

1.1.1

Section 8 – Examination and Assessment

a) Chapter 1 – Assessment Rules: Undergraduate Awards

Assessment and assessment components

1. In order to achieve an award, students must pass the assessment(s) in each module, unless the Assessment Board determines otherwise under the rules for compensation (see Chapter 6).
2. Some modules have one (1) assessment item (referred to as a component) to complete to achieve the learning outcomes for that module. In this case, the overall grade recorded for the module will be the grade achieved in the single assessment item.
3. For modules with more than one assessment item (or component), the grade for each component shall be combined according to the validated assessment strategy for the module. The module grade is calculated by combining the grades for the components according to their relative weighting. The weighting allocated to each component is defined during the course approval process. Where the weighted average of a module is 39 or less, the student will fail the module.
4. Where a module has more than 1 assessment component, students must achieve at least a pass Grade (40%) in each component to pass the module.
5. 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 modules to improve their class of award, and no modules may later be substituted with the intention of changing the award title or improving the class of award.

Degree Classification

6. An Assessment Board cannot recommend an award where a student has not studied all the final-stage credit with the University (e.g. all 120 credits at Level 5 for a Diploma in Higher Education) or where the student has sought APL for more than 2/3 of the course. Where a student cannot be recommended for the award sought, the Assessment Board should consider whether a lesser award (e.g. an exit award) is available and/or whether a transcript of credit should be awarded.

Certificate of Higher Education

7. Certificates in Higher Education will be classified using all the credit achieved at Level 4 as follows (weighted averages for classification will be presented as whole numbers):

Weighted average of all credit at Level 4

Distinction	70%
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Merit	60%
Pass	40%
Fail (no award)	39% and below

Foundation Degrees and Diplomas in Higher Education

8. Foundation Degrees and Diplomas in Higher Education will be classified using all the credit achieved at Level 5 as follows (weighted averages for classification will be presented as whole numbers):

Weighted average of all credit at Level 5

Distinction	70%
Merit	60%
Pass	40%
Fail (no award)	39% or less

Ordinary Degrees

9. Ordinary Degrees will be unclassified.

Bachelor's Degree with Honours

Students enrolled on a course prior to September 2022:

10. In the case of a Bachelor's degree with honours, the classification will be based on an aggregate of:
- The best 30 credits from Level 5 (this may be based on a single 30 credit module or two 15 credit modules. Where the best 30 credits come from a module or combination of modules which amount to more than 30 credits, the modules will be re-weighted and included in the calculation); and
 - The best 90 credits from Level 6 (this may be based on any combination of modules equating to 90 credits. Where the best 90 credits come from a combination of modules which amount to more than 90 credits, the modules will be re-weighted and included in the calculation).
11. Weighted averages for classification will be presented as whole numbers.

Students enrolled on a course from September 2022 onwards:

12. In the case of a Bachelor's degree with honours, the classification will be based on an aggregate of:
- the total weighted average for Level 5, weighted at 25%, plus the total weighted average for Level 6, weighted at 75%.
13. Weighted averages for classification will be presented as whole numbers.

Degree classifications

1 st (First)	70-100%+
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2:1 (Upper Second Class)	60-69%
2:2 (Lower Second Class)	50-59%
3 rd (Third)	40-49%
Fail (no award)	39% or less

Top-up Degrees and APL Students

14. Top-up Degrees will be classified based on all 120 credits studied at Level 6.
15. Students who APL directly in Level 6 will have their degree classified based on all 120 credits studied at Level 6.

Weighted average of 120 credits from Level 6

1 st (First)	70-100%
2:1 (Upper Second Class)	60-69%
2:2 (Lower Second Class)	50-59%
3 rd (Third)	40-49%
Fail	39% or less

Exit Awards

16. Where a student (i) fails to achieve sufficient credits to gain the award for which they are enrolled; (ii) **and** has exhausted all reassessment attempts or has terminated their studies early; **but**, 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 Course Specification.
17. All Exit Awards are conferred on a pass/fail basis only.
18. All students will be entitled to a transcript of credit which will outline all credits achieved, irrespective of whether they were used as part of a final award.

City and Guilds of London Art School

19. The University has a partnership with the City and Guilds of London Art School.
20. A Diploma of Higher Education awarded to these students will be calculated through assessing all credit at Level 5. The classification awarded to these students will be determined by the total weighted average for that level.
21. A Bachelor's degree with honours awarded to these students will be calculated through assessing all credit at Levels 5 and 6. The classification awarded to these students will be determined by whichever is the higher value of:
 - a) the total weighted average for Level 5, weighted at 25%, plus the total weighted average for Level 6, weighted at 75%; or
 - b) the total weighted average for Level 6.

22. A Graduate Diploma awarded to these students will be calculated through assessing all credit at Level 6. The classification awarded to these students will be determined by the total weighted average for that level.
23. Any module that comprises credit awarded for previous study or experience, or through credit transfer, should not be included in any calculations that determine an award or classification. Where modules are excluded from calculations for such reasons, weightings must be adjusted accordingly.
24. Classification boundaries are as follows:

		40%	50%	60%	70%	80%	90%
DipHE		<i>Pass</i>		<i>Merit</i>	<i>Distinction</i>		
BA (Hons)		<i>3rd</i>	<i>2.2</i>	<i>2.1</i>	<i>1st</i>		
GradDip		<i>Pass</i>		<i>Merit</i>	<i>Distinction</i>		

Morley College

25. The University has a partnership with Morley College. University Bachelor's degrees with honours awarded to these students will be calculated using Ravensbourne's Top-up Degrees classification rules in paragraph 14.

Rounding and Decimal Places

26. All assessment items and module marks will be calculated to one decimal point. The overall degree mark will be calculated to two decimal points.
27. All marks will be rounded to integers (whole numbers) for display in assessment board reports and transcripts (the standard rounding rule applies: that is, 0.50 or above rounds up and 0.49 or lower rounds down).

b) Chapter 2 – Assessment Rules: Postgraduate Awards

Assessment and assessment components

1. In order to achieve an award, students must pass the assessment(s) in each module, unless the Assessment Board determines otherwise under the rules for compensation (see Chapter 6).
2. Some modules have one (1) assessment item (referred to as a component) to complete to achieve the learning outcomes for that module. In this case, the overall grade recorded for the module will be the grade achieved in the single assessment item.
3. For modules with more than one assessment item (or component), the grade for each component shall be combined according to the validated assessment strategy for the module. The module grade is calculated by combining the grades for the components according to their relative weighting. The weighting allocated to each component is defined during the course approval process. Where the weighted average of a module is 49 or less, the student will fail the module.
4. Where a module has more than one (1) assessment component, students must achieve at least a pass Grade (50%) in each component to pass the module.
5. 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 modules to improve their class of award, and no modules may later be substituted with the intention of changing the award title or improving the class of award.

Degree Classification

Postgraduate Certificate

6. The award of Postgraduate Certificate will be based on all 60 credits at Level 7. Awards will be classified on the following basis:

Distinction	Average weighted mark of 70%-100%
Merit	Average weighted mark between 60-69%
Pass	Average weighted mark between 50-59%
Fail	49% or below

Postgraduate Diploma

7. The award of Postgraduate Diploma will be based on all 120 credits at Level 7. Awards will be classified on the following basis:

Distinction	Average weighted mark of 70%+
Merit	Average weighted mark between 60-69%
Pass	Average weighted mark between 50-59%
Fail	49% or below

Master's Degrees (other than MArch)

8. The award of MA, MSc, MFA or MDes will be based on all 180 credits at Level 7. Awards will be classified on the following basis:

Distinction	An average weighted mark of 70% or over with all modules passed at the first attempt.
Merit	Average weighted mark between 60-69%
Pass	Average weighted mark between 50-59%
Fail	49% or below

Master's of Architecture (MArch)

9. The classification for an MArch award will only take into account modules at Level 7. The calculation will use a weighted average of:
- year one modules accounting for 25% of the total award; and
 - year two modules accounting for 75% of the total award.

Distinction	An average weighted mark of 70% or over with a mark of at least 60% for the Design Theses module (90 credits).
Merit	Average weighted mark of 60-69%
Pass	Average weighted mark of 50-59%
Fail	Average weighted mark of 49% or below

Exit Awards

10. Where a student (i) fails to achieve sufficient credits to gain the award for which they are enrolled; (ii) **and** has exhausted all reassessment attempts or has terminated their studies early; **but**, has achieved sufficient credits to gain a 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 Course Specification.
11. All Exit Awards are conferred on a pass/fail basis only.
12. All students will be entitled to a transcript of credit which will outline all credits achieved, irrespective of whether they were used as part of a final award.

City and Guilds of London Art School

13. A Postgraduate Diploma awarded to these students will be calculated through assessing all credit at Level 7. The classification awarded to these students will be determined by the total weighted average for that level.
14. A Master's degree awarded to these students will be calculated through assessing all credit at Level 7. The classification awarded to these students will be determined by the total weighted average for that level. Any module that comprises credit awarded for previous study or experience, or through credit transfer, should not be included in any calculations that determine an award or classification. Where modules are excluded from calculations for such reasons, weightings must be adjusted accordingly.

15. Classification boundaries are as follows:

	50%	60%	70%	80%	90%
GradDip	<i>Pass</i>	<i>Merit</i>	<i>Distinction</i>		
PgDip	<i>Pass</i>	<i>Merit</i>	<i>Distinction</i>		
MA	<i>Pass</i>	<i>Merit</i>	<i>Distinction</i>		

c) Chapter 3 – Extenuating Circumstances Applications

Extenuating Circumstances

1. The University is committed to helping students achieve their academic, personal and professional potential while studying with the University. If an unexpected or unplanned circumstance happens in a student's life that has affected their academic work, it could be taken into account in assessments.
2. Extenuating circumstances are:
 - a. short-term personal circumstances that could not have been predicted would happen;
 - b. over which the student has no control; and
 - c. that have seriously affected the student's ability to undertake the assessment.
3. The extenuating circumstances policy does not apply to ongoing medical conditions, disabilities, learning difficulties or mental health conditions where other support is available. Where a student has such a condition, they should contact Student Services to arrange any necessary reasonable adjustments. These will be discussed with the relevant stakeholders within the University (e.g. Registry/academic teams). This policy can be used, however, where a pre-existing condition significantly worsens during an Assessment Period.
4. Where a student believes an assessment has been impacted by extenuating circumstances, they must submit an Extenuating Circumstances application on the prescribed form, with the relevant evidence. Students should submit a claim as soon as possible and within 10 (ten) working days of the Assessment deadline. Students should not wait to submit a claim for any reason including awaiting on a piece of evidence.
5. Where an application cannot be submitted within the specified timeframe because circumstances are preventing, or have prevented, timely submission, the reason for the lateness (and any support evidence for the lateness), should be submitted alongside the Extenuating Circumstances form.
6. If a student requires guidance with the Extenuating Circumstances process, the Student Services team can provide assistance.

Religious Observance

7. If a student needs to miss an assessment for reasons of religious observance, they should seek to defer the submission of the assessment and will then be able to take the assessment at the next available opportunity. Please be aware, the next available opportunity may be in the next academic year and students will need to meet the University's progression requirements in order to progress. If a student is attending a religious festival or event around the time of a deadline, they are responsible for planning their work so that it is completed and submitted before the deadline. Please note that attendance at religious events or festivals are not valid reasons for extenuation.

Extenuating Circumstances Consideration

8. Extenuating Circumstances applications will be considered by a Registry Administrator.
9. In coming to a conclusion, the Registry Administrator will:
 - a. make objective, impartial decisions about the validity of the Extenuating Circumstances submitted;
 - b. ensure all applications are supported with appropriate validating evidence;
 - c. meet with the student if they feel it necessary;
 - d. ensure that Extenuating Circumstances remain confidential to the Administrator and members of Student Services.
10. In administering the Extenuating Circumstances Process, the Registry team will:
 - a. ensure that Extenuating Circumstances are only applied once to each assessment attempt;
 - b. ensure that Extenuating Circumstances are processed within a timely manner;
 - c. ensure that all data relating to Extenuating Circumstances are stored securely, and will be held for one academic year.

Result of an Extenuating Circumstances Application

11. Following determination of an application, students will receive an outcome letter to their student email within 10 working days.
12. The outcome letter will inform students that either:
 - a. the application has been upheld;
 - b. the application has been rejected;
 - c. further information is required before a decision can be made, and specifying the information required and the timeframe in which it must be provided.
13. Where an application is upheld, the letter will inform students whether:
 - a. they have been granted an extension of time to complete the assessment and the duration of that extension (a maximum of 5 working days can be approved)¹; or
 - b. whether they have been offered the opportunity of an uncapped resit at the next available opportunity (e.g. at the retrieval opportunity), irrespective of whether the assessment had been passed or failed. (Where an assessment was passed, and the student opts to retake the assessment they will not be permitted to elect to keep the grade where an extenuating circumstances application has been allowed. Further, the latest grade will always be the grade recorded on the student record, even where the latest grade is lower than the original grade).

¹ Excluding Bank Holidays

14. Where a student with successful extenuating circumstances would, as a result of the successful application, be trailing more than the permitted maximum number of credits, the Registry Administrator may require the student to take an interruption of studies following consultation with the Course Leader.
15. Once approved, the outcome will be reported to the next Assessment Board.
16. Under no circumstances will a mark be increased as a result of the Extenuating Circumstances process.
17. Where a student applies for Extenuating Circumstances twice in an academic year or where the matter disclosed may amount to an ongoing condition, as well as considering the immediate application, the student will be referred to Student Services to discuss whether an Individual Learning Plan is required.

Self-Certification

18. In some circumstances the University allows students to self-certify the reasons they were unable to submit an assessment. Where self-certification is allowed, the self-certification will meet the evidence requirements for a valid extenuating circumstance. Where self-certification cannot be used, or the maximum number of opportunities to self-certify has been reached, objective and authoritative evidence will be required to support an extenuating circumstances application.
19. The maximum number of assessment attempts for which a student can self-certify is two, in any academic year. Where self-certification would cover more than two assessments in an academic year, students will be required to provide objective and authoritative evidence to support additional applications.
20. Students can self-certify for a first sit and/or a retrieval.
21. Once an outcome has been granted by the Extenuating Circumstances team, this cannot be overturned.
22. Students cannot submit a self-certification application for the same assessment (i.e. a self-certification cannot be used to extend a previously self-certified extension).
23. Where a student seeks to self-certify for some assessments in a broader diet of assessments, but not others, the student must identify why the extenuating circumstance has impacted the specific assessments and not others in the diet of assessments.
24. Where a student is found to have misled the Registry Administrator through self-certification this will be referred for consideration under the academic misconduct policy.

Appeals

25. Appeals can be made using the University's [Appeals Policy](#).

Stay on Action

26. Where a student is applying for extenuating circumstances on a final assessment attempt, from the date of lodging the application, a stay of action shall be placed on any action or decision affecting the student's registration status or progression

whilst the outcome of the extenuating circumstances application is pending. Assessment Boards or any other body (except for the Academic Board), shall not implement any decision, or consequential action of the final assessment attempt before the outcome of the extenuating circumstances application is known.

27. In furtherance of Paragraph 24 above, pending the outcome of the extenuating circumstances application, and where they have the right, the candidate may undertake classes, attend the University and must prepare for and retake any assessments or examinations that have been scheduled. However, such assessments are sat at the students' own risk.

28. A confidential, written report of the extenuating circumstances applications and the decisions determined shall be made to the Chair of the Assessment Board.

29. The Assessment Board will receive the determination of extenuating circumstances applications, but no details of the circumstances will be disclosed to it.

Examples of Extenuating Circumstances

30. Every application will be considered on its merit and this list should be seen as a guide to what amounts to extenuating circumstances and not an exhaustive list:

- a. Bereavement of a child, sibling, parent (including step-parent) or legal guardian or spouse or civil partner;
- b. Bereavement of a close relative (e.g. grandparent) or friend, with a brief statement of the impact on the student;
- c. Serious personal injury, medical or mental health condition preventing attendance and/or submission of a summative assessment;
- d. Moderate personal injury, medical or mental health condition preventing attendance and/or submission of a summative assessment;
- e. Serious worsening or acute episode of an ongoing disability, medical or mental health condition;
- f. Mental health crisis;
- g. Circumstances where there was insufficient time to put reasonable adjustments in place or where the reasonable adjustments were not sufficient;
- h. New diagnosis of a disability, medical or mental health condition;
- i. Family breakdown (such as divorce);
- j. Financial problems (not work related);
- k. Housing issues such as eviction or unforeseen sudden requirements to move;

- l. Jury Service;
- m. Attendance at court or tribunal as a witness, defendant or claimant;
- n. Serious injury or illness in a child, sibling, parent (including step-parents) legal guardian, spouse, civil partner or partner;
- o. Serious illness of a grandparent, aunt, uncle, or other close relative or close friend with a brief statement of the impact on the student
- p. Unexpected caring responsibilities caused by worsening of ongoing medical or mental health condition in a child, sibling, parent (including step-parents), legal guardian, spouse, civil partner or partner or other close relative;
- q. Victim of a violent crime (e.g. assault, sexual assault, domestic violence, etc.);
- r. Victim of theft or burglary of work or materials required for assessment;
- s. Direct experience of a terrorist incident or natural disaster;
- t. Major fire in residence;
- u. Serious disruption caused by terrorist incident or natural disaster.

31. Every application will be considered on its merit and this list should be seen as a guide to what **does not** amount to extenuating circumstances and not an exhaustive list:

- a. Conditions which were not properly diagnosed at the time by an appropriate authority, e.g. "the patient informs me that...";
- b. Minor illnesses or injuries (such as coughs, colds, headaches, hay fever etc.);
- c. Established, stable disabilities, medical and mental health conditions (unless there is a worsening or acute serious episode);
- d. Conditions which have remained unchanged for more than a year;
- e. Conditions for which the student is already receiving reasonable adjustments from Student Services;
- f. Participation in extra-curricular activities including internship/ job/ applications/ interviews;
- g. Booked holidays or trips to see family abroad;
- h. Religious festivals and events;
- i. Work commitments;
- j. Supporting a friend or relative at court or tribunal;
- k. Ongoing caring responsibilities (including school holidays);
- l. Caring responsibilities for minor illnesses, accidents or injuries (such as coughs, colds, headaches, hay fever etc.);
- m. Failure of student's IT equipment or software.

d) Chapter 4 – Marking and Feedback Policy

Marking and Moderation

1. Marking and Moderation are the processes used to assess student performance and ensure the grades awarded are accurate, fair and consistent. Marking and moderation must be carried out according to this Marking and Feedback Policy for all summative assessment.

Definitions

2. **'Marking'** is the assessment of a student's work against the learning outcomes and 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 course of study as a whole.
3. **'Moderation'** is a process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently across a cohort of students. Moderation is undertaken internally by university staff or those under the direction of the University. Forms of moderation may include:
 - a. sampling;
 - b. 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);
 - c. review of marks: where there is a significant difference between several assessment marks, within or between parts of a course, which indicate the marks may need to be reconsidered.
4. **'Second marking'** where an entire set of assessments (either from an individual marker or for an entire cohort of learners) is marked for a second time. Second marking can either be *blind* (where the second marker does not see the original mark) or *seen* (where the second marker does see the original mark). Wherever second marking occurs it must be consistently either blind or seen. Where second marking takes place, the final overall mark must be agreed before it is released to the student.
5. **'External Examination'** an external and independent process of moderation through which the validity, accuracy and consistency of the assessment process is assured and confirmation of benchmark standards is received.

Marking Scheme

6. All assessed student work is marked in grades. Each grade equates to a percentage value which is used for the calculation of overall module grades. Where there is more than one assessment component on a module, the final module mark is

calculated using a weighted average as indicated in the course specification. Final classifications are calculated using a weighted average in accordance with the degree classification algorithm in Chapter 1 (undergraduate) and Chapter 2 (postgraduate).

7. Undergraduate Marking Scheme

Marking Scheme						
Grade Bands	Classifications	Mark Bands	Algorithm point (Percentage Grade Points)	Marking intervals		
	First	70 -100	100			
	Outstanding		92	High		90 - 100
			82	Medium		80 - 89
			72	Low		70 - 79
	Upper Second	60 – 69	68	High		67 - 69
	Very Good		65	Medium		64 - 66
			62	Low		60 - 63
	Lower Second	50 – 59	58	High		57- 59
	Good		55	Medium		54 - 56
			52	Low		50 - 53
	Third	40 – 49	48	High		47- 49
	Satisfactory		45	Medium		44 - 46
			42	Low		41 - 43
	Marginal Fail	35 – 39	38	Marginal Fail		35 - 39
	Fail		30	Fail		
	NS		0	Non submission		

Elective modules are marked on a Pass/Fail basis and on the assessment the grade should be indicated as PASS or FAIL. Modules marked on a pass/fail basis will not be used in the calculation of a degree classification.

8. Postgraduate Marking Scheme

Marking Scheme						
Grade Bands	Classifications	Mark Bands	Algorithm point (Percentage Grade Points)	Marking intervals		
	Distinction	70 -100	100			
			90	High		90 - 100
			80	Medium		80 - 89
			72	Low		70 - 79
	Merit	60 – 69	68	High		67 - 69
			65	Medium		64 - 66
			62	Low		60 - 63
	Pass	50 – 59	58	High		57- 59
			55	Medium		54 - 56
			52	Low		50 - 53
	Marginal Fail	45 – 49	48	High		45- 49
	Fail		40	Medium		31 - 44
			30	Low		0 - 30
	NS		0	Non submission		

9. For each assessment, the marking team must create a marking scheme which outlines the expectations of students in order to achieve a grade in each band. The scheme should reference the learning outcomes of the module and give an indication as to the content and/or quality that would be expected. The marking scheme should then be used by the marking team to ensure consistency of marking across the cohort.

Assessment Design

10. Assessments should be based on the modules' learning outcomes and marking criteria. Assessment should be fair, equitable and accessible with the principles consistently applied across all courses and levels. It is essential that they be transparent and reliable but pose the appropriate academic challenge. Project Briefs must be produced for each component of assessment as described in the module specification using the approved template and verified by the senior academic leader for the subject before being published to students.
11. All assessment documentation is to be:

- a. clearly worded (using plain English or appropriate specialist language);
- b. accessible;
- c. available at the appropriate time; and
- d. published in the appropriate place.

12. Assessments will be validated at the course approval stage. An indicative guide as to appropriate assessments² is given below:

Credits	Exam	Essay	Tech Report/Briefing	Oral Presentation³	Industry Research Project	Research / Dissertation
20	2 hrs	2,500	2,000	20 mins	2,500	Proposal 5,000 words
40	4 hrs	5,000	4,000	40 mins	5,000	5,000
60	n/a	n/a	n/a	60 mins	7,000	7,000

13. Tasks should be mapped to the learning outcomes and should always be appropriate to the levels of outcomes to be assessed and the mode of delivery of the module. Language used should be comparable in standard with the appropriate external benchmarks and the University grading criteria. The amount of work should be consistent across modules and relative to the credit value. Assessment tasks must match the validated assessment strategy in the module specification.

14. Submission deadlines should always be set in advance and should be included within the Project Brief given to the student and be set in line with Board of Examiner dates. The time of submission must be within the normal working day and good practice would be to allow time for software issues to be resolved (e.g. 4pm not 5pm.) Course Leaders should also consider the accessibility of physical hand

ins, for instance early submission times (e.g. 10am) may be affected by disruption to public transport.

15. The Project Brief should also include the date of publication of the provisional grade and feedback. The amount of work should be consistent across modules and relative to the credit value. Course Leaders are encouraged to issue a schedule of submission dates for all modules on the course to prevent clashes and unreasonable workload on students. Submission should normally be through the VLE. If a physical hand in or any other method is required, the details of this should also be set out specifically within the Project Brief.

² Other methods of assessment can be added to the guide, following approval from the Quality and Policy Committee.

³ To include time for questions and answers, at least 5 minutes per 20 credits

16. Prior to use, each Project Brief should be reviewed by the relevant external examiner.

Summative Assessment Marking Process

Stage 1 of 5: Standardisation

17. The standardisation process precedes full marking of assessments. It ensures markers are confident that they are marking consistently in accordance with the mark scheme. The assessment leader and markers are all expected to take part in this process by marking the standardisation assessment and then meeting (in person or online) to discuss the marks awarded, their approach to the mark scheme and where permitted, make changes to the scheme to ensure that it reflects appropriate academic standards.
18. Assessment leaders must choose the standardisation assessment, trying to provide a balance where, in the opinion of the assessment leader, one appears to be a top mark assessment, one fail mark assessment and one a middle mark assessment.
19. Markers must adhere to the agreed mark scheme. If after the standardisation meeting, markers encounter unusual answers not discussed during the standardisation meeting or included in the mark scheme, they are required to refer these to the Module Leader or nominee.

Stage 2 of 5: First Marking

20. A marker or markers first marks all assessments allocated to them. Each assessment is marked once by a single marker.

Stage 3 of 5: Second Marking OR Moderation

21. An assessment must be second marked or moderated. The two processes are distinct and must not be mixed or altered.
22. All courses that contain 10 or fewer students must moderate the entire sample for every module. For courses with more than 10 students, they are expected to moderate all modules but can choose to second mark a module if there is good reason to do so.

Option A: Second Marking

23. Second marking occurs where every single assessment is marked for a second time by a marker who did not first mark the assessment. Second marking can be blind or seen.
24. Once the second marker has completed their marking, they must meet the first marker (in person or online) and agree a mark for each piece of assessed work. The agreement mark must be a product of discussion where the marks between

two markers differs. It must not be a decision to take the higher mark, lower mark, average or any other non-discursive approach.

Option B: Moderation

25. Moderation is where a moderator examines a batch of assessments from a single first marker. One moderator can moderate all first markers (where there is more than one) or there can be multiple moderators.
26. For each moderator, the assessment leader must create a bundle consisting of:
 - a. a minimum of 10% of the total assessments that cover outcomes across the grade categories including, where available, failed assessments.
27. The moderator's role is to determine the following question ('The moderation question'): *Has the first marker correctly applied the mark scheme and/or marking criteria to the assessments in the moderation bundle?*
 - a. If the answer is yes, the first marker's marks for all assessments (not just those in the bundle) are approved and considered to be the final mark awarded a candidate; or,
 - b. if the answer is no, then the moderator must decide between the following two choices:
 - i. If the moderator takes the view that there is an identifiable issue with the first marker's marking, e.g. the treatment of a particular question, issue or point on a mark scheme, then the moderator must reject the sample and return it to the first marker and ask them to re-mark all assessments (not just those in the sample) on this point or where multiple points are identified, on each point identified
 - ii. Alternatively, if the moderator takes the view that there is no identifiable issue and therefore the marking is inconsistently substandard, they must reject the bundle which in turn would lead to all assessments (not just the bundle) being marked afresh by a new first marker. Where this happens, the new marker must be subject to the moderation process based on their marks.
28. At any point in the moderation process a moderator is entitled to ask for sight of any other assessments from the same marker in order to answer the question in this section.

Stage 4 of 5: Assessment Leader Sign-off

29. Following second marking or moderation, the Assessment Leader must sign off the marks for the assessments before samples are sent to the External Examiner.

Stage 5 of 5: External Examination

30. The External Examiner must be sent the following:
 - a. a schedule of final marks for all assessments;

- b. a sample size and range of scripts in accordance with the regulations on Marking and Moderation set out in paragraph 26, above; and
- c. a reminder of their ability to request further assessments.

Records and Auditing

31. Markers and moderators are responsible for ensuring that:
- a. assessment forms have been properly annotated to indicate that they have been first marked; and,
 - b. assessment forms have been properly annotated to indicate that they have been moderated or second marked if appropriate; and,
 - c. assessment forms have the final mark awarded clearly and unambiguously stated on the face of them.

Formative assessment

32. Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback.
33. All assessments for the award of credit should have a formative stage (to be determined by the course team) and a summative point. Feedback and feed forward should be provided at the formative stage but students should not be awarded a grade. This feedback can be verbal, written, group or individual according to the type and size of the assessment task.

Summative assessment

34. Summative assessment demonstrates the extent of a student's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or course, and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a module of teaching. Summative assessment is used to quantify achievement, to reward achievement, to provide data for selection (to the next stage in education or to employment). For all these reasons the validity and reliability of summative assessment are of the greatest importance. Summative assessment can provide information that has formative/diagnostic value.
35. Both grades and feedback must be released to students within twenty working days⁴.
36. For collaborative partners, these turnaround times may differ but must be approved at the point of the validation agreement.

Feedback

⁴ Excludes weekends and public holidays.

Except in the case of the Dissertation module (C18301), where feedback and grades will be released within a maximum of fifty days, to allow for the thorough application of the University's moderation processes. See Schedule C for the derogation from paragraph 35.

37. Feedback, at both formative and summative stage is a critical development tool and should:
- a. relate to both the learning outcomes, the assessment criteria and the grading criteria;
 - b. always be clear relevant, motivating and constructive;
 - c. include an element which feeds forward;
 - d. be presented in a developmental manner;
 - e. be written clearly and concisely as an academic judgement not as a personal opinion; and
 - f. clearly demonstrate what it is for and what has been achieved.
38. Courses may employ self and peer evaluation within their overall assessment processes. Self and peer assessment are valuable tools in enabling students to understand marking processes and the process of academic judgment in marking. Self and peer evaluation may be used:
- a. when students have been working in teams and reflect upon their own or their peers' performance;
 - b. when students undertake a piece of work (e.g. a written exercise in class or create something and bring it to class) and self-assess and/or peer assess the work against a set of marking criteria.
39. Summative feedback must be provided on the appropriate Assessment Feedback Form and must include any verbal feedback which was provided. This form relates to both the Learning Outcomes and the Marking Criteria for that module. The pre-completed information on the form must not be altered.

Staff Training

40. All academic staff should receive an assessment briefing provided by their line manager as part of their induction process. This is essential to ensure that an equitable approach is applied across the board. Staff should be directed to additional sources of information such as the University Intranet. No member of staff should undertake marking without having received an assessment briefing.

e) **Chapter 5 – Failure, Progression and Retakes**

Failed assessment

1. Submissions which are failed include:
 - a. Late submissions where the assessment is submitted 8+ hours after the deadline (e.g. a digital assessment submitted after midnight on the day of the deadline if the deadline was 4pm, or a physical assessment submitted after 8pm on the day of the deadline if the deadline was 12pm));
 - b. Marked as failed on assessment;

Failed assessments or non-submissions must be resubmitted as a retrieval attempt and considered as such by the Assessment Board.

2. No prior extensions to submission deadlines are permitted. Students who are unable to meet a submission deadline due to unforeseen circumstances should apply for extenuation (see Extenuating Circumstances Policy).
3. Failure in any component will result in a Fail grade for the component. Non-submission in any component will result in a non-submission for the component. Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module. Where a student does successfully retrieve a component failure, the grade for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.
4. Elective modules are marked as Pass or Fail only and failure at resubmission will be marked as a Fail.
5. Where an Assessment Board has determined that a module has been failed, a student shall be required to resubmit only in relation to the assessment item(s) (or components) they have failed within that module.
6. Where an assessment board determines that no attempts have been made to submit any assessments for 2 consecutive semesters (e.g. Semester 1 and Semester 2 or Semester 2 and Semester 3) and a student has 'NS' (Not Submitted) recorded against all assessment items, no further opportunity to retrieve the work will be offered and the student's registration will be terminated meaning they will be withdrawn from the course and deemed no longer a student at the University, except where a student has approved extenuating circumstances in place.
7. A student who fails a third attempt at any assessment will be withdrawn for academic failure and may not apply to the University for re-enrolment except by

the express permission of the Dean or equivalent or nominee⁵. They may be eligible for an exit award depending on the number of credits achieved at the point of withdrawal.

Late submissions

8. An assessment submission that is deemed late is one that is submitted up to 8 hours after the given deadline. Assessments submitted beyond this time will be recorded as a Fail.
9. Late submissions will be capped at 40% for undergraduate students, or 50% for postgraduate students.

Progression

10. Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or a 50% for postgraduate students. Some modules, 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.
11. 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 semester by the Interim Assessment Board.
12. Where an award has defined stages, a student who has achieved passing marks in all modules 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 they:
 - a. are making satisfactory academic progress, as set out in the regulations;
 - b. have the prospect of gaining an award by continuing to follow his or her current award, or an alternative award;
 - c. are not under sanctions for being in tuition fee debt to the University; and
 - d. are not excluded from the University for any reason.

Compensation

13. A Final Assessment Board may permit a marginal fail of one module of up to 20 credits (from September 2022) or 30 credits (before September 2022), at Level 4 and Level 5 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 module will remain on the record
14. Only one module per course of study may be compensated. For students who commenced a course before September 2022, modules may not be combined to the value of 30 credits for the purpose of compensation. For

⁵ Where an award is governed by UAL regulations, their policies will take precedent over Ravensbourne University in relation to failed assessments, if they differ:
<https://www.arts.ac.uk/study-at-ual/academic-regulations/course-regulations>

students who commenced a course after September 2022, modules may not be combined to the value of 20 credits for the purpose of compensation.

15. Where a student has failed one taught module and meets the criteria in paragraph 19 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 courses (35-39).
16. A Level 4 or Level 5 module may be compensated where there is a marginal failure at the overall module grade level. Compensation may not be applied in Level 6 or 7.
17. Compensation cannot be applied for any module where assessments are marked on a pass/fail basis, i.e. no marks are awarded; or where passing the module is a regulatory requirement of an accrediting PSRB (e.g. the ARB).
18. 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.
19. For a module to be compensated, the following conditions must apply:
 - a. The module mark is within the marginal fail region of 35-39 for UG;
 - b. the failed module must have a credit value of 30 or less;
 - c. all other modules/credits in the level must have been passed;
 - d. each assessment component in the compensated module must have been attempted with a minimum grade of 35-39 (undergraduate) in each component;
 - e. the module is not exempt from compensation (e.g. the module is marked pass/fail);
 - f. there are no PSRB requirements that prevent compensation or a particular module from being compensated; and
 - g. the module is not/has not been subject to academic misconduct.

Trailing Credits

In-year trailing credits

20. Students are permitted to trail credits from one semester to the next (in- year trailing credits) where they have failed a submission and are required to resubmit in the summer semester. However, the Assessment Board may require a review of a student record where that student has more than 45 credits (pre-September 2022 students) or 40 credits (post-September 2022) 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 (pre-September 2022) or 40 credits (post-September 2022) or more of resubmission alongside their timetable for the next semester. The review team may present the Chair of the Assessment Board with an alternative pattern of resubmission for Chair's Action.

Resubmission

21. Students who have been awarded a failing grade for a module 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 Internal Assessment Board.
22. The Assessment Board may permit an undergraduate student a maximum of three submissions – one first submission and two resubmissions – to pass a module.
23. The Assessment Board may permit a postgraduate student a maximum of three submissions – one first submission and two resubmissions – to pass a module.
24. The timing of the first resubmission will normally be as follows:
 - a. Undergraduate courses: During the third semester for semester one and two failures.
 - b. Postgraduate courses: as soon as is practicable following the decision of the Internal Assessment Board.
25. Students who pass the module following the first resubmission will be awarded the minimum pass grade of 40% (undergraduate) or 50% (postgraduate) for that component or module if there is only one assessment component for that module. For modules that are marked as Pass/Fail, a Pass will be recorded for the module.
26. 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 module following the second resubmission will be awarded the minimum pass grade of 50% (postgraduate) or 40% (undergraduate) for that component or module if there is only one assessment component for that module. Where the module is marked PASS/FAIL, the resubmission, where passed, will be awarded as a PASS.

Repeating modules

Repeating modules

27. Where a student has failed part of a level, progression to the next stage of their course is not permitted. Students in this circumstance may be offered the opportunity to repeat the outstanding modules in the next academic year prior to advancing to the next stage.
28. Repeat modules will be offered only once and grades will be capped at the minimum pass grade for the module unless extenuating circumstances have been approved. Students who are repeating a module may be referred to the Fitness to Study policy.
29. Once a student has successfully completed repeat modules, they may continue their studies at the start of the following academic year.

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

Latest Marks

31. 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 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.
32. 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.

Modules Which Have Been Passed

33. Once a student has passed a module, they cannot be reassessed in that module unless they are deemed a 'Retake' student and are retaking a stage or level or where approved Extenuating Circumstances apply. Students may not choose to re-take the whole or a part of the assessment for any module that they have already passed in an attempt to improve the mark obtained.
34. The classification of a student's award is determined at the point where that student becomes eligible for the award, and no modules may later be substituted with the intention of changing the award title or improving the classification.

Discontinuation of modules

35. Where a student is required to repeat a module 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 module is no longer available, the student will be required to undertake an alternative module. Where the module to have been repeated would have been a second or third attempt, the alternative module being taken will be regarded as being taken at the second or third attempt, as applicable, and recorded as such.

Maximum Time Limits

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

f) Chapter 6 – Retention and Destruction of Work Submitted for Assessment

Scope

1. This policy sets out the University's policy on the retention and destruction of (uncollected) assessed coursework, practical work, dissertations and examination scripts for both undergraduate and taught master's courses. This policy will apply to all assessments whether physical or electronic.
2. The University must retain assessment submissions for a specified period in order to meet academic, statutory and regulatory requirements. After this period, however, assessed coursework which has not been returned to, or collected by students, should be destroyed securely to avoid the accumulation of documentation in the interests of health and safety, data protection and the general efficiency.

General Operational Principles

3. Whenever possible practical and course work submitted for assessment, whether electronic or physical shall normally be retained for a minimum three months after the Assessment Board at which the work is considered. The purpose of the retention period is to allow sufficient time for students to appeal.
4. All project briefs should state clearly the date when work submitted for assessment will be available for return, together with the date on which the work will be disposed of if not collected.
5. Practical and course work submitted for assessment, whether electronic or physical should not normally be retained for more than six months after the Assessment Board at which it was considered⁶. For example, uncollected work considered at the Summer Assessment Board should be destroyed at the end of the Autumn Term and retrieval work submitted at the September Assessment Board should be destroyed by the end of the Spring term at the latest.

Exemptions

6. The following exemptions apply to the general principles:
 - a. Appeals: assessed work for students who have appealed should not be returned to them or destroyed until the appeal process is complete.
 - b. Academic Misconduct or Plagiarism: where an assessment is the subject of investigation for academic misconduct or plagiarism, the work should be retained until the process is complete.
 - c. Large Project Work or Design Work: it may not be practical to retain larger scale design or exhibition work beyond the Assessment Board itself. In particular, this will be the case where students require work for their portfolios in seeking employment or for external exhibition. In such cases, there is an onus on course teams to record carefully what was submitted,

⁶ Where there is a regulatory requirement to retain work for a longer period, this will take precedence

in order to prevent any dispute about the quantity or nature of the work submitted during a subsequent appeal.

- d. Examination scripts: examination scripts are the property of the University, and as such are not normally returned to students. These should be destroyed three months after the Examination Board.
- e. Work retained for benchmarking, external review, learning and teaching or promotional purposes
- f. PSRB Requirement: it is a requirement of some statutory bodies that samples of assessed work are retained for the purpose of future scrutiny. The exact number and nature of these samples are prescribed by the bodies concerned. Course teams should consult the relevant guidance provided by such bodies.
- g. Future Benchmarking: it is also good practice to retain examples or samples of previously assessed work for benchmarking in assessment, for use in future reviews or as anonymised examples to show future students. Typically, such samples should be:
 - i. in total no greater than the square root of the cohort size;
 - ii. cover all modules and assessment types;
 - iii. cover the life cycle (student journey) of the course.

Such work should not be retained without the student's permission in writing or via email (except where multiple copies exist).

Student Disclaimer

- 7. Students are advised to retain a copy or backup of all coursework/assignments submitted for assessment. The University will attempt to ensure, where appropriate, that work is returned to a student. The University will not, however, be held responsible for the loss, damage or non-return of work submitted for assessment and specifically excludes liability for such to the fullest extent of the law. Normally, students will be notified when coursework or assignments are available for collection and assignments not returned to, or collected by students, three months after consideration by the relevant Assessment Board, will be destroyed. Examination scripts and dissertations are not returned to students following assessment and are the property of the University.

g) Chapter 7 – Aegrotat and Posthumous Awards

Aegrotat awards

1. Assessment Boards may, at their discretion, award an Aegrotat degree where a student is unable to complete their studies through severe and/or permanent illness.
2. Awards may be given at the level at which the student was studying where there is not enough evidence to recommend the award, but the Assessment Board is satisfied that but for the illness or other valid cause the student would have reached the standard required.
3. Aegrotat degrees are unclassified.

Posthumous Awards

4. The Academic Board may, at its discretion, posthumously award any of the awards conferred by the University. The award may be accepted on the student's behalf by a parent, spouse or other appropriate individual. The award certificate will not refer to its having been conferred posthumously.
5. Posthumous degrees are unclassified.