

**Title: REGULATIONS FOR THE ASSESSMENT OF TAUGHT  
DEGREES Academic Year 2020/2021.**

**1. Scope**

- 1.1. These regulations are applicable to all taught courses leading to an undergraduate or postgraduate award of the University. These regulations aim to meet the expectations set out in the UK QAA's Quality Code.
- 1.2. These regulations prescribe general requirements for: Credit Progression Assessment Classification Certification.
- 1.3. These regulations are approved by the Academic Board on an annual basis. Any exemptions from these regulations must be approved by the Academic Board. Such exemption will normally only be granted by the Academic Board in order to meet the requirements of external professional bodies.
- 1.4. These regulations will also be applicable to all taught courses delivered under a collaborative arrangements with a partner institution, unless otherwise agreed at the point of validation and approved by the Academic Board.
- 1.5. The regulations apply to all awards at Levels 4, 5, 6 and 7 of the Framework for Higher Education Qualifications (FHEQ see Appendix 1), and to all modes of study.
- 1.6. 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.
- 1.7. 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**

- 2.1 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 1.

### 3. Credit Framework and Level of Awards

3.1 All awards, and consequently the courses that lead to them, will be assigned, at the point of validation, to a Level of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA, August 2008) in accordance with the national system of levels and awards and must have an amount of credit to be completed for the award.

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

Table 1

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
Postgraduate	7	180, of which at least 120 must be at Level 7

3.3 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.

3.4 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.

3.5 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.

### 4. Titles of awards

4.1 The subject title of an award will be defined as part of the approval process.

4.2 All awards for a course (including lower exit awards) will take the same subject titles.

4.3 The named award is the full name of the degree on which a student is enrolled.

## 5. Duration of study

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

Table 2

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 month/1 year	1 (2) years
Postgraduate Diploma	6 months	1 (3) years
Master's Degree	1.3 (2.6)	2.6 (4) years
MArch	2 (4)	4 (6)
MFA	1 (4)	2 (4)

5.2 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.

5.3 On completion of their course, 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 achieved. This is determined by the number of credits achieved to that point.

## 6. Stage, Year and Level of study

6.1 For undergraduate awards there are normally three stages, aligned with credit level and corresponding to the year of study. Level of study is often used to describe which year of the course a student is studying.

Table 3

Undergraduate		
Stage (Year)	Level	Award
0	4	N/A
1	4	CertHE (as exit award)
2	5	DipHE (as exit award / Foundation Degree)
3	6	Bachelor's degree / Bachelor's degree with honours

6.2 Postgraduate awards are normally 1 stage except for the MArch which has 2.

Table 4

Postgraduate		
Stage (Year)	Level	Award
1	7	Postgraduate Diploma (as exit award) MA/MDes/MFA
2	7	MArch

## 7. Marking and Moderation

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

7.2 Marking and Moderation are the processes which are used to assess student performance and that grades awarded are accurate, fair and consistent.

7.3 Marking is the assessment of the level of work and then the application of an appropriate grade. This grade must adhere to the appropriate grade descriptor. Grade descriptors encapsulate a level of achievement in relation to bands of marks. For individual assignments they indicate how well the assessment criteria have been met; for award classifications they indicate the level of achievement across a programme of study as a whole

7.4 Moderation is a process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently. Forms of moderation may include:

- sampling, either by internal staff or an external examiner
- additional marking, for example of borderlines, firsts and fails, or where there is significant difference between the marks of different markers that cannot be resolved without the opinion of another marker
- review of marks: where there is a significant difference between several

assessment marks, within or between parts of a programme, which indicate the marks may need to be reconsidered

7.5 Second marking is required for units which exceed 30 credits in size. Where second marking takes place the final overall mark must be agreed before it is released to the student.

7.6 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.

Table 5 Undergraduate

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

Table 6: Postgraduate Marking Scheme:

Marking Scheme						
Grade Bands	Classifications	Mark Bands	Algorithm point (Percentage Grade Points)	Marking intervals		
<b>A</b>		<b>70 -100</b>	100			
			90	High	A+	90 - 100

			80	Medium	A	80 - 89
			74	Low	A-	70 - 79
<b>B</b>		<b>60 – 69</b>	68	High	B+	67 - 69
			65	Medium	B	64 - 66
			62	Low	B-	60 - 63
<b>C</b>	<b>Pass</b>	<b>50 – 59</b>	58	High	C+	57- 59
			55	Medium	C	54 - 56
			52	Low	C-	50 - 53
<b>D</b>	<b>Marginal Fail</b>	<b>45 – 49</b>	48	High	D+	47- 49
	<b>Fail</b>		45	Medium	D	44 - 46
			42	Low	D-	41 - 43
<b>E</b>	<b>Fail</b>	<b>35 – 39</b>	38	Fail	E	35 - 39
<b>F</b>	<b>Fail</b>		30	Fail	F	
<b>NS</b>			0	Non submission		

7.7 For all courses, all assessment items and unit marks will be calculated to one decimal point; the overall degree mark will then be calculated to two decimal points.

7.8 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).

## 8. Assessment and assessment components

8.1 Students must pass each unit to progress unless the Assessment Board determines otherwise under the rules for compensation (see section 11).

8.2 Some units will have 1 assessment item (referred to as a component) to complete to achieve the learning outcomes for that unit. In this case, the overall grade recorded for the unit will be the grade achieved in the single assessment item.

8.3 For units with more than one assessment item (or component), the grade for each component shall be combined according to the validated assessment strategy for the unit. The unit grade is calculated by combining the grades for the components according to their relative weighting. The weighting allocated to each element is defined before the unit is taught. Where the weighted average of a unit is 39 or less, the student will fail the unit.

8.4 Where a unit has more than 1 assessment component, students must

achieve at least a pass Grade (D-) in each component to pass the unit.

**8.5 Holistic assessment** emphasises the importance of a student's performance in the unit as a whole and recognises the interdependence of all the assessment elements. All of the pieces of work in the unit are considered in one, over-arching judgement of performance against the marking criteria and the learning outcomes of the course. Students will receive one summative assessment grade for the unit, but may also be given a number of formative assessment tasks to support learning throughout the unit, which do not carry individual grades. Students will need to achieve an overall grade of at least D- to pass the unit.

8.6 Assessment methods should be clearly described in the Course Handbook.

8.7 Every assessment element must have an appropriate reassessment strategy. If a student is unable (e.g. 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.

## **9. Interim Assessment Boards and Final Assessment Boards**

9.1 Interim Assessment Boards are held at the end of a term after assessments have been submitted and graded. The Interim Assessment Boards will make recommendations for each active enrolled student based on all submitted assessments to date. Where a student has failed an assessment or failed to submit an assessment, the Interim Assessment Board will determine what is required of the student in terms of resubmissions. Decisions might be to proceed, to resubmit or to withdraw a student in certain circumstances.

9.2 Final Assessment Boards are held once at the end of each academic year to determine the progression status of each student. It is at these Boards that a student will know if they can progress to the next level, if they have further resubmissions, if they have failed or if they have achieved their degree. If they have achieved their degree, the Final Assessment Board will recommend the classification of that award.

9.3 All grades and marks are considered provisional until ratified by the Final Assessment Board. Students may appeal the outcome of an Interim Assessment Board or a Final Assessment Board by using the Appeal process (insert link)

9.4 All students will be presented to the Final Assessment Board regardless of whether or not they completed the stage (or level).

## **10. Failure of an assessment:**

10.1 Submissions which are failed include:

- Non-submission where no attempt has been made to submit an assessment item
- Late submission (for Ravensbourne awards) where the submission is made after the advertised deadline
- Marked as failed on assessment where the assessment fails to meet the standard required to pass

10.2 No extensions to submission deadlines are permitted for Ravensbourne awards. Students who are unable to meet a submission deadline due to unforeseen circumstances should submit an application for extenuation (See Extenuating Circumstances Policy).

10.3 Failure or non-submission in any component will result in a Fail grade for the component and unit. Students must then successfully retrieve the failed component by resubmission of assessment in order to pass the unit. Where a student does successfully retrieve a component failure, the grade for the component will be capped at D- (except where Extenuating Circumstances have been approved). The overall grade for the unit will be calculated using all achieved grades where there are 2 or more components.

10.4 Elective units are marked as Pass or Fail only and failure at resubmission will be marked as a Fail.

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

10.6 Where an assessment board determines that no attempts have been made to submit any assessments for 2 consecutive terms (eg Term 1 and Term 2 or Term 2 and Term 3) and a student has NS recorded against all assessment items, no further opportunity to retrieve the work will be offered and the student's studies will be terminated. The student will be withdrawn from the course and deemed no longer a student at Ravensbourne.

10.7 A student who is withdrawn for academic failure (3<sup>rd</sup> attempt fail) may not apply to the University for re-enrolment except by the express permission of the Deputy Dean. They may be eligible for an exit award depending on the number of credits achieved at the point of withdrawal.

## **11. Progression**

Passing a Unit:

11.1 The unit pass grade for undergraduates is D- (40%). The unit pass grade for postgraduates is C- (50%).



Some units, e.g. electives, use Pass/Fail grades and no marks are awarded. Pass/Fail grades are not used in the calculation of classifications for awards.

To note, the algorithm point used in the calculations of awards (see Tables 5 and 6 above) for D- is 42% for undergraduate students and C- is 52% for postgraduate students.

### Proceed

11.2 A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

### Progress

11.3 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 that level may Progress to the next stage. A Final Assessment Board will allow a student to progress and enrol for the next stage (or Level) 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.

### Compensation

11.4 A Final Assessment Board may permit a marginal fail of one unit of up to 30 credits at Level 4, Level 5 or Level 7 and allow a student to progress to the next level of study without the need to resubmit. The decision is only taken at the Assessment Board at the end of each level. The overall grade achieved for the compensated unit will remain on the record.

11.5 Only one unit per level may be compensated and units may not be combined to the value of 30 credits for the purpose of compensation.

### Pass by compensation:

11.6 Where a student has failed one taught module and meets the criteria in paragraph 11.10 below, the Final Assessment Board will normally compensate for the failure, provided that the module mark is within the marginal fail range. A marginal failure is defined as within 5 marks of the pass mark for postgraduate (45-49) and 5 marks for undergraduate programmes (35-39).

11.7 A Level 4, Level 5 or Level 7 unit may be compensated where there is a marginal failure at the overall unit grade level. Compensation may not be applied in Level 6.

11.8 Compensation cannot be applied for any module where assessments are marked on a pass/fail basis, i.e. no marks are awarded.

11.9 A part time undergraduate student may be awarded a compensated pass only at the point when the student has attempted 120 credits of a Level.

11.10 In order for a unit to be compensated, the following conditions must apply:

- The unit mark is within the marginal fail region of 35-39 for UG and 45-49 for PG;
- The failed unit must have a credit value of 30 or less;
- All other units/credits in the level must have been passed;
- Each assessment component in the compensated unit must have been attempted with a minimum grade of E in each component;
- The unit is not exempt from compensation;
- There are no PSRB requirements that prevent compensation or a particular unit from being compensated;
- The unit is not/has not been subject to an academic misconduct.
- The unit is not marked Pass/Fail.

## 12. Progress Trailing Credits

12.1 Undergraduate students are only permitted to trail (or carry over) up to 30 failed or incomplete credits at the end of stages 1 and 2. The decision to permit trailing credits into the next stage (or level) will be made at the Assessment Board at the end of the Academic Year if the conditions are not met to pass the unit by compensation.

12.2 If the student is permitted to trail credits into the next stage, the student's continuing progression in that stage will be subject to the successful completion of the outstanding unit(s).

12.3 The trailed credit must be completed within the first term of the next academic year. If the student fails the assessment of the trailed credit they will be withdrawn from their course and may be eligible for an exit award depending on the number of credits achieved.

12.4 There is no requirement for attendance at class for a trailed unit and tuition fees will not be applied.

12.5 Trailing credits within a stage (or Level) are managed by Resubmission (see section 23 Resubmission following failure of a unit or stage/level below)

12.6 Students studying the MArch are not/permitted to trail credits from Stage 1 to Stage 2 of the course.

## 13. Failed Units or unit components

13.1 Resubmission following failure of a unit or stage/level.

13.2 Students who have been awarded a failing grade for a unit or who have failed to submit an assessment may be offered the opportunity to resubmit the assessment (or 'retrieve the failure') at a time to be determined by the Progression or Assessment Board.

13.3 A student who fails a unit may be permitted a further resubmission at that unit. Where a student is permitted a further attempt, the student is deemed to be reassessed in that unit.

13.4 The Assessment Board may permit an undergraduate student a maximum of 3 submissions – one first submission and two resubmissions – to pass a unit. There is no automatic right to any resubmission and the decisions are made at the Interim and Final Assessment Boards. (See also section 10 Failure of an Assessment).

13.5 The Assessment Board may permit a postgraduate student a maximum of two submission at any unit: one first submission and one resubmission.

13.6 The timing of the first resubmission 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 Progression or Assessment Board.

13.7 Students who pass the unit following the first resubmission will be awarded the minimum pass grade of D- for that component or Unit if there is only one assessment component for that Unit. For units that are marked as Pass/Fail, a Pass will be recorded for the Unit.

13.8 Students who have not reached the required standard for a passing grade following their first resubmission may be offered a second final resubmission at a time to be determined by the Assessment Boards. Students who pass the unit following the second resubmission will be awarded the minimum pass grade of D- for that component or Unit if there is only one assessment component for that Unit.

#### 14. In-year trailing credits

14.1 Students are permitted to trail credits from one term to the next (in-year trailing credits) where they have failed a submission and are required to resubmit in the next term. However, the Assessment Board may require a review of a student record where that student has more than 45 credits to resubmit. The review will be undertaken by a member of the course team, a member of student services and a member of the Registry. The review will consider the nature of the resubmissions and the student's ability to complete 45 credits or more of resubmission alongside their timetable for the next term. The review may present the Chair of the Academic Board with an alternative pattern of resubmission for Chair's Action.

14.2 If permitted by an Assessment Board to trail credits into the next stage (or level) of the course, trailed credits must be completed no later than the end of Term 1 of the following academic year unless approved extenuating circumstances are in place.

14.3 Where credits remain outstanding, the Assessment Board will determine if the student has to repeat units or retake the year (see section 13. Repeat Units and 14. Retake Stage/Year below).

14.4 Ravensbourne will set institutional deadlines for the submission of retrieval work, usually 6 weeks following the Progression or Assessment Board.

## **15. Repeat Units**

15.1 Where a student has failed part of a level defined as more than 30 credits but no more than 60 credits, progression to the next stage of their course is not permitted. Students in this circumstance may be offered the opportunity to repeat the outstanding units in the next academic year prior to advancing to the next stage.

15.2 Repeat units will be offered only once and grades will be capped at the minimum pass grade for the unit unless extenuating circumstances have been approved.

15.3 Once a student has successfully completed repeat units, they may continue their studies at the start of the following academic year.

15.4 Attendance at the University is required and fees will normally be charged on a cost-per-unit basis.

## **16. Retake Stage/Year**

16.1 Students with more than 60 credits outstanding will not be allowed to progress to the next Stage/Level and may be offered the opportunity to retake the whole academic year. Grades achieved in all assessment components previously undertaken will not be carried forward and assessment regulations for passing a unit will apply.

16.2 The opportunity to retake the year will be offered only once.

16.3 Attendance at the University is required and full year tuition fees will normally be charged.

16.5 All reassessment opportunities are subject to the regulations governing maximum periods of enrolment.

## **17. Latest marks**

17.1 In every case of resubmission, 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.

17.2 Where extenuating circumstances have been approved, the latest mark is the mark that is recorded on the record even where this is lower than the original mark.

## 18. Units which have been passed

18.1 Once a student has passed a unit, they cannot be reassessed in that unit unless they are deemed a 'Retake' student (see section 14 above) or where approved Extenuating Circumstances apply. Students may not choose to re-take the whole or a part of the assessment for any unit that he or she has already passed in an attempt to improve the mark obtained.

18.2 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.

## 19. Classification

19.1 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.

19.2 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):

Table 7

Class	Weighted average of all credit at Level 5 [Grade Band]
Distinction	A
Merit	B
Pass	D and above

19.3 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. The best 30 credits drawn from level 5 may be made up by 2 x 15 credit units or a combination of credits reweighted to = 30. Additionally, if the best 30 credits at Level 5 was achieved in a 45 credit unit, the unit is re-weighted to 30 credits and then included in the calculation. Weighted averages for classification will be presented as whole numbers.

**Table 8**

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

19.4 For the award of MA, MFA, 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.

19.5 Merit to be awarded when the weighted average mark of all units is B or more.

**Table 9**

Class	Weighted average mark of all credits
Distinction	Dissertation/project has been awarded a grade of A- or more, and the weighted average mark of the other units is B or More
Merit	Average B (60-69%)
Pass	Average C (between 50-59%)

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

The classification will be awarded as follows:

**Table 10**

Classification	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	50-59%
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19.7 Where a student withdraws or is required to withdraw from the programme on which they enrolled, the Assessment Board will confer the highest award to which they are entitled. Students who successfully achieve 60 credits at Level 7 may be awarded a Postgraduate Certificate (PG Cert). Students who successfully achieve 120 credits at Level 7 may be awarded a Postgraduate Diploma (PG Dip). Exit awards are unclassified.

19.8 The classification of a student's award is determined at the point where that student becomes eligible for the award. Students are not permitted to take additional units in an attempt to improve their class of award, and no units may later be substituted with the intention of changing the award title or improving the class of award.

## **20. Exit Awards**

20.1 Where a student fails to achieve sufficient credits to gain the award for which they are enrolled, has exhausted all reassessment attempts or has terminated their studies early and has achieved sufficient credits to gain a lower level or lower volume award the student will be recommended by the Assessment Board for that lower award, provided that the award is offered by the University as specified in the Programme Specification.

20.2 All Exit Awards are conferred on a pass/fail basis only.

## **21. Aegrotat awards**

21.1 Assessment boards may, at their discretion, award an Aegrotat degree where the student is unable to complete their studies eg through severe and/or permanent illness. Awards may be given at the level at which the student was studying and the candidate has achieved no fewer than 2/3rds of the credits required, or the equivalent, at the appropriate level.

21.2 Aegrotat degrees are unclassified.

## **22. Posthumous Awards**

22.1 A student who dies before completing the full period of study or the requirements for an award may be eligible for a Posthumous award, provided that the student has completed and achieved two-thirds of the credits required for that award. A Posthumous award may be conferred at the discretion of the Assessment Board.

## **23. Extenuating circumstances**

23.1 Extenuating circumstances are personal circumstances that could not have been predicted, over which a student has no control over and have

seriously impacted a student's ability to do assessments. Any student whose assessment is significantly affected by such circumstances may make an application under the Extenuating Circumstances Policy. The outcome of an application for Extenuating Circumstances will be ratified at an Assessment Board (see Extenuating Circumstances Policy for detail).

## **24. Academic Misconduct**

24.1 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.

24.2 A list of examples of academic misconduct can be found in Appendix 1 of the Academic Misconduct Policy.

24.3 Self- plagiarism

A student may not submit for assessment any artefact or piece of work which has previously been assessed, whether following failure in the same unit, or for a different unit.

## **25. Discontinuation of Units**

25.1 Where a student is required to repeat a unit in its entirety the following year (as a result of being offered a Retake or Repeat Year) or following a period of interruption, but that unit is no longer available, the student will be required to undertake an alternative unit. 4.9.2 Where the unit to have been repeated would have been a second, third or fourth attempt, the alternative unit being taken will be regarded as being taken at the second, third or fourth attempt, as applicable, and recorded as such.

## **26. 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 with the exception of those courses which are restricted for reason of Professional Statutory or Regulatory Body (PSRB) compliance from accepting advanced standing entrants. The Programme Specification of the course should be checked before considering RPL to ensure that advanced standing is permitted at the level applied for.

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 their best 90 credits at the final stage. 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:

- undertake an ERASMUS or other international exchange during any part of their penultimate year such that they have not undertaken 120 Ravensbourne validated credits;
- have entered their award with advanced standing through accreditation of prior learning and have not taken 120 Ravensbourne - validated credits in the penultimate year;
- 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:

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

## Appendix 1

### 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)	<p>Master's degrees are awarded to students who have demonstrated:</p> <p>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</p> <p>a comprehensive understanding of techniques applicable to their own research or advanced scholarship</p> <p>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</p> <p>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.</p> <p>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</p>	BA (Hons) at 2:1 or above
MSc Master of Science (7)	180 (90)	1 year (2.5 yrs)	<p>Master's degrees are awarded to students who have demonstrated:</p> <p>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</p> <p>a comprehensive understanding of techniques applicable to their own research or advanced scholarship</p> <p>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</p> <p>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.</p> <p>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</p>	<p>BSc (Hons) at 2:1 or above</p> <p>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:</p> <ul style="list-style-type: none"> <li>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</li> <li>the candidate's portfolio of creative work or showreel demonstrates that she or he possesses the requisite scientific or technical knowledge and competence</li> </ul>

			<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)	<p>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 of new perspectives, methodologies or learning.</p>	Successful completion of the MA/MSc units

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.
PG Diploma Postgraduate	120 (30)		Therefore the PG Cert and PG Dip are expected to meet the qualification descriptors for masters programmes, adjusted for	They may also be validated as stand alone awards or as learning that can be accredited against a

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 Batchelor 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"> <li>• Knowledge and understanding of the scientific principles underpinning relevant current technologies, and their evolution</li> <li>• Knowledge and understanding of mathematics and an awareness of statistical methods necessary to support application of key engineering principles.</li> <li>• Ability to monitor, interpret and apply the results of analysis and modelling in order to bring about continuous improvement</li> </ul>	

		<ul style="list-style-type: none"> <li>• Ability to apply quantitative methods in order to understand the performance of systems and components</li> <li>• Ability to use the results of engineering analysis to solve engineering problems and to recommend appropriate action</li> <li>• Ability to apply an integrated or systems approach to engineering problems through know-how of the relevant technologies and their application.</li> <li>• Be aware of business, customer and user needs, including considerations such as the wider engineering context, public perception and aesthetics</li> <li>• 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</li> <li>• Work with information that may be incomplete or uncertain and be aware that this may affect the design</li> <li>• Apply problem-solving skills, technical knowledge and understanding to create or adapt design solutions that are fit for purpose including operation, maintenance, reliability etc</li> <li>• Manage the design process, including cost drivers, and evaluate outcomes</li> <li>• Communicate their work to technical and non-technical audiences.</li> </ul> <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"> <li>• Knowledge and understanding of the commercial, economic and social context of engineering processes</li> <li>• Knowledge of management techniques that may be used to achieve engineering objectives</li> <li>• Understanding of the requirement for engineering activities to promote sustainable development</li> <li>• Awareness of relevant legal requirements governing</li> </ul>	
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		<p>engineering activities, including personnel, health &amp; safety, contracts, intellectual property rights, product safety and liability issues</p> <ul style="list-style-type: none"> <li>• Awareness of risk issues, including health &amp; safety, environmental and commercial risk.</li> </ul>	
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>	Normally, an undergraduate degree
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)		

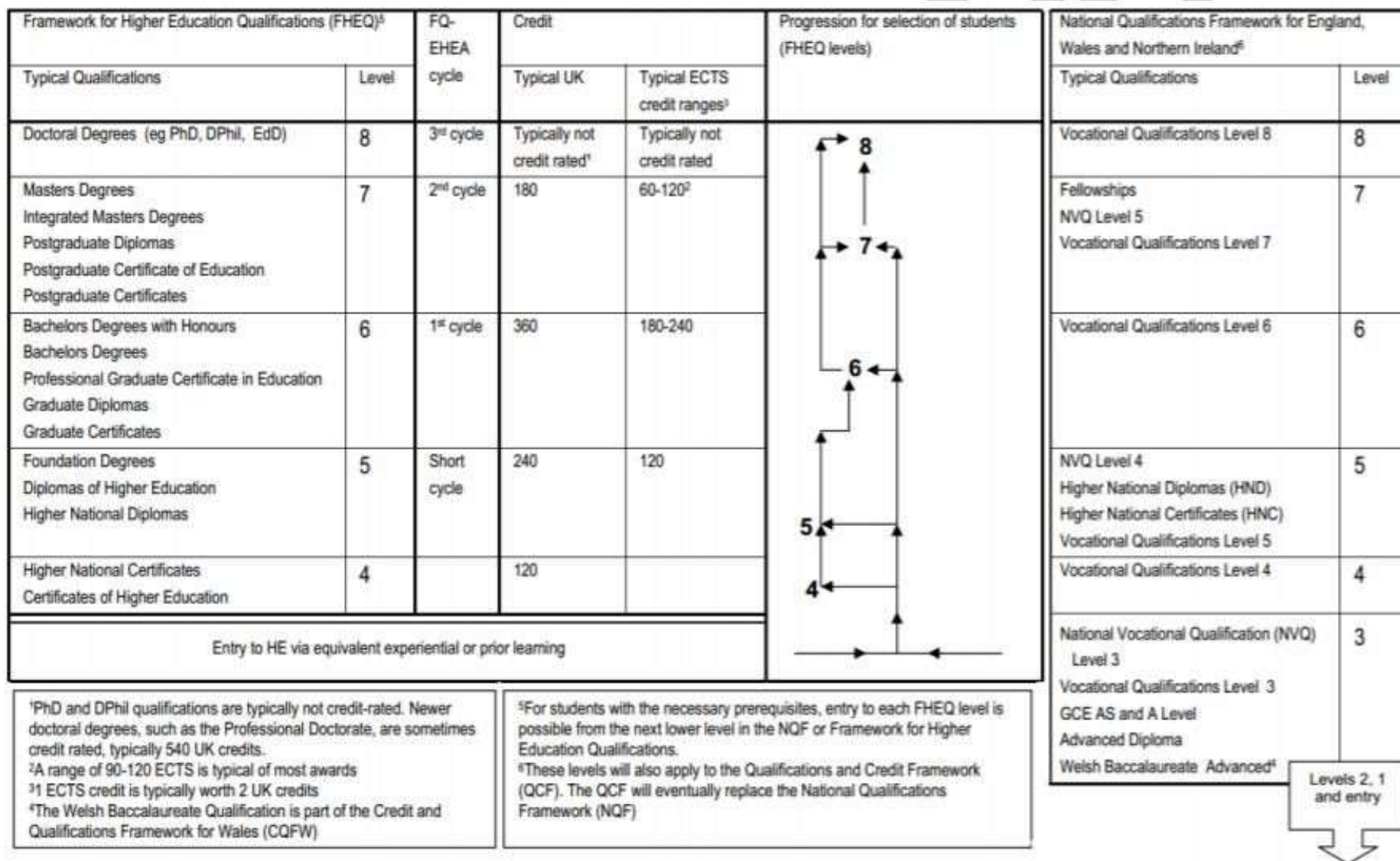


			<p>undertake critical analysis of information, and to propose solutions to problems arising from that analysis</p> <p>effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively</p> <p>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



## **Appendix Three**

### **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.

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Review Date: July 2021

Responsible Officer: Academic Registrar