



# UCL Academic Manual 2019-20

## Chapter 4: Assessment Framework for Taught Programmes

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Chapter 4 is UCL's regulatory framework for the assessment and examination of Undergraduate, Graduate and Taught Postgraduate students at UCL.

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# Introduction

## Scope

1. Chapter 4 is UCL's regulatory framework for the assessment and examination of Undergraduate, Graduate and Taught Postgraduate students at UCL. Students should also refer to their Student Handbooks or equivalent and departmental/divisional literature for more detailed information about the specific regulations that apply to their studies.
2. Students following joint or dual programmes delivered in conjunction with other universities and organisations should refer to their Student Handbook or equivalent for details of the regulations that apply to their studies.

## Threshold Standards

3. The Assessment Framework for Taught Programmes outlines UCL's threshold expectations for the assessment of students. All programmes *must* apply these threshold standards as a minimum.
4. The regulations indicate where a programme *may* set higher standards than the minimum, **subject to approval by UCL Education Committee, or its nominee**. Programmes wishing to set higher standards *must* make a formal application via the Programme and Module Approval and Amendment Process (see Chapter 7).
5. All approved variations *must* be documented in the Programme Summary and clearly explained in the Student Handbook or equivalent.

## Must, Should and May

6. To ensure that the expectations of Faculties, Departments, students and staff are clear, the following verbs are adopted consistently throughout the framework:
  - a) **Must**: indicates a regulation that will be adhered to in all circumstances. Deviations from such regulations would only be granted by the Director of UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs) in exceptional circumstances. For example "All programmes **must** include rigorous second-marking and internal moderation processes which promote consistency and fairness".
  - b) **Should**: indicates a regulation that will be adhered to unless sound pedagogical, professional or practical reasons prevent this. For example "A variety of assessment methods **should** be used across a programme of study to test different knowledge and skills".
  - c) **May**: indicates where an action or regulation is permitted but not mandatory, and where there might therefore be variations across programmes and modules. For example "Information **may** be provided in a number of formats including Student Handbooks, Moodle sites and the UCL intranet". Where 'may' regulations are used, the specific arrangements in place on the programme *must* be explained clearly in the Student Handbook or equivalent.

# 1 Overarching Principles of Assessment

## 1.1 About

1. The overarching principles of assessment provide a framework and reference point for the continuous development and enhancement of taught assessment practices throughout the UCL community of students and staff. The principles aim to:
  - a) Define the core values underpinning the assessment of students at UCL
  - b) Promote consistency across UCL, and parity in student experiences of assessment
  - c) Encourage a mutual understanding of assessment processes and regulations by both students and staff
  - d) Act as an important reference point for setting and maintaining UCL's threshold academic standards
  - e) Act as the starting point for the development and enhancement of assessment processes and regulations, and when applying discretion or academic judgement.

## 1.2 The Principles

### Purposes of Assessment

1. Assessment is integral to learning and teaching; it *must* develop students' knowledge and understanding as well as measuring attainment.
2. Assessment *should* align with the objectives of the Connected Curriculum and ensure that all UCL students are able to learn through participating in research and enquiry at all levels of their programme. This includes:
  - Educating through dialogue and active, critical enquiry
  - Creating an inclusive research and learning community
  - Making connections across modules, programmes and beyond the classroom
  - Creating assessments that mirror 'public engagement' in research
  - Equipping students to address interdisciplinary challenges
  - Exploring critically the values and practices of global citizenship
  - Engaging students as partners in their education, and as co-producers of knowledge
  - Improving the experiences of both students and staff.
3. Students *must* have frequent opportunities to develop their understanding of assessment, for example through formative assessments, guided marking, peer review and opportunities to practise key assessment methods.

### Equality

4. Assessment processes and regulations *must* accord with the principles of natural justice and pay due notice to the danger of inadvertent or indirect discrimination or bias, ensuring that, as far as possible, procedures do not bear more heavily on specific groups, particularly with regard to age, disability, gender, race, religion or belief, caring responsibilities, pregnancy or maternity, sexual orientation or assignment, marriage or civil partnership.

### Staff Development

5. Staff *must* be supported in the design, delivery, marking and moderation of assessment, and in talking to students about assessment, through the provision of information, staff development, and the sharing of good practice.

### Assessment Design

6. Assessment *must* be an integral part of programme and module design.
7. Assessment tasks *must* enable students to demonstrate the extent to which they have attained and exceeded the intended learning outcomes.
8. When designing or reviewing a programme, development teams *should* consider whether assessment:

- Is outward-facing, mirrors public engagement in research and encourages communication with external audiences, for example through journal articles, blogs, presentations, exhibitions or films
  - Facilitates academic and intellectual progression
  - Ensures that academic and professional standards are achieved
  - Enhances and rewards qualities which are important to employers
  - Is inclusive, diverse and designed to assess a range of skills and knowledge (e.g. oral presentations, posters, group work)
  - Challenges, stretches and motivates students
  - Encourages the development of autonomous learners
  - Reflects developments in the field
  - Is spread evenly across a programme, avoiding overload for both students and staff.
9. Student Handbooks (or equivalent) *must* explain to students the aims and overarching principles of assessment, and the rationale behind the number, type and timing of assessments on their programme.
  10. Internal and external scrutiny *must* be given to the design and structure of assessment across a programme.
  11. Assessment *must* be regularly reviewed as part of the Annual Student Experience Review (ASER) and Internal Quality Review (IQR) processes.

### **Assessment Requirements**

12. The UCL Pass Mark represents the minimum, threshold standards which students *should* meet in order to pass a module, progress through their programme and be awarded a degree.
13. Faculties, Departments and UCL services *must* ensure that information for students on all aspects of their assessment is explicit, transparent, targeted towards students, up-to-date and readily available.
14. The Programme Summary *must* clearly define the requirements for a student to progress through the programme and be eligible for a qualification and a classification.
15. Programme regulations *must* meet UCL's threshold academic standards, as defined in the UCL Academic Manual. **Subject to approval by UCL Education Committee, or its nominee**, a programme *may* set standards above these thresholds.

### **Examinations**

16. Students *must* follow the examination conduct regulations and protocols set out in the *Examination Guide for Candidates* which is published annually on the Examinations and Awards website.

### **Progression and Award**

17. Qualifications *must* only be awarded for the successful achievement of defined learning outcomes.
18. The criteria for Progression and the Award of a degree *must* be transparent, clearly defined and fair to all students, and aligned with the requirements of the UCL Qualifications and Credit Framework.
19. Programmes *must* include regular review points to support and evaluate a student's progress throughout their programme.
20. A student *may* be permitted to progress from one year to the next and/ or be awarded a degree where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met.

### **Reasonable Adjustments**

21. UCL *must* make reasonable adjustments to learning, teaching and assessment to support students with a disability or other ongoing medical or mental health condition.
22. Students *should* notify UCL of any such condition at the time of enrolment or as soon as possible thereafter so that UCL can put in place the support that the student needs.



## **Extenuating Circumstances**

23. Students *must* notify UCL of any circumstances which are sudden, unexpected, significantly disruptive, and beyond the student's control and which may affect their performance at assessment, such as a serious illness or the death of a close relative.
24. UCL *should* ensure that alternative arrangements are put in place for such students, such as an extension or deferral of assessment to a later date.

## **Marking and Moderation**

25. Assessment policies and regulations *must* respect the academic judgement of the internal examiners in relation to a student's performance against the published marking criteria.
26. All assessment processes, including marking, second-marking and moderation, *should* be conducted anonymously unless the nature of the assessment makes this impossible.
27. Marking *must* be criterion-referenced and students *must* be made aware of those criteria in advance.
28. Marking scales *must* be transparent and clearly communicated to students in advance of the assessment.
29. All programmes *must* include rigorous second-marking and internal moderation processes which promote consistency and fairness.
30. The assessment process for a programme of study *must* be scrutinised by an External Examiner.

## **Assessment Feedback**

31. Formative and summative assessment feedback is an integral part of the assessment process. Feedback *should*:
  - Help students to evaluate their work
  - Enable students to set and achieve short- and long-term goals
  - Give students opportunities to apply previous feedback
  - Include peer-to-peer and teacher-student dialogue
  - Be motivational for all students
  - Develop students' assessment literacy
  - Be timely, so that feedback can inform future learning
32. Students *should* receive feedback regularly throughout their programme, on both formative and summative assessments.

## **Classification**

33. Classification schemes *must* be transparent, clearly defined and fair to all students.

## **Consequences of Failure**

34. A student who does not meet the Progression and Award Requirements at the first attempt *should* be reassessed in the failed module(s).
35. A student who does not meet the Progression and Award Requirements at the second attempt *must not* be reassessed.
36. Any penalties applied, such as those for late submissions or over-length coursework, *must* be proportionate and applied fairly.

## **Boards of Examiners**

37. Every UCL taught programme *must* have a Board of Examiners with a Chair, Deputy Chair and at least one Internal Examiner and one External Examiner for each of the main subject areas covered.
38. The Board of Examiners is responsible for determining a student's progression through the programme and for making recommendations for the award of degrees to the Education Committee of UCL.
39. Every Faculty *must* have a Faculty Board of Examiners which is responsible for the oversight of assessment in the Faculty and to which Boards of Examiners report.

### **Student Academic Misconduct**

40. UCL *must* investigate and, where necessary, penalise, any conduct which is likely to give an unfair advantage to the candidate and/ or affect the security of assessment, or the standards of degrees awarded by UCL.

### **Award of Degrees**

41. Education Committee, on behalf of Academic Committee, is authorised to award UCL taught degrees.

## 2 Assessment Information

### 2.1 Overarching Principles

- Principle 9: Student Handbooks (or equivalent) *must* explain to students the aims and overarching principles of assessment, and the rationale behind the number, type and timing of assessments on their programme.
- Principle 13: Faculties, Departments and UCL services *must* ensure that information for students on all aspects of their assessment is explicit, transparent, targeted towards students, up-to-date and readily available.
- Principle 14: The Programme Summary *must* clearly define the requirements for a student to progress through the programme and be eligible for a qualification and a classification.

### 2.2 Assessment Information for Students

1. Departments *must* ensure that students receive accurate and up-to-date information for each assessment task.
2. Information *may* be provided in a number of formats including Student Handbooks, Moodle sites and the UCL intranet.
3. The information provided to students for all assessment tasks *should* include:
  - a) A comprehensive description of the assessment task including any rubrics.
  - b) The marking criteria against which students will be assessed.
  - c) If applicable, clear instructions on when and where a written examination, presentation, lab test or other assessment event will take place.
  - d) If applicable, clear instructions for collaborative or group work, including whether and how the contribution of individuals will be assessed.
  - e) If applicable, clear instructions for peer assessment and how the marks awarded by peers will be second-marked and moderated by academic staff.
  - f) If applicable, clear instructions about word counts, the inclusion of footnotes, diagrams, images, tables, figures and bibliographies etc., and any penalties that *may* be applied for exceeding these parameters.
  - g) Coursework submission deadlines and information about penalties for late submission.
  - h) An indication of when students can expect to receive marks and feedback on their work.
4. The following information *must* also be readily available to students:
  - a) The marking scale in use on the programme or module.
  - b) For written examinations, a clear link to the *UCL Examination Guide for Candidates* which is published annually on the Students webpages.
  - c) For coursework submissions, clear information about where and how to submit work, including details of any electronic submission methods and the technical support available.
  - d) Links to information about Reasonable Adjustments, Examination Adjustments and the support services available to students.
  - e) Links to information about when, where and how to submit a claim for Extenuating Circumstances.
  - f) Links to information about accepted referencing methods and UCL's Student Academic Misconduct policies and penalties.
  - g) Where applicable, links to information about research ethics and integrity.
  - h) Links to information about the Consequences of Failure.
  - i) Links to information about the External Examiner process and how to access reports via Portico.

## 2.3 Programme Summary

1. All programmes *must* maintain an accurate Programme Summary which includes full details of the programme structure and assessment requirements, and which *must* explain any approved programme-specific regulations over and above the UCL threshold standards set out in this Assessment Framework for Taught Programmes.
2. For further information on the Programme Summary, please see the UCL Academic Manual, Chapter 7: Programme and Module Approval and Amendment Framework.

## 3 Module Assessment

The Module Assessment regulations define how students will be assessed in each module and component. The outcome of each module assessment is used to determine a student's eligibility for Progression and Award ([Section 9](#)) and to determine their Classification ([Section 10](#) and [Section 15](#)).

### 3.1 Overarching Principles

- Principle 1: Assessment is integral to learning and teaching; it *should* develop students' knowledge and understanding as well as measuring attainment.
- Principle 3: Students *must* have frequent opportunities to develop their understanding of assessment, for example through formative assessments, guided marking, peer review and opportunities to practise key assessment methods.
- Principle 7: Assessment tasks *must* enable students to demonstrate the extent to which they have attained and exceeded the intended learning outcomes.
- Principle 12: The UCL Pass Mark represents the minimum, threshold standards which students *should* meet in order to pass a module, progress through their programme and be awarded a degree.
- Principle 28: Marking scales *must* be transparent and clearly communicated to students in advance of the assessment.
- Principle 36: Any penalties applied, such as those for late submissions or over-length coursework, *must* be proportionate and applied fairly.

### 3.2 Forms of Assessment

1. A programme *must* include both formative and summative assessments:

#### **Formative Assessment**

2. Formative assessment provides students with frequent opportunities to develop their knowledge and understanding of assessment so that they understand how to do well on their programme. Students *should* receive feedback on formative assessments to help them understand how to improve their performance. A formative assessment *may* include an indicative mark, but these marks do not contribute to the award of credit and are not included in the calculation of the Classification.

#### **Summative Assessment**

3. Summative assessment is the formal assessment of student performance against the learning outcomes. Students *should* receive a mark and *should* receive feedback for every summative assessment. These marks are used to determine a student's progress through their programme and their eligibility for an Award. Summative assessment marks are recorded in the student's transcript and aggregated using a set formula to determine the student's Classification at the end of the programme.

### 3.3 Assessment Methods and Tasks

1. The **Assessment Method** defines the way in which a student will be assessed for a particular component or module. A variety of assessment methods *should* be used across a programme to test different knowledge and skills - examples include written examinations, essays, presentations, reports, practicals, group work and many more. The Assessment Method *must* be defined at the point of module approval and/ or amendment. Changes to the Assessment Method *must* be formally approved by UCL Education Committee or its nominee (see [Chapter 7: Programme and Module Approval and Amendment Framework](#)).
2. The **Assessment Task** is the specific exam paper, essay question, topic or activity which students are asked to undertake. All new Assessment Tasks *should* be approved by the

External Examiner (although if a task has been used on a previous occasion, repeat approval does not need to be sought).

3. Guidance on Assessment Methods and Tasks is available from [UCL Arena](#). Guidance on a range of digital assessment platforms is available from the [Digital Education](#) team.

## 3.4 Digital Assessment

1. The Assessment Framework for Taught Programmes applies to the conduct of all forms of assessment. However there are additional considerations and risks involved in managing digital assessments. These regulations *should* be read in conjunction with the remainder of this Chapter.

### Good Practice for Exam Design

2. In line with the British Standard ISO/IEC 23988:2007, if a computer-based examination lasts longer than 90 minutes there *should* be provision, if not detrimental to the purpose or validity of the assessment, for candidates to take a break.

### Testing Summative Online Assessment Tasks

3. The technology being used for all summative online assessment tasks *must* be tested before students undertake the assessment.
4. If the assessment involves invigilators then these invigilators *must* be familiar with the software and they *must* know what the candidates are expected to do during the assessment, so that they can spot any attempts to cheat.

### Skills and Access

5. It *must* be ensured that all students have access to the required technology needed to carry out the assessment.
6. Reasonable Adjustments *may* be possible for students with dyslexia or other disabilities. This *must* be arranged in advance of the assessment in consultation with [the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing \(SSW\)](#) (see [Section 4.3: Examination Adjustments](#)).
7. If any specific technical skills are required to undertake an assessment, students *must* have been given a training opportunity to acquire these skills in advance of the assessment.

### Further Guidance

8. More detailed information on the operation of digital examinations is available in [Annex 4.2: E-Assessment Requirements Guidelines](#).
9. Further advice and guidance is available from the [Digital Education](#) team.

## 3.5 Language of Assessment

1. All assessments *should* be conducted in the English language unless the purpose of the assessment is to test the ability of students in another language.

## 3.6 Attendance Requirements & Eligibility for Assessment

1. UCL's minimum attendance requirement is 70%. Departments *may* stipulate a higher percentage and/ or additional requirements where appropriate (see [Chapter 3, Section 3.1: Attendance Requirements](#) for details).
2. A student whose monitored attendance falls below the attendance requirement *may* become ineligible for summative assessment in that module and will be subject to the regulations in [Chapter 6, Section 4: Learning Agreements, Barring, Suspensions and Termination of Study](#).
3. A student who is absent due to illness or other Extenuating Circumstances *must* notify their Department as soon as possible following the procedures in [Section 6: Extenuating Circumstances](#).

## 3.7 Pass Mark

1. The Pass Mark at Levels 4, 5 and 6 (Undergraduate and Graduate Certificate/ Diploma level) *must* be 40.00% or Grade D.
2. The Pass Mark at Level 7 (Taught Postgraduate level) *must* be 50.00% or Grade C.

## 3.8 Marking Scale

### 3.8.1 Requirements

1. UCL operates a Numeric Marking Scale and, on some programmes, a Letter Grade Marking Scale.
2. The Numeric Marking Scale *must* be used on the following qualifications:
  - a) Certificate of Higher Education
  - b) Foundation Degree
  - c) Bachelors Degree
  - d) Integrated Masters Degree
3. The Numeric Marking Scale *should* be used on all Graduate and Taught Postgraduate programmes. **Subject to approval by UCL Education Committee or its nominee**, a Graduate or Taught Postgraduate programme *may* operate the Letter Grade Marking Scale.
4. A programme *must* use a single marking scale across all summative components and modules so that module marks ([Section 3.10](#)), Progression and Award ([Section 9](#)) and Classification ([Section 10](#) and [Section 15](#)) can be calculated accurately.
5. If an indicative mark is offered for a formative component, this *may* be on the Numeric OR Letter Grade Scale as it does not contribute to the module mark.
6. Please refer to [Section 9.3: Condonement](#) for details of the Condonable Range on each programme.

### 3.8.2 Pass/ Fail Modules and Components

1. **Subject to approval by UCL Education Committee or its nominee**, a module or component *may* be marked on a Pass/Fail basis i.e. without a mark or grade.
2. **Pass/Fail Components** *must only* be used:
  - a) Where the Pass/Fail status of a component is a requirement of professional accreditation AND
  - b) Where the component is zero-weighted in the module mark calculation.
3. **Pass/Fail Modules** *must only* be used:
  - a) On Pass/Fail Degrees i.e. where the qualification does not include a Classification ([Section 10.2](#)), OR
  - b) Where the module does not contribute to the Classification.
4. On Pass/Fail modules and components, the Pass Mark *should* comply with the regulations in [Section 3.7: Pass Mark](#). **Subject to approval by UCL Education Committee or its nominee**, a Programme may determine the Pass Mark by criterion-referenced standard setting (e.g. on the MBBS programme).
5. Pass/Fail modules and components *must* be documented in the Programme Summary.

### 3.8.3 Numeric Marking Scale

	Modules at Levels 4, 5 and 6	Modules at Level 7
70.00 – 100%	Pass	Pass
60.00 – 69.99%		
50.00 – 59.99%		
40.00 – 49.99%		
1.00 – 39.99%	Fail	Fail
0.00 – 0.99%	No Attempt or Minimal Attempt	No Attempt or Minimal Attempt

### 3.8.4 Letter Grade Marking Scale

	Modules at Levels 4, 5 and 6	Modules at Level 7
A	Pass	Pass
B		
C		
D		
E	Fail	Fail
F	No Attempt or Minimal Attempt	No Attempt or Minimal Attempt

### 3.8.5 Conversion of Marks

- Where a student undertakes a module in another Faculty, Department or partner institution which operates a different marking scale, the student's component and module marks *must* be converted to the marking scale in use on their **parent** programme so that Progression, Award and Classification can be calculated.
- As different disciplines have different marking practices, there is no central UCL conversion scale. The parent and teaching faculties/ institutions *must* agree, in advance of the module teaching, the conversion scale which will be used for the student(s) concerned.

#### **Students on Programmes operating a Numeric Marking Scale**

- Where a student takes a module in a Faculty, Department or partner institution operating a Letter Grade Marking Scale, the student *must* receive a letter grade AND an equivalent numeric mark for each component and module. The numeric mark *must* be formally recorded in the Student Records System.

#### **Students on Programmes operating a Letter Grade Marking Scale**

- Where a student takes a module in a Faculty, Department or partner institution operating a Numeric Marking Scale, the student *must* receive a numeric mark AND an equivalent letter



grade for each component and module. The letter grade *must* be formally recorded in the Student Records System.

## 3.9 Component Assessment

1. Each programme is composed of credit-weighted **modules**. Each module *may* include one or more assessed **components**. Components *may* be equally weighted, or some components *may* carry a higher weighting than others (e.g. Essay 60%, Presentation 40%).
2. Components *may* be:
  - a) **Formative**: There is no minimum Pass Mark for formative assessment components and any indicative mark that might be given *must not* be included in the module pass requirements, OR
  - b) **Pass/Fail: Subject to approval by UCL Education Committee or its nominee** a module *may* include a Pass/Fail Component (see 3.8.2 above). A student *must* pass the component in order to pass the module, but the component will not be given a mark, and will not be included in the calculation of the module mark, OR
  - c) **Summative**: The marks from all summative assessment components *must* be included in the calculation of the module mark.
3. Summative Components *may* be:
  - a) **Condonable**: On a Condonable Component, any mark below the Pass Mark, including marks of 0.00%/ Grade F, *may* be Condoned, if the student meets the Module Pass Requirements in Section 3.10 below.
  - b) **Non-Condonable**: Where a Programme designates a **module** as Non-condonable (see Section 9.3: Condonement), the Programme *may* also determine that one or more **components** within that module are Non-condonable (*must* be passed). A student who does not Pass a Non-condonable Component *must* be reassessed in the affected module (see Section 11: Consequences of Failure).

## 3.10 Requirements to Pass a Module

1. In order to pass a module at Levels 4, 5 or 6 a student *must* achieve:
  - a) A weighted mean of at least 40.00%, plus at least 40.00% in any Non-condonable Components, OR
  - b) A preponderance of at least Grade D, plus at least Grade D in any Non-condonable Components.
2. In order to pass a module at Level 7 a student *must* achieve:
  - a) A weighted mean of at least 50.00%, plus at least 50.00% in any Non-condonable Components, OR
  - b) A preponderance of at least Grade C, plus at least Grade C in any Non-condonable Components.

### Calculation of Module Marks

3. The marks from all Summative assessment components *must* be included in the calculation of the module mark.
4. Where a programme operates a Numeric Marking Scale, the module mark *must* be calculated as follows:
  - a) Where component marks are converted to percentages, percentages *must* be rounded to 2 decimal places.
  - b) All summative component marks *must* be weighted and then averaged.
  - c) The weighted mean *must* be rounded to 2 decimal places.

## 3.11 No Attempt or Minimal Attempt at Assessment

1. A student *must* be awarded a mark of 0.00% or Grade F for a component and *must* be deemed to have made an attempt where they:
  - a) Are absent from an examination, presentation or other assessment event, OR
  - b) Do not attempt a paper or task, OR

- c) Attempt so little of a paper or task that it cannot be assessed, OR
- d) Do not submit coursework.
2. A student who is absent or makes an un-assessable attempt due to illness or other Extenuating Circumstances *must* notify their Department as soon as possible following the procedures in Section 6: Extenuating Circumstances.

## 3.12 Coursework Deadlines & Late Submissions

1. Planning, time-management and the meeting of deadlines are part of the personal and professional skills expected of all graduates. For this reason students are required to submit all coursework by the published deadline date and time.

### Extenuating Circumstances

2. Where a student is ill or has other Extenuating Circumstances preventing them from meeting the published deadline, they *must* refer to Section 6: Extenuating Circumstances. If the EC is accepted, the student *may* be granted an extension. If the deadline has already passed, the late submission penalties *may* be suspended i.e. the below penalties will not apply.

### Late Submission Penalties

3. Where there are no Extenuating Circumstances, the following penalties *must* apply to all **components** which are submitted after the published date and time:

Modules at levels 4, 5 and 6	Component Mark/ Grade	
	40.00-100.00% / A-D	1.00-39.99% / E
Up to 2 working days late	Deduction of 10 percentage points or 1 Letter Grade, but no lower than 40.00% / Grade D	No Penalty
2-5 working days late	Mark capped at 40.00% / Grade D	No Penalty
More than 5 working days late	Mark of 1.00% / Grade E	Mark of 1.00% / Grade E

Modules at level 7	Component Mark/ Grade	
	50.00-100.00% / A-C	1.00-49.99% / D-E
Up to 2 working days late	Deduction of 10 percentage points or 1 Letter Grade, but no lower than 50.00% / Grade C	No Penalty
2-5 working days late	Mark capped at 50.00% / Grade C	No Penalty
More than 5 working days late	Mark of 1.00% / Grade E	Mark of 1.00% / Grade E

4. Undergraduate students who submit before the second week of the third term will receive a mark of 1.00%.
5. Work which is not submitted at all will receive a mark of 0.00% / Grade F for that Component under the regulations in 3.11: No Attempt or Minimal Attempt at Assessment.

6. Programme/ module teams *must* clearly communicate to students whether and when **coursework solutions** will be published. Submissions *must not* be accepted or marked after the specified publication date.
7. In the case of coursework that is submitted over- or under-length and is also late, the greater of any penalties *must* apply.
8. As some submissions are made in hard copy or involve artefacts which cannot be submitted at weekends, and because there is no technical support for online submissions at weekends, penalties *must* be based on the number of **working** days. As a result, a deadline set for a Thursday will only begin to incur the higher penalties on a Monday, and those set on a Friday will only begin to incur the higher penalties on a Tuesday, or longer in the case of bank holidays or UCL closure days. Deadlines *should* be set with these restrictions in mind.
9. For electronic submissions, programmes *should* avoid setting deadlines after working hours. It is good practice to set the deadline date and time in hours, minutes and seconds, and to state the time zone.
10. Where dual submission is used (i.e. students submit a hard copy and an electronic copy) the Assessment Information for students *must* clearly state the deadlines for both modes of submission.

### 3.13 Word Counts

1. A minimum and/ or maximum word count *may* be specified as part of the assessment criteria for a component or module. The word count *must* specify whether footnotes, bibliographies, appendices, tables, figures etc. are to be included in the word count.
2. Where a word count is included, the module information for students *must* provide clear details of any penalties that will apply for over- or under-writing.
3. Penalties *must not* exceed a deduction in marks of 10 percentage points, or one Letter Grade, for that **component** and *must not* take the student's mark below the Pass Mark (see [Section 3.7](#)).
4. Standardised penalties *may* be agreed at Faculty, Departmental/ Divisional, Programme or Module level.
5. In the case of coursework that is submitted over- or under-length and is also late, the greater of any penalties *must* apply.

### 3.14 Academic Integrity

1. Students must maintain the highest standards of academic integrity whilst studying at UCL. All work submitted for assessment must be the student's own, unless authorisation has been given for collaboration, and all work must be appropriately cited and referenced.
2. [Section 4: Examinations](#) outlines UCL's requirements for conduct in examination halls. Guidance on referencing and avoiding plagiarism is available from UCL Library Services (see <http://www.ucl.ac.uk/library/docs/guides/references-plagiarism>). Departments are also responsible for informing students of any discipline-specific referencing conventions via Student Handbooks, Moodle or equivalent.
3. UCL will investigate and, where necessary, penalise any conduct which is likely to give an unfair advantage to the candidate, affect the security of assessment, and/ or affect the standards of the degrees awarded by UCL including, but not limited to, instances of plagiarism, self-plagiarism, impersonation, collusion, falsification, exam room misconduct, or contract cheating. Any such conduct will be investigated in accordance with the regulations in [Chapter 6, Section 9: Student Academic Misconduct](#).

## 4 Examinations

The Examinations regulations outline UCL's threshold expectations for students sitting unseen written examinations.

### 4.1 Overarching Principles

Principle 16: Students *must* follow the examination conduct regulations and protocols set out in the Examination Guide for Candidates which is published annually on the [Examinations and Awards website](#).

### 4.2 Examination Timetable

#### Module Verification

1. Students *must* verify whether their modules on Portico are correct by the deadlines published by [UCL Student Records](#) each year to ensure they are entered for the correct examinations:
  - a) September start students: Students *must* verify their modules by Week 11 of term 1
  - b) January start students: Students *must* verify their modules by Week 2 of term 2
2. Where a student is not registered on the correct modules by the stated deadlines, their module choices will not be reflected in the examination timetable. Consequently, the student *may* have a timetable clash and/or there *may not* be room in the examination venue on the scheduled examination date. In such circumstances, students *may* be required to undertake the examination in their Department.

#### Timetable

3. [UCL Examinations](#) is responsible for publishing the Examination Timetable for students.
4. Some Departments or non-UCL colleges *may* also schedule additional examinations at other times of the year. Departments and colleges are responsible for notifying students about the arrangements for any such examinations.
5. Students *must* sit the examination at the date, time and location scheduled in the Examination Timetable, whether organised by central [UCL Examinations](#) or the Department, and *must* ensure that they are available to sit all scheduled examinations. Students who cannot attend due to illness or other difficulties *may* be permitted to defer their examination to a later date under the procedures in [Section 6: Extenuating Circumstances](#). Applications *must* be submitted within one week of the circumstance taking place.
6. Students *must* notify their Department of any timetabling inaccuracies at the earliest possible time.

#### Venues

7. Students *must* attend examinations at the venue designated in the UCL Examination Timetable. UCL examinations are held in a number of different locations, many of which are away from the main Bloomsbury Campus. Detailed information about the venues in use each year, including location codes and maps, will be made available to view online when the timetable is published.
8. Practical and oral examinations will normally be held in departmental accommodation. Students *should* contact the teaching Department for information about the date, time and location of such examinations.
9. Only students with approved Examination Adjustments are permitted to sit examinations in one of the UCL special facility venues ([see Section 4.3 below](#)).
10. Intercollegiate examinations are usually held at the college where the module is taught. Intercollegiate candidates with Examination Adjustments will usually sit examinations at their home college.

11. UCL students taking examinations at other colleges or institutions *must* abide by the regulations of the college they are attending. Similarly, students from other colleges taking examinations at UCL are subject to UCL's regulations for examinations as detailed herein.

### **Alternative Venues**

12. A student will only be permitted to undertake an examination at a venue other than that designated in the UCL Examination Timetable if:
  - a) The student is enrolled on a distance learning programme, OR
  - b) The student is unable to extend their visa to take a reassessment without attendance.AND
  - c) The assessment is in a format which can be offered at an alternative venue (for example, it may not be possible to make alternative arrangements for practical or oral examinations)
13. Applications for alternative venues must be made to the UCL Examinations Office by the published deadlines. UCL Examinations will then liaise with the Department about the suitability of taking the assessment in question at an alternative venue.
14. If a student is unable to travel to the UK due to Extenuating Circumstances, the student will not be permitted to sit the exam in an alternative venue but must submit a claim for Extenuating Circumstances to obtain a Deferral, Alternative Method of Assessment or other appropriate mitigation.
15. Where UCL Examinations approves an application for an alternative venue, a fee will be charged by UCL and by the host institution.
16. It may not be possible to provide Examination Adjustments at alternative venues.

## **4.3 Examination Adjustments**

1. Examination Adjustments are adjustments to central or departmental/ divisional written examinations which can be made for students with a disability, medical or mental health condition.
2. Examination Adjustments can include, but are not limited to:
  - Extra time
  - Rest breaks
  - Specialist equipment
3. Students *must* contact the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) who can help them to complete an application and advise them on gathering the required documentary evidence.
4. UCL Examinations is responsible for confirming and implementing the necessary adjustments.

### **Application Deadlines**

5. Examination Adjustment applications *must* be received by the Disability, Mental Health and Wellbeing team three weeks before the examination period in question.
6. After this deadline students *must* apply to defer their assessment to the next opportunity (normally the Late Summer Assessment period) if they require mitigation, under the regulations in Section 6: Extenuating Circumstances.

### **Other Reasonable Adjustments**

7. Examination Adjustments only apply to unseen written examinations. UCL supports students undertaking other assessment methods, including coursework, via the provisions in Section 5: Reasonable Adjustments.

## **4.4 Illness during the Exam**

1. If a student is taken ill during an exam they *must* alert the invigilators for help as soon as possible. Where appropriate, the invigilators will file a report of the student's condition and the impact on the examination (e.g. lost time, terminated attempt) which can be used as evidence towards an Extenuating Circumstances claim. All EC claims *must* be submitted within one

week of the affected examination, following the procedures in Section 6: Extenuating Circumstances.

## 4.5 Unauthorised Absence from an Examination

1. If a student is absent from an examination or other form of assessment without permission or, although present at an examination, either does not attempt the paper or attempts so little that it cannot be assessed, and provides no evidence of Extenuating Circumstances, then the student will be awarded a mark of 0.00%/ Grade F for the missed/non-attempted examination.
2. For further details see Section 11: Consequences of Failure.

## 4.6 Identification

1. To gain admission to the hall, students *must* present one of the following:
  - a) UCL ID card
  - b) Home college ID card (intercollegiate students)
  - c) Passport
  - d) Driving licence with photograph
2. If a student fails to produce an approved means of identification on the day, they *must* sign a declaration of identity form and a label will be included in the examination envelope to notify the examiner.

## 4.7 Items Permitted in Examination Halls

1. Students *must not* have unauthorised items on or under their desk or about their person. All unauthorised items will be confiscated for the duration of the examination.
2. If a student finds that they have inadvertently brought unauthorised items into an examination the student *must* inform a member of invigilation staff immediately.
3. The following items **are permitted** in a written, practical, oral or other examinations:
  - a) ID card or other approved means of identification
  - b) Candidate number card
  - c) Question papers and examination stationery
  - d) Other materials approved by the examiner
  - e) Calculators (approved models only – see below)
  - f) Mathematical instruments
  - g) Clear pencil cases containing pens, pencils (for MCQ examinations and diagrams only), highlighter pens, correction fluid/tape, erasers, sharpeners and small bottles of ink
  - h) Bottles of still (non-carbonated), non-alcoholic, cold drinks only.
4. The following items **are prohibited** in a written, practical, oral or other examination:
  - a) Revision or course notes
  - b) Books, statutes or dictionaries (except where approved by the examiner – see below)
  - c) Paper for rough work
  - d) Laptops, audio players, or devices with internet or data storage capabilities
  - e) Opaque pencil cases or staplers
  - f) Food, hot drinks, alcoholic drinks or carbonated drinks (except on medical grounds (prior approval required))
  - g) E-cigarettes
  - h) Ear plugs (except UCL-issued ear plugs provided on medical grounds (prior approval required))
  - i) Headgear (except that which is worn on religious or medical grounds (prior approval required for the latter))
5. Students *should* leave all non-essential items at home as UCL cannot accept responsibility for the loss of property or guarantee its safety.
6. Students *must* follow the directions of the invigilation staff in regards to bags, coats, revision notes or other prohibited items.

7. All valuables, including wallets and travel cards, *must* be placed under the examination desk in the plastic wallet provided.
8. Students are not permitted to keep their examination timetable on their desk during examinations. Timetables *must* be placed under the desk in the plastic wallet provided.

### **Mobile Phones and Communication Devices**

9. All mobile phones, smart watches and other communication devices *must* be switched off before students enter the examination hall.
10. Students *must not* have mobile phones, smart watches or communication devices on their desk or about their person and *must* instead place them under the examination desk in the plastic wallet provided.
11. Students *must not* send or receive calls or messages during an examination, or allow ringtones or pre-set alarms to cause a disturbance.

### **Electronic Calculators**

12. Boards of Examiners will determine whether students are permitted to use an electronic calculator in a particular examination.
13. At all other examinations, the unauthorised use of electronic calculators is not permitted and will be treated as examination misconduct. Random checks will be made during examinations to ensure that these regulations are complied with.
14. UCL has approved a standard calculator for use in examinations. Students will be committing examination misconduct if they are found using the wrong model. Further details are available in the Examination Guide for Candidates published each year on the Examinations and Awards website.
15. Exceptionally, a Department *may* approve the use of non-standard calculators for one or more of its examinations. In such circumstances, the Department will inform all students taking the examinations concerned what type of calculators will be permitted in the examination hall. If students are in any doubt, they *should* consult their tutor. Students *may* still need a UCL-approved calculator if they are taking examinations for modules taught by other Departments.
16. Students *must* indicate the make and model of calculator used on the front of their examination envelope.
17. Students *must* ensure that their calculator is in good working order and provide themselves with an alternative means of calculating *should* the calculator fail during an examination. Spare calculators will not be available at the hall on the day.
18. Where credit *may* be given for using the correct method when a final answer is wrong, the student *must* provide the examiner with sufficient information about the process of derivation. Further details are available in the *Examination Guide for Candidates* published each year on the Students website.
19. The use of material stored in the pre-programmable memory of a calculator will normally constitute examination misconduct.

### **Reference Materials**

20. For some examinations reference materials *may* be provided by the examiner. There *may* also be occasions when students are instructed, in advance of the examination, to bring specific documents with them to the hall. Such documents *must* be unmarked unless the examiner has indicated otherwise.

### **Dictionaries**

21. The use of paper or electronic dictionaries is not permitted for the purpose of helping students overcome any deficiency in their command of the English language. Dictionaries will only be permitted for other purposes where the examiner has notified UCL Examinations in writing before the examination.
22. At all other examinations, the unauthorised use of dictionaries is banned and will be treated as examination misconduct. Random checks will be made during examinations to ensure that these regulations are complied with.

## 4.8 At the Start of the Exam

1. UCL morning and afternoon examinations start at 10.00am and 2.30pm respectively unless otherwise indicated on the timetable; students *must* note any exceptions that apply to them.
2. Students *should* arrive at the hall between 10 and 20 minutes before the start of the examination.
3. Students *must* observe any instructions given on the day by invigilation staff, examiners or other staff responsible for the conduct of examinations.
4. Students *must* sit in their allocated seat. Seat numbers will be used to verify attendance and to ensure that marks are awarded to the correct candidate.
5. Students *must not* speak to other candidates once they have entered the hall.

## 4.9 Candidate Numbers

1. All UCL written examinations *must* be examined anonymously by candidate number instead of name.
2. Students *must* display both their candidate number card and their identification ([see 4.6 above](#)) on the desk at each examination.
3. Candidate number cards *must not* be marked or annotated.
4. Students *must* enter their candidate number in the space provided on all examination envelopes (with the exception of Multiple Choice Question [MCQ] papers, where the student number *should* be used) unless instructed otherwise on the day.

## 4.10 Question Papers

1. Students *must not* begin reading the question paper before the start of the examination. However, students *should* check that the examination code and title on the front cover of the question paper are correct. Students *must* alert a member of invigilation staff immediately if they have been given the wrong paper.

## 4.11 Answer Books and Examination Envelopes

1. Prior to the start of the examination students *may* enter the following information on the front cover of the examination envelope:
  - a) Candidate number
  - b) Student number (MCQ cards only)
  - c) Seat number
  - d) The examination title and code
  - e) The date and venue
  - f) The make and model of the student's calculator (if applicable)
2. Students *must not* write anything else on their examination envelope, answer book or question paper, or any other materials present on their desk, before the start of the examination unless told to do so by the supervisor (for computer users, this includes typing).
3. Students *must* write only in blue or black ink (or in the case of MCQ examinations, pencil).
4. Pencils *may* be used for drawing diagrams, charts, graphs or other illustrations.
5. Students *should* only request a supplementary answer book when their main answer book is full.
6. Students *must not* write their name on any examination envelopes, answer books or materials submitted for marking, to ensure their anonymity is maintained.
7. Students *must* enter the following information on the examination envelope in the boxes provided:
  - a) The number of answer books used
  - b) The question numbers answered in the order attempted
8. Students *must* enter the following information on all used answer books:



- a) Candidate number
- b) Seat number
- 9. Students *must* ensure that all answer books, supplementary books and any other materials to be submitted for marking (except MCQ cards) are secured in their examination envelope. MCQ cards *should* be handed in separately.
- 10. When the time permitted for the examination has passed, students will be given one extra minute to prepare their examination envelopes and answer books for collection. When the end of the one minute allowance is announced students *must* stop writing immediately. It is examination misconduct to continue writing after the one minute allowance has passed.
- 11. When time is called, students *must not* speak to other candidates and *must* remain silent in their seat until all examination envelopes have been collected.
- 12. With the exception of those papers clearly marked not to be removed from the hall, students *may* take away their copy of the question paper. However students *must not* take out of the hall any used or unused examination envelopes, answer books, restricted question papers, or other items of examination stationery.
- 13. If a student removes a completed examination envelope or answer book from the examination hall this will constitute examination misconduct and the work will not be marked.

## 4.12 Exam Answers

- 1. Students *must* write clearly in English, or the language specified for the examination.
- 2. Examiners *may* refuse to mark any answers which are deemed to be illegible. Where a script is illegible, the student will be required to re-write or type out an exact copy of their answers under examination conditions in the Department.
- 3. Students *must* read the examination instructions carefully, including any rubrics or instructions on how many questions to answer.
- 4. Students *must* cross through any work which they do not wish to be marked.
- 5. All rough work *must* be done in the answer book and crossed through; scrap paper *must not* be used.

## 4.13 Students Arriving Late for an Exam

- 1. Students arriving less than 45 minutes late will be allowed into the hall to sit the examination but will forfeit any time already elapsed. The student *must* report to an invigilator so that the time of arrival can be recorded and any instructions provided.
- 2. Students arriving more than 45 minutes late will not be allowed into the examination hall.
  - a) If the late arrival is due to illness or other valid Extenuating Circumstances (ECs) the student should submit an Extenuating Circumstances Form as soon as possible and no more than 7 calendar days after the exam. If the student is granted a Deferral it will take place at the next normal occasion (normally the Late summer Assessment Period). See Section 6: Extenuating Circumstances for more details.
  - b) If there are no Extenuating Circumstances (ECs) the student will receive a mark of 0.00%/ Grade F and will be considered to have made an attempt (see Section 3.11: No Attempt or Minimal Attempt at Assessment). The student will be required to Resit at the next normal occasion (normally the Late Summer Assessment Period) or, if they fail in more than 60 credits the student will be required to Repeat the failed modules in the following academic session. See Section 11: Consequences of Failure for further details.

## 4.14 Leaving the Hall during an Exam

- 1. Students *must not* leave the hall during the first 45 minutes or the last 15 minutes of the examination. Toilet visits are not normally permitted during these times.
- 2. At all other times, students *must not* leave their seat without first seeking permission, except in cases of illness or emergency. Students *must* notify the invigilators by raising their hand if they

- have a query, feel unwell, need more stationery or the toilet, or want to leave the hall permanently after the first 45 minutes or before the last 15 minutes of the examination.
3. In case of illness or emergency, students *must* only leave their seat if accompanied by a member of invigilation staff.
  4. All candidates *must* be accompanied on toilet visits and each visit will be recorded on the attendance sheet.
  5. If a student wishes to leave the hall permanently after the first 45 minutes but before the designated finish time, they *must* raise their hand and remain in their seat until their examination envelope has been collected.

## 4.15 At the end of the Examination

1. Each examination will include 15 and 5 minute warning announcements.
2. Once the final 15 minute warning has been announced, students *must* remain in their seat until the examination envelopes for all candidates have been collected and students are told they may leave.
3. Students *should* leave the hall quickly and quietly when told to do so by the supervisor as there *may* be longer examinations taking place in the same hall.
4. Students *must* collect their valuables from the plastic wallet under their desk and place the empty wallet on their desk before leaving the hall.

## 4.16 Emergency Evacuation Procedure

1. In the event of an emergency, the hall supervisor will tell students to leave all materials on their desks and direct them to the nearest exit. Examination conditions will still apply and students *must not* speak to any other candidates on any topic.

## 4.17 Examination Misconduct

1. UCL takes matters of academic misconduct very seriously. Examples of actions that constitute examination misconduct include but are not limited to:
  - a) Cheating, attempting to cheat or assisting someone else to cheat
  - b) Having unauthorised items on or under the desk or about one's person
  - c) Writing before the start of the examination or after the one minute allowance has passed
  - d) Writing notes on hands, arms or other parts of the body
  - e) Leaving the hall unaccompanied or without permission
  - f) Tampering with examination envelopes, answer books, question papers or other examination stationery
  - g) Committing plagiarism or self-plagiarism
  - h) Causing a disturbance or disrupting the examination process
2. Full details of what constitutes examination misconduct are located in Chapter 6, Section 9: Student Academic Misconduct Procedure.
3. Anyone suspected of academic misconduct will be reported to the UCL authorities and *may* be called to appear before a Student Academic Misconduct Panel. Penalties for academic misconduct include, but are not limited to, a mark of zero for the component or module concerned, and, for the most serious offences, exclusion from UCL.

## 5 Reasonable Adjustments

The Reasonable Adjustments regulations define how UCL supports students with a disability or long-term medical or mental health condition throughout their learning, teaching and assessment experience. They cover students at all levels of study, including taught and research students.

### 5.1 Overarching Principles

- Principle 21: UCL *must* make reasonable adjustments to learning, teaching and assessment to support students with a disability or other ongoing medical or mental health condition.
- Principle 22: Students *should* notify UCL of any such condition at the time of enrolment or as soon as possible thereafter so that UCL can put in place the support that the student needs.

### 5.2 Student Guide to Applying for Reasonable Adjustments

Declare a disability at application stage or during pre-enrolment and receive an invitation to complete an Applicant Support Questionnaire providing more information to the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) about your condition and support needs.

**Or**

Contact the Disability, Mental Health and Wellbeing team directly at any stage during your studies to request a confidential 1:1 appointment.



Continue to liaise with the Disability, Mental Health and Wellbeing team via email or phone, or attend an appointment. A member of the Disability, Mental Health and Wellbeing team will discuss your support needs in more detail and agree appropriate follow-on actions, which may include:

- Production of a Summary of Reasonable Adjustments (SORA)
- Email liaison with your academic Department, Information Services (ISD) and/ or Library
- Completion of an application for Examination Adjustments
- Onward referral for non-medical help (e.g. specialist tuition, mental health mentoring, note-taking support)



Remain in contact with the Disability, Mental Health and Wellbeing team throughout your studies and request a review of support as and when you feel it is necessary.

## 5.3 Scope & Definitions

1. The Reasonable Adjustments regulations apply to all UCL Taught and Research students.
2. Under the Equality Act 2010, UCL is required to make Reasonable Adjustments to learning, teaching and assessment to ensure that disabled students are not put at a substantial disadvantage. UCL can also provide Reasonable Adjustments for students who might not consider themselves to have a 'disability' but who nevertheless would benefit from additional support with their studies due to an ongoing medical or mental health condition.
3. Under the Act, a disability is defined as a physical or mental impairment that has a substantial and long-term negative effect on a person's ability to do normal daily activities. 'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed. 'Long-term' generally means the condition has lasted, or is likely to last, 12 months or more, although UCL also provides support for students with shorter-term conditions.
4. A disability can arise from a wide range of impairments which can include, but are not limited to:
  - a) Specific learning difficulties (e.g. dyslexia, dyspraxia)
  - b) Mental health difficulties (e.g. depression, anxiety, schizophrenia)
  - c) Mobility difficulties (e.g. wheelchair users, back pain, hypermobility)
  - d) Blindness or visual impairment
  - e) Deafness or hearing impairment
  - f) Autistic spectrum conditions (e.g. Asperger syndrome)
  - g) Long-term health issues (e.g. diabetes, arthritis, cancer, HIV, autoimmune conditions)
  - h) Progressive conditions (e.g. motor neurone disease, muscular dystrophy, forms of dementia)
  - i) Fluctuating or recurring conditions (e.g. bipolar disorder, epilepsy, rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS))

## 5.4 Academic & Competency Standards

1. The aim of Reasonable Adjustments is to ensure that all students are able to demonstrate the full extent of their academic abilities, irrespective of a disability or long-term condition. All UCL programmes require students to reach specific academic standards in order to be awarded a UCL qualification and some also have particular Competency Standards associated with professional accreditation. UCL will not reduce or change those standards, but it is committed to ensuring that the methods of assessing those standards do not put disabled students at a disadvantage.

## 5.5 Support Available to Students

1. Reasonable Adjustments can take a wide range of forms and the Disability, Mental Health and Wellbeing team will work with the student to agree the best support for them. The Disability, Mental Health and Wellbeing team website provides detailed information about the types of support available for different conditions such as:
  - a) Additional tuition and library access for students with specific learning difficulties
  - b) Support mechanisms and workload planning for students with mental health difficulties
  - c) Ensuring there is physical access for students with mobility difficulties
  - d) Providing materials in an alternative format for students who are blind or have a visual impairment
  - e) Providing materials in an alternative format for students who are deaf or have a hearing impairment
  - f) Support mechanisms and workload planning for students with autistic spectrum conditions
  - g) Support mechanisms and workload planning for students with long-term health issues, progressive conditions, fluctuating conditions or recurring conditions

2. There are a number of other ways in which UCL can support students in addition to Reasonable Adjustments, including:

### **Examination Adjustments**

3. Students may also apply for adjustments to central or departmental written examinations as a form of Reasonable Adjustment - see Section 4.3: Examination Adjustments.

### **Interruption of Study**

4. Where a student is affected by adverse circumstances for an extended period of time they may decide to apply for an Interruption of Study - see Chapter 3, Section 5: Interruption of Study.

### **Support to Study Policy and Fitness to Study Procedure**

5. Where a student's physical or mental health gives rise to concerns about their fitness to study, their capacity to engage with their studies and/ or their behaviour in relation to the UCL community as a whole, the Support to Study Policy and Fitness to Study Procedure may apply - see Chapter 6, Section 2: Support to Study and Chapter 6, Section 3: Fitness to Study Procedure.

### **Extenuating Circumstances**

6. Students with Reasonable Adjustments may also need to use the Extenuating Circumstances (EC) regulations if they experience something sudden, unexpected, significantly disruptive and beyond their control and which affects their performance at assessment, such as a serious illness or the death of a close relative. Section 6: Extenuating Circumstances includes further details.

## **5.6 Longer-term Conditions**

1. Ongoing medical or mental health conditions are not usually considered to fall within the definition of ECs because UCL supports the student through Reasonable Adjustments. However there may be times when a student with a disability or ongoing medical or mental health condition needs to use the Extenuating Circumstances procedures if they feel they need a one-off coursework extension, a Deferral of assessment or some other form of shorter-term help. Examples include, but are not limited to:
  - a) An acute episode or crisis
  - b) A serious worsening of their condition
  - c) A mental health problem which may fluctuate unpredictably
  - d) An acute flare-up of a mental health or medical condition due to increased exam stress
  - e) A new condition
  - f) Circumstances where there may be insufficient time to put Reasonable Adjustments in place
  - g) A severe long-term illness which can only be addressed by an extension, Deferral or other form of one-off mitigation.
2. Longer-term medical or mental health conditions can fall between the definition of a 'disability' and an 'Extenuating Circumstance'. In such cases it may be appropriate to support the student through a combination of **both** Reasonable Adjustments and Extenuating Circumstances. The options in Section 5.5 - such as Interruption of Study, Examination Adjustments and Fitness to Study - should also be considered. The principal aim should be to draw up a support package which provides the best level of care for the student concerned but which also ensures that arrangements uphold the academic standards of UCL and do not unfairly advantage or disadvantage any student over another.
3. If a student has questions about a longer-term condition or is unsure of which procedure to use, they should contact their Personal Tutor, Programme Leader, departmental administrator, the Disability, Mental Health and Wellbeing team or Student Psychological and Counselling Services who can help the student to assess the options open to them and provide assistance in completing the relevant forms.

## 5.7 Postgraduate Research Students

1. These Reasonable Adjustments regulations also apply to UCL Postgraduate Research students, including MPhil/ PhD, Professional Doctorate and MRes students. A student may need Reasonable Adjustments for some or all of the following:
  - a) Supervision meetings, seminars, tutorials and symposia
  - b) Field trips and study leave
  - c) The upgrade meeting
  - d) Completion of the thesis and any other documentation or artefacts
  - e) The assessment of any taught components on the degree
  - f) The oral/viva examination
2. Where a student requires support they should follow the procedures outlined in this chapter, noting in particular the need to declare their condition (see [Section 5.8](#)) and to work with [the Disability, Mental Health and Wellbeing team](#), their Supervisor and their Department to draw up a Summary of Reasonable Adjustments (SORA) (see [Section 5.10](#)).
3. At the point of upgrade and final examination in particular, Supervisors and Examiners must ensure that the candidate's needs are taken into consideration. If staff or students have any questions about putting Reasonable Adjustments in place they should contact [the Disability, Mental Health and Wellbeing team](#) for advice.

## 5.8 Declaring a Condition

1. Students are responsible for declaring a disability or other long-term medical or mental health condition so that UCL can support them throughout their studies:
  - a) Students are strongly encouraged to declare their condition at the application stage or during pre-enrolment.
  - b) Students may also contact [the Disability, Mental Health and Wellbeing team](#) directly at any stage during their studies to request a confidential one-to-one appointment.

### **Confidentiality**

2. Any information relating to a student's disability or Reasonable Adjustments is treated confidentially. Where information needs to be shared with members of the UCL community in order to facilitate support for the student, this will be done only with the student's consent and on a 'need-to-know' basis.

### **Full and Partial Declaration**

3. Students are encouraged to fully declare their condition so that UCL can ensure that learning, teaching and assessment processes are adjusted to their needs. A full declaration means that all UCL staff directly involved in the student's education have access to information about the adjustments which need to be made.
4. Students do have the option of only partially declaring their condition. This means that the student chooses which members of staff have access to information about their adjustments or chooses what details are disclosed. However, if a student only partially declares a condition UCL may not be able to offer the student all the support that they need.

### **Non-disclosure**

5. Where a student does not declare a condition, UCL will not be able to offer any support.

## 5.9 Accessing Support

1. Where a student declares a condition at application or pre-enrolment, they will be invited to complete an Applicant Support Questionnaire giving UCL more information about their condition and support needs. Alternatively, any student may request a confidential one-to-one appointment with a member of [the Disability, Mental Health and Wellbeing team](#) at any time during their studies to discuss their needs.

## Medical Evidence

2. Students may be asked for medical evidence so that UCL can assess their needs and arrange Reasonable Adjustments. Student Support and Wellbeing's Medical Evidence Guidance provides further information and advice.

## Follow-on Actions

3. On receipt of the Applicant Support Questionnaire, or following initial contact from the student, the Disability, Mental Health and Wellbeing team will liaise with the student, via email, phone or one-to-one appointments, to discuss their support needs in more detail and agree appropriate follow-on actions, such as:
  - a) Production of a Summary of Reasonable Adjustments (SORA) (Section 5.10)
  - b) Email liaison with the student's Department, Information Services (ISD) or Library
  - c) Completion of an application for Examination Adjustments (Section 4.3)
  - d) Onward referral for non-medical help (e.g. specialist tuition, mental health mentoring, note-taking support).

## 5.10 Summary of Reasonable Adjustments (SORA)

1. All students with a disability or long-term condition should work with the Disability, Mental Health and Wellbeing team and their Departmental Disability Officer to draw up a Summary of Reasonable Adjustments (SORA). There are a number of different SORA templates for different purposes; the Disability, Mental Health and Wellbeing team will decide which template is most appropriate.
2. The SORA should take into account both the student's needs and the curriculum on their specific programme of study, helping to ensure that adjustments are appropriate to the activities which a student will be undertaking, such as lab work, field trips, coursework, examinations etc.
3. The student may decide:
  - a) Whether or not to involve the Departmental Disability Officer in this process.
  - b) Whether or not to involve their tutor, module organiser, supervisor, programme leader or other academic or professional staff in this process.
  - c) How much information they want to disclose about their condition or adjustments.
4. Students must note that, if they choose not to disclose information, UCL may not be able to offer the student all the support that they need.
5. Once the SORA has been agreed with the student, it will be shared with the appropriate Department(s) or service(s), taking account of the student's preferences for the disclosure of information.
6. If a Department or service has any queries about the recommendations they should contact the Disability, Mental Health and Wellbeing team for advice.

## Assessments Taking Place before the SORA is Agreed

7. The start of the academic year is always a busy time for the Disability, Mental Health and Wellbeing team and it may not be possible to give students an appointment as quickly as we would like. Where a student provides evidence that they have made an appointment with the Disability, Mental Health and Wellbeing team but is yet to be seen, the Faculty Extenuating Circumstances Panel may use its discretion to allow students with a disability or other long-term condition additional time or other Reasonable Adjustments - see Section 6: Extenuating Circumstances for details of how to apply.

## 5.11 Changes in a Student's Condition

1. Where a student's condition is relatively stable, adjustments can be agreed for the whole of their time with UCL. However, a student's condition can fluctuate or worsen over time and they might need different levels of support at different times. The Disability, Mental Health and

Wellbeing team will try to take these fluctuations into account in the SORA, but there may be a need to review the student's adjustments at regular points during their programme.

2. Students are responsible for considering their needs regularly and must contact the Disability, Mental Health and Wellbeing team if they think that any changes need to be made to their SORA.

## 5.12 Extensions as a Form of Reasonable Adjustment

1. Reasonable Adjustments include a wide range of options to support students which can be much more effective than regular extensions. Extensions can mean that a student falls behind fellow students and they often clash with other deadlines and teaching activities. However there may be times when the Disability, Mental Health and Wellbeing team recommends that a student needs regular extensions to support their condition. If this is considered to be an appropriate adjustment for the student, this should be explicitly stated in the SORA.
2. Such students do not need to complete a separate EC Form. Departments and Module Organisers should assume that the student is using the extended deadline on all eligible assessments unless the student informs them otherwise.
3. If a Department or Module Organiser has concerns about granting an extension – for example if it is likely to impact on the student's ability to attend teaching activities or complete other assessments – the Department should liaise with the student and with the Disability, Mental Health and Wellbeing team to agree the deadline for submission.
4. If extensions are not explicitly included in a student's SORA then the same regulations around extensions apply to that student as to all other students i.e. they must submit an EC Form under the regulations in Section 6: Extenuating Circumstances.

## 5.13 Attendance Requirements

1. UCL's minimum attendance requirement is 70% (see Chapter 3, Section 3.1: Attendance Requirements). UCL expects students to aim for 100% attendance, and includes Reasonable Adjustments in the minimum requirement of 70%. As a result, UCL will not normally consider lowering the minimum attendance requirement as a form of Reasonable Adjustment. Any student on a Tier 4 visa who is absent from UCL must obtain authorisation under the procedures set out in Chapter 3, Section 3.2: Authorised Absence for Students on a Tier 4 Visa.

## 5.14 Study Abroad

1. The Disability, Mental Health and Wellbeing team can provide advice on Reasonable Adjustments for students on a Study Abroad Year, and will work with the receiving institution, subject to the student's consent, to ensure that details of support requirements are communicated.

## 5.15 Placements & Occupational Health

1. Where a programme includes a professional placement, such as teacher training or a health care placement, students are required to declare any condition which might impact on their ability to undertake the placement at the application stage or during pre-enrolment.
2. If any health-related issues arise during a student's programme, the student can contact Occupational Health and Wellbeing (OHW) directly for a confidential one-to-one appointment at any time. The student's tutor or Programme Leader may also refer the student to OHW using the Student Referral Form.
3. Where a student declares a condition, OHW will invite the student to an appointment to discuss their support needs. OHW will draw up a report giving suggestions on the support and adjustments that the placement provider may wish to consider. The placement provider, tutor



and/ or programme leader are responsible for determining whether the adjustments are justified, reasonable and feasible in that environment.

4. Faculties or Departments *may* publish local Fitness to Practice policies covering students on professional placements on their programmes. Policies *should* be published on the Faculty/ Departmental website and communicated to students.

## 5.16 Student Parents and Carers

1. UCL can provide a range of Reasonable Adjustments for students who are pregnant, going on maternity, paternity, adoption or parental leave, or who have other caring responsibilities.
2. Support is not provided via a Statement of Reasonable Adjustments. Students and Departments *should* instead refer to UCL's Support for Pregnant Students policy in the first instance. Advice and guidance is also available from Student Support & Wellbeing.
3. The standard adjustment for maternity, paternity, adoption and parental leave is for the student to take a year out via an Interruption of Study following to the procedures in Chapter 3, Section 5: Interruption of Study.
4. Students are expected to consider their needs and discuss adjustments with their Department as far in advance as possible. Pregnancy, maternity, paternity, adoption, parental leave and day-to-day caring responsibilities are not normally considered to meet the definition of Extenuating Circumstances because, typically, they are known about in advance. However sudden, unexpected difficulties in pregnancy or childbirth, or unexpected caring responsibilities can be considered. See Section 6: Extenuating Circumstances for further details.

## 5.17 Religious Observance

1. UCL can provide a range of Reasonable Adjustments to help students observe their religious beliefs.
2. Support is not provided via a Statement of Reasonable Adjustments. Students and Departments should instead refer to UCL's Religion and Belief Equality Policy in the first instance. Advice and guidance is also available from the Chaplain and Interfaith Advisor to UCL.

## 5.18 Accommodation & other Non-academic Services

1. These Reasonable Adjustments regulations cover UCL's provisions for learning, teaching and assessment. However students with a disability or long-term condition may also need Reasonable Adjustments to access accommodation or other UCL services. Students can discuss their needs with the Disability, Mental Health and Wellbeing team or Student Support & Wellbeing as part of their application for academic Reasonable Adjustments, or they can contact the Disability, Mental Health and Wellbeing team or SSW directly for a confidential one-to-one appointment at any time during their studies.

## 5.19 Further Guidance

- UCL Declare
- The Disability, Mental Health and Wellbeing team
- Student Psychological and Counselling Services
- Student Support & Wellbeing
- Occupational Health and Wellbeing
- Chaplain and Interfaith Advisor to UCL
- Section 4.3: Examination Adjustments
- Section 6: Extenuating Circumstances
- Chapter 6, Section 2: Support to Study
- Chapter 6, Section 3: Fitness to Study Procedure

## 6 Extenuating Circumstances

The Extenuating Circumstances regulations define how UCL can support students who experience sudden, unexpected difficulties which affect their performance at assessment.

### 6.1 Overarching Principles

- Principle 23: Students *must* notify UCL of any circumstances which are sudden, unexpected, significantly disruptive and beyond the student's control and which may affect their performance at assessment, such as a serious illness or the death of a close relative.
- Principle 24: UCL *should* ensure that alternative arrangements are put in place for such students, such as an extension or Deferral of assessment to a later date.

### 6.2 Student Guide to Applying for Extenuating Circumstances

**Step 1: Check whether your circumstances are covered** by these procedures – we may be able to support you better through Reasonable Adjustments, Examination Adjustments or an Interruption of Study.



**Step 2: Complete an Extenuating Circumstances Form and obtain supporting evidence** from a doctor or other appropriate authority.



**Step 3: Submit your form and evidence to your home Department/ Faculty office within one week of the circumstance taking place.** The receiving office will forward your form and evidence, confidentially, to the appropriate person:



Requests for **extensions of up to one week** can be approved by your Programme Leader, Departmental Tutor or Exam Board Chair who will try to respond to your request as soon as possible.



Your Faculty or Departmental EC Panel will consider all other types of mitigation, including:

- Coursework extensions of more than one week
- Suspending the late submission penalties
- Deferral (postponement) of assessment, either with or without tuition

If the above options are not possible, other mitigation options may also be considered by the EC Panel – please refer to the full EC regulations for more details.

Your request will be considered at the next meeting of the EC Panel, or by Chair's Action if your deadline is imminent. The panel will contact you with the outcome of your request within one week of the meeting.

## 6.3 Scope & Definitions

1. The Extenuating Circumstances (EC) regulations apply to the summative assessment of all UCL taught students and to postgraduate research students undertaking taught components/modules.
2. Extenuating Circumstances are defined as circumstances which are sudden, unexpected, significantly disruptive and beyond the student's control and which *may* affect their performance at assessment, such as a serious illness or the death of a close relative. Further guidance about the types of circumstances which are generally considered to be extenuating can be found in [Annex 4.1.1: Grounds for Extenuating Circumstances](#).
3. UCL does **not** operate a 'Fit to Sit' Policy. Students are strongly advised not to sit an examination if they feel unwell but, if they decide to do so, UCL will still consider EC Requests if the student feels that their performance in the assessment has been seriously impaired. Mitigation *should*, however, be limited to a deferral of the assessment to the next normal occasion without penalty. Marks *must not* be changed in any circumstances.

### Information for Students

4. Departments *must* ensure that information about procedures, forms, evidence and deadlines for submission are published in the Student Handbook or equivalent from the start of the academic year and in the information provided for students about their assessment (see [Section 2: Assessment Information](#)).

### Authorised Absence for Students on a Tier 4 Visa

5. These regulations seek to ensure that a student's performance is not adversely impacted by an EC at assessment. In addition, any student who is studying at UCL on a Tier 4 visa and who is absent from UCL *must* obtain authorisation under the procedures set out in [Chapter 3, Section 3.2: Authorised Absence for Students on a Tier 4 Visa](#).

### Intercollegiate and Affiliate Students

6. Incoming intercollegiate and affiliate students *may* use these UCL procedures for a coursework extension. For any other form of mitigation, such students are normally subject to the procedures at their home institution.
7. UCL students studying modules at other colleges are subject to these UCL procedures, although the receiving institution *may* provide some forms of mitigation, such as an extension, in consultation with the relevant UCL EC Panel. Students *should* ensure that their request makes clear that mitigation is being sought for an intercollegiate module and appropriate mitigation should be agreed with the receiving institution.

### ECs 'Banked' from Previous Years

8. Students with ECs 'banked' under the previous UCL EC regulations (i.e. students who submitted an EC in 2014-15 or earlier) *should* still have these circumstances taken into consideration by the Board of Examiners. Any new requests made by such students will only be considered under the regulations herein i.e. no further ECs can be 'banked'.

### Multiple Requests for the Same Condition

9. Where a student submits repeat requests for the same condition, the Faculty/ Departmental EC Panel *may* use its discretion to continue to accept the requests or to reject a request and instead require the student to apply for Reasonable Adjustments – see [Section 5](#). Where the EC Panel feels that this is necessary, the normal course of action is to accept the EC request in hand but warn the student that further requests for the same condition are unlikely to be permitted.

### Group Work

10. Where a student is affected by ECs and is working in a group, the EC Panel or Programme Team *should* use their discretion to consider the impact on other students in the group, for example if the EC prevents the group from meeting a deadline or from completing the required work.

## 6.4 Support Available to Students

1. There are a number of other ways in which UCL can support students in addition to the EC procedures, including:

### **Interruption of Study**

2. Where a student is affected by adverse circumstances for an extended period of time they *may* decide to apply for an Interruption of Study - see Chapter 3, Section 5: Interruption of Study.

### **Support to Study Policy and Fitness to Study Procedure**

3. Where a student's physical or mental health gives rise to concerns about their fitness to study, their capacity to engage with their studies and/ or their behaviour in relation to the UCL community as a whole, the Support to Study Policy and Fitness to Study Procedure *may* apply - see Chapter 6, Section 2: Support to Study and Chapter 6, Section 3: Fitness to Study Procedure.

### **Reasonable Adjustments**

4. Students with a disability or ongoing medical or mental health condition *should* ensure that they apply for Reasonable Adjustments as this allows UCL to support them throughout their learning and assessment - see Section 5: Reasonable Adjustments.

### **Examination Adjustments**

5. Students *may* also apply for adjustments to central or departmental written examinations as a form of Reasonable Adjustment - see Section 4.3: Examination Adjustments.

## 6.5 Longer-term Conditions

1. Ongoing medical or mental health conditions are not usually considered to fall within the definition of ECs because UCL supports the student through Reasonable Adjustments (see Section 5). However there *may* be times when a student with a disability or ongoing medical or mental health condition needs to use the Extenuating Circumstances procedures if they feel they need a one-off coursework extension, a Deferral of assessment or some other form of shorter-term help. Examples include, but are not limited to:
  - a) An acute episode or crisis
  - b) A serious worsening of their condition
  - c) A mental health problem which may fluctuate unpredictably
  - d) An acute flare-up of a mental health or medical condition due to increased exam stress
  - e) A new condition
  - f) Circumstances where there may be insufficient time to put Reasonable Adjustments in place
  - g) A severe long-term illness which can only be addressed by an extension, Deferral or other form of one-off mitigation.
2. Longer-term medical or mental health conditions can fall between the definition of a 'disability' and an 'Extenuating Circumstance'. In such cases it *may* be appropriate to support the student through a combination of **both** Reasonable Adjustments and Extenuating Circumstances. The options in Section 6.4 above - such as Interruption of Study, Examination Adjustments and Fitness to Study - *should* also be considered. The principal aim *should* be to draw up a support package which provides the best level of care for the student concerned but which also ensures that arrangements uphold the academic standards of UCL and do not unfairly advantage or disadvantage any student over another.
3. If a student has questions about a longer-term condition or is unsure of which procedure to use, they *should* contact their Personal Tutor, Programme Leader, departmental administrator, the Disability, Mental Health and Wellbeing team in Student Support and Wellbeing (SSW) or Student Psychological and Counselling Services who can help the student to assess the options open to them and provide assistance in completing the relevant forms.

## Extensions

4. There *may* be times when the Disability, Mental Health and Wellbeing team recommends that a student with a disability or long-term condition needs regular extensions to coursework deadlines. If this is considered to be an appropriate adjustment for the student, this *should* be explicitly stated in the Summary of Reasonable Adjustments (SORA). Such students do not need to submit a separate EC Form for each assessment - see Section 5.12: Extensions as a Form of Reasonable Adjustment for further details.
5. If extensions are not explicitly included in a student's SORA then the same regulations around extensions apply to that student as to all other students i.e. they are subject to these Extenuating Circumstances regulations.

## 6.6 Confidentiality and Data Security

1. Departments and Faculties *must* take steps to assure the security of sensitive student information, using encryption, password protection and/ or secure platforms to share data in accordance with UCL's GDPR Data Protection Policy.
2. Any information relating to a student's EC *must* be treated confidentially. This means that sensitive information *must* only be accessible to the relevant Programme Leader/ Departmental Tutor/ Chair of Board of Examiners and the members and secretary of the home Faculty or Departmental EC Panel.
3. Communications to any other parties *must* only describe the form of mitigation which has been agreed and *must not* disclose any details of the circumstance itself. To facilitate this, the EC Form is divided into five sections:
  - Part 1: Student Details
  - Part 2: Assessments Affected
  - Part 3: Details of the EC
  - Part 4: Supporting Evidence
  - Part 5: Decision
4. The person or body responsible for approving the request *must* ensure that only Parts 1, 2 and 5 are included in communications to the teaching Department/College, UCL Student Records (where applicable) or any other body which needs to know about the mitigation required.
5. Once approved, the full EC Form (Parts 1 to 5 inclusive) *should* be sent to the secretary of the home Faculty or Departmental Extenuating Circumstances Panel for secure and confidential record-keeping.
6. If a student is concerned about disclosing particularly sensitive circumstances to a Departmental EC Panel or their Programme Leader/ Departmental Tutor/ Chair of Board of Examiners, they *may* ask that their request is considered by the Faculty Extenuating Circumstances Panel.

## 6.7 Evidence

1. All EC requests *must* be supported by written evidence from an appropriate, independent and verifiable authority such as:
  - a) A registered medical practitioner (i.e. listed in the GMC's List of Registered Medical Practitioners or an equivalent overseas body)
  - b) UCL Student Psychological and Counselling Services (SPCS)
  - c) A solicitor
  - d) An undertaker or coroner
  - e) A registrar of births, marriages and deaths
  - f) A police or fire officer
  - g) A court or tribunal officer
2. Evidence *must* cover the full period for which the student is requesting mitigation.
3. Evidence *must* be provided in English or accompanied by a translation formally notarised by a solicitor.
4. UCL recognises that it can be very difficult to be asked for 'evidence' in the case of very sensitive circumstances such as the death of a close relative or sexual assault, or in the case

of sudden short term severe illnesses such as food poisoning. In such cases, the Faculty EC Panel *may* exercise its discretion to suspend the need for formal evidence (this cannot be delegated to a Departmental EC Panel or Programme Leader/ Departmental Tutor/ BoE Chair). However the Faculty EC Panel retains the right to require the student to submit formal evidence to support their request.

### **Students with a disability or long-term medical or mental health condition**

5. Where a student is already in touch with the Disability, Mental Health and Wellbeing team or Student Psychological and Counselling Services, their Summary of Reasonable Adjustments (SORA) *may* be used as supporting evidence.
6. UCL Student Psychological and Counselling Services (SPCS) *may* be able to provide evidence for students who have had an appointment with the service. SPCS can only provide evidence covering the period for which the student is seeking mitigation and cannot provide evidence retrospectively.
7. If a student has not had an appointment with SPCS they will need to obtain evidence from a registered medical practitioner.

### **Late Evidence**

8. If a student is unable to obtain the necessary evidence within the deadlines stated herein they *must* still submit their form on time and indicate that their evidence is to follow. However, a decision cannot be made until evidence is received.

## **6.8 Applying for an Extension of Up to One Week**

1. A Programme Leader (or equivalent), Departmental Tutor or Exam Board Chair *may* approve a coursework extension of **up to one week**.
2. Other members of staff are not able to approve an extension.
3. Where a student with a disability or long-term condition needs regular extensions to coursework deadlines this *should* be explicitly stated in the Summary of Reasonable Adjustments (SORA). Such students do not need to submit a separate EC Form for each assessment. If extensions are not explicitly included in a student's SORA the student will need to complete an EC Form according to these procedures.

### **How to Apply**

4. Students *should* submit an EC Form, together with appropriate supporting evidence as described in Section 6.7 above, as soon as possible and **no more than one week after the Extenuating Circumstance has taken place, to their home Department/ Faculty office**. Student handbooks/ Moodle *should* include clear details of where to submit forms.
5. Where a student is unable to submit a request within these deadlines because the EC is still ongoing, they *should* refer to Section 6.11: Late EC Requests.
6. Students are responsible for submitting a request. If they are unable to make an application for themselves, their next of kin *may* submit a request on their behalf. A member of staff is not permitted to submit a request on a student's behalf. However where a student is severely affected by their condition, or having difficulties with the process, a tutor or other member of staff *may* assist the student in completing their form, or *may* refer the student to Student Support & Wellbeing, the Disability, Mental Health and Wellbeing team or Student Psychological and Counselling Services for assistance.
7. Where the request relates to a module taken outside of the student's home Faculty or Department, they *must* include the name of the teaching Department and clear information about the assessment concerned on their EC Form.

### **Approval**

8. The receiving office *should* forward the request to the relevant member of staff as soon as possible.
9. The member of staff *should* consider the request and the evidence presented with reference to Annex 4.1.1: Grounds for Extenuating Circumstances and make a decision as to whether an extension can be granted.

10. **Where an extension is agreed**, the new deadline *must* be communicated to the student in writing as soon as possible.
11. Where a Programme Leader, Departmental Tutor or Chair of the Board of Examiners approves a request, the new deadline *should* also be communicated to the teaching Department/ College.
12. **Where an extension is not granted**, the decision *must* be communicated to the student in writing as soon as possible. Such students retain the right to submit a request for other forms of mitigation for consideration by the Faculty/ Departmental EC Panel.
13. Communications *must* include only the form of mitigation which has been agreed (i.e. Parts 1 and 5 of the EC Form) and *should not* include details of the EC itself.

### Record-keeping

14. Once a decision has been made, all completed request forms *should* be forwarded to the secretary of the relevant Faculty/ Departmental EC Panel for confidential and secure record-keeping.

## 6.9 Applying for all other Types of Mitigation

### 6.9.1 How to Apply

1. All other forms of mitigation beyond a one week extension must be considered by the Faculty or Departmental Extenuating Circumstances Panel.
2. Students *should* submit an EC Form, together with appropriate supporting evidence as described in Section 6.7 above, as soon as possible and **no more than one week after the Extenuating Circumstance has taken place, to their home Department/ Faculty office** - student handbooks/ Moodle *should* include clear details of where to submit forms.
3. Where a student is unable to submit a request within these deadlines because the EC is still ongoing, they should refer to Section 6.11: Late EC Requests.
4. The EC Form asks students to indicate which type of mitigation they are seeking. This information will be used to determine how the request is processed but in no way determines the outcome of the request. The type of mitigation offered is entirely at the discretion of UCL.
5. Students are responsible for submitting a request. If they are unable to make an application for themselves, their next of kin *may* submit a request on their behalf. A member of staff is not permitted to submit a request on a student's behalf. However where a student is severely affected by their condition, or having difficulties with the process, a tutor or other member of staff *may* assist the student in completing their form, or *may* refer the student to Student Support & Wellbeing, the Disability, Mental Health and Wellbeing team or Student Psychological and Counselling Services for assistance.
6. Where the request relates to a module taken outside of the student's home Faculty or Department, they *must* include the name of the teaching Department and clear information about the assessment concerned on their EC Form.
7. The receiving office *should* forward the EC Form to the secretary of the relevant Faculty or Departmental EC Panel (see Annex 4.1.2: EC Panel Contact Details).

### 6.9.2 Types of Mitigation

1. The EC Panel will consider the request and the evidence presented with reference to Annex 4.1.1: Grounds for Extenuating Circumstances.
2. **For interdepartmental or intercollegiate modules**, the type of mitigation *must* also be discussed with the teaching Department/ College to ensure that the mitigation is possible within, and appropriate to, the curriculum. The details of the EC itself *should not* be disclosed.
3. The EC Panel *should* determine whether one of the following types of mitigation can be provided:
  - a) To offer the student a specified extended deadline.
  - b) To suspend the late submission penalties.
  - c) To offer the student a Deferral either *with* or *without* Tuition i.e. the opportunity to sit/ submit the assessment as if for the first time and without penalty, including where the

student has already made an assessment attempt – see [Section 6.10: Deferred Assessment](#) for further details.

4. If the EC Panel agrees that the options in paragraphs 3a) to 3c) will not provide sufficient mitigation for a student, the Panel *may* determine that one of the following types of mitigation can be provided:
  - a) Subject to consultation with the Programme Leader and approval by the External Examiner, to offer the student an alternative method of assessment which allows the student to demonstrate achievement of the same learning outcomes.
  - b) To exclude the affected component from the Requirements to Pass a Module and/ or the module mark calculation, up to a maximum of 50% of a module, where Professional, Statutory and Regulatory Bodies permit.
  - c) To permit the student to spread their assessments between two examination periods without penalty.
5. In exceptional circumstances, if the EC Panel agrees that the options in paragraphs 4a) to 4c) will not provide sufficient mitigation for a student, the Panel *may* determine that one or more of the following types of mitigation can be provided:
  - a) To exclude the affected *module* from the Progression or Award Requirements up to a maximum of 30 credits, provided that any Professional, Statutory and Regulatory Bodies permit such an exclusion.
    - i. Exceptionally, where more than 30 credits is affected and no other form of mitigation is viable, the EC Panel Chair *may* refer the case to UCL Academic Services who *may* permit a higher number of excluded credits on behalf of the Vice-Provost (Education & Student Affairs).
  - b) To exclude the affected *module* from the Classification calculation, up to a maximum of 30 credits across the whole programme.
  - c) For students still undertaking Deferrals or Reassessments for modules first attempted in or before the 2017-18 academic session, the EC Panel *may* also consider excluding the affected component or module from the Undergraduate Completion Requirements.
6. **Subject to approval by the Faculty Tutor**, the EC Panel *may* recommend that a student takes an Interruption of Study which *may*, in some circumstances, be backdated. See [Chapter 3, Section 5: Interruption of Study](#) for further details.
7. If the EC Panel agrees that more evidence is required, the student *should* be asked to provide the additional evidence within a further two weeks. Where no further evidence is received, the EC Panel *should* reject the request and notify the student in writing.

### 6.9.3 Communication of Outcomes

1. Students *should* be informed of the mitigation decision in writing within one week of the EC Panel meeting.
2. Within one week of the Panel meeting, the FECP/ DECP secretary *should* also communicate the mitigation decision for each affected module to:
  - a) The relevant Board of Examiners
  - b) In the case of interdepartmental or intercollegiate modules, the relevant teaching Department or College
  - c) If the student is granted a Deferral, [UCL Student Records](#)
  - d) If an alternative method of assessment is recommended, [UCL Examinations](#) and the teaching Department
  - e) If a component or module exclusion is recommended, [UCL Student Records](#).
3. Communications *must* only include the form of mitigation which has been agreed (i.e. Parts 1 and 5 of the EC Form) and *should not* include details of the EC itself.

### 6.9.4 Board of Examiners

1. The Board of Examiners (BoE) is responsible for applying the FECP/ DECP's decision, recalculating any results, confirming module marks and determining whether the student *may* progress or graduate.
2. The BoE *should* receive only the mitigation decision (Parts 1 and 5 of the EC Form). Only the Chair and Secretary of the BoE *should* have access to the full EC Form (Parts 1 to 5 inclusive) in order to verify information.



3. In order to respect the sensitive nature of students' circumstances and to ensure that the academic standards of UCL are upheld, the BoE *must* ensure that:
  - a) Only ECs validated by the Faculty/ Departmental EC Panel are received
  - b) New cases are not raised at the meeting of the Board
  - c) The nature or severity of the EC is not discussed
  - d) Marks are not adjusted in any circumstances
  - e) Students are not raised from a fail to a pass
4. Students *should* refer to Section 14: Award of Degrees for information about when they can expect to receive their formal results following the BoE meeting.

## 6.10 Deferred Assessment

### 6.10.1 Scope & Definitions

1. A **Deferral** is the opportunity to sit an assessment as if for the first time and without penalty as a form of mitigation for students with Extenuating Circumstances.
2. A Deferral *should* be undertaken **without tuition**.
3. A Deferral *may* be taken **with tuition** where a student:
  - a) Has missed a large amount of teaching, AND/OR
  - b) Has failed or failed to complete a large number of credits due to ECs, AND/OR
  - c) Has ECs on a second attempt.
4. Where a student passes a Deferral of a **first attempt** the student *must* receive the full mark for all components and modules (marks *must not* be capped).
5. Where a student passes a Deferral of a **second attempt** (i.e. a Deferral of a Resit or Repeat), the module mark(s) *must* be capped at the Pass Mark (Section 3.7). Students should refer to Section 11: Consequences of Failure for full details of the regulations around Resits and Repeats.
6. Deferrals *must* be available to students at all levels of study, including finalists.
7. A Deferral *may* be offered to a student who has already made an assessment attempt. The mark from the original attempt will be disregarded and the student will be offered the opportunity to sit the assessment as if for the first time. The Progression and Award Requirements, including any rules around Condonement, *must not* be applied until the student has undertaken the Deferral.
8. Deferrals *may not* be possible for students who are unable to complete an Extra-Mural Study Abroad or Placement Year. Where such a Deferral is not possible, students must transfer to an equivalent programme without a Study Abroad or Placement requirement.
9. A Deferral *must* be completed within two years of initial registration on the module or, where a module is substituted, within two years of initial registration on the substituted module.
10. The Faculty/ Departmental EC Panel *must* communicate the decision to offer a Deferral, with or without tuition, to the Board of Examiners.
11. The Board of Examiners *must* implement the decision, confirm the date of the next assessment, and ensure that the student's Portico registration is amended.
12. Decisions relating to Deferred Assessments *must* be honoured regardless of any volume of credit failed and dealt with under the Consequences of Failure provisions. The number of deferred credits *must not* be added to failed credits when considering whether students *should* Resit or Repeat.

### 6.10.2 Deferral without Tuition

#### Timing of the Deferral

1. A **Deferral without Tuition** *should* be scheduled as per the regulations in Section 11.4: Resitting a Module.
2. **Up to a maximum of 30 credits**, a student with ECs extending beyond the Late Summer Assessment Period, *may* be permitted to **Provisionally Progress** onto the next year of study and to undertake a Deferral without Tuition in tandem. Such students *must* successfully pass

the Deferral and meet the Progression requirements before they will be permitted to progress to any subsequent years of study or be considered for an Award. See [Section 9.4: Provisional Progression](#) for further details.

### Requirements and Entitlements

3. Students *should* be assessed in the module **component(s)** affected by the EC.
4. Students *should not* attend any additional lectures, seminars or other teaching activities. They *may* be offered, but are not automatically entitled to, additional tutorials or supervision.
5. Students *must not* be charged an additional fee for deferring the assessment.
6. Students *should* have access to UCL's facilities such as the library and other learning resources, although there *may* be limited availability of some resources during UCL vacation periods.
7. Students *must* be entitled to the Reasonable Adjustments provisions for students with disabilities and other long-term medical or mental health conditions.
8. Students *should* undertake the Deferral before they commence any Study Abroad Year or Placement Year.

### Format of the Deferral

9. Students *must* be assessed under the syllabus in place for the original assessment.
10. Students *should* be assessed by the same Method used for the original assessment (e.g. essay, exam, practical etc.). Where assessment by the same Method is difficult or impossible, a Board of Examiners *may* set a different Method of assessment. The alternative Method *must*:
  - a) Allow students to demonstrate achievement of the learning outcomes to the same extent as the original assessment, AND
  - b) Be approved by the External Examiner, preferably at the point of Programme and/ or Module Approval.
11. The Board of Examiners *must* determine whether Deferral students will be assessed in the same Task (e.g. the same essay topic) or whether a new Task will be set (e.g. a new essay question or new exam paper). Any new assessment Task *must*:
  - a) Allow students to demonstrate achievement of the learning outcomes to the same extent as the original task, AND
  - b) Be approved by the External Examiner, preferably at the same time as the original task/ paper.
12. Students *cannot* substitute a module with an alternative module because the Deferral includes no tuition.

## 6.10.3 Deferral with Tuition

### Timing of the Deferral

1. A **Deferral with Tuition** *must* take place in the following academic session.
  - a) **Up to a maximum of 30 credits**, a student *may* be permitted to **Provisionally Progress** and to undertake a **Deferral with Tuition** in tandem with the next year of study. Such students *must* successfully complete the Deferral and meet the Progression requirements before enrolling on any subsequent years of study or being considered for an Award. See [Section 9.4: Provisional Progression](#) for further details.
  - b) A student who is offered a **Deferral with Tuition in more than 30 credits** *must not* commence the next year of study until the Deferrals are complete.

### Requirements and Entitlements

2. Students *should* be assessed in **all the components** of the affected module(s).
3. Students *must* re-enrol on the affected module(s) in the following academic session, attend all teaching activities and are entitled to the standard tuition and supervision provisions on the module(s).

4. Students *must not* be charged an additional fee for deferring the assessment except for any fees to be incurred in respect of additional tuition which *must* be charged pro-rata to the credit value of the modules.
5. Students *must* have full access to UCL's facilities such as the library and other learning resources.
6. Students *must* be entitled to the Reasonable Adjustments provisions for students with disabilities and other long-term medical or mental health conditions.
7. Students *must* meet UCL's minimum attendance requirements to be eligible for their deferred assessment attempt.
8. Students *should* undertake the Deferral before they commence any Study Abroad Year or Placement Year.

### **Format of the Deferral**

9. The components and/ or syllabus of the affected module(s) *may* be different if the programme or module has changed between years of study. Students *must* be assessed in the components and syllabus of the new year.

### **Substitution of Modules**

10. **Subject to approval by the Departmental Tutor**, a student *may* apply to substitute up to 30 credits of modules with one or more alternative modules in any one academic session, up to a maximum of 60 credits across the whole programme.
11. If a programme has changed between years of study, or a module will not be running, the Departmental Tutor *may* permit a student to substitute more than 30 credits per year, or more than 60 credits across the programme, with one or more alternative modules.
12. The substitute module(s) *must* satisfy the programme requirements in terms of credit-weighting and academic level. Students *must not* take modules from a subsequent year of study in advance.
13. The substitute module(s) *must* be treated as a Deferral attempt:
  - a) Where a student passes a Deferral of a **first attempt** the student *must* receive the full mark for all components and modules (marks *must not* be capped).
  - b) Where a student passes a Deferral of a **second attempt** (i.e. a Deferral of a Resit or Repeat), the module mark(s) *must* be capped at the Pass Mark ([Section 3.7](#)). Students *should* refer to [Section 11: Consequences of Failure](#) for full details of the regulations around Resits and Repeats.
14. All approved applications for substitutions *must* be submitted to [UCL Student Records](#) who will confirm that the substitutions are possible and amend the student's record.

#### **6.10.4 Extenuating Circumstances on a Deferral Attempt**

1. If a student experiences further Extenuating Circumstances on their Deferral attempt, they *must* submit a new [EC Form](#).
2. Students *should*, however, be aware that multiple requests for the same Extenuating Circumstances *may not* be accepted if they do not meet the criteria of being sudden, unexpected and beyond the student's control. Where a student has a longer-term difficulty, they *must* contact [the Disability, Mental Health and Wellbeing team](#) or [Student Psychological and Counselling Services](#) as early as possible so that UCL can support them effectively throughout their studies via the provisions in [Section 5: Reasonable Adjustments](#).

### **6.11 Late EC Requests**

1. If a student is unable to obtain the necessary evidence within the deadlines stated they *should* still submit their EC Form on time and indicate that their evidence is to follow. However, a decision cannot be made until evidence is received.
2. Where a student is physically or psychologically unable to submit their EC Form within the specified deadline because the EC is still ongoing, and the Board of Examiners **has not yet**

- made a decision**, the person or body responsible for considering the request *may* use their discretion to consider the late request following the standard procedures outlined above.
3. Where a student is physically or psychologically unable to submit their form within the specified deadline because the EC is still ongoing, and the Board of Examiners **has already made a decision**, the student *may* be able to request a review of the Board's decision:
    - a) Students *should* submit a request for review no more than two weeks after receiving their formal results. The student handbook/ Moodle page for each UCL programme *must* specify where student requests are to be submitted; requests for review *should* be submitted to the same location.
    - b) The receiving office *should* forward the request to the FECP Chair who will review the case. This function *must not* be delegated to a Departmental EC Panel.
    - c) Where the FECP Chair agrees that there are valid grounds for late submission of the request (i.e. it was physically or psychologically impossible for the student to submit it on time and/ or before the Board of Examiners) the FECP Chair *should* make a recommendation to UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs).
    - d) Where UCL Academic Services accepts the request for review, it will overturn the original Board of Examiners' decision and put a new one in its place. The FECP and Board of Examiners *should* be notified as soon as possible. UCL Student Records *should* amend the student's record and issue the student with a new results notification.
    - e) Where the FECP Chair or UCL Academic Services rejects the request for review, they *should* notify the FECP as soon as possible. The FECP secretary *should* notify the student that their request has been rejected within one week of the decision being made.

## 6.12 Appealing an EC Decision

1. Students cannot contest the outcome of an EC request on the grounds of academic judgement. However if the student feels that there has been a procedural error in the handling of their request, or that the type of mitigation offered is unsuitable, the student *may* request that the FECP Chair reviews the decision. This function *must not* be delegated to a Departmental EC Panel.
2. Requests for review *must* be submitted within two weeks of the extension or mitigation decision.
3. Student handbooks/ Moodle *should* include clear details of where to submit ECs; requests for review *should* be submitted to the same office.
4. The FECP Chair *should* consider the request and make one of the following decisions:
  - a) To uphold the original decision, OR
  - b) To retain the original decision but amend specific details such as length of extension, Deferral deadline etc., OR
  - c) To make a new decision on the type of mitigation.
5. The FECP Chair *should* communicate their decision to the student in writing within one week of receiving the request. The FECP secretary *should* ensure that any new decision is communicated to the relevant parties as described in Section 6.9 above.
6. If, after the review, a student is still unhappy, they *may* be able to appeal the decision under the regulations set out in Chapter 6, Section 10: UCL Student Complaints Procedure.

## 6.13 Extenuating Circumstances Panels

### 6.13.1 Terms of Reference

1. Each Faculty *must* have a Faculty Extenuating Circumstances Panel (FECP).
2. The FECP has the following responsibilities:
  - a) To make objective, impartial decisions about the validity of ECs submitted by students in the Faculty.
  - b) To determine the most appropriate course of action for the circumstances in hand and make recommendations to the relevant Board of Examiners.
  - c) To ensure that all ECs are supported by appropriate evidence.

- d) To ensure that mitigation is only applied to the affected module(s).
- e) To ensure that mitigation is only applied once for each assessment.
- f) To ensure that ECs are processed within the timeframes stated above.
- g) To ensure that ECs remain confidential to the EC Panel and to the Chair and Secretary of the relevant Board of Examiners.
- h) To ensure that all data relating to ECs are stored securely.
- i) To meet at the start of each academic year to discuss and agree the arrangements for the delegation of decision-making to any Departmental EC Panels.
- j) To report annually to the Academic Regulations and Quality Assurance Sub-committee on the efficacy of the EC regulations and on the profile of cases received.

### **Delegation of Authority to Departmental EC Panels**

- 3. The FECP *may* delegate authority to consider ECs to a Departmental EC Panel (DECP). It is assumed that 'Department' also covers local variations like division, school, institute, short courses provider etc.
- 4. The FECP *must* determine the authority of any DECP under its responsibility. This *should* include:
  - a) Determining which forms of mitigation and/ or which grounds for ECs *may* or *may not* be considered by a DECP
  - b) Determining where cases *must* be referred up to the FECP
  - c) Determining where DECP Chair's Action *may* be used
  - d) Providing guidance on common forms of mitigation
  - e) Providing guidance on the local processes for communication and record-keeping
  - f) Publishing the panel arrangements in place within the Faculty, and ensuring that the contact details of the relevant FECP/ DECP secretaries are readily available to staff in other Faculties.
- 5. FECPs *should not* delegate decision-making to any person or body other than a DECP.
- 6. Annex 4.1.2: EC Panel Contact Details indicates the appropriate contact for each FECP and DECP.

### **Jurisdiction**

- 7. Each student's 'home' Faculty is responsible for processing any ECs submitted by that student.
- 8. Where the student is registered on a combined honours or joint degree, one of the Faculties will be specified as the home Faculty, which will be responsible for processing the EC.
- 9. Where a student is registered on an interdepartmental module, the home FECP is responsible for processing the request, in consultation with the teaching Department.

### **Frequency**

- 10. Each Faculty *should* determine how frequently the FECP/ DECP meets.

### **Chair's Action**

- 11. The Chair of the FECP is entitled to act on behalf of the Panel in respect of any matter delegated to them by the Panel, the Faculty Board of Examiners or UCL Education Committee. The FECP is responsible for determining where DECP Chair's Action *may* be used.

### **Virtual Meetings**

- 12. To facilitate decision-making, FECPs and DECPs *may* meet 'virtually', where decisions are approved electronically and formally recorded by the EC Panel Secretary.

### **Confidentiality**

- 13. All FECP and DECP members are responsible for preserving confidentiality in respect of the proceedings of the Panel.

### **Conflicts of Interest**

- 14. FECP and DECP members who have a personal or professional conflict of interest with any student being considered at a particular meeting *must* withdraw from the meeting for discussions on that student.

## 6.13.2 Constitution and Membership

### **Faculty EC Panel**

1. The FECP *should* be chaired by the Faculty Tutor.
2. A Deputy Chair *may* be nominated to stand in for the Chair where necessary.
3. In addition to the Chair and Deputy Chair, the FECP *must* include at least two members of senior Faculty staff such as Faculty Graduate Tutors, Programme Leaders, Departmental Tutors etc.
4. The FECP secretary *should* be a named member of staff from the Faculty administration team.

### **Departmental EC Panel**

5. The DECP *should* be chaired by the Head of Department or the Departmental Tutor.
6. A Deputy Chair *may* be nominated to stand in for the Chair where necessary.
7. In addition to the Chair and Deputy Chair, the DECP *must* include at least two members of senior Departmental staff such as Programme Leaders, Departmental Tutors etc.
8. The DECP secretary *should* be a named member of staff from the Departmental administration team.

### **Quoracy**

9. The minimum number of members permissible at a meeting of the FECP or DECP is three, including either the Chair or Deputy Chair.

### **External Examiners**

10. External Examiners *should not* be invited to attend FECP/ DECP meetings.

### **Rotation of Membership**

11. Where possible, the members of academic staff *should* change on an annual basis to ensure maximum sharing and awareness of the EC process across UCL.

# 7 Marking & Moderation

The Marking and Moderation regulations define the procedures for the internal marking and moderation of assessed student work. All programmes *must* apply these threshold standards as a minimum.

## 7.1 Overarching Principles

- Principle 25: Assessment policies and regulations *must* respect the academic judgement of the internal examiners in relation to a student's performance against the published marking criteria.
- Principle 26: All assessment processes, including marking, second-marking and moderation, *should* be conducted anonymously unless the nature of the assessment makes this impossible.
- Principle 27: Marking *must* be criterion-referenced and students *must* be made aware of those criteria in advance.
- Principle 28: Marking scales *must* be transparent and clearly communicated to students in advance of the assessment.
- Principle 29: All programmes *must* include rigorous second-marking and internal moderation processes which promote consistency and fairness.
- Principle 30: The assessment process for a programme of study *must* be scrutinised by an External Examiner.

## 7.2 Responsibilities

1. Markers are responsible for assessing student work against the published marking criteria, assigning each student a mark according to the relevant marking scale and providing students with feedback on their work.
2. Programme Leaders are responsible for the planning and implementation of appropriate marking, second-marking and internal moderation processes on a programme or group of modules.
3. The Faculty Board of Examiners is responsible for ensuring that appropriate marking, second-marking and moderation systems are in place on all programmes and modules within their remit (see [Section 13.4: Faculty Boards of Examiners](#) for further details).

## 7.3 Markers

### Eligibility

1. A UCL marker *may* be an Internal Examiner or an Assistant Internal Examiner.
2. Markers *must* be formally appointed as Internal Examiners or Assistant Internal Examiners by the Board of Examiners – see [Section 13: Boards of Examiners](#) for further details on the appointment process, duties and responsibilities.

### Peer Assessment

3. Students *may* also be asked to assess each other's work as a valuable tool in enhancing their assessment literacy. Where Peer Assessment is used in summative assessment, the Internal Examiner(s) responsible for the module/ assessment *must* ensure that there are clear marking criteria, which are discussed with the students in advance, and that all marks awarded by students are subject to some form of second-marking by an Internal Examiner.

## 7.4 Anonymity

1. All summative assessments *should* be carried out anonymously unless the nature of assessment makes this impossible.
2. Where anonymity is not used, programmes *must* ensure, to the satisfaction of the External Examiner and the Board of Examiners, that there are robust processes in place for second-marking and internal moderation (see below).
3. There is no requirement for anonymity for formative assessments.

### Examinations and Tests

4. Examinations and tests *must* be assessed against Candidate Number only.

### Coursework

5. For coursework submissions, wherever possible, first and second markers *should* assign marks and provide written feedback based on Candidate Number or Student Record Number only.
6. Where coursework assessments include formative submissions, tutorials and/ or in-class feedback, it is recognised that full anonymity will not always be possible or desirable. Where this is the case, and the first marker knows the student, second-marking and moderation *must* be carried out anonymously.

### Dissertations and Research Projects

7. Where dissertations and research projects involve close working between the supervisor and the student it is recognised that full anonymity will not always be possible or desirable. Where the supervisor acts as a marker for the dissertation or report, the assessment *must* be subject to full, independent and anonymous second-marking.

### Giving Feedback

8. Feedback and an indicative mark based on the first marker's comments, but prior to second marking, can be given to facilitate prompt feedback. However, students *should* be aware that the mark is indicative and subject to second-marking, internal moderation and ratification by the Board of Examiners and the External Examiner.

## 7.5 Marking Criteria

1. For both summative and formative assessment the marking criteria *should* be designed to help students understand what they are expected to achieve and the knowledge and skills that will be taken into account in awarding marks.
2. For every summative assessment (i.e. assessments whose results count towards Progression, Classification and/ or the Award of a degree), at least one of the following *must* be made available to students in advance of the assessment:
  - a) Grade Descriptors explaining the criteria and providing a detailed description of the qualities representative of different mark classes/grades. Where appropriate, grade descriptors can be agreed at departmental/divisional or programme level.
  - b) A Marking Scheme explaining how the assessment is scored, i.e. how points are associated with answers to the question set and attributed to parts of the assessment.
3. Where appropriate, the following *should* also be made available to all markers and second-markers:
  - a) Indicative Answers by the question setter that outline the essential material expected to be considered by relevant answers.
  - b) Model Answers that show the correct answer to the question as documented by the question setter.
4. Summative assessment *must* be criterion-referenced i.e. the assessment evaluates the 'absolute' quality of a candidate's work against the marking criteria; the same work will always receive the same mark, irrespective of the performance of other students in the cohort.



5. Further guidance for best practice in designing marking criteria, including the identification of the key skills and knowledge being tested, is available from [UCL Arena](#).

## 7.6 Second Marking

### 7.6.1 Minimum Requirements

1. All modules *must* be subject to a form of second marking.
2. All dissertations/ research projects *must* be subject to Full, Independent, second marking.
3. Faculties or Departments *may* determine and publish policies on the appropriate use of different forms of second marking within the disciplinary context over and above UCL's minimum threshold requirements.
4. The options for second marking are:
  - a) Second marking *may* be Full or Sampled:
    - i. Full second-marking: second markers mark or check all assessments.
    - ii. Sampled second-marking: Second markers mark or check a sample, based on defined criteria, of the full set of assessments.
  - b) Second marking *may* be Independent or done by Check Marking:
    - i. Independent marking (also known as double marking): Each marker assigns a mark. The two marks are subsequently reconciled to agree the mark for the assessment.
    - ii. Check marking: The second marker determines whether the mark awarded by the first marker is appropriate, but does not give a separate mark. The second marker confirms the mark if appropriate, and brings it to the attention of the first marker if not. Check marking will usually only be appropriate for quantitative or multiple-choice assessments in which answers can be scored objectively rather than requiring qualitative judgement on the part of the markers.
  - c) Second marking *may* be Blind or Open:
    - i. Blind second-marking: The second marker is not informed of the first marker's marks and/ or comments.
    - ii. Open second-marking: The second marker is informed of the first marker's marks and comments before commencing and can take these into account.
  - d) Second marking *may* be Live:
    - i. Live marking: Where an assessment is conducted 'live' (e.g. oral examinations, presentations, exhibitions, laboratory work, marking clinical work with patients, portfolios of work, group work etc.) the assessment *should* include provisions for second-marking, internal moderation and External Examiner scrutiny of either the full set of assessments or an appropriate sample. This *may* take the form of having two or more markers present, inviting the External Examiner to observe the event, recording the event or asking students to submit notes, slides and/ or visual material for these purposes.

### 7.6.2 Parity Meetings

1. Where an assessment includes multiple pairs of markers it is good practice to hold a parity meeting at the start of the marking process where markers can discuss and develop a shared understanding of the marking criteria. This can include comparing marks for a small sample of student work.
2. Parity meetings are particularly important where there is a large number of markers and where there are new markers in a team.

### 7.6.3 Sampling

1. Sampling *may* be used where a large number of students undertakes an assessment. If the second markers agree with the marks for the sampled students, it can be assumed that marking is accurate for the population. However if the second markers disagree with one or

more marks, the sample *must* be extended to check the accuracy of marks for **all** students in the assessment. **Individual student marks *must not* be changed unless all marks have been checked.**

2. Where sampling is used in second-marking, the sample *must* include the following as a minimum:
  - a) All Fails
  - b) Mid-class examples for each class (mid-forties, mid-fifties, mid-sixties, Firsts/Distinctions)
  - c) Examples of all upper borderlines (39, 49, 59, 69)
  - d) The higher of either: at least 10% of assessments, or at least five assessments.
3. The above is based on the standard UCL marking scale; programmes operating an alternate marking scale *should* adjust as appropriate.
4. Thresholds for the use of sampling versus full second-marking over and above UCL's threshold standards *may* be set at Faculty or Departmental/Divisional level.

### **Extending the Sample**

5. Where there is disagreement over a single mark or a group of marks within the sample, markers *must not* change individual student marks. Instead, the sample *must* be extended to check and, where necessary, review the marks of **all** students in the assessment concerned, with particular attention being paid to students with similar marks to those being contested, and to those marks falling close to a Classification boundary.
6. Extension of the sample *must* demonstrate to the External Examiner and the Board of Examiners that marking across the assessment concerned is sound and fair and that no student is advantaged or disadvantaged by being included in the sample (i.e. markers *must not* only change the marks of students in the sample; all marks *must* be reviewed).

## **7.6.4 Reconciliation of Marks**

1. All marks *must* be agreed by the markers. Where there is disagreement, the markers *must* adopt one of the following:
  - a) For mark differences of 10% or more, or which bracket a class boundary, the marks *must* be reconciled through discussion of the marking criteria. Mathematical averaging *should not* be used.
  - b) For mark differences of less than 10%, the mark *may* be reconciled by discussion of the marking criteria or by mathematical averaging.

## **7.6.5 Third Markers**

1. A third marker *may* be brought in where a first and second marker are unable to agree on a final mark. The third marker's role is not to over-ride the two previous markers, but to contribute to resolving the discussion with reference to the marking criteria.
2. Third marking to reconcile disagreements between first and second markers *must not* be carried out by the External Examiner (see [Chapter 9, Section 4: External Examining](#)). However, subsequently bringing third-marked work to the attention of the External Examiner is good practice.

## **7.6.6 Documentation of Marking**

1. Marks and how marks are arrived at *must* be transparent for Programme and Faculty Boards of Examiners, External Examiners, students, and, if necessary, complaint panels.
2. The first mark, second mark (where applicable) and the agreed mark *must* be recorded separately.
3. Justification for marks awarded *must* be documented in one of the following forms:
  - a) Examiner's comments from both the first and, where applicable, second marker. These comments *may* be identical to the feedback provided to the student.
  - b) Model answers and evidence of the scoring of the assessment by the first and, where applicable, second marker.

## 7.7 Internal Moderation

1. All programmes *must* have internal moderation systems in place to assure the consistency of marking and the proper application of the marking criteria across markers, students and modules.
2. Internal moderation *may* include, but is not limited to:
  - a) Checks to ensure that marking is comparable across marking pairs or teams
  - b) Checks to ensure that marking is comparable across different options and electives
3. Where the internal moderation process identifies substantial discrepancies, third-marking of a set of assessments *may* be required.

## 8 Assessment Feedback

The Assessment Feedback regulations define the minimum requirements for the provision of feedback to students on their assessed work. All programmes *must* apply these threshold standards as a minimum.

### 8.1 Overarching Principles

- Principle 31: Formative and summative assessment feedback is an integral part of the assessment process. Feedback *should*:
- Help students to evaluate their work
  - Enable students to set and achieve short- and long-term goals
  - Give students opportunities to apply previous feedback
  - Include peer-to-peer and teacher-student dialogue
  - Be motivational for all students
  - Develop students' assessment literacy
  - Be timely, so that feedback can inform future learning
- Principle 32: Students *should* receive feedback regularly throughout their programme, on both formative and summative assessments.

### 8.2 Summative Feedback

#### **Service Standards for the Provision of Feedback to Students**

1. All programmes *must* adopt the following service standards to ensure that students receive appropriate and timely feedback on their work in order to enhance their learning experience and maximise their academic performance.
2. Students *should* expect to receive some form of feedback on all summative assessments.
3. Feedback *may* take the form of:
  - a) A written feedback sheet indicating the student's performance against the marking criteria, strengths, weaknesses and opportunities for improvement.
  - b) An individual discussion with the student about their performance against the marking criteria, strengths, weaknesses and opportunities for improvement.
  - c) Group discussions where thematic areas, strengths and weaknesses within the group as a whole are discussed.
  - d) Annotated examination scripts.
  - e) Marker's answers, model answers or other solutions.
4. Students *should* expect to receive feedback within one calendar month of the deadline for submission of each piece of assessed work (including weekends and vacations). Departments are encouraged to provide this in a shorter timeframe if possible.
5. If, for whatever reason, a Department or Module Organiser cannot ensure that the one calendar month deadline is met then they *must* indicate, by direct contact with the students on the module through email/Moodle, when the feedback will be provided. It is expected that the extra time needed *should* not exceed one week.
6. Where feedback is not provided within the timescale, students *should* bring the matter to the attention of the Departmental Tutor or Head of Department who *should* take action as necessary. If students remain dissatisfied then the matter *should* be referred to the Faculty Tutor.

#### **Dissertations, Research Projects and Long Essays**

7. Supervisors *must* provide feedback to students on a draft on at least one occasion.

### **Anonymity**

8. Wherever possible, summative assessments *must* be marked anonymously (see [Section 7.4: Anonymity](#)). The requirement for anonymity *may* be lifted once the first and/ or second marker has assigned a mark, to facilitate the provision of personalised feedback to the student.

### **Further Guidance**

9. Examples of feedback proforma and marking criteria are available from [UCL Arena](#).

## **8.3 Formative Feedback**

1. Students *should* receive feedback on formative assessments to help them evaluate their own work and understand how to improve their performance.
2. Formative feedback *should* be:
  - a) Received by students in good time
  - b) Focused on helping students to develop the skills, knowledge and understanding required
  - c) Helpful in identifying areas for improvement
  - d) Appropriate for the type of assessment
3. A formative assessment *may* include an indicative mark, but these marks do not contribute to the award of credit and are not included in the calculation of the Classification.
4. There is no requirement for anonymity in formative assessment.

## 9 Progression & Award

The Progression and Award Requirements define what a student must do to progress from one year of study to the next and to be awarded a UCL qualification. **Students should read this section in conjunction with their Programme Summary.**

### 9.1 Overarching Principles

- Principle 17: Qualifications *must* only be awarded for the successful achievement of defined learning outcomes.
- Principle 18: The criteria for Progression and the Award of a degree *must* be transparent, clearly defined and fair to all students, and aligned with the requirements of the UCL Qualifications and Credit Framework.
- Principle 19: Programmes *must* include regular review points to support and evaluate a student's progress throughout their programme.
- Principle 20: A student *may* be permitted to progress from one year to the next and/ or be awarded a degree where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met.

### 9.2 Scope & Definitions

1. A student *must* meet or exceed UCL's threshold standards in order to **Progress** through their programme and be **Awarded** a qualification.
2. Graduate and Taught Postgraduate programmes *must not* include Progression Requirements. **Subject to approval by UCL Education Committee or its nominee**, a Graduate or Taught Postgraduate programme running over more than one year (e.g. a two-year Extended Masters or five-year Flexible Masters) *may* set **Continuation Requirements** between years of study. Failure to meet these standards after all permitted attempts *may* lead to failure of the programme.
3. The specific arrangements on each programme of study *must* be documented in the Programme Summary.
4. Details of the structures of UCL taught programmes, including information about credit, academic levels and modules, can be found in Chapter 2: Qualifications and Credit Framework.

#### **Professionally-accredited Programmes**

5. **Subject to approval by UCL Education Committee or its nominee**, a programme *may* include additional requirements for the achievement of professional accreditation. Additional requirements *must* be:
  - a) Supported by specific, written evidence from the relevant Professional, Statutory or Regulatory Body, AND
  - b) Reviewed annually to ensure accuracy and currency, AND
  - c) Communicated clearly to students, AND
  - d) Documented in the Programme Summary.

#### **Non-Modular Programmes**

6. **Subject to approval by UCL Education Committee or its nominee**, a programme *may* operate on a non-modular basis where there is a clear pedagogic rationale. The Progression and Award Requirements for such programmes are defined in Section 9.13: Non-modular Programmes.

### Failure to meet the Progression & Award Requirements

7. A student who is unable to meet the Progression and Award Requirements due to illness or other Extenuating Circumstances *may* be eligible for a Deferral or other form of mitigation under the regulations in Section 6: Extenuating Circumstances.
8. A student who does not meet all of the Progression and Award Requirements, and has no Extenuating Circumstances material to that failure, *must* be subject to the regulations in Section 11: Consequences of Failure.

## 9.3 Condonement

### 9.3.1 Definition

1. **Condonement** allows a student to progress from one year to the next and/ or to be awarded a qualification where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met. Students who meet the Condonement Criteria will not be reassessed.
2. A student's eligibility for Condonement in any given module is determined by the **Programme** on which the student is enrolled.
3. The Condonement Criteria are defined under the Progression and Award Requirements for each qualification in Sections 9.5 to 9.12 below.

### 9.3.2 Condonable Range

1. For each qualification, Condonement applies only to module marks falling within the following Condonable Ranges:

#### Undergraduate Programmes

	Modules at Levels 4, 5 and 6	Modules at Level 7 (where applicable)
<b>Certificate of Higher Education</b>	1.00-39.99%	-
<b>Diploma of Higher Education</b>	1.00-39.99%	-
<b>Foundation Degree</b>	1.00-39.99%	-
<b>Ordinary Degree</b> (Interim Qualification)	1.00-39.99%	1.00-49.99%
<b>Bachelors Degree</b>	1.00-39.99%	1.00-49.99%
<b>Integrated Masters Degree</b>	1.00-39.99%	1.00-49.99%

## Graduate Programmes

	Modules at Level 6		Modules at Level 7 (where applicable)	
	Numeric Marks	Letter Grades	Numeric Marks	Letter Grades
<b>Graduate Certificate</b>	30.00-39.99%	E	40.00-49.99%	D
<b>Graduate Diploma</b>	30.00-39.99%	E	40.00-49.99%	D

## Taught Postgraduate Programmes

	Modules at Level 7		Modules at Level 6 (where applicable)	
	Numeric Marks	Letter Grades	Numeric Marks	Letter Grades
<b>Postgraduate Certificate</b>	40.00-49.99%	D	30.00-39.99%	E
<b>Postgraduate Diploma</b>	40.00-49.99%	D	30.00-39.99%	E
<b>Masters</b>	40.00-49.99%	D	30.00-39.99%	E

### 9.3.3 Condonable & Non-condonable Modules

1. All modules on a programme *should* be Condonable.
2. **Subject to approval by UCL Education Committee or its nominee**, a Programme *may* designate one or more modules as **Non-condonable** (*must* be passed). In order for a module to be designated as Non-condonable it *must* be:
  - a) A Compulsory module, AND/ OR
  - b) A module essential to professional accreditation.
3. All Undergraduate Dissertations and Masters Dissertations/ Substantive Projects *must* be Non-condonable.
4. Where a Programme designates a **module** as Non-condonable, the Programme *may* also determine that one or more **components** within that module are Non-condonable (*must* be passed). See [Section 3.11: Requirements to Pass a Module](#) for further details.
5. Non-condonable modules *must* be documented in the Programme Summary.

### 9.3.4 Applying Condonement

1. The Condonement regulations apply at both the first and second attempt.
2. Where a student has valid Extenuating Circumstances, the regulations in [Section 6.10: Deferred Assessment](#) *should* be applied before Condonement is considered.
3. If a student meets all the Condonement Criteria, and there are no Extenuating Circumstances to be considered, the module *must* be Condoned.
4. A student who **meets** the Condonement Criteria *must not* be reassessed. The student will be awarded the credit, and the condoned mark *must* stand (i.e. the mark *must not* be raised to the Pass Mark) and *must* be included in the student's Classification.
5. A student who **does not meet** all the Condonement Criteria at the **first attempt** *must* be reassessed in all the failed modules, including those modules with marks falling in the Condonable Range (see [Section 11: Consequences of Failure](#)).



6. A student who **does not meet** all the Condonement Criteria at the **second attempt** *must not* be permitted any further attempts at assessment.
7. Condonement and Reassessment cannot be applied simultaneously; a student who fails in more than the permitted number of credits *must* be reassessed in all the failed modules.
8. On Extended or Flexible taught postgraduate programmes, the formal decision on whether the student meets the Condonement Criteria can only be made at the end of the taught modules.
  - a) A student who does not pass a module in an earlier year *should* be entered automatically for a Resit or Repeat as appropriate under the regulations in Section 11: Consequences of Failure.
  - b) A student *may* choose not to be reassessed in that module and instead retain the fail mark on the basis that the student *may* meet the Condonement Criteria at the end of the taught modules. Students *should* notify UCL Student Records of their intention not to be reassessed at least four weeks before the date of, or deadline for, reassessment. The student's decision not to be reassessed will not be considered as grounds for appeal at a later date.

## 9.4 Provisional Progression

1. A student *may* be permitted to Provisionally Progress to a subsequent year of study in the following circumstances:
  - a) On programmes with a Study Abroad Year or Module, the Faculty Tutor *may* permit a student to Provisionally Progress if the marks from an external provider are not yet available (see Section 9.6: Honours Degree Progression & Award Requirements).
  - b) The Extenuating Circumstances Panel *may* permit a student to Provisionally Progress and to undertake a Deferral *with* or *without* Tuition in a maximum of 30 credits in tandem with the next year's modules (see Section 6.10: Deferred Assessment).
  - c) Exceptionally, the Faculty Tutor *may* permit a student to Provisionally Progress and to undertake a Resit or Repeat in a maximum of 30 credits in tandem with the next year's modules (see Section 11: Consequences of Failure).
2. Provisionally Progressed students are permitted to re-enrol, attend teaching events and access UCL facilities. However, the student *must not* formally Progress to the subsequent year of study until the outstanding credits are passed or formally condoned by the Board of Examiners.
3. If, after all permitted attempts at the affected modules, the student then fails to meet the previous year's Progression Requirements, they *must not* continue on the programme. Some students *may* be eligible for an Interim Qualification, or for transfer to another programme.
4. Registration on additional modules *must not* be considered as grounds for Extenuating Circumstances or appeal at a later date.
5. Students *should* be offered the opportunity to discuss the consequences of Provisional Progression with their Personal Tutor or Programme Leader. If a student would prefer to wait until they have formally progressed before they enrol on any subsequent years of the programme, they *must* contact their Departmental Office as soon as possible to discuss their options and, if appropriate, request that the Faculty Tutor overturns the decision.

## 9.5 Pre-Honours Progression & Award Requirements

1. In order to progress from one year to the next, or to be awarded a **Certificate of Higher Education** OR a **Foundation Degree**, a student *should* Pass 120 credits in each year of study.
2. A student who does not Pass 120 credits in a year of study *must* nonetheless be considered to have met the Progression and Award Requirements if they meet all of the following Condonement Criteria **in that year of study**:
  - a) Pass all Non-Condonable Modules, AND
  - b) Pass at least 90 credits, AND
  - c) Attain marks in the Condonable Range in no more than 30 credits, AND
  - d) Have no module marks below 1.00%, AND
  - e) Achieve a credit-weighted mean of at least 40.00% across 120 credits.
3. On Part-time Modes of Study, the Progression and Award Requirements and the number of condonable credits *must* be adjusted pro-rata for each year of study.

4. Section 9.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

## 9.6 Honours Degree Progression & Award Requirements

1. In order to progress from one year to the next, or to be awarded a **Bachelors with Honours** OR an **Integrated Masters with Honours**, a student *should* Pass 120 credits in each year of study.
2. A student who does not Pass 120 credits in a year of study *must* nonetheless be considered to have met the Progression and Award Requirements if they meet all of the following Condonement Criteria **in that year of study**:
  - a) Pass all Non-Condonable Modules, AND
  - b) Pass at least 90 credits, AND
  - c) Attain marks in the Condonable Range in no more than 30 credits, AND
  - d) Have attained marks in the Condonable Range in no more than 60 credits up to and including the current year of study, AND
  - e) Have no module marks below 1.00%, AND
  - f) Achieve a credit-weighted mean of at least 40.00% (50.00% in the Masters year) across 120 credits.
3. On Part-time Modes of Study, the Progression and Award Requirements and the number of condonable credits *must* be adjusted pro-rata for each year of study.
4. Section 9.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

### Modern Foreign Language Requirement

5. In order to be awarded a qualification, a student *must* also meet UCL's Modern Foreign Language Requirements (see Section 9.7: Honours Degree Modern Foreign Language Requirements).

### Integrated Masters Programmes

6. **Subject to approval by UCL Education Committee or its nominee**, an Integrated Masters programme *may* set a higher progression threshold than the UCL minimum to permit progression from Year 2 to Year 3, AND/ OR from Year 3 to Year 4. Higher thresholds *must* be documented in the Programme Summary.

### Study Abroad Year or Placement Year

7. A student *must* meet the Progression Requirements before commencing a Study Abroad or Placement Year.
8. Upon returning from a Study Abroad or Placement Year, a student *should* meet the Progression Requirements before commencing the next year of study.
  - a) In exceptional circumstances, such as when marks from a placement provider or host institution are not yet available, the Board of Examiners *may* permit a student to **Provisionally Progress** to the next year of study until such a time as the marks become available and formal Progression can be determined. See Section 9.4: Provisional Progression.

## 9.7 Honours Degree Modern Foreign Language Requirements

1. UCL is committed to Modern Foreign Language education. All UK Honours Degree students, with the exception of those on one-year Top-Up or iBSc degrees, *must* enter UCL with, or have developed by graduation, a basic level of competence in a Modern Foreign Language (MFL).
2. In order to satisfy UCL's Modern Foreign Language (MFL) requirements, a student *must* undertake one of the following:
  - a) Hold a C grade or higher in a GCSE, or equivalent, in a Modern Foreign Language, OR
  - b) Where available, attend a Modern Foreign Language Summer School arranged by UCL prior to enrolment, OR

- c) Enrol on a 15-credit module in a Modern Foreign Language as a module choice within the student's standard programme diet. The student must be subject to the standard programme requirements for Progression, Award, Classification and Reassessment, OR
  - d) Enrol on an additional 15-credit module in a Modern Foreign Language, over and above the 120 credits required in each year of study. The student must meet the minimum attendance requirements and take part in the assessment, but does not have to pass the module and the mark will not be included in the student's Classification calculation. If a student does not meet the attendance requirements, they will be Barred from the assessment and *must* Repeat the module in the following academic session with attendance and fees and marks capped at the Pass Mark. As it is an additional module, and is not a requirement of Progression in any given year, the Repeat *may* be taken in tandem with enrolment on a subsequent year of study, OR
  - e) Exceptionally, and by agreement with the UCL Centre for Language and International Education, enrol on an evening class in a Modern Foreign Language.
3. In exceptional circumstances **UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs)** *may* suspend the MFL requirements if they are deemed to place an unreasonable burden on a student. Applications *must* be made to **UCL Academic Services** via the Faculty Tutor.
  4. A student who fails to satisfy the requirement by the end of their programme will not be eligible for the award of an Honours Degree.

### British Sign Language

5. Enrolment on a 15-credit module in British Sign Language will satisfy the MFL requirement.
6. **Subject to approval by the Faculty Tutor**, an appropriate, formal qualification in British Sign Language or another Sign Language *may* be considered as an equivalent to a GCSE.
7. **Subject to approval by UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs)**, experiential learning in British Sign Language or another Sign Language *may* be considered, where accreditation is not available. Applications *must* be made via the Faculty Tutor.

### Ancient Languages

8. GCSE passes in, or enrolment on a 15-credit module in, Ancient Greek, Hebrew or Latin will not satisfy the MFL requirement.

### Heritage and Community Languages

9. **Subject to approval by the Faculty Tutor**, an appropriate, formal qualification in a heritage or community language *may* be considered as an equivalent to a GCSE.
10. **Subject to approval by UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs)**, experiential learning in a heritage or community language *may* be considered, where accreditation is not available. Applications *must* be made via the Faculty Tutor.

## 9.8 Graduate Certificate Award Requirements

1. Graduate Certificate programmes *must not* include Progression Requirements but *may* include Continuation Requirements if the programme runs over more than one year (see **Section 9.2: Scope and Definitions**).
2. In order to be awarded a **Graduate Certificate** a student *should* Pass all modules.
3. A student who does not Pass all modules *must* nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:
4. On programmes operating a **Numeric Marking Scale**:
  - a) Pass all Non-Condonable Modules, AND
  - b) Attain marks in the **Condonable Range** in no more than 15 credits, AND
  - c) Have no module marks below the Condonable Range, AND
  - d) Achieve a credit-weighted mean of at least 40.00% across all credits.
5. On programmes operating a **Letter Grade Marking Scale**:
  - a) Pass all Non-Condonable Modules, AND
  - b) Attain grades in the **Condonable Range** in no more than 15 credits, AND

- c) Have no module grades below the Condonable Range, AND
- d) Achieve a Grade D or higher in at least 50% of all credits.
- 6. Section 9.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

## 9.9 Graduate Diploma Award Requirements

1. Graduate Diploma programmes *must not* include Progression Requirements but *may* include Continuation Requirements if the programme runs over more than one year (see Section 9.2: Scope and Definitions).
2. In order to be awarded a **Graduate Diploma** a student *should* Pass all modules.
3. A student who does not Pass all modules *must* nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:
4. On programmes operating a **Numeric Marking Scale**:
  - a) Pass all Non-Condonable Modules, AND
  - b) Attain marks in the Condonable Range in no more than 15 credits, AND
  - c) Have no module marks below the Condonable Range, AND
  - d) Achieve a credit-weighted mean of at least 40.00% across all credits.
5. On programmes operating a **Letter Grade Marking Scale**:
  - a) Pass all Non-Condonable Modules, AND
  - b) Attain grades in the Condonable Range in no more than 15 credits, AND
  - c) Have no module grades below the Condonable Range, AND
  - d) Achieve a Grade D or higher in at least 50% of all credits.
6. Section 9.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

## 9.10 Postgraduate Certificate Award Requirements

1. Postgraduate Certificate programmes *must not* include Progression Requirements but *may* include Continuation Requirements if the programme runs over more than one year (see Section 9.2: Scope and Definitions).
2. In order to be awarded a **Postgraduate Certificate** a student *should* Pass all modules.
3. A student who does not Pass all modules *must* nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:
4. On programmes operating a **Numeric Marking Scale**:
  - a) Pass all Non-Condonable Modules, AND
  - b) Attain marks in the Condonable Range in no more than 15 credits, AND
  - c) Have no module marks below the Condonable Range, AND
  - d) Achieve a credit-weighted mean of at least 50.00% across all credits.
5. On programmes operating a **Letter Grade Marking Scale**:
  - a) Pass all Non-Condonable Modules, AND
  - b) Attain grades in the Condonable Range in no more than 15 credits, AND
  - c) Have no module grades below the Condonable Range, AND
  - d) Achieve a Grade C or higher in at least 50% of all credits.
6. Section 9.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

## 9.11 Postgraduate Diploma Award Requirements

1. Postgraduate Diploma programmes *must not* include Progression Requirements but *may* include Continuation Requirements if the programme runs over more than one year (see Section 9.2: Scope and Definitions).
2. In order to be awarded a **Postgraduate Diploma** a student *should* Pass all modules.
3. A student who does not Pass all modules *must* nonetheless be considered to have met the Award Requirements if they meet all of the following Condonement Criteria:
4. On programmes operating a **Numeric Marking Scale**:
  - a) Pass all Non-Condonable Modules, AND

- b) Attain marks in the Condonable Range in no more than 30 credits, AND
- c) Have no module marks below the Condonable Range, AND
- d) Achieve a credit-weighted mean of at least 50.00% across all credits.
- 5. On programmes operating a **Letter Grade Marking Scale**:
  - a) Pass all Non-Condonable Modules, AND
  - b) Attain grades in the Condonable Range in no more than 30 credits, AND
  - c) Have no module grades below the Condonable Range, AND
  - d) Achieve a Grade C or higher in at least 50% of all credits.
- 6. Section 9.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

## 9.12 Masters Award Requirements

- 1. One-year Masters programmes *must not* include Progression Requirements but *may* include Continuation Requirements if the programme runs over more than one year (see Section 9.2: Scope and Definitions).
- 2. In order to be awarded a **Taught or Research Masters** a student *should* Pass all modules.
- 3. A student who does not Pass all modules *must* nonetheless be considered to have met the Award Requirements if they meet all of the following criteria:
- 4. On programmes operating a **Numeric Marking Scale**:
  - a) Pass all Non-Condonable Modules, AND
  - b) Attain marks in the Condonable Range in no more than 30 taught credits, AND
  - c) Have no module marks below the Condonable Range, AND
  - d) Pass the Dissertation/ Substantive Project, AND
  - e) Achieve a credit-weighted mean of at least 50.00% across all credits.
- 5. On programmes operating a **Letter Grade Marking Scale**:
  - a) Pass all Non-Condonable Modules, AND
  - b) Attain grades in the Condonable Range in no more than 30 taught credits, AND
  - c) Have no module grades below the Condonable Range, AND
  - d) Pass the Dissertation/ Substantive Project, AND
  - e) Achieve a Grade C or higher in at least 50% of all credits.
- 6. **Subject to approval by UCL Education Committee or its nominee**, an Extended Masters programme with more than 180 programme credits *may* include a higher volume of condonable taught credits, up to a maximum of 25% of the taught credits.
- 7. Section 9.3: Condonement provides further information about the Condonable Range, Non-Condonable Modules and Components, and how Condonement is applied.

## 9.13 Non-Modular Programmes

### 9.13.1 BA (Hons) English

- 1. The programme consists of fourteen 'course units' (modules) over three years.
- 2. In order to progress from Year 1 to Year 2, a student *must* Pass four course units, including:
  - a) A Pass in three written examinations, AND
  - b) A satisfactory mark for their tutorial performance over the year.
- 3. The programme is assessed on ten course units, including:
  - a) Eight written examinations, AND
  - b) A Research Essay relating to one of the Optional or Core course units studied, AND
  - c) The Course Assessment, derived from the termly tutorial marks awarded in Years 2 and 3.
- 4. In order to be awarded a qualification a student *must* Pass nine course units, achieve a mark of at least 1.00 in the tenth course unit and achieve a numerical aggregate of 460 or above.
- 5. A student *should* undertake two of their final course units at the end of Year 2 and six of their final course units at the end of Year 3.
  - a) A Year 2 student *may* withdraw from one or both papers by notifying the English Department Office in advance, but *must* sit those papers along with their finals in Year 3.
- 6. Some course unit options *may* be assessed by Course Essay in lieu of written examination.

7. A student *may* choose to write one or two Course Essays in place of one or two three-hour written examinations.
8. In order to be awarded a qualification, a student must also meet UCL's Modern Foreign Language Requirements (see [Section 9.7: Honours Degree Modern Foreign Language Requirements](#)).

### 9.13.2 BA (Hons) Fine Art

1. The four-year Bachelor of Arts programme consists of the following assessed components:
  - a) Studio Work
  - b) History and Theory of Art:
    - i. Coursework in Years 1 and 2
    - ii. Independent Study in Year 3
  - c) Additional Study
2. The Additional Study consists of a minimum of one 15-credit module offered by a UCL Department, undertaken in Year 2 or Year 3.
  - a) With approval, a student *may* take more than one Additional Study module.
3. In order to progress from Year 1 to Year 2, or from Year 2 to Year 3, a student *must*:
  - a) Achieve a satisfactory level in the end of year Studio assessment, AND
  - b) Achieve a satisfactory level in the History and Theory of Art coursework, AND
  - c) Have satisfied the examiners in all preceding years.
4. In order to progress from Year 3 to Year 4, a student *must*:
  - a) Achieve a satisfactory level in the end of year Studio assessment, AND
  - b) Achieve a satisfactory level in the History and Theory of Art Independent Study, AND
  - c) Pass the Additional Study, AND
  - d) Have satisfied the examiners in all preceding years.
5. In order to be awarded a qualification, a student *must*:
  - a) Achieve a satisfactory level in the end of year Studio assessment in Year 4, AND
  - b) Have satisfied the examiners in all preceding years.
6. Satisfactory Level is defined as:
  - a) Satisfactory attendance and an overall Pass in coursework assignments and in each assessed component, OR
  - b) A Pass in the Additional Study.
7. In order to be awarded a qualification, a student *must* also meet UCL's Modern Foreign Language Requirements (see [Section 9.7: Honours Degree Modern Foreign Language Requirements](#)).

### 9.13.3 BFA (Hons) Fine Art

1. The three-year Bachelor of Fine Arts programme consists of the following assessed components:
  - a) Studio Work
  - b) Critical Studies
2. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
3. In order to progress from Year 1 to Year 2, or Year 2 to Year 3, a student *must*:
  - a) Achieve a satisfactory level in the end of year Studio assessment, AND
  - b) Achieve a satisfactory level in the Critical Studies component, AND
  - c) Have satisfied the examiners in all preceding years.
4. In order to be awarded a qualification, a student *must*:
  - a) Achieve a satisfactory level in the end of year Studio assessment in Year 3, AND
  - b) Achieve a satisfactory level in the Critical Studies component in Year 3, AND
  - c) Have satisfied the examiners in all preceding years.
5. Satisfactory Level is defined as satisfactory attendance and an overall Pass in coursework assignments and in each assessed component.
6. In order to be awarded a qualification, a student *must* also meet UCL's Modern Foreign Language Requirements (see [Section 9.7: Honours Degree Modern Foreign Language Requirements](#)).

#### 9.13.4 MBBS (Bachelor of Medicine, Bachelor of Surgery)

1. The six-year programme consists of the following components:
  - a) An integrated programme of study in Years 1, 2, 4, 5 and 6 incorporating clinical and professional practice modules and clinical placements, AND
  - b) An Integrated Bachelor of Sciences with Honours Degree (iBSc) in Year 3.
2. The iBSc year (Year 3) is governed by the standard UCL regulations in Section 9.6: Honours Degree Progression and Award Requirements.
3. With the exception of the iBSc year, the Pass Marks for written and clinical assessments will be determined by criterion-referenced standard setting. The overall result will indicate a Pass or Fail designation for each candidate with awards of Merit in each year and awards of Distinction in Years 1 and 2 (Medical Sciences), Years 4 and 5 (Clinical Sciences) and Year 6 (Clinical Practice).
4. With the exception of the iBSc year, a student *must* complete all sections of the assessments in one diet and at the times designated by the Medical School.
5. In order to progress from Year 1 to Year 2, or from Year 2 to Year 3, a student *must*:
  - a) Complete the full prescribed course of study to the satisfaction of the Divisional Tutor, AND
  - b) Submit a portfolio containing marks for all required coursework and student-selected components, AND
  - c) Have satisfied the examiners in all preceding parts.
6. In order to progress from Year 3 to Year 4, a student *must* have been awarded the iBSc degree.
7. In order to progress from Year 4 to Year 5, or from Year 5 to Year 6, a student *must*:
  - a) Complete the full prescribed course of study to the satisfaction of the Divisional Tutor, AND
  - b) Submit a portfolio containing marks for all required coursework, student-selected components and clinical placements, AND
  - c) Have satisfied the examiners in all preceding parts.
8. In order to be awarded a qualification, a student *must*:
  - a) Complete the full prescribed course of study in Year 6 to the satisfaction of the Divisional Tutor, AND
  - b) Submit a portfolio containing marks for all required coursework, student-selected components and clinical placements, AND
  - c) Have satisfied the examiners in all preceding parts, AND
  - d) Have completed all required assessments for the award of the degrees within 9 years of commencing the programme OR, for those UK graduate entrants with exemption from the iBSc requirement, within 8 years of commencing the programme.
9. Reports of concerns over professional behaviour(s) will be considered by the relevant Board of Examiners in determining results.
10. A candidate who has been deemed unfit to practice by Fitness to Practice procedures *may* not be awarded the degrees of MBBS.
11. In order to be awarded a qualification, a student *must* also meet UCL's Modern Foreign Language Requirements (see Section 9.7: Honours Degree Modern Foreign Language Requirements).

#### 9.13.5 MA Fine Art

1. The two-calendar-year Master of Arts programme consists of the following assessed components:
  - a) Studio Work
  - b) History and Theory of Art:
    - i. Year 1 Coursework Essay
    - ii. Year 1 Research Essay
    - iii. Year 2 Report
2. In order to continue from Year 1 to Year 2, a student *must* achieve a satisfactory level in:
  - a) The end of year Studio assessment AND
  - b) The History and Theory of Art coursework.
3. In order to be awarded a qualification, a student *must*.

- a) Achieve a satisfactory level in the end of year Studio assessment in Year 2, AND
  - b) Achieve a satisfactory level in the Year 2 Report, AND
  - c) Have satisfied the examiners in all preceding years.
4. Satisfactory Level is defined as satisfactory attendance and an overall Pass in coursework assignments and in each assessed component.

#### 9.13.6 MFA Fine Art in the Slade School of Fine Art

1. The two-academic-year, non-modular Master of Fine Arts programme in the Slade School of Fine Art consists of the following assessed components:
  - a) Studio Work
  - b) Critical Studies
2. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
3. In order to continue from Year 1 to Year 2, a student *must* achieve a satisfactory level in the end of year Studio assessment.
4. In order to be awarded a qualification, a student *must*:
  - a) Achieve a satisfactory level in the end of year Studio assessment in Year 2, AND
  - b) Have passed the Critical Studies components, AND
  - c) Have satisfied the examiners in all preceding years.
5. Satisfactory Level is defined as satisfactory attendance and an overall Pass in coursework assignments and in each assessed component.



# 10 Classification

Students who have completed the requirements for a qualification *should*, on the recommendation of the relevant Board of Examiners, be awarded a Classification.

The following regulations apply to:

- Undergraduate students who first enrolled on their programme at UCL in 2018-19 or 2019-20.
- All Graduate and Taught Postgraduate students who are fully enrolled on the 2018-19 or 2019-20 academic session, with the exception of Masters of Laws (LLM students) where the former derogation is being phased out. Further details are in the LLM Programme Summary.

Undergraduate students who first enrolled on their programme at UCL in 2017-18 or earlier should refer to [Section 15: Classification for Undergraduate Students first enrolling in 2017-18 or earlier](#).

## 10.1 Overarching Principles

Principle 33: Classification schemes must be transparent, clearly defined and fair to all students.

## 10.2 Calculating Classifications

### 10.2.1 Averages and Rounding

1. On programmes operating the **Numeric Marking Scale**:
  - a) The Final Weighted Mark must be calculated from a credit-weighted mean of all counting marks, as specified in each individual Classification Scheme.
  - b) Where a Classification Scheme includes multiple years of study, the credit-weighted Year Mean *must* be calculated first. Each Year Mean *must* then be weighted according to the Classification Scheme, and the Final Weighted Mark *must* then be calculated from the mean of weighted Year Means.
  - c) The Final Weighted Mark *must* be rounded to 2 decimal places.
2. On programmes operating the **Letter Grade Marking Scale**, the Classification *must* be determined from the number of module credits falling in each Classification Band.

### 10.2.2 Weighting of Reassessment and Deferral Marks

1. Marks achieved for reassessed modules *must* be weighted according to the year in which the module was first attempted.
2. Marks achieved for substitute modules *must* be weighted according to the year in which the **substituted** module was first attempted.
3. Marks achieved for modules deferred due to Extenuating Circumstances *must* be weighted according to the year in which the student was first registered on the module.

### 10.2.3 Credit Awarded via the Recognition of Prior Learning (RPL)

1. Credits awarded via the Recognition of Prior Learning (RPL) from any institution other than UCL *must* be counted as part of the qualification requirements but *must* be excluded from the calculation of the Classification.
2. Credits accrued at UCL and awarded via the Recognition of Prior Learning (RPL) *must* be counted as part of the qualification requirements and included in the calculation of the Classification.
3. At the time of admission with RPL, the student *should* be advised of the number of credits which they are required to pass in order to be eligible for an Award, and the algorithm which will be used to calculate their Classification.

4. The application procedures for the Recognition of Prior Learning are defined in [Chapter 1, Section 2.8: Recognition of Prior Learning for Entry to UCL](#).

#### 10.2.4 Pass/ Fail Degrees

1. **Subject to approval by UCL Education Committee, or its nominee**, a qualification *may* be awarded on a Pass/Fail basis i.e. without a Classification. This *must* be clearly defined in the Programme Summary.

#### 10.2.5 Study Abroad and Placements

1. Where a programme includes an **Integrated** Study Abroad or Placement Year or Module, the Classification *must* be calculated using the standard Classification Schemes below.
2. Where a programme includes an **Additional/ Extra-mural** Study Abroad or Placement Year or Module, the following rules *must* be applied when determining the Classification:
  - a) Additional/ Extra-mural Study Abroad or Placement **Years** *must* be weighted at 0 in the Classification.
  - b) Additional/ Extra-mural Study Abroad or Placement **Modules** *must* be weighted at 0 in the Classification.
  - c) Where a programme includes a Study Abroad or Placement **Project Module**, the Study Abroad or Placement Year AND the Project Module *must* be weighted at 0 in the Classification.
  - d) Where an Undergraduate Additional/ Extra-mural Study Abroad or Placement **Year** is in the Final Year, the Penultimate Year *must* be treated as the 'Final Year' in the determination of the classification.

#### 10.2.6 Academic Partnerships

1. **Subject to approval by UCL Education Committee or its nominee**, a UCL programme delivered under an academic partnership agreement may operate an adjusted classification scheme to take account of the learning undertaken at the partner institution. Further details can be found in [Chapter 8: Academic Partnerships Framework](#). Adjusted classification schemes *must* be included in the Programme Summary and clearly explained in the Student Handbook or equivalent.

### 10.3 Pre-Honours Classification Scheme

1. A student who meets the Award Requirements for a programme of study leading to a **Certificate of Higher Education** OR a **Foundation Degree** *should* be awarded a Pass, Merit or Distinction Classification.
  - a) A Cert HE or Dip HE Interim Qualification is *not* eligible for a Classification (see [Section 12: Interim Qualifications](#)).
2. The Final Weighted Mark *must* be calculated from the following counting marks, rounded to 2 decimal places:

	Year 1	Year 2
<b>Certificate of Higher Education</b>	Best 90 credits Weighted at 1	n/a
<b>Foundation Degree</b>	Best 90 credits Weighted at 1	Best 90 credits Weighted at 3

3. The following rules *must* be used to determine the Classification:

<b>Qualifies for Distinction</b>	<p>A Final Weighted Mark greater than or equal to 69.50% <b>OR</b></p> <p>A Final Weighted Mark greater than or equal to 68.50% <b>AND</b></p> <p>Module marks of at least 70.00% in at least 50% of the Final Year credits</p>
<b>Qualifies for Merit</b>	<p>A Final Weighted Mark greater than or equal to 59.50% <b>OR</b></p> <p>A Final Weighted Mark greater than or equal to 58.50% <b>AND</b></p> <p>Module marks of at least 60.00% in at least 50% of the Final Year credits</p>
<b>Qualifies for Pass</b>	Meets the Award Requirements

## 10.4 Honours Degree Classification Scheme

### 10.4.1 General Principles

- A student who meets the Award Requirements for an **Honours Degree** *should* be awarded an Honours Classification.
  - Some Undergraduate qualifications (e.g. the MBBS) do not include a Classification due to the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).
- All programmes *should* operate Classification Scheme A.
  - Subject to approval by UCL Education Committee or its nominee**, where a Professional Statutory or Regulatory Body (PSRB) places restrictions on the operation of Condonement, a programme *may* instead operate Classification Scheme B or C. The scheme in use *must* be clearly indicated in the Programme Summary.
  - Subject to approval by UCL Education Committee or its nominee**, Non-modular Programmes *may* instead operate one of the Classification Schemes defined in Section 10.8: Non-modular Programmes. The scheme *must* be clearly indicated in the Programme Summary.

### 10.4.2 Honours Classification Scheme A

- The Final Weighted Mark *must* be calculated from the following counting marks, rounded to 2 decimal places:

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>3 Year Bachelors</b>	Best 90 credits Weighted at 1	Best 90 credits Weighted at 3	All 120 credits Weighted at 5	n/a
<b>4 Year Integrated Masters</b>	Best 90 credits Weighted at 1	Best 90 credits Weighted at 3	All 120 credits Weighted at 5	All 120 credits Weighted at 5

	Year 1	Year 2	Year 3	Year 4
<b>1 Year Bachelors Top-Up</b>	All 120 credits	n/a	n/a	n/a
<b>1 Year Integrated Bachelors (iBSc)</b>				
<i>Students commencing the UCL MBBS in 2018-19</i>	n/a	n/a	All 120 credits in the iBSc Year (Year 3 of the MBBS) Weighted at 1	n/a
<i>Students from external MBBS programmes commencing the iBSc in 2018-19</i>	All 120 credits Weighted at 1	n/a	n/a	n/a

### 10.4.3 Honours Classification Scheme B

- The Final Weighted Mark *must* be calculated from the following counting marks, rounded to 2 decimal places:

	Year 1	Year 2	Year 3	Year 4
<b>3 Year Bachelors</b>	All 120 credits Weighted at 1	All 120 credits Weighted at 3	All 120 credits Weighted at 5	n/a
<b>4 Year Integrated Masters</b>	All 120 credits Weighted at 1	All 120 credits Weighted at 3	All 120 credits Weighted at 5	All 120 credits Weighted at 5

### 10.4.4 Honours Classification Scheme C

- The Final Weighted Mark *must* be calculated from the following counting marks, rounded to 2 decimal places:

	Year 1	Year 2	Year 3	Year 4
<b>3 Year Bachelors</b>	Weighted at 0	All 120 credits Weighted at 3	All 120 credits Weighted at 5	n/a
<b>4 Year Integrated Masters</b>	Weighted at 0	All 120 credits Weighted at 3	All 120 credits Weighted at 5	All 120 credits Weighted at 5

### 10.4.5 Determination of Honours Classifications

- For all Honours Degree Classification Schemes, the following rules *must* be used to determine the Classification:

<b>Qualifies for First Class Honours (1)</b>	<p>A Final Weighted Mark greater than or equal to 69.50%</p> <p><b>OR</b></p> <p>A Final Weighted Mark greater than or equal to 68.50%</p> <p><b>AND</b></p> <p>Module marks of at least 70.00% in at least 50% of the Final Year credits</p>
<b>Qualifies for Second Class Honours Upper Division (2.1)</b>	<p>A Final Weighted Mark greater than or equal to 59.50%</p> <p><b>OR</b></p> <p>A Final Weighted Mark greater than or equal to 58.50%</p> <p><b>AND</b></p> <p>Module marks of at least 60.00% in at least 50% of the Final Year credits</p>
<b>Qualifies for Second Class Honours Lower Division (2.2)</b>	<p>A Final Weighted Mark greater than or equal to 49.50%</p> <p><b>OR</b></p> <p>A Final Weighted Mark greater than or equal to 48.50%</p> <p><b>AND</b></p> <p>Module marks of at least 50.00% in at least 50% of the Final Year credits</p>
<b>Qualifies for Third Class Honours (3)</b>	<p>A Final Weighted Mark greater than or equal to 40.00%</p>

- Where a Study Abroad or Placement Year is in the Final Year, the Penultimate Year must be treated as the 'Final Year' in the determination of the classification. See [Section 10.2.5: Study Abroad and Placements](#).

## 10.5 Graduate Classification Scheme

- A student who meets the Award Requirements for a programme of study leading to a Graduate Certificate or Graduate Diploma *should* be awarded a Pass, Merit or Distinction Classification.
  - Where a Grad Cert Interim Qualification is an Advertised Outcome from a programme of study, students are eligible for a Classification. Where an Interim Qualification is **not** an Advertised Outcome, students are **not** eligible for a Classification (see [Section 12: Interim Qualifications](#)).
  - Some Graduate qualifications *may* not include a Classification due to the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).
- On programmes operating the **Numeric Marking Scale**, the Final Weighted Mark *must* be calculated from a credit-weighted mean of all module marks, rounded to 2 decimal places.
- On programmes operating the **Letter Grade Marking Scale**, the Classification *must* be calculated using all credit-weighted module grades.
- The following rules *must* be used to determine the Classification:

	Numeric Marking Scale	Letter Grade Marking Scale
<b>Qualifies for Distinction</b>	<p>A Final Weighted Mark greater than or equal to 69.50%</p> <p><b>OR</b></p> <p>A Final Weighted Mark greater than or equal to 68.50%</p> <p><b>AND</b></p> <p>Module marks of at least 70.00% in at least 50% of the credits</p>	A Grade A in at least two thirds of the credits
<b>Qualifies for Merit</b>	<p>A Final Weighted Mark greater than or equal to 59.50%</p> <p><b>OR</b></p> <p>A Final Weighted Mark greater than or equal to 58.50%</p> <p><b>AND</b></p> <p>Module marks of at least 60.00% in at least 50% of the credits</p>	A Grade greater than or equal to B in at least two thirds of the credits
<b>Qualifies for Pass</b>	Meets the Award Requirements	Meets the Award Requirements

## 10.6 Taught Postgraduate Classification Scheme

- A student who meets the Award Requirements for a programme of study leading to a Postgraduate Certificate, Postgraduate Diploma or Taught Masters Degree *should* be awarded a Pass, Merit or Distinction Classification.
  - Where a PG Cert or PG Dip Interim Qualification is an Advertised Outcome from a programme of study, students are eligible for a Classification. Where an Interim Qualification is **not** an Advertised Outcome, students are **not** eligible for a Classification (see Section 12: Interim Qualifications).
  - Some Postgraduate qualifications (e.g. the Postgraduate Certificate in Education) do not include a Classification due to the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).
- All programmes *should* operate the main UCL Classification Scheme defined in this section.
  - Subject to approval by UCL Education Committee or its nominee**, non-modular programmes *may* instead operate one of the Classification Schemes defined in Section 10.8: Non-modular Programmes. The scheme *must* be clearly indicated in the Programme Summary.
- On programmes operating the **Numeric Marking Scale**, the Final Weighted Mark *must* be calculated from a credit-weighted mean of all module marks, rounded to 2 decimal places.
- On programmes operating the **Letter Grade Marking Scale**, the Classification *must* be calculated using all credit-weighted module grades.
- The following rules *must* be used to determine the Classification:

	<b>Numeric Marking Scale</b>	<b>Letter Grade Marking Scale</b>
<b>Qualifies for Distinction</b>	<p>A Final Weighted Mark greater than or equal to 69.50%</p> <p><b>OR</b></p> <p>A Final Weighted Mark greater than or equal to 68.50%</p> <p><b>AND</b></p> <p>Module marks of at least 70.00% in at least 50% of all credits</p>	A Grade A in at least two thirds of the credits
<b>Qualifies for Merit</b>	<p>A Final Weighted Mark greater than or equal to 59.50%</p> <p><b>OR</b></p> <p>A Final Weighted Mark greater than or equal to 58.50%</p> <p><b>AND</b></p> <p>Module marks of at least 60.00% in at least 50% of all credits</p>	A Grade greater than or equal to B in at least two thirds of the credits
<b>Qualifies for Pass</b>	Meets the Award Requirements	Meets the Award Requirements

## 10.7 Research Masters (MRes) Classification Scheme

1. A student who meets the Award Requirements for a programme of study leading to a Masters by Research Degree (MRes) *must* be awarded a Pass, Merit or Distinction Classification.
2. On programmes operating the **Numeric Marking Scale**, the Final Weighted Mark *must* be calculated from a credit-weighted mean of all module marks, rounded to 2 decimal places.
3. On programmes operating the **Letter Grade Marking Scale**, the Classification *must* be calculated using all credit-weighted module grades.
4. The following rules *must* be used to determine the Classification:

	<b>Numeric Marking Scale</b>	<b>Letter Grade Marking Scale</b>
<b>Qualifies for Distinction</b>	<p>A Final Weighted Mark greater than or equal to 69.50%</p> <p><b>AND</b></p> <p>A mark greater than or equal to 70% in the Dissertation</p> <p><b>OR</b></p> <p>A Final Weighted Mark greater than or equal to 68.50%</p> <p><b>AND</b></p> <p>Module marks of at least 70.00% in at least 50% of the taught credits</p>	A Grade A in at least two thirds of the credits which must include the Dissertation

	<b>AND</b> A mark greater than or equal to 70.00% in the Dissertation	
<b>Qualifies for Merit</b>	A Final Weighted Mark greater than or equal to 59.50% <b>AND</b> A mark greater than or equal to 60% in the Dissertation  <b>OR</b> A Final Weighted Mark greater than or equal to 58.50% <b>AND</b> Module marks of at least 60.00% in at least 50% of the taught credits <b>AND</b> A mark greater than or equal to 60.00% in the Dissertation	A Grade greater than or equal to B in at least two thirds of the credits which must include the Dissertation
<b>Qualifies for Pass</b>	Meets the Award Requirements	Meets the Award Requirements

## 10.8 Non-Modular Programmes

### 10.8.1 BA (Hons) English

- The Final Weighted Mark *must* be calculated from the following ten, equally-weighted marks:
  - 8 course units in Years 2 and 3, AND
  - The Research Essay mark, AND
  - The Course Assessment mark.
- The Honours Classification *must* be determined using the following rules:

<b>Qualifies for First Class Honours (1)</b>	3 marks above 69 and numerical aggregate of at least 666
<b>Qualifies for Second Class Honours Upper Division (2.1)</b>	6 marks above 59 and numerical aggregate of at least 590
<b>Qualifies for Second Class Honours Lower Division (2.2)</b>	8 marks above 49 and numerical aggregate of at least 520
<b>Qualifies for Third Class Honours (3)</b>	9 marks above 39 and numerical aggregate of at least 460

- The work of candidates who meet one but not both of the criteria for any given class *must* be referred to the External Examiner for review. The work of candidates who are close to both of the criteria for any given class but fulfil neither *may* be referred to the External Examiner for review. Please see [Chapter 9, Section 4.3: Responsibilities of External Examiners](#) for further details.



### 10.8.2 BA (Hons) Fine Art

1. The Final Weighted Mark *must* be calculated from a weighted mean of the following marks, rounded to 2 decimal places:
  - a) History and Theory of Art Coursework in Year 2, weighted at 10%, AND
  - b) History and Theory of Art Independent Study in Year 3, weighted at 10%, AND
  - c) Degree Exhibition in Year 4, weighted at 80%.
2. The mark/s from the Additional Study is/are used as a moderator in borderline cases.
3. The Honours Classification *must* be determined using the standard rules in Section 10.4.5: Determination of Honours Classifications.

### 10.8.3 BFA (Hons) Fine Art

1. The Final Weighted Mark *must* be based on performance in the final year Studio Work, weighted at 100%.
2. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
3. The Honours Classification *must* be determined using the following rules:

<b>Qualifies for First Class Honours (1)</b>	A Final Mark greater than or equal to 70.00%
<b>Qualifies for Second Class Honours Upper Division (2.1)</b>	A Final Mark greater than or equal to 60.00%
<b>Qualifies for Second Class Honours Lower Division (2.2)</b>	A Final Mark greater than or equal to 50.00%
<b>Qualifies for Third Class Honours (3)</b>	A Final Mark greater than or equal to 40.00%

4. As the Classification is based on one mark, Borderline Criteria do not apply.

### 10.8.4 MBBS (Bachelor of Medicine, Bachelor of Surgery)

1. The MBBS does not include an Honours Classification, and the regulations in Section 10: Classification do not apply to this programme.
2. The iBSc does include an Honours Classification and is subject to the standard UCL regulations in Section 10.4: Honours Degree Classification Scheme.

### 10.8.5 MA Fine Art

1. The Final Weighted Mark *must* be calculated from a weighted mean of the following counting marks, rounded to 2 decimal places:
  - a) History and Theory of Art Spring Course Essay in Year 1, weighted at 5%, AND
  - b) History and Theory of Art Research Essay in Year 1, weighted at 5%, AND
  - c) History and Theory of Art Report in Year 2, weighted at 15%, AND
  - d) Studio work in Year 2, weighted at 75%.
2. The Classification *must* be determined using the standard rules in Section 10.6: Taught Postgraduate Classification Scheme.

### 10.8.6 MFA Fine Art in the Slade School of Fine Art

1. The Final Weighted Mark *must* be based on performance in the Studio Work in Year 2, weighted at 100%.
2. Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
3. The Classification *must* be determined using the following rules:

<b>Qualifies for Distinction</b>	A Final Mark greater than or equal to 70.00%
<b>Qualifies for Merit</b>	A Final Mark greater than or equal to 60.00%
<b>Qualifies for Pass</b>	A Final Mark greater than or equal to 50.00%

4. As the Classification is based on one mark, Borderline Criteria do not apply.

# 11 Consequences of Failure

The Consequences of Failure regulations cover the provisions for students who do not meet the Progression and Award Requirements, where there are no Extenuating Circumstances material to that failure. Students who are ill or have other valid Extenuating Circumstances should refer to Section 6: Extenuating Circumstances for details of the support available.

## 11.1 Overarching Principles

- Principle 34: A student who does not meet the Progression and Award Requirements at the first attempt *should* be reassessed in the failed module(s).
- Principle 35: A student who does not meet the Progression and Award Requirements at the second attempt *must not* be reassessed.

## 11.2 Failure at the First Attempt

1. A student who does not meet the Progression and Award Requirements at the first attempt *should* be reassessed in the failed module(s) unless they:
  - a) Are eligible for the award of the intended qualification, OR
  - b) Are eligible for Condonement (Section 9.3), OR
  - c) Have failed an Additional/ Extra-Mural Study Abroad or Placement Year (see paragraph 7 below), OR
  - d) Have been awarded a qualification, OR
  - e) Have failed to meet specific, essential Professional, Statutory or Regulatory Body requirements as approved by UCL Education Committee or its nominee and recorded in the Programme Summary, OR
  - f) Have been excluded from UCL on the grounds of academic insufficiency, OR
  - g) Have been excluded from UCL as a result of academic or personal misconduct.
2. Where a student fails **up to and including 60 taught credits** in any one academic session reassessment *must* take the form of a **Resit**.
3. Where a student fails **more than 60 taught credits** in any one academic session, reassessment *should* take the form of a **Repeat**. Where a Repeat is considered to be impossible, the Board of Examiners *may* offer the student the opportunity to take the failed assessments as Resits.
4. Where a student requires Deferred Assessment and Reassessment, the volume of credits for the Deferred Assessment *should not* be taken into consideration in determining whether a student is required to Resit or Repeat.
5. Where a student fails a Dissertation/ Research Project, reassessment *should* take the form of a **Resit** unless the Board of Examiners agrees that, in its academic judgement, the extent of failure is such that additional supervision is needed to retrieve that failure. Such students *may* be required to **Repeat** the Dissertation/ Research Project *with* attendance and fees.
6. Where a student is Barred from the first attempt, reassessment *must* take the form of a **Repeat** with tuition and fees. See Section 11.5: Repeating a Module for further details.
7. A student who fails an Additional/ Extra-Mural Study Abroad or Placement Year *must not* be reassessed but may be permitted to transfer to an equivalent programme without a Study Abroad or Placement requirement.
8. A student *must not* be reassessed in a Passed or Condoned module.
9. A student *must not* be permitted to make corrections to a piece of work after the submission deadline or examination date. If work is to be submitted for publication, a student *must* only be permitted to make corrections once the Board of Examiners has made a decision about Progression and Award.
10. The assessment for a module *must* be completed within two years of initial enrolment on the module or, where a module is substituted, within two years of initial enrolment on the module which has been substituted.

11. This period of two years *may* be extended at the discretion of UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs). Applications *must* be made via the Faculty Tutor.

## 11.3 Failure at the Second Attempt

1. A student who does not meet the Progression and Award Requirements at the second attempt *must* leave the programme, and *must* not be permitted to re-enrol on a failed programme or module.
2. A student *may* be eligible for one of the following, depending on their programme of study:
  - a) The award of a qualification with a different field of study, OR
  - b) Transfer to an alternative programme, OR
  - c) An Interim Qualification (Section 12).

## 11.4 Resitting a Module

1. A **Resit** is a second attempt at an assessment without any additional tuition and with marks capped at the Pass Mark (see Section 3.7).

### Timing of Resits

2. Resits *should* be scheduled as follows:

<b>Taught modules first assessed in Term 1 or Term 2</b>	Late Summer Assessment Period
<b>Taught modules first assessed in Term 3</b>	Late Summer Assessment Period OR within three months of the first attempt
<b>Taught modules first assessed in the summer vacation/ Term 4</b>	Within three months of the first attempt
<b>Masters Dissertations/ Research Projects: September-start programmes</b>	By 31 January of the following academic session
<b>Masters Dissertations/ Research Projects: January-start programmes</b>	By 30 April of the following academic session

3. Departments/ Divisions running Resits and Deferrals outside of the Late Summer Assessment Period *must*:
  - a) Ensure that students have an adequate amount of time in which to revise or complete the work, AND
  - b) Manage the assessment including the operation of unseen written examinations (students cannot be timetabled into the main UCL LSA Examination Timetable), AND
  - c) Ensure that there are no timetabling clashes, especially for students external to the Teaching Department/ Division, AND
  - d) Ensure that marks are entered by the deadlines published by Student and Registry Services each year so that students can formally progress to any subsequent years of study, AND
  - e) Ensure that the award of a student's degree is not delayed unreasonably, AND
  - f) Ensure that all students registered on the module are aware of the reassessment dates as early as possible.
4. Progressing students *should not* enrol on the next year of study until the Resit has been completed.

- a) Exceptionally, a student *may* be permitted to **Provisionally Progress** and Resit the module in tandem with the next year of study in a maximum of 30 credits. See Section 9.4: Provisional Progression for further details.

### Resit Marks

5. Resitting students *must* only be reassessed in the failed module **component(s)**.
6. Where a student passes a Resit, the module mark(s) *must* be capped at the Pass Mark (Section 3.7).
7. Where a student fails a Resit, the higher mark from the two attempts will be recorded for the affected Component(s).

### Requirements and Entitlements

8. Resitting students *should not* attend any additional lectures, seminars or other teaching activities. They *may* be offered, but are not automatically entitled to, additional tutorials or supervision.
9. There *must* be no fee for Resitting an assessment.
10. Resitting students *should* have access to UCL's facilities such as the library and other learning resources, although there *may* be limited availability of some resources during UCL vacation periods.
11. Resitting students *must* be entitled to the Reasonable Adjustments provisions for students with disabilities and other long-term medical or mental health conditions.
12. Students *should* undertake a Resit before they commence a Study Abroad Year or Placement Year.

### Format of the Resit

13. Resitting students *must* be reassessed under the syllabus in place at the first attempt.
14. Resitting students *should* be reassessed by the same Method used at the first attempt (e.g. essay, exam, practical etc.). Where a Resit by the same Method of assessment is difficult or impossible, a Board of Examiners *may*, **with the approval of UCL Education Committee or its nominee**, set a different Method of reassessment. The alternative Method *must*:
  - a) Allow students to demonstrate achievement of the learning outcomes to the same extent as the original assessment, AND
  - b) Be approved by the External Examiner, preferably at the point of Programme and/ or Module Approval.
15. The Board of Examiners *must* determine whether Resitting students will be reassessed in the same Task (e.g. the same essay question) or whether a new Task will be set (e.g. a new essay question or new exam paper). Any new assessment Task *must*:
  - a) Allow students to demonstrate achievement of the learning outcomes to the same extent as the original Task, AND
  - b) Be approved by the External Examiner, preferably at the same time as the original Task/ paper.
16. Resitting students *cannot* substitute a failed module with an alternative module because the Resit includes no teaching.

## 11.5 Repeating a Module

1. A **Repeat** is a second attempt at an assessment in the following academic session with tuition and fees and with marks capped at the Pass Mark (see Section 3.7).

### Timing of a Repeat

2. A student who is required to Repeat *must* re-enrol on the failed modules in the following academic session.
3. Progressing students *should not* enrol on the next year of study until the Repeat has been completed.

- a) Exceptionally, a student *may* be permitted to **Provisionally Progress** and Repeat the module in tandem with the next year of study in a maximum of 30 credits. See Section 9.4: Provisional Progression for further details.

### Repeat Marks

4. Repeating students *must* be reassessed in **all the components** of the failed module(s).
5. Where a student Passes a Repeat, the module mark(s) *must* be capped at the Pass Mark (Section 3.7).
6. Where a student fails a Repeat, the marks from the Repeat attempt will be recorded.

### Requirements and Entitlements

7. Repeating students *must* re-enrol on the affected module(s), attend all teaching activities and be entitled to the standard tuition and supervision provisions on the module(s).
8. The fees for Repeating students *must* be charged pro-rata to the credit value of the module(s) concerned.
9. Repeating students *must* have full access to UCL's facilities such as the library and other learning resources.
10. Repeating students *must* be entitled to the Reasonable Adjustments provisions for students with disabilities and other long-term medical or mental health conditions.
11. Repeating students *must* meet UCL's minimum attendance requirements to be eligible for their Repeat attempt.
12. Students *should* undertake a Repeat before they commence any Study Abroad Year or Placement Year.

### Format of the Repeat

13. The components and/ or syllabus of the affected module(s) *may* be different if the programme or module has changed between years of study. Repeating students *must* be reassessed in the components and syllabus of the new year.

### Substitution of Modules

14. **Subject to approval by the Departmental Tutor**, a Repeating student *may* apply to substitute up to 30 credits of modules with one or more alternative modules in any one academic session, up to a maximum of 60 credits across the whole programme.
15. If a programme has changed between years of study, or a module will not be running, the Departmental Tutor *may* permit a student to substitute more than 30 credits per year, or more than 60 credits across the programme, with one or more alternative modules.
16. The substitute module(s) *must* satisfy the programme requirements in terms of credit-weighting and academic level. Students *must not* take modules from a subsequent year of study in advance.
17. The substitute module(s) *must* be treated as a second attempt and marks *must* be capped at the Pass Mark (Section 3.7).
18. All approved applications for substitutions *must* be submitted to UCL Student Records who will confirm that the substitutions are possible and amend the student's record.

## 11.6 Non-Modular Programmes

### 11.6.1 BA (Hons) English

1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above.

### 11.6.2 BA (Hons) Fine Art

1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:

- a) A student who fails the final assessment of Studio Work at the end of Year 4 *should* Resit at the end of the following academic session. Exceptionally, the Board of Examiners *may* determine that the extent of failure is such that the student *must* Repeat the Studio Work, with attendance and fees, in the following academic session.

### 11.6.3 BFA (Hons) Fine Art

- 1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
  - a) A student who fails the final assessment of Studio Work at the end of Year 3 *should* Resit at the end of the following academic session. Exceptionally, the Board of Examiners *may* determine that the extent of failure is such that the student *must* Repeat the Studio Work, with attendance and fees, in the following academic session.

### 11.6.4 MBBS (Bachelor of Medicine, Bachelor of Surgery)

- 1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
  - a) In Years 4 and 5, candidates are permitted one attempt at the examinations at the end of the academic session and one attempt at the end of the following academic session after repeating the full programme of study for the year, with attendance and fees.
  - b) Candidates who become unable, at any stage in the programme, to complete all the course and assessment requirements to qualify within 9 years (OR, for UK graduate entrants with exemption from the iBSc requirement, within 8 years) will be required to leave the School.
  - c) In Year 6, the designated time for the first attempt is March and the designated time for the second attempt is June.

### 11.6.5 MA Fine Art

- 1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
  - a) A student who fails the final assessment of Studio Work at the end of Year 2 should Resit at the end of the following academic session. Exceptionally, the Board of Examiners may determine that the extent of failure is such that the student must Repeat the Studio Work, with attendance and fees, in the following academic session.

### 11.6.6 MFA Fine Art in the Slade School of Fine Art

- 1. A student who fails to meet the Progression and Award Requirements is subject to the standard UCL Consequences of Failure regulations detailed above, with the following exceptions:
  - a) A student who fails the final assessment of Studio Work at the end of Year 2 should Resit at the end of the following academic session. Exceptionally, the Board of Examiners may determine that the extent of failure is such that the student must Repeat the Studio Work, with attendance and fees, in the following academic session.

## 12 Interim Qualifications

The Interim Qualifications regulations define the qualifications available to students who *may* be unable to complete the programme on which they originally enrolled.

### 12.1 Overarching Principles

Principle 17: Qualifications *must* only be awarded for the successful achievement of defined learning outcomes.

### 12.2 Scope & Definitions

#### Eligibility

1. A student who is unable to complete their programme *may* be eligible for an **Interim Qualification**.
2. An Interim Qualification *may* be awarded:
  - a) As an 'Advertised Outcome' from a programme of study, OR
  - b) By transferring a student to a programme resulting in a lower qualification, where such a programme exists. The student *may* choose this route or UCL *may* recommend that the student takes this route, OR
  - c) As a result of failing to meet the requirements of the programme on which the student originally registered, whether due to Extenuating Circumstances or under-performance.
3. A student who is unable to finish their programme of study *may* ask to be considered for an Interim Qualification.

#### Advertised Outcomes

4. An Interim Qualification is defined as an 'Advertised Outcome' where there are discretely-defined, programme-specific Interim Qualification Learning Outcomes which are published in the Programme Summary. The Board of Examiners *must* assess the student's eligibility for the Interim Qualification against these Learning Outcomes.
5. On Graduate and Taught Postgraduate Programmes, an Interim Qualification which is an Advertised Outcome is eligible for a Classification.
6. Where the Interim Qualification is **not** an Advertised Outcome of the programme the Board of Examiners *must* assess the student's eligibility for the Interim Qualification against the standard UCL Interim Qualification Learning Outcomes defined in Sections 12.4 - 12.11.
7. On Graduate and Taught Postgraduate Programmes, an Interim Qualification which is **not** an Advertised Outcome is **not** eligible for a Classification.

#### Field of Study

8. The field of study for an Interim Qualification *should* match the title of the full degree programme on which the student is registered.
9. **Subject to approval by UCL Education Committee or its nominee**, a programme *may* include Interim Qualifications with an alternate field of study to that of the full degree on which the student is registered e.g. Dip HE Legal Studies instead of Laws.
10. Alternate fields of study for Interim Qualifications *must* be documented in the Programme Summary.

### 12.3 Full Qualification with an Alternate Field of Study

1. A student *may* be considered for a full qualification with an alternate field of study where they meet UCL's threshold standards for the award of a qualification but:
  - a) Fail or fail to enrol on a Compulsory module, OR
  - b) Fail to meet the requirements of a Professional, Statutory or Regulatory Body, OR
  - c) Fail to meet the Progression, Award or credit requirements of a specific programme of study.



2. A qualification with an alternate field of study *may* be awarded in one of the following ways:
  - a) **Subject to approval by UCL Education Committee or its nominee**, a programme *may* include a qualification with an alternate field of study as a standard outcome from the programme e.g. MSc Human Communication Science as an interim qualification for students who are unable to meet the requirements of MSc Speech and Language Sciences, OR
  - b) A Board of Examiners *may* make a recommendation for an alternate field of study for an individual student on a case-by-case basis. Applications *should* be made to UCL Academic Services via the Faculty Tutor. Where the alternate field of study has not already been approved, approval must be sought from the Vice-Provost (Education & Student Affairs) or their nominee.
3. A student *should not* be permitted to request a particular field of study, although an appropriate field of study *may* be discussed provisionally with the student prior to the Board of Examiners meeting.
4. A student awarded a qualification with an alternate field of study is eligible for a Classification if they meet the relevant criteria.

## 12.4 Cert HE Interim Qualification

### Award Criteria

1. A student who is unable to meet the minimum requirements for a **Bachelors with Honours, Integrated Masters with Honours** or **Foundation Degree** *may* be awarded a Certificate of Higher Education (Cert HE) if they have:
  - a) Passed, or been formally condoned in, 120 credits at level 4 or above, AND
  - b) Met or surpassed the standard or programme-defined Interim Qualification Learning Outcomes for a Cert HE.

### Standard Cert HE Learning Outcomes

2. In order to be awarded a Cert HE a student *should* be able to demonstrate:
  - some knowledge of the underlying concepts and principles associated with their field of study
  - an ability to evaluate and interpret concepts and principles within the context of their field
  - an ability to present, evaluate and interpret qualitative and quantitative data
  - an ability to develop lines of argument
  - an ability to make sound judgements in accordance with the basic theories and concepts of their field.
3. These are the standard UCL Cert HE Interim Qualification Learning Outcomes; programmes *may* develop their own Learning Outcomes over and above these requirements, **subject to approval by UCL Education Committee or its nominee**.

### Classification

4. A Cert HE Interim Qualification does not include a Classification.

## 12.5 Dip HE Interim Qualification

### Award Criteria

1. A student who is unable to meet the minimum requirements for a **Bachelors with Honours or Integrated Masters with Honours** *may* be awarded a Diploma of Higher Education (Dip HE) if they have:
  - a) Passed, or been formally condoned in, 240 credits with at least 90 at level 5 or above, no more than 150 at level 4, and no credits below level 4, AND
  - b) Met or surpassed the standard or programme-defined Interim Qualification Learning Outcomes for a Dip HE.

## Standard Dip HE Learning Outcomes

2. In order to be awarded a Dip HE a student *should* be able to demonstrate:
  - knowledge and critical understanding of the well-established principles of their field of study, and of the way in which those principles have developed
  - an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
  - knowledge of the main methods of enquiry in the field of study
  - an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
  - an understanding of the limits of their knowledge, and how this influences analyses and interpretations which might be based on that knowledge.
3. These are the standard UCL Dip HE Interim Qualification Learning Outcomes; programmes *may* develop their own Learning Outcomes over and above these requirements **subject to approval by UCL Education Committee or its nominee.**

### Classification

4. A Dip HE Interim Qualification does not include a Classification.

## 12.6 Ordinary Degree Interim Qualification

### Award Criteria

1. A student who is unable to meet the minimum requirements for a **Bachelors with Honours or Integrated Masters with Honours** *may* be awarded an Ordinary Degree (Bachelors without Honours) if they have:
  - a) Passed, or been formally condoned in, 300 credits with at least 60 at level 6 or above, no more than 150 at level 4, and no credits below level 4, AND
  - b) Met or surpassed the standard or programme-defined Interim Qualification Learning Outcomes for an Ordinary Degree.

### Standard Ordinary Degree Learning Outcomes

2. In order to be awarded an Ordinary Degree a student *should* be able to demonstrate:
  - an understanding of some key aspects of their field of study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the field
  - an ability to deploy established techniques of analysis and enquiry within the field of study
  - an ability to devise arguments, and/ or to solve problems, using ideas and techniques, some of which are at the forefront of the field of study
  - an ability to describe and comment upon particular aspects of current research or scholarship in the field of study
  - some appreciation of the uncertainty, ambiguity and limits of knowledge
  - an ability to manage their own learning
  - some ability to make use of scholarly reviews and primary sources (for example, refereed research articles and/ or original materials appropriate to the field of study).
3. These are the standard UCL Ordinary Degree Interim Qualification Learning Outcomes; programmes *may* develop their own Learning Outcomes over and above these requirements **subject to approval by UCL Education Committee or its nominee.**

### Classification

4. An Ordinary Degree does not include a Classification.

## 12.7 Bachelors with Honours Interim Qualification

### Award Criteria

1. A student who is unable to meet the minimum requirements for an Integrated Masters Degree *may* be awarded a Bachelors with Honours if they have:
  - a) Met the standard or programme-defined Bachelors with Honours Progression and Award Requirements ([Section 9.6](#)), AND
  - b) Met or surpassed the standard or programme-defined interim qualification learning outcomes for a Bachelors with Honours.

### Standard Bachelors with Honours Interim Qualification Learning Outcomes

2. In order to be awarded a Bachelors with Honours a student *should* be able to demonstrate:
  - a systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the field
  - an ability to deploy accurately established techniques of analysis and enquiry within the field of study
  - a conceptual understanding that enables the student:
    - to devise and sustain arguments, and/ or to solve problems, using ideas and techniques, some of which are at the forefront of the field of study
    - to describe and comment upon particular aspects of current research or equivalent advanced scholarship in the field of study
  - an appreciation of the uncertainty, ambiguity and limits of knowledge
  - an ability to manage their own learning
  - an ability to make use of scholarly reviews and primary sources (for example, refereed research articles and/ or original materials appropriate to the field of study).
3. These are the standard UCL Bachelors with Honours interim qualification learning outcomes; programmes *may* develop their own learning outcomes over and above these requirements **subject to approval by UCL Education Committee or its nominee.**

### Classification

4. Students are eligible for an Honours Classification if they meet the relevant criteria.

## 12.8 Honours Degree without a Study Abroad or Placement Year

### Award Criteria

1. A student who is unable to meet the requirements of a Study Abroad Year or Placement Year *must* be transferred to an equivalent degree with no Study Abroad or Placement requirement.

### Classification

2. Students are eligible for an Honours Classification if they meet the relevant criteria.

## 12.9 Grad Cert Interim Qualification

### Award Criteria

1. A student who is unable to meet the minimum requirements for a Graduate Diploma *may* be awarded a Graduate Certificate (Grad Cert) if they have:
  - a) Passed, or been formally condoned in, 60 credits with at least 45 at level 6 or above, no more than 15 at level 5, and no credits below level 5, AND
  - b) Met or surpassed the standard or programme-defined interim qualification learning outcomes for a Grad Cert.

## Standard Grad Cert Learning Outcomes

2. In order to be awarded a Grad Cert a student *should* be able to demonstrate:
  - a systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the field
  - an ability to deploy accurately established techniques of analysis and enquiry within the field of study
  - a conceptual understanding that enables the student:
    - to devise and sustain arguments, and/ or to solve problems, using ideas and techniques, some of which are at the forefront of the field of study
    - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the field of study
  - an appreciation of the uncertainty, ambiguity and limits of knowledge
  - an ability to manage their own learning
  - an ability to make use of scholarly reviews and primary sources (for example, refereed research articles and/ or original materials appropriate to the field of study).
3. These are the standard UCL Grad Cert interim qualification learning outcomes; programmes *may* develop their own learning outcomes over and above these requirements **subject to approval by UCL Education Committee or its nominee.**

### Classification

4. Where the Grad Cert is an Advertised Outcome from a Grad Dip, students are eligible for a Merit or Distinction Classification if they meet the relevant criteria.
5. Where the Grad Cert is not an Advertised Outcome from a Grad Dip, students are not eligible for a Classification.

## 12.10 PG Cert Interim Qualification

### Award Criteria

1. A student who is unable to meet the minimum requirements for a Masters Degree or a Postgraduate Diploma *may* be awarded a Postgraduate Certificate (PG Cert) if they have:
  - a) Passed, or been formally condoned in, 60 credits with at least 45 at level 7 or above, no more than 15 at level 6, and no credits below level 6 , AND
  - b) Met or surpassed the standard or programme-defined interim qualification learning outcomes for a PG Cert.
2. Credits from a Masters Dissertation/ Research Project *may* be used towards a PG Cert if the Board of Examiners is satisfied that the student has met or surpassed the standard or programme-defined PG Cert interim qualification learning outcomes.

### Standard PG Cert Learning Outcomes

3. In order to be awarded a PG Cert a student *should* be able to demonstrate:
  - an understanding of knowledge, and an awareness of current problems and/ or new insights, in their field
  - an understanding of techniques applicable to their own research or scholarship
  - some originality in the application of knowledge
  - a practical understanding of how established techniques of enquiry are used to create and interpret knowledge in the field
  - a conceptual understanding that enables the student to evaluate current research and scholarship in the field.
4. These are the standard UCL PG Cert interim qualification learning outcomes; programmes *may* develop their own learning outcomes over and above these requirements **subject to approval by UCL Education Committee or its nominee.**

### Classification

5. Where the PG Cert is an Advertised Outcome from a Masters or PG Dip, students are eligible for a Merit or Distinction Classification if they meet the relevant criteria.
6. Where the PG Cert is not an Advertised Outcome from a Masters or PG Dip, students are not eligible for a Classification.

## 12.11 PG Dip Interim Qualification

### Award Criteria

1. A student who is unable to meet the minimum requirements for a Masters Degree *may* be awarded a Postgraduate Diploma (PG Dip) if they have:
  - a) Passed, or been formally condoned in, 120 credits with at least 90 at level 7 or above, no more than 30 at level 6, and no credits below level 6, AND
  - b) Met or surpassed the standard or programme-defined interim qualification outcomes for a PG Dip.
2. Credits from a Masters Dissertation/ Research Project *may* be used towards a PG Dip if the Board of Examiners is satisfied that the student has met or surpassed the standard or programme-defined PG Dip interim qualification learning outcomes.

### Standard PG Dip Learning Outcomes

3. In order to be awarded a PG Dip a student *should* be able to demonstrate:
  - an understanding of knowledge, and a critical awareness of current problems and/ or new insights, in their field
  - an understanding of techniques applicable to their own research or scholarship
  - some originality in the application of knowledge
  - a practical understanding of how established techniques of enquiry are used to create and interpret knowledge in the field
  - a conceptual understanding that enables the student to evaluate current research and scholarship in the field.
4. These are the standard UCL PG Dip interim qualification learning outcomes; programmes *may* develop their own learning outcomes over and above these requirements **subject to approval by UCL Education Committee or its nominee.**

### Classification

5. Where the PG Dip is an Advertised Outcome from a Masters, students are eligible for a Merit or Distinction Classification if they meet the relevant criteria.
6. Where the PG Dip is not an Advertised Outcome from a Masters, students are not eligible for a Classification.

## 12.12 Aegrotat Degree

1. Exceptionally, where the Board of Examiners does not have sufficient evidence of the student's achievement to award a full or interim qualification, and there are good reasons why reassessment is difficult or impossible, the Vice-Provost (Education & Student Affairs) *may* recommend the award of an Aegrotat Degree. Applications *must* be made to UCL Academic Services via the Faculty Tutor.
2. The candidate *may* refuse such an award and exercise the right to be reassessed.
3. An Aegrotat Degree does not include a Classification.

### Special and Aegrotat Provisions

4. Honours Degree students who first enrolled on or before September 2015 are also eligible for the former Special and Aegrotat Provisions. See the UCL Academic Manual Archive 2015-16 for further details.

## 13 Boards of Examiners

The Boards of Examiners regulations define the terms of reference, constitution, membership and remit of the Board of Examiners and the Faculty Board of Examiners.

### 13.1 Overarching Principles

- Principle 37: Every UCL taught programme *must* have a Board of Examiners with a Chair, Deputy Chair and at least one Internal Examiner and one External Examiner for each of the main subject areas covered.
- Principle 38: The Board of Examiners is responsible for determining a student's progression through the programme and for making recommendations for the award of degrees to the Education Committee of UCL.
- Principle 39: Every Faculty *must* have a Faculty Board of Examiners which is responsible for the oversight of assessment in the Faculty and to which Boards of Examiners report.

### 13.2 Types of Board

1. **Board of Examiners** – The Board of Examiners is the primary decision-making body for student progression, award and classification decisions. Subject to approval by UCL Education Committee or its nominee, the Board of Examiners *may* be set up in a number of different ways to reflect local organisational needs e.g. a Board *may* be responsible for one programme, a group of programmes or sometimes a group of modules.
  - a) **Full Board of Examiners** – This refers to the annual meeting of the Board of Examiners with all members in attendance (subject to quoracy provisions), including the External Examiner(s).
  - b) **Sub Board of Examiners** – The Full Board may delegate authority to a smaller Sub Board of itself to make decisions on its behalf for out-of-cycle matters such as Late Summer Assessments. Some Programmes hold 'Interim Boards' to discuss results received so far, often at the end of the taught modules on a Masters programme. Interim Boards are a type of Sub Board and fall under the same requirements regarding membership, quoracy and candidate anonymity.
2. **Faculty Board of Examiners** – The Faculty Board of Examiners is responsible for ensuring that the various Boards of Examiners within the Faculty operate in accordance with the UCL Academic Manual and in a proper and impartial manner.
  - a) **Faculty Representatives** are members of staff appointed by the Faculty who attend Boards of Examiners to assist in this function.
3. **UCL Education Committee** – The central committee has overarching responsibility for the award of taught UCL degrees and for the academic regulations, policies and guidance which underpin that process. It is assisted in this task by the Quality Review Sub Committee and the Academic Regulations and Quality Assurance Sub Committee.

### 13.3 Boards of Examiners

#### 13.3.1 Terms of Reference

1. There *must* be a Board of Examiners responsible for every taught programme.
2. A Board of Examiners *may* be responsible for one or more taught programmes, and/ or groups of modules. The structure of the Board *must* be approved by the relevant Faculty Board(s) of Examiners.
  - a) Individual modules *must* be assigned to one Board of Examiners, and cannot be reviewed by multiple Boards.

- b) Multiple External Examiners from the same Board of Examiners *may* review the same module, if required.
- 3. The Board of Examiners will report to the Faculty Board of Examiners. In the case of Combined Studies or multidisciplinary programmes the Board of Examiners *should* report to the Faculty Board of Examiners for the Faculty in which the programme is registered.
- 4. The Board of Examiners will make recommendations to UCL Education Committee, which has the authority to confer UCL qualifications.
- 5. In carrying out its responsibilities the Full Board of Examiners must meet at least once a year.
- 6. The Full Board of Examiners *may* delegate authority for out-of-cycle matters to the Chair (see [Section 13.6.3](#)) or to a Sub Board of itself (see [Section 13.3.9](#)), to implement decisions on its behalf.
- 7. The Board of Examiners has the following responsibilities:
  - a) To set, safeguard and monitor the academic standards of the programmes and/ or modules under its remit.
  - b) To ensure that assessment, marking and moderation processes are appropriate, rigorous and fair.
  - c) To ensure equity of treatment for students.
  - d) To ensure that assessment has been conducted within UCL's regulations and guidance.
  - e) To confirm module marks and Progression, Award and Classification decisions.
  - f) To formally recommend students for the award of a qualification to UCL Student Records on behalf of Education Committee.
  - g) To agree actions in the event of failure including condonement, reassessment and deferral provisions.
  - h) To implement, where required, the decisions of the Faculty/Departmental Extenuating Circumstances Panel(s).
  - i) To receive a report from each External Examiner on the appropriateness of the assessment process and on the extent to which the UCL Academic Manual has been rigorously and consistently applied.
  - j) To ensure that departments respond to issues raised by the External Examiner(s) via the online form in Portico.
  - k) To highlight any issues for discussion at Faculty or institutional level.
  - l) To consider any matter referred to it by the Faculty Board of Examiners or UCL Education Committee.

### 13.3.2 Constitution and Membership

- 1. Each Board of Examiners *must* include:
  - a) A Chair
  - b) A Deputy Chair
  - c) One Internal Examiner for each main subject area covered
  - d) One External Examiner for each main subject area covered
  - e) A Faculty Representative (as a non-voting observer)
  - f) A named secretary (as a non-voting attendee)
- 2. Where the Chair of the Board considers it appropriate, an Internal or External Examiner *may* be appointed to examine across more than one subject area.
- 3. Other Faculties involved with the delivery and examination of a programme *may* be represented by an appropriate Faculty Representative.
- 4. The secretary to the Board *should* be responsible for coordinating all communications with Internal Examiners and External Examiners.

### 13.3.3 Quoracy

- 1. The minimum number of examiners permissible at a **Full Board of Examiners** is either five members or one fifth of the membership, whichever is the higher number. This *must* include the Chair or Deputy Chair and at least one External Examiner for each main subject area covered.

2. The minimum number of examiners permissible at a **Sub Board of Examiners** is the Chair or Deputy Chair and at least one Internal Examiner for each main subject area covered. See Section 13.3.9: Delegation of Authority to a Sub Board for further details.

### 13.3.4 Candidate Anonymity

1. All marks, Progression decisions and Awards considered by a Full Board of Examiners, Sub Board of Examiners or Faculty Board of Examiners *must* be considered on an anonymous basis.

### 13.3.5 Confidentiality

1. All Full Board, Sub Board and Faculty Board members have the following responsibilities:
  - a) To preserve absolutely the secrecy of unseen written examination papers at all stages until the papers have been completed by candidates in accordance with the instructions prescribed by UCL.
  - b) To preserve confidentiality in respect of the proceedings of the Board of Examiners.
  - c) To comply with the Protocols for the Release of Provisional Results in Annex 4.3.5.
  - d) To comply with the General Data Protection Regulation (GDPR) in accordance with the instructions of Student & Registry Services and UCL's GDPR Data Protection Policy.

### 13.3.6 Conflicts of Interest

1. Examiners, whether Internal, Assistant Internal or External, who have a personal or professional conflict of interest *should not* be appointed to a Board of Examiners.
2. External Examiners who have any current teaching or other collaborative activity with the staff or students examined by a Board of Examiners *must not* be appointed (see Chapter 9, Section 4: External Examining for further details).
3. If it is considered essential to appoint or continue to appoint an examiner declaring such an interest before or after the examination process has begun, the appointment *must* be referred to the Chair of UCL Education Committee, or their nominee, for approval.
4. If an examiner declaring such an interest is approved for appointment, he or she *must not* take part in any assessment (or, in the case of a declaration after the examination process has begun, any further assessment) of the student(s) to whom the declaration refers and *should* not be present during any specific discussion of the student(s) in question at a Board of Examiners meeting.
5. Examiners *must* declare any interest in the future research supervision of a student at the start of the meeting, but such an interest will not prevent the examiner from considering students' results.

### 13.3.7 Information for Boards of Examiners

1. Boards of Examiners *should* receive the following information:
  - a) Results profiles for continuing and finalist students
  - b) The recommendations of the Faculty/Departmental Extenuating Circumstances Panel
  - c) The Programme Summary
  - d) Information on absences from examinations (available from UCL Examinations)
  - e) Examination scripts, according to normal practices
  - f) Chapter 4 of the UCL Academic Manual and any other relevant annexes or regulations.

### 13.3.8 Virtual Boards of Examiners

1. A Virtual Board of Examiners is a meeting which is held by either video-conferencing or by electronic correspondence.
2. Full Boards of Examiners *should* meet in person; a Virtual Board *should* only be held when a face-to-face meeting is not possible.
3. Sub Boards of Examiners are expected to use the Virtual Board provisions wherever possible, particularly for out-of-cycle matters such as Late Summer Assessments.



4. Virtual Boards *must* take steps to assure the security of student information, using encryption and/ or secure platforms to share data in accordance with UCL's GDPR Data Protection Policy.
5. The decisions of the Virtual Board *must* be confirmed in writing by all members taking part.

### 13.3.9 Delegation of Authority to a Sub Board

1. The Full Board of Examiners *may* formally delegate authority to a Sub Board of itself to make decisions on its behalf on out-of-cycle matters such as Reassessments and Deferrals.
2. Where a Sub Board is needed the Board of Examiners, including the External Examiner(s), *must* formally delegate authority using the proforma in Annex 4.4.2: Proforma for Delegating Authority to a Sub Board either at a meeting of the Board or by email.
3. The delegation of authority *must* be formally recorded in the Board of Examiners' minutes and the proforma *must* be forwarded to UCL Examinations.

#### Virtual Sub Boards

4. Sub Boards *may* meet virtually, by correspondence or in person, however Departments are expected to make use of the Virtual Boards of Examiners regulations wherever possible.

#### Quoracy of Sub Boards

5. In order to be quorate, the Sub Board *must* include the Chair or Deputy Chair and at least one Internal Examiner for each main subject area covered.
  - a) The External Examiner does not need to attend the Sub Board but *should* be copied into communications/ papers. The External Examiner retains the right to attend a Sub Board on request.
  - b) The Faculty Representative does not need to attend but *should* be copied into communications/ papers. The Faculty retains the right to observe any Sub Board.
6. The decisions and proceedings of all Sub Boards *must* be reported to the next Full Board of Examiners meeting via receipt of minutes. The Full Board of Examiners *must* ensure that proper scrutiny is given to the proceedings of any Sub Boards under its remit.
7. A template agenda and checklist for planning virtual Sub Boards can be found in Annex 4.4.1: Sub Board Checklist and Template Agenda.

## 13.4 Faculty Boards of Examiners

### 13.4.1 Terms of Reference

1. Each Faculty will have a Faculty Board of Examiners for undergraduate and/ or taught postgraduate programmes.
2. The Faculty Board of Examiners will report to the UCL Quality Review Sub Committee of Education Committee.
3. In carrying out its responsibilities the Faculty Boards of Examiners *must* meet at least once a year.
4. The Faculty Board of Examiners has the following responsibilities:
  - a) To ensure that assessment procedures within the Faculty are administered in accordance with the UCL Academic Manual and in a proper and impartial manner.
  - b) To ensure that every qualification awarded within the Faculty has been overseen and approved by a Board of Examiners with appropriate input from External Examiners.
  - c) To ensure that appropriate arrangements are in place for the examination of programmes shared with other Faculties.
  - d) For each Board of Examiners under its responsibility:
    - i. To approve annually the constitution and membership for the coming academic session (by Chair's Action if necessary) (see 13.8.2 for further details)
    - ii. To recommend to UCL Education Committee or its nominee the External Examiners for each Board through the Nomination and Appointment process via examiners@ucl.ac.uk.

- iii. To receive the Minutes of each meeting at which recommendations for final Awards are made.
  - e) To receive and consider the responses of Chairs of Boards of Examiners to External Examiner reports.
  - f) To receive reports from each Board of Examiners on any problems relating to the operation of Boards and any action taken in response.
  - g) To investigate and respond to any reports of Material Irregularity regarding the programmes under its authority (see Chapter 6, Section 6: Material Irregularity Procedure).
  - h) To receive any issues raised by Boards of Examiners for consideration at Faculty level.
  - i) To report annually (via its Minutes) to the UCL Quality Review Sub Committee of Education Committee and highlight any matters for consideration at institutional level.
5. In the case of single Department/Division Faculties where there is a single Board of Examiners, the Faculty Board of Examiners and the Board of Examiners *may* be one and the same and will report to the UCL Quality Review Sub Committee (QRSC) of Education Committee.

### 13.4.2 Constitution and Membership

- 1. The Chair of the Faculty Board of Examiners *should* be the Dean, or their nominee.
- 2. The Faculty Board of Examiners *should* include:
  - a) The Chair
  - b) A Deputy Chair
  - c) The Faculty Tutor/Sub-Dean
  - d) The Chairs of Boards of Examiners responsible for programmes/ modules in the Faculty.
- 3. Internal and External Examiners appointed to Boards of Examiners *may* attend meetings of the relevant Faculty Board of Examiners and have the right to speak but not to vote at such meetings.
- 4. The Chair *may* request that Internal and External Examiners withdraw temporarily if their nominations as examiners are the subject of discussion.

### 13.4.3 Quoracy

- 1. The quorum of a Faculty Board of Examiners will be one-fifth of the membership including the Chair or Deputy Chair.

## 13.5 Special Case Panels

### 13.5.1 Terms of Reference

- 1. The purpose of a Special Case Panel (SCP) is to consider academic assessment decisions on a case-by-case basis only when the following circumstances occur:
  - a) When a UCL Student Complaints Panel or the OIA has upheld a student's complaint but the decision of the Board of Examiners has remained unchanged; or
  - b) When there is an unresolved dispute between a Board of Examiners and Faculty Board of Examiners or between a Faculty Board of Examiners and UCL Education Committee regarding an academic assessment decision.
- 2. The Special Case Panel reports to UCL Education Committee.

### 13.5.2 Constitution and Membership

- 1. The panel *should* include:
  - a) The Chair of Education Committee
  - b) Three Chairs of Faculty Boards of Examiners, or their nominees

2. The secretary to the panel *should* be the Director of Academic Services or their nominee. The secretary is responsible for recording and enacting the deliberations and recommendations of the Special Case Panel.
3. The representative of the Faculty involved *may* attend a Special Case Panel to provide information but *must not* be a member of the SCP and *must not* vote.
4. Special Case Panels *may* meet in person or be convened virtually.

### 13.5.3 Panel Recommendations

1. The decision of a Special Case Panel will be by majority vote and, in the case of a tie, the Chair of Education Committee will have the casting vote.
2. The outcome will be recorded formally as UCL's academic assessment decision.
3. Any affected student records will be changed with the authority of UCL Education Committee.

## 13.6 Chairs and Deputy Chairs

### 13.6.1 Conditions of Appointment

1. Each Board of Examiners *must* have a Chair and a Deputy Chair.
2. Chairs and Deputy Chairs *must* be members of UCL academic staff and have been teaching in the relevant subject area for the programme examined, or otherwise employed in a professional capacity in the relevant subject area, for at least five years before taking up their appointment as Chair or Deputy Chair.

### 13.6.2 Nomination and Appointment

1. New Chairs and Deputy Chairs *must* be nominated by the Chair or out-going Chair.
2. All Chairs and Deputy Chairs *must* be endorsed by the Head of Department/Division and approved by the Chair of UCL Quality Review Sub Committee or their nominee.
3. Chairs and Deputy Chairs *should* serve on the same Board of Examiners for a minimum period of three calendar years. Appointments *should* continue until the reporting cycle for that year is complete (i.e. all External Examiners' reports have been received and responded to via Portico).
4. The outgoing Chair *must* notify [examiners@ucl.ac.uk](mailto:examiners@ucl.ac.uk) of any change by returning the Change of Chair Form (see [Annex 4.3.1](#)) at the earliest opportunity.
5. In Combined Studies, the Chair *should* be from the Department/Division responsible for the programme and the Deputy Chair *should* be from one of the contributing Departments/Divisions.
6. Chairs and Deputy Chairs *must* declare, at the time of appointment or reappointment, or during the course of appointment, any personal or professional interest in, or connection with, any student being considered by the Board to which they are appointed.

### 13.6.3 Entitlements

1. Chairs are entitled to act on behalf of the Board of Examiners in respect of any matter delegated to them by the Board of Examiners, the Faculty Board of Examiners or UCL Quality Review Sub Committee (QRSC).
2. Chairs have a casting vote in addition to their own vote at any meeting of the Board of Examiners.
3. Chairs are entitled to attend and speak, but not to vote, at meetings of QRSC at which issues related to their Board of Examiners are discussed.

### 13.6.4 Responsibilities

1. The Chair or Deputy Chair is responsible for the following tasks, which *may* be delegated to Internal Examiners or professional staff where appropriate:

- a) To ensure that the Board carries out its responsibilities in a proper and impartial manner and in accordance with UCL regulations.
- b) To ensure that all the responsibilities of the Board are met, and that the Board is properly constituted.
- c) To ensure that dates of Board meetings and, where applicable, pre-meetings, are agreed and communicated to members, and to the External Examiner(s) and the Faculty Representative in particular, well in advance.
- d) To ensure that Internal and Assistant Internal Examiners are properly inducted and briefed about the responsibilities expected of them and about the programme(s) which they are appointed to examine.
- e) To ensure that newly appointed External Examiners, and particularly those with limited or no previous experience as an External Examiner, are fully inducted into UCL's assessment regulations and procedures.
- f) To ensure External Examiners' eligibility to work in the UK is verified as part of the Nomination stage on Portico (see [Chapter 9, Section 4: External Examining](#)).
- g) To ensure that External Examiners approve all summative assessment tasks, and confirm that these are correct and at an appropriate level for the programme concerned.
- h) To consider any comments or advice provided by External Examiners with regards to the approval of summative assessment tasks and respond as required.
- i) To provide new and continuing External Examiners with the information listed in [Chapter 9, Section 4.2: External Examining – Responsibilities of UCL](#), at the start of each academic session.
- j) To ensure that the secrecy of examination papers is maintained.
- k) To ensure that all assessments which count towards the final award have been marked in accordance with [Section 7: Marking & Moderation](#).
- l) To set a timescale by which marking, second-marking, moderation and external scrutiny *must* be completed.
- m) To determine the distribution of modules between External Examiners.
- n) To ensure that the feedback loop is followed after receipt of an External Examiner's Annual Report (see [Chapter 9, Section 4: External Examining](#)).
- o) To be responsible for all communications between the Board and UCL, including resolving matters raised by External Examiners in their reports and dealing with any appeals by students against examination results.
- p) To follow the procedures outlined in:
  - i. [Annex 4.3.5: Protocols for the Release of Provisional Results](#)
  - ii. [Annex 4.3.6: Procedures when Marks are Missing](#)
  - iii. [Annex 4.3.7: Procedures when an External Examiner is unable to attend](#)
  - iv. [Annex 4.3.8: Procedures in the Event of an Emergency Affecting the Work of Boards of Examiners](#)
- q) To attend, as a full member, the Faculty Board of Examiners.
- r) To report annually to the Faculty Board of Examiners (via its minutes) on the assessment process.

## 13.7 Faculty Representatives

1. A Board of Examiners *must* include, as a non-voting member, the Faculty Tutor/ Sub-Dean or their nominee.
2. The Faculty Representative *should* be a member of UCL academic or professional staff without responsibility for teaching the programme(s) concerned.
3. The role of the non-voting Faculty Representative is to ensure that UCL regulations and procedures are followed and to advise on all matters to do with regulations and procedures.
4. If the Faculty Representative cannot be present, they *should* be consulted on all points where there is uncertainty as to the interpretation of regulations or the correct procedure to be followed.
5. For further information see [Annex 4.3.3 Guidelines on the Role of the Faculty Representative](#).

## 13.8 Internal Examiners

### 13.8.1 Conditions of Appointment

1. All members of academic staff involved in making assessment decisions affecting Progression, Award or Classification on a programme, and who are eligible under these regulations, *should* be appointed as Internal Examiners for that Board of Examiners.
2. It is not necessary for every Internal Examiner to attend every meeting of the Board of Examiners, provided that the requirements for minimum attendance are met.
3. An Internal Examiner *must* be:
  - a) A UCL member of academic staff, OR
  - b) A UCL teacher with appropriate experience and expertise, OR
  - c) A member of the academic staff of a College of the University of London involved in teaching the programme at UCL.
4. An Internal Examiner *must not* be appointed if they are registered as a student on the programme or modules under the responsibility of the Board.
5. If a member of staff is registered as a student on another programme, either at UCL or elsewhere, this *should not* in itself be a disqualification from nomination as an Internal Examiner.
6. Part-time members of academic teaching staff *may* be appointed as Internal Examiners.
7. Probationary members of academic teaching staff *may* be appointed as Internal Examiners.
8. Postgraduate research students *should not* be appointed as Internal Examiners, unless they have been appointed to the academic staff.
9. Exceptionally, individuals who are not UCL or University of London academic staff (e.g. members of NHS staff or external lecturers on short-term contracts) *may* be appointed as Internal Examiners if they have been involved regularly in teaching on the programme concerned.

### 13.8.2 Nomination and Appointment

1. All Internal and Assistant Internal Examiners *must* be reappointed annually.
2. There is no limit to the number of years that an Internal or Assistant Internal Examiner *may* serve.
3. Internal and Assistant Internal Examiners *should* be nominated by the Chair of the Board of Examiners.
4. In the case of a newly-instituted Board of Examiners, nominations *should* be made by the Department/Division.
5. Each year, the Chair of the Board of Examiners *should* submit the Board's full internal constitution and membership for the forthcoming session to the Faculty Board of Examiners for approval. Nominations *may* be approved by the Faculty Board of Examiners via Chair's Action.
6. All nominations *should* be approved by the Faculty Board of Examiners by the end of the first term of the academic year in which the examiners will act.
7. Internal and Assistant Internal Examiners *must* declare, at the time of appointment or reappointment, or during the course of appointment, any personal or professional interest in, or connection with, any student being considered by the Board to which they are appointed (see [Section 13.3](#) above).

### 13.8.3 Entitlements

1. Internal Examiners have the right to attend and speak, but not to vote, at meetings of the Faculty Board of Examiners at which issues relating to the Board of Examiners to which they are appointed are being discussed.
2. Internal Examiners are not entitled to attend meetings of UCL Quality Review Sub Committee except by invitation and will be entitled to speak, but not to vote, at such meetings.

### 13.8.4 Responsibilities

1. The Internal Examiners have the following responsibilities:
  - a) To ensure that the assessment procedures for which they are responsible have been carried out in a proper and impartial manner.
  - b) To conduct assessment in accordance with the approved regulations.
  - c) To prepare, with at least one other Internal or Assistant Internal Examiner, all examination papers and assessment tasks in accordance with the instructions prescribed by UCL.
  - d) To refer examination papers and other summative assessment tasks to the appropriate External Examiner for approval.
  - e) To mark student assessments and ensure that all modules are subject to some form of second-marking according to the regulations in [Section 7: Marking and Moderation](#).
  - f) To ensure that the decisions which they commend to the Board of Examiners are arrived at in a proper and impartial manner.
  - g) To ensure that any recommendations of External Examiners relating to their part of the assessment/programme - and agreed by the Board as requiring action - are carried out.

## 13.9 Assistant Internal Examiners

### 13.9.1 Conditions of Appointment

1. The Chair of the Board of Examiners *may* appoint Assistant Internal Examiners.
2. Assistant Internal Examiners are not members of the Board of Examiners, but *may* attend meetings of the Board by invitation.
3. Assistant Internal Examiners *must* be suitably-qualified research students or staff registered at UCL who contribute to the teaching of the programme or modules concerned.
4. A newly appointed Assistant Internal Examiner *must* receive appropriate training and induction.
5. Assistant Internal Examiners *must* be reappointed annually.
6. There is no limit to the number of years that an Assistant Internal Examiner *may* serve.

### 13.9.2 Students as Assistant Internal Examiners

1. An Assistant Internal Examiner *must not* be appointed if they are registered as a student on the programme or modules under the responsibility of the Board.
2. Undergraduate and Taught Postgraduate students *must not* be appointed as Assistant Internal Examiners.

### 13.9.3 Nomination and Appointment

1. Assistant Internal Examiners *must* be nominated by the Chair of the Board of Examiners following the same procedures required for the nomination and appointment of Internal Examiners (see [Section 13.8](#) above).

### 13.9.4 Responsibilities

1. Assistant Internal Examiners *may* be required to assist Boards of Examiners in one or more of the following:
  - a) To contribute to, but not set, summative assessment tasks
  - b) To act as a first or second marker
  - c) To attend practical examinations.
2. Where an Assistant Internal Examiner acts as a first marker the second marker *must* be a permanent member of UCL academic staff.

# 14 Award of Degrees

The degree awarding regulations cover the publication of results, the conferment of UCL qualifications and the issuing of transcripts and certificates.

## 14.1 Overarching Principles

Principle 41: Education Committee, on behalf of Academic Committee, is authorised to award UCL taught degrees.

## 14.2 Authority to Award a UCL Taught Degree

1. The Board of Examiners is responsible for recommending a student for a taught degree to UCL Education Committee for formal approval.
2. UCL Student Records is responsible for the scrutiny and confirmation of qualifications under authority delegated from UCL Education Committee to make decisions on its behalf.

## 14.3 Date of a Degree Award

1. The date of the award will be the 15 July or the first day of the month after UCL Education Committee has confirmed the award.

## 14.4 Field of Study

1. The field of study on the degree certificate *should* match the title of the degree programme on which the student is registered.
2. The Board of Examiners *may* recommend a qualification with an alternate field of study under the regulations in Section 12.3.

## 14.5 Publication of Results

### Formal Publication of Degree Outcomes

1. Students will be informed by email of the date when their formal results will be published on the student records database, Portico.
2. The proceedings of the Board of Examiners, and the final degree outcomes, *should not* be communicated to students ahead of the formal publication of results by UCL Student Records.
3. Exceptionally, the Chair of the Board of Examiners *may* permit the disclosure of results before the formal publication date if the results are needed for an application for, e.g. Research Council Funding.

### Release of Provisional Marks

4. Boards of Examiners are permitted to release unconfirmed provisional component and module marks to students, prior to the formal publication of degree outcomes by UCL.
5. In the case of coursework, markers are permitted to release unconfirmed provisional marks and feedback to students, prior to formal consideration by the Board of Examiners.
6. Any marks released before confirmation by the relevant Board of Examiners are provisional and therefore subject to change.
7. To comply with the General Data Protection Regulation (GDPR) tutors *must* ensure that, when returning work, marks and comments remain private to the student concerned unless, in the case of tutorials etc., it is agreed by the students present that such data can be disclosed.
8. For further guidance see Annex 4.3.5: Protocols for the Release of Provisional Results.

### **Retention of Assessed Student Work**

9. UCL's policy on the retention of records is laid out in its [Records Retention Schedule](#). Section 1.2 of the schedule addresses assessed student work, which is kept for one year after the Board of Examiners has met.
10. More information and guidance on records management can be found on the [Records Office](#) web pages. The Records Office can be contacted by email: [records.office@ucl.ac.uk](mailto:records.office@ucl.ac.uk).

### **Release of Examination Scripts**

11. Examination scripts will not routinely be returned to students.
12. To comply with the General Data Protection Regulation (GDPR), students *may* request to see comments on examination scripts in a legible form, although the original scripts themselves do not have to be made available. Any queries should be made to [UCL Legal Services](#).

## **14.6 Certificates and Transcripts**

### **Degree Certificates**

1. A degree certificate will be sent to each successful student awarded a UCL degree.
2. Further information is available from [UCL Degree Certificates](#).

### **Transcripts**

3. All graduating students will be sent an official transcript, detailing their marks and award.
4. Students *may* request additional copies of their transcripts from [UCL Student Records](#), for which a fee will be charged.
5. Further information is available from [UCL Student Transcripts](#).

### **Higher Education Achievement Report (HEAR)**

6. Honours Degree students first enrolled from September 2011 onwards will receive a Higher Education Achievement Report (HEAR).

### **Affiliate Student Transcripts and Certificates**

7. Affiliate students are entitled to receive a transcript of their achievement produced by UCL.
8. Requests for any other certification, such as certification of UCL module credits/ ECTS for affiliate students, *must* be submitted to [UCL Student Records](#).

## **14.7 Academic Robes**

1. All UCL graduands *must* wear academic robes, obtained from the appropriate UCL supplier, to the graduation ceremonies.

## **14.8 Students with an Outstanding Tuition Fee Debt to UCL**

1. All students who will, if successful in their examinations, qualify for the award of a degree *should* note that UCL will withhold the award in the case of any student who is in debt to UCL in regards to tuition fees.
  - a) No report will be made on the student's results record until the tuition fee debt has been settled in full, and attendance at a Graduation Ceremony will not be permitted unless all tuition fees have been settled by the due date.
  - b) All other students who hold a debt to UCL in relation to tuition fees will have their official results withheld and/or not be permitted to enrol at any future session until that tuition fee debt has been settled in full.
  - c) For the avoidance of doubt, the term 'tuition fees' does not include, without limitation: accommodation charges, charges for childcare services, library charges, examination and submission fees, student loans and other fines and penalties.



## 14.9 Revocation of Degrees

1. UCL *may* revoke any degree if any of the following circumstances are discovered and proved to the satisfaction of UCL at any time:
  - a) There was an administrative error in the award made under the procedures required by UCL, including an error in calculating results.
  - b) Subsequent to award, a Board of Examiners, having taken into account information which was unavailable at the time its decision was made, determines that a Classification should be altered.
  - c) The award has been cancelled owing to Student Academic Misconduct.

## 14.10 Requesting a Review of a Board of Examiners' Decision

1. Students cannot contest the decision of a Board of Examiners on academic grounds; students can only contest the decision of a Board of Examiners on the specific grounds set out in Chapter 6, Section 10: Student Complaints Procedure.

# 15 Classification for Undergraduate Students first enrolling in 2017-18 or earlier

The following regulations apply to Undergraduate students who first enrolled on their programme at UCL in 2017-18 or earlier.

## 15.1 Overarching Principles

Principle 33: Classification schemes *must* be transparent, clearly defined and fair to all students.

## 15.2 General Classification Principles

### 15.2.1 Calculation of Classification

1. Averages *should* be calculated from a mean of all counting marks, weighted according to the year of study and the credit-rating of each module.
2. **Subject to approval by UCL Education Committee, or its nominee**, a Department/Division *may* use an alternative averaging method, such as the Median. Alternate averaging schemes *must* be clearly explained in the Student Handbook or equivalent.

### 15.2.2 Rounding

1. Rounding *must* be applied to the final weighted average mark (e.g. a mark of 59.4% *must* be rounded to 59%, and a mark of 59.5% *must* be rounded to 60%).

### 15.2.3 Borderline Marks

1. Where a student's weighted average mark falls within 1% of the next Classification they are in the Borderline Zone. The criteria for raising a student to the next class are defined under each Classification scheme.

### 15.2.4 Weighting of Reassessment and Deferral Marks

1. Marks achieved for reassessed modules *must* be weighted according to the year in which the module was first attempted.
2. Marks achieved for substitute modules *must* be weighted according to the year in which the substituted module was first attempted.
3. Marks achieved for modules deferred due to Extenuating Circumstances *should* be weighted according to the year in which the student was first registered on the module.

### 15.2.5 Credit Awarded via the Recognition of Prior Learning (RPL)

1. Credits awarded via the Recognition of Prior Learning (RPL) from any institution other than UCL *should* be counted as part of the qualification requirements but *should* be excluded from the calculation of the Classification.
2. Credits accrued at UCL and awarded via the Recognition of Prior Learning (RPL) *should* be counted as part of the qualification requirements and included in the calculation of the Classification.
3. At the time of admission with RPL, the student *must* be advised of the number of credits which they are required to pass in order to be eligible for an Award, and the algorithm which will be used to calculate their Classification.
4. The application procedures for the Recognition of Prior Learning are defined in [Chapter 1, Section 2.8: Recognition of Prior Learning for Entry to UCL](#).

## 15.2.6 Pass/ Fail Degrees

1. **Subject to approval by UCL Education Committee, or its nominee**, a qualification *may* be awarded on a pass/fail basis i.e. without a Classification. This must be clearly explained in the Programme Summary.

## 15.3 Honours Degree Classification Scheme

### 15.3.1 Honours Classifications

1. Students who have completed the requirements for an Honours Degree will, on the recommendation of the relevant Board of Examiners, be awarded either:
  - a) First Class Honours, OR
  - b) Second Class Honours (Upper Division), OR
  - c) Second Class Honours (Lower Division), OR
  - d) Third Class Honours.

### 15.3.2 Honours Degree Borderline Criteria

1. Honours Degree candidates whose weighted average mark falls within 1% of the next Classification boundary (after rounding to the nearest integer) *may* be considered for the higher Classification. The Board of Examiners should take the following criteria into account:
  - a) Whether the majority of credits (at least 50%) fall in the higher Classification.
  - b) Whether there is evidence of “exit velocity” in the candidate’s performance.
  - c) Whether high value modules, or those with a significant research element such as the dissertation, fall in the higher class.
  - d) Attention to those marks which have a particular significance for the overall Classification.
2. Where possible, External Examiners *should* be asked to consider the performance of candidates who fall in the borderline zone, reviewing the work prior to the meeting of the Board of Examiners, with a view to determining whether the candidate is worthy of the higher Classification.

## 15.4 Standard Harmonised Scheme of Award

### 15.4.1 Scope

1. The following regulations apply to students who first enrolled on undergraduate programmes in 2017-18 or earlier in the following faculties:
  - a) Arts & Humanities (except programmes in English and Fine Art – see [Section 15.5](#) below)
  - b) The Bartlett
  - c) Brain Sciences
  - d) Life Sciences (except MSci programmes, MSci International programmes and MPharm programmes - see [Section 15.8](#) below)
  - e) Medical Sciences (except MBBS and iBSc programmes - see [Section 15.10](#) below)
  - f) Population Health Sciences

### 15.4.2 Bachelors

1. On three-year Bachelors programmes, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3
<b>Bachelors</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	All 120 credits Weighted at 5

### 15.4.3 Bachelors with Additional/ Extra-Mural Year

- On Bachelors programmes with an Additional/ Extra-Mural Study Abroad or Placement Year, the Final Weighted Mark *should* be calculated from the following counting marks:

#### 2016-17 or 2017-18

- For students who first enrolled on their programme at UCL in 2016-17 or 2017-18:
  - If the programme includes an additional 30-credit Project Module:

	Year 1	Year 2	Year 3	Year 4
<b>Bachelors with Additional/ Extra-Mural Year 3</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	<b>Weighted at 0</b>	All 120 credits <b>AND the Project Module</b> Weighted at 5
<b>Bachelors with Additional/ Extra-Mural Year 4</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	All 120 credits <b>AND the Project Module</b> Weighted at 5	<b>Weighted at 0</b>

- If the programme does **not** include an additional Project Module:

	Year 1	Year 2	Year 3	Year 4
<b>Bachelors with Additional/ Extra-Mural Year 3</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	<b>Weighted at 0</b>	All 120 credits Weighted at 5
<b>Bachelors with Additional/ Extra-Mural Year 4</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	All 120 credits Weighted at 5	<b>Weighted at 0</b>

#### 2015-16 and Earlier

- For students who first enrolled on their programme at UCL in 2015-16 or earlier:
  - If the programme includes an additional 30-credit Project Module:

	Year 1	Year 2	Year 3	Year 4
<b>Bachelors with Additional/ Extra-Mural Year 3</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	<b>Weighted at 0</b>	All 120 credits <b>AND the Project Module</b> Weighted at 5
<b>Bachelors with Additional/ Extra-Mural Year 4</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	All 120 credits <b>AND the Project Module</b> Weighted at 5	<b>Weighted at 0</b>

- If the programme does **not** include an additional Project Module:

	Year 1	Year 2	Year 3	Year 4
<b>Bachelors with Additional/ Extra-Mural Year 3</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	<b>Best 105 credits Weighted at 3</b>	All 120 credits Weighted at 5
<b>Bachelors with Additional/ Extra-Mural Year 4</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	All 120 credits Weighted at 5	<b>Best 105 credits Weighted at 3</b>

## 15.4.4 Integrated Masters

- On four-year Integrated Masters programmes, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3	Year 4
<b>Integrated Masters</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	Best 105 credits Weighted at 5	All 120 credits Weighted at 5

## 15.4.5 Integrated Masters with Additional/ Extra-Mural Year

- On Integrated Masters programmes with an Additional/ Extra-Mural Study Abroad or Placement Year, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Integrated Masters with Additional/ Extra-Mural Year 3</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	<b>Weighted at 0</b>	Best 105 credits Weighted at 5	All 120 credits <b>AND the Project Module</b> Weighted at 5
<b>Integrated Masters with Additional/ Extra-Mural Year 4</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	Best 105 credits Weighted at 5	<b>Weighted at 0</b>	All 120 credits <b>AND the Project Module</b> Weighted at 5
<b>Integrated Masters with Additional/ Extra-Mural Year 5</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	Best 105 credits Weighted at 5	All 120 credits <b>AND the Project Module</b> Weighted at 5	<b>Weighted at 0</b>

## 15.5 Faculty of Arts and Humanities

### 15.5.1 Scope

- For students who first enrolled on undergraduate programmes in the Faculty of Arts and Humanities in 2017-18 or earlier, the Standard Harmonised Scheme of Award defined in Section 15.4 above applies, with the following exceptions which supersede:

### 15.5.2 Three Year Bachelors in English

- The following regulations apply to students who first enrolled on three-year Bachelors programmes in the Department of English in 2017-18 or earlier.
- The Final Weighted Mark *should* be calculated from the following 10, equally-weighted marks:
  - Eight 30-credit modules in Years 2 and 3, AND
  - The Research Essay mark, AND
  - The Course Assessment mark.
- The Honours Classification *should* be determined using the following rules:

<b>Qualifies for First Class Honours (1) (Dept. of English)</b>	3 marks above 69 and numerical aggregate of at least 666
<b>Qualifies for Second Class Honours Upper Division (2.1) (Dept. of English)</b>	6 marks above 59 and numerical aggregate of at least 590
<b>Qualifies for Second Class Honours Lower Division (2.2) (Dept. of English)</b>	8 marks above 49 and numerical aggregate of at least 520
<b>Qualifies for Third Class Honours (3) (Dept. of English)</b>	9 marks above 39 and numerical aggregate of at least 460

- The work of candidates who meet one but not both of the criteria for any given class *must* be referred to the External Examiner for review. The work of candidates who are close to both of the criteria for any given class but fulfil neither *may* be referred to the External Examiner for review. Please see [Chapter 9, Section 4.3: Responsibilities of External Examiners](#) for further details.

### 15.5.3 Four Year Bachelor of Arts (BA) in Fine Art

- The following regulations apply to students who first enrolled on the Bachelor of Arts (BA) in Fine Art in 2017-18 or earlier.
- The Final Weighted Mark *should* be calculated from a weighted mean of the following marks:
  - History and Theory of Art Coursework in Year 2, weighted at 10%, AND
  - History and Theory of Art Independent Study in Year 3, weighted at 10%, AND
  - Degree Exhibition in Year 4, weighted at 80%.
- The mark/s from the Additional Study *should* be used as a moderator in borderline cases.
- The Honours Classification *should* be determined using the standard criteria in [15.3 Honours Degree Classification Scheme](#) with the following exception:
  - A student whose weighted average mark falls 1.49% or less below a class boundary will be in the Borderline Zone. The student's full academic profile, including the mark from the Additional Study, *should* be considered by the Board of Examiners when determining whether the student *may* be raised to the higher class.

### 15.5.4 Three Year Bachelor of Fine Arts (BFA)

- The following regulations apply to students who first enrolled on the Bachelor of Fine Arts (BFA) in 2017-18 or earlier.
- The Final Weighted Mark *should* be based on performance in the final year Studio Work, weighted at 100%.
- Critical Studies is marked Pass/Fail and subsumed into the final mark for Studio Work.
- The Honours Classification *should* be determined using the standard UCL regulations in [15.1: General Classification Principles](#) with the following exception:
  - As the Classification is based on one mark, Borderline Criteria do not apply.

## 15.6 Faculty of Engineering Sciences

### 15.6.1 Scope

- The following regulations apply to students who first enrolled on undergraduate programmes in the Faculty of Engineering Sciences in 2017-18 or earlier.

### 15.6.2 Bachelors

- On three-year Bachelors programmes in Engineering Sciences, including those with an Integrated Placement Year, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3
<b>Bachelors (Engineering Sciences)</b>	<b>All 120 credits</b> Weighted at 1	<b>All 120 credits</b> Weighted at 3	All 120 credits Weighted at 5

### 15.6.3 Bachelors with Additional/ Extra-Mural Year

- On Bachelors programmes with an Additional/ Extra-Mural Placement Year in the Faculty of Engineering Sciences, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3	Year 4
<b>Bachelors with Additional/ Extra-Mural Year 3 (Engineering Sciences)</b>	<b>All 120 credits</b> Weighted at 1	<b>All 120 credits</b> Weighted at 3	<b>Weighted at 0</b>	All 120 credits <b>AND the Project Module</b> Weighted at 5
<b>Bachelors with Additional/ Extra-Mural Year 4 (Engineering Sciences)</b>	<b>All 120 credits</b> Weighted at 1	<b>All 120 credits</b> Weighted at 3	All 120 credits <b>AND the Project Module</b> Weighted at 5	<b>Weighted at 0</b>

### 15.6.4 Integrated Masters

- On four-year Integrated Masters programmes in the Faculty of Engineering Sciences, including those with an Integrated Placement Year, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3	Year 4
<b>Integrated Masters (Engineering Sciences)</b>	<b>All 120 credits</b> Weighted at 1	<b>All 120 credits</b> Weighted at 3	<b>All 120 credits</b> Weighted at 5	All 120 credits Weighted at 5

### 15.6.5 Integrated Masters with Additional/ Extra-Mural Year

- On Integrated Masters programmes with an Additional/ Extra-Mural Placement Year in the Faculty of Engineering Sciences, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Integrated Masters with Additional/ Extra-Mural Year 3 (Engineering Sciences)</b>	<b>All 120 credits</b> Weighted at 1	<b>All 120 credits</b> Weighted at 3	<b>Weighted at 0</b>	<b>All 120 credits</b> Weighted at 5	All 120 credits <b>AND the Project Module</b> Weighted at 5
<b>Integrated Masters with Additional/ Extra-Mural Year 4 (Engineering Sciences)</b>	<b>All 120 credits</b> Weighted at 1	<b>All 120 credits</b> Weighted at 3	<b>All 120 credits</b> Weighted at 5	<b>Weighted at 0</b>	All 120 credits <b>AND the Project Module</b> Weighted at 5

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Integrated Masters with Additional/ Extra-Mural Year 5 (Engineering Sciences)</b>	<b>All 120 credits</b> Weighted at 1	<b>All 120 credits</b> Weighted at 3	<b>All 120 credits</b> Weighted at 5	All 120 credits <b>AND the Project Module</b> Weighted at 5	<b>Weighted at 0</b>

## 15.7 Faculty of Laws

### 15.7.1 Standard Programmes

- The following regulations apply to students who first enrolled on undergraduate programmes in the Faculty of Laws in 2017-18 or earlier.
- The Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3	Year 4
<b>3 Year Bachelors (Laws)</b>	<b>Weighted at 0</b>	<b>All 120 credits</b> <b>Weighted at 1</b>	All 120 credits <b>Weighted at 1</b>	n/a
<b>4 Year Bachelors with Extra-Mural Year 3 (Laws)</b>	<b>Weighted at 0</b>	<b>All 120 credits</b> <b>Weighted at 1</b>	<b>Weighted at 0</b>	All 120 credits <b>Weighted at 1</b>
<b>4 Year Bachelors with Advanced Studies (Laws)</b>	<b>Weighted at 0</b>	<b>All 120 credits</b> <b>Weighted at 1</b>	<b>All 120 credits</b> <b>Weighted at 1</b>	All 120 credits <b>Weighted at 1</b>
<b>LLB English and German Law (Laws)</b>	<b>All 120 credits</b> <b>Weighted at 1</b>	<b>All 120 credits</b> <b>AND the Long Essay if completed under UCL supervision</b> <b>Weighted at 1</b>	<b>Weighted at 0</b>	<b>Weighted at 0</b>
<b>LLB (UCL) and LLB (HKU)</b>	<b>All 120 credits</b> <b>Weighted at 1</b>	<b>All 120 credits</b> <b>Weighted at 1</b>	<b>Weighted at 0</b>	<b>Weighted at 0</b>
<b>LLB/JD</b>	<b>All 120 credits</b> <b>Weighted at 1</b>	<b>All 120 credits</b> <b>Weighted at 1</b>	<b>Weighted at 0</b>	<b>Weighted at 0</b>

- Class marks (out of a nominal 100, with a pass mark of 40) are:

<b>Class (Laws)</b>	<b>Average</b>
<b>First Class Honours (1)</b>	$\geq 70$
<b>Second Class Honours Upper Division (2.1)</b>	$\geq 60$
<b>Second Class Honours Lower Division (2.2)</b>	$\geq 50$
<b>Third Class Honours (3)</b>	$\geq 40$

- Provided that their performance is 'Sound', a student *should* be awarded the highest class of honours in which they have achieved the following:

<b>3 Year Bachelors (Laws)</b>	120 credits at or above that level
<b>4 Year Bachelors with Extra-Mural Year 3 (Laws)</b>	120 credits at or above that level



<b>4 Year Bachelors with Advanced Studies (Laws)</b>	120 credits at or above that level
<b>LLB English and German Law (Laws)</b>	90 credits at or above that level provided that at least one of the highest marks was awarded in respect of a Year 2 examination or a long essay submitted to UCL
<b>LLB (UCL) and LLB (HKU) (Laws)</b>	90 credits at or above that level provided that at least one of the highest marks was awarded in respect of a Year 2 examination
<b>LLB/JD (Laws)</b>	90 credits at or above that level provided that at least one of the highest marks was awarded in respect of a Year 2 examination

### Sound Performance

5. The following list of average marks shall assist the Board in assessing whether a student's performance is Sound:

<b>Class (Laws)</b>	<b>Average</b>
<b>First Class Honours (1)</b>	67
<b>Second Class Honours Upper Division (2.1)</b>	60
<b>Second Class Honours Lower Division (2.2)</b>	50
<b>Third Class Honours (3)</b>	40

6. Sound Performance is to be calculated based on the marks from the following modules:

<b>3 Year Bachelors (Laws)</b>	All Year 2 and 3 modules
<b>4 Year Bachelors with Extra-Mural Year 3 (Laws)</b>	All Year 2 and 4 modules
<b>4 Year Bachelors with Advanced Studies (Laws)</b>	All Year 2, 3 and 4 modules
<b>LLB English and German Law (Laws)</b>	All Year 1 and Year 2 modules, and the long essay if completed under the supervision of a member of the Faculty of Laws at UCL
<b>LLB (UCL) and LLB (HKU) (Laws)</b>	All Year 1 and Year 2 modules
<b>LLB/JD (Laws)</b>	All Year 1 and Year 2 modules

### Exit Velocity

7. If a student does not satisfy the requirements of Sound Performance, Exit Velocity *may* be considered on the following programmes only:
- 3 Year Bachelors (Laws)
  - 4 Year Bachelors with Extra-Mural Year 3 (Laws)
  - 4 Year Bachelors with Advanced Studies (Laws)
8. Where a student's performance in their final year examinations shows an improvement over their performance in the previous year's exams this will be considered in the student's favour but a decline in standard in the final year examinations will not be counted to the student's detriment. So-called "Exit Velocity" shall apply across all class boundaries.
9. Exit Velocity occurs only when a student attains at least 90 credits at, or above, the relevant class in their final year of study.

## 15.8 Faculty of Life Sciences

### 15.8.1 Scope

1. For students who first enrolled on undergraduate programmes in the Faculty of Life Sciences in 2017-18 or earlier, the Standard Harmonised Scheme of Award defined in [Section 15.4](#) above applies, with the following exceptions which supersede:

### 15.8.2 Standard Integrated Masters Programmes

1. On four-year standard Integrated Masters programmes in the Faculty of Life Sciences, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3	Year 4
<b>Integrated Masters (Life Sciences Standard)</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	<b>All 120 credits Weighted at 5</b>	All 120 credits Weighted at 5

### 15.8.3 International Integrated Masters Programmes

1. On four-year International Integrated Masters programmes in the Faculty of Life Sciences, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3	Year 4
<b>Integrated Masters (Life Sciences International)</b>	Best 90 credits Weighted at 1	Best 105 credits Weighted at 3	<b>All 120 credits Weighted at 3</b>	All 120 credits Weighted at 5

### 15.8.4 MPharm Programmes

1. On four-year Integrated Masters in Pharmacy programmes, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3	Year 4
<b>MPharm</b>	Weighted at 0	<b>All 120 credits Weighted at 20%</b>	<b>All 120 credits Weighted at 30%</b>	<b>All 120 credits Weighted at 50%</b>

## 15.9 Faculty of Mathematical and Physical Sciences

### 15.9.1 Scope

1. The following regulations apply to students who first enrolled on undergraduate programmes in the Faculty of Mathematical and Physical Sciences in 2017-18 or earlier.

### 15.9.2 Supplementary Modules

1. Some programmes in Mathematical and Physical Sciences also include additional, non-credit-bearing modules e.g. synoptic or comprehensive papers, generic skills modules etc. The marks from such modules may be included in the degree Classification calculation. The Programme Summary should clearly explain the algorithm which will be used.

### 15.9.3 Cert HE Astronomy

1. Students who have completed the Award Requirements for the two-year, part-time Certificate of Higher Education in Astronomy should be awarded a **Pass or Distinction** Classification using the following criteria:

<b>Qualifies for Distinction</b>	A Final Weighted Mark of at least 70% AND A mark of at least 60% for each module.
<b>Qualifies for Pass</b>	Meets Progression and Award Requirements

### 15.9.4 Bachelors

- On three-year Bachelors programmes in the Faculty of Mathematical and Physical Sciences, the Final Weighted Mark *should* be calculated from the following counting marks:

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Bachelors (MAPS)</b>	Best 90 credits ( <b>Best 60 credits weighted at 1, next 60 credits weighted at 0.5</b> ) Weighted at 1	Best 105 credits ( <b>Best 90 credits weighted at 1, next 30 credits weighted at 0.5</b> ) Weighted at 3	Best 105 credits ( <b>Best 90 credits weighted at 1, next 30 credits weighted at 0.5</b> ) Weighted at 5

### 15.9.5 Bachelors with Additional/ Extra-Mural Year

- On Bachelors programmes with an Additional/ Extra-Mural Study Abroad or Placement Year in the Faculty of Mathematical and Physical Sciences, the Final Weighted Mark *should* be calculated from the following counting marks:

#### **2016-17 or 2017-18**

- For students who first registered on their programme at UCL in 2016-17 or 2017-18:
  - If the programme includes an additional 30-credit Project Module:

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Bachelors with Additional/ Extra-Mural Year 3 (MAPS)</b>	Best 90 credits ( <b>Best 60 credits weighted at 1, next 60 credits weighted at 0.5</b> ) Weighted at 1	Best 105 credits ( <b>Best 90 credits weighted at 1, next 30 credits weighted at 0.5</b> ) Weighted at 3	<b>Weighted at 0</b>	Best 105 credits ( <b>Best 90 credits weighted at 1, next 30 credits weighted at 0.5</b> ) <b>AND the Project Module</b> Weighted at 5
<b>Bachelors with Additional/ Extra-Mural Year 4 (MAPS)</b>	Best 90 credits ( <b>Best 60 credits weighted at 1, next 60 credits weighted at 0.5</b> ) Weighted at 1	Best 105 credits ( <b>Best 90 credits weighted at 1, next 30 credits weighted at 0.5</b> ) Weighted at 3	Best 105 credits ( <b>Best 90 credits weighted at 1, next 30 credits weighted at 0.5</b> ) <b>AND the Project Module</b> Weighted at 5	<b>Weighted at 0</b>

- If the programme does **not** include an additional Project Module:

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Bachelors with Additional/ Extra-Mural Year 3 (MAPS)</b>	Best 90 credits ( <b>Best 60 credits weighted at 1, next 60 credits weighted at 0.5</b> ) Weighted at 1	Best 105 credits ( <b>Best 90 credits weighted at 1, next 30 credits weighted at 0.5</b> ) Weighted at 3	<b>Weighted at 0</b>	Best 105 credits ( <b>Best 90 credits weighted at 1, next 30 credits weighted at 0.5</b> ) Weighted at 5

	Year 1	Year 2	Year 3	Year 4
<b>Bachelors with Additional/ Extra-Mural Year 4 (MAPS)</b>	Best 90 credits <b>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</b> Weighted at 1	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 3	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 5	<b>Weighted at 0</b>

### 2015-16 and Earlier

3. For students who first enrolled on their programme at UCL in 2015-16 or earlier:
  - a) If the programme includes an additional 30-credit Project Module:

	Year 1	Year 2	Year 3	Year 4
<b>Bachelors with Additional/ Extra-Mural Year 3 (MAPS)</b>	Best 90 credits <b>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</b> Weighted at 1	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 3	<b>Weighted at 0</b>	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> <b>AND the Project Module</b> Weighted at 5
<b>Bachelors with Additional/ Extra-Mural Year 4 (MAPS)</b>	Best 90 credits <b>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</b> Weighted at 1	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 3	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> <b>AND the Project Module</b> Weighted at 5	<b>Weighted at 0</b>

- b) If the programme does **not** include an additional Project Module:

	Year 1	Year 2	Year 3	Year 4
<b>Bachelors with Additional/ Extra-Mural Year 3 (MAPS)</b>	Best 90 credits <b>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</b> Weighted at 1	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 3	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 3	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b>  Weighted at 5
<b>Bachelors with Additional/ Extra-Mural Year 4 (MAPS)</b>	Best 90 credits <b>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</b> Weighted at 1	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 3	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b>  Weighted at 5	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 3

### 15.9.6 Standard Integrated Masters

1. On four-year standard Integrated Masters programmes in the Faculty of Mathematical and Physical Sciences, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3	Year 4
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<b>Integrated Masters (MAPS)</b>	Best 90 credits <b>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</b> Weighted at 1	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 3	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 5	All 120 credits Weighted at 5
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### 15.9.7 Integrated Masters International Programmes

- On four-year International Integrated Masters programmes in the Faculty of Mathematical and Physical Sciences, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3	Year 4
<b>Integrated Masters International Programmes (MAPS)</b>	Best 90 credits <b>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</b> Weighted at 1	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 3	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> <b>Weighted at 2.5</b>	All 120 credits Weighted at 5

### 15.9.8 Integrated Masters with Additional/ Extra-Mural Year

- On Integrated Masters programmes with an Additional/ Extra-Mural Study Abroad or Placement Year in the Faculty of Mathematical and Physical Sciences, the Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Integrated Masters with Additional/ Extra-Mural Year 3 (MAPS)</b>	Best 90 credits <b>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</b> Weighted at 1	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 3	<b>Weighted at 0</b>	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 5	All 120 credits <b>AND the Project Module</b> Weighted at 5
<b>Integrated Masters with Additional/ Extra-Mural Year 4 (MAPS)</b>	Best 90 credits <b>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</b> Weighted at 1	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 3	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 5	<b>Weighted at 0</b>	All 120 credits <b>AND the Project Module</b> Weighted at 5
<b>Integrated Masters with Additional/ Extra-Mural Year 5 (MAPS)</b>	Best 90 credits <b>(Best 60 credits weighted at 1, next 60 credits weighted at 0.5)</b> Weighted at 1	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 3	Best 105 credits <b>(Best 90 credits weighted at 1, next 30 credits weighted at 0.5)</b> Weighted at 5	All 120 credits <b>AND the Project Module</b> Weighted at 5	<b>Weighted at 0</b>

## 15.11 Faculty of Medical Sciences

### 15.11.1 Scope

1. For students who first enrolled on undergraduate programmes in the Faculty of Medical Sciences in 2017-18 or earlier, the Standard Harmonised Scheme of Award defined in [Section 15.4](#) above applies, with the following exceptions which supersede:

### 15.11.2 One Year Integrated Bachelors (iBSc)

#### 2017-18

1. For students who first enrolled on the UCL MBBS programme in 2017-18, the iBSc Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3
<b>Students first enrolling on the UCL MBBS in 2017-18</b>	<b>Weighted at 0</b>	<b>Weighted at 0</b>	<b>All 120 credits in the iBSc Year Weighted at 1</b>

#### 2016-17 and earlier

2. For students who first enrolled on the UCL MBBS programme in 2016-17 or earlier, the iBSc Final Weighted Mark *should* be calculated from the following counting marks:

	Year 1	Year 2	Year 3
<b>Students first enrolling on the UCL MBBS in 2016-17 or earlier</b>	<b>All 120 credits from Year 1 of the MBBS Weighted at 1</b>	<b>All 120 credits from Year 2 of the MBBS Weighted at 1</b>	<b>All 120 credits in the iBSc Year Weighted at 6</b>

### 15.11.3 MBBS (Bachelor of Medicine, Bachelor of Surgery)

1. The MBBS does not include an Honours Classification.

## 15.12 Faculty of Social and Historical Sciences

### 15.12.1 Scope

1. The following regulations apply to students who first enrolled on undergraduate programmes in the Faculty of Social and Historical Sciences in 2017-18 or earlier.

### 15.12.2 Bachelors

1. On three-year Bachelors programmes in the Faculty of Social and Historical Sciences, the Final Weighted Mark *should* be calculated from the Median of the following counting marks:

	Year 1	Year 2	Year 3
<b>Bachelors (SHS) (Median of)</b>	<b>Best or nominated 30 credits Weighted at 1</b>	<b>All 120 credits Weighted at 3</b>	<b>All 120 credits Weighted at 5</b>

### 15.12.3 Bachelors with Additional/ Extra-Mural Year

1. On Bachelors programmes with an Additional/ Extra-Mural Study Abroad or Placement Year in the Faculty of Social and Historical Sciences, the Final Weighted Mark *should* be calculated from the Median of the following counting marks:

#### 2016-17 or 2017-18

2. For students who first enrolled on their programme at UCL in 2016-17 or 2017-18:

	Year 1	Year 2	Year 3	Year 4
<b>Bachelors with Additional/ Extra-Mural Year 3 (SHS)</b> (Median of)	<b>Best or nominated 30 credits</b> Weighted at 1	<b>All 120 credits</b> Weighted at 3	<b>Weighted at 0</b>	All 120 credits Weighted at 5

#### 2015-16 and Earlier

3. For students who first enrolled on their programme at UCL in 2015-16 or earlier:
  - a) If the programme includes an additional 30-credit Project Module:

	Year 1	Year 2	Year 3	Year 4
<b>Bachelors with Additional/ Extra-Mural Year 3 (SHS)</b> (Median of)	<b>Best or nominated 30 credits</b> Weighted at 1	<b>All 120 credits</b> Weighted at 3	<b>Weighted at 0</b>	All 120 credits <b>AND the Project Module</b> Weighted at 5

- b) If the programme does **not** include an additional Project Module:

	Year 1	Year 2	Year 3	Year 4
<b>Bachelors with Additional/ Extra-Mural Year 3 (SHS)</b> (Median of)	<b>Best or nominated 30 credits</b> Weighted at 1	<b>All 120 credits</b> Weighted at 3	<b>All 120 credits</b> Weighted at 3	All 120 credits Weighted at 5
<b>Bachelors with Extra-Mural Year 3 (Anthropology)</b> (Median of)	<b>Best or nominated 30 credits</b> Weighted at 1	<b>All 120 credits</b> Weighted at 3	<b>All 120 credits</b> <b>Weighted at 0</b>	All 120 credits Weighted at 5

## 15.13 Institute of Education

### 15.13.1 Scope

1. The following regulations apply to students who first enrolled on undergraduate programmes at the UCL Institute of Education in 2017-18 or earlier.

### 15.13.2 Foundation Degrees

1. Students who have completed the Award Requirements for the two-year Foundation Degree at the UCL Institute of Education should be awarded a **Pass, Merit or Distinction** Classification using the following criteria:

<b>Qualifies for Distinction</b>	Marks of 70% or greater in modules totalling 160 credits, at least 80 of which <i>must</i> be in Year 2
<b>Qualifies for Merit</b>	Marks of 60% or greater in modules totalling 160 credits, at least 80 of which <i>must</i> be in Year 2
<b>Qualifies for Pass</b>	Meets Progression and Award Requirements

### 15.13.3 One Year Top-Up Bachelors

1. On one-year Bachelors Top-Up programmes at the UCL Institute of Education, the Final Weighted Mark *should* be calculated from the following counting marks:

<b>1 Year Bachelors Top-Up (IOE)</b>	<b>All 120 credits Weighted at 1</b>
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### 15.13.4 Three Year Bachelors

1. On three-year Bachelors programmes at the UCL Institute of Education, the Final Weighted Mark *should* be calculated from the following counting marks:

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>3 Year Bachelors (IOE)</b>	Weighted at 0	<b>All 120 credits Weighted at 2</b>	<b>All 120 credits Weighted at 3</b>