



Code of Practice on Programme and Module
Assessment and Feedback

Approved by the Academic Regulations Committee
7 December 2022

1. Introduction

1.1 This Code of Practice applies to all undergraduate and taught postgraduate programmes, including part time provision, collaborative provision and block provision. This document should be read alongside UCB's Academic Regulations Part 1: Awards and Programmes and Academic Regulations Part 2: Assessment Progression and Award.

1.2 This Code of Practice applies to all summative assessments (i.e. those contributing to the module mark) including written examinations, coursework, projects, worksheets, oral presentations or any other form of assessment.

1.3 This Code shall not apply to students when they are undertaking modules during a period of study abroad. Arrangements for assessment and feedback shall be those of the host institution.

2. Setting of Assessment

2.1 The Pro-Vice Chancellor (Curriculum, Teaching and Learning) shall have overall responsibility for the management of all assessments and may choose to delegate this responsibility as appropriate.

2.2 A single member of staff, normally the module leader, shall have overall responsibility to the Executive Dean of School or their nominee, for each module and all of the assessments within the module. It shall be the responsibility of the Executive Dean of School, or their nominee, to ensure that examination question papers and other forms of assessment, as appropriate, are submitted to the relevant External Examiner for their approval, in line with the Code of Practice on External Examining.

2.3 The contribution of all assessments to the determination of the final award should be notified in writing to students in advance of the assessment, through the module delivery scheme, module specification form and module assessment.

2.4 To ensure consistency and transparency, all module assessments should include clear tasks, task guidance and assessment/marking criteria and ensure they have been scrutinised by Internal and External prior to being launched.

2.5 When working with a partner organisation in a collaborative arrangement the University shall ensure that the collaborative organisation understands and follows the University's requirement for the conduct of assessment where relevant. Arrangements for Boards of Examiners should be set out in the Memoranda of Agreement covering programmes.

2.6 On degree apprenticeship programmes the Employer may have input in the setting of assessments.

2.7 Schools should refer to the Code of Practice on Plagiarism and Academic Misconduct and published guidelines on the conduct of assessment (for example on plagiarism or late submission of work) for modules and should make this information available to internal and External Examiners and students. Any amendments to programme and module assessments should also be made available to all internal and External Examiners and students. Where students are required to pass specific assessments within a module ('internal hurdles'), module descriptions must specify whether the assessment has to be passed to achieve overall modular credit.

2.8 A student who does not attend teaching and assessment, as required by the University, will be investigated in accordance with the Code of Practice on Student Engagement and Reasonable Diligence. Where there is unexplained absence from all assessments that contribute to the module mark the student will be awarded a mark of 0 for the module and will not achieve credit; this will be recorded as a non-submission shown as NS. Where the unexplained absence is for an assessment that contributes less than 100% to the module mark, this will be recorded as a non-submission shown as NS; the mark of 0 for the assessment will be combined with the marks for the other assessments as for all other students. This may result in the student not achieving the pass mark for the module and failing the module.

2.9 All students should be supported to become assessment literate and informed about the types of assessment they will undertake, the feedback they will receive and how to use feedback effectively in subsequent assessments.

2.10 Students should be given the opportunity in all years to analyse and understand how assessment/marking criteria are used.

3. Feedback on Assessment

3.1 Students should be given feedback on their academic performance in order to facilitate improvement and promote learning. Feedback should focus on performance against the assessment criteria, which should be informed by the learning outcomes. It is a shared dialogue to support the continual learning process and students should discuss feedback themes in tutorials. Please refer to Code of Practice for Tutoring in Higher Education.

3.2 All Students should:

3.2.1 Have feedback made available to them within 20 working days of the submission (or the deadline, whichever is later). If the 20-day turnaround is not possible, students should be notified in advance of the expected return date and the reasons for the delay. At certain points in the academic year there may be a need to adjust to a shorter return date to facilitate resubmissions. Executive Deans have the ability to approve extensions to, and exemptions from, the 20-working day turnaround requirement.

3.2.2 Be informed of specific quantitative (marks and grades) and qualitative (content and skills) feedback arrangements for all assignments and coursework prior to the submission deadlines;

3.2.3 Be aware of who will issue feedback to them and how this will be communicated to them.

3.3 Types of Feedback

3.3.1 Formative feedback provides indicators on performance and helps to identify improvement to support a student's continued development.

3.3.2 Summative feedback is evaluative and measures a student's performance against the learning outcomes of the module.

3.3.3 Feedback used as feed-forward should help a student identify what they need to do to improve in future assessments.

3.4 All coursework and assessments, where appropriate, should be provided online, and marking and feedback of all assessments should be completed online.

3.5 Feedback should be useful, meaningful and constructive. Appropriate strategies should be developed at programme-level for the issuing of feedback on assessments, with flexibility to be tailored to individual student needs.

3.8 Consistency in the quality of feedback should be delivered by using a standardised approach within Schools that allow the marker to indicate areas of good practice and areas for improvement. Consistency in the quality of the feedback given on assessments should be monitored by programme and module leads. Staff should gain a shared understanding of assessment and feedback good practice.

3.9 Assessments and feedback should be discussed where possible for example, in academic tutorials or seminars, and opportunities should be given to students to meet the module leader and / or academic who has marked the work.

3.10 Academic staff should make it explicit to students, in all contexts (e.g. lecture, practical, seminar, tutorial) whenever any form of 'feedback' is being provided.

3.12 Feedback on assessment performance does not permit any challenge to academic judgement.

4. Conducting Assessments

4.1 Formal Written Examinations

Full details of the conduct of formal written examinations, defined for the purposes of this document as a time-limited assessment undertaken by a student at a previously specified time, date and venue based upon written responses to a question paper, can be found in the Code of Practice of Formal Written Examinations. [Policies and regulations | University College Birmingham \(ucb.ac.uk\)](#)

4.2 Coursework

4.2.1 Deadlines and Submission

- (a) There shall be clear submission procedures for assignments that form part of the assessment for a module. These procedures should be made clear to students, at the beginning of the academic year and again at the beginning of each module.
- (b) Students be issued a receipt upon submission of assessments. Students should be made aware of what they can expect.
- (c) In conjunction with paragraph 2.3, students should be informed where and to whom assignments should be submitted, as well as the penalties for late submission.
- (d) Deadlines should be set taking into account, where possible, revision and examination periods and student workload.

4.2.2 Penalties for Late Submission of Work

- (a) Where students are required to submit coursework that contributes to the module mark, there shall be in place published arrangements for the applying of penalties for the late submission of such work. Coursework that is not submitted by the initial deadline given shall be subject to a penalty applied to the mark achieved for that piece of work.
- (b) When considering late submissions, the days counted should not include weekends, public holidays and University closed days.
- (c) Assignments should be marked in the normal way and penalties applied afterwards by the Board of Examiners.
- (d) The original mark and the word 'Late' should be clearly indicated in documentation submitted to Boards of Examiners. This mark will then be considered when extenuating circumstances will be taken into consideration as to whether or not the mark will stand or marked down to a minimum pass grade, or the work be referred.

In exceptional circumstances, Boards of Examiners may modify decisions that have been implemented in accordance with standard procedures, but which seem excessively harsh or generous.

- f) In the event that Turnitin, Canvas, the University network or the University's internet connection is not accessible for 4 or more hours on the day of submission i.e. the assignment Due date/time (UK GMT), students will be able to submit the following day on which Turnitin, Canvas, the University network or the University's internet connection

becomes available, without a late submission penalty. Students should not normally use alternative methods to submit their work e.g. via email to their tutor. The penalty for late submission of assignments will not apply to those assignments that are submitted late due to a UCB system outage. However, late submissions will be subject to the normal penalties and conditions for late submission once the University systems are working as normal again. The document [e-Submission: Guidance for service interruption](#) or downtime contains full guidance on this process for staff and students.

5. Marking and Moderation

5.1 Preparation for Marking

5.1.1 All staff involved in marking should be required to familiarise themselves with relevant material and practices and attend formal or informal briefing sessions.

5.1.2 Where inexperienced internal examiners and / or GTAs undertake the marking of work which contributes towards the module mark, this should be under the guidance of an experienced internal examiner.

5.1.3 The Quality team with Academic Registry shall establish a formal timetable to ensure that Internal and External Examiners have all assessments in their possession sufficiently in advance of Board of Examiners' meetings. The University shall make the timetable known to all examiners, internal and external, normally at the start of the session. Opportunity should be given to the External Examiner to express an informed opinion on all assessments, including examination scripts, as per the information contained in the Code of Practice on External Examining.

5.2 Marking Practices

5.2.1 All members of the academic staff teaching on a programme are automatically designated to serve as internal examiners for that programme of study. The Pro-Vice Chancellor (Curriculum, Teaching and Learning) may appoint other internal examiners as they see fit (such as an industry representative), taking care that the person appointed is clearly advised on the nature, role and proceedings of Boards of Examiners.

Internal examiners are responsible for the assessment of the performance of students and are automatically members of the Board of Examiners that makes recommendations on progression and decisions on module marks and final awards. Actual membership of the Board may vary according to the size of the provision and the cases being considered. All

members of the academic staff from a Department are eligible to serve as internal examiners for programmes of study and modules, which are the responsibility of that Department.

5.2.2 Schools should ensure that:

(a) All written examinations that contribute to the final award are marked anonymously, with anonymity extending to the second marker stage and to the stage at which the scripts are considered by the External Examiner.

(b) Where possible, anonymous marking of assessed work is undertaken for coursework. Where anonymity is not possible, as in the case of practical assessments, that either two markers are involved in the marking process, or the session is recorded so that it can be reviewed as part of the standardisation and internal/external moderation processes.

(c) A technical check of assessment marks is carried out (i.e., to ensure that simple arithmetic errors or omissions have not been made).

5.2.3 The academic judgement of the examiners is paramount and shall not be open to challenge.

5.3 Moderation

Details of the UCB's moderation process can be found in the Code of Practice for Moderation,

5.3.1 The University shall retain evidence demonstrating that internal moderation has taken place e.g., recording details of the particular pieces of assessment which have been selected within the sample for review; recording comments on the script / piece of work, or separately. This evidence should be provided to the External Examiner.

5.3.2 Information for Students

(a) Students should be provided with an explanation of the purpose of moderation of assessment, for example in the Student Handbook, Induction and within the Module sessions. The relevant Policy on Moderation should be made available as a matter of course to all External Examiners.

(b) Students should not normally be provided with evidence of the moderation process applied to their own work submitted for assessment: they should only receive the final

agreed mark for their piece of work. However, students do have a right under Data Protection Legislation to request to see the details of how the moderation process was applied to their piece(s) of work.

5.4 Provision of Marks

5.4.1 Mark sheets shall be treated as strictly confidential, although the marks awarded to an individual candidate may be disclosed to the candidate in a way which protects the confidential nature of the marks of other candidates. Attention is drawn to the University Data Protection Policy and the implications for storage of students' information and provision of information.

5.4.2 Students will be entitled to know their marks for both coursework and examinations as part of their tutorial support. This is within the provisions of Data Protection Legislation relating to the release of data. For more information, contact the University Data Protection Officer.

5.4.3 Provisional marks (i.e. those that have been internally moderated but not yet ratified by a Board of Examiners) will be disclosed to students, but should clearly state that the marks are not confirmed and could change. Assessments must go through the moderation process prior to any release of marks.

5.5 Recording of Marks

5.5.1 A module is a coherent and identifiable unit of learning and teaching with defined learning outcomes. A module is passed if its specified learning outcomes have been achieved. The assessment of each module shall be designed to assess the achievement of the learning outcomes of the module. The assessment of each module shall generate a single integer mark between 0 and 100. A number of different assessments may be combined within a module to generate the single mark.

5.5.1 Where there is more than one assessment contributing to the module mark, module specifications may specify that particular assessments must be passed in order to pass the module (known as 'internal hurdles'). The weighting of each assessment, or the requirement to pass a particular assessment, must be clearly stated as a percentage of the module mark

in the approved module descriptions, as published in the definitive documents. Within a single module the University may permit poor performance in one assessment to be compensated by strong performance in another assessment. Where this is applied, a set of guidelines should be agreed by the Board of Examiners, and the guidelines applied to all students taking the module. There is no compensation between modules or on postgraduate programmes.

5.5.2 The pass mark for all Level 7 modules is normally 50 and the pass mark for Level 4, 5 and 6 modules is normally 40.

5.5.3 Calculation of the Weighted Mean Mark

(i) The weighted mean mark is the mean mark, weighted for credits, for a stage of a degree programme. For UG programmes this applies to the stage 2 (level 5) and stage 3 (Level 6) weighted mean marks. For PGT programmes there are two weighted mean marks: the taught weighted mean mark and the overall weighted mean (which combines the taught weighted mean mark with the research project weighted mark).

5.5.4 Calculation of the Overall Mark

(i) The overall mark is the mark calculated from the weighted mean marks that contribute to the student's degree result using the appropriate stage weightings.

(ii) The overall mark is calculated with the maximum available precision and then rounded to an integer. An (overall) mark of less than n.5 (unrounded) is rounded down.

5.6 Recording of Marks Following Re-assessment

5.6.1 Following successful re-assessment of a failed module, the mark used for the purpose of arriving at decisions on progress or the final award will be the pass mark for the module.

5.6.2 Following unsuccessful re-assessment of a failed module, the mark used for arriving at decisions on progress or the final award shall be the higher of the two fail marks achieved, at initial assessment and at reassessment.

5.6.3 Where a student has failed to attend a re-examination or not submitted reassessed work, without adequate cause, the previous mark recorded for the module will stand.

5.6.4 Where the student has been permitted to substitute a module, the mark achieved will be recorded and used on the transcript. The mark used for the purpose of arriving at decisions on the final award will also be the mark achieved.

5.7 Opportunities for Re-assessment

5.7.1 All students who fail a module shall have one opportunity to retrieve the failure, either by re-assessment or by repeating. The decision on whether a student should be allowed to be reassessed or repeat should be made by the Board of Examiners. The normal expectation is that students will retrieve the failure by re-assessment. However, where students fail more than half of the credits taken, and there are no extenuating circumstances to consider, the Board of Examiners may recommend repeating study.

5.7.2 For re-assessment a student is required to complete such further assessments as specified by the Board of Examiners as being necessary to demonstrate achievement of the stated learning outcomes. This re-assessment may take the form of additional or re-submitted coursework or an examination.

5.7.3 Students who have already achieved the requisite number of credits to progress to the next stage may progress 'carrying' the outstanding reassessment. Students who have not achieved the requisite number of credits to progress to the next stage may not progress and will be required to achieve the requisite number of credits before being permitted to progress.

5.7.4 Students whose programme is spread across several academic sessions and who fail a module can exercise the right for one reassessment at an appropriate time up to the final opportunity specified by the Board of Examiners.

5.7.5 For full-time students, re-assessment will normally take place at the time of the relevant resit assessment period and the results should be considered by a meeting of the Board of Examiners. For part-time students, the re-assessment should normally be within one calendar year. The nature of the re-assessment should be made clear in the approved module description as published in the Definitive Documents.

5.7.6 A student who is required to repeat a module is required to attend teaching sessions as specified by the School and to complete all the assessment requirements associated with the module in order to achieve the stated learning outcomes. Repeat Students should normally repeat the module within one calendar year of the initial failure. Students may repeat some or all modules from a stage of a programme as determined by the Board of Examiners.

5.7.7 In some modules the nature of the module will be such that retrieval of failure can only be done by means of repeat (e.g. laboratory-based modules). Such modules should be designated as 'repeat only' in module specifications.

5.7.8 With the agreement of the Head of Department, a student repeating a module may be allowed to choose a substitute module, subject to programme requirements and availability. In such cases, the student shall normally be required to attend the teaching sessions and to complete all the assessments.

5.7.9 Students who have not submitted coursework or been examined for a module due to illness or other reason accepted by the Board of Examiners, may be permitted to repeat a module or be re-assessed in a module or a number of modules as though they were taking the module for the first time. The student will retain the right to an opportunity for re-assessment should they fail the module / modules.

5.7.10 If repeating the module as if for the first time, the student is required to attend teaching sessions as specified by the School and to complete all the assessment requirements associated with the module in order to achieve the stated learning outcomes. If being re-assessed as if for the first time, the student is required to complete such further assessments specified by the Board of Examiners as necessary to demonstrate achievement of the stated learning outcomes. The reassessment should normally be by or at the time of the designated resit period.

5.7.11 Students who do not achieve the required number of credits and/or the required module marks to proceed to the next stage of their programme, as set out in the Academic

Regulations or in programme requirements, following re-assessment or repeat, shall be required to withdraw. Such students will be informed of their right of appeal. Students who have achieved the requisite number of credits may be eligible for the award of an alternative qualification.

5.7.12 Students on a degree apprenticeship programme, who leave or are dismissed from their employment, will be required to withdraw from the programme. Such students may be eligible for the award of an alternative qualification.

6.Board of Examiners

6.1 Membership, Meeting and Documentation Requirements

6.1.2 Membership of Boards of Examiners will be determined by Academic Board Standing Orders.

6.1.3 All Boards of Examiners should establish written terms of reference using guidance provided by Registry.

6.1.4 The Head of Academic Registry or nominee should ensure the provision of adequate notice of meetings of the Board of Examiners, and in particular any reconvened meetings, to all who are expected to attend.

6.1.5 The Head of Academic Registry or nominee, with the Executive Deans. should give consideration to the timing of the Board of Examiners' meetings on a programme-by-programme basis, ensuring that they are held on a timely basis.

6.1.6 Members of the Board of Examiners should declare personal interest, involvement, or relationship with a student either before the meeting to the Chair, or during the meeting and, if appropriate, withdraw from the meeting while that student is being considered.

6.1.7 The taught component of a graduate or postgraduate programme must be considered at a meeting of the Board of Examiners. Where no dissertation/independent research project is involved, the final award of a qualification must be considered at a meeting of the Board of Examiners; where dissertation/ independent research project is involved, the final

award of a qualification must be considered either at a meeting of the Board of Examiners, or according to alternative arrangements which must involve the External Examiner.

6.1.9 Students should be notified in advance of the Board of Examiner meetings at which the results of their assessments will be considered.

6.2 Roles and Powers of Boards of Examiners

6.2.1 The Board of Examiners will make decisions on all module marks and the final award. Such decisions will be made only on the basis of actual performance in those assessments, which have formally been defined as contributing to the final award. In all cases, the Board of Examiners must be satisfied that the learning outcomes of the module and programme have been achieved.

6.2.2 Boards of Examiners have the formal authority, on behalf of Academic Board to make final award and progress decisions for awards of University College Birmingham and University of Birmingham where the relevant Regulations and Codes of Practice have been followed. For awards of University of Warwick, the decisions of Boards of Examiners may be published to students but are subject to ratification by the Senate Sub-Group of University of Warwick. This should be made clear to students at the time of results publication.

When examining collaborative provision, where possible a common Board of Examiners should be used to ensure close comparability of approach. However, where this is not possible, arrangements that are put in place should take proper account of quality issues. Arrangements for Boards of Examiners should be set out in the agreement covering programmes.

6.3 Consideration of extenuating circumstances by Boards of Examiners

6.3.1 Each Board of Examiners shall conform to a standard procedure for consideration of the possible effects of extraneous circumstances on the qualifications to be awarded or the progression of individual candidates. The procedure shall comply with basic principles of good practice including the need:

(i) For the Extenuating Circumstances Panel to act on behalf of the University in maintaining the greatest possible level of confidentiality concerning the personal affairs of students.

- (ii) To maintain a clear and permanent record of all cases.
- (iii) To clearly define the nature of admissible evidence (which should be provided in writing, where possible with independent third-party evidence).
- (iv) To provide sufficient publicity for students about the extenuating circumstances process and the importance of raising extenuating circumstances before the meeting of the Board of Examiners.

6.3.2 The Board of Examiners will not have the right to receive or review any specific details of the extenuating circumstances that have been raised.

6.3.3 The Code of Practice for Extenuating Circumstances details the processes for applications and consideration of Extenuating Circumstances. The Extenuating Circumstances Panel will determine, for each claim, either:

- a. The claim is valid
- b. The claim does not have sufficient merit to be brought to the attention of the Board.

6.3.4 Where a claim has been judged valid by the Extenuating Circumstances Board, the Board of Examiners will be informed that there are valid extenuating circumstances which should be taken into consideration by the Board and the Board will be advised to exercise its discretion as it sees fit, in accordance with the Assessment Regulations. This may take the form of permitting a resit or reassessment opportunity as a first attempt or where the student may not be eligible, permitting a pass where performance at an assessment is borderline or other such action as the Board sees fit.

6.3.5 In the case of Boards of Examiners at which decisions of progress or final award are made, the Board of Examiners may then decide to recommend a final award or progress decision which is consistent with the performance which, on the evidence available, the Board of Examiners judges the individual would have achieved if their performance had not been affected by extraneous factors. Wherever possible, such decisions will be taken in consultation with and with the full agreement of the External Examiner. In such cases the marks attained should not be adjusted but a record of the factors and the action taken by the Board of Examiners should be made available to Academic Board. The original, unamended mark will appear on the student's transcript.

6.3.6 External Examiners will be informed of the number of claims made, the number of cases determined as 'valid', and the outcomes of these judgements. A record of these will also be made in the minutes of the meeting, and the documentary evidence of valid claims retained in confidential file for at least twelve months after the Board has met.

6.3.7 If circumstances occur which seem to require a change to the level of an award determined by the Board of Examiners (e.g. submission of late and unexpected medical evidence), any such change should be approved by or on behalf of the Board of Examiners concerned. External Examiners will be informed of all changes resulting in the change of a level of award. In the case of University of Warwick awards, any changes to the level of an award are subject to ratification by the Senate Sub-Group of University of Warwick.

6.3.8 If circumstances occur which seem to require a change to the level of an award determined by the Board of Examiners (for example, as a result of an Academic Appeal), any such change should be approved by the Chair of the Board of Examiners on behalf of the Board of Examiners concerned. External Examiners must be consulted on all such changes. However, if it is not possible to contact all External Examiners in the time available, it will be the responsibility of the Board of Examiners to determine whether the change can be made based on whatever consultation has been possible. In the case of University of Warwick awards, any changes to the level of an award are subject to ratification by the Senate Sub-Group of University of Warwick.

6.4 Recording decisions made and discussions held at meetings of Boards of Examiners

6.4.1 Registry will keep a formal record of the attendance at, discussions held, and decisions made at the meeting of the Board of Examiners. Registry should ensure that adequate systems are in place in order that they are able to satisfy themselves that appropriate Regulations and Codes of Practice have been adhered to in reaching any such decisions.

6.4.2 As a minimum, all evidence on which a decision was based should be retained until 12 months after the student's last interaction with the University.

6.4.3 For all undergraduate and postgraduate taught programmes, Boards of Examiners should consider the following data: mean, standard deviation and failure/pass rate for each module. For each cohort, the mean mark and distribution across classes (firsts, 2:1, pass, merit, etc.), should be provided. In addition,

(i) The moderators/internal examiners/examination officers should have the opportunity to report any irregularities deemed appropriate for the Board of Examiners.

(ii) A brief commentary should be provided, for the benefit of the External Examiner and the audit trail, on any unusual events that were relevant (e.g. interruption to the exam by a fire evacuation as an extreme) or any unusual features in the outcome where a question was answered particularly well or badly.

(iii) An endorsement or additional comment from the internal moderator / second marker.

6.4.4 Once the Board of Examiners has approved all module marks, progress decisions and awards, any subsequent changes made to these must either be approved by the Board of Examiners and reported to the Registry or approved in accordance with the Assessment Appeals Procedure. In the case of University of Warwick awards, any changes to the level of an award are subject to ratification by the Senate Sub-Group of University of Warwick.

6.5 Communication of decisions to Students

6.5.1 Following the end of each semester, provisional module marks will be published by the Examinations Unit and made available for students on Student Dashboard by the date set by Academic Registry.

6.5.2 Module marks, progress decisions and final awards will be published by the Examinations Unit and made available for students to view after the meeting of the Board of Examiners at which they are determined, by the date set by Registry.

6.5.3 Students are informed of resits and resit dates via the published results posted on UCB Portal at the end of each cohort's level of study in the case of Full-Time students, and at the end of each block of study for Part Time students and Block students (on overseas-delivered programmes). Assignment remits for work to be resubmitted, details of hand in dates, resit examination timetables and resubmission details will be posted on Canvas only, with students taking responsibility for checking results and reading the accompanying guidance.

7. Awards

7.1 Marks should be aggregated for the purposes of determining the final award according to the credit weighting of the module as defined in the module specification of the Definitive Documents. Marks for the taught and research components of a programme must be aggregated separately.

7.2 Undergraduate Awards: Classified Degrees

7.2.1 The class of degree of each student shall be determined in accordance with the agreed University classification scheme.

7.2.2 In order to be awarded a classified honours degree, students are required to:

(a) Achieve the minimum number of credits at each level as specified in the Academic Regulations part 2; and

(b) To have achieved an overall mark of at least 40 from a combination of module marks in the proportions as specified in the Academic Regulations part 2.

7.2.5 Where a student was previously registered on an Honours degree programme, the Certificate or Diploma of Higher Education awarded will normally have the same title as that programme. The title of the award should reflect the content.

7.2.6 Where programme requirements include a Placement Year, this shall comprise 120 credits in order to denote the notional learning hours undertaken and must be passed for the purpose of progression within that programme. The achievement of the learning outcomes shall be assessed and used to decide if students should progress to subsequent levels.

7.2.7 Where a year of study abroad is an equivalent alternative study that would otherwise have been taken within the University, it must be assessed and contribute to the classification in the same way as the equivalent study undertaken within UCB.

7.2.8 Where a student has progressed to a classified honours degree following successful achievement of a Foundation Degree studied at UCB, the final award will be calculated as for programmes with modules at levels 4 to 6.

7.2.8 A student on a degree apprenticeship programme will need to successfully pass their End Point Assessment (EPA) to be eligible for the award of their Degree. For degree apprenticeship programmes that are not integrated the EPA will be administered by an external organisation. Before the EPA, a student is required to pass the gateway, where they are assessed to ensure they are ready to undertake the EPA.

7.3 Undergraduate Awards: Foundation Degrees

7.3.1 The class of award, where applicable, of each student shall be determined in accordance with the Academic Regulations part 2.

7.3.2 Progression to a final honours stage of a programme will be as stated in Academic Regulations.

7.4 Undergraduate Awards: Other Awards

Where a student has completed less than 300 credits on an Honours degree programme an award of Certificate of Higher Education or Diploma of Higher Education may be made provided the required number of credits has been attained as follows:

- i) Certificate of Higher Education: at least 100 credits at level 4 or above
- ii) Diploma of Higher Education: at least 200 credits of which at least 100 must be at level 4 or above.

7.4.2 Normally only the Certificate of Higher Education and Diploma of Higher Education may be awarded in this way. All other awards are only made on successful completion of the specified programme of study for that award.

7.5 Graduate and Postgraduate Awards

7.5.1 The class of award of each Student shall be determined in accordance with University Regulations.

7.5.2 In order to be achieve the award of Postgraduate Certificate, Postgraduate Diploma or Master's Degree, Registered Students are required to:

- (a) achieve the minimum number of credits as specified in Regulation 1.3.2 and (b) have gained the weighted mean marks as specified in Regulation 1.3.2 have achieved a mark of at least 40 in the specified number of credits

7.5.3 To pass with Merit, a student must (a) achieve the mark stated in Regulation 1.3.2.

(b) pass all modules taken as part of the programme achieve the weighted mean marks as stated in Regulation 1.3.2.

7.5.4 To pass with Distinction, a student must

(a) achieve the weighted mean marks as stated in Academic Regulation 1.3.2

(b) pass all modules taken as part of the programme.

7.5.5 A student on a degree apprenticeship programme will need to successfully pass their End Point Assessment (EPA) to be eligible for the award of their Degree. For degree apprenticeship programmes that are not integrated the EPA will be administered by an external organisation. Before the EPA, a Registered Student is required to pass the gateway, where they are assessed to ensure they are ready to undertake the EPA.

7.5.6 Where a student was previously registered on a Master's programme, the Postgraduate / Graduate Certificate or Postgraduate / Graduate Diploma awarded will normally have the same title as that programme. The title of the award should reflect the content.

7.7 Oral Examinations and Final Awards

7.6.1 Calculations of degree classification and weighted mean mark or on the achievement of an award are based on credit accumulation and aggregation of individual module marks according to the University scheme and programme level learning outcomes. All assessment is related to the learning outcomes of a specific module. Consequently, all assessment that may affect degree classification, weighted mean mark and grade point average, or the achievement of an award must be related to a specific module and the mark included in the module mark.

7.6.2 Oral examinations are permitted as one of a range of assessment methods available within modules. Where such oral examinations are used, they should be used where the competences / achievements of the stated learning outcomes for the module may only be demonstrated through these means, or where the oral examination is an integral part of the assessment of a module. Students taking a module should be subject to the same form of assessment.

7.6.3 Generic additional oral examinations when determining the final degree classification and weighted mean mark or the achievement of an award are not permitted.

7.7 Absence from Assessment and Final Awards

7.7.1 Students should refer to the Codes of Practice on Extenuating Circumstances and, where necessary, Code of Practice on Leave of Absence when anticipating absence from study.

7.7.2 Where there is no prospect that a student will be able to complete their programme of study, for example because of death or significant illness, the Board of Examiners may recommend the award of either a Certificate; a Diploma; an aegrotat degree; or a classified degree. For the award of a classified degree the student must have achieved both:

For a Bachelor's degree:

- (i) Successful completion of stages 1 and 2 of their programme, and any additional stages which form part of the programme requirements, for example a year abroad; and
- (ii) At least 40 credits in the final stage of the programme.

7.7.3 The weighted mean mark for the final stage will be determined by using the total number of credits achieved in the final stage as the "sum total of the credit values of the modules required" for that stage (Regulation 2).

7.7.4 Work that has been completed but not submitted may be submitted on the student's behalf.

7.7.5 These circumstances are likely to be rare and exceptional such that the Extenuating Circumstances procedure will not apply. The Executive Dean or nominee will make an appropriate recommendation to the Board of Examiners after receiving independent, third-party evidence confirming the circumstances. The Board of Examiners, having endorsed the recommendation, has final authority on the matter.

7.8 Assessment Appeals and the Assessment Appeals Committee

UCB's Academic Board will assume that students will normally have brought to the attention of their personal tutor or supervisor, in the normal course of events, extenuating circumstances which they consider might affect their assessment performance, and made appropriate submissions in mitigation to their relevant Board of Examiners, so that the

Board of Examiners may take such circumstances into account in formulating results, decisions and recommendations about their progress. The Assessment Appeals Committee will not normally therefore consider as 'new evidence' information that the student could have brought to the attention of their Programme team. This is detailed in the Assessment Appeal Procedure.
