

RAVENSBOURNE REGULATIONS FOR THE ASSESSMENT FOR TAUGHT DEGREES

1. Scope

The UK Quality Code Chapter B6 asserts that Higher Education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.

These regulations prescribe general requirements for:

- Credit
- Progression
- Assessment
- Classification
- Certification

The regulations are approved by the Academic Board on an annual basis, and may be varied for exceptional reasons with the approval of the Academic Board. The regulations apply to all awards at Levels 4, 5, 6 and 7 of the Framework for Higher Education Qualifications (FHEQ see appendix two), and to all modes of study. An award may be made to a student who registers for and completes a course approved by the Academic Board, within the length of the course which is determined at validation, to the standard prescribed by these regulations and by completion of the assessments described in the assessment strategy for the course.

To qualify for the certificate or transcript for an award, a student must have met the requirements for an award, paid the fees and other charges prescribed by the Board of Governors, and demonstrate compliance with all academic and disciplinary regulations or codes of conduct adopted by the institution.

2. Ravensbourne Approved Awards

The Academic Board approves the list of awards which are delivered by the institution.

The list is reviewed periodically and awards may be added or removed with the approval of the Board. The full list of awards for the academic year to which these regulations apply appears in Appendix One.

3. Credit Framework and Level of Awards

All of the approved awards and their constituent units must be assigned to a level of study corresponding to the Framework for Higher Education Qualifications (part of Section A of the UK Quality Code) and must have an amount of credit to be completed for the award.

The amount of credit required for each of Ravensbourne awards is specified in the list of awards (appendix one). The undergraduate awards are also defined by the minimum amount of credit required as follows:

Award title	FHEQ Level	CATS (Credit) Points
Certificate of HE	4	120
Diploma of HE	5	240, of which at least 120 must be at Level 5
Foundation Degree	5	240, of which at least 120 must be at Level 5
Bachelor's Degree	6	300, of which at least 60 must be at Level 6
Bachelor's Degree with Honours	6	360, of which at least 120 must be at Level 6

All of the courses use the Credit Accumulation and Transfer System (CATS) which is based on the achievement of learning outcomes and a notional ten hours of learning per credit. Learning in this context includes formal contact, guided study, work based learning, assessment, independent study and the independent use of learning resources.

Ravensbourne assigns a credit value to each unit of a course based on the 30 credit unit as the standard. Other permitted unit credit values are; 15, 45, 60, the latter is normally only used at Levels 6 and 7.

Credit may be awarded to students who demonstrate that they have achieved the learning outcomes specified for a course or unit. An award may be made to a student who demonstrates that they have accumulated the credit required for the award.

4. Titles of awards

The subject title of an award will be defined as part of the approval process. All awards for a course (including lower exit awards) will take the same subject titles. The named award is the full name of the degree on which a student is enrolled. CertHE, DipHE, Bachelor's degrees ('Ordinary degrees'), Postgraduate Certificates and Postgraduate Diplomas are unclassified. Foundation degrees shall be classified Distinction; Merit; and Pass. Bachelor's degrees with honours shall be classified 1 ('First class'); 2.1 ('Upper Second Class'); 2.2 ('Lower Second Class'); 3 (Third Class). Master's degrees may be awarded with distinction.

5. Duration of study

The maximum periods during which students may be registered for taught awards at Ravensbourne are as follows (this includes any periods of deferral of studies, suspension or other absence):

Award title	Normal length FT (PT) (academic years)	Maximum FT (PT) academic years
Certificate of HE	1 (2)	2 (3) years
Diploma of HE	2 (4)	4 (5) years
Foundation Degree	2 (4)	4 (5) years
Bachelor's Degree with or without Honours	3 (6)	6 (8) years
Postgraduate Certificate	6 months	1 (2) years
Postgraduate Diploma	6 months	1 (3) years
Master's Degree	1.3 (2.6)	2.6 (4) years
MFA, MInnov, MArch	2 (4)	4 (6)

Maximum registration periods for students admitted with advanced standing or for students whose mode of attendance changes during the registration period will be calculated pro rata.

On completion of their course, or at the point they withdraw, or when they reach the maximum registration period permitted, students will receive the award for the highest qualification they have obtained.

6. Marking and Moderation

Marking and moderation will be carried out according to the Assessment and Feedback Policy.

All assessed student work is marked in grades. Each grade is related to a percentage value for the calculation of overall unit grades where there are more than one assessment item and for use in the classification algorithm.

Marking Scheme						
Grade Bands	Classifications	Mark Bands	Algorithm point (Percentage Grade Points)	Marking intervals		
A	First	70 -100	100			
	Outstanding		90	High	A+	90 - 100
			80	Medium	A	80 - 89
			74	Low	A-	70 - 79
B	Upper Second	60 – 69	68	High	B+	67 - 69
	Very Good		65	Medium	B	64 - 66
			62	Low	B-	60 - 63
C	Lower Second	50 – 59	58	High	C+	57- 59
	Good		55	Medium	C	54 - 56
			52	Low	C-	50 - 53
D	Third	40 – 49	48	High	D+	47- 49
	Satisfactory		45	Medium	D	44 - 46
			42	Low	D-	41 - 43
	Bare pass	40	40	Pass	PASS	40
E	Marginal Fail	35 – 39	38	Marginal Fail	E	35 - 39
F	Fail		30	Fail	F+	
NS			0	Non submission		

For units with more than one assessment item the grades for unit assessment elements shall be combined according to the validated assessment strategy for the unit. If any assessment item does not receive a grade of D- or above then the student will have the opportunity to retrieve that grade (see para 8)

Units with one assessment item will have the grade for that item recorded as the overall unit grade. Students with a failing grade will have the opportunity to retrieve that grade (see para 8)

For all courses, all assessment item and unit marks will be calculated to one decimal point; the overall degree mark will then be calculated to two decimal points. All marks will be rounded to integers (whole numbers) for display in assessment board reports and transcripts (the standard rounding rule applies – that is, 0.5 or above rounds up and 0.4 or lower rounds down).

7. Progression

An Assessment Board will allow a student to progress and enrol for the next stage if s/he:

- a) is making satisfactory academic progress, as set out in the regulations;
- b) has the prospect of gaining an award by continuing to follow his or her current award, or an alternative award;
- c) is not under sanctions for being in tuition fee debt to Ravensbourne;
- d) is not excluded from the Ravensbourne for any reason.

Where an award has defined stages a student who has achieved passing marks in all units and therefore accumulated the amount of credit required for an award may progress to the next stage.

Students are not permitted to trail failed or incomplete units other than within and at the end of stages 1 and 2. In exceptional circumstances, a student may be permitted to trail one 30-credit unit from stage 1 into stage 2, and from stage 2 into stage 3. The trailed unit must be completed within the first term of the academic year. If the student fails the assessment of the trailed unit s/he will be withdrawn from their course.

For undergraduate award there are normally three stages, aligned with credit level and corresponding to the year of study.

Undergraduate		
Stage (Year)	Level	Award
1	4	CertHE (as exit award)
2	5	DipHE(as exit award) / Foundation Degree
3	6	Bachelor's degree / Bachelor's degree with honours

8. Retrieval following failure of a unit or stage.

Students who have been awarded a failing grade for a unit may be offered the opportunity to retrieve that failure at a time to be determined by the Assessment Board. For the first retrieval attempt this will normally be as follows:

- Undergraduate courses: in the following term for failure in terms one and two during the summer vacation for term three.
- Postgraduate courses: as soon as is practicable following the decision of the Assessment Board.

Where an Assessment Board has determined that a unit has been failed, a student shall be referred only in relation to the assessment item(s) s/he has failed within that unit

Students who pass the unit following the first retrieval will be awarded the minimum

pass grade for that unit.

Every assessment element must have an appropriate reassessment strategy. If a student is unable (eg through disability or injury) to be assessed by the normal methods specified, they will be set an alternative mode of assessment. This may also apply to assessments of the type which require access to specialist resources, access to group working or other particular circumstances which may not be available to the time of the retrieval.

Where an assessment board determines that an assessment element has failed as a result of non-submission on both the first and second (referred) attempt, no further opportunity to retrieve the work will be offered and the student's studies will be terminated.

Students who have not reached the required standard following their first retrieval will be offered a second retrieval final attempt at a time to be determined by the Assessment Board. For undergraduate courses at Stage 1 and Stage 2, if that retrieval opportunity cannot be completed before the commencement of the next stage of the course and the student has 30 credits or less outstanding, the student can progress without prejudice into the next stage. In such cases, the student's continuing progression in that stage will be subject to the successful completion of the outstanding unit(s) by a third and final retrieval attempt, which may be retaken without attendance.

Students with more than 30 credits outstanding will not be allowed to progress to the next stage of their course and may be offered the opportunity to repeat the outstanding units in the next academic year prior to advancing to the next stage. Repeat units may be offered once only and the units will be capped the minimum pass grade for the award.

In every case the latest assessed mark will be the mark which is recorded as the final mark. If a student receives a lower failing mark than at their original attempt after all retrieval attempts have been made, it is the later (lower) mark which will be recorded as their final mark.

Once a student has passed a unit, they cannot be reassessed in that unit. No student may re-take the whole or part of the assessment for any unit that he or she has passed in an attempt to improve the mark obtained. Students may not retake units or assessment elements to improve marks.

Ravensbourne will set institutional deadlines for the submission of retrieval work.

9. Classification

An Assessment Board may not determine an award where less than 120 credits at the highest level required for the award have been assessed by Ravensbourne.

In the case of a Foundation degree, the award shall be classified using all the credit achieved at Level 5 as follows (weighted averages for classification will be presented as whole numbers):

Class	Weighted average of all credit at Level 5
Distinction	A
Merit	B
Pass	D

In the case of a Bachelor's degree with honours, Ravensbourne will assess all credit at stages 2 and 3 (Levels 5 and 6), taking the best 30 credits from stage 2 and the best 90 credits from stage 3. Weighted averages for classification will be presented as whole numbers.

Class	Weighted average of 30 credits from Level 5 and 90 credits from Level 6
1	A
2.1	B
2.2	C
3	D

For the award of MA, MSc and MDes, a distinction may be awarded in respect of a Master's degree where the dissertation/project has been awarded a grade of A- or more, and the weighted average mark of the other units is B or more.

For the award of the MArch the classification will only take into account units at Level 7. The calculation will use a weight average of year one and year two units in the ratio 25%/75%.

The classification will be awarded as follows:

Class	Weighted average of 25% of the credits from Year 1 and 75% of the credits from Year 2
Distinction	70% or over and a mark of 60% or above for the Design Thesis (90 credits)
Merit	60-69%
Pass	40-59%

Assessment boards may exceptionally award an Aegrotat degree where the student has died or is unable to complete their studies through severe and/or permanent illness or disablement. Aegrotat degrees are unclassified.

Students are not permitted to take additional units in an attempt to improve their class of award.

The classification of a student's award is determined at the point where that student becomes eligible for the award, and no units may later be substituted with the intention of changing the award title or improving the class of award.

10. Extenuating circumstances

Any student whose assessment is significantly affected by unforeseen circumstances beyond their control, may make an application under the Extenuating Circumstances Policy. The outcome of an application for Extenuating Circumstances will be ratified at an Assessment Board.

11. Academic Misconduct

Students attempting to gain credit for work that is not their own, either unknowingly or in an attempt to mislead, will be dealt with under the Academic Misconduct Policy.

12. Recognition of Prior Learning (RPL) and Entry with Advanced Standing

RPL is the process in relation to prior learning applicable to two widely recognised forms: prior experiential (or informal) learning and prior certificated learning. Recognition is given through the award of credit and must be learning which is at the same level as the programme being undertaken, as defined within the relevant national higher education qualifications framework. RPL will be applied through the Recognition of Prior Learning Policy.

Entry with advanced standing may be to Stage 2 or Stage 3 of an undergraduate award.

Where a student enters with advanced standing but s/he has not taken 120 credits in the penultimate stage, the calculated Honours classification will be based on the average of the marks attained in 90 credits at the final stage, which must include the Honours project or equivalent. Whilst the award mark will be based on the best 90 credits at stage 3, this does not affect the requirement for 120 credits to have been passed at every stage including stage 3.

Assessments taken outside Ravensbourne do not count towards final degree classification. This applies to students who:

- i) undertake an ERASMUS or other international exchange during any part of their penultimate year such that they have not undertaken 120 Ravensbourne -validated credits;
- ii) have entered their award with advanced standing through accreditation of prior learning and have not taken 120 Ravensbourne -validated credits in the penultimate year;
- iii) undertake Ravensbourne-sanctioned activities in their penultimate year which do not form part of a validated Ravensbourne award such that they have not completed 120 Ravensbourne -validated credits in the penultimate year.

Students who meet the above criteria will be assessed wholly on their final year as follows:

- i) Students must have achieved a pass in all 120 stage 3 credits in order to complete their degree
- ii) The honours classification will be based on the average of the marks attained in 90 credits from 120

13 Assessment Boards General

Each unit and course shall have a designated external examiner. The Academic Board shall determine the powers and responsibilities of external examiners, and no award of Ravensbourne may be made without the proper involvement of an external examiner.

External Examiners are nominated and appointed under the External Examiners Policy.

In each School, Deans and Associate Deans are responsible for ensuring that assessments have been assessed according to these Regulations. Associate Deans are responsible to Deans for ensuring that unit marks submitted to Assessment Boards are accurate, and have been determined according to these Regulations. An Assessment Board is responsible for determining decisions on progression and classification on the basis of the marks provided.

In exceptional cases an Assessment Board may recommend suspension of regulations to allow a student to continue with their studies. Such cases will be agreed by the Chair of the Assessment Board and will be reported to the Assessment Board at its next meeting. Suspension of regulations in an individual case does not create a general precedent.

Assessment Boards shall meet at least once per stage of study and shall be held at Departmental or School level.

Assessment Boards: Membership and Terms of Reference

Membership

- i) Dean (Chair) (A Dean may delegate another member of staff as Chair; in such cases the Dean remains responsible for the proper conduct of the Board.)
- ii) Associate Deans
- iii) External Examiner(s) for all subjects
- v) Registrar's representative
- vi) Course Leaders or senior academic as nominee, approved by the Associate Deans.

Names of members shall be provided to the Assistant Registrar – Admissions and Assessment at least two weeks before boards meet. The decisions of Assessment Boards shall be recorded in a form determined by the Registrar.

Attendees may participate remotely at an Assessment Board

Terms of Reference

- i) To confirm that Ravensbourne's regulations have been applied consistently and fairly for all students.
- ii) To determine whether students shall progress in the courses for which they are registered.
- iii) To determine retrieval arrangements for students who fail Units.
- iv) To determine each student's award and classification according to these Regulations.
- v) To determine interim awards for students who do not meet the requirements of their award aim.
- vi) To receive preliminary comments from external examiners.

- vii) To apply relevant professional, statutory or regulatory body requirements.

The quorum for Assessment Boards is half the membership, including the nominated Chair, the Registrar's representative and at least one external examiner. Where an Assessment Board meets without a quorum, the results are provisional until the next quorate meeting.

Reconvened Assessment Boards

The quorum for Reconvened Assessment Boards shall be the Chair, Associate Dean or nominee(s), and the Registrar's representative. Associate Dean or nominee(s) will consult with other staff involved in assessment and represent their views to the Board.

External examiners are not expected to attend Reconvened Assessment Boards, delegating their authority to the Board. They may be consulted regarding any contentious cases or final award candidates.

Appendix One

Awards with qualification descriptors

Qualification (FHEQ Level)	UK Credit value (ECTS)	Length of Study Full-time or (Part-time)	Descriptor	Minimum Typical entry qualifications
MA Masters of Arts (7)	180 (90)	1 year (2.5 yrs)	Master's degrees are awarded to students who have demonstrated: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice a comprehensive understanding of techniques applicable to their own research or advanced scholarship originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	BA (Hons) at 2:1 or above
MSc Master of Science (7)	180 (90)	1 year (2.5 yrs)	Typically, holders of the qualification will be able to: deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences demonstrate self-direction and originality in tackling and solving problems, and act autonomously in	BSc (Hons) at 2:1 or above Applications from candidates with a BA may be considered for admission to an MSc provided such candidates can demonstrate that they have the necessary scientific or technical background to undertake an MSc. For instance: <ul style="list-style-type: none"> the candidate is a practitioner working in the discipline or a cognate area with 2 to 3 years in a technological role with significant responsibility the candidate's portfolio of creative work or showreel demonstrates that she or he possesses the requisite scientific or technical knowledge and competence

			<p>planning and implementing tasks at a professional or equivalent level continue to advance their knowledge and understanding, and to develop new skills to a high level.</p> <p>And holders will have: the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable situations - the independent learning ability required for continuing professional development.</p> <p>Much of the study undertaken for master's degrees is at, or informed by, the forefront of an academic or professional discipline. Successful students show originality in the application of knowledge, and they understand how the boundaries of knowledge are advanced through research. They are able to deal with complex issues both systematically and creatively, and they show originality in tackling and solving problems. They have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments</p>	<p>to undertake an MSc or the candidate can demonstrate this through provided exemplars of work the candidate can demonstrate that he or she has acquired the necessary knowledge and skills relevant to the focus of the MSc through engagement in continuing professional development (CPD) or short courses</p>
MFA Master of Fine Arts (7)	360 (180)	2 years (4yrs)	In addition to meeting the qualification descriptor for masters awards, Master of Fine Arts students are expected to concentrate on the more rounded or professional realisation of their creative practice or to generate new creative thinking or learning from the extended period of advanced creative practice afforded by the course. Students pursuing this award will be expected to develop and deliver tangible evidence to support the success of their approach in terms of the realisation of their project or its contribution to the generation	Successful completion of the MA/MSc units

			of new perspectives, methodologies or learning.	
MInnov Master of Innovation (7)	360 (180)	2 years (4yrs)	In addition to meeting the qualification descriptor for masters awards, Master of Innovation students are expected to combine a more rounded and professional realisation of their practical project with the practical incubation of its enterprise potential or the commercialisation of its intellectual property. Students pursuing this award will be expected to develop and deliver tangible evidence to support the viability of their strategies and plans to develop and realise the market potential of their practical work	Successful completion of the MA/MSc units
MDes Master of Design (7)	180 (90)	1 year (2 yrs)	In addition to meeting the qualification descriptor for masters awards, students on the MDes award will be expected to broaden their understanding of innovation and design as a collaborative interdisciplinary process. And holders will have knowledge and skills for delivering strategic service design projects within the creative industries, IT industry and the public sector. In particular, students develop their knowledge of service design thinking, around product service systems and service innovation.	an applicant's prior academic achievement/qualifications and/or previous employment/life experience assessment of the applicant's ability and aptitude to succeed on the course for which s/he has applied.
MArch Master of Architecture (7)	240 (120)	2 years (3yrs)	In addition to meeting the qualification descriptor for masters awards,	Part 1 of the ARB registration requirements
MEng (7)			In addition to meeting the qualification descriptor for masters awards, Part of 4 yr course	
PG Cert Postgraduate Certificate (7)	60 (30)		Where a qualification type other than the main qualification has a smaller volume of learning, the qualification descriptor for the degree is used as a reference point and the sub-degree qualification is expected to meet the descriptor in part.	Normally these qualifications are exit awards for a masters programme. They may also be validated as stand alone awards or as learning that can be accredited against a
PG Diploma Postgraduate	120 (30)		Therefore the PG Cert and PG Dip are expected to meet the qualification descriptors for masters programmes, adjusted for	

Diploma (7)			the volume of learning.	masters qualification within an approved length of time.
BA (Hons) Bachelor of Arts with Honours (6)	360 (180)	3 years (6yrs)	<p>Bachelor's degrees with honours are awarded to students who have demonstrated:</p> <p>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</p> <p>an ability to deploy accurately established techniques of analysis and enquiry within a discipline</p> <p>conceptual understanding that enables the student: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline</p> <p>an appreciation of the uncertainty, ambiguity and limits of knowledge</p> <p>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).</p> <p>Typically, holders of the qualification will be able to:</p> <p>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</p> <p>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</p>	<p>2 A levels, grade C or above</p> <p>4 AS levels, grade C or above</p> <p>2 vocational A level, grade C or above</p> <p>Level 3 Foundation Diploma or National Diploma</p> <p>Advanced Diploma, grade C or above</p> <p>International Baccalaureate, 28 points or above</p>
BSc (Hons) Bachelor of Science with Honours (6)	360 (180)	3 years (6yrs)		
BA Bachelor of Arts (6)	300 (150)	3 years (6yrs)		
BSc Bachelor of Science (6)	300 (150)	3 years (6yrs)		

			<p>communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p> <p>And holders will have: the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</p> <p>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.</p> <p>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.</p>	
BEng Bachelor of Engineering (6)	360 (150)	3 years (6yrs)	<p>BEng will be awarded to students who have demonstrated:</p> <ul style="list-style-type: none"> • Knowledge and understanding of the scientific principles underpinning relevant current technologies, and their evolution • Knowledge and understanding of mathematics and an awareness of statistical methods necessary to support application of key engineering principles. • Ability to monitor, interpret and apply the results of analysis and modelling in order to bring about continuous improvement 	

		<ul style="list-style-type: none"> • Ability to apply quantitative methods in order to understand the performance of systems and components • Ability to use the results of engineering analysis to solve engineering problems and to recommend appropriate action • Ability to apply an integrated or systems approach to engineering problems through know-how of the relevant technologies and their application. • Be aware of business, customer and user needs, including considerations such as the wider engineering context, public perception and aesthetics • Define the problem, identifying any constraints including environmental and sustainability limitations; ethical, health, safety, security and risk issues; intellectual property; codes of practice and standards • Work with information that may be incomplete or uncertain and be aware that this may affect the design • Apply problem-solving skills, technical knowledge and understanding to create or adapt design solutions that are fit for purpose including operation, maintenance, reliability etc • Manage the design process, including cost drivers, and evaluate outcomes • Communicate their work to technical and non-technical audiences. <p>Understanding of the need for a high level of professional and ethical conduct in engineering and a knowledge of professional codes of conduct</p> <ul style="list-style-type: none"> • Knowledge and understanding of the commercial, economic and social context of engineering processes • Knowledge of management techniques that may be used to achieve engineering objectives • Understanding of the requirement for engineering activities to promote sustainable development • Awareness of relevant legal requirements governing 	
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			<p>engineering activities, including personnel, health & safety, contracts, intellectual property rights, product safety and liability issues</p> <ul style="list-style-type: none"> • Awareness of risk issues, including health & safety, environmental and commercial risk. 	
GD (6)	120 (60)		<p>Where a qualification type other than the main qualification has a smaller volume of learning, the qualification descriptor for the degree is used as a reference point and the sub-degree qualification is expected to meet the descriptor in part. Therefore the Graduate Certificate and Graduate Diploma are expected to meet the qualification descriptors for honours degree programmes, adjusted for the volume of learning.</p>	<p>Normally, an undergraduate degree</p>
GC (6)	60 (30)			
FdA (5)	240 (120)		<p>The descriptor provided for this level of the FHEQ is for any foundation degree which should meet the descriptor in full. Foundation degrees are awarded to students who have demonstrated:</p> <p>knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed</p> <p>ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</p> <p>knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p> <p>Typically, holders of the qualification will be able to: use a range of established techniques to initiate and</p>	<p>1 A level, grade C or above 4 AS levels, grade C or above 1 vocational A level, grade C or above Level 3 Foundation Diploma or National Diploma Advanced Diploma, grade C or above International Baccalaureate, 28 points or above Students are normally expected to be employed in a relevant industry.</p>
FdSc (5)	240 (120)			

		<p>undertake critical analysis of information, and to propose solutions to problems arising from that analysis effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</p> <p>And holders will have: the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.</p> <p>The foundation degree is an example of a qualification that meets, in full, the expectations of the qualification descriptor (and the Foundation Degree Qualification Benchmark). Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making</p>	
DipHE (5)	240 (120)	<p>Diplomas of Higher Education are awarded to students who have demonstrated: knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed</p>	Exit qualification only

			<p>ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</p> <p>knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p> <p>Typically, holders of the qualification will be able to: use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</p> <p>The Diploma in Higher Education degree is an example of a qualification that meets, in full, the expectations of the qualification descriptor</p> <p>Holders of a Diploma of Higher Education will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems.</p>	
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<p>CertHE (4)</p>	<p>120 (60)</p>	<p>Certificates of Higher Education are awarded to students who have demonstrated: I knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.</p> <p>Typically, holders of the qualification will be able to: evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work I communicate the results of their study/work accurately and reliably, and with structured and coherent arguments undertake further training and develop new skills within a structured and managed environment.</p> <p>And holders will have: the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.</p> <p>Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.</p>	<p>Exit qualification only</p>
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Appendix 2 Diagram of higher education qualification levels in England, Wales and Northern Ireland.

Framework for Higher Education Qualifications (FHEQ) ⁵		FQ – EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualification Framework for England, Wales and Northern Ireland ⁶	
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges ³		Typical Qualifications	Level
Doctoral Degrees (e.g. PhD, DPhil, EdD)	8	3 rd cycle	Typically not credit rated ¹	Typically not credit rated	Vocational Qualifications Level 8	8	
Masters Degree Integrated Masters Degree Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificate	7	2 nd cycle	180	60-120 ²	Fellowships NVQ Level 5 Vocational Qualifications Level 7	7	
Bachelor's Degree with Honours Bachelor's Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1 st cycle	360	180-240	Vocational Qualifications Level 6	6	
Foundation Degrees Diplomas in Higher Education Higher National Diplomas	5	Short-cycle	240	120	NVQ Level 4 Higher National Diplomas (HND) Higher national Certificates (HNC) Vocational Qualifications Level 5	5	
Higher National Certificates Certificate of Higher Education	4		120		Vocational Qualifications Level 4	4	
		Entry to HE via equivalent experiential or prior learning				National Vocational Qualification (NVQ) Level	3

¹PhD and DPhil qualifications are typically no credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.
²A range of 90-120 ECTS is typical of most awards
³1 ECTS credit is typically worth 2 UK credits
⁴The welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW).

⁵For Students with the necessary prerequisites, entry to each FHEQ level is possible from the next lower level in the NQF of Framework for Higher Education Qualifications.
⁶These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF).

3
Vocational Qualification
Level 3
GCSE AS and A level
Advanced Diploma
Welsh Baccalaureate
Advanced⁴

Appendix Two

Variance for City and Guilds of London Art School

Postgraduate.

For the award of MA and MSc, a distinction may be awarded in respect of a Master's degree where the dissertation/project has been awarded a grade of 70% or more, and the unweighted average mark of the other units is 65% or more.

Undergraduate

In the case of a Bachelor's degree with honours, Ravensbourne will assess all credit at stages 2 and 3 (Levels 5 and 6), using either 25% of the credit from Level 5 and 75% of the credit from Level 6 OR only the credit from Level 6 whichever is the higher.. Weighted averages for classification will be presented as whole numbers.

In addition:

Where marks are expressed as percentages. Normal rules for rounding shall apply.