PROCEDURE FOR UPDATING AND APPROVING ASSESSMENT & AWARD REGULATIONS

1.   PURPOSE

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

2.   SCOPE

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

3.   ASSOCIATED DOCUMENTS
Assessment and Award Regulations:
- Part 1 Assessment Regulations
- Part 2 Award Maps
- Part 3 Module Assessment Weightings
- Design Rules for Part 1 Assessment & Award Regulations
- Design and Approval of Courses

4.   PROCEDURE
See pages 7, 8 & 9 for the process of updating Assessment and Award Regulations for *Non-Modular and Modular award-bearing provision and the Distance Learning Masters courses run in collaboration with the University of London International Programmes.

Only in extreme circumstances, where academic standards are threatened, can changes to the documentation arising from the summer diet of Exam Board meetings be considered. These changes must be deemed urgent and essential by the Academic Registrar and Chairman of the Learning, Teaching and Assessment Committee (LTAC). Exam Boards should forward urgent issues to the relevant committee for approval by the Chair of LTAC for Non-Modular award-bearing provision and to the Modular Scheme Management Committee (MSMC) for Modular award-bearing provision.

Final documents are to be published on the College's Intranet with a link to RVC Learn prior to the start of the new academic year.

*Non-Modular award-bearing provision = 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.

Updated by the Academic Quality Administrator 29.08.19

EXEMPLAR: ASSESSMENT AND AWARD REGULATIONS TEMPLATE (Part 1):

Assessment and Award Regulations

1.	Course:
2.	Year:
3.	Applicable to Academic Year:
4.	Aspects of course covered by Examination:
5.	Form of Examination:
6.	Requirements for Entry to the Examination:
7.	Marking Criteria:
8.	Allocation of Marks and any additional requirements
9.	Requirements to Pass Overall:
10.	Consequences of Failure:
11.	Classification and Awards:
12.	Disclosure of Marks:
13.	Absence from Summative in-course assessment:
14.	Late submission of work:
15.	Other Requirements to Progress to the next stage:

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Assessment and Award Regulations

Part 1 Design Rules

Everything in plain type is advice from the Academic Registrar

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

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.
2. Year: Be specific and be prepared to change to 'part' if year is not appropriate.
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"
4. Aspects of course covered by Examination: Describe the modules / stages or period of the course covered.
5. Form of Examination: List the types of examinations used. e.g; Written Exams, Practicals, OSPVEs, 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. *No course may have an oral exam <u>only at re-sit</u>* *Modular courses must comply with the* Guidance for Design of Assessment in Modules.
6. 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).*
7. Marking Criteria: Use the stock phrases for: Standard Set MCQs / EMQs, Standard Set Practicals, Non Standard Set 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.

8. Allocation of marks and any additional requirements:

Show the marks allocated to each assessment for both the first sit and re-sit "diet". 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 40% for the written 5% for supervisor's marks, 5% 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

9. Requirements to Pass Overall and any additional requirements:

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, 50% for MSc and BVetMed).

10. Consequence of Failure:

All years / stages should have a right of re-sit.
Use the stock phrases regarding taking re-sits and right of appeal.

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11. 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%	75%
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%

12. Disclosure of Marks:
Use stock phrase about publication.

13. Absence and Summative in-course assessment:
Use stock statements on all sets of regulations except for rotations.

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14. 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.

15. 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.

Process for updating Assessment & Award Regulations

Annually in the Autumn term (September) – the Academic Quality Administrator is to send out the following email to all CMC Chairs and Secretaries, Course Directors and Year Leaders, with copy to the Head of Exams and Academic Quality Manager, to ask if updates are required to Assessment and Award Regulations for the next academic year (ie the academic year to start in 12 months' time). The updated A&ARegs are to be published by the start of the new academic year.

The Academic Quality Administrator should forward any emails they might receive in response by error to the Head of Exams and Academic Quality Manager for their consideration.

Email from Academic Quality Administrator:

Subject: Any proposed changes to **[insert the next academic year]** Assessment and Award Regulations

Dear All

Please ensure that the following item is on the agenda for your forthcoming Course Management Committee meetings, this term.

ASSESSMENT AND AWARD REGULATIONS
To consider:
Any proposed changes to Assessment and Award Regulations for [**insert the next academic year**]:

Part 1 Assessment Regulations

Part 2 Award Maps (if applicable)

Part 3 Module Assessment Weightings (if applicable)

Course Management Committee Secretary is to forward any proposals for change(s) to the Head of Exams and the Academic Quality Manager for consideration this term, with a copy to the Academic Quality Administrator.

If you want to make changes to Parts 1 and 3, please contact the Exams Office.

If you want to make changes to Part 2, please contact the Academic Quality Manager.

The Academic Quality Administrator is asked to chase CMC secretaries to find out if there are any proposed changes.

Assessment and Award Regulations for **[insert the current academic year]** can be found HERE on the intranet for reference.

If you cannot find what you are looking for on the intranet, please ask the Exams Office, John Sanger or Wendy Mace for assistance.

Updated by the Academic Quality Administrator 29.08.19

Stages of approval

	Non-Modular award-bearing provision (BVetMed, BSc Animal Health and Disease, BSc/FdSc VN, MVetMed and PG Cert VCP)	Modular award- bearing provision Part 1: Assessment Regulations	Modular award- bearing provision Part 2: Award Maps	Modular award- bearing provision Part 3: Module Assessment Weightings
1	Academic Quality Administrator emails all CMC Chairs and Secretaries, Course Directors and Year Leaders, with copy to the Head of Exams and Academic Quality Manager, to ask if updates are required to Assessment and Award Regulations for the next academic year (ie the academic year to start in 12 months' time).			
2	CMC to consider if changes to A&ARegs are suggested for the next academic year.	CMC/RDC to consider if changes to A&ARegs (Part 1) are suggested for the next academic year.	CMC/RDC to consider if changes to A&ARegs (Part 2) are suggested for the next academic year.	CMC/RDC to consider if changes to A&ARegs (Part 3) are suggested for the next academic year.
3	CMC Secretary to provide Exams Office with CMC minutes to detail the suggested changes, or to note if there were no suggested changes.	CMC/RDC Secretary to provide Exams Office with CMC/RDC minutes to detail the suggested changes, or to note if there were no suggested changes.	CMC/RDC Secretary to provide Academic Quality Manager with CMC/RDC minutes to detail the suggested changes, or to note if there were no suggested changes.	CMC/RDC Secretary to provide Exams Office with CMC/RDC minutes and Part 3 document to detail the suggested changes, or to note if there were no suggested changes.
4	Exams Office to forward A&ARegs to LTAC for approval (if after discussions with the course management, the A&ARegs do not comply with the Part 1 A&ARegs Design Rules).	Exams Office to forward A&ARegs to MSMC for approval (if after discussions with the course management, the A&ARegs do not comply with the Part 1 A&ARegs Design Rules).	Academic Quality Manager to check suggested changes against the College's credit regulations. If further approval is required, the AQ Manager forwards the A&ARegs and suggested changes to MSMC.	Exams Office to forward A&ARegs to MSMC for approval (if after discussions with the course management, the A&ARegs do not comply with the guidance for design of assessment within modules).
5	Exams Office to publish final version (PDF) of the A&ARegs on the Intranet (notify CMC/RDC Chair and Secretary, Course Director/Year Leader).	Exams Office to publish final version (PDF) of the A&ARegs on the Intranet, (notify CMC/RDC Chair and Secretary, Course Director/Year Leader).	Academic Quality Administrator to publish final version (PDF) of the A&ARegs on the Intranet, (notify CMC/RDC Chair and Secretary, Course Director/Year Leader).	Exams Office to publish final version (PDF) of the A&ARegs on the Intranet, (notify CMC/RDC Chair and Secretary, Course Director/Year Leader).

CMC = Course Management Committee
RDC = Research Degrees Committee
LTAC = Learning Teaching and Assessment Committee
MSMC = Module Scheme Management Committee

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REGULATIONS (A&A) PROCESS – UoL Distance Learning

University of London Distance Learning – MSc Livestock, Health & Production and MSc Veterinary Epidemiology & Public Health

Programme Co-ordinator

Feb – Aug: Collate potential revisions to be considered by CMC members

End August: email Regulations to Course Director and UoL Academic Services Manager

Course Director

September: return Regs to Programme Co-ordinator with changes highlighted

Exams Office

Consider changes are appropriate relating to RVC issues. Make amendments if necessary, return to Programme Co-ordinator

Programme Co-ordinator

October: send Regs to CMC with changes highlighted for approval

Any 'major' tracked changes related to modifications already approved at a CMC meeting?

YES — Email Regs to Modular Scheme Management Committee Chair + Secretary for approval

Confirm with MSMC Secretary if approved. If yes, create final document by checking dates correct.

Send to UoL Academic Services Manager

NO

November: Email CMC Chair + Secretary, Modular Scheme Management Committee Chair + Secretary, and Academic Quality Admin with final Regulations.

Academic Quality Administrator

By 30th November: Publish on website