

UNIVERSITY OF BEDFORDSHIRE

ACADEMIC REGULATIONS

ASSESSMENT REGULATIONS FOR POSTGRADUATE TAUGHT STUDIES

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SECTION 5b ASSESSMENT REGULATIONS FOR POSTGRADUATE TAUGHT STUDIES

Courses with approved variations (for details of the variations please see Section 7 of the Academic Regulations)

Mentorship and Support for Professional Practice (level 7) – Short course
Nurse and Midwife Independent and Supplementary Prescribing (V300) level 7 – Short course
Practice Teacher Preparation – Short course
Social Work – MSc
Specialist Community Public Health Nursing (Health Visiting) - MSc
Specialist Community Public Health Nursing (Health Visiting) – Postgraduate Diploma
Specialist Community Public Health Nursing (School Nursing) - MSc
Specialist Community Public Health Nursing (School Nursing) - Postgraduate Diploma
Specialist Practitioner Community District Nursing - MSc
Specialist Practitioner Community District Nursing – Postgraduate Diploma

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APPROVED

1. Introduction

- 1.1. The University of Bedfordshire's Academic regulations provide the regulatory framework for assessment processes. Academic Regulations are agreed by and can only be amended by the Academic Board. The implementation of these Regulations is set out in guidance in the Quality Handbook. The Handbook also covers arrangements for quality assurance of implementation, and has been designed to complement, and be read in conjunction with, these Academic Regulations.

2. Purposes of Assessment

- 2.1. Within its regulations the University of Bedfordshire identifies the purposes of assessment as:
- To measure a student's achievements against the intended learning outcomes of the unit and course.
 - To assist student learning by providing appropriate feedback on performance.
 - To provide a reliable and consistent basis for boards of examiners to determine the progression of, and conferment of awards to, students.
- 2.2. Assessment is an integral part of our approach to facilitating student learning. It is part of a progressive process by which students learn to develop their ability to critically evaluate, to analyse and to take responsibility for their own work. It contributes to their employability and to their ability to be life-long learners.
- 2.3. Assessment practices and processes must be robust and conform to internal and national expectations, ensuring confidence in the reliability, validity and authenticity of grading.

3. Principles of Assessment

- 3.1. The following principles underpin the University's approach to assessment.

Assessment strategies

- The assessment of unit outcomes is designed to contribute to, or to support, the achievement of course level outcomes.
- Assessment strategies are coherent and developmental across a course, supporting learner development and enabling students to achieve their potential.
- Assessment strategies strike a balance between summative and formative assessment.

- Students experience a range of assessment activities designed to support the progressive development of their knowledge, understanding, skills and employability.

Standards

- Assessment practices and processes are robust and conform to internal and external expectations, ensuring confidence in the reliability, validity and authenticity of grading.
- Assessment criteria are clearly specified, aligned to the level of the unit and its learning outcome, and used as a basis for marking and grading.

Assessment activities

- Assessment activities relate to the intended learning outcomes of the unit and support the overarching assessment strategy for the course.
- Assessment activities enable students to demonstrate the learning outcomes in ways which are inclusive and equitable.
- Assessment activities support academic integrity and minimise opportunities for academic offences.

Engaging students

- Students are supported in developing and understanding of expectations through assessment briefs and active engagement with the assessment process and criteria.
- Assessment supports student self-management and reflection, giving students the confidence and skills to use the variety of feedback available to them to monitor and improve their performance.
- Realistic and balanced assessment workloads spread the assessment loading and ensure adequate time for the associated learning.
- Timely and meaningful feedback supports the learning process.

Reviewing and evaluating

- The design and delivery of assessment is a collegiate activity which necessitates academic teams discussing and agreeing expectations and outcomes.
- Assessment practices are continuously reviewed and refined to ensure they are supporting students and their learning, and meeting institutional principles.

4. Marks

- 4.1. Student work will be marked using the University grading scheme (Refer to table A).
- 4.2. Exceptionally some units are graded on a pass/fail basis, requiring approval by TQSC.
- 4.3. Marks for elements of assessment must be whole numbers. If there are a number of components within an assessment these must be aggregated and the calculation, rounded, using the convention: 0.5 and above rounded up, otherwise rounded down, to the nearest whole number.
- 4.4. Marks or part/s of marks are not awarded for attendance.
- 4.5. Credit is awarded on successful completion of a unit.
- 4.6. Successfully completed units cannot be reassessed.
- 4.7. Units taken in addition to the prescribed courses will not contribute to the award.

5. University Grading Scheme

Grade letter	Mark Band %	Grade Descriptor	Award Classification	
A+	80-100	Outstanding	P	Distinction
A	75-79	Excellent		
A-	70-74			
B+	67-69	Commendable	A	Commendation
B	64-66			
B-	60-63			
C+	57-59	Good	S	Pass
C	54-56			
C-	50-53			
D+	47-49			
D	44-46	Satisfactory	S	Pass
D-	40-43			
E	35-39	Marginal Fail	F A I L	
F	25-34	Fail		
F-	1-24	Fail		
G	0	Non-submission		

Table A

6. Elements of assessment and passing units

- 6.1. Students must submit their assignments as specified in the assignment brief.
Failure to submit by the published deadline will be classed as a non-submission.

- 6.2. Students studying on postgraduate courses will be permitted an attempt at a repeat assessment for non-submission in the taught elements only.
- 6.3. Students must satisfy the Board of Examiners that they have met the intended learning outcomes of the unit by undertaking assessments. The aggregate pass mark for a unit is 40%. Where elements of assessment are confirmed as assessing different learning outcomes, each must achieve the pass mark. The approved course specification may stipulate further requirements for one or more assessment components as specified by a PSRB or other external awarding body.
- 6.4. Students who submit all elements of assessment and do not successfully complete the unit have a further opportunity to pass the unit by undertaking a repeat assessment of all failed elements of assessment at the next opportunity. All repeat assessment, including for non-submission, must be taken at the next scheduled opportunity. The grade for the repeat assessment element is capped at the minimum pass mark.
- 6.5. The greater of the two marks; 1st or repeat assessment outcome will be used to calculate the final unit result and any subsequent award outcomes.
- 6.6. Students who do not pass a unit on repeat assessment will retake the unit at the next scheduled opportunity. Students who retake must be assessed in all elements of assessment in the unit they did not pass; unit substitutions for retake opportunities will be approved by the TQSC exceptions panel. The retake marks override any previous marks for the unit. The full range of marks will be available in assessing the retaken unit unless specified by the University's Academic Conduct Panel.
- 6.7. Students who do not pass the unit on their retake will have one final opportunity for repeat assessment as described under Regulation 6.4 – 6.6. This is the final opportunity that will be offered to pass the unit.
- 6.8. Where the unit to be retaken is for a designated dissertation/project the supervisor and supervisee must agree the necessary modifications to the topic and/or methodology at the start of the retake supervisory process. .

7. Progression

- 7.1. Where allegations of academic offences are made they will be investigated. Such offences include cheating, plagiarism, the fabrication of information and impersonation.
- 7.2. Postgraduate courses are divided into two stages: the taught component; and the Master's level independent work or dissertation (called 'dissertation' throughout this

document). The taught component will consist of 120 credits and the dissertation stage will amount to 60 credits.

- 7.3. Students' progress to the dissertation stage provided they have attempted all elements of the prescribed assessment for the taught stage; have passed units to the value of at least 90 credits; and providing the repeat assessment is not due to an academic offence.
- 7.4. The Examination Board will make a decision about progression in line with Regulation 6.3. Students who do not meet the requirements will be required to cease work on their dissertation until they are in a position to progress as described in Regulation 6.3.
- 7.5. A student, who has not attained a minimum of 30 credits by the end of the taught stage i.e. after repeat assessment, will be required to leave their course as determined by the relevant Board of Examiners.
- 7.6. The classification of a student's award is determined by the Board of Examiners. No units may later be substituted with the intention of changing the award title or improving the class of award.
- 7.7. Assessments will be submitted and graded in accordance with the University's published procedures.
- 7.8. The determination of the grade for a student's assessment concludes with a decision by the Board of Examiners.

8. Award classification

- 8.1. All marks are used to calculate a grade average for the award outcome, the result of this average calculation is rounded using the convention: 0.5 and above rounded up, otherwise rounded down to the nearest whole number.
- 8.2. A student who has satisfied the requirements for a Master's degree may be awarded a Master's degree with Distinction if he or she has fulfilled the following criteria:
 - 8.2.1. Attained a grade of 65% or above overall; and
 - 8.2.2. Attained a grade of 70% or above in the dissertation stage.
- 8.3. A student who has satisfied the requirements for a Master's degree may be awarded a Master's degree with Commendation if he or she has fulfilled the following criteria:
 - 8.3.1. Attained a grade of 55% or above overall; and
 - 8.3.2. Attained a grade of 60% or above in the dissertation stage.
- 8.4. A student who has satisfied the requirements for a Postgraduate Diploma as an exit award may be awarded a Postgraduate Diploma with Distinction if he or she has fulfilled the following criteria:
 - 8.4.1. Attained a grade of 65% or above overall; and

- 8.4.2. Attained a grade of 70% or above in at least 60 academic credits.
- 8.5. A student who has satisfied the requirements for a Postgraduate Diploma as an exit award may be awarded a Postgraduate Diploma with Commendation if he or she has fulfilled the following criteria:
- 8.5.1. Attained a grade of 55% or above overall; and
- 8.5.2. Attained a grade of 60% or above in at least 60 academic credits.
- 8.6. A student who has satisfied the requirements for a Postgraduate Certificate as an exit award may be awarded a Postgraduate Certificate with Distinction if he or she has fulfilled the following criteria:
- 8.6.1. Attained a grade of 65% or above overall; and
- 8.6.2. Attained a grade of 70% or above in at least 30 academic credits.
- 8.7. A student who has satisfied the requirements for a Postgraduate Certificate as an exit award may be awarded a Postgraduate Certificate with Commendation if he or she has fulfilled the following criteria:
- 8.7.1. Attained a grade of 55% or above overall; and
- 8.7.2. Attained a grade of 60% or above in at least 30 academic credits.
- 8.8. A student who has met the requirements for either a Master's/Postgraduate Diploma/Postgraduate Certificate award with RPL attached to their study will be considered for enhanced award status based on 50% of the University of Bedfordshire's credit only.
- 8.9. A candidate for any postgraduate award who fails to satisfy the requirements for the intended award but satisfies those for a lower award will be eligible for the lower award.
- 8.10. When used as exit awards the Postgraduate Certificate and Postgraduate Diploma may be awarded as an unnamed exit award in accordance with and adopting generic learning outcomes as specified in Section 2: Awards and Courses. The Postgraduate Certificate and Postgraduate Diploma may be established as named exit awards for a course and also conferred as named awards where the requirements, including relevant assessment, are defined through the course approval process.

9. Boards of Examiners

- 9.1. Decisions about the assessment of students are made on behalf of the Academic Board by Boards of Examiners.
- 9.2. Boards of Examiners are established at two levels: Portfolio Boards of Examiners; and the Scheme Board of Examiners.

- 9.3. Portfolio Boards of Examiners have delegated authority to agree progression decisions for students and recommend award decisions to the Scheme board of Examiners.
- 9.4. The Scheme Board of Examiners is responsible for the conferment of awards and credit for exit decisions.

10. Academic offences

- 10.1. If a student on a taught course leading to a University of Bedfordshire award is accused of an academic offence, the procedures described in the University's Academic Discipline Policy and Procedure (see <https://www.beds.ac.uk/student-experience/academic-information/academic-discipline-policy>) will be followed.

11. Appeals against decisions of Boards of Examiners

- 11.1. In line with the Policy regarding Academic Appeals and the Procedures to be followed when submitting an appeal; a student may appeal against the decision of an examination board. The policy is found at <https://www.beds.ac.uk/aboutus/quality/regulations>.
- 11.2. Academic appeals are not valid where they relate to academic judgement.