



## **TAUGHT PROGRAMMES AT UNIVERSITY COLLEGE LONDON**

### **ADDITIONAL INFORMATION TO ACCOMPANY TRANSCRIPTS FOR AFFILIATE STUDENTS**

This leaflet contains the following information:

- Key to the grades used on transcripts produced by UCL
- Marking Scheme and Information on the interpretation of grades/credits for overseas students
- A description of Higher Education in England, Wales and Northern Ireland

## KEY TO GRADES

<b>Grade Used</b>	<b>Explanation</b>
<b>AB / AZ</b>	Absent
<b>DA</b>	Deferred Assessment
<b>CX</b>	Result not expected due to Covid-19
<b>EP</b>	Deferral of Assessment already attempted
<b>EX</b>	Result Excluded from Final Classification
<b>F / F1 / F3</b>	Fail
<b>FC</b>	Failure Condoned
<b>FQ / FZ</b>	Failure to Qualify
<b>IR</b>	Result not yet available (Exam Irregularity)
<b>NX</b>	Result not expected
<b>P</b>	Pass
<b>FC</b>	Pass Condoned
<b>WH</b>	Result Withheld
<b>ZZ</b>	Ineligible for Assessment

## MARKING SCHEME

The significance of marks is as follows: Affiliate students are not conferred their final awards by UCL but the following table is provided as a guide to grades.

<b>Mark</b>	<b>Grade equivalent</b>	<b>Classification (if were being awarded)</b>
70-100	A	First Class Honours
60-69	B	Second Class Honours (Upper Division)
50-59	C	Second Class Honours (Lower Division)
40-49	D	Third Class Honours
0-39	Fail	

For MSci / MEng students, a pass mark of 50% will apply to any Masters Level modules (normally taken in the fourth year of study).

## **UNDERGRADUATE UCL CREDITS**

The pass mark for undergraduate students is 40%

Affiliate Students will be awarded credit by UCL for the successful completion of assessed modules. 2. Affiliate Students are entitled to receive a transcript

Affiliate students at UCL usually undertake study in 15 or 30. A 30 credit module is equivalent to 8 US credits, 15 ECTS or 30 FHEQ, and a 15 credit module is equivalent to 4 US credits, 7.5 ECTS or 15 FHEQ.

## **POSTGRADUATE LEVEL COURSES**

The pass mark for postgraduate-level courses is 50%.

A full-time UCL postgraduate student would normally be expected to study taught modules to the value of 120 UCL postgraduate credits which is the equivalent of 60 ECTS credits

## **INTERPRETATION OF MARKS FOR US STUDENTS**

UCL do not convert grades to Grade Point Averages and local adjustments may have to be made to accommodate the difference in marking schemes.

UK NARIC is the designated United Kingdom national agency for the recognition and comparison of international qualifications and skills. It performs this official function on behalf of the UK Government.

<https://www.naric.org.uk/naric/>

## **ADDITIONALNOTE FOR TRANSCRIPTS IN 2019/20**

### **Covid-19 Pandemic - academic year 2019/20**

#### Teaching and assessment

As a result of the Covid-19 pandemic and to comply with the requirements of the UK Government, face-to-face teaching was replaced with online teaching from 23 March 2020 for the remainder of the 2019/20 academic year. Modifications were also made to some assessments to enable them to be delivered remotely during this period to reflect that in-person assessments were not possible.

#### First year undergraduate assessment - academic year 2019/20

All first year undergraduate assessment was replaced with a single capstone assessment requiring students to reflect on and demonstrate their learning across the first year.

The capstone assessment is marked as pass/fail and does not have marks assigned. A student who has passed the capstone assessment is awarded the credit associated with the first year and is able to progress to the second year. The

capstone assessment appears on transcripts as 'Year One Integrated Progression Module'.

Supplementary First Year Module Reports are issued to students who have received marks for any first year assessment components that were completed prior to the capstone assessment. These reports are provided for information only and marks have not been used for progression or award purposes.

For students undertaking the capstone assessment in 2019/20, the first year of study will be zero-weighted for the purposes of the degree classification.

#### Awards and classifications

A student must achieve the amount of credit required for a qualification within a programme in order to be eligible for an award.

The rules for determining award classifications have been adjusted to ensure that students whose performance may have been affected by the Covid-19 pandemic suffer no detriment to their final award classification, whilst maintaining the academic standards of awards.

In general, the adjusted classification rules operate on the principle that when calculating the final degree mark used to determine the classification, greater weight is given to student achievement in assessment that has not been affected by the pandemic, thus reflecting student performance in normal circumstances. The standard boundaries for each classification remain the same.

Specific classification rules are based on the award rules for the programme, attendance mode and year of study.

Transcripts display the actual marks/grades that the student achieved in assessments in 2019/20 and have not been adjusted as a result of the pandemic.

# Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland<sup>1</sup>, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

## Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so.

All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint.

Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state.

The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=1>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=2>

## Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - [www.qaa.ac.uk](http://www.qaa.ac.uk)). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland

(see 'Qualifications can cross Boundaries'  
<http://www.qaa.ac.uk/standardsandquality/otherrefpoints/Qualsbou ndaries09.pdf>)

## Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

---

<sup>1</sup> The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC).

### Credit Systems

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

### Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.