UCL Academic Manual 2022-23

Chapter 4, Part A: Assessment Framework for Taught Programmes

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

Introduction

Scope

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

Threshold Standards

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

Must, Should and May

6. To ensure that the expectations of Faculties, Departments, students and staff are clear, the following verbs are adopted consistently throughout the framework:

   a) **Must:** Indicates a regulation that will be adhered to in all circumstances. Deviations from such regulations would only be granted by the Director of Education Services or Director of Student Operations as appropriate on behalf of the Vice-Provost (Education & Student Experience) in exceptional circumstances. For example "All programmes **must** include rigorous second-marking and internal moderation processes which promote consistency and fairness".

   b) **Should:** Indicates a regulation that will be adhered to unless sound pedagogical, professional or practical reasons prevent this. For example "A variety of assessment methods **should** be used across a programme of study to test different knowledge and skills".

   c) **May:** Indicates where an action or regulation is permitted but not mandatory, and where there might therefore be variations across programmes and modules. For example "Information **may** be provided in a number of formats including Student Handbooks, Moodle sites and the UCL intranet". Where 'may' regulations are used, the specific arrangements in place on the programme must be explained clearly in the Student Handbook or equivalent.

1 Overarching Principles of Assessment

1.1 About

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

Equality

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

Staff Development

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

Assessment Design

6. Assessment must be an integral part of programme and module design.
7. Assessment tasks must enable students to demonstrate the extent to which they have attained and exceeded the intended learning outcomes.

8. When designing or reviewing a programme, development teams should consider whether assessment:
   - Is outward-facing, mirrors public engagement in research and encourages communication with external audiences, for example through journal articles, blogs, presentations, exhibitions or films
   - Facilitates academic and intellectual progression
   - Ensures that academic and professional standards are achieved
   - Enhances and rewards qualities which are important to employers
   - Is inclusive, diverse and designed to assess a range of skills and knowledge (e.g. oral presentations, posters, group work)
   - Challenges, stretches and motivates students
   - Encourages the development of autonomous learners
   - Reflects developments in the field
   - Is spread evenly across a programme, avoiding overload for both students and staff.
9. Student Handbooks (or equivalent) must explain to students the aims and overarching principles of assessment, and the rationale behind the number, type and timing of assessments on their programme.
10. Internal and external scrutiny must be given to the design and structure of assessment across a programme.
11. Assessment must be regularly reviewed as part of the Annual Student Experience Review (ASER) and Internal Quality Review (IQR) processes.

Assessment Requirements

12. The UCL Pass Mark represents the minimum, threshold standards which students should meet in order to pass a module, progress through their programme and be awarded a degree.
13. Faculties, Departments and UCL services must ensure that information for students on all aspects of their assessment is explicit, transparent, targeted towards students, up-to-date and readily available.
14. The 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.
15. Programme regulations must meet UCL's threshold academic standards, as defined in the UCL Academic Manual. **Subject to approval by UCL Education Committee, or its nominee,** a programme may set standards above these thresholds.

Examinations

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

Progression and Award

17. Qualifications must only be awarded for the successful achievement of defined learning outcomes.
18. The criteria for Progression and the Award of a degree must be transparent, clearly defined and fair to all students, and aligned with the requirements of the UCL Qualifications and Credit Framework.
19. Programmes must include regular review points to support and evaluate a student's progress throughout their programme.
20. A student may be permitted to progress from one year to the next and/ or be awarded a degree where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met.

Reasonable Adjustments

21. UCL must make reasonable adjustments to learning, teaching and assessment to support students with a disability or other ongoing medical or mental health condition.
22. Students should notify UCL of any such condition at the time of enrolment or as soon as possible thereafter so that UCL can put in place the support that the student needs.

Extenuating Circumstances

23. Students must notify UCL of any circumstances which are sudden, unexpected, significantly disruptive, and beyond the student's control and which may affect their performance at assessment, such as a serious illness or the death of a close relative.
24. UCL should ensure that alternative arrangements are put in place for such students, such as an extension or deferral of assessment to a later date.

Marking and Moderation

25. Assessment policies and regulations must respect the academic judgement of the internal examiners in relation to a student's performance against the published marking criteria.
26. All assessment processes, including marking, second-marking and moderation, should be conducted anonymously unless the nature of the assessment makes this impossible.
27. Marking must be criterion-referenced and students must be made aware of those criteria in advance.
28. Marking scales must be transparent and clearly communicated to students in advance of the assessment.
29. All programmes must include rigorous second-marking and internal moderation processes which promote consistency and fairness.
30. The assessment process for a programme of study must be scrutinised by an External Examiner.

Assessment Feedback

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

Classification

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

Consequences of Failure

34. A student who does not meet the Progression and Award Requirements at the first attempt should be reassessed in the failed module(s).
35. A student who does not meet the Progression and Award Requirements at the second attempt must not be reassessed.
36. Any penalties applied, such as those for late submissions or over-length coursework, must be proportionate and applied fairly.

Boards of Examiners

37. Every UCL taught programme must have a Board of Examiners with a Chair, Deputy Chair and at least one Internal Examiner and one External Examiner for each of the main subject areas covered.
38. The Board of Examiners is responsible for determining a student's progression through the programme and for making recommendations for the award of degrees to the Education Committee of UCL.
39. Every Faculty must have a Faculty Board of Examiners which is responsible for the oversight of assessment in the Faculty and to which Boards of Examiners report.

Student Academic Misconduct

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

Award of Degrees

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

2 Assessment Information

2.1 Overarching Principles

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

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

Principle 14: The 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.

2.2 Assessment Information for Students

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

2.3 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 this Assessment Framework for Taught Programmes.

3 Module Assessment

The Module Assessment regulations define how students will be assessed in each module and component. The outcome of each module assessment is used to determine a student's eligibility for Progression and Award (Section 6) and to determine their Classification (Section 7).

3.1 Overarching Principles

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

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

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

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

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

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

3.2 Forms of Assessment

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

    Formative Assessment

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

    Summative Assessment

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

3.3 Assessment Methods and Tasks

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

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

External Examiner (although if a task has been used on a previous occasion, repeat approval does not need to be sought).

3. Guidance on Assessment Methods and Tasks is available from UCL Arena. Guidance on a range of digital assessment platforms is available from the Digital Education team.

3.4 Digital Assessment

This section has been suspended for 2022-23.

3.5 Language of Assessment

1. All assessments should be conducted in the English language unless the purpose of the assessment is to test the ability of students in another language.
2. Marking criteria are expected to cover technical proficiency in English. However, if this is not sufficiently covered staff should refer to Annex 4.5.1 Staff Guidance for Assessing the Written Communication of Ideas for further advice.

3.6 Attendance Requirements & Eligibility for Assessment

Barring students from assessment on the basis of attendance has been suspended for 2022-23.

1. A student who is absent due to illness or other Extenuating Circumstances must notify their Department as soon as possible following the procedures in Chapter 2, Section 2: Short-term Illness and Other Extenuating Circumstances.

3.7 Pass Mark

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

3.8 Marking Scale

3.8.1 Requirements

1. UCL operates a Numeric Marking Scale and, on some programmes, a Letter Grade Marking Scale.
2. The Numeric Marking Scale must be used on the following qualifications:
   a) Certificate of Higher Education
   b) Foundation Degree
   c) Bachelors Degree
   d) Integrated Masters Degree
3. The Numeric Marking Scale should be used on all Graduate and Taught Postgraduate programmes. **Subject to approval by UCL Education Committee or its nominee**, a Graduate or Taught Postgraduate programme may operate the Letter Grade Marking Scale.
4. A programme must use a single marking scale across all summative components and modules so that module marks (Section 3.10), Progression and Award (Section 6) and Classification (Section 7) can be calculated accurately.
5. If an indicative mark is offered for a formative component, this may be on the Numeric or Letter Grade Scale as it does not contribute to the module mark.

Condonable Ranges

6. Please refer to <u>Section 6.3: Condonement</u> for details of the Condonable Range on each programme.

3.8.2 Pass/ Fail Modules and Components

1. **Subject to approval by UCL Education Committee or its nominee**, a module or component may be marked on a Pass/Fail basis i.e. without a mark or grade.
2. **Pass/Fail Components** must only be used:
   a) Where the Pass/Fail status of a component is a requirement of professional accreditation and
   b) Where the component is zero-weighted in the module mark calculation.
3. **Pass/Fail Modules** must only be used:
   a) On Pass/Fail Degrees i.e. where the qualification does not include a Classification (<u>Section 7.2</u>), or
   b) Where the module does not contribute to the Classification.
4. On Pass/Fail modules and components, the Pass Mark should comply with the regulations in <u>Section 3.7: Pass Mark</u>. **Subject to approval by UCL Education Committee or its nominee**, a Programme may determine the Pass Mark by criterion-referenced standard setting (e.g. on the MBBS programme).
5. Pass/Fail modules and components must be documented in the Programme Diet.

3.8.3 Numeric Marking Scale

	Modules at Levels 4, 5 and 6	**Modules at Level 7**
70.00 – 100%	Pass	Pass
60.00 – 69.99%		
50.00 – 59.99%		
40.00 – 49.99%		Fail
1.00 – 39.99%	Fail	
0.00 – 0.99%	No Attempt or Minimal Attempt	No Attempt or Minimal Attempt

3.8.4 Letter Grade Marking Scale

	Modules at Levels 4, 5 and 6	**Modules at Level 7**
A	Pass	Pass
B		
C		
D		Fail
E	Fail	
F	No Attempt or Minimal Attempt	No Attempt or Minimal Attempt

3.8.5 Conversion of Marks

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

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

Students on Programmes operating a Numeric Marking Scale

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

Students on Programmes operating a Letter Grade Marking Scale

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

3.9 Component Assessment

1. Each programme is composed of credit-weighted modules. Each module may include one or more assessed components. Components may be equally weighted, or some components may carry a higher weighting than others (e.g. Essay 60%, Presentation 40%).
2. Components may be:
   a) **Formative:** There is no minimum Pass Mark for formative assessment components and any indicative mark that might be given must not be included in the module pass requirements, or
   b) **Pass/Fail:** Subject to approval by UCL Education Committee or its nominee a module may include a Pass/Fail Component (see 3.8.2 above). A student must pass the component in order to pass the module, but the component will not be given a mark, and will not be included in the calculation of the module mark, or
   c) **Summative:** The marks from all summative assessment components must be included in the calculation of the module mark.

3. Summative Components may be:
   a) **Condonable:** On a Condonable Component, any mark below the Pass Mark, including marks of 0.00%/ Grade F, may be Condoned, if the student meets the Module Pass Requirements in Section 3.10 below.
   b) **Non-Condonable:** Where a Programme designates a **module** as Non-condonable (see Section 6.3: Condonement), the Programme may also determine that one or more **components** within that module are Non-condonable (must be passed). A student who does not Pass a Non-condonable Component must be reassessed in the affected module (see Section 9: Consequences of Failure).

3.10 Requirements to Pass a Module

1. In order to pass a module at Levels 4, 5 or 6 a student must achieve:
   a) A weighted mean of at least 40.00%, plus at least 40.00% in any Non-condonable Components, or
   b) A preponderance of at least Grade D, plus at least Grade D in any Non-condonable Components.
2. In order to pass a module at Level 7 a student must achieve:
   a) A weighted mean of at least 50.00%, plus at least 50.00% in any Non-condonable Components, or
   b) A preponderance of at least Grade C, plus at least Grade C in any Non-condonable Components.

Calculation of Module Marks

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

Numeric Marking Scale

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

Letter Grade Marking Scale

5. Where a programme operates a Letter Grade Marking Scale, the preponderance must be calculated as follows:
   a) The Letter Grade for each summative component is converted to a numerical equivalent using the following scale:

Letter Grade	Numerical Equivalent	Rounding Points
A	5	4.50 – 5.00
B	4	3.50 – 4.49
C	3	3.00 – 3.49
D	2	2.00 – 2.99
E	1	1.00 – 1.99
F	0	0.00 – 0.99

   b) The numerical equivalent is multiplied by the component weighting.
   c) The weighted component marks are averaged.
   d) The weighted mean is rounded to 2 decimal places.
   e) The resulting numerical value is converted back to a Letter Grade for the module.

3.11 No Attempt or Minimal Attempt at Assessment

1. A student must be awarded a mark of 0.00% or Grade F for a component and must be deemed to have made an attempt where they:
   a) Are absent from an examination, presentation or other assessment event, or
   b) Do not attempt a paper or task, or
   c) Attempt so little of a paper or task that it cannot be assessed, or
   d) Do not submit coursework, or
   e) Fail to submit assessable work within one calendar month of the published deadline, or two weeks before the Board of Examiners considers the marks for the assessment, whichever is the earlier date.
2. A student who is absent or makes an un-assessable attempt due to illness or other Extenuating Circumstances must notify their Department as soon as possible following the procedures in Chapter 2, Section 2: Short-term Illness and Other Extenuating Circumstances.

3.12 Deadlines & Late Submissions

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

Extenuating Circumstances

2. Where a student is ill or has other Extenuating Circumstances preventing them from meeting the published deadline, they must follow the procedures in Chapter 2, Section 2: Short-term Illness and Other Extenuating Circumstances. If the EC is accepted, the student may be granted an extension. If the deadline has already passed, the late submission penalties may be suspended i.e. the below penalties will not apply.

Late Submission Penalties for Coursework and Dissertations

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

Modules at Levels 4, 5 and 6:

Component Mark/ Grade of 40.00-100.00% / A-D

- Up to 2 working days late: Deduction of 10 percentage points or 1 Letter Grade, but no lower than 40.00% / Grade D
- 2-5 working days late: Mark capped at 40.00% / Grade D
- More than 5 working days late: Mark of 1.00% / Grade E

Component Mark/ Grade of 1.00-39.99% / E

- Up to 2 working days late: No Penalty
- 2-5 working days late: No Penalty
- More than 5 working days late: Mark of 1.00% / Grade E

Modules at Level 7:

Component Mark/ Grade of 50.00-100.00% / A-C

- Up to 2 working days late: Deduction of 10 percentage points or 1 Letter Grade, but no lower than 50.00% / Grade C
- 2-5 working days late: Mark capped at 50.00% / Grade C
- More than 5 working days late: Mark of 1.00% / Grade E

Component Mark/ Grade of 1.00-49.99% / D-E

- Up to 2 working days late: No Penalty
- 2-5 working days late: No Penalty
- More than 5 working days late: Mark of 1.00% / Grade E

4. There are separate late submission penalties for **Take-Home Papers**. Please refer to the Student Regulations for Exams and Assessments for full details.
5. Late submissions can only be made up to one calendar month after the published deadline, or two weeks before the Board of Examiners considers the marks for the assessment, whichever is the earlier date. Work submitted after this will receive a mark of 0.00%/ Grade F for that Component under the regulations in 3.11: No Attempt or Minimal Attempt at Assessment.
6. Programme/ module teams must clearly communicate to students whether and when **coursework solutions** will be published. Submissions must not be accepted or marked after the specified publication date.
7. In the case of work that is submitted over- or under-length and is also late, the greater of any penalties must apply.
8. As some submissions are made in hard copy or involve artefacts which cannot be submitted at weekends, and because there is no technical support for online submissions at weekends, penalties must be based on the number of **working** days. As a result, a deadline set for a Thursday will only begin to incur the higher penalties on a Monday, and those set on a Friday

will only begin to incur the higher penalties on a Tuesday, or longer in the case of bank holidays or UCL closure days. Deadlines should be set with these restrictions in mind.

9. For electronic submissions, programmes should avoid setting deadlines after working hours. It is good practice to set the deadline date and time in hours, minutes and seconds, and to state the time zone.

10. Where dual submission is used (i.e. students submit a hard copy and an electronic copy) the Assessment Information for students must clearly state the deadlines for both modes of submission.

3.13 Word Counts

1. A minimum and/ or maximum word count may be specified as part of the assessment criteria for a component or module. The word count must specify whether footnotes, bibliographies, appendices, tables, figures etc. are to be included in the word count.

2. Where a word count is included, the module information for students must provide clear details of any penalties that will apply for over- or under-writing.

3. Penalties must not exceed a deduction in marks of 10 percentage points, or one Letter Grade, for that **component** and must not take the student's mark below the Pass Mark (see Section 3.7).

4. Standardised penalties may be agreed at Faculty, Departmental/ Divisional, Programme or Module level.

5. In the case of coursework that is submitted over- or under-length and is also late, the greater of any penalties must apply.

3.14 Academic Integrity

1. Students must maintain the highest standards of academic integrity whilst studying at UCL. All work submitted for assessment must be the student's own, unless authorisation has been given for collaboration, and all work must be appropriately cited and referenced.

2. The Student Regulations for In-Person Controlled Condition Exams outline UCL's requirements for conduct in examination halls. Guidance on referencing and avoiding plagiarism is available from UCL Library Services. Departments are also responsible for informing students of any discipline-specific referencing conventions via Student Handbooks, Moodle or equivalent.

3. UCL will investigate and, where necessary, penalise any conduct which is likely to give an unfair advantage to the candidate, affect the security of assessment, and/ or affect the standards of the degrees awarded by UCL including, but not limited to, instances of plagiarism, self-plagiarism, impersonation, collusion, falsification, exam room misconduct, or contract cheating. Any such conduct will be investigated in accordance with the regulations in Chapter 6, Section 9: Student Academic Misconduct.

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 Overarching Principles

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

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

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

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

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

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

4.2 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 11.4: Faculty Boards of Examiners for further details).

4.3 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 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.

4.4 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 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.

4.5 Marking Criteria

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

4.6　Second Marking

4.6.1　Minimum Requirements

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

4.6.2　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.

4.6.3　Sampling

1. Sampling *may* be used where a large number of students undertakes an assessment. If the second markers agree with the marks for the sampled students, it can be assumed that marking is accurate for the population. However if the second markers disagree with one or more marks, the sample *must* be extended to check the accuracy of marks for **all** students in the assessment. **Individual student marks *must not* be changed unless all marks have been checked.**
2. Where sampling is used in second-marking, the sample *must* include the following as a minimum:
   a) All Fails

b) Mid-class examples for each class (mid-forties, mid-fifties, mid-sixties, Firsts/Distinctions)
c) Examples of all upper borderlines (39, 49, 59, 69)
d) The higher of either: at least 10% of assessments, or at least five assessments.

3. The above is based on the standard UCL marking scale; programmes operating an alternate marking scale *should* adjust as appropriate.
4. Thresholds for the use of sampling versus full second-marking over and above UCL's threshold standards *may* be set at Faculty or Departmental/Divisional level.

Extending the Sample

5. Where there is disagreement over a single mark or a group of marks within the sample, markers *must not* change individual student marks. Instead, the sample *must* be extended to check and, where necessary, review the marks of **all** students in the assessment concerned, with particular attention being paid to students with similar marks to those being contested, and to those marks falling close to a Classification boundary.
6. Extension of the sample *must* demonstrate to the External Examiner and the 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).

4.6.4 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.

4.6.5 Third Markers

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

4.6.6 Documentation of Marking

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

4.7 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.

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 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.

5.2 Summative Feedback

Service Standards for the Provision of Feedback to Students

1. All programmes must adopt the following service standards to ensure that students receive appropriate and timely feedback on their work in order to enhance their learning experience and maximise their academic performance.
2. Students should expect to receive some form of feedback on all summative assessments.
3. Feedback may take the form of:
   a) A written feedback sheet indicating the student's performance against the marking criteria, strengths, weaknesses and opportunities for improvement.
   b) An individual discussion with the student about their performance against the marking criteria, strengths, weaknesses and opportunities for improvement.
   c) Group discussions where thematic areas, strengths and weaknesses within the group as a whole are discussed.
   d) Annotated examination scripts.
   e) Marker's answers, model answers or other solutions.
4. Students should expect to receive feedback within one calendar month of the deadline for submission of each piece of assessed work (including weekends and vacations). Departments are encouraged to provide this in a shorter timeframe if possible.
5. If, for whatever reason, a Department or Module Organiser cannot ensure that the one calendar month deadline is met then they must indicate, by direct contact with the students on the module through email/Moodle, when the feedback will be provided. It is expected that the extra time needed should not exceed one week.
6. Where feedback is not provided within the timescale, students should bring the matter to the attention of the Departmental Tutor or Head of Department who should take action as necessary. If students remain dissatisfied then the matter should be referred to the Faculty Tutor.

Dissertations, Research Projects and Long Essays

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

Anonymity

8. Wherever possible, summative assessments must be marked anonymously (see Section 4.4: Anonymity). The requirement for anonymity may be lifted once the first and/ or second marker has assigned a mark, to facilitate the provision of personalised feedback to the student.

Further Guidance

9. Examples of feedback proforma and marking criteria are available from UCL Arena.

5.3 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.

6 Progression & Award

The Progression and Award Requirements define what a student must do to progress from one year of study to the next and to be awarded a UCL qualification. **Students should read this section in conjunction with the specific regulations for their programme of study in the Portico Progression and Award Rules Tool.**

6.1 Overarching Principles

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

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

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

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

6.2 Scope & Definitions

1. A student must meet or exceed UCL's threshold standards in order to **Progress** through their programme and be **Awarded** a qualification.

2. Graduate and Taught Postgraduate programmes must not include Progression Requirements. **Subject to approval by UCL Education Committee or its nominee**, a Graduate or Taught Postgraduate programme running over more than one year (e.g. a two-year Extended Masters or five-year Flexible Masters) may set **Continuation Requirements** between years of study. Failure to meet these standards after all permitted attempts may lead to failure of the programme.

3. The specific arrangements on each programme of study must be documented in the Portico Progression and Award Rules Tool.

4. Details of the structures of UCL taught programmes, including information about credit, academic levels and modules, can be found in Chapter 7, Part A: Qualifications and Credit Framework.

Professionally-accredited Programmes

5. **Subject to approval by UCL Education Committee or its nominee**, a programme may include additional requirements for the achievement of professional accreditation. Additional requirements must be:
   a) Supported by specific, written evidence from the relevant Professional, Statutory or Regulatory Body, and
   b) Reviewed annually to ensure accuracy and currency, and
   c) Communicated clearly to students, and
   d) Documented in the Portico Progression and Award Rules Tool.

Non-Modular Programmes

6. **Subject to approval by UCL Education Committee or its nominee**, a programme may operate on a non-modular basis where there is a clear pedagogic rationale. The Progression and Award Requirements for such programmes are defined in Section 6.12: Non-modular Programmes.

Failure to meet the Progression & Award Requirements

7. A student who is unable to meet the Progression and Award Requirements due to illness or other Extenuating Circumstances may be eligible for a Deferral or other form of mitigation under the regulations in Chapter 2, <u>Section 2: Short-Term Illness and Other Extenuating Circumstances</u>.

8. A student who does not meet all of the Progression and Award Requirements, and has no Extenuating Circumstances material to that failure, must be subject to the regulations in <u>Section 9: Consequences of Failure</u>.

6.3 Condonement

6.3.1 Definition

1. Condonement allows a student to progress from one year to the next and/ or to be awarded a qualification where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met. Students who meet the Condonement Criteria will not be reassessed.

2. A student's eligibility for Condonement in any given module is determined by the **Programme** on which the student is enrolled.

3. The Condonement Criteria are defined under the Progression and Award Requirements for each qualification in <u>Sections 6.5 to 6.11 below</u>.

6.3.2 Condonable Range

1. For each qualification, Condonement applies only to module marks falling within the following Condonable Ranges:

Undergraduate Programmes

	Modules at Levels 4, 5 and 6	**Modules at Level 7 (where applicable)**
Certificate of Higher Education	1.00-39.99%	-
Diploma of Higher Education	1.00-39.99%	-
Foundation Degree	1.00-39.99%	-
Ordinary Degree (Interim Qualification)	1.00-39.99%	1.00-49.99%
Bachelors Degree	1.00-39.99%	1.00-49.99%
Integrated Masters Degree	1.00-39.99%	1.00-49.99%

Graduate Programmes

	Modules at Level 6		Modules at Level 7 (where applicable)	
	Numeric Marks	Letter Grades	Numeric Marks	Letter Grades
Graduate Certificate	30.00-39.99%	E	40.00-49.99%	D
Graduate Diploma	30.00-39.99%	E	40.00-49.99%	D

Taught Postgraduate Programmes

	Modules at Level 7		Modules at Level 6 (where applicable)	
	Numeric Marks	Letter Grades	Numeric Marks	Letter Grades
Postgraduate Certificate	40.00-49.99%	D	30.00-39.99%	E
Postgraduate Diploma	40.00-49.99%	D	30.00-39.99%	E
Masters	40.00-49.99%	D	30.00-39.99%	E

6.3.3 Progression Mean

1. On Undergraduate programmes, the 'Progression Year Mean' is the credit-weighted average of all module marks in a single year of study. It is distinct from the 'Classification Year Mean' (see Section 7.2.2) which is the mean of only those module marks which count towards the classification. Pre-Honours and Honours Degree students must achieve a Progression Year Mean of 40.00% (50.00% in the Masters year, if applicable) in order to be eligible for Condonement.
2. On Graduate and Taught Postgraduate programmes, averages are not calculated for individual years of study; the mean used in Condonement is a 'Credit-Weighted Mean' of all module marks:
    a) Graduate students must achieve a credit-weighted mean of 40.00% across all module marks in order to be eligible for Condonement.
    b) Taught Postgraduate students, including MRes students, must achieve a credit-weighted mean of 50.00% across all module marks in order to be eligible for Condonement.
3. Where marks are capped due to reassessment or other cause, the capped mark must be used in the calculation of the mean.

6.3.4 Condonable & Non-condonable Modules

1. All modules on a programme should be Condonable.
2. **Subject to approval by UCL Education Committee or its nominee**, a Programme may designate one or more modules as **Non-condonable** (must be passed). In order for a module to be designated as Non-condonable it must be:
    a) A Compulsory module, and/or
    b) A module essential to professional accreditation.
3. All Undergraduate Dissertations and Masters Dissertations/ Substantive Projects must be Non-condonable.
4. Where a Programme designates a **module** as Non-condonable, the Programme may also determine that one or more **components** within that module are Non-condonable (must be passed). See Section 3.11: Requirements to Pass a Module for further details.
5. Non-condonable modules must be documented in the Programme Diet.

6.3.5 Applying Condonement

1. The Condonement regulations apply at both the first and second attempt.
2. Where a student has valid Extenuating Circumstances, the regulations in Section 8: Deferred Assessment should be applied before Condonement is considered.
3. If a student meets all the Condonement Criteria, and there are no Extenuating Circumstances to be considered, the module must be Condoned.
4. A student who **meets** the Condonement Criteria must not be reassessed. The student will be awarded the credit, and the condoned mark must stand (i.e. the mark must not be raised to the Pass Mark) and must be included in the student's Classification.
5. A student who **does not meet** all the Condonement Criteria at the **first attempt** must be reassessed in all the failed modules, including those modules with marks falling in the Condonable Range (see Section 9: Consequences of Failure).
6. A student who **does not meet** all the Condonement Criteria at the **second attempt** must not be permitted any further attempts at assessment.
7. Condonement and Reassessment cannot be applied simultaneously; a student who fails in more than the permitted number of credits must be reassessed in all the failed modules.
8. On Extended or Flexible taught postgraduate programmes, the formal decision on whether the student meets the Condonement Criteria can only be made at the end of the taught modules.
   a) A student who does not pass a module in an earlier year should be entered automatically for a Resit or Repeat as appropriate under the regulations in Section 9: Consequences of Failure.
   b) A student may choose not to be reassessed in that module and instead retain the fail mark on the basis that the student may meet the Condonement Criteria at the end of the taught modules. Students should notify UCL Student Records via askUCL of their intention not to be reassessed at least four weeks before the date of, or deadline for, reassessment. The student's decision not to be reassessed will not be considered as grounds for appeal at a later date.

6.4 Provisional Progression

1. A student may be permitted to Provisionally Progress to a subsequent year of study in the following circumstances:
   a) On programmes with a Study Abroad Year or Module, the Faculty Tutor may permit a student to Provisionally Progress if the marks from an external provider are not yet available (see Section 6.6: Honours Degree Progression & Award Requirements).
   b) The Extenuating Circumstances Panel may permit a student to Provisionally Progress and to undertake a Deferral with or without Tuition in a maximum of 30 credits in tandem with the next year's modules (see Section 8: Deferred Assessment).
   c) Exceptionally, the Faculty Tutor may permit a student to Provisionally Progress and to undertake a Resit or Repeat in a maximum of 30 credits in tandem with the next year's modules (see Section 9: Consequences of Failure).
2. Provisionally Progressed students are permitted to re-enrol, attend teaching events and access UCL facilities. However, the student must not formally Progress to the subsequent year of study until the outstanding credits are passed or formally condoned by the Board of Examiners.
3. If, after all permitted attempts at the affected modules, the student then fails to meet the previous year's Progression Requirements, they must not continue on the programme. Some students may be eligible for an Interim Qualification, or for transfer to another programme.
4. Registration on additional modules must not be considered as grounds for Extenuating Circumstances or appeal at a later date.
5. Students should be offered the opportunity to discuss the consequences of Provisional Progression with their Personal Tutor or Programme Leader. If a student would prefer to wait until they have formally progressed before they enrol on any subsequent years of the programme, they must contact their Departmental Office as soon as possible to discuss their options and, if appropriate, request that the Faculty Tutor overturns the decision.

6.5 Pre-Honours Progression & Award Requirements

1. In order to progress from one year to the next, or to be awarded a **Certificate of Higher Education** or a **Foundation Degree**, a student should Pass 120 credits in each year of study.
2. A student who does not Pass 120 credits in a year of study must nonetheless be considered to have met the Progression and Award Requirements if they meet all of the following Condonement Criteria **in that year of study**:
    a) Pass all Non-Condonable Modules, and
    b) Pass at least 90 credits, and
    c) Attain marks in the Condonable Range in no more than 30 credits, and
    d) Have no module marks below 1.00%, and
    e) Achieve a credit-weighted mean of at least 40.00% across 120 credits.
3. On Part-time Modes of Study, the Progression and Award Requirements and the number of condonable credits must be adjusted pro-rata for each year of study.
4. Section 6.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

6.6 Honours Degree Progression & Award Requirements

1. In order to progress from one year to the next, or to be awarded a **Bachelors with Honours** or an **Integrated Masters with Honours**, a student should Pass 120 credits in each year of study.
2. A student who does not Pass 120 credits in a year of study must nonetheless be considered to have met the Progression and Award Requirements if they meet all of the following Condonement Criteria **in that year of study**:
    a) Pass all Non-Condonable Modules, and
    b) Pass at least 90 credits, and
    c) Attain marks in the Condonable Range in no more than 30 credits, and
    d) Have attained marks in the Condonable Range in no more than 60 credits up to and including the current year of study, and
    e) Have no module marks below 1.00%, and
    f) Achieve a credit-weighted mean of at least 40.00% (50.00% in the Masters year) across 120 credits.
3. On Part-time Modes of Study, the Progression and Award Requirements and the number of condonable credits must be adjusted pro-rata for each year of study.
4. Section 6.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

Integrated Masters Programmes

5. **Subject to approval by UCL Education Committee or its nominee**, an Integrated Masters programme may set a higher progression threshold than the UCL minimum to permit progression from Year 2 to Year 3, and/or from Year 3 to Year 4. Higher thresholds must be documented in the Portico Progression and Award Rules Tool.

Study Abroad Year or Placement Year

6. A student must meet the Progression Requirements before commencing a Study Abroad or Placement Year.
7. Upon returning from a Study Abroad or Placement Year, a student should meet the Progression Requirements before commencing the next year of study.
    a) In exceptional circumstances, such as when marks from a placement provider or host institution are not yet available, the Board of Examiners may permit a student to **Provisionally Progress** to the next year of study until such a time as the marks become available and formal Progression can be determined. See Section 6.4: Provisional Progression.

6.7   Graduate Certificate Award Requirements

1. Graduate Certificate programmes must not include Progression Requirements but may include Continuation Requirements if the programme runs over more than one year (see Section 6.2: Scope and Definitions).
2. In order to be awarded a **Graduate Certificate** a student should Pass all modules.
3. A student who does not Pass all modules must nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:
4. On programmes operating a **Numeric Marking Scale**:
    a) Pass all Non-Condonable Modules, and
    b) Attain marks in the Condonable Range in no more than 15 credits, and
    c) Have no module marks below the Condonable Range, and
    d) Achieve a credit-weighted mean of at least 40.00% across all credits.
5. On programmes operating a **Letter Grade Marking Scale**:
    a) Pass all Non-Condonable Modules, and
    b) Attain grades in the Condonable Range in no more than 15 credits, and
    c) Have no module grades below the Condonable Range, and
    d) Achieve a Grade D or higher in at least 50% of all credits.
6. Section 6.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

6.8   Graduate Diploma Award Requirements

1. Graduate Diploma programmes must not include Progression Requirements but may include Continuation Requirements if the programme runs over more than one year (see Section 6.2: Scope and Definitions).
2. In order to be awarded a **Graduate Diploma** a student should Pass all modules.
3. A student who does not Pass all modules must nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:
4. On programmes operating a **Numeric Marking Scale**:
    a) Pass all Non-Condonable Modules, and
    b) Attain marks in the Condonable Range in no more than 15 credits, and
    c) Have no module marks below the Condonable Range, and
    d) Achieve a credit-weighted mean of at least 40.00% across all credits.
5. On programmes operating a **Letter Grade Marking Scale**:
    a) Pass all Non-Condonable Modules, and
    b) Attain grades in the Condonable Range in no more than 15 credits, and
    c) Have no module grades below the Condonable Range, and
    d) Achieve a Grade D or higher in at least 50% of all credits.
6. Section 6.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

6.9   Postgraduate Certificate Award Requirements

1. Postgraduate Certificate programmes must not include Progression Requirements but may include Continuation Requirements if the programme runs over more than one year (see Section 6.2: Scope and Definitions).
2. In order to be awarded a **Postgraduate Certificate** a student should Pass all modules.
3. A student who does not Pass all modules must nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:
4. On programmes operating a **Numeric Marking Scale**:
    a) Pass all Non-Condonable Modules, and
    b) Attain marks in the Condonable Range in no more than 15 credits, and
    c) Have no module marks below the Condonable Range, and
    d) Achieve a credit-weighted mean of at least 50.00% across all credits.
5. On programmes operating a **Letter Grade Marking Scale**:
    a) Pass all Non-Condonable Modules, and

b) Attain grades in the Condonable Range in no more than 15 credits, and
c) Have no module grades below the Condonable Range, and
d) Achieve a Grade C or higher in at least 50% of all credits.
6. Section 6.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

6.10 Postgraduate Diploma Award Requirements

1. Postgraduate Diploma programmes must not include Progression Requirements but may include Continuation Requirements if the programme runs over more than one year (see Section 6.2: Scope and Definitions).
2. In order to be awarded a **Postgraduate Diploma** a student should Pass all modules.
3. A student who does not Pass all modules must nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:
4. On programmes operating a **Numeric Marking Scale**:
    a) Pass all Non-Condonable Modules, and
    b) Attain marks in the Condonable Range in no more than 30 credits, and
    c) Have no module marks below the Condonable Range, and
    d) Achieve a credit-weighted mean of at least 50.00% across all credits.
5. On programmes operating a **Letter Grade Marking Scale**:
    a) Pass all Non-Condonable Modules, and
    b) Attain grades in the Condonable Range in no more than 30 credits, and
    c) Have no module grades below the Condonable Range, and
    d) Achieve a Grade C or higher in at least 50% of all credits.
6. Section 6.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

6.11 Masters Award Requirements

1. One-year Masters programmes must not include Progression Requirements but may include Continuation Requirements if the programme runs over more than one year (see Section 6.2: Scope and Definitions).
2. In order to be awarded a **Taught or Research Masters** a student should Pass all modules.
3. A student who does not Pass all modules must nonetheless be considered to have met the Award Requirements if they meet all of the following criteria:
4. On programmes operating a **Numeric Marking Scale**:
    a) Pass all Non-Condonable Modules, and
    b) Attain marks in the Condonable Range in no more than 30 taught credits, and
    c) Have no module marks below the Condonable Range, and
    d) Pass the Dissertation/ Substantive Project, and
    e) Achieve a credit-weighted mean of at least 50.00% across all credits.
5. On programmes operating a **Letter Grade Marking Scale**:
    a) Pass all Non-Condonable Modules, and
    b) Attain grades in the Condonable Range in no more than 30 taught credits, and
    c) Have no module grades below the Condonable Range, and
    d) Pass the Dissertation/ Substantive Project, and
    e) Achieve a Grade C or higher in at least 50% of all credits.
6. **Subject to approval by UCL Education Committee or its nominee**, an Extended Masters programme with more than 180 programme credits may include a higher volume of condonable taught credits, up to a maximum of 25% of the taught credits.
7. Section 6.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

6.12 Non-Modular Programmes

6.12.1 BA (Hons) English

1. The programme consists of thirteen 'course units' (modules) over three years.
2. In order to progress from Year 1 to Year 2, a student must Pass the three written examinations.
3. The programme is assessed on ten course units, including:
    a) Eight written examinations, and
    b) A Research Essay relating to one of the Optional or Core course units studied, and
    c) The Course Assessment, derived from the termly tutorial marks awarded in Years 2 and 3.
4. In order to be awarded a qualification a student must Pass nine course units, achieve a mark of at least 1.00 in the tenth course unit and achieve a numerical aggregate of 460 or above.
5. A student should undertake two of their final course units at the end of Year 2 and six of their final course units at the end of Year 3.
    a) A Year 2 student may withdraw from one or both papers by notifying the English Department Office in advance, but must sit those papers along with their finals in Year 3.
6. Some course unit options may be assessed by Course Essay in lieu of written examination.
7. A student may choose to write one or two Course Essays in place of one or two three-hour written examinations.

6.12.2 BA (Hons) Fine Art

1. The four-year Bachelor of Arts programme consists of the following assessed components:
    a) Studio Work
    b) History and Theory of Art:
        i. Coursework in Years 1 and 2
        ii. Independent Study in Year 3
    c) Additional Study
2. The Additional Study consists of a minimum of one 15-credit module offered by a UCL Department, undertaken in Year 2 or Year 3.
    a) With approval, a student may take more than one Additional Study module.
3. In order to progress from Year 1 to Year 2, or from Year 2 to Year 3, a student must:
    a) Achieve a satisfactory level in the end of year Studio assessment, and
    b) Achieve a satisfactory level in the History and Theory of Art coursework, and
    c) Have satisfied the examiners in all preceding years.
4. In order to progress from Year 3 to Year 4, a student must:
    a) Achieve a satisfactory level in the end of year Studio assessment, and
    b) Achieve a satisfactory level in the History and Theory of Art Independent Study, and
    c) Pass the Additional Study, and
    d) Have satisfied the examiners in all preceding years.
5. In order to be awarded a qualification, a student must:
    a) Achieve a satisfactory level in the end of year Studio assessment in Year 4, and
    b) Have satisfied the examiners in all preceding years.
6. Satisfactory Level is defined as:
    a) Satisfactory attendance and/or engagement, and an overall Pass in coursework assignments and in each assessed component, or
    b) A Pass in the Additional Study.

6.12.3 BFA (Hons) Fine Art

1. The three-year Bachelor of Fine Arts programme consists of the following assessed components:
   a) Studio Work
   b) Critical Studies
2. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
3. In order to progress from Year 1 to Year 2, or Year 2 to Year 3, a student must:
   a) Achieve a satisfactory level in the end of year Studio assessment, and
   b) Achieve a satisfactory level in the Critical Studies component, and
   c) Have satisfied the examiners in all preceding years.
4. In order to be awarded a qualification, a student must:
   a) Achieve a satisfactory level in the end of year Studio assessment in Year 3, and
   b) Achieve a satisfactory level in the Critical Studies component in Year 3, and
   c) Have satisfied the examiners in all preceding years.
5. Satisfactory Level is defined as satisfactory attendance and/or engagement, and an overall Pass in coursework assignments and in each assessed component.

6.12.4 MBBS (Bachelor of Medicine, Bachelor of Surgery)

1. The six-year programme consists of the following components:
   a) An integrated programme of study in Years 1, 2, 4, 5 and 6 incorporating clinical and professional practice modules and clinical placements, and
   b) An Integrated Bachelor of Sciences with Honours Degree (iBSc) in Year 3.
2. The iBSc year (Year 3) is governed by the standard UCL regulations in Section 6.6: Honours Degree Progression and Award Requirements.
3. With the exception of the iBSc year, the Pass Marks for each component of the integrated written and practical/ clinical assessments will be determined by criterion-referenced standard setting. The overall result will indicate a Pass or Fail designation for the overall assessment for each candidate with awards of Merit in each year and awards of Distinction in Years 1 and 2 (Medical Sciences), Years 4 and 5 (Clinical Sciences) and Year 6 (Clinical Practice).
4. With the exception of the iBSc year and in-year resit in years 4 and 5 where the mark scheme has provision for students to retake failed component(s) only, a student must complete all sections of the assessments in one sitting and at the times designated by the Medical School. Marks from individual components cannot be carried forward to subsequent sittings.
5. In order to progress from Year 1 to Year 2, or from Year 2 to Year 3, a student must:
   a) Complete the full prescribed course of study to the satisfaction of the Divisional Tutor, and
   b) Submit a portfolio containing marks for all required coursework and student-selected components, and
   c) Have satisfied the examiners in all preceding parts.
6. In order to progress from Year 3 to Year 4, a student must have been awarded the iBSc degree.
7. In order to progress from Year 4 to Year 5, or from Year 5 to Year 6, a student must:
   a) Complete the full prescribed course of study to the satisfaction of the Divisional Tutor, and
   b) Submit a portfolio containing marks for all required coursework, student-selected components and clinical placements, and
   c) Have satisfied the examiners in all preceding parts.
8. In order to be awarded a qualification, a student must:
   a) Complete the full prescribed course of study in Year 6 to the satisfaction of the Divisional Tutor, and
   b) Submit a portfolio containing marks for all required coursework, student-selected components and clinical placements, and
   c) Have satisfied the examiners in all preceding parts, and
   d) Have completed all required assessments for the award of the degrees within 9 years of commencing the programme or, for those UK graduate entrants with exemption from the iBSc requirement, within 8 years of commencing the programme.

9. Reports of concerns over professional behaviour(s) will be considered by the Medical School's Initial Fitness to Practise Panel. Awards of Distinction and Merit are not awarded to candidates with upheld concerns.
10. A candidate may not be awarded the degrees of MBBS where fitness to practise concerns have been raised or are under consideration. All fitness to practise concerns must have been considered under UCL's Fitness to Practise Procedure and a determination reached before a candidate can graduate with a primary medical qualification.

6.12.5 MA Fine Art

1. The two-calendar-year Master of Arts programme consists of the following assessed components:
    a) Studio Work
    b) History and Theory of Art:
       i. Year 1 Coursework Essay
       ii. Year 1 Research Essay
       iii. Year 2 Report
2. In order to continue from Year 1 to Year 2, a student must achieve a satisfactory level in:
    a) The end of year Studio assessment and
    b) The History and Theory of Art coursework.
3. In order to be awarded a qualification, a student must:
    a) Achieve a satisfactory level in the end of year Studio assessment in Year 2, and
    b) Achieve a satisfactory level in the Year 2 Report, and
    c) Have satisfied the examiners in all preceding years.
4. Satisfactory Level is defined as satisfactory attendance and/or engagement, and an overall Pass in coursework assignments and in each assessed component.

6.12.6 MFA Fine Art in the Slade School of Fine Art

1. The two-academic-year, non-modular Master of Fine Arts programme in the Slade School of Fine Art consists of the following assessed components:
    a) Studio Work
    b) Critical Studies
2. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
3. In order to continue from Year 1 to Year 2, a student must achieve a satisfactory level in the end of year Studio assessment.
4. In order to be awarded a qualification, a student must:
    a) Achieve a satisfactory level in the end of year Studio assessment in Year 2, and
    b) Have passed the Critical Studies components, and
    c) Have satisfied the examiners in all preceding years.
5. Satisfactory Level is defined as satisfactory attendance and/or engagement, and an overall Pass in coursework assignments and in each assessed component.

7   Classification

Students who have completed the requirements for a qualification should, on the recommendation of the relevant Board of Examiners, be awarded a Classification.

7.1   Overarching Principles

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

7.2   Calculating Classifications

7.2.1   Averages and Rounding

1. On programmes operating the **Numeric Marking Scale**:
   a) The Final Weighted Mark must be calculated from a credit-weighted mean of all counting marks, as specified in each individual Classification Scheme.
   b) Where a Classification Scheme includes multiple years of study, the credit-weighted Year Mean must be calculated first. Each Year Mean must then be weighted according to the Classification Scheme, and the Final Weighted Mark must then be calculated from the mean of weighted Year Means.
   c) The Final Weighted Mark must be rounded to 2 decimal places.
2. On programmes operating the **Letter Grade Marking Scale**, the Classification must be determined from the number of module credits falling in each Classification Band.

7.2.2   Classification Year Mean (UG programmes only)

1. On Undergraduate programmes, the 'Classification Year Mean' is the credit-weighted average of only those module marks which count towards the classification in a single year of study. It is distinct from the 'Progression Year Mean' (see Section 6.3.3) which is a mean of all module marks in a year of study.
2. The Classification Year Mean is calculated as follows:
   a) The 'counting' marks are identified (e.g. students might drop their worst 30 credits in Year 1, so only 90 credits 'count').
   b) Each counting mark is given a weighting according to its credit value.
   c) The credit-weighted counting marks are averaged to create the 'Year Mean' for each year of study.
   d) Each Year Mean is given a weighting (e.g. Year 1: 1, Year 2: 3, Year 3: 5).
   e) The weighted Year Means are averaged to give the 'Final Weighted Mark'.
   f) The Final Weighted Mark determines the Classification awarded.

7.2.3   Weighting of Reassessment and Deferral Marks

1. Where marks are capped due to reassessment or other cause, the capped mark must be used in the calculation of the classification.
2. Marks achieved for reassessed modules must be weighted according to the year in which the module was first attempted.
3. Marks achieved for substitute modules must be weighted according to the year in which the substituted module was first attempted.
4. Marks achieved for modules deferred due to Extenuating Circumstances must be weighted according to the year in which the student was first registered on the module.

7.2.4   Credit Awarded via the Recognition of Prior Learning (RPL)

1. Credits awarded via the Recognition of Prior Learning (RPL) from any institution other than UCL must be counted as part of the qualification requirements but must be excluded from the calculation of the Classification.

2. Credits accrued at UCL and awarded via the Recognition of Prior Learning (RPL) must be counted as part of the qualification requirements and included in the calculation of the Classification.
3. At the time of admission with RPL, the student should be advised of the number of credits which they are required to pass in order to be eligible for an Award, and the algorithm which will be used to calculate their Classification.
4. The application procedures for the Recognition of Prior Learning are defined in Chapter 1, Section 2.8: Recognition of Prior Learning for Entry to UCL.

7.2.5 Pass/ Fail Degrees

1. **Subject to approval by UCL Education Committee, or its nominee**, a qualification may be awarded on a Pass/Fail basis i.e. without a Classification. This must be clearly defined in the Portico Progression and Award Rules Tool.

7.2.6 Study Abroad and Placements

1. Where a programme includes an **Integrated** Study Abroad or Placement Year or Module, the Classification must be calculated using the standard Classification Schemes below.
2. Where a programme includes an **Additional/ Extra-mural** Study Abroad or Placement Year or Module, the following rules must be applied when determining the Classification:
   a) Additional/ Extra-mural Study Abroad or Placement Years must be weighted at 0 in the Classification.
   b) Additional/ Extra-mural Study Abroad or Placement **Modules** must be weighted at 0 in the Classification.
   c) Where a programme includes a Study Abroad or Placement **Project Module**, the Study Abroad or Placement Year and the Project Module must be weighted at 0 in the Classification.
   d) Where an Undergraduate Additional/ Extra-mural Study Abroad or Placement **Year** is in the Final Year, the Penultimate Year must be treated as the 'Final Year' in the determination of the classification.

7.2.7 Academic Partnerships

1. **Subject to approval by UCL Education Committee or its nominee**, a UCL programme delivered under an academic partnership agreement may operate an adjusted classification scheme to take account of the learning undertaken at the partner institution. Further details can be found in Chapter 8: Academic Partnerships Framework. Adjusted classification schemes must be included in the Portico Progression and Award Rules Tool and clearly explained in the Student Handbook or equivalent.

7.3 Pre-Honours Classification Scheme

1. A student who meets the Award Requirements for a programme of study leading to a **Certificate of Higher Education** or a **Foundation Degree** should be awarded a Pass, Merit or Distinction Classification.
   a) A Cert HE or Dip HE Interim Qualification is not eligible for a Classification (see Section 10: Interim Qualifications).
2. The Final Weighted Mark must be calculated from the following counting marks, rounded to 2 decimal places:

Certificate of Higher Education

- Year 1: Best 90 credits, weighted at 1.

Foundation Degree

- Year 1: Best 90 credits, weighted at 1
- Year 2: Best 90 credits, weighted at 3.

3. The following rules must be used to determine the Classification:

Qualifies for Distinction

A Final Weighted Mark greater than or equal to 69.50%

or
A Final Weighted Mark greater than or equal to 68.50%
and
Module marks of at least 70.00% in at least 50% of the Final Year credits.

Qualifies for Merit

A Final Weighted Mark greater than or equal to 59.50%

or
A Final Weighted Mark greater than or equal to 58.50%
and
Module marks of at least 60.00% in at least 50% of the Final Year credits.

Qualifies for Pass

Meets the Award Requirements.

7.4 Honours Degree Classification Scheme

7.4.1 General Principles

1. A student who meets the Award Requirements for an **Honours Degree** should be awarded an Honours Classification.
   a) Some Undergraduate qualifications (e.g. the MBBS) do not include a Classification due to the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).
2. All programmes should operate Classification Scheme A.
   a) **Subject to approval by UCL Education Committee or its nominee**, where a Professional Statutory or Regulatory Body (PSRB) places restrictions on the operation of Condonement, a programme may instead operate Classification Scheme B or C. The scheme in use must be clearly indicated in the Portico Progression and Award Rules Tool.
   b) **Subject to approval by UCL Education Committee or its nominee**, Non-modular Programmes may instead operate one of the Classification Schemes defined in Section 7.8: Non-modular Programmes. The scheme must be clearly indicated in the Portico Progression and Award Rules Tool.

7.4.2 Honours Classification Scheme A

1. The Final Weighted Mark must be calculated from the following counting marks, rounded to 2 decimal places:

3 Year Bachelors

- Year 1: Best 90 credits, weighted at 1
- Year 2: Best 90 credits, weighted at 3
- Year 3: All 120 credits, weighted at 5.

4 Year Integrated Masters

- Year 1: Best 90 credits, weighted at 1
- Year 2: Best 90 credits, weighted at 3
- Year 3: All 120 credits, weighted at 5

- Year 4: All 120 credits, weighted at 5.

1 Year Bachelors Top-Up

- Year 1: All 120 credits.

1 Year Integrated Bachelors (iBSc)

Students commencing the UCL MBBS in 2018-19 or 2019-20

- All 120 credits in the iBSc Year (Year 3 of the MBBS), Weighted at 1.

Students from external MBBS programmes commencing the iBSc in 2018-19 or 2019-20

- All 120 credits, Weighted at 1.

7.4.3   Honours Classification Scheme B

1. The Final Weighted Mark must be calculated from the following counting marks, rounded to 2 decimal places:

3 Year Bachelors

- Year 1: All 120 credits, weighted at 1
- Year 2: All 120 credits, weighted at 3
- Year 3: All 120 credits, Weighted at 5.

4 Year Integrated Masters

- Year 1: All 120 credits, weighted at 1
- Year 2: All 120 credits, weighted at 3
- Year 3: All 120 credits, weighted at 5
- Year 4: All 120 credits, weighted at 5.

7.4.4   Honours Classification Scheme C

1. The Final Weighted Mark must be calculated from the following counting marks, rounded to 2 decimal places:

3 Year Bachelors

- Year 1: Weighted at 0
- Year 2: All 120 credits, weighted at 3
- Year 3: All 120 credits, weighted at 5.

4 Year Integrated Masters

- Year 1: Weighted at 0
- Year 2: All 120 credits, weighted at 3
- Year 3: All 120 credits, weighted at 5
- Year 4: All 120 credits, weighted at 5.

7.4.5   Determination of Honours Classifications

1. For all Honours Degree Classification Schemes, the following rules must be used to determine the Classification:

Qualifies for First Class Honours (1)

A Final Weighted Mark greater than or equal to 69.50%

or

A Final Weighted Mark greater than or equal to 68.50%
and
Module marks of at least 70.00% in at least 50% of the Final Year credits.

Qualifies for Second Class Honours Upper Division (2.1)

A Final Weighted Mark greater than or equal to 59.50%

or
A Final Weighted Mark greater than or equal to 58.50%
and
Module marks of at least 60.00% in at least 50% of the Final Year credits.

Qualifies for Second Class Honours Lower Division (2.2)

A Final Weighted Mark greater than or equal to 49.50%

or
A Final Weighted Mark greater than or equal to 48.50%
and
Module marks of at least 50.00% in at least 50% of the Final Year credits.

Qualifies for Third Class Honours (3)

A Final Weighted Mark greater than or equal to 40.00%.

2. Where a Study Abroad or Placement Year is in the Final Year, the Penultimate Year must be treated as the 'Final Year' in the determination of the classification. See Section 7.2.6: Study Abroad and Placements.

7.5   Graduate Classification Scheme

1. A student who meets the Award Requirements for a programme of study leading to a **Graduate Certificate** or **Graduate Diploma** should be awarded a Pass, Merit or Distinction Classification.
    a) Where a Grad Cert Interim Qualification is an Advertised Outcome from a programme of study, students are eligible for a Classification. Where an Interim Qualification is not an Advertised Outcome, students are not eligible for a Classification (see Section 10: Interim Qualifications).
    b) Some Graduate qualifications may not include a Classification due to the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).
2. On programmes operating the **Numeric Marking Scale**, the Final Weighted Mark must be calculated from a credit-weighted mean of all module marks, rounded to 2 decimal places.
3. On programmes operating the **Letter Grade Marking Scale**, the Classification must be calculated using all credit-weighted module grades.
4. The following rules must be used to determine the Classification:

Numeric Marking Scale

Qualifies for Distinction

A Final Weighted Mark greater than or equal to 69.50%

or
A Final Weighted Mark greater than or equal to 68.50%
and
Module marks of at least 70.00% in at least 50% of the credits.

Qualifies for Merit

A Final Weighted Mark greater than or equal to 59.50%

or
A Final Weighted Mark greater than or equal to 58.50%
and
Module marks of at least 60.00% in at least 50% of the credits.

Qualifies for Pass

Meets the Award Requirements.

Letter Grade Marking Scale

Qualifies for Distinction

A Grade A in at least two thirds of the credits.

Qualifies for Merit

A Grade greater than or equal to B in at least two thirds of the credits.

Qualifies for Pass

Meets the Award Requirements.

7.6   Taught Postgraduate Classification Scheme

1.   A student who meets the Award Requirements for a programme of study leading to a **Postgraduate Certificate**, **Postgraduate Diploma** or **Taught Masters Degree** should be awarded a Pass, Merit or Distinction Classification.
    a)   Where a PG Cert or PG Dip Interim Qualification is an Advertised Outcome from a programme of study, students are eligible for a Classification. Where an Interim Qualification is **not** an Advertised Outcome, students are **not** eligible for a Classification (see Section 10: Interim Qualifications).
    b)   Some Postgraduate qualifications (e.g. the Postgraduate Certificate in Education) do not include a Classification due to the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).
2.   All programmes should operate the main UCL Classification Scheme defined in this section.
    a)   **Subject to approval by UCL Education Committee or its nominee**, non-modular programmes may instead operate one of the Classification Schemes defined in Section 7.8: Non-modular Programmes. The scheme must be clearly indicated in the Portico Progression and Award Rules Tool.
3.   On programmes operating the **Numeric Marking Scale**, the Final Weighted Mark must be calculated from a credit-weighted mean of all module marks, rounded to 2 decimal places.
4.   On programmes operating the **Letter Grade Marking Scale**, the Classification must be calculated using all credit-weighted module grades.
5.   The following rules must be used to determine the Classification:

Numeric Marking Scale

Qualifies for Distinction

A Final Weighted Mark greater than or equal to 69.50%

or
A Final Weighted Mark greater than or equal to 68.50%
and
Module marks of at least 70.00% in at least 50% of all credits.

Qualifies for Merit

A Final Weighted Mark greater than or equal to 59.50%

or
A Final Weighted Mark greater than or equal to 58.50%
and
Module marks of at least 60.00% in at least 50% of all credits.

Qualifies for Pass

Meets the Award Requirements

Letter Grade Marking Scale

Qualifies for Distinction

A Grade A in at least two thirds of the credits.

Qualifies for Merit

A Grade greater than or equal to B in at least two thirds of the credits.

Qualifies for Pass

Meets the Award Requirements.

7.7 Research Masters (MRes) Classification Scheme

1. A student who meets the Award Requirements for a programme of study leading to a **Masters by Research Degree (MRes)** must be awarded a Pass, Merit or Distinction Classification.
2. On programmes operating the **Numeric Marking Scale**, the Final Weighted Mark must be calculated from a credit-weighted mean of all module marks, rounded to 2 decimal places.
3. On programmes operating the **Letter Grade Marking Scale**, the Classification must be calculated using all credit-weighted module grades.
4. The following rules must be used to determine the Classification:

Numeric Marking Scale

Qualifies for Distinction

A Final Weighted Mark greater than or equal to 69.50%
and
A mark greater than or equal to 70% in the Dissertation

or
A Final Weighted Mark greater than or equal to 68.50%
and
Module marks of at least 70.00% in at least 50% of the taught credits
and
A mark greater than or equal to 70.00% in the Dissertation.

Qualifies for Merit

A Final Weighted Mark greater than or equal to 59.50%
and
A mark greater than or equal to 60% in the Dissertation.

or
A Final Weighted Mark greater than or equal to 58.50%
and

Module marks of at least 60.00% in at least 50% of the taught credits
and
A mark greater than or equal to 60.00% in the Dissertation.

Qualifies for Pass

Meets the Award Requirements.

Letter Grade Marking Scale

Qualifies for Distinction

A Grade A in at least two thirds of the credits which must include the Dissertation.

Qualifies for Merit

A Grade greater than or equal to B in at least two thirds of the credits which must include the Dissertation.

Qualifies for Pass

Meets the Award Requirements.

7.8 Non-Modular Programmes

7.8.1 BA (Hons) English

1. The Final Weighted Mark must be calculated from the following ten, equally-weighted marks:
   a) 8 course units in Years 2 and 3, and
   b) The Research Essay mark, and
   c) The Course Assessment mark.
2. The Honours Classification must be determined using the following rules:

Qualifies for First Class Honours (1)

3 marks above 69 and numerical aggregate of at least 666.

Qualifies for Second Class Honours Upper Division (2.1)

6 marks above 59 and numerical aggregate of at least 590.

Qualifies for Second Class Honours Lower Division (2.2)

8 marks above 49 and numerical aggregate of at least 520.

Qualifies for Third Class Honours (3)

9 marks above 39 and numerical aggregate of at least 460.

3. The work of candidates who meet one but not both of the criteria for any given class must be referred to the External Examiner for review. The work of candidates who are close to both of the criteria for any given class but fulfil neither may be referred to the External Examiner for review. Please see Chapter 9, Section 4.3: Responsibilities of External Examiners for further details.

7.8.2 BA (Hons) Fine Art

1. The Final Weighted Mark must be calculated from a weighted mean of the following marks, rounded to 2 decimal places:
   a) History and Theory of Art Coursework in Year 2, weighted at 10%, and
   b) History and Theory of Art Independent Study in Year 3, weighted at 10%, and
   c) Degree Exhibition in Year 4, weighted at 80%.

2. The mark/s from the Additional Study is/are used as a moderator in borderline cases.
3. The Honours Classification must be determined using the standard rules in Section 7.4.5: Determination of Honours Classifications.

7.8.3 BFA (Hons) Fine Art

1. The Final Weighted Mark must be based on performance in the final year Studio Work, weighted at 100%.
2. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
3. The Honours Classification must be determined using the following rules:

Qualifies for First Class Honours (1)

A Final Mark greater than or equal to 70.00%.

Qualifies for Second Class Honours Upper Division (2.1)

A Final Mark greater than or equal to 60.00%.

Qualifies for Second Class Honours Lower Division (2.2)

A Final Mark greater than or equal to 50.00%.

Qualifies for Third Class Honours (3)

A Final Mark greater than or equal to 40.00%.

4. As the Classification is based on one mark, Borderline Criteria do not apply.

7.8.4 MBBS (Bachelor of Medicine, Bachelor of Surgery)

1. The MBBS does not include an Honours Classification, and the regulations in Section 7: Classification do not apply to this programme.
2. The iBSc does include an Honours Classification and is subject to the standard UCL regulations in Section 7.4: Honours Degree Classification Scheme.

7.8.5 MA Fine Art

1. The Final Weighted Mark must be calculated from a weighted mean of the following counting marks, rounded to 2 decimal places:
   a) History and Theory of Art Spring Course Essay in Year 1, weighted at 5%, and
   b) History and Theory of Art Research Essay in Year 1, weighted at 5%, and
   c) History and Theory of Art Report in Year 2, weighted at 15%, and
   d) Studio work in Year 2, weighted at 75%.
2. The Classification must be determined using the standard rules in Section 7.6: Taught Postgraduate Classification Scheme.

7.8.6 MFA Fine Art in the Slade School of Fine Art

1. The Final Weighted Mark must be based on performance in the Studio Work in Year 2, weighted at 100%.
2. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
3. The Classification must be determined using the following rules:

Qualifies for Distinction

A Final Mark greater than or equal to 70.00%.

Qualifies for Merit

A Final Mark greater than or equal to 60.00%.

Qualifies for Pass

A Final Mark greater than or equal to 50.00%.

4.   As the Classification is based on one mark, Borderline Criteria do not apply.

8   Deferred Assessment

8.1   Scope & Definitions

1. A Deferral is the opportunity to sit an assessment as if for the first time and without penalty as a form of mitigation for students with Extenuating Circumstances.
2. A Deferral should be undertaken **without tuition**.
3. A Deferral may be taken **with tuition** where a student:
   a) Has missed a large amount of teaching, and/or
   b) Has failed or failed to complete a large number of credits due to ECs, and/or
   c) Has ECs on a second attempt.
4. Where a student passes a Deferral of a **first attempt** the student must receive the full mark for all components and modules (marks must not be capped).
5. Where a student passes a Deferral of a **second attempt** (i.e. a Deferral of a Resit or Repeat), the module mark(s) must be capped at the Pass Mark (Section 3.7). Students should refer to Section 9: Consequences of Failure for full details of the regulations around Resits and Repeats.
6. Deferrals must be available to students at all levels of study, including finalists.
7. A Deferral may be offered to a student who has already made an assessment attempt. The mark from the original attempt will be disregarded and the student will be offered the opportunity to sit the assessment as if for the first time. The Progression and Award Requirements, including any rules around Condonement, must not be applied until the student has undertaken the Deferral.
8. Deferrals may not be possible for students who are unable to complete an Extra-Mural Study Abroad or Placement Year. Where such a Deferral is not possible, students must transfer to an equivalent programme without a Study Abroad or Placement requirement.
9. Deferrals must be completed within the next two academic sessions (e.g. if the student first enrols on the module in 2020-21 they must complete the assessment by the end of 2022-23). Where a module is substituted, students have two academic sessions from when they first enrol on the substituted module.
10. This period of two academic sessions may be extended at the discretion of UCL Academic Services on behalf of the Vice-Provost (Education & Student Experience). Applications must be made via the Faculty Tutor.
11. The Faculty/ Departmental EC Panel must communicate the decision to offer a Deferral, with or without tuition, to the Board of Examiners.
12. The Board of Examiners must implement the decision, confirm the date of the next assessment, and ensure that the student's Portico registration is amended.
13. Decisions relating to Deferred Assessments must be honoured regardless of any volume of credit failed and dealt with under the Consequences of Failure provisions. The number of deferred credits must not be added to failed credits when considering whether students should Resit or Repeat.

8.2   Deferral without Tuition

Timing of the Deferral

1. A **Deferral without Tuition** should be scheduled as per the regulations in Section 9.4: Resitting a Module.
2. **Up to a maximum of 30 credits**, a student with ECs extending beyond the Late Summer Assessment Period, may be permitted to **Provisionally Progress** onto the next year of study and to undertake a Deferral without Tuition in tandem. Such students must successfully pass the Deferral and meet the Progression requirements before they will be permitted to progress to any subsequent years of study or be considered for an Award. See Section 6.4: Provisional Progression for further details.

3. Where a Deferral without Tuition is needed as part of a student's Interruption of Study, the Deferred Assessment may take place at a later date, after the student has returned to UCL.

Requirements and Entitlements

4. Students should be assessed in the module **component(s)** affected by the EC.
5. Students should not attend any additional lectures, seminars or other teaching activities. They may be offered, but are not automatically entitled to, additional tutorials or supervision.
6. Students must not be charged an additional fee for deferring the assessment.
7. Students should have access to UCL's facilities such as the library and other learning resources, although there may be limited availability of some resources during UCL vacation periods.
8. Students must be entitled to the Reasonable Adjustments provisions for students with disabilities and other long-term medical or mental health conditions.
9. Students should undertake the Deferral before they commence any Study Abroad Year or Placement Year.

Format of the Deferral

10. Students must be assessed under the syllabus in place for the original assessment.
11. Students should be assessed by the same Method used for the original assessment (e.g. essay, exam, practical etc.). Where assessment by the same Method is difficult or impossible, a Board of Examiners may set a different Method of assessment. The alternative Method must:
    a) Allow students to demonstrate achievement of the learning outcomes to the same extent as the original assessment, and
    b) Be approved by the External Examiner, preferably at the point of Programme and/ or Module Approval.
12. The Board of Examiners must determine whether Deferral students will be assessed in the same Task (e.g. the same essay topic) or whether a new Task will be set (e.g. a new essay question or new exam paper). Any new assessment Task must:
    a) Allow students to demonstrate achievement of the learning outcomes to the same extent as the original task, and
    b) Be approved by the External Examiner, preferably at the same time as the original task/ paper.
13. Students cannot substitute a module with an alternative module because the Deferral includes no tuition.

8.3   Deferral with Tuition

Timing of the Deferral

1. A **Deferral with Tuition** should take place in the following academic session.
2. **Up to a maximum of 30 credits**, a student may be permitted to **Provisionally Progress** and to undertake a **Deferral with Tuition** in tandem with the next year of study. Such students must successfully complete the Deferral and meet the Progression requirements before enrolling on any subsequent years of study or being considered for an Award. See Section 6.4: Provisional Progression for further details. A student who is offered a **Deferral with Tuition in more than 30 credits** must not commence the next year of study until the Deferrals are complete.
3. Where a Deferral with Tuition is needed as part of a student's Interruption of Study, the Deferral *may* take place in a subsequent academic session, after the student has returned to UCL.

Requirements and Entitlements

4. Students should be assessed in **all the components** of the affected module(s).
5. Students must re-enrol on the affected module(s) in the following academic session, attend all teaching activities and are entitled to the standard tuition and supervision provisions on the module(s).

6. Students must not be charged an additional fee for deferring the assessment except for any fees to be incurred in respect of additional tuition which must be charged pro-rata to the credit value of the modules.
7. Students must have full access to UCL's facilities such as the library and other learning resources.
8. Students must be entitled to the Reasonable Adjustments provisions for students with disabilities and other long-term medical or mental health conditions.
9. Students should undertake the Deferral before they commence any Study Abroad Year or Placement Year.

Format of the Deferral

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

Substitution of Modules

11. **Subject to approval by the Departmental Tutor**, a student may apply to substitute up to 30 credits of modules with one or more alternative modules in any one academic session, up to a maximum of 60 credits across the whole programme.
12. If a programme has changed between years of study, or a module will not be running, the Departmental Tutor may permit a student to substitute more than 30 credits per year, or more than 60 credits across the programme, with one or more alternative modules.
13. The substitute module(s) must satisfy the programme requirements in terms of credit-weighting and academic level. Students must not take modules from a subsequent year of study in advance.
14. The substitute module(s) must be treated as a Deferral attempt:
    a) Where a student passes a Deferral of a **first attempt** the student must receive the full mark for all components and modules (marks must not be capped).
    b) Where a student passes a Deferral of a **second attempt** (i.e. a Deferral of a Resit or Repeat), the module mark(s) must be capped at the Pass Mark (Section 3.7). Students should refer to Section 9: Consequences of Failure for full details of the regulations around Resits and Repeats.
15. All approved applications for substitutions must be submitted to examboards@ucl.ac.uk who will confirm that the substitutions are possible and amend the student's record.

8.4   Extenuating Circumstances on a Deferral Attempt

1. If a student experiences further Extenuating Circumstances on their Deferral attempt, they must submit a new EC Form.
2. Students should, however, be aware that multiple requests for the same Extenuating Circumstances may not be accepted if they do not meet the criteria of being sudden, unexpected and beyond the student's control. Where a student has a longer-term difficulty, they must contact the Disability, Mental Health and Wellbeing team or Student Psychological and Counselling Services as early as possible so that UCL can support them effectively throughout their studies via the provisions in Chapter 2, Section 3: Reasonable Adjustments for Disabilities and Long-Term Conditions.

9 Consequences of Failure

The Consequences of Failure regulations cover the provisions for students who do not meet the Progression and Award Requirements, where there are no Extenuating Circumstances material to that failure. Students who are ill or have other valid Extenuating Circumstances should refer to <u>Section 8: Deferred Assessment</u> for details of the support available.

9.1 Overarching Principles

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

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

9.2 Failure at the First Attempt

1.   A student who does not meet the Progression and Award Requirements at the first attempt should be reassessed in the failed module(s) unless they:
    a) Are eligible for the award of the intended qualification, or
    b) Are eligible for Condonement (<u>Section 6.3</u>), or
    c) Have failed an Additional/ Extra-Mural Study Abroad or Placement Year (see paragraph 7 below), or
    d) Have been awarded a qualification, or
    e) Have failed to meet specific, essential Professional, Statutory or Regulatory Body requirements as approved by UCL Education Committee or its nominee and recorded in the Portico Progression and Award Rules Tool, or
    f) Have been excluded from UCL on the grounds of academic insufficiency, or
    g) Have been excluded from UCL as a result of academic or personal misconduct.
2.   Where a student fails **up to and including 60 taught credits** in any one academic session reassessment must take the form of a **Resit**.
3.   Where a student fails **more than 60 taught credits** in any one academic session, reassessment should take the form of a **Repeat**. Where a Repeat is considered to be impossible, the Board of Examiners may offer the student the opportunity to take the failed assessments as Resits.
4.   Where a student requires Deferred Assessment and Reassessment, the volume of credits for the Deferred Assessment should not be taken into consideration in determining whether a student is required to Resit or Repeat.
5.   Where a student fails a Dissertation/ Research Project, reassessment should take the form of a **Resit** unless the Board of Examiners agrees that, in its academic judgement, the extent of failure is such that additional supervision is needed to retrieve that failure. Such students may be required to **Repeat** the Dissertation/ Research Project with tuition and fees.
6.   A student who fails an Additional/ Extra-Mural Study Abroad or Placement Year must not be reassessed but may be permitted to transfer to an equivalent programme without a Study Abroad or Placement requirement.
7.   A student must not be reassessed in a Passed or Condoned module.
8.   A student must not be permitted to make corrections to a piece of work after the submission deadline or examination date. If work is to be submitted for publication, a student must only be permitted to make corrections once the Board of Examiners has made a decision about Progression and Award.
9.   Reassessment must be completed within the next two academic sessions (e.g. if the student first enrols on the module in 2020-21 they must complete the assessment by the end of 2022-23). Where a module is substituted, students have two academic sessions from when they first enrol on the substituted module.

10. This period of two academic sessions may be extended at the discretion of UCL Academic Services on behalf of the Vice-Provost (Education & Student Experience). Applications must be made via the Faculty Tutor.

9.3 Failure at the Second Attempt

1. A student who does not meet the Progression and Award Requirements at the second attempt must leave the programme, and must not be permitted to re-enrol on a failed programme or module.
2. A student may be eligible for one of the following, depending on their programme of study:
   a) The award of a qualification with a different field of study, or
   b) Transfer to an alternative programme, or
   c) An Interim Qualification (Section 10).

9.4 Resitting a Module

1. A **Resit** is a second attempt at an assessment without any additional tuition and with marks capped at the Pass Mark (see Section 3.7).

   Timing of Resits

2. Resits should be scheduled as follows:

   Taught modules first assessed in Term 1 or Term 2:

   Late Summer Assessment Period.

   Taught modules first assessed in Term 3:

   Late Summer Assessment Period or within three months of the first attempt.

   Taught modules first assessed in the summer vacation/ Term 4:

   Within three months of the first attempt.

   Masters Dissertations/ Research Projects: September-start programmes:

   By 31 January of the following academic session.

   Masters Dissertations/ Research Projects: January-start programmes:

   By 30 April of the following academic session.

3. Departments/ Divisions running Resits and Deferrals outside of the Late Summer Assessment Period must:
   a) Ensure that students have an adequate amount of time in which to revise or complete the work, and
   b) Manage the assessment including the operation of unseen written examinations (students cannot be timetabled into the main UCL LSA Examination Timetable), and
   c) Ensure that there are no timetabling clashes, especially for students external to the Teaching Department/ Division, and
   d) Ensure that marks are entered by the deadlines published by Student and Registry Services each year so that students can formally progress to any subsequent years of study, and
   e) Ensure that the award of a student's degree is not delayed unreasonably, and
   f) Ensure that all students registered on the module are aware of the reassessment dates as early as possible.
4. Progressing students should not enrol on the next year of study until the Resit has been completed.

a) Exceptionally, a student may be permitted to **Provisionally Progress** and Resit the module in tandem with the next year of study in a maximum of 30 credits. See Section 6.4: Provisional Progression for further details.

Resit Marks

5. Resitting students must only be reassessed in the failed module **component(s)**.
6. Where a student passes a Resit, the module mark(s) must be capped at the Pass Mark (Section 3.7).
7. Where a student fails a Resit, the higher mark from the two attempts will be recorded for the affected Component(s).

Requirements and Entitlements

8. Resitting students should not attend any additional lectures, seminars or other teaching activities. They may be offered, but are not automatically entitled to, additional tutorials or supervision.
9. There must be no fee for Resitting an assessment.
10. Resitting students should have access to UCL's facilities such as the library and other learning resources, although there may be limited availability of some resources during UCL vacation periods.
11. Resitting students must be entitled to the Reasonable Adjustments provisions for students with disabilities and other long-term medical or mental health conditions.
12. Students should undertake a Resit before they commence a Study Abroad Year or Placement Year.

Format of the Resit

13. Resitting students must be reassessed under the syllabus in place at the first attempt.
14. Resitting students should be reassessed by the same Method used at the first attempt (e.g. essay, exam, practical etc.). Where a Resit by the same Method of assessment is difficult or impossible, a Board of Examiners may, **with the approval of UCL Education Committee or its nominee**, set a different Method of reassessment. The alternative Method must:
    a) Allow students to demonstrate achievement of the learning outcomes to the same extent as the original assessment, and
    b) Be approved by the External Examiner, preferably at the point of Programme and/ or Module Approval.
15. The Board of Examiners must determine whether Resitting students will be reassessed in the same Task (e.g. the same essay question) or whether a new Task will be set (e.g. a new essay question or new exam paper). Any new assessment Task must:
    a) Allow students to demonstrate achievement of the learning outcomes to the same extent as the original Task, and
    b) Be approved by the External Examiner, preferably at the same time as the original Task/ paper.
16. Resitting students cannot substitute a failed module with an alternative module because the Resit includes no teaching.

9.5   Repeating a Module

1. A **Repeat** is a second attempt at an assessment in the following academic session with tuition and fees and with marks capped at the Pass Mark (see Section 3.7).

Timing of a Repeat

2. A student who is required to Repeat must re-enrol on the failed modules in the following academic session.
3. Progressing students should not enrol on the next year of study until the Repeat has been completed.

a) Exceptionally, a student may be permitted to **Provisionally Progress** and Repeat the module in tandem with the next year of study in a maximum of 30 credits. See Section 6.4: Provisional Progression for further details.

Repeat Marks

4. Repeating students must be reassessed in **all the components** of the failed module(s).
5. Where a student Passes a Repeat, the module mark(s) must be capped at the Pass Mark (Section 3.7).
6. Where a student fails a Repeat, the marks from the Repeat attempt will be recorded.

Requirements and Entitlements

7. Repeating students must re-enrol on the affected module(s), attend all teaching activities and be entitled to the standard tuition and supervision provisions on the module(s).
8. The fees for Repeating students must be charged pro-rata to the credit value of the module(s) concerned.
9. Repeating students must have full access to UCL's facilities such as the library and other learning resources.
10. Repeating students must be entitled to the Reasonable Adjustments provisions for students with disabilities and other long-term medical or mental health conditions.
11. Students should undertake a Repeat before they commence any Study Abroad Year or Placement Year.

Format of the Repeat

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

Substitution of Modules

13. **Subject to approval by the Departmental Tutor**, a Repeating student may apply to substitute up to 30 credits of modules with one or more alternative modules in any one academic session, up to a maximum of 60 credits across the whole programme.
14. If a programme has changed between years of study, or a module will not be running, the Departmental Tutor may permit a student to substitute more than 30 credits per year, or more than 60 credits across the programme, with one or more alternative modules.
15. The substitute module(s) must satisfy the programme requirements in terms of credit-weighting and academic level. Students must not take modules from a subsequent year of study in advance.
16. The substitute module(s) must be treated as a second attempt and marks must be capped at the Pass Mark (Section 3.7).
17. All approved applications for substitutions must be submitted to examboards@ucl.ac.uk who will confirm that the substitutions are possible and amend the student's record.

9.6 Non-Modular Programmes

9.6.1 BA (Hons) English

1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following implementation:
   a) Where a student fails one examination in the first year of the programme, reassessment should take the form of a Resit.
   b) Where a student fails two or more examinations in the first year of the programme, reassessment should take the form of a Repeat. Where a Repeat is considered to be impossible, the Board of Examiners may offer the student the opportunity to take the failed assessments as Resits.

c) The fees for Repeating Year 1 students must be charged pro-rata to the proportion of the teaching load represented by the repeat:
  i. Two papers: 66% of the fee.
  ii. Three papers: 100% of the fee.

9.6.2 BA (Hons) Fine Art

1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
   d) A student who fails the final assessment of Studio Work at the end of Year 4 should Resit at the end of the following academic session. Exceptionally, the Board of Examiners may determine that the extent of failure is such that the student must Repeat the Studio Work, with tuition and fees, in the following academic session.

9.6.3 BFA (Hons) Fine Art

1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
   a) A student who fails the final assessment of Studio Work at the end of Year 3 should Resit at the end of the following academic session. Exceptionally, the Board of Examiners may determine that the extent of failure is such that the student must Repeat the Studio Work, with tuition and fees, in the following academic session.

9.6.4 MBBS (Bachelor of Medicine, Bachelor of Surgery)

1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
   a) In Years 4 and 5, candidates who fail by a significant margin as defined in the MBBS mark scheme are permitted one attempt at the examinations at the end of the academic session and one attempt at the end of the following academic session after repeating the full programme of study for the year, with tuition and fees.
   b) In Years 4 and 5, candidates who fail by a narrow margin as defined in the MBBS mark scheme are permitted to take their second attempt in the Late Summer Assessment Period after a 4-week period of remediation or at the end of the following academic session after repeating the full programme of study for the year, with tuition and fees.
   c) Students who repeat a year of study following examination failure must complete all coursework requirements without drawing on previous submissions.
   d) Candidates who become unable, at any stage in the programme, to complete all the course and assessment requirements to qualify within 9 years (or, for UK graduate entrants with exemption from the iBSc requirement, within 8 years) will be required to leave the School.
   e) In Year 6, the designated time for the first attempt is March and the designated time for the second attempt is June.

9.6.5 MA Fine Art

1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
   a) A student who fails the final assessment of Studio Work at the end of Year 2 should Resit at the end of the following academic session. Exceptionally, the Board of Examiners may determine that the extent of failure is such that the student must Repeat the Studio Work, with tuition and fees, in the following academic session.

9.6.6 MFA Fine Art in the Slade School of Fine Art

1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
   a) A student who fails the final assessment of Studio Work at the end of Year 2 should Resit at the end of the following academic session. Exceptionally, the Board of Examiners may

determine that the extent of failure is such that the student must Repeat the Studio Work, with tuition and fees, in the following academic session.

10   Interim Qualifications

The Interim Qualifications regulations define the qualifications available to students who may be unable to complete the programme on which they originally enrolled.

10.1   Overarching Principles

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

10.2   Scope & Definitions

10.2.1   Eligibility

1. A student who is unable to complete their programme may be eligible for **an Interim Qualification**.
2. An Interim Qualification may be awarded:
   a) As an 'Advertised Outcome' from a programme of study, or
   b) By transferring a student to a programme resulting in a lower qualification, where such a programme exists. The student may choose this route or UCL may recommend that the student takes this route, or
   c) As a result of failing to meet the requirements of the programme on which the student originally registered, whether due to Extenuating Circumstances or under-performance.
3. A student who is unable to finish their programme of study may ask to be considered for an Interim Qualification. Such an award is normally final. Exceptionally, the Faculty Tutor may permit the student to surrender the Interim Qualification and re-register at UCL – please see Chapter 3, Section 1.7 Closing and Re-Opening Records for further details.

   Advertised Outcomes

4. An Interim Qualification is defined as an 'Advertised Outcome' where there are discretely-defined, programme-specific Interim Qualification Learning Outcomes which are published in the Programme Summary. The Board of Examiners must assess the student's eligibility for the Interim Qualification against these Learning Outcomes.
5. On Graduate and Taught Postgraduate Programmes, an Interim Qualification which is an Advertised Outcome is eligible for a Classification.
6. Where the Interim Qualification is **not** an Advertised Outcome of the programme the Board of Examiners must assess the student's eligibility for the Interim Qualification against the standard UCL Interim Qualification Learning Outcomes defined in Sections 10.4 - 10.11.
7. On Graduate and Taught Postgraduate Programmes, an Interim Qualification which is not an Advertised Outcome is not eligible for a Classification.

   Field of Study

8. The field of study for an Interim Qualification should match the title of the full degree programme on which the student is registered.
9. **Subject to approval by UCL Education Committee or its nominee**, a programme may include Interim Qualifications with an alternate field of study to that of the full degree on which the student is registered e.g. Dip HE Legal Studies instead of Laws.
10. Alternate fields of study for Interim Qualifications must be documented in the Programme Summary.

10.3   Full Qualification with an Alternate Field of Study

1.   A student may be considered for a full qualification with an alternate field of study where they meet UCL's threshold standards for the award of a qualification but:
     a)   Fail or fail to enrol on a Compulsory module, or
     b)   Fail to meet the requirements of a Professional, Statutory or Regulatory Body, or
     c)   Fail to meet the Progression, Award or credit requirements of a specific programme of study.
2.   A qualification with an alternate field of study may be awarded in one of the following ways:
     a)   **Subject to approval by UCL Education Committee or its nominee**, a programme may include a qualification with an alternate field of study as a standard outcome from the programme e.g. MSc Human Communication Science as an interim qualification for students who are unable to meet the requirements of MSc Speech and Language Sciences, or
     b)   A Board of Examiners may make a recommendation for an alternate field of study for an individual student on a case-by-case basis. Applications should be made to UCL Academic Services via the Faculty Tutor. Where the alternate field of study has not already been approved, approval must be sought from the Vice-Provost (Education & Student Experience) or their nominee.
3.   A student should not be permitted to request a particular field of study, although an appropriate field of study may be discussed provisionally with the student prior to the Board of Examiners meeting.
4.   A student awarded a qualification with an alternate field of study is eligible for a Classification if they meet the relevant criteria.

10.4   Cert HE Interim Qualification

Award Criteria

1.   A student who is unable to meet the minimum requirements for a **Bachelors with Honours**, **Integrated Masters with Honours** or **Foundation Degree** may be awarded a Certificate of Higher Education (Cert HE) if they have:
     a)   Passed, or been formally condoned in, 120 credits at level 4 or above, and
     b)   Met or surpassed the standard or programme-defined Interim Qualification Learning Outcomes for a Cert HE.

Standard Cert HE Learning Outcomes

2.   In order to be awarded a Cert HE a student should be able to demonstrate:
     •   some knowledge of the underlying concepts and principles associated with their field of study
     •   an ability to evaluate and interpret concepts and principles within the context of their field
     •   an ability to present, evaluate and interpret qualitative and quantitative data
     •   an ability to develop lines of argument
     •   an ability to make sound judgements in accordance with the basic theories and concepts of their field.
3.   These are the standard UCL Cert HE Interim Qualification Learning Outcomes; programmes may develop their own Learning Outcomes over and above these requirements, **subject to approval by UCL Education Committee or its nominee.**

Classification

4.   A Cert HE Interim Qualification does not include a Classification.

10.5 Dip HE Interim Qualification

Award Criteria

1. A student who is unable to meet the minimum requirements for a **Bachelors with Honours or Integrated Masters with Honours** may be awarded a Diploma of Higher Education (Dip HE) if they have:
    a) Passed, or been formally condoned in, 240 credits with at least 90 at level 5 or above, no more than 150 at level 4, and no credits below level 4, and
    b) Met or surpassed the standard or programme-defined Interim Qualification Learning Outcomes for a Dip HE.

Standard Dip HE Learning Outcomes

2. In order to be awarded a Dip HE a student should be able to demonstrate:
    *   knowledge and critical understanding of the well-established principles of their field of study, and of the way in which those principles have developed
    *   an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
    *   knowledge of the main methods of enquiry in the field of study
    *   an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
    *   an understanding of the limits of their knowledge, and how this influences analyses and interpretations which might be based on that knowledge.
3. These are the standard UCL Dip HE Interim Qualification Learning Outcomes; programmes may develop their own Learning Outcomes over and above these requirements **subject to approval by UCL Education Committee or its nominee**.

Classification

4. A Dip HE Interim Qualification does not include a Classification.

10.6 Ordinary Degree Interim Qualification

Award Criteria

1. A student who is unable to meet the minimum requirements for a **Bachelors with Honours** or **Integrated Masters with Honours** may be awarded an Ordinary Degree (Bachelors without Honours) if they have:
    a) Passed, or been formally condoned in, 300 credits with at least 60 at level 6 or above, no more than 150 at level 4, and no credits below level 4, and
    b) Met or surpassed the standard or programme-defined Interim Qualification Learning Outcomes for an Ordinary Degree.

Standard Ordinary Degree Learning Outcomes

2. In order to be awarded an Ordinary Degree a student should be able to demonstrate:
    *   an understanding of some key aspects of their field of study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the field
    *   an ability to deploy established techniques of analysis and enquiry within the field of study
    *   an ability to devise arguments, and/ or to solve problems, using ideas and techniques, some of which are at the forefront of the field of study
    *   an ability to describe and comment upon particular aspects of current research or scholarship in the field of study
    *   some appreciation of the uncertainty, ambiguity and limits of knowledge

- an ability to manage their own learning
- some ability to make use of scholarly reviews and primary sources (for example, refereed research articles and/ or original materials appropriate to the field of study).

3. These are the standard UCL Ordinary Degree Interim Qualification Learning Outcomes; programmes may develop their own Learning Outcomes over and above these requirements **subject to approval by UCL Education Committee or its nominee.**

Classification

4. An Ordinary Degree does not include a Classification.

10.7 Bachelors with Honours Interim Qualification

Award Criteria

1. A student who is unable to meet the minimum requirements for an **Integrated Masters Degree** may be awarded a Bachelors with Honours if they have:
   a) Met the standard or programme-defined Bachelors with Honours Progression and Award Requirements (Section 6.6), and
   b) Met or surpassed the standard or programme-defined interim qualification learning outcomes for a Bachelors with Honours.

Standard Bachelors with Honours Interim Qualification Learning Outcomes

2. In order to be awarded a Bachelors with Honours a student should be able to demonstrate:
   - a systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the field
   - an ability to deploy accurately established techniques of analysis and enquiry within the field of study
   - a conceptual understanding that enables the student:
     o to devise and sustain arguments, and/ or to solve problems, using ideas and techniques, some of which are at the forefront of the field of study
     o to describe and comment upon particular aspects of current research or equivalent advanced scholarship in the field of study
   - an appreciation of the uncertainty, ambiguity and limits of knowledge
   - an ability to manage their own learning
   - an ability to make use of scholarly reviews and primary sources (for example, refereed research articles and/ or original materials appropriate to the field of study).

3. These are the standard UCL Bachelors with Honours interim qualification learning outcomes; programmes may develop their own learning outcomes over and above these requirements **subject to approval by UCL Education Committee or its nominee**.

Classification

4. Students are eligible for an Honours Classification if they meet the relevant criteria.

10.8 Honours Degree without a Study Abroad or Placement Year

Award Criteria

1. A student who is unable to meet the requirements of a Study Abroad Year or Placement Year must be transferred to an equivalent degree with no Study Abroad or Placement requirement.

Classification

2. Students are eligible for an Honours Classification if they meet the relevant criteria.

10.9   Grad Cert Interim Qualification

Award Criteria

1.   A student who is unable to meet the minimum requirements for a **Graduate Diploma** may be awarded a Graduate Certificate (Grad Cert) if they have:
    a) Passed, or been formally condoned in, 60 credits with at least 45 at level 6 or above, no more than 15 at level 5, and no credits below level 5, and
    b) Met or surpassed the standard or programme-defined interim qualification learning outcomes for a Grad Cert.

Standard Grad Cert Learning Outcomes

2.   In order to be awarded a Grad Cert a student should be able to demonstrate:
    - a systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the field
    - an ability to deploy accurately established techniques of analysis and enquiry within the field of study
    - a conceptual understanding that enables the student:
        o to devise and sustain arguments, and/ or to solve problems, using ideas and techniques, some of which are at the forefront of the field of study
        o to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the field of study
    - an appreciation of the uncertainty, ambiguity and limits of knowledge
    - an ability to manage their own learning
    - an ability to make use of scholarly reviews and primary sources (for example, refereed research articles and/ or original materials appropriate to the field of study).
3.   These are the standard UCL Grad Cert interim qualification learning outcomes; programmes may develop their own learning outcomes over and above these requirements **subject to approval by UCL Education Committee or its nominee.**

Classification

4.   Where the Grad Cert is an Advertised Outcome from a Grad Dip, students are eligible for a Merit or Distinction Classification if they meet the relevant criteria.
5.   Where the Grad Cert is not an Advertised Outcome from a Grad Dip, students are not eligible for a Classification.

10.10   PG Cert Interim Qualification

Award Criteria

1.   A student who is unable to meet the minimum requirements for a **Masters Degree** or a **Postgraduate Diploma** may be awarded a Postgraduate Certificate (PG Cert) if they have:
    a) Passed, or been formally condoned in, 60 credits with at least 45 at level 7 or above, no more than 15 at level 6, and no credits below level 6, and
    b) Met or surpassed the standard or programme-defined interim qualification learning outcomes for a PG Cert.
2.   Credits from a Masters Dissertation/ Research Project may be used towards a PG Cert if the Board of Examiners is satisfied that the student has met or surpassed the standard or programme-defined PG Cert interim qualification learning outcomes.

Standard PG Cert Learning Outcomes

3.   In order to be awarded a PG Cert a student should be able to demonstrate:
    - an understanding of knowledge, and an awareness of current problems and/ or new insights, in their field

- an understanding of techniques applicable to their own research or scholarship
- some originality in the application of knowledge
- a practical understanding of how established techniques of enquiry are used to create and interpret knowledge in the field
- a conceptual understanding that enables the student to evaluate current research and scholarship in the field.

4. These are the standard UCL PG Cert interim qualification learning outcomes; programmes may develop their own learning outcomes over and above these requirements **subject to approval by UCL Education Committee or its nominee**.

Classification

5. Where the PG Cert is an Advertised Outcome from a Masters or PG Dip, students are eligible for a Merit or Distinction Classification if they meet the relevant criteria.
6. Where the PG Cert is not an Advertised Outcome from a Masters or PG Dip, students are not eligible for a Classification.

10.11 PG Dip Interim Qualification

Award Criteria

1. A student who is unable to meet the minimum requirements for a **Masters Degree** may be awarded a Postgraduate Diploma (PG Dip) if they have:
   a) Passed, or been formally condoned in, 120 credits with at least 90 at level 7 or above, no more than 30 at level 6, and no credits below level 6, and
   b) Met or surpassed the standard or programme-defined interim qualification outcomes for a PG Dip.
2. Credits from a Masters Dissertation/ Research Project may be used towards a PG Dip if the Board of Examiners is satisfied that the student has met or surpassed the standard or programme-defined PG Dip interim qualification learning outcomes.

Standard PG Dip Learning Outcomes

3. In order to be awarded a PG Dip a student should be able to demonstrate:
   - an understanding of knowledge, and a critical awareness of current problems and/ or new insights, in their field
   - an understanding of techniques applicable to their own research or scholarship
   - some originality in the application of knowledge
   - a practical understanding of how established techniques of enquiry are used to create and interpret knowledge in the field
   - a conceptual understanding that enables the student to evaluate current research and scholarship in the field.
4. These are the standard UCL PG Dip interim qualification learning outcomes; programmes may develop their own learning outcomes over and above these requirements subject to approval by UCL Education Committee or its nominee.

Classification

5. Where the PG Dip is an Advertised Outcome from a Masters, students are eligible for a Merit or Distinction Classification if they meet the relevant criteria.
6. Where the PG Dip is not an Advertised Outcome from a Masters, students are not eligible for a Classification.

10.12 Aegrotat Degree

1. Exceptionally, where the Board of Examiners does not have sufficient evidence of the student's achievement to award a full or interim qualification, and there are good reasons why

reassessment is difficult or impossible, the Vice-Provost (Education & Student Experience) may recommend the award of an Aegrotat Degree. Applications must be made to UCL Academic Services via the Faculty Tutor.

2.   The candidate may refuse such an award and exercise the right to be reassessed.
3.   An Aegrotat Degree does not include a Classification.

Special and Aegrotat Provisions

4.   Honours Degree students who first enrolled on or before September 2015 are also eligible for the former Special and Aegrotat Provisions. See the UCL Academic Manual Archive 2015-16 for further details.

11 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.

11.1 Overarching Principles

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

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

Principle 39: Every Faculty must have a Faculty Board of Examiners which is responsible for the oversight of assessment in the Faculty and to which Boards of Examiners report.

11.2 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.
   a) **Full Board of Examiners** - This refers to the annual meeting of the Board of Examiners 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.
   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 Review Sub Committee and the Academic Regulations and Quality Assurance Sub 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).

11.3 Boards of Examiners

11.3.1 Terms of Reference

1. There must be a Board of Examiners responsible for every taught programme.
2. A Board of Examiners may be responsible for one or more taught programmes, and/ or groups of modules. The structure of the Board must be approved by the relevant Faculty Board(s) of Examiners.
   a) Individual modules must be assigned to one Board of Examiners, and cannot be reviewed by multiple Boards.
   b) Multiple External Examiners from the same Board of Examiners may review the same module, if required.
3. The Board of Examiners will report to the Faculty Board of Examiners. In the case of Combined Studies or multidisciplinary programmes the Board of Examiners should report to the Faculty Board of Examiners for the Faculty in which the programme is registered.
4. The Board of Examiners will make recommendations to UCL Education Committee, which has the authority to confer UCL qualifications.
5. In carrying out its responsibilities the Full Board of Examiners must meet at least once a year.
6. The Full Board of Examiners may delegate authority for out-of-cycle matters to the Chair (see Section 11.6.3) or to a Sub Board of itself (see Section 11.3.9), to implement decisions on its behalf.
7. The Board of Examiners has the following responsibilities:
   a) To set, safeguard and monitor the academic standards of the programmes and/ or modules under its remit.
   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 Progression, Award and Classification decisions.
   f) To formally recommend students for the award of a qualification to UCL Student Records on behalf of Education Committee.
   g) To agree actions in the event of failure including condonement, reassessment and deferral provisions.
   h) To implement, where required, the decisions of the Faculty/Departmental Extenuating Circumstances Panel(s).
   i) To receive a report from each External Examiner on the appropriateness of the assessment process and on the extent to which the UCL Academic Manual has been rigorously and consistently applied.
   j) To ensure that departments respond to issues raised by the External Examiner(s) via the online form in Portico.
   k) To highlight any issues for discussion at Faculty or institutional level.
   l) To consider any matter referred to it by the Faculty Board of Examiners or UCL Education Committee.

11.3.2 Constitution and Membership

1. Each 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.

11.3.3 Quoracy

1. The minimum number of examiners permissible at a **Full Board of Examiners** is five members, which must include the Chair or Deputy Chair, and at least one Internal Examiner and one External Examiner for each main subject area covered.
2. 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. See Section 11.3.9: Delegation of Authority to a Sub Board for further details.

11.3.4 Candidate Anonymity

1. All marks, Progression decisions and Awards considered by a Full Board of Examiners, Sub Board of Examiners or Faculty Board of Examiners must be considered on an anonymous basis.

11.3.5 Confidentiality

1. All Full Board, Sub Board 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 Board of Examiners.
   c) To comply with the Protocols for the Release of Provisional Results in Annex 4.3.5.
   d) To comply with the General Data Protection Regulation (GDPR) in accordance with the instructions of Student & Registry Services and UCL's GDPR Data Protection Policy.

11.3.6 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 Board of Examiners.
2. External Examiners who have any current teaching or other collaborative activity with the staff or students examined by a Board of Examiners must not be appointed (see Chapter 9, Section 4: External Examining for further details).
3. If it is considered essential to appoint or continue to appoint an examiner declaring such an interest before or after the examination process has begun, the appointment must be referred to the Chair of UCL Education Committee, or their nominee, for approval.
4. If an examiner declaring such an interest is approved for appointment, he or she must not take part in any assessment (or, in the case of a declaration after the examination process has begun, any further assessment) of the student(s) to whom the declaration refers and should not be present during any specific discussion of the student(s) in question at a Board of Examiners meeting.
5. 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.

11.3.7 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.

11.3.8 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.

11.3.9 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.
2. Where a Sub Board is needed 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 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 can be found in Annex 4.4.2: Sub Board Prep Checklists and Annex 4.4.4: Sub Board Agenda Template.

11.4 Faculty Boards of Examiners

11.4.1 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 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 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.

       iii.   To receive the Minutes of each meeting at which recommendations for final Awards are made.

  e) To receive and consider the responses of Chairs of 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 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 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 Review Sub Committee (QRSC) of Education Committee.

11.4.2 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.

11.4.3 Quoracy

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

11.5 Special Case Panels

11.5.1 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.

11.5.2 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.

11.5.3 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.

11.6 Chairs and Deputy Chairs

11.6.1 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.

11.6.2 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 Board of Examiners for a minimum period of three calendar years. Appointments should continue until the reporting cycle for that year is complete (i.e. all External Examiners' reports have been received and responded to via Portico).
4. The outgoing Chair must notify examiners@ucl.ac.uk of any change by returning the Change of Chair Form (see Annex 4.3.1) at the earliest opportunity.
5. In Combined Studies, the Chair should be from the Department/Division responsible for the programme and the Deputy Chair should be from one of the contributing Departments/Divisions.
6. Chairs and Deputy Chairs must declare, at the time of appointment or reappointment, or during the course of appointment, any personal or professional interest in, or connection with, any student being considered by the Board to which they are appointed.

11.6.3 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 Review Sub Committee (QRSC).
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 QRSC at which issues related to their Board of Examiners are discussed.

11.6.4 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 External Examiners' eligibility to work in the UK is verified as part of the Nomination stage on Portico (see Chapter 9, Section 4: External Examining).
g) To ensure that External Examiners approve 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 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 4.3.5: Protocols for the Release of Provisional Results
    ii. Annex 4.3.6: Covid 19 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.

11.7 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 4.3.3 Guidelines on the Role of the Faculty Representative.

11.8 Internal Examiners

11.8.1 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.

11.8.2 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.

11.8.3 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 Review Sub Committee except by invitation and will be entitled to speak, but not to vote, at such meetings.

11.8.4 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.

11.9 Assistant Internal Examiners

11.9.1 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 11.8.
3. A newly appointed Assistant Internal Examiner must receive appropriate training and induction.

11.9.2 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.

11.9.3 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 11.8 above).

11.9.4 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 11.8.1.

12   Award of Degrees

The degree awarding regulations cover the publication of results, the conferment of UCL qualifications and the issuing of transcripts and certificates.

12.1   Overarching Principles

Principle 41:   Education Committee, on behalf of Academic Committee, is authorised to award UCL taught degrees.

12.2   Authority to Award a UCL Taught Degree

1. The Board of Examiners is responsible for recommending a student for a taught degree to UCL Education Committee for formal approval.
2. UCL Student Records is responsible for the scrutiny and confirmation of qualifications under authority delegated from UCL Education Committee to make decisions on its behalf.

12.3   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.

12.4   Field of Study

1. The field of study on the degree certificate should match the title of the degree programme on which the student is registered.
2. The Board of Examiners may recommend a qualification with an alternate field of study under the regulations in Section 10.3.

12.5   Publication of Results

Formal Publication of Degree Outcomes

1. Students will be informed by email of the date when their formal results will be published on the student records database, Portico.
2. The proceedings of the 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 4.3.5: 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. Section 1.2 of the schedule addresses assessed student work, which is kept for one year after the Board of Examiners has met.

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

Release of Examination Scripts

11. Examination scripts will not routinely be returned to students.

12. To comply with the General Data Protection Regulation (GDPR), 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.

12.6 Certificates and Transcripts

Degree Certificates

1. A degree certificate will be sent to each successful student awarded a UCL degree.

2. Further information is available from UCL Degree Certificates.

Transcripts

3. All graduating students will be sent an official transcript, detailing their marks and award.

4. Students may request additional copies of their transcripts from UCL Student Records via askUCL, for which a fee will be charged.

5. Further information is available from UCL Student Transcripts.

Higher Education Achievement Report (HEAR)

6. Honours Degree students first enrolled from September 2011 onwards will receive a Higher Education Achievement Report (HEAR).

Affiliate Student Transcripts and Certificates

7. Affiliate students are entitled to receive a transcript of their achievement produced by UCL.

8. Requests for any other certification, such as certification of UCL module credits/ ECTS for affiliate students, must be submitted to UCL Student Records via askUCL.

12.7 Academic Robes

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

12.8 Students with an Outstanding Tuition Fee Debt to UCL

1. All students who will, if successful in their examinations, qualify for the award of a degree should note that UCL will withhold the award in the case of any student who is in debt to UCL in regards to tuition fees.

   a) No report will be made on the student's results record until the tuition fee debt has been settled in full, and attendance at a Graduation Ceremony will not be permitted unless all tuition fees have been settled by the due date.

   b) All other students who hold a debt to UCL in relation to tuition fees will have their official results withheld and/or not be permitted to enrol at any future session until that tuition fee debt has been settled in full.

   c) For the avoidance of doubt, the term 'tuition fees' does not include, without limitation: accommodation charges, charges for childcare services, library charges, examination and submission fees, student loans and other fines and penalties.

12.9 Revocation of Degrees

1. UCL may revoke any degree if any of the following circumstances are discovered and proved to the satisfaction of UCL at any time:
   a) There was an administrative error in the award made under the procedures required by UCL, including an error in calculating results.
   b) Subsequent to award, a 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 Student Academic Misconduct.

12.10 Requesting a Review of a Board of Examiners' Decision

1. Students cannot contest the decision of a Board of Examiners on academic grounds, such as disagreeing with the academic judgement exercised in awarding marks or determining on outcome.
2. Students can only contest the decision of a Board of Examiners on the specific grounds and within the timeframes set out in the Academic Appeals Procedure.