Key Changes to Assessment Regulations for 2023-24

Introduction

With the introduction of double degrees and opportunities for students to study abroad, as well as the regular annual review of the University's regulations, Academic Board has agreed to a number of changes to regulations and policies. These regulations and policies have been reviewed and revised following research into sector best practice to ensure that the University is in line with the sector, consultation with students and external higher education staff.

Regulations in **BOLD** are being implemented for the 2022-23 academic regulations or taught awards and work-related learning.

Changes to AQF7 Part C 2023-24

1. The new AQF7 is an amalgamation of AQF7 Academic Regulations for Taught Awards, AQF 7 Academic Regulations for WRL/Degree Apprenticeships, and Assessment Regulations for Taught Awards.

2. **Compensation:**

   2.1. **Compensation can only be used when a student has attempted all assessments for a given sitting across all courses at that level.**

   2.2. **Compensation will be used to re-dress marginal failure where a student has obtained an overall minimum course mark of 38% or 39%.**

   2.3. **Compensation can only be applied to one course per academic year, where all other courses have been passed.**

   2.4. **The maximum number of credits that can be compensated is 30. Courses over 30 credits cannot be compensated.**

3. Categorical marking scheme: reflecting on the range of subjects being taught, new mark boundaries have been approved and for **linear marking (e.g: MCQ or maths exams) the mark achieved will be rounded up to the next categorical mark. For example: if the MCQ result is 53, the mark recorded will be the next highest categorical mark = 55.** (Please note: the Common Assessment Marking Scheme will still be used for the programmes being taught out.)

4. Extension of an assessment submission deadline - Students with Learning Support Plans will be given a one week extension. This is for 2023-24 entry

regulations only - student on 2022-23 regulations will keep the two week extension (ie. 2nd yr and 3rd yr UG students and 2nd yr PGT students)

5. **Deficit credit - deficit course has been changed to deficit credit as 15 credit courses are standard with the new undergraduate programmes. 30 deficit credits has continued over. Reassessment opportunities for students of Study Route Visas - clarifications have been included about the expectation of students on a study visa and reassessment opportunities.**

6. NU Accelerate - when a student take a London DD course as part of the NU accelerate programme, i.e. taking courses prior to enrolling at LDN, students are not permitted to register on the same courses (as part to of the degree) again and must have successfully passed the course if wishing to transfer their credit to the University degree. Grades will not be translated or used towards the degree classification calculation.

7. **Late submission penalties - The graduated late submission penalties model (i.e.24-hour, 48-hour) has been removed. Now, any late submissions, up to 48-hours late, are capped at 40%.**

8. **Late submission section: The version that is submitted is marked. Uploading the wrong version is NOT grounds for an academic appeal.**

9. Technology courses assessments

   9.1. confirmation that the code section is considered as an artefact (i.e. no word or stroke count) and the accompanying report is subject to the word count regulations of +/- 10%.

   9.2. Referral opportunities for technology courses where there are two parts, i.e. code and report, both elements must be resubmitted.

10. **Retention of assessed work - updating the University's regulations to ensure compliance with the ongoing conditions of registration with the Office for Students = assessed work must be kept for five years.**

11. Compulsory pass (new courses)

   11.1. For Undergraduate competency based assessments, the Course Leader can identify whether an assessment element is a compulsory pass. The Course Leader must confirm the compulsory pass requirement at the point of drafting the assessment brief and scrutiny process.This must be clearly stated in the assessment brief, so that the students are aware of the compulsory pass element. It is also advised that the faculty include this at the course induction presentation, i.e. first class.

11.2. For Postgraduate Taught programmes, the viva element of the dissertation should be at least 20% of the course weighting and the viva is a compulsory pass. If the student is unsuccessful with their viva, the PAB can offer a referral opportunity.

12. **Second sitting assessment method - The type and format of the second sitting assessment element should, as far as practical, be similar to those of the assessment elements of the first attempt. However, if the second sitting assessment is different to the first sitting, the assessment method must enable the student to meet the same learning outcomes as for the first sitting, and consideration must be taken to any skills that are to be met by two versions of assessment methods.**

13. **Marking of Portfolio assessments - the Board approved three approaches to the marking of portfolios, reflecting on the different uses of the assessment tool (for the granular detail around these three options please use the hyperlink to the AQF chapter):**

    13.1. **All submitted pieces will be marked and counted towards the final mark for the assessment element**

    13.2. **For the first sitting, at least 50% up to a full number of submitted pieces will be marked. Students will not be informed of the submissions being marked.**

    13.3. **All submitted pieces will be marked and counted towards the final mark for the assessment element. Percentage point deduction for late submissions**

14. **Undergraduate progression criteria for students with deficit credits - If a student has deficit credits that are two levels below the level they are able to progress to, for example deficit Level 4 credits, with 120 Level 5 credits, the student is not able to progress and register on the next level until the deficit credits have been achieved. This could result in the student completing the deficit credits over an academic year, which will impact on their graduation year.**

Extenuating Circumstances Policy

15. In order to prevent students deferring multiple times and delaying assessment for a considerable time, students are limited to one deferral per assessed element for each course. (Paragraph 24)

16. Similarly, students will be limited to a maximum of two extensions per assessed element for each course. (Paragraph 24)

17. Self-certification for ECs has been removed. All EC applications must include evidence of the circumstances. (paragraph 21) Annex A of the Policy provides information about the types of evidence which students should provide to support their application.

18. Students submitting an assessment prior to the normal deadline will be considered to have declared themselves "fit to sit and will not be eligible for EC. However, students applying for ECs may submit an assessment during the two day penalty period and if the EC is accepted the penalty will be removed. If the EC is denied then the penalty will remain in place. (Paragraph 23.2.1)

Academic Misconduct Policy

19. The Irresponsible use of artificial intelligence (AI) has been added to the policy as a form of academic misconduct (Paragraph 16.5)

20. The process for the consideration of allegations of academic misconduct has been revised to provide further clarity. This includes the opportunity for students to provide a response to the allegation (paragraph 26) and for Minor Offences the referral of all information to a senior faculty member for consideration and judgment (paragraphs 27-29).

21. The process for consideration of Major offenses remains unchanged.

Marking Moderation and Feedback Policy

22. All borderline fails are included in the moderation sample.

23. Faculty are required to add minimal annotation to the scripts they are marking, to support the internal and external moderation processes.

24. Internal Examiner reports will be published on the VLE once the marks have been published to the students.

25. **Marking and moderation timeline is currently 28 calendar days (21 days for faculty to mark and moderate, 7 days for Registry to conduct their quality checks and data entry). This period might be shortened depending on the business requirements for mobility courses.**

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