

UPDATING AND APPROVING ASSESSMENT & AWARD REGULATIONS

Version	Update and Reason	Author and Title	Date of Approval by the Teaching Quality Committee	Effective Date	Review date
1.0	Transfer to new AQAEP template	Head of Examinations and Assessments, Academic Quality Manager	n/a	September 2023	September 2028

Contents		Page
1	Purpose	3
2	Scope	3
3	Associated Documents	3
4	Procedure	3
Appendices		
1	Flow chart to show timeline for updates to the General and Programme Regulations for the MSc/PGDip/PGCert Veterinary Epidemiology and Public Health and the MSc/PGDip/PGCert Livestock Health and Production delivered in partnership with the University of London Worldwide.	5
2	Flow chart to show timeline for updates to RVC Assessment and Award Regulations	6
3	Template for RVC Assessment and Award Regulations	7
4	Formatting guidance for RVC Assessment and Award Regulations	10

1. PURPOSE

A course's Assessment & Award Regulations sets out the assessment scheme, including requirements for progression, classification, and graduation for the programme.

2. SCOPE

Assessment and Award Regulations should be available for all award-bearing provision, both undergraduate and postgraduate, except for the PhD and Cert AVP.

3. ASSOCIATED DOCUMENTS

Assessment and Award Regulations:

- Template for RVC Assessment and Award Regulations – available from Exams Office (see Appendix 1)
- Formatting Guidance for RVC Assessment and Award Regulations (see Appendix 2)
- [Design Guidance for design of assessment in modules](#)
- Design and Approval of Courses.
- Appendix 1 – Flow chart to show the timeline for updates to the General and Programme Regulations for the MSc/PG Dip/PG Cert delivered in partnership with the University of London Worldwide.
- Appendix 2 – Flow chart to show timeline for updates to RVC Assessment and Award Regulations.
- Appendix 3 – Template for RVC Assessment and Award Regulations.
- Appendix 4 – Formatting guidance for RVC Assessment and Award Regulations.

4. PROCEDURE

- 4.1. Assessment and Award Regulations are required to be published on the RVC's website at least nine months before the start of the academic year to which they apply, therefore by mid-December for courses starting the following September. For flow charts showing the timescales please see appendices 1 & 2.
- 4.2. Annually the Academic Quality Administrator (Standards), prompts the Head of Examinations and Assessments to initiate a conversation with Course Directors/Year Leaders, for change requirements to the Assessment and Award Regulations for the academic year commencing the following September.
- 4.3. If changes are required, the Head of Examinations and Assessments or relevant Exams Officer organises a meeting(s) with Course Directors/Year Leaders, representatives of Modules/Strands, and Programme Support Coordinators (via the Course Support Seniors) to confirm the desired amendments.

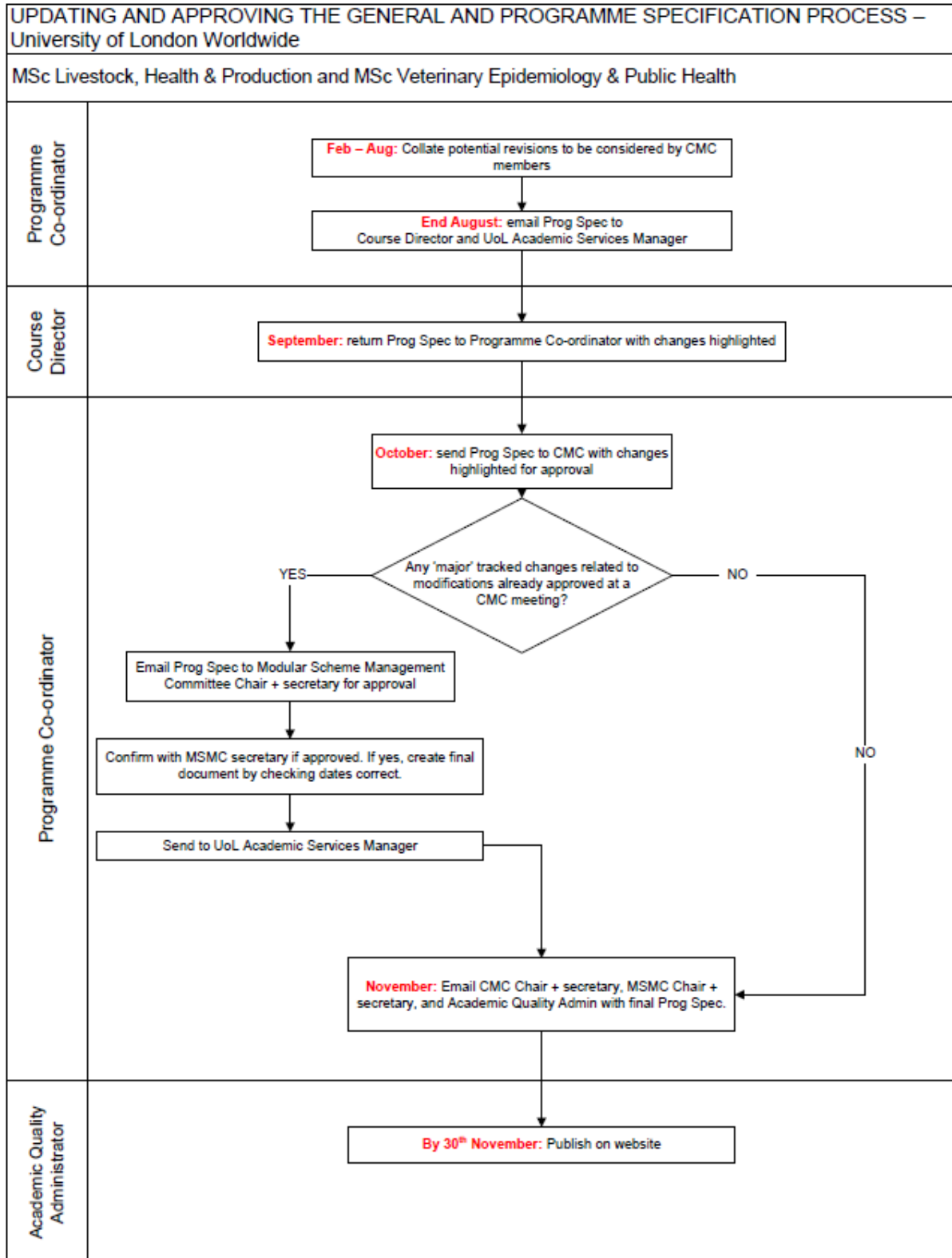
- 4.4. The Head of Examinations and Assessments or relevant Exams Officer assess any implications of the suggested changes, particularly against the content in appendix 4, and either publish the Assessment and Award Regulations (pdf) to the RVC's website or further discuss any implications with the Registrar.
- 4.5. If committee consideration and/or approval is required, the Course Director / Year Leader would take the proposed changes to the Course Management Committee in the first instance and then to Modular Scheme Management Committee (MSMC) for modular award-bearing provision, or to the Learning, Teaching, and Assessment Committee (LTAC) for *non-modular provision.

**Non-Modular award-bearing provision can loosely be described as the professional degrees or those leading to professional registration = BVetMed, BSc Animal Health and Disease, BSc/FdSc Veterinary Nursing, MVetMed, Cert AVP, PG Dip Veterinary Clinical Practice and PG Cert in Veterinary Clinical Studies.*

- 4.6. Only in extreme circumstances, where academic standards are threatened, can changes to the Assessment and Award Regulations' arising from the summer diet of Exam Board meetings be considered for the upcoming academic year. These changes must be deemed urgent and essential by the Registrar and Chair of the Learning, Teaching and Assessment Committee (LTAC).
- 4.7. Programme Support Coordinators will need to include a hyperlink to the Assessment and Award Regulations as published on the RVC website in RVC Learn course pages. This assures good version control.
- 4.8. Not all courses commence annually in September. The Course Directors for such courses will need to agree the timescales for making changes to the Assessment and Award Regulations in consultation with both the Head of Examinations and Assessments and the Academic Quality Manager.
- 4.9. The flow chart in Appendix One outlines the timescales for making updates to the General and Programme Regulations for the MSc/PGDip/PGCert Veterinary Epidemiology and Public Health and the MSc/PGDip/PGCert Livestock Health and Production delivered in partnership with the University of London Worldwide.
- 4.10. The flow chart Appendix Two outlines the timescales for making updates to the RVC Assessment and Award Regulations.

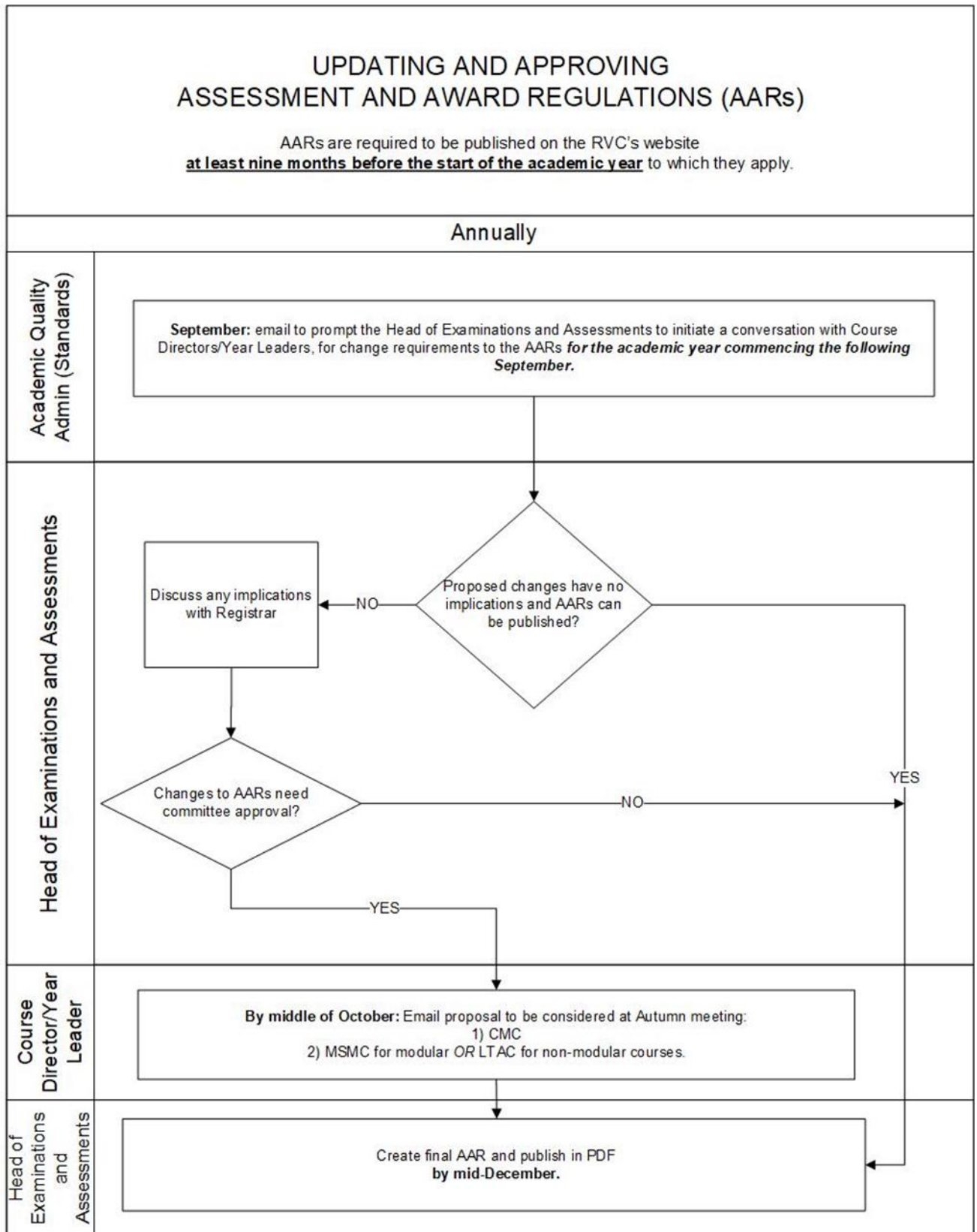
APPENDIX 1

Flow chart to show timescales for updates to the General and Programme Regulations for the MSc/PGDip/PGCert Veterinary Epidemiology and Public Health and the MSc/PGDip/PGCert Livestock Health and Production delivered in partnership with the University of London Worldwide.



APPENDIX 2

Flow chart to show timescale for updates to RVC Assessment and Award Regulations.



APPENDIX 3

Template for RVC Assessment and Award Regulations

1.	Course:
2.	Year / Part:
3.	Applicable to Academic Year:
4.	Aspects of Course Covered by Examination:
5.	Form of Examination Written Papers Practical Tests
6.	Marking Criteria (<i>Examples below - delete as appropriate</i>) Written Examinations (except MCQs & EMQs), In-Course Assessments and Assignments: The appropriate College Common Grading Scheme will be used for marking depending on the type of assessment. The Common Grading Schemes available are: <ul style="list-style-type: none">• Common Grading Scheme (LAQ)• Common Grading Scheme (Reflective Writing)• Common Grading Scheme (CPRQ – Postgraduates) Multiple Choice Questions The number of marks available for each type of question will be clearly stated on the examination paper. A question left unanswered or deleted by the candidate will score zero. The pass mark for MCQ examinations as a whole will be set according to approved and accepted standard setting protocols, normalised and then scaled. Research Projects The College Common Grading Scheme (Projects) will be used as appropriate. Oral Presentations & Oral Examinations The RVC marking scheme for Oral Presentations will be used for all appropriate presentations and the marking scheme for Masters Research Project Reflective Oral Exams will be used for appropriate Oral Exams. Teaching Presentations & Poster Presentations The College's 0-10 marking scheme, the RVC marking scheme for Oral Presentations and the marking scheme for Poster Presentations will be used as appropriate. OSCE

	A pass mark will be set for each OSCE station according to approved and accepted standard setting protocols. The minimum number of stations to be passed will also be set. The final mark will then be normalised and scaled.
7.	Requirements for Entry to the Examinations
8.	Requirements to Pass Overall and Progress to the Next Stage First Sit Resit
9.	Consequences of Failure
10.	Honours, Classification & Awards
11.	Disclosure of Marks (Standard Phrase) Results will be published by candidate number.
12.	Absence From In-Course Assessment (Standard Phrase but can be slightly modified) Where a student has an <i>allowable</i> absence, s/he will be marked absent (A) from a summative assessment. Where a student has an A, and there are two or more in-course assessments in the year, the marks awarded will be the average of the other in-course assessment marks gained by the student. 90% of the marks for the year must be attributed to results of direct assessment i.e. no more than 10% of marks can be attributed to Absent (A) marks. An allowable absence is one that is for a significant unforeseeable event such as illness. Any other foreseeable absence will only be considered allowable if agreed by the Academic Progress Committee and this will only apply in very strictly limited circumstances. A student absent for any other reason will be awarded 0 (zero) for the assessment.
13.	Late Submission of Work (Standard Phrase – but need to highlight what is a major piece of assessment) Reports, Projects and Assignments submitted after the due deadline will be subject to the late submission policy set out in the College's General Assessment Regulations.
14.	Requirements to Progress to the Next Stage of the Course (Examples below – edit as appropriate) Candidates are required to have submitted an Extended Essay.

	In addition to passing overall (see section 8 above) a student must have completed at least 6 weeks of AHEMS (in accordance with the AHEMS guidelines applicable to their year of study) prior to the start of BVetMed Year 2. A student who has not completed 6 weeks will normally be required to delay their progression to the next year.		
15.	Allocation of Marks and any Additional Requirements (<i>Examples below - edit as appropriate</i>)		
		First Sit	Resit
	i. Written Paper 1	31.5	35
	ii. Written Paper 2	22.5	25
	iii. Written Paper 3	22.5	25
	iv. Structured ISF Oral	13.5	15
	v. In-Course Assessment 1 – Term 1	7.5	0
	vi. In-Course Assessment 2 – Term 2	2.5	0

APPENDIX 4

Formatting guidance for the RVC Assessment and Award Regulations

Everything in plain type is advice from the Registrar. We strongly suggest seeking advice and guidance of the Exams Office before seeking approval at any academic committee.

Everything in italic large print is a 'Design Rule' approved by Academic Board.

<p>1. Course: Be specific and accurate with the title (Science or Sciences?). Ensure if the title has changed you have the right title for the right year/cohort.</p>
<p>2. Year / Part: Be specific and be prepared to change to 'part' if year is not appropriate.</p>
<p>3. Applicable to Academic Year: Be specific if the course does not run to a normal academic year give a full description e.g. "For students commencing the relevant modules in January 2010"</p>
<p>4. Aspects of course covered by Examination: Describe the modules / stages or period of the course covered.</p>
<p>5. Form of Examination: List the types of examinations used. e.g; Written Exams, Practicals, OSCEs, Spot Tests. Especially with written examinations give enough detail to show 'form' and load e.g. 'Essay Paper up to 3 hours'. Further detail is of doubtful value. The setting of exams contains more steps beyond the regulation. The nature of the questions, the design of choice or compulsory sections, the view of externals all have to be seen collected together to decide upon a sound paper. Leave room in the regulations for this valid and valuable process to take place. <i>No course may have an oral exam <u>only at re-sit</u></i> <i>Modular courses should follow Guidance for Design of Assessment in Modules.</i></p>
<p>6. Marking Criteria: Use the stock phrases for: Standard Set Multiple Choice Questions MCQs / EMQs (?? Find full meaning), Standard Set Practicals, Non Standard Set Multiple Choice Questions MCQs Cross refer to College Marking Criteria (Common Grading Scheme or 0-10 Marking Scheme) for other types of assessment. So this section is simply about adding in the relevant phrases.</p>

7. Requirements for Entry to the Examination

Not often used now. If there is a qualifying examination part way through the year – put it here.

Attendance requirements to permit entry to the examination are not allowed unless specifically approved via Learning Teaching and Assessment Committee (LTAC).

8. Requirements to Pass Overall and any additional requirements and Progress to the Next Stage:

This requires thought. The progression rule must comply with Section 6 of the [QAA FHEQ](#). This is about ensuring progression and award are in line with learning outcomes. For a modular course this means most modules would have to be passed, especially compulsory ones. See our particular rule for non-modular courses.

Keep phraseology and presentation simple and clear as possible. Describe requirements for first and re-sit.

e.g. 'To have obtained 50% from the aggregated average of all of the marks listed in 7 above and to have obtained at least 40% for Paper 3'

Always use 'and' 'or' to be precise. Bullet points alone are ambiguous.

If it is getting too complicated go back to the designers - it might well be too complex and likely to cause unjust failures. Similarly, watch out for too many (more than six) individual 'hurdles' (qualifiers) – again unjust failure might ensue.

Integrated non-modular courses.

The requirement to pass must be that the aggregate of all of the marks for the year/stage must be a pass. (i.e. weight and average all marks obtained). If the pass contains subdivisions i.e. must pass 'x' and must pass 'y' then these must be justified by a written rationale at the time of approval. Only a few subdivisions would be expected in any year/stage.

Anything passed at the re-sit stage shall have a capped mark (40% for BSc/MSci, PGDip, PGCert, 50% for MSc and BVetMed).

9. Consequences of Failure:

All years / stages should have a right of re-sit.]

Use the stock phrases regarding taking re-sits and right of appeal. We suggest that these are considered and agreed in liaison with the exams office.

10. Honours, Classification, and Awards:

State ranges of marks for classification, state entitlement to intermediate

awards. For a BSc be sure to specify any borderline rubrics clearly.

Wherever a step-off award can be included it should be done.

Weight years 0:30:70 in making final mark in BSc Honours degrees for students starting in 2016 or later. (Before then it was 10:35:55).

Classification thresholds for final awards should be in agreement with the tables below:

Award	Pass threshold	Merit threshold	Distinction threshold
CertHE	40%	60%	70%
DipHE	40%	60%	70%
BVetMed	50%	65%	70%
MSc	50%	65%	75%
Certificate(such as Work Based Learning and Research)	40%	60%	70%
FdSc (not leading to registration)	40%	60%	70%
FdSc (leading to registration)	50%	65%	70%

Award	Pass	Third class	Lower Second Class	Upper Second Class	First Class
BSc	40% (300 credits)	40% (360 credits)	50%	60%	70%
MSci	n/a	40%	50%	60%	70%

11. Disclosure of Marks:

Use stock phrase about publication.

12. Absence and Summative in-course assessment:

Use stock statements on all sets of regulations except for rotations.

13. Late Submission of work:

Use stock statement and remember whether the 'bare pass' rule applies to any piece of work with 'high stakes'. (High stakes means if you fail that piece of work you could fail the year/part even if you did well in all other assessments. If not high stakes late work gets 0.

Work submitted after the due deadline will be penalised in accordance with the relevant section of the General Assessment Regulations.

High stakes (major) pieces of work should be specified in this section for non-modular courses and highlighted in Part 3 for modular courses.

14. Other Requirements to Progress to the next stage:

Put in here anything that is not related to assessment but required for progression. This would include for example i) amount of placements that must be completed ii) requirement to complete the courses within a given number of years. Please check the minimum and maximum registration periods are in accordance with the General Regulations for Study and Award.

Also state here what happens if a student does not meet the requirement e.g. requirement to take time out and complete the requirement before they progress.

15. Allocation of marks and any additional requirements:

Show the marks allocated to each assessment for both the first sit and re-sit attempt. There is no requirement for this to add to 100 (in fact use a total which gives nice round numbers for the individual components). However, if you are going to refer to % later on use the stock phrase about 'scaling'.

Check it over and make sure you have enough details here so that the reader can calculate marks and determine pass / fail. Try it out to see if the outcome of various connotations is what you want.

In BSc degrees the project module marks must be 80% for the written 10% for supervisor's marks, 10% for presentation.

Re-sit examinations should be specified for all years/stages of courses, their components and the allocation of marks.

Where the course is modular/credit based then students would be expected to re-sit failed modules only. Where a course is not modular/credit based then a representative set of re-sit assessments/exams should be specified