



TAUGHT PROGRAMMES AT UNIVERSITY COLLEGE LONDON

ADDITIONAL INFORMATION TO ACCOMPANY TRANSCRIPTS (for Postgraduate Programmes from 1997 onwards)

This leaflet contains the following information:

- Key to the grades used on transcripts produced by UCL
- Information regarding the course requirements for Postgraduate Programmes
- A description of Higher Education in England, Wales and Northern Ireland

TRANSLATION OF GRADES

Grade Used		Explanation
Prior to 2006-07 Session	From 2006-07 Session	
C	-	Credit
E	-	Exempt
G	-	Diploma Level Pass
J	-	Undergraduate Level Pass
M	-	Minimum Pass
A	AB / AZ	Absent
L	CP	Allowed / Condoned Pass (Postgraduate and MBBS students only)
D	D	Distinction (for Postgraduate Students only)
F	F / F1 / F3	Fail
-	FQ / FZ	Failure to Qualify
X	IR	Result not yet available
Q	LA	Deferred / Late Assessment expected
K	M	Merit (for LLM Students only, excluding 2007-08 session)
T / U	NC / NZ	Incomplete
N	NX	Result not expected
P	P	Pass
-	PF	Pass but required to re-sit (LLB / MBBS students only)
R	R / RQ	Referred
W	WD	Withdrawn
I	WH	Result Withheld
Z	ZZ	Ineligible for Assessment

At University College London no records are kept of hours of attendance. The relevant teachers are required, however, before a student enters for any examination, which is a component part of a degree examination, to certify that he or she attended, to their satisfaction, the course or courses prescribed in the Regulations for that degree.

In September 2015 UCL reviewed the conversion value of its academic credits to the European Credit Transfer System (ECTS). As a consequence, the ECTS value of a significant number of modules and qualification was increased, this ensured that UCL ECTS values of UCL qualifications are aligned with the Higher Education Credit Framework. A full table of the UCL credit and ECTS conversion for UCL qualifications can be found in the UCL Academic Manual (<https://www.ucl.ac.uk/srs/academic-manual/>).

UNIVERSITY COLLEGE LONDON POSTGRADUATE PROGRAMMES

EXAMINATIONS HELD IN AND AFTER SEPTEMBER 2014

Schemes of award are prescribed in the individual regulations for the programme. In order to achieve a pass overall, candidates must achieve an overall mark of at least 50%. They must additionally meet the requirements prescribed by the relevant Board of Examiners for a pass in the programme being examined.

Boards of Examiners shall have discretion to award a mark of Distinction to a candidate for a Masters Degree, Postgraduate Diploma or Postgraduate Certificate where they have achieved an overall mark of at least 70% (to normally include a mark of at least 70% in the Dissertation/Project for a Masters Degree).

Boards of Examiners shall have discretion to award a mark of Merit to a candidate for a Masters Degree, Postgraduate Diploma or Postgraduate Certificate where they have achieved an overall mark of at least 60% (to normally include a mark of at least 60% in the Dissertation/Project for a Masters Degree).

Candidates registered on modular programmes must also have completed modules as follows:-

- 180 credits for a Master's programme
- 120 credits for a Postgraduate Diploma/Graduate Diploma programme
- 60 credits for a Postgraduate Certificate programme

A separate scheme of award governs the award of Distinction and Merit for the LL.M. Degree.

EXAMINATIONS HELD IN AND AFTER SEPTEMBER 2006

Schemes of award are prescribed in the individual regulations for the programme. In order to achieve a pass overall, candidates must achieve an overall mark of at least 50%. They must additionally meet the requirements prescribed by the relevant Board of Examiners for a pass in the programme being examined.

Boards of Examiners shall have discretion to award a mark of distinction to a candidate for a Masters Degree or Postgraduate Diploma who has achieved an overall mark of at least 70% and has additionally met the requirements prescribed in the programme scheme of award

A candidate for a Masters Degree commencing their studies in or after September 2010 will be awarded a mark of Merit where they have achieved an overall mark of at least 60% and a mark of 65% or greater in the Dissertation/Project.

Candidates registered on modular programmes who completed their programme of study after September 2006 must also have completed modules as follows:-

- 180 credits for a Master's programme
- 120 credits for a Postgraduate Diploma/Graduate Diploma programme
- 60 credits for a Postgraduate Certificate programme

For candidates registered for the Graduate Diploma, Postgraduate Diploma and Postgraduate Certificate who commenced their programme of study prior to September 2006, the requirement to achieve an overall mark of at least 40% was still in effect.

A separate scheme of award governs the award of Distinction and Merit for the LL.M. Degree.

EXAMINATIONS HELD BETWEEN 1997 - 2006

Schemes of award are prescribed in the individual regulations for the programme. In order to achieve a pass overall, candidates must achieve an overall mark of at least 40% for a Graduate Diploma, Diploma or Certificate programme and an overall mark of at least 50% for a Masters programme. They must additionally meet the requirements prescribed by the relevant Board of Examiners for a pass in the programme being examined.

Boards of Examiners shall have discretion to award a mark of distinction to a candidate who has achieved an overall mark of at least 70% and has additionally met the requirements prescribed in the programme scheme of award. For the LL.M. degree, examiners shall have the discretion to award a mark of merit or distinction to a candidate who has satisfied the relevant requirements in the scheme of award.

Candidates registered on modular programmes who completed their programme of study prior to September 2006 must also have completed modules as follows:-

- 120 credits for a Master's programme
- 80 credits for a Graduate Diploma/Diploma programme
- 40 credits for a Certificate programme

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland¹, 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). 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/Qualsboundaries09.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.

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.

¹ 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).