Academic Quality Framework: Chapter 7

AQF7: Academic Regulations for Taught Awards, Part C: Assessment Regulations

Introduction and Overarching Principles

1. This section provides information on the regulations, policies and procedures relating to assessment at Northeastern University London (the University).

2. The University recognises that assessment practice and process must be robust and conform to internal and national expectations, ensuring confidence on the reliability, validity and authenticity of marking.

3. The Framework for Higher Education in England, ongoing condition B4: Assessments and Awards, has the following requirements:

    3.1. students are assessed effectively

    3.2. each assessment is valid and reliable

    3.3. academic regulations are designed to ensure that relevant awards are credible

    3.4. academic regulations are designed to ensure the effective assessment of the English language in a manner which appropriately reflects the level and content of the applicable higher education course

    3.5. relevant awards granted to students are credible at the point of being granted and when compared to those granted previously

4. The UK Quality Code Theme: Assessment defines it as a process that:

    "determines whether each student has achieved their course's learning outcomes and allows the awarding body to ensure that appropriate standards are being applied rigorously."

5. The UK Quality Code Theme: Assessment also states that assessments should be reliable, consistent, fair and valid, and repeatable.

6. The University identifies the purpose of assessment as follows:

    6.1. Assessment as a learning strategy. We view assessment as a tool for learning, not only a post hoc measurement of learning.

    6.2. Assessment as a feedback process. Both summative and formative assessments can give students valuable feedback about their learning and motivate them to continue learning.

    6.3. Assessment as an evaluation process. It objectively measures students' achievements against the learning outcomes of the course and programme.

    6.4. Assessment as an opportunity for student self-actualization. We recognise that assessment offers unparalleled opportunities for students to draw on the entirety of their

cultural wealth and that it therefore is key to making their learning and student experience more inclusive and equitable.

    6.5. Assessment as a quality process. It provides a reliable and consistent basis for the PAB to determine progression toward, and conferment of, awards to students.

7. Assessment at the University is therefore instrumental in meeting the OfS's four primary regulatory objectives: ensuring that students: succeed in and progress from HE; receive a high quality academic experience; are able to progress into employment or further study; receive value for money.

Assessment Strategies

8. Assessment is at the heart of a number of key aspects of student learning and student experience: from learning and evaluation to quality and inclusivity.

9. Assessment strategies should:

    9.1. be driven in the first instance by the imperatives of teaching and learning and be guided by research and evolving best practice

    9.2. be aligned to course learning outcomes, and beyond that foster the development of certain student 'dispositions,' central to our overarching educational strategy

    9.3. be authentic whenever possible

    9.4. consider the student holistically, paying equal attention to academic achievement, wellbeing, and self-actualization.

    9.5. be agile and keep pace with the University's growth.

Assessment Standards

10. Assessment practices and procedures must be robust and conform to internal and national expectations and standards, thereby ensuring confidence in the reliability, validity, and authenticity of marking.

11. Assessment criteria should be clearly specified, aligned to the level/phase of the course, and used as the basis for marking.

Assessment Tasks

12. Assessment tasks should relate to the learning outcomes of the course and support the overarching assessment strategy. Assessment practices should be inclusive and equitable; the methods, tasks and processes should not advantage or disadvantage any group or individual; and assessment task design should support academic integrity and minimise opportunities for plagiarism and contract cheating.

Engaging Students in the Assessment Process

13. Students should be supported in developing an understanding of expectations through detailed Assessment Briefs and active engagement with the assessment process and criteria.

14. Assessment tasks should enable student self-regulation and reflection, giving students the confidence and skills to use the variety of feedback available to them to monitor and regulate their performance.

15. Realistic and balanced assessment workloads should spread the assessment loading and ensure adequate time for associated learning.

Reviewing and Evaluating Assessment

16. Assessment is a collegiate activity, which necessitates Faculties discussing and agreeing to assessment expectations and sharing experiences.

17. As part of the University's quality assurance and enhancement procedures, a review of the effectiveness of the assessments used to measure student learning is undertaken at assessment and course level. This is considered by Faculties and the Course Assessment Board (CAB) during meetings. In addition, External Examiners are required, as part of their annual report, to comment upon the effectiveness of assessment procedures and how academic standards have been maintained. Course Leaders are also required to complete an Annual Course Review which is an analysis of the course performance. For more information, please see AQF5 Annual Monitoring and Reporting.

Types of Assessment

18. In general, the University seeks to follow a mixed method of assessment appropriate to the nature of the individual courses.

19. Assessment at the University is divided into two categories: formative assessment and summative assessment.

Formative

20. All programmes are required to have effective mechanisms in place to ensure that students receive feedback that enables them to continuously improve their academic performance, knowledge and skills.

21. The University emphasises the value of early formative assessment to promote both the development of skills and engagement with programme material.

22. Participating in formative assessment is not normally a requirement for progression.

Summative

23. The purpose of summative assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of their programme, and the courses therein, to the standard required for the award for which they are registered.

24. Learning outcomes are specified in Programme Specifications and Course Descriptors at the time of approval of programmes and courses, or through subsequent modifications through the University's agreed processes. (See AQF4 Programme and Course Approval and Modification.)

Designing, Setting and Arranging Assessments

Constructive Alignment

25. The constructive alignment of learning outcomes, teaching and assessment must be evident in the design of all programmes and courses and in the associated assessment tasks.

26. Assessment tasks are designed to foster student learning; to provide opportunities for reflection, feedback, and self-assessment; and to test the attainment of stated learning outcomes at the appropriate level of learning.

27. Teaching activities and the learning opportunities provided should help and support these processes.

Assessment Elements

28. The method of assessment and relative weighting of assessment elements is determined at the time of programme approval or revision of a course and are specified on Course Descriptors.

29. Each 30-credit course, based on 300 notional learning hours, should normally have a maximum of three assessment elements.

30. Each 15-credit course, based on 150 notional learning hours, should normally have a maximum of two assessment elements.

31. Where there are critical teaching and learning reasons for a higher number of assessments – and where these would not be met by adding components to individual assessments – the number of overall assessments may be increased. Assessment elements represent the reporting points for the CAB and PAB and student achievement records.

32. Each assessment element may be made up of one or more assessment components (i.e. individual tasks) combined together for reporting processes. Where multiple assessment components contribute to an assessment element, the means of determining the overall mark, including the respective weighting for each task within the overall assessment element, should be indicated in the Course Descriptor (for example, where learning outcomes are to be demonstrated through work-related).

33. In designing the core and optional components within a subject area, Faculty must ensure that these are appropriate to the objectives of the programme.

Assessment Methods

34. Where possible, assessment methods should prioritise the application of knowledge and skills to public and professional settings, thus engaging students in, and preparing them for, employment, citizenship, and personal fulfilment.

35. Assessment methods should be inclusive, and consider the student holistically, paying equal attention to employability, wellbeing, and self-actualization.

36. Assessment methods should be varied in order to enable different aspects of students' aptitudes and skills to be developed and tested, and in order to provide the University with sufficient evidence to verify the authenticity of individual students' work.

37. Assessment methods should be diverse (from written exams to portfolios, performances and case studies) and aligned to learning outcomes and our overall assessment strategy to prioritise authentic, inclusive and rigorous assessment.

Timings of Assessment for Taught Programmes

38. The scheduling of assessments are presented on the Assessment Planners, located on the Faculty Homepage for undergraduate

programmes and the programme homepage for postgraduate programmes on the virtual learning environment (VLE).

39. Where courses depend heavily on field work or work-based learning outside of the normal academic year, the period allowed for this must be defined and specified in the Course Descriptor.

40. Heads of Faculty or Programme Directors should ensure that there is an appropriate spread of examination and assessment submission dates across the academic year.

41. The Head of Registry is responsible for ensuring that a definitive schedule of assessment dates is published on the VLE and/or timetable well in advance of the assessment periods.

Assessment Framework and Workload for Taught Programmes

42. The University uses a broad-based assessment framework to enable assessment workload for taught degrees to be considered by Faculties. Faculties are expected to have a clearly articulated assessment strategy for each course, which is included in the Course Descriptor, and which is benchmarked against this framework, with variances to the framework considered and justified as part of the programme approval and review process.

43. The assessment framework is designed to enable:

    43.1. Faculty to design effective assessment strategies

    43.2. Faculty to reduce the potential for over-assessment

    43.3. Faculty to ensure that students are informed about the amount of time typically required to complete any given assessment task to an acceptable standard

    43.4. Students to plan their workloads

44. The assessment framework uses notional learning hours as the measure of comparability. It is recognised that, where appropriate, there will be a need to have a clear specification of word lengths, so that students understand the volume of work they are expected to produce.

45. This information can be useful for students in gaining a better understanding of the effort required, and thus planning of their studies. It is therefore the total time (i.e. the projected time taken for the preparation and compilation of components combined) that should be used in estimating the workload associated with a particular assessment.

46. Methods of assessment together with their relative weightings are determined at the time of programme approval or modification of a course, and are specified in Course Descriptors.

47. The total word count associated with assessment for a 30-credit course should not normally exceed 10,000 words and the total word count for a 15-credit course should not normally exceed 5,000 words. An hour written examination is equivalent to approximately 1,000 words. Consideration of the level and subject of the course should be taken into account.

Changing Assessment and Assessment Weightings for Taught Programmes

48. The assessment strategy for a course will normally be agreed when the course is approved and may only be varied subsequently through the appropriate quality assurance process. (See AQF4 Programme and Course Approval and Modification)

Design of Assessment for Taught Programmes

49. Course Leaders are responsible for preparing assessments, in consultation with those involved with the delivery of the course, and in line with the Course Descriptor. While questions should relate to the programme delivered, they may include reference to material not actually taught, provided that students have been told explicitly (e.g. in the programme/course documentation and Assessment Brief) that a particular subject would form part of the programme aims and learning outcomes, and that students would be expected to undertake self-directed learning on such material.

50. The assigned External Examiner must be asked to review and provide feedback on the summative assessments and should be sent all relevant Assessment Briefs, draft examination papers, and Course Descriptors, along with Assessment Peer Review Forms, to enable them to ascertain whether the draft assessments are fair and appropriate in relation to the course and programme aims and learning outcomes.

51. Heads of Faculty/Directors of Studies should ensure that their programme assessments are submitted to Registry, thus ensuring that all assessments are considered by the Faculty Assessment Scrutiny Board (FASB) in good time.

52. Where the FASB does not take up the recommendations made by the External Examiner, the Heads of Faculty/Directors of Studies will inform the External Examiner. Where additional substantive changes are made to assessments, the External Examiner will be asked to review and provide feedback, and the Heads of Faculty/Directors of Studies will ratify the final version.

53. If a question paper is structured and/or if a question is in several parts, the question paper should indicate the weighting that will be apportioned to

each component; this will assist candidates in allocation an appropriate portion of the examination time to answer a particular question.

54. The University provides guidance on designing assessments, and different assessment methods to faculty, as and when required.

55. In finalising draft assessments, Heads of Faculty/Programme Director, must ensure that faculty prepare students sufficiently for assessment, and should ensure that assessments:

    55.1. Vary as appropriate from year to year

    55.2. Are developmental from Level to Level

    55.3. Are distinctive and require demonstration of higher order skills and application of knowledge, not just the knowledge itself, especially at FHEQ Levels 6 and 7

    55.4. For highly weighted elements, such as projects and dissertations, contain mechanisms to monitor progress and the development of the final submission

    55.5. Are course specific

    55.6. Are set in relation to any practical skills that may be required

56. The FASB must approve all assessments briefs, examination papers, and associated assessment guidance prior to their publication to students.

Threshold Standards and External Benchmarks

57. In establishing the thresholds of standards for awards, courses, individual assessment tasks, and the manner in which assessments are conducted, Faculty must make use of appropriate external reference points. These include:

58. The *UK Quality Code*, including the Framework for Higher Education Qualifications (FHEQ), which applies to degree, diplomas, certificates and other academic awards granted by a higher education provider in the exercise of its degree awarding powers.

59. Subject Benchmark Statements which help to establish the standards set by different subjects at undergraduate Level, and in some areas at Master's Level, by providing expectations about the subject and qualification Level of programmes of study.

60. Each programme that the University approves is required to be mapped to a Subject Benchmark Statement to ensure that it meets national requirements.

Assessment of Assigned Group Work

61. Group and team working skills are important abilities. The importance of group working skills to students' employability (the ability to listen, question, persuade, participate and, where necessary, lead) means that group work should feature in assessment practices. However, for the purpose of summative assessment, students' marks at all Levels must reflect their individual abilities rather than solely those of the group of which they are part. Therefore, summative marks cannot be based on group marks alone but must be combined with some form of individual assessment.

62. Group work assessment elements should be capped at a maximum of 30% of overall course assessment weighting.

63. Course Leaders must have in place procedures to ensure that individual marks can be ascribed. This may include a range of activities including supervisory meetings, observations, journals, individualised activities within a group project, personal reflection, etc. A process in which students ascribe marks to other student's contributions may not be used, although such practices can be used for formative feedback.

Word Length and Format of Assignments

64. All word counts provided are maximum unless stated otherwise. It is acceptable to be 10% above or below the specified word limit. If an assignment's word count is above 10% of the word limit, it will not be marked beyond the 10%.

65. If an assessment element is not submitted in the specific format required, the work may be marked down, or the CAB may resolve that it should not be marked.

Pass/Fail Assessments

66. An assessment element may be marked as Pass/Fail, i.e., without a mark when it is a requirement of a Professional Statutory Regulatory Body (PSRB)

Providing Information to Students Regarding Assessments

67. Course Descriptors must inform students about the assessment elements for that course. In addition, students must be informed about how they may access regulations specific to their programme of study, including regulations for progression (progression criteria), eligibility for awards, and appealing against academic decisions.

68. The Head of Registry will provide a definitive schedule of examinations published on CELCAT and assignment submission dates which will be published on the University's virtual learning environment well in advance of the examination period and assignment deadlines.

69. Faculty must be made aware of the following information concerning assessments and communications with students:

> 69.1. Great caution must be exercised when informing students about the content (as opposed to the structure) of an assessment, and should be sufficiently broad so as not to give students an unfair advantage in completing the assessment

> 69.2. The structure and/or content of an assessment should be provided in writing, and made available to all students (preferably in the Course Descriptor)

> 69.3. That the actual examination paper must be consistent with the information provided to students

> 69.4. All assessments must be related to the learning outcomes of a programme, and should be indicated in the Programme Specification given to all students at the start of a programme

70. Information for students in regard to assessment, including the deadlines of submission of assessments and the consequences and penalties for late or non-submission of material for assessment, should be provided to all students at the beginning of each academic year.

Assessment Briefs

71. For each assessment, with the exception of written examinations, students should be provided at the beginning of their course with clear details of the nature of the assessment task, the associated assessment criteria and other relevant information in the form of an Assessment Brief.

72. Typically, an Assessment Brief will include the following elements:

> 72.1. Title of the assignment

> 72.2. The task clearly articulated

72.3. Contribution of the assignment to the course overall mark (as a % weighting, or, where multiple assessments contribute to the final mark, the nature of the contribution from this assessment)

72.4. The relationship of the task to the course through details of the learning outcomes being assessed

72.5. Information on how the task can be completed successfully though guidance and/or the provision of associated assessment criteria, and any additional appropriate guidance

72.6. Details/entitlement of any support available during the period up to submission, including any opportunities for the developmental review of progress

72.7. Any word limit or time-limit specification

72.8. Any expectations about the presentation of work (for example, file format accepted: PDF, Word, etc.)

72.9. Opportunities for the student to reflect on the task, including self-assessment opportunities

72.10. The procedure for submitting the work, making presentations etc.

72.11. The projected date for the return of assessed work where appropriate (students should receive feedback on assessments within 28 calendar days of submission)

72.12. Details of how the feedback will be provided

Assessment Criteria

73. Assessment criteria set out what is expected of students and should relate to the learning outcomes set for the course.

74. The broad criteria for assessments are set out in the University's common assessment marking scheme (see Section 7.54.1).

75. Assessment criteria should be shared with students in advance of the completion of assessments via Course Syllabus or Assessment Briefs where applicable.

76. The University's generic grade criteria can be found in the Assessment Regulations for Taught Awards.

Assessment Procedures

77. There are specific rules and regulations regarding the conduct of assessments. These are detailed in the Assessment Regulations and the Assessment Handbook.

Examining and Assessment Where a Member of Staff Has a Personal Interest, Involvement or Relationship With a Student

78. The University must ensure that students and staff carry out their duties in a professional manner and with integrity, without conflict of interest, bias, or the misuse of authority.

79. Staff must follow the University's Personal Relationships at Work Policy, which is in the Staff Handbook, on PeopleHR. The regulations below are the safeguards put in place to ensure that academic standards are not put at risk, and the success and progression of the student is managed entirely on a professional basis and protecting faculty from potential allegations of favouritism and unfairness.

80. In the case where a member of faculty is in any relationship with a student, and the member of faculty is the first marker of the anonymous scripts, the student's work must be included in the sample of work to be moderated, and the sample sent to the External Examiner for moderation.

81. If the member of faculty in the relationship with a student is responsible for the marking of oral presentations or vivas that the student is required to sit, another member of faculty should be recruited to be the marker.

82. If the member of faculty sits on PAB, they shall temporarily withdraw from the meetings when the student's specific case is being discussed.

Completing Assessments on Time

83. It is the responsibility of students to make themselves aware of and available to attend examinations at the specified time and place, make sure that they are properly equipped and prepared, and submit assessment elements as required in line with the University's Assessment Regulations for Taught Awards.

84. Faculty may not approve rescheduling of examinations or extensions to deadlines for assessment elements. Only the Extenuating Circumstances Panel may approve rescheduling of examinations or extensions to deadlines for assessment elements.

Extenuating Circumstances

85. Students must provide a Student Wellbeing Coordinator with any relevant information regarding personal circumstances that may affect their on-going performance or a specific assessment, which they wish to be taken into account. This information should be provided as soon as reasonably possible, using the Extenuating Circumstances Policy.

Feedback on Draft Summative Assessments

86. The University does not prohibit feedback on draft summative assessments.

87. Only one instance of feedback per summative assessment is permissible (i.e. students cannot submit, amend and then re-submit for additional feedback) before the final submission, unless this has been agreed as part of the approval process.

88. Feedback on draft summative assessments should give guidance on general areas of improvement but must not include re-writing of text or other forms of direct faculty amendment of the student's work.

89. There is no mark awarded for draft summative assessments and students should be informed that any feedback provided for a draft summative assessment is not indicative of the final mark that the summative work will receive. Equally, Faculty should not give any indication of a mark that work might receive if all formative guidance is followed.

90. The timeline for submission of draft summative assessment is at the discretion of the member of faculty. If students submit their draft summative assessment late, the member of faculty is not obligated to review the draft and provide feedback.

Student Self-Assessment

91. Where in line with the demands of teaching and learning, assessment for and of learning should facilitate self-reflection and self- and (formative) peer-assessment.

92. Students are provided with clear learning outcomes and assessment criteria for each course that they study. Learning outcomes are contained within each Course Descriptor, and assessment criteria are contained within each Course Syllabus.

93. Students are also provided with detailed Assessment Briefs.

94. When submitting assignments, students should be encouraged to engage in evaluation of their work prior to submission, by using the aforementioned. This may take the form of reflective essays, author's notes or artist's statements, or application of a rubric or set of written criteria.

Assessment Deadlines

95. The University's regulations on submission of electronic written assignments is that all submissions are to be up-loaded to the link on the Virtual Learning Environment (VLE) by the published date.

96. The week by which submission is required is determined by the Course Leader and Registry during the development of the Assessment Planner and is to be included in the Assessment Brief.

Submission of Work

97. Written assignments must be submitted by students in accordance with the procedures in the Assessment Regulations for Taught Awards, and by the deadlines specified in Assessment Briefs.

98. Proof of submission will be provided and must be retained by the student as evidence that the work has been submitted.

99. When submitting work for assessment, students are expected to comply with all instructions issued in the Assessment Brief.

100. All text-based assignments are normally submitted via the Turnitin Plagiarism Detection Service.

101. Where the Assessment Brief specifies that both online and hard copy submissions are required, the failure to submit either element counts as a failure and students will receive a 0%.

102. Written work presented for assessment must be word processed (unless stated otherwise), legible and comprehensible.

103. Examiners may reject work which does not meet reasonable standards of presentation, and this may result in a fail mark being awarded. For further information, please see the Illegible Script Policy in the Assessment Regulations for Taught Awards.

104. All written work must be presented in English or the language of study confirmed at programme approval.

Anonymity

105. All examination scripts and written assignment submissions must be anonymous, as per the Anonymous Marking Policy located in the Assessment Regulations for Taught Awards. This means that students should be identified by candidate number to markers.

106. Written assignments submitted electronically through the VLE/Turnitin will have a submission number generated which will ensure anonymity of the candidate.

107. However, the following exemptions may apply for assessments:

   107.1.   Assessments in which the identification of candidates is unavoidable, such as oral assessments and presentations

   107.2.   Assessments in which the production of the work has been closely supervised by the marker (e.g., projects, dissertations, some forms of portfolios etc.)

108. Where students' assessments have been marked anonymously, the student's identity may be established as soon as internal marking and moderation is complete.

109. The professional staff, who enter assessment marks and compile lists for PABs, should list students by candidate number.

110. Exceptionally, in the student's interests, the 'anonymity' rule may be waived and the circumstances relating to an individual candidate brought to markers' attention by prior approval of the student and Registrar.

Standards of Academic Practice

111. A guide to good academic practice is included in the University's Academic Misconduct Policy.

112. If a student is found to have cheated or has attempted to gain an unfair advantage in an assessment, disciplinary procedures will be implemented.

113. The Academic Misconduct Panel has the authority to deem the student to have failed part or all of the assessment and may determine whether the students shall be allowed to be reassessed.

Work Lost After Submission or Examination

114. In the exceptional event of the mark for an assessment (recorded or received as completed) not being available due to unforeseen circumstances, students will be asked for a duplicate copy of the lost

assessment where appropriate. If students are unable to provide a duplicate copy and there is clear evidence of a submission, then the CAB will derive an appropriate mark based on the overall performance by the student.

115. If work or mark sheets are lost by a marker, the Course Leader with the Head of Faculty or Programme Director, and the External Examiner will review the situation and make a recommendation to the Chair of the CAB on the students' performance.

Marking

Common Assessment Marking Scheme

116. The University uses two common assessment marking schemes – one for undergraduate (shown in Table 7.8) and one for postgraduate (shown in Table 7.9) to mark all taught programmes leading to an award of the University. This ensures that a consistent and transparent approach to the way in which students are assessed, marked and reported on across all taught programmes is used. It also enables comparable levels of student achievement to be recognised (in line with the *UK Quality Code* Theme Assessment).

117. A variance to the common assessment marking scheme, for instance due to specific programme requirements, must be agreed at programme approval. In such cases a Variance to the Academic Regulation Form will be completed at programme approval noting the modified marking scheme and will be communicated to students through their Programme Handbook.

Table 1 Common Assessment Marking Scheme – Undergraduate

1st Class	Upper Second Class	Lower Second Class	Third Class	Fail
100	68	58	48	35
90	65	55	45	20
85	62	52	42	5
80				0
75				
72				

Table 2 Common Assessment Marking Scheme - Postgraduate

Distinction		Merit		Pass		Fail	
100	Highest possible distinction	68	High merit	58	High pass	48	High fail
90	Extremely high distinction	65	Mid merit	55	Mid pass	42	Mid Fail
85	Very high distinction	62	Low merit	52	Low pass	35	Clear Fail
80	High distinction					20	Fail
75	Mid distinction					5	Almost no attempt
72	Low distinction					0	No attempt Late Submission

Using the Common Assessment Marking Scheme

118. All assessment elements should be marked using the marks included in the scheme (see Table 1 Common Assessment Marking Scheme – Undergraduate and Table 2 Common Assessment Marking Scheme - Postgraduate).

119. Internal Examiners should use the full range of marks available to them, in line with the relevant common assessment marking scheme (see Table 1 Common Assessment Marking Scheme – Undergraduate and Table 2 Common Assessment Marking Scheme - Postgraduate), in the process of confirming the mark for a composite assessment task.

120. Course marks will be calculated according to the assessment weighting as defined in the Course Descriptor, as agreed at the programme approval or course modification event. The aggregated mark calculated will be the final mark for that course.

121. The University's convention on rounding of numeric marks for all awards is as follows:

    121.1.   Marks should be rounded when two or more assessment elements are computed, using a weighting formula, the result should be rounded into a single number course mark

    121.2.   Rounding means that any mark of X.5 and decimal fractions above, becomes the next highest number e.g. 69.5 is rounded to 70, 59.5 to 60, and so on. Decimal fractions below X.5 are rounded to the next lowest number e.g. 69.4 is rounded

to 69. For the purposes of rounding, only the first decimal place is used

Work Not Meeting the Threshold Standard

122. The established pass mark of all assessments leading to an award of the University is 40% for undergraduate programmes and 50% for postgraduate programmes. Similarly, the established course pass mark is also 40% for undergraduate courses and 50% for postgraduate courses.

123. If a summative assessment does not reach the minimum threshold for the assessment, the student's mark can be compensated in consideration of the student's overall performance in a programme of study in order to enable the student to progress to the next Level or be awarded the appropriate qualification.

Compensation

124. Only marks of 38% or 39% for undergraduate courses are considered to be within the range to be compensated provided the course has been passed overall.

125. Compensation is not permitted for Degree Apprenticeship programmes or postgraduate programmes.

126. For further information on compensation, please see the Assessment Regulations for Taught Awards.

Penalties for Late Submission

127. Students are strongly advised to submit their assessment ahead of the published deadline. However, the University has a late penalty scheme which is described fully in the Assessment Regulations for Taught Awards.

Accessing Feedback and Marks

128. Assessment feedback is normally provided electronically, in line with the University's Marking, Moderation and Feedback Policy.

129. Provisional summative assessment marks are also made available to students electronically. Students are made aware, via the Programme Handbook, that where marks have not yet been considered by the PAB, these marks are provisional, pending endorsement by the PAB and may be subject to change.

130. Students are responsible for collecting, accessing and engaging with any assessment feedback provided.

Awarding Academic Credit

131. As defined by *UK Quality Code* Theme Course Design and Development, academic credit:

"allow(s) providers to accurately describe and market their qualifications in a consistent manner. Not only are they tools for securing threshold academic standards nationally, they allow valid comparisons to be made with qualifications in other nations which enables student mobility."

132. Students may gain academic credit at the University by:

132.1. Being awarded a pass mark for a course

132.2. Being credited with a course on the basis of the Recognition of Prior Learning (RPL) in which the credit may be given in line with the Recognition of Prior Learning and Credit Transfer Policy

Reassessment - Referrals

Referral Assessment Elements

133. Referral assessment elements must be set at the same time as the first attempt assessments and undergo the same level of scrutiny and approval.

134. The type and format of the referral assessment element should, as far as practical, be similar to those of the assessment elements of the first attempt.

135. Referral examination papers should differ from those set in the initial examination but be of a similar format.

136. In determining the nature of the referral task for assessments other than written examinations, Course Leaders should consider how students can demonstrate the learning outcomes while maintaining the integrity of the assessment system. The academic level and nature of the assessment task will be a key factor. For example, assessments based on a project may require resubmission while those based on essay topics may require a new topic to be set to prevent plagiarism.

137. Referral written assignments will be completed to a specified deadline ensuring that students have adequate time to complete the task set.

138. Referral examinations will be held at specified time periods, unless otherwise confirmed through academic appeal or extenuating circumstances.

139. Referral assessments or re-submission of failed work will be awarded a maximum (capped) mark of 40% for undergraduate and 50% for postgraduate. Students will be provided with the mark that the work could have received prior to being capped.

Referral Requirements

140. Students will be notified of the nature and timing of referral assessments by Registry after the PAB has confirmed the student's progression status.

141. Students are responsible for observing information about referral requirements, including details of the referral assessment such as dates and times of referral examinations and/or submission dates for written assignments.

Referral Attempts

142. Where students have failed to achieve the pass mark for the course, they shall be offered one referral attempt for each failed assessment element, except where the recommendation of an Academic Misconduct Panel involves a 'no-right to referral' academic penalty.

143. Students will not be able to re-attempt any passed assessment elements, except where students are required to repeat a course or where an academic misconduct of fail course has been recommended.

144. For further details, please refer to Assessment Regulations for Taught Awards.

Progression Criteria

145. Students can proceed to the next level of the programme with a maximum of 30 referred/deferred credits from the current level. Students cannot progress to the next level with an irretrievably failed course where all its reassessment opportunities have been exhausted.

146. Students who are unable to progress to the next level will be required to retake the failed courses.

147. Final year Level 6 students who are referred in 30 credits or less after the referral period and cannot be compensated in the failed course(s) will be offered the opportunity to have two further referral attempts at the failed assessment elements or accept the exit award for which they are eligible. Where a student fails to notify the University of their choice within 14 calendar days they will be given the appropriate award.

148. Students who achieve fewer than 90 credits at Level 6 after the referral period will be offered the option to retake the failed course(s) or accept the exit award for which they are eligible.

Classification of Awards

Bachelor's Taught Awards

149. Classification marks for undergraduate programmes (with the exception of Senior Status programmes) will be calculated using the weighted average course marks for the best 90 credits at Level 4, weighted at 1; best 90 credits at Level 5, weighted at 3; and all Level 6 120 credits, weighted at 5.

150. Classification marks for Senior Status programmes will be calculated using all 180 credits at Level 6 weighted at 3; and the best 120 credits at Level 5, weighted at 1.

151. Classifications averages are calculated to one decimal point. For further information on the weighting calculation, please see Annex A and Annex B.

152. The calculated overall classification mark will determine the Honours classification awarded, the classification boundaries are:

    152.1.   First Class: 69.5% or more

    152.2.   Second Class (First Division): 59.50% - 69.49%

    152.3.   Second Class (Second Division): 49.50% - 59.49%

    152.4.   Third Class: 39.5% - 49.49%

Master's Taught Awards

153. Classification marks for postgraduate programmes will be calculated using the weighted average course marks for the best 60 credits weighted at 3; with the next best 60 credits weighted at 2; and the remaining 60 credits weighted at 1.

    153.1.   Students who satisfy the requirements for a Master's degree may be awarded a Master's degree with Merit if they have attained an overall mark greater than or equal to 59.5%.

    153.2.   Students who satisfy the requirements for a Master's degree may be awarded a Master's degree with Distinction if they have attained an overall mark greater than or equal to 69.5%.

Exit Awards

154. Certificate in Higher Education:

Achieved 120 L4 credits

155. Diploma in Higher Education:

Achieved 120 L4 credits and 120 L5 credits

156. Postgraduate Certificate:

Achieved 60 L7 credits

157. Postgraduate Diploma:

Achieved 120 L7 credits

Factors Affecting Assessment and Assessment Boards

158. This section provides information specifically on marking and other factors affecting assessment and its relationship to the Assessment Boards. Full details of the function of the Assessment Boards are provided in AQF12: Assessment Boards.

159. Where the performance profile of a course is at variance with general performance of the cohort or reflects a continuing problem in the operation of the course, this should be identified by the relevant Head of Faculty to the CAB for consideration in advance of the PAB.

160. In all the above cases:

160.1.   The relevant Faculty Assessment Scrutiny Board (FASB) must have considered the issues in advance of the CAB.

160.2.   FASB must consider the circumstances and their impact to determine whether there was a material impact on students' performances (e.g. in respect of their performance in other similar assessments and courses).

160.3.   External Examiners must be part of the process of consideration of any alteration to be made to the expected outcomes (e.g. an additional attempt allowed).

160.4.   The decision and reason must be minuted in detail to ensure that the basis of any change is made clear.

161. Students have the right to appeal against decisions made by the PAB. For further information, see the Academic Appeals Policy.

Sanctioned Students

162. Students who are not in good financial standing should attempt all assessment elements and will be assessed alongside other students for consistency. Student results will be processed by the PAB but not released until good financial standing has been restored.

Assessment Feedback

163. The University has an institutional policy regarding the provision of feedback to students that offers guidance to faculty on providing effective feedback to students and provides students with guidance on how to use the feedback they receive to effectively improve their performance. See the Marking, Moderation and Feedback Policy for further information.

Feedback on Formative Assessments

164. Students receive qualitative and quantitative feedback on their formative work. This yields immediate developmental feedback. Faculty are able to tailor the feedback to suit the level at which the students are performing, and this enables students to explore their own arguments and comprehension of the subject at hand.

Feedback on Summative Assessments

165. For assessment elements which are assessed during the programme or course, including projects and written assignments, feedback must be returned to students within 28 calendar days of submission.

166. Exceptionally, when this is not achievable (for example due to staff absence), students must be notified as soon as is reasonably possible of the revised date and the reason behind the change.

Feedback on Summative Examinations

167. For summative examinations, students receive feedback in a form relevant to the type of examination taken. The Course Leader is responsible for ensuring that students receive constructive and developmental feedback in a timely fashion. This can be in the form of individualised feedback, e.g., for multiple choice exams it may involve seeing their marked script along with the correct answers to the questions, or generic feedback to the cohort in the form of an Internal Examiner Report, which may include outlines of ways in which students performed especially well or notes on opportunities that were generally missed.

Access to Material After Assessment

Access to Marked Summative Assignments and Examination Scripts

168. Hard copies of written assignments, other than copies retained for external examining and archive purposes, will not normally be returned to the students with any associated feedback. See Feedback on Summative Examinations for further information.

Access to Past and Specimen Examination Papers

169. Past examination papers are made available to students from the previous academic year.

170. Registry are responsible for the uploading of the past examination papers to the Virtual Learning Environment Faculty Home page, which also has a link on the course page.

171. Papers not normally released are multiple choice papers and computer-based examination papers.

Administration of Assessments

172. The University has in place a range of processes to ensure that assessment standards are set at an appropriate level and are consistently applied. These involve assignment setting, moderation, external examining, and collective decision making at Assessment Boards.

Drafting of Examination Papers and Assessment Briefs

173. Registry is responsible for the administration of Examination Papers and Assessment Briefs. Registry will provide timelines for the submission of draft examination papers and assessments briefs. Submission deadlines must be met in order for documentation to be processed in accordance with the University's regulations.

174. Course Leaders draft examination papers and Assessment Briefs. These draft examination papers and Assessment Briefs are peer reviewed. The member of faculty completing the peer review will complete the Assessment Peer Review Form. Modifications can be made after the peer review process and before the final draft assessments are prepared and sent to the External Examiner for external moderation, ensuring that standards are appropriate and achievable.

175. When the Head of Faculty/Programme Director receives the feedback from the External Examiner, a Faculty Assessment Scrutiny Board (FASB) is convened for each faculty. The role of the FASB is to undertake a final scrutiny of all assessments prior to publication.

176. Registry is responsible for inserting the date and start time of the examination, in line with the assessment timetable.

Assessment Moderation Process

177. In seeking to achieve equity, validity and reliability in the assessment of student work, a range of moderation processes are employed at the University.

178. The Head of Registry will ensure all assessments are marked in line with the University's Marking, Moderation and Feedback Policy.

179. Academic Board is responsible for approving the moderation procedure. If a variance to the University procedure is required, this request must be included during the approval procedure for the programme. The Variance to Academic Regulation Form must be completed and submitted.

External Review of Draft Examination Papers and Assignment Brief

180. External Examiners are given the opportunity to review draft examination papers and assessment briefs where the work can contribute to an award.

Marking and Moderation

Marking and Moderation Processes

181. Double marking and second marking are processes put in place to help ensure fairness and objectivity in the assessment process.

182. In 'double marking' there are two markers who mark the students' work, with the second marker seeing the first marker's mark and feedback. Double marking is used for some Level 6 and Level 7 assessment.

183. Moderation is when another member of faculty reviews a representative sample of students' scripts with full knowledge of the mark and feedback made by the marker. This process is normally used at Levels 4 and 5 where its purpose is to help ensure fairness and objectivity.

184. Second marking is similar to moderation but offers a review of the whole cohort scripts. It can be used to assist markers less familiar with assessment at HE Level and/or other University standards. In this case, the second marker will be an experienced member of faculty and should provide feedback to the first marker on both the Level and the nature of the feedback provided.

185. For detailed regulations on marking and moderation, please refer to the Marking, Moderation and Feedback Policy.

Moderation Sample Size and Selection

186. Moderation of summative assessments must be conducted in order for the University to remain compliant with the UK Quality Code and the conditions of registration with the Office for Students. Formative assessments do not need to be moderated.

187. The size of the moderation sample of work for each summative assessment element will be a minimum of 10% or at least five pieces of work – whichever is the greater. These are the minimal standards for moderation but in some circumstances, sample sizes may be increased to maintain academic standards.

188. The sample must be properly representative across the bands of award classification and borderline fails, and fails, where appropriate, and where domestic and mobility students sit the same assessment element, there must be representation from both cohorts in the sample.

189. Where assessments are divided between several first markers or several sections, the sample must include assessments marked by each marker or from each section of assessment.

190. Late submissions will be available to be part of the sample for moderation.

Marking of Oral Assessments

191. All oral assessments are audio-visual or audio recorded.

192. Oral assessments that are at Levels 6 or 7, and worth 30   % or more of the overall course mark, are double marked by two members of faculty who are present during the assessment. Where operational considerations make the attendance of two markers impracticable, recordings of all the oral assessments must be moderated.

193. For oral assessment that are at Levels 4 or 5, or are less than 30% of the course mark, have one marker. All of these oral assessments are recorded and a sample is moderated, in accordance with the moderation sample size regulations noted above.

194. Sample oral assessments at Levels 5, 6, and 7 must be available for moderation by the External Examiner.

Assessment Samples Sent to External Examiners

195. External Examiners receive samples of assessments in good time before CAB meetings for moderation.

196. The size of the sample of work for each summative assessment element will be a minimum of 10% or at least five pieces of work – whichever is the greater figure - and a maximum of 15 pieces of work.

197. The sample must be properly representative across the bands of award classification and borderline fails, and fails, where appropriate. However, the selection may be extended to all first class/distinction, borderline fails, and fails through agreement with External Examiners in advance.

198. CABs should only be held after External Examiners have had the opportunity to scrutinise and moderate scripts for any or all the assessments in a course.

199. A schedule must be set and maintained for the dispatch and return of work for scrutiny. If the schedule is not adhered to, internal examiners may be referred to the Disciplinary Procedure for Staff and External Examiners may have their contract rescinded.

Visiting Lecturers and External Assessors

200. The University can appoint External Assessors in line with the External Assessors Guidance.

201. Where visiting lecturers and external assessors are involved in the assessment of students, Course Leaders are responsible for ensuring that the marking of the visiting lecturer or external assessor is included in the moderation procedure, and that appropriate additional steps are taken depending on their experience of the University and its standards.

Collecting and Collating Marks

202. Registry is responsible for the administration of assessments.

203. If the assessment element has one marker, the marker places their mark directly into Canvas. Registry is able to produce a report from Canvas to conduct quality checks, for example checking the Extenuating Circumstances, and to send to External Examiners as part of the external moderation procedure.

204. Where an assessment has several parts (e.g. Section A and Section B) or several questions and these have different weightings, and the overall mark needs to be calculated from the marks assigned, a marks sheet will be supplied by Registry with automatic calculators. Faculty should email Assessment if a mark sheet is required for your course assessment.

205. The Moderation record will continue to document which work needs to be/has been moderated.

206. The Course Leader should check the assessments, the Mark Spreadsheet(s) and the moderation/double marking record for accuracy prior to returning them to Registry. The Head of Faculty is responsible for ensuring that faculty complete their marking and return of documentation in line with the timeline published.

207. When all assessments for a course have been marked, Registry checks the Mark Spreadsheet against the assessments. Once this check has taken place, the marks are entered in the student information system. This mark input is then cross-checked.

Internal Monitoring of Assessment Procedures

208. The University places great emphasis on reviewing and improving assessment and examination processes.

209. The administrative processes associated with assessment are under continuous internal review; mark entry and Assessment Boards processing are subject to a number of mechanisms to ensure that standards are of the highest.

210. Registry confirms assessments through a series of reports and logging methods, ensuring that records are auditable.

211. Course information regarding assessment deadline dates and submission type is collated each academic year and is audited for accuracy by its comparison to Course Descriptors.

212. Registers of attendance to examinations are maintained throughout the examination period. Non-attendance at examinations is monitored and actioned by Registry.

The Conduct of Examinations

213. Registry centrally coordinates formal invigilated examinations, including first and second sitting examinations.

214. Registry will communicate with staff and students with regard to examination timings, locations, timetables, guidance, instructions for candidates, and a variety of other necessary information.

215. The University will deliver examinations in a number of locations, details of which are made available to students. It is the student's responsibility to ensure that they are in attendance at the specified location in a timely manner.

216. The timetable for each period of examination will be prepared as soon as practically possible after students are successfully registered for their courses, or for referral assessments, after PAB has completed its deliberations.

Assessment Results

Recording and Notification of Results

217. The Academic Registrar is responsible for ensuring a robust and reliable system is in place for the computation, checking, and recording of assessment decisions, and for providing relevant information in time for the final meetings of the Assessment Boards.

218. Assessment data is centrally stored electronically within the University's student information system where access is limited to relevant staff. The platform is cloud-based and back-up functions are integrated into the system.

219. Staff involved in the marking, recording and collating of assessments should regard electronic and hard copies of assessment results and decisions as confidential documents, and should store and dispose of them appropriately.

220. Provisional marks for taught courses are entered into the assessments database, and the list printed for assessment board meetings. During the meeting, the lists should be annotated and signed by External Examiners and the Chair of the assessment board. Students are notified of their results by Registry, and any implications for student progression/graduation by Registry.

221. Access to assessment results and information regarding assessment judgments about individual students is restricted to Registry, but may be viewed by Faculty or professional staff on request.

222. Results are recorded using the following conventions:

    222.1. A mark per assessment is indicated using the Common Assessment Marking Scheme (see Table 1 Common Assessment Marking Scheme – Undergraduate and Table 2 Common Assessment Marking Scheme - Postgraduate)

    222.2. An overall mark for each course is indicated which has been calculated using the appropriate weightings for each assessment of that course

    222.3. Non-submission of summative assignments, or non-attendance at an examination or presentation, is awarded a 0

223. Programme results are processed following confirmation by the PAB.

224. Students are normally informed in advance of the date of the release of results through the Programme Handbook.

225. Results of assessments taken during the academic year are normally released to students' University email accounts by Registry. Results of assessments released prior to a PAB are provisional, pending endorsement by the PAB and may be subject to change.

226. End of year progression results will normally be emailed on the date published in the Programme Handbook. Information about who students can contact should they require clarification of their results or advice about their results will be included.

227. No results should be divulged to students until the results have been published by Registry. This regulation may be varied if it is deemed in the best interest of a student to notify them of their assessment results early. This decision must be made in consultation with and approved by the Academic Registrar. A file note shall be produced and retained in the student's file to record that their results were released to them early.

228. Results should only be given to students in person or by telephone if steps have been taken to confirm the student's identity: they should NOT be disclosed to third parties (including parents) without a student's explicit written consent.

Amended Results

229. Where the outcome of an academic appeal is that a student's mark and/or course result should be amended as a consequence of an academic appeal being upheld, the Registry will inform the student of the decision in writing.

Disposal and Retention of Work that Contributes to a Degree Assessment

Retention of Examination Scripts

230. Examination scripts which contribute to a final award are to be retained until 12 months after the release of the marks.

Retention of Other Assessment Elements

231. Other assessment elements that are submitted are the physical property of the University and are kept indefinitely.

232. Students retain the copyright and intellectual property of the summative assessment submitted for any form of assessment.

Academic Appeals

233. An academic appeal is the only route by which students may seek reconsideration of the PAB decisions. Specific rights of appeals against a decision involving academic judgement are very limited.

234. Although rigorous procedures are followed to ensure that all student assessment are marked fairly and appropriately, students may appeal against a decision made by the PAB in the following circumstances:

    234.1.   New, relevant, written extenuating circumstances are presented, supported by appropriate evidence, that for good reason were not originally made available to the Extenuating Circumstances Panel under the Extenuating Circumstance Policy, and therefore were not considered at the time of the decision of the Board.

    234.2.   Marking and/or moderation processes were not conducted in accordance with current approved policies and procedures, or other irregularity concerned with the assessment process.

    234.3.   There has been a material and significant error in the recording and/or processing of assessments/results.

    234.4.   There has been a procedural error in the calculation of the award/progression decision.

    234.5.   There is evidence of bias.

235. Where a student lodges an appeal that is upheld after the relevant PAB and is found to be a valid academic appeal, notification of the outcome of the appeal should be sent to the Registrar who will initiate a review by the PAB.

236. Academic appeals should be considered in line with the Academic Appeals Policy.

Academic Offences

237. Academic offences include:

    237.1.   Collusion

    237.2.   Fabrication

237.3.   Cheating

237.4.   Impersonation

237.5.   Plagiarism

238. This list above is not exhaustive. More information regarding academic offences and their penalties, along with guidance on good academic practices, is described in detail in the University's Academic Misconduct Policy.

Assessment of Students with Disabilities

General Provisions

239. If a student is unable to be assessed by the approved assessment element, because of a diagnosed condition, prescribed for the course, a Student Wellbeing Coordinator (SWC) will liaise with the Head of Faculty/Programme Director in order to determine a 'reasonable adjustment' to the method of assessment (bearing in mind the objectives of the course and the need to assess the student on equal terms with other students). This may involve an occupational health report from an external source.

240. To be able to explore these options, the onus is on the student to ensure that the University is made aware of their condition and to apply for consideration of variation in assessment commensurate with the condition. Written evidence must be provided in the form of a medical or diagnostic report provided by a doctor or other appropriately qualified professional.

241. Students with a diagnosed condition must be assessed in such a way that they are neither systematically penalised nor systematically advantaged compared to other students. In order to make judgments as to the nature and extent of the variation in assessment methods appropriate to any particular student, the SWCmust make use of all the information available, including taking advice from within and outside the University where appropriate.

242. Students wishing to be considered for specific assessment requirements must do so as soon as practicable and in good time for the first assessment. It may not be possible to accept applications received close to assessments, although the University will always attempt to deal with genuine cases of unforeseen need.

243. If students have diagnosed conditions, acute or chronic, which are demonstrated to the satisfaction of the SWC but cannot be accommodated through special conditions for assessment, students will

normally be expected to carry out the assessment under the approved conditions and the condition can be taken into account when the students' achievement and progression is reviewed.

Specific Learning Differences or Difficulties

244. Upon recommendation from the SWC, students with evidence of Specific Learning Difference or Difficulty (SpLD) can request a reasonable adjustment for the assessment element. For further information, please see the Marking, Moderation and Feedback Policy.

245. Such students are normally permitted 25% extra time.

246. Additional examples for consideration are given below:

246.1. Students with SpLD (e.g. dyslexia) and related problems will normally be permitted extra time beyond the approved duration for the reading of the examination paper and for the writing of their answers. Such students may be permitted additional time for examinations and/or the use of a reader or appropriate assisted technology. Question papers may be provided in alternative formats.

246.2. Students with a mental health or stress-related disorder, or with physical conditions which cause excessive fatigue may, at the discretion of the SWC, and only where medical evidence is available to support the claim, be permitted additional time and/or be allowed to take an examination alone, with provisions for rest breaks at suitable intervals if required. In severe cases, an alternative form of assessment may be used but care must be taken that the standard is safeguarded. Evidence of need must be provided in the form of a medical report from a GP or specialist.

246.3. Students with mobility impairment or mental health illnesses may be granted a number of rest breaks during an examination or similar task, in order to ease or exercise joints or muscles. This applies also to those with long term or short term (e.g. broken limbs) disabilities. Some students in this category may have no need for such rest breaks.

246.4. Students with impaired manual dexterity may need to dictate answers, to a scribe or recording device, and therefore be separate from fellow students. If the student can write, but more slowly than most students, time may be allowed for this during the period of examination. Extra time may be appropriate when a reader is used (for more information, see the Student Disability Policy).

246.5. Students with a visual impairment, up to and including total blindness, may be provided with a reader for written examinations, who will read the question paper and write answers at the student's dictation. Consideration may be given to the use of appropriate technology for the production of answers by the student. In examinations, extra time may be needed for reading and re-reading of the questions, but this would normally be accommodated within the stipulated time period.

247. Students whose first language is not English will not normally be regarded as requiring special consideration in the sense of this section (British Sign Language is formally recognised as a language) and will be required to provide answers to questions in English.

248. Students are not normally permitted the use of any reference tools such as dictionaries in examinations.

Annex A: Calculation of Classification Mark

Classification =   the sum of the weighted marks [mark x relevant credit volume x weight]

The sum of credit volume x weighting

Level	Course Code	Credit	Weighting	Mark	Mark x credit volume x weighting	Credit volume x weighting
All 120 credits @ Level 6						
6	NCHPH631	30	5	68	68 x 30 x 5 = 10200	30 x 5 = 150
6	NCHPH632	30	5	73	73 x 30 x 5 = 10950	30 x 5 = 150
6	NCHPH633	30	5	61	61 x 30 x 5 = 9150	30 x 5 = 150
6	NCHPH616	30	5	68	68 x 30 x 5 = 10200	30 x 5 = 150
Best 90 credits @ Level 5						
5	NCHPH513	30	3	60	60 x 30 x 3 = 5400	30 x 3 = 90
5	NCHPH515	30	3	64	64 x 30 x 3 = 5760	30 x 3 = 90
5	NCHPH530	30	3	58	58 x 30 x 3 = 5220	30 x 3 = 90
Best 90 credits @ Level 4						
4	NCHPH407	30	1	67	67 x 30 x 1 = 2010	30 x 1 = 30
4	NCHPH413	30	1	58	58 x 30 x 1 = 1740	30 x 1 = 30
4	NCHPH414	30	1	61	61 x 30 x 1 = 1830	30 x 1 = 30
			SUM		62460	SUM 960

C Score = the sum of the weighted marks   62460

---   ---------   =   65%

the sum of the credit value   960

Annex B: Calculation of Classification Mark (LLB Senior Status Programme Only)

Classification = the sum of the weighted marks [mark x relevant credit volume x weight]

The sum of credit volume x weighting

Level	Course Code	Credit	Weighting	Mark	Mark x credit volume x weighting	Credit volume x weighting
All 180 credits @ Level 6						
6	NCHPH731	30	3	68	68 x 30 x 3 = 6120	30 x 3 = 90
6	NCHPH732	30	3	65	65 x 30 x 3 = 5850	30 x 3 = 90
6	NCHPH733	30	3	68	68 x 30 x 3 = 6120	30 x 3 = 90
6	NCHPH734	30	3	68	68 x 30 x 3 = 6120	30 x 3 = 90
6	NCHPH735	30	3	65	65 x 30 x 3 = 5850	30 x 3 = 90
6	NCHPH736	30	3	68	68 x 30 x 3 = 6120	30 x 3 = 90
Best 120 credits @ Level 5						
5	NCHPH513	30	1	80	80 x 30 x 1 = 2400	30 x 1 = 30
5	NCHPH515	30	1	74	74 x 30 x 1 = 2220	30 x 1 = 30
5	NCHPH530	30	1	74	74 x 30 x 1 = 2220	30 x 1 = 30
5	NCHPH531	30	1	68	68 x 30 x 1 = 2040	30 x 1 = 30
				SUM	45060 SUM	660

C Score = the sum of the weighted marks   45060
--   ---------   =   68%
the sum of the credit value   660

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Location: Academic Handbook/ Academic Quality Framework				
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Referenced documents	AQF2 Teaching and Learning; AQF9 Student Guidance and Learner Support; Admissions Policy; AQF8 Student Recruitment and Admissions; AQF4 Programme and Course Approval and Modifications; AQF12 Assessment Boards; Student Attendance Policy; Student Registration Form; Recognition for Prior Learning; Recognition for Prior Learning Guidance; Support to Study Policy; Welfare Policy; Disciplinary Procedure for Students; Guidance on Conduct of Viva Examinations; Internal Examiner's Report; Assessment Handbook; Extenuating Circumstances Policy; Academic Misconduct Policy; External Assessors Guidance; Variance to Academic Regulation Form; Assessment Regulations for Taught Awards; Break in Studies Policy; Academic Appeals Policy; Assessment Peer Review Form; Marking, Moderation and Feedback Policy; External Assessor Guidance; Plagiarism Policy.			
External Reference Point(s)	UK Quality Code; Framework for Higher Education Qualifications of UK Degree-awarding Bodies; Quality and Standards Condition B4: Assessment and awards; Framework for Higher Education Qualifications Annex D: Outcome classifications for FHEQ Level 6			

	and FHEQIS Level 10 degrees; Higher Education Credit Framework for England: Advice on Academic Credit Arrangements.