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UNIVERSITY

# Academic Regulations Education and Assessment

## Section 3

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## Section 3

### Education and Assessment

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Approving Body:	Academic Board
Last Approved:	7 July 2021
Next due for approval:	July 2022
Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to  Deans of School, Heads of Subject, Course Directors, Module Leaders; other academic staff, professional services staff, students, collaborative partners and external examiners.

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## Section 3: Education and Assessment

### 3.1 Purpose

Leeds Beckett University aims to be an excellent, accessible, globally engaged university contributing positively to a thriving Northern economy. The core objective of our Education Strategy is to provide an Excellent Education and Experience for all our students.

Courses leading to awards of the University operate within a modular framework. Modules are located at each level of a specific course and may be core to that course, or optional (providing an opportunity for specialisation, for example). Courses are examined, through the process of validation, to ensure that they present a coherent structure wherein the achievement of specific learning outcomes at module level contributes to the achievement of the learning outcomes at a specific level, and for the overall award.

Achievement of these learning outcomes is measured through assessment (which may relate to a part of a module, an individual module, or a number of modules within a specific level). Assessment may contribute, directly or indirectly, to the final level of achievement for the overall award. The level of achievement within specified modules will lead, where appropriate, to the classification of an award overall.

#### General Purposes of Assessment

- a) Assessment allows students to demonstrate the extent to which they have met the intended, specified learning outcomes
- b) Assessment promotes and supports students' learning and academic development
- c) Assessment is reliable, consistent, fair and valid
- d) Assessment is inclusive and equitable
- e) Assessment is explicit and transparent
- f) Assessment encourages academic integrity

### 3.2 General Principles of Assessment

- a) Assessment of a student's work is a matter of academic judgment, not simply of computation.
- b) Academic judgments of examiners cannot, in themselves, be questioned or overturned.
- c) All modules will be assessed.
- d) All learning outcomes of each module must be assessed.

- e) Courses will operate a sufficiently varied diet of assessment to demonstrate students' skills development.
- f) All assessments will operate within a schedule which is made clear to students at the beginning of the module.
- g) Submission of an assessment indicates that the student considers themselves fit to undertake that assessment.
- h) Students who have declared a disability may have alternative assessment arrangements provided to them.
- i) Exceptionally, where approved by the Dean and relevant External Examiners, an alternative assessment arrangement may be provided (e.g. circumstances relating to study abroad, transitional arrangements or exceptional circumstances) and will be reported to the Examination Board.
- j) All assessments will carry a penalty for late submission, unless there is an agreed extension of a deadline in advance of submission.
- k) All assessments must be submitted with due attention to issues of academic integrity and good academic practice.
- l) All assessments will be returned with feedback within an agreed period of time.
- m) Assessment briefs, processes and classification and awards processes will be subject to internal scrutiny, approval, and moderation and external scrutiny by approved External Examiners unless exceptions are approved. Normally level 4 assessments will not be subject to external oversight unless required by a PSRB or for assurance of an academic award. External Examiners have the right to moderate the marks awarded by internal examiners. Moderation of marks contributing to honours degree classifications will reference the expectations set by the classification descriptors, as defined within the Framework for Higher Education Qualifications and aligned with the relevant internal marking conventions.
- n) Assessment practices will be valid, reliable, fair and transparent.
- o) Assessment practices will be fair and consistent, within, and across, courses.
- p) The language of assessment for all modules and awards of the University is English.
- q) Students will be provided with information and resources on the nature of unfair practice. They will be informed of the consequences of breaching the regulations in respect of academic integrity.
- r) Where courses lead to an award at levels 4-8 of the *Frameworks for Higher Education Qualifications* they will be prone to external examination.
- s) The processes for the moderation and approval of assessment briefs/ examinations by both internal staff and external examiners will be applied to all forms of summative assessment. It is the Course Director's responsibility to ensure that assessment and reassessment briefs/ examinations are shared with the external examiners for scrutiny and endorsement prior to sharing with students.

### 3.3 Types of Assessment

Assessment falls into two types.

**1. Coursework. Examples of coursework include but are not limited to:**

- a) Essay, report or other written assignment.
- b) Dissertation or project.
- c) Practical skills assessment.
- d) Portfolio.

**2. Examination. Examples of examinations include but are not limited to:**

- a) Timed examination.
- b) Take-away paper.
- c) Formal presentation or *viva-voce* examination.
- d) Set exercise, quiz or multiple-choice test.
- e) Practical assessment (where invigilated).

### 3.4 Module Assessment

- a) The overall pass mark for a module is 40%, unless a higher mark is required by a Professional, Statutory, or Regulatory Body.
- b) The assessment diet will relate to the learning outcomes of the module, the level at which it is assessed and to the volume of credit being assessed.
- c) Modules may be assessed on the basis of overall aggregate pass-mark, weighted differentiation between assessments or may focus on one (or more) units of assessment.
- d) All module assessment will be capable of differentiating the achievement of individual students and will adopt marking conventions in line with nationally agreed standards which clearly differentiate performance at the threshold level (a pass) and beyond the threshold level.
- e) After the internal marking and moderation process, student submissions, or an agreed sample, should be sent to the external examiner(s) with reasonable time to consider these prior to the meeting of the relevant Module or Progression and Award Board.
- f) The sample will be derived from the following requirements:
  - Sample sizes should be determined by a square root of cohort size, no smaller than 6, no larger than 15. However not all work is assessed in a way that makes a square root sample possible and allowance should be made in these circumstances. For example, in subjects such as the performing arts where there may be a requirement for an External Examiner to come and view a performance, or to visit the exhibition of artwork.

- Samples will include all classification categories, and samples at the other grade boundaries including some fails.
- Samples will consist of internally moderated work, clearly evidencing the moderation process.

### 3.5 Course Assessment

- a) All courses will have a modular structure which defines those elements which are compulsory and must be passed in order to achieve the final award.
- b) All courses will identify those modules that will be assessed, including any assessed work experience or placement activity.
- c) Progression at each level of a multi-level award will be dependent on successful completion at that level.
- d) All courses will follow a common model of classification (whether for honours for Bachelors awards, or for the award of Merit or Distinction, in other relevant awards) and these outcomes will clearly differentiate performance at the threshold level (a pass), and beyond the threshold level, in line with the expectations of nationally agreed award standards articulated within the Framework for Higher Education Qualifications and other standards or frameworks where applicable. Where applicable to the qualification, classification will reference the expectations set by the classification descriptors defined within the Framework for Higher Education Qualifications and will be aligned with the relevant internal marking conventions.
- e) Module Boards and Progression and Award Boards will make decisions on module marks, progression, reassessment and classification and conferment of awards.

### 3.6 Marking Conventions

The University adopts the following conventions for: the marking of assessed work for an award of the University and to assist Progression and Award Boards in determining honours degree classification.

A	70%+	First Class
B	60-69%	Upper Second Class
C	50-59%	Lower Second Class
D	40-49%	Third Class
F1	30-39%	Fail
F2	15-29%	Fail
F3	below 15%	Fail

Marking conventions will be supported by guidance issued by Quality Assurance Services.

In addition, descriptors for the classification of honours degrees have been defined and are located within annexe 3A to this section of the regulations and form part of these regulations.

### 3.7 Classification

#### **Honours Degree Classification**

In determining the class of Bachelor Degree with Honours to be recommended, a Progression and Award Board should take account of the weighted average of the best 100 credits at levels 5 (25%) and 6 (75%) in relation to the marking conventions above.

#### **Upgrade of Borderline Performance**

If the final weighted average for an award is within 2% of the boundary for classification (#8/#9) then a class of award will be upgraded provided that 50% or more of the credit achieved at level 6 is in the higher classification (unless this is prohibited by the regulations of a Professional, Statutory or Regulatory Body).

#### **Distinction and Merit**

Awards of Distinction and Merit may be made in respect of all awards except an honours degree (see Progression and Award regulations).

### 3.8 Awards Accredited by Professional, Statutory or Regulatory Bodies

For awards accredited by professional, statutory or regulatory bodies, students must:

- a) fulfil the requirements of an award of the University;
- b) fulfil any further requirements for accreditation specified by the professional, statutory or regulatory body. Both staff and students must be made aware of the specific requirements to be fulfilled in order to obtain the accredited award.

Students failing to achieve the specific assessment requirements for awards accredited by professional, statutory or regulatory bodies will be advised of alternative courses of study available within the University.

### 3.9 Feedback on Assessed Coursework

Students will be informed of:

- a) the feedback they can expect;



- b) the date by which this will be provided;
- c) the format in which the feedback will be communicated.

Feedback will vary with the assessment task in question. Forms of feedback on assessed work may include the following:

- a) oral feedback.
- b) written comment.
- c) provisional marks indicated on scripts/submission.
- d) the final ratified mark.

### 3.10 Retention of Assessment Records

#### Period of Retention

A sample of major coursework assessment will be retained until one academic year after the student or students have finished their course in the University.

#### Samples Retained

Normally this will be two samples from each of the classification divisions and two samples of failures. A photographic record of artefacts may be kept where appropriate.

#### Secure Storage

Arrangements for the secure storage of these samples must be in accordance with the University document retention policy.

### 3.11 Submission of Assessment

The arrangements for the submission of assessed work will be clearly notified to students. Arrangements may vary across the University. The University requirement is that they should be secure and prevent, in so far as possible, a student being able to claim that a piece of work was handed in without such a claim being verifiable.

### 3.12 Penalties for Late Submission

The penalties for late submission of assessed coursework will be clearly notified to students. Students are expected to submit work on time, but where a student has failed to submit assessment(s) by the prescribed date without good cause they will be penalised as given below. *Any work not submitted within these limits may not normally be submitted at that opportunity.*

“Days” include weekdays and include vacations, but exclude weekends, bank holidays and other days when the University or designated collaborative institution is closed.

#### Full-time Students

1 day late: 5 marks will be deducted from the mark achieved by the student.

2 to 9 days late: a further 5 marks will be deducted from the mark achieved by the student for every day on which the work remains unsubmitted.

(Should these penalties bring the final mark below 40%, then the work will normally be capped at 40%.)

10 days late: a mark of zero will normally be recorded.

#### Part-time Students

1 to 2 days late: 5 marks will be deducted from the mark achieved by the student.

3 to 10 days late: a further 5 marks will be deducted from the mark achieved by the student for each *two* days on which the work remains unsubmitted (i.e. 5 marks for days 3-4; 5-6; 7-8; 9-10).

(Should these penalties bring the final mark below 40%, then the work will normally be capped at 40%.)

11 days late: a mark of zero will normally be recorded.

Cases of persistent late submission will be brought to the attention of the Progression and Award Board or Module Board by the Module Leader.

Where work for reassessment is submitted late, the work will be marked, a late penalty applied in accordance with the conventions above and then the work will be capped for reassessment.

### **3.13 Extenuating Circumstances**

Students will be clearly advised that it is their responsibility alone to draw to the attention of the Progression and Award Board any extenuating circumstances which they think may have affected their performance and to adhere to the procedures for doing this.

### **3.14 Request for an Appeal Hearing**

Information about how and when to submit a request for an appeal may be found on the Academic Regulations website.

### 3.15 Responsibilities of Students

It is the responsibility of students to comply with the University's regulations. In relation to assessment, students should note these responsibilities in particular:

- a) to ensure that they are aware of examination dates and coursework submission dates.
- b) to attend examinations and submit work for assessments as required.
- c) to request an extension to an assessment submission deadline if necessary.
- d) to provide to examiners in advance of their meetings any relevant information on personal circumstances which may have affected their performance and which they wish to be taken into account.
- e) to request an appeal hearing if necessary.
- f) to avoid plagiarism and other forms of academic misconduct.

Students should be aware of the following potential consequences of failure to meet their responsibilities in assessment:

- a) in the event of failure to attend examinations or submit work for assessment without good cause, examiners have the authority to deem the student to have failed the assessment(s) concerned.
- b) in the event of failure to provide information in advance on extenuating circumstances that they wish examiners to take into account, where there is no valid reason for this not being provided, any request for an appeal hearing on the grounds of these circumstances will normally be rejected.

#### **Definition of a Non-Compliant Assessment Submission**

Non-compliant submissions of either coursework or examination scripts are submissions of materials consisting only of information that identifies the student. In the event of non-compliant submission, the student will receive a non-submission outcome for the assessment (NS).

### 3.16 Disabled Students: Alternative Assessment Arrangements

Disabled students may be assessed under alternative assessment arrangements. These will be provided only where the alternative arrangements have been agreed under the provisions of the Code of Practice: Disabled Students. The University provides guidance on inclusive assessment.

### **3.17 Leeds Beckett University Students Studying in Other Institutions**

Leeds Beckett University students may study in other institutions, including institutions in other countries, either as a requirement of their course or as an optional module or component of their course.

In such cases the assessment will be specified in the course documentation. Where the assessment relates to the University's 'Study Abroad' programme, the assessment will be defined in the host institution's course documentation. The assessment will be conducted either according to the co-operation agreement between the universities or according to the regulations and procedures of the host institution.

If assessment or reassessment opportunities required by Leeds Beckett University regulations cannot be delivered by the host institution, (for example, where it is impractical to travel overseas for a scheduled reassessment attempt or where no reassessment is offered), an alternate assessment task that supports the learning outcomes of the module or component concerned may be agreed by Leeds Beckett University and offered to the student.

Students of the University will normally only be awarded appropriate credit for study undertaken in other institutions. In such cases their final award classifications will be based solely on the marks/ grades earned for study at Leeds Beckett University itself. By exception only, marks/ grades achieved for specific study in other institutions may contribute to the classification of University awards.

Information about any such arrangement will be detailed in the relevant course document, specified at validation for assessment and communicated to students before they commence any study in another institution.

### **3.18 Annexe 3B to Section 3 of the Regulations Concerning Assessment**

An annexe 3B has been added to this section of the regulations which draws together expectations for assessment practice and its operational implementation. The annexe 3B provides a clear and comprehensive summary of the requirements associated with the maintenance of standards of assessment in a rigorous, robust and equitable manner.

These expectations in Annexe 3B are not regulations but are extrapolations of the regulatory principles and they form a framework that governs our assessment protocols. They should be deemed to have the same status as regulations, rather than guidance, in that they must be followed unless specific exemption is sought.

Section 3: Annexe 3A Undergraduate Marking Conventions

Marking Conventions Bachelors with Honours and Level 6 awards										
Grade	Percentage Mark	Level of Performance	Level of outcomes achieved, demonstrated at, beyond or below the threshold for Bachelors with Honours Degree Classification	Threshold outcomes for the Level 6 outcomes and Bachelors with Honours awards	Knowledge and Understanding: A systematic extensive and comparative understanding of key aspects of the field of study, including coherent and detailed knowledge of the subject and critical understanding of theories and concepts, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.	Cognitive Skills: A conceptual understanding of a level that is necessary to devise and sustain arguments, and/or to solve problems and comment on research and scholarship in the discipline, with an appreciation of the uncertainty, ambiguity and limits of knowledge.	Practical Skills: An ability to manage one's individual learning and to deploy accurately established techniques of analysis and enquiry within a discipline or as necessary for the discipline.	Transferable Skills: Personal and enabling skills appropriate to the discipline, including the ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences, the exercise of initiative and personal responsibility, and decision-making in complex and unpredictable contexts.	Professional Competencies: Typically, where a degree award requires an assessment of professional competencies, no award will be made if the student does not meet them. Providers remain free to set course learning outcomes above the threshold and classify students accordingly.	Bachelors with Honours Degree ***
A	70 and above	Excellent	Achieved all required course learning outcomes and consistently demonstrated	Achieved Level 6 threshold outcomes and those for Bachelors with Honours	The student has shown exceptional knowledge and understanding, significantly beyond the threshold expectation of a graduate at this level and beyond what has been taught.	The student has demonstrated an exceptional ability to select, consider, evaluate, comment on and synthesise a broad range of research, primary sources, views and information and integrate references.	The student has demonstrated an accomplished and innovative application of discipline-specific specialist skills.	The student can communicate information, ideas, problems and solutions to an accomplished level verbally, electronically and in writing. They have shown an accurate, fluent, sophisticated style. They possess exceptional numeracy and digital literacy skills.	The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.	First Class
			* advanced knowledge and understanding, cognitive, practical and transferable skills.		The student has demonstrated an exceptional understanding of subject-specific theories, paradigms, concepts and principles, and in-depth knowledge, if not mastery of a range of specialised areas.	The student has made consistent, logical, coherently developed, and substantiated arguments, and demonstrated the ability to systematically consider, critically evaluate and synthesise a wide range of views and information. They have demonstrated sophisticated perception, critical insight and interpretation of complex matters and ideas.	The student has autonomously completed practical tasks and/or processes with a high degree of accuracy, coordination and proficiency.	The student has demonstrated the capability to make clear, authoritative and valuable contributions to group discussions and leadership skills.	The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.	
			* exceptional initiative and personal responsibility		The student has conducted independent, extensive and appropriate investigation, analysis, research, enquiry and/or study well beyond the usual range, together with critical evaluation, to advance work and/or direct arguments.	The student has demonstrated a wide range of extremely well-developed problem-solving skills, as well as a strong aptitude for decision-making with a high degree of autonomy, in the most complex and unpredictable circumstances.	The student has a full range of exceptional technical, creative and/or artistic skills.	The student has shown an exceptional ability to manage their learning on their own initiative, and work without supervision.		
			* ability to reflect critically and independently on their work			The student has demonstrated exceptional creative flair and originality.	The student has presented research findings perceptively, convincingly and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively.	The student has demonstrated exceptional initiative and/or personal responsibility.		
			* exceptional problem-solving skills					The student has demonstrated an exceptional ability to reflect critically and independently on their work.		
B	60-69	Good	Achieved all their required course learning outcomes and demonstrated	Achieved Level 6 threshold outcomes and those for Bachelors with Honours	The student has demonstrated sophisticated breadth and depth of knowledge and understanding, showing a clear, critical insight.	The student has thoroughly selected, critically evaluated and commented on reading, research and primary sources, usually beyond the set range.	The student has demonstrated a capable and effective application of discipline-specific specialist skills.	The student can communicate information, ideas, problems and solutions with a high-degree of proficiency verbally, electronically and in writing. They have a clear, fluent and expressive style with appropriate vocabulary. They have a high standard of numeracy and digital literacy skills.	The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.	Upper Second
			* thorough knowledge and understanding, cognitive, practical and transferable skills.		The student has demonstrated a thorough understanding of subject-specific theories, paradigms, concepts and principles, and a sound understanding of more specialised areas.	The student has demonstrated the ability to make coherent, substantiated arguments, as well as the ability to consider, critically evaluate and synthesise a range of views and information. They have demonstrated a thorough, perceptive and thoughtful interpretation of complex matters and ideas.	The student has performed practical tasks and/or processes autonomously, with accuracy and coordination.	The student has demonstrated the capability to make strong, valuable contributions to group discussions and/or project work, with an understanding of team and leadership roles.	The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.	
			* good initiative and personal responsibility		The student has conducted thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and possesses a well-developed ability to critically appraise a wide range of sources.	The student has demonstrated thorough problem-solving skills, selecting and justifying their use of a wide-range of methods, and can make decisions in complex and unpredictable circumstances with a degree of autonomy.	The student has a thorough command of highly-developed relevant technical, creative and/or artistic skills.	The student has shown a strong ability to systematically manage their learning and work without supervision.		
			* an ability to reflect critically on their work			The student has shown a high level of creativity and originality throughout their work.	The student has presented thorough research findings perceptively and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively.	The student has consistently demonstrated well-developed initiative and/or personal responsibility.		
			* thorough problem-solving skills					The student has demonstrated the ability to reflect critically on their work		
			Achieved all their required course learning outcomes and demonstrated	Achieved Level 6 threshold outcomes and those for Bachelors with Honours	The student has demonstrated a sound breadth and depth of subject knowledge and understanding, if sometimes balanced towards the descriptive rather than the critical or analytical.	The student has selected, evaluated and commented on reading, research and primary sources, sometimes beyond the set range.	The student has consistently demonstrated the development and informed application of discipline-specific specialist skills.	The student can consistently and confidently communicate information, ideas, problems and solutions verbally, electronically and in writing. They show a clear, coherent, expressive style, with a range of vocabulary. They have consistently demonstrated strong numeracy and digital literacy skills.	The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.	Lower Second
			* strong knowledge and understanding, cognitive, practical and transferable skills.		The student has consistently demonstrated an understanding of subject-specific theories, paradigms, concepts and principles as well as more specialised areas.	The student has argued logically, with supporting evidence, and has demonstrated the ability to consider and evaluate a range of views and information. They have clearly and consistently explained complex matters and ideas.	The student has consistently completed practical tasks/processes mainly independently in an accurate, well-coordinated and proficient way.	The student has consistently demonstrated the capability to make coherent and constructive contributions to group discussions and/or project work.	The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.	

Section 3: Annexe 3A Undergraduate Marking Conventions

Marking Conventions Bachelors with Honours and Level 6 awards										
Grade	Percentage Mark	Level of Performance	Level of outcomes achieved, demonstrated at, beyond or below the threshold for Bachelors with Honours Degree Classification	Threshold outcomes for the Level 6 outcomes and Bachelors with Honours awards	Knowledge and Understanding: A systematic extensive and comparative understanding of key aspects of the field of study, including coherent and detailed knowledge of the subject and critical understanding of theories and concepts, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.	Cognitive Skills: A conceptual understanding of a level that is necessary to devise and sustain arguments, and/or to solve problems and comment on research and scholarship in the discipline, with an appreciation of the uncertainty, ambiguity and limits of knowledge.	Practical Skills: An ability to manage one's individual learning and to deploy accurately established techniques of analysis and enquiry within a discipline or as necessary for the discipline.	Transferable Skills: Personal and enabling skills appropriate to the discipline, including the ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences, the exercise of initiative and personal responsibility, and decision-making in complex and unpredictable contexts.	Professional Competencies: Typically, where a degree award requires an assessment of professional competencies, no award will be made if the student does not meet them. Providers remain free to set course learning outcomes above the threshold and classify students accordingly.	Bachelors with Honours Degree ***
C	50-59	Strong	* initiative and personal responsibility		The student has conducted background investigation, analysis, research, enquiry and/or study using established techniques accurately, and can critically appraise academic sources	The student has consistently solved complex problems, selecting and applying a range of appropriate methods, and can make decisions in complex and unpredictable circumstances.	The student has consistently demonstrated well-developed technical, creative and/or artistic skills.	The student has consistently shown an ability to systematically manage their learning and work without supervision.		
			* an ability to reflect on their work			The student has consistently demonstrated creativity.	The student has consistently presented their research findings effectively and appropriately in many formats, and has gathered, processed and interpreted data efficiently and effectively.	The student has consistently demonstrated initiative and/or personal responsibility.		
			* skills					The student has consistently demonstrated a well-developed ability to reflect on their work.		
D	40-49	Satisfactory (Pass or threshold)	Achieved all their required course learning outcomes and demonstrated	Achieved Level 6 threshold outcomes and those for Bachelors with Honours	The student has demonstrated a depth of knowledge and understanding in key aspects of their field of study, sufficient to deal with terminology, facts and concepts.	The student has demonstrated the ability to select, evaluate and comment on reading, research and primary sources.	The student has demonstrated evidence of developing and applying discipline-specific specialist skills.	The student can communicate information, ideas, problems and solutions verbally, electronically and in writing, with clear expression and style. They have also demonstrated numeracy and digital literacy skills.	The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.	Third (pass or threshold)
			* knowledge and understanding, cognitive, practical and transferable skills.		The student has demonstrated an understanding of subject-specific theories, paradigms, concepts and principles.	The student has shown the ability to devise and sustain an argument, with some consideration of alternative views, and can explain often complex matters and ideas.	The student has completed practical tasks and/or processes accurately and with a degree of independence.	The student has demonstrated a capability of making useful contributions to group discussions and/or project work.	The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.	
			* initiative and exercised personal responsibility		The student has conducted general background investigation, analysis, research, enquiry and/or study using established techniques, with the ability to extract relevant points.	The student has demonstrated an ability to solve problems, applying a range of methods to do so, and the ability to make decisions in complex and unpredictable circumstances.	The student has demonstrated technical, creative and/or artistic skills.	The student has shown an ability to manage their learning and work with minimal or no supervision.		
			* some ability to reflect on their work			The student has produced some creative work.	The student has presented their research findings, in several formats, and has gathered, processed and interpreted data effectively.	The student has demonstrated initiative and/or personal responsibility.		
			* problem-solving skills					The student has demonstrated the ability to reflect on their work.		
F1	0-39	Not Successful	Did not achieve the required course learning outcomes and did not consistently demonstrate	Did not achieve Level 6 threshold outcomes or those for Bachelors with Honours	The student's knowledge and understanding of the subject is inadequate, without the required breadth or depth, with deficiencies in key areas.	The student has displayed an over-reliance on set sources. They have not demonstrated an adequate ability to select and evaluate reading and research.	The student has not demonstrated sufficient evidence of discipline-specific skills development or application.	The student is not able to sufficiently express ideas and convey clear meaning verbally, electronically and/or in writing, uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. They have been unable to demonstrate consistently basic numeracy and digital literacy skills.	The student has not demonstrated achievement of professional competence when assessed against the requirements of a professional, statutory or regulatory body (PSRB).	Fail
			* sufficient knowledge and understanding, cognitive, practical and transferable skills.		The student has demonstrated inadequate understanding of subject-specific theories, paradigms, concepts and principles, including their limitations and ambiguities.	The student's arguments and explanations are weak and/or poorly constructed, and they are not able to critically evaluate the arguments of others or consider alternative views.	The student has attempted practical tasks/processes but followed a limited, procedural or mechanistic formula, and they contain errors, with little or no independence.	The student has made infrequent contributions to group discussions and/or project work.	The student has failed to adhere to the appropriate rules and/or conventions set by regulators or the industry.	
			* adequate initiative and personal responsibility		The student has not produced sufficient evidence of background investigation, analysis, research, enquiry and/or study.	The student has shown a limited ability to solve problems and/or make decisions.	The student has demonstrated a lack of technical, creative and/or artistic skills in most, or key, areas.	The student has demonstrated little or no ability to manage their learning and/or work without supervision.		
			* ability to reflect on their work			The student has shown little or no real creativity.	The student has not presented their research findings clearly or effectively, and their gathering, processing and interpretation of data is unsatisfactory.	The student has not demonstrated adequate initiative or personal responsibility.		
			* problem-solving skills					The student has shown little or no ability to reflect on their work.		

Section 3: Annexe 3A Undergraduate Marking Conventions

Threshold outcomes for Level 6 and Bachelors with Honours awards					
Threshold outcomes for the Level 6 outcomes and Bachelors with Honours awards ie for awards at threshold, pass or above the threshold	Knowledge and Understanding: A systematic extensive and comparative understanding of key aspects of the field of study, including coherent and detailed knowledge of the subject and critical understanding of theories and concepts, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.	Cognitive Skills: A conceptual understanding of a level that is necessary to devise and sustain arguments, and/or to solve problems and comment on research and scholarship in the discipline, with an appreciation of the uncertainty, ambiguity and limits of knowledge.	Practical Skills: An ability to manage one's individual learning and to deploy accurately established techniques of analysis and enquiry within a discipline or as necessary for the discipline.	Transferable Skills: Personal and enabling skills appropriate to the discipline, including the ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences, the exercise of initiative and personal responsibility, and decision-making in complex and unpredictable contexts.	Professional Competencies: Typically, where a degree award requires an assessment of professional competencies, no award will be made if the student does not meet them. Providers remain free to set course learning outcomes above the threshold and classify students accordingly.
Level 6 (All awards including Bachelors with Honours)	A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.	Conceptual understanding that enables the student:	An ability to deploy accurately established techniques of analysis and enquiry within a discipline.	Holders will have: the qualities and transferable skills necessary for employment requiring:	The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.
		* to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline	The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).	* the exercise of initiative and personal responsibility	The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.
		* to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.	Typically, holders of the qualification will be able to:	* decision-making in complex and unpredictable contexts	
		* An appreciation of the uncertainty, ambiguity and limits of knowledge.	* apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects	* the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	
			* critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution or identify a range of solutions to a problem		
			* communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.		
Bachelors with Honours (as Level 6 above and the following additional requirements)	Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline.	Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment.	The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.	Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.	The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.
					The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.

### Section 3: Annexe 3A Undergraduate Marking Conventions

#### Awarding degrees where threshold FHEQ Level 6 standards may not have been met

##### Ordinary Degrees

In England, full-time honours degrees usually take place over three years.

Our University may permit students to study slightly fewer credits and achieve an ordinary degree - an award which is still set at Level 6 FHEQ in England.

Students completing an ordinary degree are awarded a pass/merit/distinction or a fail - they are not classified in the same way as honours degrees.

Ordinary degrees are structured in a number of ways with typical models including a general degree where the emphasis is on breadth rather than depth of study, or a designated degree where the main subject of study will be identified in the award title and/or student transcript.

Ordinary degrees are also sometimes awarded to students who take the full honours degree but do not succeed in all assessments.

##### Pass Degrees

In England students who study the full honours degree but do not achieve all the required credits, may be awarded a pass degree. Pass degrees are not classified.



## **Academic Regulations Annexe 3B Relating to Assessment Practice and Associated Staff Guidance**

### **The Purpose of Assessment**

Assessment allows students to demonstrate their achievement of validated, specified learning outcomes for courses, academic levels, and modules, in line with expectations set by the Framework for Higher Education Qualifications and other relevant national sector standards (for example, those set within apprenticeship standards or recommended in subject benchmark statements). Qualifications and credit must only be awarded to students who demonstrate the achievement of these learning outcomes.

Each module of study, level of study and award has constructively aligned, interlinked learning outcomes which are the sum of the defined knowledge, skills and behaviours that students can be expected to demonstrate upon completion.

Through the scrupulous, consistent and robust application of national standards and external oversight, assessment, and the processes invoked to confirm its form and standard, supports the comparability of student achievement across the sector and maintains the value of the qualifications both at the point they are awarded and over time. The University's Education Strategy provides an additional framework to contextualise and deliver appropriate assessment standards and strategies.

### **Assessment Strategy**

The assessment strategy for the course will be defined and reviewed at validation. The aim of our course design principles is to ensure that courses are well designed, inclusive and provide a high-quality experience for students of the required academic standard. Validation will ensure the appropriateness of the course and the assessment strategy as planned, to enable the achievement of students to be reliably assessed and the achievement of learning outcomes to be demonstrated.

Assessment strategies are designed to be inclusive, appropriate for the qualification, level and module learning outcomes being assessed, be constructively aligned and support students' progression and achievement. Assessment should promote academic integrity and be undertaken securely.

Assessment strategies must enable consistent, equitable, reliable, valid and fair assessment to ensure the appropriate measurement of students' achievement of the intended learning outcomes, at and beyond the threshold level.

The standard, form and process of assessment must also be reasonably comparable with that of other UK providers and aligned with the required national standards including the Framework for Higher Education Qualifications.

Assessment requirements and processes must be explicit and transparent with clear, accurate and timely information provided for students.

Assessment may constitute:

**Assessment of learning:** identifies the level and standards of achievement, facilitates the awarding of credit and qualifications, and supports the assurance of academic standards.

**Assessment for learning:** supports students by providing timely and comprehensible feedback concerning students' achievement of the required outcomes at and beyond the threshold and how their work might be improved.

**Assessment as learning:** where a balanced and varied assessment strategy develops students' understanding of their strengths and of areas for further development of academic skills when engaging with assessment tasks. This supports the increased independence and maturity of the learner.

**Assessment may be formative:** it is used both as a tool for tutors to measure student progress and as a benchmark for students to understand the progression of their own learning through receiving and building on feedback from tutors. Students use formative assessment and associated feedback to refine and strengthen their academic performance with regard for threshold standards (defined by the pass mark) and higher levels of achievement. The outcomes of formative assessment are not expressed as final module marks.

**Assessment may be summative:** it fulfils all the aims of formative assessment and additionally, is designed to indicate the extent of student success in meeting specific learning outcomes and associated volumes of credit at defined levels of the FHEQ. The outcomes of summative assessment are expressed as module/ module component marks. Cumulatively, these may be expressed as outcomes for student progression and/ or student award eligibility and classification.

Summative assessment may be set for components of modules, whole modules or groups of modules.

### **Assessment and the Achievement of Learning Outcomes**

The achievement of module learning outcomes is demonstrated by students' submissions of assessment and completion of examinations (where applicable) and the extent to which they have evidenced the intended learning outcomes. The assessment process and the awarding of marks will measure and grade students' achievement of the intended learning outcomes and academic standards of performance. This will consider the extent to which students' achievement has met or is beyond the required threshold pass standard, in the academic judgement of both internal and external examiners.

The achievement of level learning outcomes is demonstrated by accumulated achievement in modules at that level, to the standards prescribed in **Section 4 of the Academic Regulations: Progression and Award**. Where courses have multiple levels of learning, this allows students to progress through their course of study.

Ultimately, when students have met all the intended level and course learning outcomes, they are able to demonstrate their eligibility for an award of the University. The course learning outcomes are an aggregation and consolidation of the constructively aligned module and level learning outcomes which assessment has tested.

### **Assessment and Academic Standards**

Assessment supports the maintenance of standards and the volume of credit achieved for the award of a qualification and at a level.

Assessment should be proportionate, inclusive, equitable, secure, relevant, and progressive, to support students' learning.

Assessment tasks and a sample of students' assessed performance are reviewed and confirmed as appropriate by examiners external to the University. This provides assurance that standards are set at the appropriate level, are comparable across the sector and support the demonstration of learning outcomes having been met. In addition, this confirmation assures that the mark awarded is appropriate to performance either above, at, or below the threshold level

### **Regulatory Expectations for Assessment Practice**

The following are required elements of our assessment practice:

- A1 We ensure that the academic standards of assessment are rigorous, of comparable standing with the rest of the sector and meet the requirements of the relevant national qualifications framework.  
**(ref: Section 1.3 (d): Principles/ Section 3.2: General Principles of Assessment/ Section 14.3.6: Duties of External Examiners)**
- A2 We ensure that all summative assessments are subject to internal scrutiny, approval, and moderation, and where appropriate (i.e. above Level 4 and/ or leading to a recognised H.E. award of the University at Level 4 and above/ and or required by a professional body) are scrutinised by external examiners.  
**(ref: Section 3.2: General Principles of Assessment / Section 5.2.2: Examination Responsibilities/ Section 5.2.3: Principles on Moderation and Approval of Examination Papers/ Section 14.3.6: Duties of External Examiners)**
- A3 We ensure that an agreed sample of submissions (course work) or scripts (examination papers) are sent to the external examiner associated with the assurance of standards of the module concerned, within the parameters described in expectation A2 above.  
**(ref: Section 5.2.3: General Principles on Moderation and Approval of Examination Papers)**
- A4 We ensure assessment is valid, reliable, fair, inclusive, transparent and consistent within and across our courses.  
**(ref: Section 3.2: General Principles of Assessment)**
- A5 We ensure that assessment tasks are marked with regard for the University's agreed marking conventions.  
**(ref: Section 3.5: Course Assessment)**
- A6 We ensure that external examiners see the work of a representative sample of students proposed for each category of award and have appropriate access to all assessed work where practicable. We recognise that external examiners have the right to moderate internal marking.  
**(ref: Section 3.4: Module Assessment/ Section 14.3.6: Duties of External Examiners)**
- A7 We ensure that the form and conduct of reassessment tasks is of a comparable standard to the original assessment task and recognise that the principles of assessment are equally applicable to reassessment.  
**(ref: Section 3.2: General Principles of Assessment)**

## General Expectations for Assessment Practice

In addition to the regulatory position summarised in the expectations above, which set the overarching framework for the maintenance of assessment standards, the following operational expectations for the management of assessment practice were considered and endorsed by the Regulatory Review group established in 2019/20 to review and advise on assessment practice. These expectations are important to the maintenance of excellent assessment practice and exemption from these should be sought from Quality Assurance Services, only by exception, and accompanied by a clear rationale for the exemption:

- B1 Each summative assessment task should be accompanied by an assessment brief accessible to students, tutors and external examiners and which includes the following information:
- i) a description of the task (which may include a word count or length);
  - ii) the intended learning outcomes;
  - iii) referencing style/requirements;
  - iv) marking criteria and grade descriptors;
  - v) the mode of feedback.
- B2 An internal verification process is required for all summative assessment/ reassessment tasks and is undertaken by at least one member of academic staff of appropriate experience, preferably from outside the module team. The purpose of the verification process is to confirm the appropriateness of both the task and the associated marking scheme with due regard for expectations A1, A2, A4 and A5.
- B3 External examiners will scrutinise the standard and form of summative assessment/ reassessment tasks which lead to the award of credit and/ or qualifications described in A2 above. If a sampling approach to approval is being followed, external examiners must approve at least one summative assessment task for each module concerned. Confirmation of this will be required through the submission of the external examiners report. Both of these activities are undertaken prior to the release of the assessment tasks to students.
- B4 The marks for each component of assessment/ reassessment are internally moderated in alignment with the parameters described in A2 above. Where assessment does not require a written submission, the record of the assessment outcome concerned (in whatever form that is captured) should form the basis of the moderation process and should support a moderation process.
- B5 Where a team of tutors is marking the same assessment, or assessments are being second marked, the tutors should meet early in the assessment process to ensure

consistency of approach. Additionally, one or more members of that team should have appropriate experience of subject standards across the sector (e.g. through external examining appointments or participation in sector recognised subject calibration processes) to support appropriate calibration of performance standards.

- B6 The internal moderation of assessment submissions may be undertaken based on the same sample size articulated for external moderation purposes. Both internal and, where applicable, external moderators may request additional/ all submissions to review.
- B7 Any concerns relating to the standard of student performance highlighted through the moderation process should be brought to the attention of the module leader for further action (e.g. the potential amendment of cohort marks up or down).

### Supporting Resources

University guidance and resources are available to support the delivery of these expectations: Institutional guidance on inclusive practice, inclusive assessment and sample sizes etc.:

[www.leedsbeckett.ac.uk/staffsite/-/media/files/staff-site/quality-assurance/key-information/validation/inclusive-assessment-guide-final.pdf](http://www.leedsbeckett.ac.uk/staffsite/-/media/files/staff-site/quality-assurance/key-information/validation/inclusive-assessment-guide-final.pdf)

General development resources for excellent assessment practice and access to the Inclusive Course Design Tool:

<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/assessment/>  
<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/inclusive-practice/>  
[www.leedsbeckett.ac.uk/staffsite/-/media/files/staff-site/quality-assurance/key-information/validation/inclusive-assessment-guide-final.pdf](http://www.leedsbeckett.ac.uk/staffsite/-/media/files/staff-site/quality-assurance/key-information/validation/inclusive-assessment-guide-final.pdf)  
<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/feedback/>

The External Examiners' Handbook (which also includes a list of key Course Director responsibilities):

[www.leedsbeckett.ac.uk/our-university/public-information/external-examiners](http://www.leedsbeckett.ac.uk/our-university/public-information/external-examiners)

The University is also implementing the Advance HE examiners training programme for the professional development of staff members who have assessment and examining roles/responsibilities. The purpose of the programme is to provide strengthened assurance of degree standards across the UK Higher Education sector. More information concerning the programme is available at the following link: [www.advance-he.ac.uk/degree-standards-project](http://www.advance-he.ac.uk/degree-standards-project).

*Section 3: Annex 3B Relating to Assessment Practice and Associated Staff Guidance*

Additional external guidance and resources relating to assessment protocols for the maintenance of academic standards are available at the following links:

[www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment](http://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment)

[www.qaa.ac.uk/quality-code/advice-and-guidance/external-expertise](http://www.qaa.ac.uk/quality-code/advice-and-guidance/external-expertise)

[www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks](http://www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks)

[www.qaa.ac.uk/quality-code/subject-benchmark-statements](http://www.qaa.ac.uk/quality-code/subject-benchmark-statements)

[www.heacademy.ac.uk/project-section/external-examining-handbook](http://www.heacademy.ac.uk/project-section/external-examining-handbook)