



TAUGHT PROGRAMMES AT UNIVERSITY COLLEGE LONDON

ADDITIONAL INFORMATION TO ACCOMPANY TRANSCRIPTS FOR UNDERGRADUATE STUDENTS

This leaflet contains the following information:

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

TRANSLATION OF GRADES

Grade Used	Explanation
AB / AZ	Absent
CP	Allowed / Condoned Pass (Postgraduate and MBBS students only)
D	Distinction (for Postgraduate Students only)
EX	Result Excluded from Final Classification
F / F1 / F3	Fail
FQ / FZ	Failure to qualify
IR	Result not yet available
LA	Deferred / Late Assessment expected
M	Merit (for LLM Students only)
NC / NZ	Incomplete
NX	Result not expected
P	Pass
PF	Pass but required to re-sit (LLB / MBBS students only)
R / RQ	Referred
WD	Withdrawn
WH	Result Withheld
ZZ	Ineligible for Assessment

MARKING SCHEME

The significance of marks is as follows:

Mark	Grade equivalent	Degree Classification
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).

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.

CREDITS REQUIRED FOR AWARD

A course-unit is defined in terms of a year's academic work of full-time study which should comprise modules to the value of four course-units, each to carry an equal work load within that year. Individual modules are valued according to their length and content and may therefore be given a value of more or less than one course-unit.

For programmes taught at the Institute of Education, a full time student is required to take 120 credits per academic year. 30 credits being equivalent to a UCL course-unit value of 1.

A student must complete, to the satisfaction of the Board of Examiners, a specified number of course-units for the award of the degree as follows:-

Degree	Number credits/course-units required for award	
MPharm Degree	16	to include 6 Masters level units
MSci / Meng Degrees	14.5	to include at least 3 Masters level units
All other 4-year degrees (including BA degrees with a year abroad)	14.5	
3-year degrees with additional extra-mural year	12	
All other 3-year degrees	11	
Intercalated BSc	3	plus pre-clinical studies
BA/BEd Education (Top-up programmes) at Institute of Education	120	
All other Bachelors Degrees at Institute of Education	360	
Certificate in Higher Education	4 (120)	
Diploma in Higher Education	6 (240)	

Degree awards may be made at Ordinary Level where a student has passed 10 course-units (or 300 credits at the Institute of Education).

INFORMATION ON PROGRAMMES WHICH ARE NOT TAUGHT BY COURSE-UNITS

BA / BFA DEGREE IN ENGLISH

The BA Degree in English is a traditional style (i.e. non course-unit/non modular) degree.

At the end of the first year of study "sessional" examinations are taken, but these are departmental assessments that do not count towards the final degree. Prior to 2006/07, results for sessional examinations were not formally recorded and are therefore not included on transcripts.

Formal assessment towards the BA Degree award commences at the end of the second year of

study, when students are normally expected to take written examinations in Chaucer and one other optional subject. Examination of the remaining subjects (and any not taken in the second year) takes place at the end of the third and final year of study.

BA / BFA DEGREE IN FINE ART

The classification of Fine Degrees is based on the assessment of the Studio Work.

SIGNIFICANCE OF MARKS: STUDIO WORK

70 and above	-	First
60-69	-	Upper Second
50-59	-	Lower Second
40-49	-	Third
39 and below	-	Fail

Students on the BA Degree are additionally required to pass at least one optional paper:

LLB DEGREE

The Intermediate Examination taken at the end of the first year is a qualifying examination and students cannot proceed to the second year of the programme until they achieve a pass in each of the four subjects. Students are classified as having passed or failed the examination but their performance is not otherwise classified. Students are however informed for educational purposes of their mark expressed as a percentage.

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).