



**UNDERGRADUATE TAUGHT PROGRAMMES
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

KEY TO GRADES

Transcripts list the overall module mark and the final outcome for the module achieved as listed in the table below:

Grade Used	Explanation
AB / AZ	Absent
DA	Deferred Assessment
EP	Deferral of Assessment already attempted
CX	Module Completed but result not expected due to Covid-19
EX	Module taken but excluded from award calculation due to a material irregularity affecting the delivery or marking of the assessment
F / F1 / F3	Fail
FC	Failure Condoned
FQ / FZ / FS*	Failure to Qualify (*FS – Undergraduate Computer Science only)
IR	Result not yet available (Exam Irregularity)
MX	Missing mark due to action short of strike
NX	Result not expected
P	Pass
FC	Pass Condoned
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).

Credit is awarded to a student on successful completion of the outcomes associated with a particular block of learning at a specified Academic Level, up to and including Level 7 Qualifications. Credits are awarded in line with the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) where one credit equates to 10 notional learning hours.

UCL does not provide an overall numerical mark upon the completion of study, and the final degree outcome is indicated by the classification listed above.

The following table shows the minimum FHEQ credit requirements for undergraduate qualifications. European Credit Transfer and Accumulation System (ECTS) equivalents are also shown.

Qualification	FHEQ Credits	Equivalent in ECTS credits
Certificate of Higher Education	120	60
Diploma of Higher Education	240	120
Foundation Degree	240	120
Ordinary Degree (Bachelors without Honours)	300	150
Bachelors with Honours	360	180
Integrated Masters with Honours	480	240

Information on Programmes which are Non-Modular

BA Degree in English

This programme is delivered in a non-modular format and students will complete 360 credits over the course of their degree. The classification is based on results across a total of 300 credits.

The criteria for the degree classes are as follows:

First	3 marks above 69 and numerical aggregate of at least 666
Upper Second	6 marks above 59 and numerical aggregate of at least 590
Lower Second	8 marks above 49 and numerical aggregate of at least 520
Third	9 marks above 39 and numerical aggregate of at least 460

A degree profile can include one fail.

BA(Hons)/BFA(Hons) Degree in Fine Art

The classification of Fine Art 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:

Full details of the Academic Regulations governing assessment and award at UCL can be found in the [UCL Academic Manual, Chapter 4: Assessment Framework for Taught Programmes](#)

Additional Notes:

Academic Year 2022/23: Taught student marks recorded during the national marking and assessment boycott

A new 'MX' code was introduced to indicate marks that have been affected by the national marking and assessment boycott. MX is used where marks have not been received and/or confirmed for assessments, at no fault to the student. The mark(s) will be added, and the code updated should the marks be returned.

Academic year 2021/22: Language Programmes

Language programmes in the School of European Languages, Culture and Society, European and International Social and Political Studies and the School of Slavonic and East European Studies normally last for four years with the third year spent abroad. In exceptional circumstances, where study abroad has not been possible, e.g. owing to Covid restrictions or war preventing travel, students completed their studies over 3 years. In such cases the adjusted 3 year programmes still enabled students to satisfy the learning outcomes relating to written and spoken competencies in the target languages as set out in the [QAA Benchmark statement for Languages, Cultures and Societies](#)

Academic Year 2019/20: Undergraduate Marks Recorded During the Covid 19 Pandemic

As a result of the mitigation introduced due to the Covid-19 pandemic, UCL replaced all first-year undergraduate assessment in the 2019/20 academic year with a single capstone assessment requiring students to reflect on, and demonstrate their learning across the first year. The capstone module was a Pass/Fail module and for students undertaking the capstone assessment in 2019/20, the first year of study was zero-weighted for the purposes of the degree classification.

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 based on 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 [here](#).

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 [here](#).

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 several 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](#)').

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).