC also works with students to help them develop strategies for improving their own work, through tutorials, workshops and courses. It does not proofread students' work.
    b) **The Academic communication support and resources at UCL website** contains links to a range of services and resources available across UCL to support students with their academic writing.

3.4 Digital Assessment

This section has been suspended

3.5 Attendance Requirements & Eligibility for Assessment

Barring students from assessment on the basis of attendance has been suspended

3.6 Guidelines for Conducting Invigilated Online Exams

1. These guidelines are in addition to UCL's Examinations regulations.
2. These guidelines apply to academics who are conducting Moodle Quiz Exams and WISEflow in-person invigilated exams. PC rooms will need to be booked if you wish to conduct these exams in-person. If you are running a summative test or exam in Moodle or WISEflow you must also refer to the Module Assessment guidance in the Academic Manual in addition to the guidance and checklists provided below to ensure you have set up the Quiz or Assignment properly and have considered what to do in case anything goes wrong with the technology. These guidelines will not cover what to do for BYOD (bring your own device) invigilated exams. Please contact the Exams and Assessment Team via examinations@ucl.ac.uk for further information if you wish to run these.

Moodle Quiz Exams

3. Moodle Quiz Examinations at UCL are typically run using Moodle Quizzes formed of multiple choice or short answer questions, which contribute to students' end of module marks (i.e. are summative). Some online exams may ask students to complete tasks on a computer and then upload one or more files to an assignment at the conclusion of the exam.
4. This guidance is supplemented by further technical information for running online examinations using Moodle: https://wiki.ucl.ac.uk/x/MhpiAQ. Forms and resources mentioned in these guidelines are available from this page and must be used in conjunction with this guidance.

WISEflow Lockdown Browser Exams

5. A lockdown browser assessment provides enhanced security measures to support supervised closed-book assessments. The lockdown browser is an application within WISEflow that provides students with the necessary tools to complete an assessment while restricting their device from accessing unauthorised material within the test period. The WISEflow lockdown browser has been deployed to all UCL cluster room PCs.
6. A lockdown browser assessment can take two forms:
    a) FLOWlock: a written assessment conducted in the browser using a text-editor
    b) FLOWmulti (with lockdown browser): an MCQ-type assessment conducted in the lockdown browser

7. There will be some limited central provision of Lockdown browser exams in May 2025. For those not included in that limited provision, academic departments will have to manage assessments. This means that departments are responsible for all aspects of administering the assessment, including the flow set up on WISEflow, invigilation, marking, and student communication and support.
8. This guidance is supplemented by further technical information for running WISEflow lockdown browser exams: https://wiki.ucl.ac.uk/x/LxPBE. Key considerations, information for invigilators, checklists, forms and resources mentioned in these guidelines are available from this page and must be used in conjunction with this guidance.

Notifying Central Services

9. An 'Exam notification form' should be completed at least four weeks before the assessment. The forms can be found on 4me at:
    - WISEflow exam notification
    - Moodle exam notification

10. It is vital you complete a notification form so that the Digital Education team and ISD can complete any necessary checks on your exam settings, check the room in advance of your examination, and check if there are any unplanned outages which could affect the exam.

3.7 Academic Integrity

Academic Integrity: General statement

1. Academic integrity is the application of our commitment to 'honesty, trust, fairness, respect, responsibility, and courage' (1) across our academic endeavours. It refers to all academic practice, including the design and completion of assessment and is the responsibility of the whole UCL community. Upholding standards of academic integrity helps maintain trust and confidence in the diverse contributions to our research and teaching from all members of our academic community.
2. For students, this means only submitting work that is their own, unless the assessment permits or requires collaboration.
3. Both staff and students are supported with understanding and navigating academic integrity matters. Support is offered through professional development and resources to practice the values and commitments that characterize the academic community and its expectations.* We recognise that understandings of academic integrity may differ globally and are committed to fostering shared practices that respect diverse perspectives.
4. See also the statement on Academic Integrity for Students and the statement on Academic Integrity for Staff.

* professional development and resources made accessible through plain language guides, screen-reader-compatible materials, and captioned videos for example

(1) Reference:

The International Center for Academic Integrity

Academic Integrity: Staff statement

1. Academic integrity relates to all academic practice, including research and teaching.
2. We commit to taking an educational approach to academic integrity in the development of our learning activities and assessment tasks. Our education is designed with accessibility and inclusion in mind, helping ensure students understand the meanings and practices that support academic integrity and incorporate it into their own values.
3. Academic integrity should be embedded in the curriculum from the beginning of a programme. We commit to demystifying the "hidden curriculum" for all so that no student is disadvantaged because of their earlier educational context and everyone has the opportunity to learn the professional values and commitments that characterise the academic community and its expectations.
4. Our responsibility when designing assessments is to uphold academic integrity and provide sufficient variety and authenticity to ensure students are prepared for success in their futures. Departments are responsible for informing students of any discipline-specific referencing conventions,* as well as boundaries for appropriate GenAI use, via Student Handbooks, Moodle or equivalent.
5. Staff should also use GenAI ethically and transparently, sharing accessible examples of how these tools can support learning and teaching. Our institutional structures of support mean Faculties advise Departments, and Faculties can draw on support from relevant UCL teams (see further links below for examples).

*Departments should provide explicit, accessible examples and practice opportunities to help all students master discipline-specific conventions

Further links:

- Three categories of GenAI use in assessment
- GenAI and academic integrity in assessment
- Academic Manual
- UCL Casework team
- Higher Education Development & Support Institute - Arena can provide support to faculties for pedagogy and practice development, use of technology in teaching, good practice in teaching and assessment, and programme development
- Academic Integrity, Research Integrity, and Good Academic Practice
- Research Integrity

4 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.

4.1 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. The Programme Exam Board is responsible for the planning, documenting 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 documented and in place on all programmes within their remit (see Section 11.3: Faculty Board of Examiners for further details).

4.2 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 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.

4.3 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 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 Board of Examiners and the External Examiner.

4.4 Marking Criteria

1. For both summative and formative assessment the marking criteria should be designed to help students understand what they are expected to achieve and the knowledge and skills that will be taken into account in awarding marks.
2. For every summative assessment (i.e. assessments whose results count towards Progression, Classification and/ or the Award of a degree), at least one of the following must be made available to students in advance of the assessment:
    a) Grade Descriptors explaining the criteria and providing a detailed description of the qualities representative of different mark classes/grades. Where appropriate, grade descriptors can be agreed at departmental/divisional or programme level.
    b) A Marking Scheme explaining how the assessment is scored, i.e. how points are associated with answers to the question set and attributed to parts of the assessment.
3. Where appropriate, the following should also be made available to all markers and second-markers:
    a) Indicative Answers by the question setter that outline the essential material expected to be considered by relevant answers.
    b) Model Answers that show the correct answer to the question as documented by the question setter.
4. Summative assessment must be criterion-referenced i.e. the assessment evaluates the 'absolute' quality of a candidate's work against the marking criteria; the same work will always receive the same mark, irrespective of the performance of other students in the cohort.
5. Further guidance for best practice in designing marking criteria, including the identification of the key skills and knowledge being tested, is available from UCL HEDS (Arena).

4.5 Second Marking

4.5.1 Minimum Requirements

1. All modules must be subject to a form of second marking.
2. All dissertations/ research projects must be subject to Full, Independent, second marking.
3. Faculties or Departments may determine and publish policies on the appropriate use of different forms of second marking within the disciplinary context over and above UCL's minimum threshold requirements.

4. The options for second marking are:
    a) Second marking may be Full or Sampled:
        i. **Full second-marking:** Second markers mark or check all assessments.
        ii. **Sampled second-marking:** Second markers mark or check a sample, based on defined criteria, of the full set of assessments.
    b) Second marking may be Independent or done by Check Marking:
        i. **Independent marking (also known as double marking):** Each marker assigns a mark. The two marks are subsequently reconciled to agree the mark for the assessment.
        ii. **Check marking:** The second marker determines whether the mark awarded by the first marker is appropriate, but does not give a separate mark. The second marker confirms the mark if appropriate, and brings it to the attention of the first marker if not. Check marking will usually only be appropriate for quantitative or multiple-choice assessments in which answers can be scored objectively rather than requiring qualitative judgement on the part of the markers.
    c) Second marking may be Blind or Open:
        i. **Blind second-marking:** The second marker is not informed of the first marker's marks and/ or comments.
        ii. **Open second-marking:** The second marker is informed of the first marker's marks and comments before commencing and can take these into account.
    d) Second marking may be Live:
        i. **Live marking:** Where an assessment is conducted 'live' (e.g. oral examinations, presentations, exhibitions, laboratory work, marking clinical work with patients, portfolios of work, group work etc.) the assessment should include provisions for second-marking, internal moderation and External Examiner scrutiny of either the full set of assessments or an appropriate sample. This may take the form of having two or more markers present, inviting the External Examiner to observe the event, recording the event or asking students to submit notes, slides and/ or visual material for these purposes.

4.5.2 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.

4.5.3 Sampling

1. Sampling may be used where a large number of students undertakes an assessment. If the second markers agree with the marks for the sampled students, it can be assumed that marking is accurate for the population. However, if the second markers disagree with one or more marks, the sample *must* be extended (see below). **Individual student marks *must not* be changed unless all marks have been checked.**
2. Where sampling is used in second-marking, the sample *must* include the following as a minimum:
    a) All Fails
    b) Mid-class examples for each class (mid-forties, mid-fifties, mid-sixties, Firsts/Distinctions)
    c) Examples of all upper borderlines (39, 49, 59, 69)
    d) The higher of either: at least 10% of assessments, or at least five assessments.
3. The above is based on the standard UCL marking scale; programmes operating an alternate marking scale *should* adjust as appropriate.

4. Thresholds for the use of sampling versus full second-marking over and above UCL's threshold standards *may* be set at Faculty or Departmental/Divisional level.

Extending the Sample

5. Where there is disagreement over a single mark or a group of marks within the sample, markers *must not* change individual student marks. Instead, the sample *must* be extended.
    a) Particular attention should be paid to students with similar marks to those being contested, and to those marks falling close to a Classification boundary.
    b) Where necessary, markers may review the marks of all students in the assessment concerned.
6. Extension of the sample *must* demonstrate to the External Examiner and the Board of Examiners that marking across the assessment concerned is sound and fair and that no student is advantaged or disadvantaged by being included in the sample (i.e. markers must not only change the marks of students in the sample; all marks must be reviewed).

4.5.4 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.

4.5.5 Third Markers

1. A third marker *may* be brought in where a first and second marker are unable to agree on a final mark. The third marker's role is not to over-ride the two previous markers, but to contribute to resolving the discussion with reference to the marking criteria.
2. Third marking to reconcile disagreements between first and second markers *must not* be carried out by the External Examiner (see Chapter 9, Section 4: External Examining). However, subsequently bringing third-marked work to the attention of the External Examiner is good practice.

4.5.6 Documentation of Marking

1. Marks and how marks are arrived at *must* be transparent for Programme and Faculty Boards of Examiners, External Examiners, students, and, if necessary, complaint panels.
2. The first mark, second mark (where applicable) and the agreed mark *must* be recorded separately.
3. Justification for marks awarded *must* be documented in one of the following forms:
    a) Examiner's comments from both the first and, where applicable, second marker. These comments may be identical to the feedback provided to the student.
    b) Model answers and evidence of the scoring of the assessment by the first and, where applicable, second marker.

4.6 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.
4. Internal moderation processes must be documented and shared with the relevant Programme and Faculty Boards of Examiners.

5 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.

5.1 Summative Feedback

Service Standards for the Provision of Feedback to Students

1. In line with UCL's Feedback and Assessment Principles, 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 20 working days of the submission date of each piece of assessed work, which may be later than the published deadline where students have approved extensions. Departments are encouraged to provide this in a shorter timeframe if possible.
5. If, for whatever reason, a Department or Module Organiser cannot ensure that the 20 working day deadline is met then they must indicate, by direct contact with the students, when the feedback will be provided. It is expected that the extra time needed should not exceed 5 working days.
6. Where feedback is not provided within the timescale, students should bring the matter to the attention of the Academic Director of Education or Head of Department who should take action as necessary. If students remain dissatisfied then the matter should be referred to the Faculty Tutor.
7. Where individual feedback is likely to be delayed, Module Organisers are encouraged to provide developmental group feedback on thematic areas of strength and weaknesses in the interim, thereby meeting service standards.

Dissertations, Research Projects and Long Essays

8. Supervisors must provide feedback to students on a draft on at least one occasion.

5.2 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.

6 Boards of Examiners

The Boards of Examiners regulations define the terms of reference, constitution, membership and remit of the Board of Examiners and the Faculty Board of Examiners.

6.1 Types of Board

1. **Board of Examiners** - The Board of Examiners is the primary decision-making body for student progression, award and classification decisions. Subject to approval by UCL Education Committee or its nominee, the Board of Examiners may be set up in a number of different ways to reflect local organisational needs e.g. a Board may be responsible for one programme, a group of programmes or sometimes a group of modules. Boards of Examiners are expected to meet three times within the academic year cycle of the programme, normally once at the start of the cycle, once at the mid-point, and finally at the end of the cycle, but the scheduling is at the discretion of the Board. See below for guidance on what these meetings could cover.
    a) **Full Board of Examiners** - This primarily refers to the final meeting of the Board of Examiners in the academic year, with all members in attendance (subject to quoracy provisions), including the External Examiner(s).
    b) **Sub Board of Examiners** - The Full Board may delegate authority to a smaller Sub Board of itself to make decisions on its behalf for out-of-cycle matters such as Late Summer Assessments.
        i. Some Programmes hold '**Interim Boards**' to discuss results received so far, often at the end of the taught modules on a Masters programme. Interim Boards are a type of Sub Board and fall under the same requirements regarding membership, quoracy and candidate anonymity.
        ii. Sub Boards may also be used for the two more operational meetings required to fulfil the terms of reference of the Exam Board, meaning that not all members need to be in attendance and externality is not a requirement. In these cases, as long as decisions are not being made on student achievement, it is not necessary for formal delegated authority to be granted, as described below.
    c) **Preparatory Meetings** – These are not mandatory but can be used in different ways to prepare for the Board of Examiners meeting and ensure that it runs smoothly, for example to look at complex reassessment or deferral arrangements. Preparatory Meetings will usually have a limited membership, and care must be taken to maintain candidate anonymity wherever possible.

2. **Faculty Board of Examiners** - The Faculty Board of Examiners is responsible for ensuring that the various Boards of Examiners within the Faculty operate in accordance with the UCL Academic Manual and in a proper and impartial manner.
    a) **Faculty Representatives** are members of staff appointed by the Faculty who attend Boards of Examiners to assist in this function.
3. **UCL Education Committee** - The central committee has overarching responsibility for the award of taught UCL degrees and for the academic regulations, policies and guidance which underpin that process. It is assisted in this task by the Quality and Standards Committee.
4. Further information on the different types of boards and preparatory meetings can be found on the Exam Board Support webpages (UCL staff login required).

6.2 Boards of Examiners

6.2.1 Terms of Reference

Name	**Boards of Examiners**
Parent committee	Faculty Board of Examiners Boards of Examiners: • Report to their Faculty Board of Examiners at least once per academic year and, on an ongoing basis, highlight any issues for escalation or discussion within the faculty, or within the broader institution • Consider matters deferred to them from the Faculty Board of Examiners
Other committee relationships	Boards of Examiners may make recommendations to and receive recommendations from their Department Education Committee to ensure that both bodies are enabled to meet their respective terms of reference. Board of Examiners may be requested to consider matters referred to them through UCL's Education Committee. The Full Board of Examiners may delegate authority for out-of-cycle matters to the Chair or to a Sub Board of itself, to implement decisions on its behalf.
Membership	Chair
	Deputy Chair
	One Internal Examiner for each main subject area covered (normally the relevant programme leader(s))
	One External Examiner for each main subject area covered
	A named secretary (as a non-voting attendee)
	Other Faculties involved with the delivery and examination of a programme may be represented by an appropriate Faculty Representative. Where the Chair of the Board considers it appropriate, an Internal or External Examiner may be appointed to examine more than one subject area.

Quoracy	The minimum number of examiners permissible at a Full Board of Examiners meeting is five members, which must include the Chair or Deputy Chair, and at least one Internal Examiner for each main subject area covered in that meeting. The External Examiner(s) must attend at least one meeting of the Full Board of Examiners each year to give their oral report. The minimum number of examiners permissible at a Sub Board of Examiners is two, which must include the Chair or Deputy Chair and at least one Internal Examiner for each main subject area covered.
Conflicts of interest	Individuals who have a professional or personal conflict of interest should not be appointed to a Board of Examiners. See also Chapter 9, Section 4 of the Academic Manual for information on conflicts of interest for External Examiners. If the Chair of the Board of Examiners (or, in the case of the Chair, the Deputy) deems it essential for an individual to take up or continue their appointment following a declaration of interest, they must refer the appointment to the Chair of UCL Education Committee, or their nominee, for approval. An Examiner with a declared interest must not take part in any assessment of the students(s) to whom the declaration refers and should not be present during any specific discussion of the student(s) in question at a meeting of the Board of Examiners. Examiners must declare any interest in the future research supervision of a student at the start of the meeting, but such an interest will not prevent the examiner from considering students' results.
Frequency of meetings	The Full Board of Examiners should meet at least once per academic year and as frequently as is required to fulfil its terms of reference. Two further meetings should be held throughout the academic year, these may be as Sub-Boards without delegated authority for decision making, to undertake operational activities.
Principles	There must be a Board of Examiners responsible for every taught programme. A Board of Examiners may be responsible for one or more taught programmes, and/ or groups of modules. The structure of the Board is approved by the relevant Faculty Board(s) of Examiners. Individual modules are assigned to one Board of Examiners and cannot be reviewed by multiple Boards. Multiple External Examiners from the same Board of Examiners may review the same module, if required. The secretary to the Board is responsible for coordinating all communications with Internal Examiners and External Examiners.
Confidentiality and candidate anonymity	The proceedings of meetings of the Board of Examiners must remain confidential. All information presented to the Board of Examiners, and discussion held at the meeting must preserve candidate anonymity.

	All draft and approved assessment tasks must remain secret until such time as is appropriate for release to candidates. For example, an examination paper must remain secret until the start of the formal examination window.
Terms of reference – to be fulfilled across the academic year	
1.	To set, safeguard, and monitor the academic standards of the programmes under its remit.
2.	To assure itself that the standards set, both in terms of expected and actual student attainment are comparable with sector norms.
3.	In close collaboration with the Department Education Committee, to monitor student progression, award, and classification outcomes on each programme (the B3 conditions), and where necessary, investigate instances of unexplained or differential attainment within or between cohorts to inform appropriate mitigating actions.
4.	To confirm the validity of module outcomes, enabling the processing of progression, award and classification outcomes, in at least one meeting of the Board of Examiners
5.	To make recommendations on behalf of Education Committee, which has the authority to confer UCL qualifications
6.	To oversee the process of setting and scrutinising assessment tasks that enable students to appropriately evidence attainment of module and programme learning outcomes, ensuring assessment tasks promote academic integrity.
7.	To ensure that assessment, marking, and moderation processes are being applied consistently, in line with UCL regulations and guidance, and are appropriate, rigorous, fair, and equitable between students.
8.	To receive a report from each External Examiner on (a) the appropriateness of the assessment process, and (b) on the extent to which the UCL Academic Manual has been rigorously and consistently applied, and to ensure that departments provide an appropriate response to any issues raised.
9.	Through the Chair of the Board of Examiners with delegated authority from Education Committee, to take reasonable action to resolve out of cycle matters, in consultation with relevant members of the Board. These actions must be reported to the next normal meeting of the Board of Examiners.

6.2.2 Information for Boards of Examiners

1. 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 individual programme regulations (which can be downloaded from the Portico Progression and Award Rules Tool)
    d) Information on absences from examinations (available from UCL Examinations)
    e) Examination scripts, according to normal practices
    f) Chapter 4 of the UCL Academic Manual and any other relevant annexes or regulations.

6.2.3 Online Meetings

1. All Boards of Examiners should meet online but may meet face to face where there is an academic need to do so.

2. Online Full Board of Examiners should be held live by video-conferencing using MS Teams or Zoom.
3. Sub Boards, Extenuating Circumstances Panels, Academic Misconduct Panels, pre-meetings, parity meetings etc. can be held by video-conferencing or by correspondence via a UCL-supported platform.
4. All online meetings must take steps to assure the security of student information, using encryption and/ or secure platforms to share data in accordance with UCL's GDPR Data Protection Policy.
5. All decisions of the Board/ Panel must be confirmed in the minutes of the meeting. The minutes should be circulated to all members within one week of the meeting, with an invitation to raise any objections or amendments within a specified timeframe. Once the minutes are agreed, they will act as confirmation of the Board/ Panel's decisions.

6.2.4 Delegation of Authority to a Sub Board

1. The Full Board of Examiners may formally delegate authority to a Sub Board of itself to make decisions on its behalf on out-of-cycle matters such as Reassessments and Deferrals. Sub Boards may also be used for operational purposes where delegated authority is not required.
2. Where a Sub Board is needed for decision making, the Board of Examiners, including the External Examiner(s), must formally delegate authority either at a meeting of the Board or by email.
3. The delegation of authority must be formally recorded in the Board of Examiners' minutes.
4. Sub Boards may meet virtually, by correspondence or in person, however Departments are expected to make use of the Virtual Boards of Examiners regulations wherever possible.
5. The External Examiner does not need to attend the Sub Board but should be copied into communications/ papers. The External Examiner retains the right to attend a Sub Board on request.
6. The Faculty Representative does not need to attend but should be copied into communications/ papers. The Faculty retains the right to observe any Sub Board.
7. The decisions and proceedings of all Sub Boards, whether with delegated authority or not, must be reported to the next Full Board of Examiners meeting via receipt of minutes. The Full Board of Examiners must ensure that proper scrutiny is given to the proceedings of any Sub Boards under its remit.
8. A template agenda and checklist for planning virtual Sub Boards with delegated authority can be found in Annex 4.4.2: Sub Board Prep Checklists and Annex 4.4.4: Sub Board Agenda Template.

6.2.5 Guidance on the division of Board activity throughout the academic year

1. Although there is a requirement to hold three meetings during the academic year, there is no expectation that the first two of these would be held under the expectations of the Full Board.
2. Boards are free to determine the scope of work undertaken at each meeting, to avoid duplication or unnecessary burden on colleagues at peak times of year. The following is intended as guidance as to the types of activity you may wish to cover:

Meeting one – if held at the start of the academic year could cover

- Assessment review – reflect on assessment design and check alignment with module learning outcomes in conjunction with statistical analysis and external examiner feedback

- Assurance that any recommendations in External Examiner reports have been responded to
- Consideration of attainment gaps (for example with reference to the APP) and identification of mitigating actions to be taken forward
- Identification of themes to be analysed following the LSA
- Reaffirmation of the approach to academic integrity
- Agreement / endorsement of the approach to internal moderation and any scaling process to be used

Meeting two – if held at the mid-point of the academic year could cover

- Ratification of any marks from Term 1 assessment (though no condonement calculation could be carried out until all marks have been ratified)
- Confirmation that any necessary scrutiny of assessment tasks has been carried out
- Assurance that all provision is covered by a current External Examiner, and arrangements for new nominations / extensions where necessary
- Agreement on the approach to supporting students with end of year assessment in terms of any revision workshops to be offered, the numbers of past papers available etc.

3. Meeting three, which would be the Full Board meeting, following the Terms of Reference outlined above to ratify student awards.

6.3 Faculty Boards of Examiners

6.3.1 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 and Standards 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 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 Board of Examiners under its responsibility:
        i. To approve the appointment of new Internal and Assistant Internal Examiners.
        ii. To approve the appointment of new Chairs and Deputy Chairs.
        iii. To recommend to UCL Education Committee or its nominee the External Examiners for each Board through the Nomination and Appointment process via examiners@ucl.ac.uk.
        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 Boards of Examiners to External Examiner reports.

f) To receive reports from each Board of Examiners on any problems relating to the operation of Boards and any action taken in response.
g) To investigate and respond to any reports of Material Irregularity regarding the programmes under its authority (see Chapter 6, Section 6: Material Irregularity Procedure).
h) To receive any issues raised by Boards of Examiners for consideration at Faculty level.
i) To report annually (via its Minutes) to the UCL Quality and Standards 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 Board of Examiners, the Faculty Board of Examiners and the Board of Examiners may be one and the same and will report to the UCL Quality and Standards Committee (QSC) of Education Committee.

6.3.2 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 Boards of Examiners responsible for programmes/ modules in the Faculty.
3. Internal and External Examiners appointed to 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 appointments as examiners are the subject of discussion.

6.3.3 Quoracy

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

6.4 Special Case Panels

6.4.1 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 Board of Examiners has remained unchanged; or
    b) When there is an unresolved dispute between a 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.

6.4.2 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 Education Services or Director of Student Operations as appropriate 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.

6.4.3 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.

6.5 Chairs and Deputy Chairs

6.5.1 Conditions of Appointment

1. Each Board of Examiners must have a Chair and a Deputy Chair.
2. Chairs and Deputy Chairs must be members of UCL academic staff and have been teaching in the relevant subject area for the programme examined, or otherwise employed in a professional capacity in the relevant subject area, for at least five years before taking up their appointment as Chair or Deputy Chair.

6.5.2 Nomination and Appointment

1. New Chairs and Deputy Chairs must be nominated by the Head of Department/Division.
2. All Chairs and Deputy Chairs must be approved by the Chair of Faculty Board of Examiners or their nominee.
3. Chairs and Deputy Chairs should serve on the same Board of Examiners for a minimum period of three calendar years. Appointments should continue until the reporting cycle for that year is complete (i.e. all External Examiners' reports have been received and responded to via Portico).
4. The Head of Department/Division must notify the Faculty team of any change of Chair or Deputy Chair. The Faculty may wish to use the Change of Chair Template (see Annex 4.3.1) as part of their process for receiving this information. Faculty colleagues will process the change.
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.

6.5.3 Entitlements

1. Chairs are entitled to act on behalf of the Board of Examiners in respect of any matter delegated to them by the Board of Examiners, the Faculty Board of Examiners or UCL Quality and Standards Committee (QSC).
2. Chairs have a casting vote in addition to their own vote at any meeting of the Board of Examiners.
3. Chairs are entitled to attend and speak, but not to vote, at meetings of QSC at which issues related to their Board of Examiners are discussed.

6.5.4 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 ensure UG External Examiners' eligibility to work in the UK is verified as part of the Nomination process as per HR's guidance.
    g) To consider any comments or advice provided by External Examiners with regards to summative assessment tasks and respond as required.
    h) To ensure that External Examiners review new summative assessment tasks and confirm that they are correct and at an appropriate level and standard for the module concerned.
    i) To provide new and continuing External Examiners with the information listed in Chapter 9, Section 4.2: External Examining – Responsibilities of UCL, at the start of each academic session.
    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 marked in accordance with Section 4: Marking & Moderation.
    l) To set a timescale by which marking, second-marking, moderation and external scrutiny must be completed.
    m) To determine the distribution of modules between External Examiners.
    n) To ensure that the feedback loop is followed after receipt of an External Examiner's Annual Report (see Chapter 9, Section 4: External Examining).
    o) To be responsible for all communications between the Board and UCL, including resolving matters raised by External Examiners in their reports and dealing with any appeals by students against examination results.
    p) To follow the procedures outlined in:
        i. Annex 4.3.4: Protocols for the Release of Provisional Results
        ii. Annex 4.3.5: Boards of Examiners Emergency Procedures
    q) To attend, as a full member, the Faculty Board of Examiners.
    r) To report annually to the Faculty Board of Examiners (via its minutes) on the assessment process.

6.6 Faculty Representatives

1. A 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 4.3.2 Guidelines on the Role of the Faculty Representative.

6.7 Internal Examiners

6.7.1 Conditions of Appointment

1. All members of academic and teaching staff involved in setting and/or marking summative assessment on a programme or module(s) should be appointed as Internal Examiners for the Board of Examiners responsible for the programme or module(s).
    a) An Internal Examiner should be a UCL member of academic or teaching staff.
    b) Members of UCL research staff with appropriate experience who are involved regularly in teaching on the programme or module(s) concerned in the current academic session may be appointed as Internal Examiners. Training on UCL assessment policies and procedures must be provided by the Department.
    c) Exceptionally, and **subject to Faculty policy**, suitably experienced individuals who do not qualify under paragraphs a) or b) above (e.g. members of NHS staff, visiting or honorary staff, or external lecturers) may be appointed as Internal Examiners if they are involved regularly in teaching on the programme or module(s) concerned in the current academic session. Training on UCL assessment policies and procedures must be provided by the Department.
    d) Exceptionally, and **subject to Faculty policy**, appointments under paragraphs b) and c) may be considered if the examiner is not involved in teaching this academic session, but has been involved in teaching on the programme/ modules within the preceding three academic years. When considering appointments, the Faculty Board of Examiners must be assured that the examiner is suitably experienced and qualified to assess students. The Faculty Board of Examiners may place appropriate restrictions on the marking carried out by such examiners, for example by limiting their role to second-marking or sampling, if that would help to assure standards.
2. It is not necessary for every Internal Examiner to attend every meeting of the Board of Examiners, provided that the requirements for minimum attendance are met.

6.7.2 Appointment

1. All new Internal and Assistant Internal Examiner appointments must be approved by the Chair of the Board of Examiners and the Chair of the Faculty Board of Examiners.
2. Each year, the Chair of the Board of Examiners must confirm the full list of Internal and Assistant Internal Examiners and report this to the Full Board of Examiners meeting.

6.7.3 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 Board of Examiners to which they are appointed are being discussed.
2. Internal Examiners are not entitled to attend meetings of UCL Quality and Standards Committee except by invitation and will be entitled to speak, but not to vote, at such meetings.

6.7.4 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 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 4: Marking and Moderation.
f) To ensure that the decisions which they commend to the 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.

6.8 Assistant Internal Examiners

6.8.1 Conditions of Appointment

1. Assistant Internal Examiners are not members of the Board of Examiners but may attend meetings of the Board by invitation.
2. Assistant Internal Examiners must be suitably-qualified postgraduate teaching assistants, or individuals who contribute to the teaching of the programme but are not eligible for appointment as Internal Examiners under Section 11.7.
3. A newly appointed Assistant Internal Examiner must receive appropriate training and induction.

6.8.2 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.

6.8.3 Appointment

1. Assistant Internal Examiners must be appointed by the Chair of the Board of Examiners following the same procedures required for the appointment of Internal Examiners (see Section 11.7 above).

6.8.4 Responsibilities

1. Assistant Internal Examiners may be required to assist 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 suitably qualified Internal Examiner, according to the criteria in Section 11.7.1

7 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 Board of Examiners, and the final degree outcomes, should not be communicated to students ahead of the formal publication of results by UCL Student Records.
3. Exceptionally, the Chair of the 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 Provisional Marks

4. 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 Board of Examiners.
6. Any marks released before confirmation by the relevant Board of Examiners are provisional and therefore subject to change.
7. To comply with the General Data Protection Regulation (GDPR) tutors must ensure that, when returning work, marks and comments remain private to the student concerned unless, in the case of tutorials etc., it is agreed by the students present that such data can be disclosed.
8. For further guidance see Annex 4.3.4: Protocols for the Release of Provisional Results.

Retention of Assessed Student Work

9. UCL's policy on the retention of records is laid out in its Records Retention Schedule.

10. More information and guidance on records management can be found on the Records Office web pages. The Records Office can be contacted by email: records.office@ucl.ac.uk.

Release of Examination Scripts

11. Examination scripts will not routinely be returned to students.
12. To comply with the General Data Protection Regulation (GDPR), students may request to see comments on examination scripts in a legible form, although the original scripts themselves do not have to be made available. Any queries should be made to UCL Legal Services.