



Senate

<b>Paper title</b>	Assessment Governance Review
<b>Outcome requested</b>	Senate is asked to <b>consider</b> the proposals.
<b>Points for Senate members to note and further information</b>	<p>The documentation concerns an ongoing consultation as part of a major review of QML's policies on eligibility for award, reassessment, and discretion. Senate is asked to consider the proposals at the mid-point of the consultation.</p> <p>Statistical data showing the impact of the proposals on student data from 2012/13 will be circulated as an additional appendix.</p>
<b>Questions for Senate to consider</b>	<ul style="list-style-type: none"><li>• Are the proposals appropriate?</li><li>• Would Senate be prepared to accept any/all of the recommendations in the current form?</li><li>• Does Senate deem any of the recommendations to be inappropriate, or in need of major revision at this stage?</li></ul>
<b>Regulatory/statutory reference points</b>	The proposals, if approved, would result in substantial changes to QML's Academic Regulations.
<b>Strategy and risk</b>	The existing regulations include policies that could raise questions over academic standards management (see <a href="#">SE2013.29a</a> )
<b>Reporting/consideration route for the paper</b>	The documents were prepared by the Assessment Governance Task and Finish Group at the request of Senate (December 2013). They are currently out for consultation across QML, and the recommendations will be revisited and presented to Senate for final consideration in June 2014.
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## Assessment Governance Review Consultation on award rules, reassessment, and discretion

### Introduction

QML is reviewing its award regulations. This was triggered by a benchmarking exercise that demonstrated that QML's credit requirements for award were considerably more lenient than those of any other Russell Group institution and, most starkly, that the requirements for a QML honours degree were more lenient than those of an ordinary (non-honours) award at the benchmarked institutions.

The existing award regulations were inherited in large part from the old, common, University of London regulations. With the exercise of independent degree awarding powers and the planned review of the award regulations, QML wishes to undertake a wide ranging review of assessment governance more generally to ensure that our policies are broadly aligned with both sectoral norms, and with QML's own strategy and vision.

These consultation documents put forward a number of proposals developed by the Assessment Governance Task and Finish Group on behalf of QML's Senate. These address the core issue of award requirements, several issues around reassessment, and an attempt to fully harmonise discretion procedures. These last are points on which external examiners regularly make comments.

The consultation documents comprise (i) this covering document, with a skeleton outline of the proposals; (ii) an updated version of a document considered by Senate, giving much more detailed background to the review; (iii) a document explaining each proposal in detail with its rationale, any advantages that it brings, and any other points to consider; (iv) a response form; and (v) and (vi) appendices showing the planned new award rules in written (v) and diagrammatic (vi) form.

### Main items for consideration

#### *Award rules*

- Substantially increase the credit requirements for undergraduate awards.
- Revise the progression regulations to facilitate the new credit requirements.
- Introduce condoned failure for undergraduate programmes.
- Make the condoned failure policy for postgraduate programmes more stringent.
- Introduce a new exit award: the ordinary degree.
- Revise the year weightings for the FdA, FdSc, and DipHE.

#### *Reassessment*

- Remove the cap for resits on module marks.
- Require that resits be attempted before failure is condoned.
- Introduce late summer resits for all students (including finalists).
- Introduce semester-based examinations (January exams).
- Permit students to resit passed modules to improve the marks.
- Permit students to retake (with teaching) a year at their own discretion without penalty.

#### *Discretion*

- Introduce a discretion/borderline policy that is common to all awards and SEBs.

## Consultation process

**Schools, Institutes and the Students' Union are each asked to give one response to the consultation questions. Please email the response document to Simon Hayter ([s.n.hayter@qmul.ac.uk](mailto:s.n.hayter@qmul.ac.uk)) before 09.00 on Monday 12 May 2014.**

The consultation paper will be considered by Senate on 13 March for comment, mid-consultation, to take account of any major issues or concerns from respondents. Please give any feedback of this type to your Senate representative(s). It is also anticipated that statistical data modelled on last year's results will be presented at that meeting, and circulated to consultation participants. Examination board Chairs and Secretaries will also be able to comment on the paper, and receive some feedback from Senate, at the Examination Board Briefing on 19 March. Please contact Simon Hayter if you would like to meet at any stage to discuss the proposals in more detail.

The Assessment Governance Task and Finish Group will meet once the consultation has closed to consider feedback and formulate final proposals to go to Senate for consideration for approval on 12 June. The proposals will be available to view on the Senate website shortly before the meeting. The agreed outcomes will be built into the Academic Regulations for 2014/15 where they will take immediate effect, and will be communicated to all colleagues involved in the consultation (Heads of Schools/Institutes, School/Institute Managers, Directors of Learning & Teaching, Examination Board Chairs and officers, Faculty Executives, and the Students' Union).

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## Assessment Governance Review 2013/14 Background

The Assessment Governance Task and Finish Group ('the Group') considers regulatory and policy-based issues related to assessment and award. In 2012/13 the Group worked on developments to the regulations that included harmonisation of the year weightings for undergraduate programmes, and harmonisation of progression criteria for postgraduate and integrated masters programmes. In June 2013, Senate agreed that the Group would continue its work to harmonise and rationalise the regulations, and to ensure that practices were broadly aligned with those elsewhere in the HE sector.

With the exercise of independent degree awarding powers and QML's entry to the Russell Group, the Group deemed that a review of the criteria that made students eligible for award would be timely, and the External Member to the Undergraduate Degree Examination Boards agreed that such a review would be positive. Many of our current regulations are based on the old University of London course unit regulations. The Group focused primarily on undergraduate programmes and conducted a benchmarking exercise, comparing QML's requirements for the award of standard three year bachelors degrees against those of other Russell Group members, and a number of other institutions.

The benchmarking demonstrated that QML's requirements for award were significantly more lenient than those elsewhere. QML's requirements are detailed below, but the central requirement is that students take 360 credits and pass at least 270 (with an overall mark of at least 40.0 for 2012/13 and later cohorts). Students must take at least 90 credits at academic level six, but are not required to pass any of those credits. The vast majority of institutions in the sample offered ordinary (non-honours) degrees as exit awards for students who failed to meet their honours award requirements; almost without exception, the requirements for an ordinary degree are to pass at least 300 credits including at least 60 credits at academic level six. For an honours degree elsewhere, students must generally pass at least 315-330 credits (including 90-120 at level six), with a system of condoned failure for the remaining credits (allowing only narrow failures).

QML's requirements are significantly out of line with those of the sector. The issue requires urgent review, and presents a risk to academic standards and the comparability of QML degrees to those elsewhere.

A version of this paper was considered by Senate in December 2013; Senate recognised the need for review, and commissioned a consultation exercise to develop recommendations to amend QML's requirements for award, to take effect from 2014/15 (for new students). The initial benchmarking focused on bachelors degrees, but all undergraduate programmes are under review. Changes, if approved, could not be limited to the overall credits that students must pass. In order to stay on track for an award, progression requirements must become more stringent, which in turn necessitates a review of resit provision, to ensure that students have the best possible opportunity to progress. The academic level of modules taken by students, and the proportion of those that must be passed, also requires review, as do the procedures for discretion, which need to become more consistent across QML.

Changes to the credit requirements will unavoidably increase attrition, as fewer students will meet the requirements for progression and award. However, the proportion of 'good honours' degrees awarded will actually increase, as those students who do meet the award requirements will have noticeably better results. It has been recognised previously that QML's good honours rate is lower than might be expected (notably [SE2012.57](#)), and this regulatory issue is likely to be a significant factor.

## QML's current requirements for award (standard three year bachelors awards)

Taken from the *Academic Regulations 2013-14*:

4.69. To be eligible for award of BA, BSc, BSc (Econ), BEng, or BSc (Eng) a student must:

- i. meet the requirements for the approved programme for which they are registered;
- ii. meet the requirements for the duration of registration;
- iii. take the required total credit value for the award (see below);
- iv. meet the minimum credit value at the level of the award (see below);
- v. not exceed the maximum credit value at the lowest level for the award (see below);
- vi. meet the progression requirements at the end of each developmental year, and be in the final developmental year;
- vii. achieve a minimum College Mark of 40.0.

4.70. To be eligible for award of BA, BSc, BSc (Econ), BEng, or BSc(Eng), a student must:

- i. take modules to a value of 360 credits, equivalent to 120 credits per developmental year;
- ii. take modules to a minimum value of 90 credits at Level 6;
- iii. take modules to a maximum 150 credits at Level 4, of which 30 credits may be at Level 3;
- iv. pass modules to the value of 270 credits (excluding modules at Level 3).

## Benchmarking

The benchmarking work considered all institutions in the Russell Group, comparator institutions in the University of London, and a small number of other institutions in order to show a range of approaches. Of the 24 Russell Group institutions, two had no single policy (Oxford, Cambridge); two operated under the substantially different Scottish system (Edinburgh, Glasgow), and two had regulations that were insufficiently clear to be usefully included (Warwick, York - variance by programme was indicated). The table is presented in order from the most stringent requirements to the most lenient. All institutions required that 360 credits be taken. It is noteworthy that most institutions operate in blocks of ten or 20 credits, rather than 15 credits, which increases flexibility beyond what is possible at QML.

### Total credits to achieve for award

Note: credit is generally given when condoned failure is used, so if the total credit is 360 then that does not necessarily mean that a student has passed every module outright.

Institution <sup>1</sup>	Total credits required for award
Imperial (RG)	360 (some compensation, but the requirements aren't wholly comparable, focusing on performance across the year rather than in individual modules)
Newcastle (RG)	360 (no formal condoned failure, but an exam board, " <i>notwithstanding the student's results [... may] deem a student to have passed specific modules – including core modules</i> ")
Sheffield (RG)	360 (condones ≤20, but only at L4 (Y1))
LSE (RG, UoL)	360 (condones ≤30 across Y1 and Y2)
Durham (RG)	360 (condones ≤40: ≤20 in Y2 and ≤20 in Y3)
Bristol (RG)	360 (condones ≤40: ≤20 in Y1 and ≤20 in Y2)
Manchester (RG)	360 (condones ≤40 for a First, 2:1 or 2:2, condones ≤60 for a Third: ≤40 in Y1, ≤40 in Y2, ≤40 in Y3.
Westminster	360 (condones ≤45, but only at L4 (Y1))
KCL (RG, UoL)	315 (condones ≤45)
Cardiff (RG)	360 (condones ≤60 total but only ≤30 in any one year)
Goldsmiths (UoL)	360 (condones ≤60, but only ≤30 at any one stage)

<sup>1</sup> RG = Russell Group; UoL = University of London.

Institution <sup>1</sup>	Total credits required for award
East London	360 (condones ≤60: ≤20 each year)
London South Bank	360 (condones ≤60: ≤20 each year)
Southampton (RG)	360 (condones either ≤90 or ≤60: ≤30 per year, but unclear whether or not that applies to the final year)
Nottingham (RG)	360 (condones, but has three sets of condoned fail rules; will <i>potentially</i> condone ≤120 - ≤40 at each stage – but that would be very rare.
Liverpool (RG)	330 (condones ≤60: ≤30 in Y1 and ≤30 in Y2. Allows (non-condoned) failure for ≤30 in Y3 if there has been 'a reasonable attempt'.
Queen's, Belfast (RG)	320 (allows outright failure in remaining ≤40; must pass all Y1 modules)
UCL (RG, UoL)	330 (allows outright failure in the remaining ≤30)
Birmingham (RG)	320 (allows outright failure in the remaining ≥40)
Leeds (RG)	300 (allows outright failure in the remaining ≤60)
Exeter (RG)	270 (condones ≤90: ≤30 each year but doesn't give credit)
Royal Holloway (UoL)	270 (allows outright failure in the remaining ≤90, but must pass ≥90 at L6)
London Metropolitan	270 (allows outright failure in the remaining ≤90, but must pass ≥90 at L6)
Queen Mary (RG, UoL)	270 (allows outright failure in the remaining ≤90)

Warwick, York: unclear. Edinburgh, Oxford, Glasgow, Cambridge: not comparable.

QML has the most lenient award regulations of any institution in the sample, and Senate has agreed that this requires address. The benchmarking indicates that a new policy should include 300 credits as an absolute minimum to be passed outright (315 or 330 may be thought more appropriate), with a stringent condoned failure rule for the remaining credits.

#### Academic level requirements for award

QML currently requires that students take 90 credits at academic level six (the level of award for a bachelors degree), but does not require that they pass any of them. This is out of line with other institutions in the sample.

Institution	Minimum L6 credits taken	Minimum L6 credits passed <sup>2</sup>
Sheffield (RG)	120	120
Westminster	120	120
East London	120	120
Cardiff (RG)	120	100
Durham (RG)	120	100
Leeds (RG)	120	100
Queen's, Belfast (RG)	120	100
Nottingham (RG)	100	100
Birmingham (RG)	Unclear (≥100)	100
Glasgow (RG)	120 (L6 equivalent)	90 (L6 equivalent)
Goldsmiths (UoL)	120	Unclear, but is ≥90
Manchester (RG)	90	90
Newcastle (RG)	90	90
UCL (RG, UoL)	90	90
Royal Holloway (UoL)	90	90
London Met	90	90
Bristol (RG)	Unclear (≥90)	90
Liverpool (RG)	90	Unclear, but likely 90
Southampton (RG)	90	Unclear, but likely 90
South Bank	120	80
Exeter (RG)	≥90	60
Kings (RG, UoL)	90	45 (no explicit requirement, but only ≤45 credits can be condoned overall).
Queen Mary (RG, UoL)	90	0

LSE, Warwick, and York: unclear. Edinburgh, Oxford and Cambridge: not comparable.

<sup>2</sup> A condoned level six module generally, but not always, counts as a pass for this purpose.

A substantial number of institutions require that students take 120 credits at level six, and achieve this by 'locking' developmental years to academic levels (i.e., students only take L4 modules in year one, L5 modules in year two, L6 modules in year three). QML may wish adopt this approach; it would eliminate the recurrent problems with students who reach the point of award with credit loads that breach the Academic Regulations, requiring suspensions (which pose a real risk to academic standards). QML should also consider introducing a requirement to pass a minimum amount of level six credits to be eligible for award (such as 'take 120 and pass 90 credits at level six'), though increasing the amount of credits to be passed overall would largely take account of that issue.

The proposal in the consultation is to adopt a seven eighths rule, under which students must pass seven eighths of the modules taken (315 credits for a 360 credit award), with a condoned failure rule for the remaining one eighth (requiring a minimum mark even in the failed modules alongside a specified average across all modules. The existing system of condoned failure for postgraduate modules is under review alongside this proposal.

### **Consequences of changes**

There is a strong case for amending the regulations on eligibility for award to increase the total credit requirements for award and to increase the requirement for credits at the level of award (level six for bachelors degrees, as in the benchmarking). These changes would impact on a number of areas and consideration should be given to how best to manage the consequences of such changes:

#### ***Progression, attrition, and good honours***

Increasing the requirements for award necessitates higher hurdles for progression. If these are not introduced then a student might progress to the final year and pass all final year modules, but not meet the requirements for award. Progression currently operates on the same formula as award – students must pass three quarters of the modules that they take (take 120 per year and pass 90, though progression to the third year is based on an aggregate of first and second year results).

Because QML does not have a consistent approach in allocating credit values to modules, an increase requiring students to pass 105 rather than 90 credits would not be practicable (as it would disadvantage students on programmes that included un-condonable 30 credit modules). There are two possible solutions: (i) the requirement to pass 90 credits per year could be left in place, with a very stringent condoned fail rule for the remaining 30 credits, or (ii) the condoned failure could be cumulative – i.e. students could have a total condoned fail allowance of (e.g.) 45 credits, and as soon as they hit that limit, whether in the first year or the final year, no further condoning would be permitted. Even with a very strict rule, option (i) seems lenient in light of the benchmarking results, so option (ii) is considered preferable.

#### ***Late summer resits***

Higher hurdles for progression will, unavoidably, damage QML's retention figures. Methods to counter this, and to prevent large numbers of students from repeatedly resitting out of attendance, therefore require consideration. The introduction of late summer resits across the board is one such measure. This will substantially reduce the numbers of students resitting out of attendance, improving the student experience, and permitting students to complete their studies in a shorter period. It will also improve cohort management – barring occasional students with first sits, students should know each August whether they are 'in' or 'out', considerably reducing the maximum duration of study. A small-scale Degree Examination Board would meet in the autumn to approve awards and other outcomes for finalists who resit or first sit in August (QML has been criticised in the past for making these students wait until the following July).

### *Other assessment and reassessment proposals*

Several other proposals for changes to assessment and reassessment have been put forward, all with the overall purpose of aiding retention and permitting students to achieve the best results that they possibly can. Resits are currently 'capped' at the minimum pass mark. This is not the case everywhere – UCL and LSE both offer uncapped resits, and this permits students' work to stand on its own merit. A suggestion to remove the cap (for UG and PGT students) is therefore proposed. A more radical proposal is to permit students to resit modules that they have passed, again to allow them to achieve the best possible mark. This, to some extent, goes hand-in-hand with uncapping resits; a student who barely passed on the first attempt could be seen as disadvantaged relative to a student who narrowly failed, but went on to achieve a much higher, uncapped mark. The provision of retakes (where a student repeats modules with teaching) is under consideration, with a proposal to essentially make these available on request (with some limitations). It is recognised that many students who fail do so because they have not engaged sufficiently with the teaching, and that in taking a resit without adequate subject knowledge they are likely to fail again.

Finally, a proposal to introduce semester-based examinations is included. Past feedback from students has strongly favoured this approach, and permitting students to attempt exams earlier in the year spreads the assessment load more evenly and gives them experience for the May/June exams. It is recognised that there are arguments both ways on this issue, but such exams are commonplace within the Russell Group – of the 21 comparable Russell Group institutions (excluding Oxford and Cambridge, which do not centrally coordinate their processes, and QML), 16 offer semester based exams and it is primarily institutions on old University of London regulations that do not offer them.

### ***Ordinary degree***

An ordinary degree is an award issued without honours, generally as an exit award. QML is one of only two Russell Group institutions that explicitly does not issue these awards (the other being Manchester, which instead has a lower credit requirement for the Third Class degree). Regulations from Oxford, Cambridge, and Imperial are unclear, but nonetheless there is a clear precedent). QML has never issued such an award due to a peculiarity in the University of London regulations, which did not allow for a non-honours degree (the Pass degree, which QML dropped last year, was an honours degree and entirely distinct).

With the exercise of independent degree awarding powers QML can now introduce the award, and there appears to be a strong case for doing so. Almost without exception, the requirements for ordinary degrees at the benchmarked institutions are to pass 300 credits, including 60 at level six (Birmingham requires 80 at level six, Cardiff requires 320 credits including 120 at level six, and Kings only requires that 60 credits at level six be taken).

### ***Linking developmental years and academic levels***

Consideration should be given to firmly linking academic levels to developmental years. Such a change would require changes to module diets for many programmes. These changes can be rolled through over a number of years, however; as first year students already generally take only level four modules it is anticipated that the changes could be introduced for the 2014/15 cohort (with amendments to second and subsequent year diets in 2014/15). Benefits would include increased clarity for students and tutors during module selection and – critically – improved management of academic standards. Every year, QML is forced to suspend regulations to make awards to not inconsiderable numbers of students who have either failed to take sufficient credits at the level of the award, and/or who have taken too many credits at the lowest level available.



### **Discretion**

Discretion is the process by which examination boards can recommend deserving borderline candidates for a higher classification of award. Typically, for a student to be considered for discretion, the final 'College Mark' must be within a specified limit from the classification boundary (a 'zone of consideration'), and one or more additional criteria must be met.

In the past, QM received many comments from external examiners and the external members to the Degree Examination Boards strongly recommending that policies be harmonised. Prior to 2010/11, discretion policies were set by individual SEBs, both in terms of the zone of consideration (which ranged between 0.5 and three per cent) and the criteria within the zone. This inconsistent approach dis/advantaged students depending on their SEB, and created particular problems with joint honours, where two students with identical results and on very similar programmes could receive different classification outcomes.

In 2010/11, a review of undergraduate discretion policies established fixed zones of consideration – two per cent at the First/2:1 and 2:1/2:2 borderlines, and one per cent at the 2:2/Third and Third/Pass borderlines. The criteria within the zones remained at the discretion of individual SEBs, though the SEBs reporting to the UG Arts DEB created a harmonised policy due to the high proportion of joint honours programmes. No formal policy was adopted for postgraduate discretion, though a recommendation for a one per cent zone of consideration (plus SEB-devised criteria) is included in the Assessment Handbook. There is no discretion at the Pass/Fail borderline for UG or PG. Following the 2010/11 review, it was agreed that further review would take place in the future. QM continues to receive comments from external examiners and the external members advocating greater harmonisation (though commending the improvements made to date). This review seeks to establish common standards for discretion at both undergraduate and postgraduate level.

### Next steps

Thank you for reading this explanatory document. Please next read the document giving the detailed proposals – referring back to this paper where necessary – and submit your response document to [s.n.hayter@qmul.ac.uk](mailto:s.n.hayter@qmul.ac.uk) by 09.00 on Monday 12 May 2014.

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## Assessment Governance Review 2013/14 Proposals

Please note that the proposals have been modelled in Appendix A in regulatory form, and in Appendix B in flow-chart form to show exactly how the proposals would work in practice on an award-by-award basis. Respondents may wish to consider the appendices alongside this document. Unless otherwise specified, all proposals would take effect from 2014/15 (for the new cohort only, where award regulations are involved).

### 1. Credit requirements for award and progression (UG)

Please refer to the 'Background' document for details on why QML proposes to increase the credit requirements for award. Essentially, the current system is significantly out of line with sectoral norms, to the extent that it may be considered a risk to standards. A change is absolutely required, and the following is proposed.

**Recommendation 1A: Students must pass outright seven eighths of the credits that they take in order to be eligible for award, and achieve credits for all modules taken.**

For a 360 credit bachelors degree this is equivalent to passing 315 credits outright, with the remainder condoned; for a 480 credit integrated masters programme it is 420 credits (which is already the case); for 120 credit certificate programmes it is 105 credits, and for 240 credit diplomas and foundation degrees it is 210. The 60 credit Graduate Certificate does not neatly fit this mould; it is not currently offered as an award in any case, but as it is in the regulations the Group proposes that students be required to pass the full 60 credits outright if it is ever introduced.

**Recommendation 1B: To progress to the next developmental year, a student must complete and achieve credit for all modules taken during the previous developmental year.** This includes credit for condoned failure, as detailed in recommendations 2A-C. With a requirement to achieve credit for all modules (1A), this rule is necessary. The introduction of late summer resits (6) would vastly reduce the number of students resitting out of attendance without access to QML facilities, and only a tiny number of students who had extenuating circumstances at both the first attempt and the August attempt (or who had ECs once and failed once) would need to resit out of attendance in order to progress.

### 2. Condoned borderline failure (UG and PG)

It is relatively uncommon for institutions to allow outright failure in modules (refer to the table in the 'Background' document for details). It is proposed that QML should adopt a system of condoned borderline failure for undergraduate awards. With the introduction of a condoned failure policy, schools and institutes may possibly wish to revisit the status of some modules designated core (must take and pass), as students would in future only be permitted a narrow failure in any case.

**Recommendation 2A: To condone a module at academic levels 3-6, a student must achieve a weighted average mark of 40.0 or higher (a cross all modules and years, weighted according to the scheme of the respective award), and a mark of 35.0 or higher in the failed module(s).** Achieving a weighted average at the minimum pass mark is commonplace, and keeps students on track towards achieving the award. A minimum module mark of 35.0 is proposed. This is stringent, but not out of line with the sector, where the minimum tends to be around 30.0. Condoned failure is intended to cover borderline cases, not outright failure.

**Recommendation 2B: To condone a module at academic level 7 (UG or PG), a student must achieve a weighted average mark of 50.0 or higher (across all modules and years, weighted according to the scheme of the respective award), and a mark of 40.0 or higher in the failed module(s).** QML's current PG condoned failure rule only requires a module mark of 30.0. 40.0 is more common elsewhere (e.g. UCL, KCL), and better reflects the fact that it is a borderline fail. The same rule should apply to both UG and PG level 7 modules, as the pass mark for both is 50.0.

**Recommendation 2C: A maximum of one eighth of the credits for an award may be condoned, and never more than 30 credits in any one developmental year. Individual award regulations may specify more stringent requirements.** Ideally, QM would adopt a rule under which up to 15 credits could be condoned in each developmental year. However, as many programmes only offer 30 credit modules in the first year, and offer other 30 credit modules elsewhere, applying that rule would disadvantage some students. Instead, a system of cumulative condoned failure is proposed. For a bachelors degree, students could have up to 45 credits condoned across the programme, but no more than 30 in any one year; once they hit 45 credits, any further module failures will result in failure of the programme. For integrated masters programmes it is proposed that a maximum of 15 credits per year (60 across the programme) be used as the rule, in line with the existing requirement to pass 105 credits (and multiples thereof) for progression.

**Recommendation 2D: A module can only be condoned once a student has attempted a resit.** This makes resits mandatory, and is necessary to keep students on track to achieve the award. It mitigates against future failures that may need to be condoned, and thus improves retention and students' chances of achieving their intended awards. It is anticipated that all students would automatically be opted in for resits in this scenario. If a student had marks from the first attempt that could be condoned, and failed to take up the resit opportunity, then the mark would still be condoned under QM's best-fail rule (if a student fails twice, the best mark stands rather than the most recent one). Non-submission marks would be entered against the second attempt in that eventuality. A new condoned fail mark would be created in SITS to track how many credits had been condoned.

### 3. Locking academic levels to developmental years (UG and PG)

Please refer to the 'Background' document for more details on this proposal, under which a student would take only level 4 modules in developmental year one, level 5 modules in developmental year two, etc. This guarantees that students take a minimum and maximum amount of credit at each academic level including, critically, the level of the award; there have been issues with this in the past at QML. It would also increase clarity in the module selection process, and is used to good effect at a substantial number of other institutions. Implementing this change would require amendments to programme diets, but it is still proposed that the changes take effect from 2014/15 (rolling through the cohorts) as first year students generally take exclusively level four modules in any case. Delaying this change by a year would necessitate a wholly new set of award rules for 2015/16 (new credit requirements), and another set for 2015/16 (new level requirements) Implementing this change alongside recommendations 1 and 2A-C would negate the need to specify that students must pass a set number of credits at the level of the award – students would always have done so, in order to meet the overall credit requirements, if they had taken 120 credits at the level of the award.

**Recommendation 3: Lock academic levels to developmental years.**

#### 4. Ordinary degrees and exit awards (UG)

An ordinary degree is an award issued without honours, as an exit award. QML is one of only two Russell Group institutions that does not issue these awards. With more stringent award rules, the value of an Ordinary Degree, sitting between the exit award of Diploma of Higher Education and the award of a bachelors degree with honours, is more apparent. Previously, there was not always a significant difference between an honours degree (take 360 credits, pass 270-360) and a DipHE (take 240 credits, pass 180-240).

**Recommendation 4A: Introduce a new exit award, the Ordinary Degree.**

**Recommendation 4B: Set the award requirements for an Ordinary Degree at ‘Achieve 300 credits including 60 or more at level 6 (the 300 and the 60 include condoned failures, operating on the rules set out in 2A-C).** Almost without exception, the requirements for ordinary degrees at other institutions are to achieve 300 credits, including 60 at level six

**Recommendation 4C: All exit awards, including the new Ordinary Degree, should be unclassified, and awarded on a pass/fail basis (excepting cases where the exit award is an honours degree in its own right – BEng and BSc for integrated masters programmes, and BSc (Eng) for the BEng).** Most institutions do not classify the ordinary degree, and it makes sense to apply the same rule to all exit awards. The CertHE and DipHE are currently classified on the Pass/Merit/Distinction scale. If there is a strong view from respondents then that could also be applied to the Ordinary Degree – the main issue is consistency of approach. Where the CertHE, DipHE, etc. exist as intended awards rather than exit awards, the pre-existing classification scheme would remain in place.

**Recommendation 4D: The standard exit award for the FdA and FdSc should be the CertHE rather than the FdCert.** QML does not currently recruit on to Foundation Degrees in Arts or Sciences, so this is a technical nicety to set against the potential introduction of new programmes. The FdA/FdSc is a two year programme at levels 4 and 5. The regulations currently specify the Foundation Certificate as the appropriate exit award, but despite the similarity in names there is no link between the FdA/FdSc and the FdCert. The FdCert is a level 3 award, and a student with 120 credits at levels 4-5 should be entitled to the more highly regarded Certificate of Higher Education (CertHE).

#### 5. Year weightings (UG: FdA/FdSc and DipHE only)

QML conducted a major review of year weightings in 2012/13, standardising all bachelors degrees (2013/14 and later) as 1:3:6 and all integrated masters programmes as 1:3:6:6. A small number of awards were omitted from that review – the Foundation Degrees in Arts and Sciences (FdA/FdSc) and the Diploma of Higher Education. QML does not recruit on to any of these awards but, as two year programmes, the weightings should logically be set at 1:3 rather than the current 1:2 in the regulations, against the possibility of introducing new programmes in the future. This would not apply to the DipHE as an exit award, if no weighting is used (recommendation 4C).

**Recommendation 5: Change the FdA, FdSc and DipHE (as an intended award) year weightings from 1:2 to 1:3.**

## 6. Late summer resits (UG and PG)

**Recommendation 6: All programmes should operate late summer resits as standard for all students.** This would include finalists and postgraduate students. Many schools and institutes already use late summer resits. There are a number of benefits, and the universal use of late summer resits is a key element of the proposals on progression (1B). With higher progression hurdles and no late summer exams, huge numbers of students would need to resit out of attendance; QML is seeking to reduce the numbers of students in that position even without the changes to award rules, as students do not have access to QML facilities and cannot be as engaged as staff and students wish. Late summer resits are also important due to QML's international student body; students often face difficulties with visas and funding if forced to delay resits until the following spring, meaning that some can lose the attempt entirely and be forced to withdraw. Late summer resits also improve cohort management; schools and institutes will know by the end of each August whether students have progressed/completed or not; they will not be left in limbo for another year.

### *Undergraduate*

The introduction of late summer resits across the board would necessitate somewhat more substantive Subject Examination Board meetings in August/September to approve progression and make award recommendations. A Degree Examination Board would also be needed in the autumn to approve awards (including exit awards) after the late summer exams; it is envisioned that a single, joint DEB akin to the existing summer PG DEB could serve this purpose.

### *Postgraduate*

Subject Examination Boards would need to meet in June/July to approve module results and award resits to students who had failed in the May/June exams (this is already the case in several schools). The results of the late summer exams would be considered at the existing October examination boards.

## 7. Semester-based examinations (UG and PG)

In a system of semester-based examinations, students are assessed for autumn semester-only modules at the end of semester one, rather in the May/June examination period.

Excluding QM, and Oxford and Cambridge (which are not comparable), 16 of the remaining 21 Russell Group institutions offer semester-based examinations. Three of the four University of London institutions in the Russell Group (UCL, LSE, QML) do not offer semester-based examinations; as with many other policies, this is partly an inheritance from the old common University of London regulations.

*Russell Group institutions that do offer semester based examinations:* Bristol, Cardiff, Edinburgh, Exeter, Glasgow, Imperial, KCL, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Queen's University Belfast, Sheffield, Southampton, York.

*Russell Group institutions that do not offer semester based examinations:* Warwick (but does have three exam periods), Birmingham, Durham, LSE, UCL.

*Not comparable:* QML, Oxford, Cambridge.

A consultation exercise in 2010-11 demonstrated that student respondents were in favour of semester-based examinations, and that schools and institutes opposed such a change. Semester-based examinations could aid in student engagement, and would also spread assessments across the year, potentially enabling students to achieve better results by focusing their revision and taking the assessment soon after the teaching (though this can be argued as a positive or a negative point).

Were QM to introduce semester-based examinations, it is likely that these would take place in January. This would push back the start of teaching by two weeks or so, and teaching for semester two would continue after the Easter vacation (this is common elsewhere). However, the main examination period in May/June would be commensurately shorter and would be unlikely to extend beyond the current end-point.

January exams would be marked immediately (and provisional results could be released to students), but the results would not need to be considered by an SEB until June, unless a decision was taken that resits from January exams should occur in May/June rather than in August or in the following year (in which case an additional set of SEBs would be required to agree the failures and award the resits). If late summer resits were also introduced then all resits would take place in August (regardless of whether the original failure occurred in January or May/June), to ensure that staff were not required to produce more than two papers per module per year.

Although any policy changes must be based on academic grounds, there would be administrative advantages to introducing semester-based exams. Exam capacity in the May/June period is at its absolute limit, and, without changes, that period will need to extend into a seventh week from 2014/15. Moving a proportion of examinations out of the May/June period would reduce the capacity requirements at that stage, and permit QM to hire fewer external venues (saving around £50,000 per annum, though costs in other areas such as the Library – for increased revision support - would largely negate that financial saving), as well as spreading marking loads throughout the year. With more examinations on site, they could be better controlled and managed. Invigilation costs would be reduced, and QM could be more selective in the invigilators that were employed. January examinations would mean that schools were entering marks throughout the year, rather than en masse in June, reducing the likelihood of error, and increasing the opportunity for staff and students to spot errors in the provisional marks well in advance of the examination boards.

#### **Recommendation 7: Adopt a system of semester based examinations.**

##### **8. Uncapped resits (UG and PG)**

QML currently penalises students who fail at the first attempt by placing a 'cap' on the resit mark at module level, meaning that they cannot achieve anything higher than the minimum pass mark irrespective of the actual standard of work. In the Russell Group capping is the norm, but not universal; LSE and UCL do not cap their resits. By removing the cap a student's attainment can stand on its own merit, and the final results (based on the College Mark) would be a true reflection of achievement. Conversely, it may be argued that there should be a penalty for failure at the first attempt, and that capping is the most appropriate means of applying such a policy. This proposal should be considered alongside Recommendation 9; if resits were *not* capped and students were *not* able to resit passed modules, it could be argued that QML would be discriminating against students who achieved narrow passes at the first attempt (as a student who narrowly *failed* could resit and potentially achieve a very high mark, whereas the student who narrowly *passed* would stay at the same low mark).

Schools/Institutes with accredited programmes are asked to take into account the requirements of their PSRBs when considering this proposal.

#### **Recommendation 8: Remove the cap on resits for all modules.**

## 9. 'Resit' passed modules (UG and PG)

At present, QML (in common with all Russell Group institutions) does not permit students to resit modules that have been passed in order to improve the marks. Views are sought as to whether QML should change this policy. In such a system, students would still have only two attempts at each module, but could attempt them a second time in order to try to achieve a better mark if they chose to do so. In cases where the student had passed at the first attempt, the second attempt would be uncapped. This would give all students the best possible opportunities to achieve their best possible results. The existing 'best fail' rule would remain in place, so if a student did less well on the second attempt then the original mark would stand.

Schools/Institutes with accredited programmes are asked to take into account the requirements of their PSRBs when considering this proposal.

**Recommendation 9: Permit students to resit passed modules, up to the maximum number of attempts.**

## 10. Increased retake provision (UG)

When students take resits, they sometimes do so with little realistic prospect of passing because they failed to engage sufficiently with the taught element of the affected module. QML does make provision for retakes/first takes, where students can repeat modules with teaching, but only in tightly circumscribed instances. Wider availability of retakes could further reduce the number of students resitting out of attendance, and would support students in achieving their best possible results. These retakes would be treated as if the students had never taken the original year, and would include resit provision if students failed at the first attempt in the retake year.

It is proposed that students should be permitted to retake a year or part of a year without penalty (uncapped) at their own discretion, whether they passed or failed the original year of teaching. Students would need to confirm their intentions in or before September each year. Each student could only retake one year, and it would not be possible to repeat the final year of study.

There are a number of practical considerations. A retake attracts pro rata fees; the Student Loans Company will generally pay for one additional year of study where there are compelling personal reasons for the retake, but that does still add to student debt and such financing is only available to UK students. This may be seen as advantaging those students who can pay for additional tuition. Visa issues are also a consideration. QML cannot sponsor a visa for a student studying on anything less than a full time basis, which could be seen as discriminating against certain student groups.

**Recommendation 10: Permit undergraduate students to retake one year of study (excluding the final year) at their discretion and without penalty.**

## 11. Discretion (UG and PG)

Discretion is the process by which examination boards can recommend deserving borderline candidates for a higher classification of award. Typically, in order for a student to be considered for discretion, the final 'College Mark' must be within a specified limit from the classification boundary (a 'zone of consideration'), and one or more additional criteria must be met.

In the past, QML received many comments from external examiners and external members to the Degree Examination Boards strongly recommending that policies be harmonised. Prior to 2010/11, discretion policies were set by individual SEBs, both in terms of the zone of consideration (which ranged between 0.5 and three per cent) and the criteria within the zone. This inconsistent approach dis/advantaged students depending on their SEB, and created particular problems for joint honours programmes, where two students with identical results and on very similar programmes could receive different classification outcomes.

In 2010/11, a review of undergraduate discretion policies established fixed zones of consideration – two per cent at the First/2:1 and 2:1/2:2 borderlines, and one per cent at the 2:2/Third and Third/Pass borderlines. The criteria within the zone of consideration remained at the discretion of individual SEBs, though the SEBs reporting to the UG Arts DEB created a harmonised policy due to the high proportion of joint honours programmes. No formal policy was adopted for postgraduate discretion, though a recommendation for a one per cent zone of consideration (plus SEB-devised criteria) is included in the Assessment Handbook. There is no discretion at the Pass/Fail borderline for UG or PG. Following the 2010/11 review, it was agreed that further review would take place in the future. QM continues to receive comments from external examiners and the external members advocating greater harmonisation (though commending the improvements made to date). This review seeks to establish common standards for discretion at both undergraduate and postgraduate level.

Discretion should never be relied upon as the primary mechanism for ensuring that deserving students achieve the appropriate classifications. Marks should stand for themselves, and in many cases an increased use of the full range of marks (particularly above 70) would substantially reduce the number of discretionary cases. This is an issue often flagged by external examiners and members. External members have in the past observed that discretion can be done away with entirely when institutions are fully secure in their marking.

Please refer to Senate paper [SE2013.29c](#) for more detailed background and details of a benchmarking exercise that reviewed and proposed a streamlined policy. The two proposals in that document have been combined into a single proposal, below.

**Recommendation 11A: Adopt a 'borderline' policy rather than a 'discretion' policy.** In such a system, where candidates were raised it would be according to set conventions, ensuring parity of treatment for all students across QML. There is little true 'discretion' in the current system – at QML or elsewhere – and properly codifying a single approach is the best method of ensuring fairness. An extra degree of flexibility for cases with severe extenuating circumstances is built into the proposed conventions.

**Recommendation 11B: Adopt the following borderline policy for all programmes.**

- 1. Students with College Marks within one per cent of a borderline (except at the pass/fail border) shall be determined to fall within the 'zone of consideration';**
- 2. Students with College Marks within 1.5 per cent of a borderline and with significant extenuating circumstances not taken into account elsewhere may be determined to fall within the zone of consideration. However, if this approach is taken then the extenuating circumstances may not also be used as a reason to raise the classification itself;**
- 3. All students falling within a zone of consideration shall be considered as possible cases for discretion;**



4. **Students falling within the zone of consideration and with at least half of their final year credits (half of a II credits at PG level) with marks at the level of the upper classification (or higher), shall be considered as strong cases for the exercise of discretion;**
5. **Students falling within the one per cent zone of consideration and not meeting the requirements of point 4, but with significant extenuating circumstances not taken into account elsewhere may be considered as strong cases for the exercise of discretion provided the SEB is confident that – without the effect of the extenuating circumstances – the student would have achieved the higher classification.**
6. **Discretion is not an automatic process, and in addition to the criteria detailed above, SEBs should ensure that the remainder of a student's profile is also consistent with the recommended classification.**

While the expanded zone of consideration for extenuating circumstances (point two) may seem rather narrow, QML does already have a mechanism for discounting up to 30 credits from classification for most undergraduate programmes, and the fit to sit policy means that there should in any case be very few cases where this additional flexibility is required.

A number of criteria currently used at QML have been excluded from the proposed policy. Dissertation and project module marks are not specifically referenced as standalone criteria as these already have higher credit weightings than other modules, and thus already have a greater impact on the College Mark. Likewise, exit velocity is already factored into the College Mark because of the year weightings. A more detailed discussion of the criteria included and excluded is given in [SE2013.29c](#).

*- End of recommendations -*

Assessment Governance Review 2013/14

Response from the INSERT SCHOOL/INSTITUTE/DEPARTMENT HERE

Please give your views on each proposal, and whether or not you would be prepared to accept it.

**1A: Students must pass outright seven eighths of the credits that they take in order to be eligible for award, and achieve credits for all modules taken.**

**1B: To progress to the next developmental year, a student must complete and achieve credit for all modules taken during the previous developmental year.**

**2A: To condone a module at academic levels 3-6, a student must achieve a weighted average mark of 40.0 or higher (ac ross all modules and years, weighted according to the scheme of the r espective award), and a mark of 35.0 or higher in the failed module(s).**

**2B: To condone a module at academic level 7 (UG or PG), a student must achieve a weighted average mark of 50.0 o r higher (a cross all modules and years, weighted according to the scheme of the respective award), and a mark of 40.0 or higher in the failed module(s).**

**2C: A maximum of one eighth of the credits for an award may be condoned, and never more than 30 credits in any one developmental year. Individual award regulations may specify more stringent requirements.**

**2D: A module can only be condoned once a student has attempted a resit.**

**3: Lock academic levels to developmental years.**

**Recommendation 4A: Introduce a new exit award, the Ordinary Degree.**

**4B: Set the a ward requirements for an Ordinary Degree at 'Achieve 300 credits**

including 60 or more at level 6 (the 300 and the 60 include condoned failures, operating on the rules set out in 2A-C).

**4C: All exit awards, including the new Ordinary Degree, should be unclassified, and awarded on a pass/fail basis (excepting cases where the exit award is an honours degree in its own right – BEng and BSc for integrated masters programmes, and BSc (Eng) for the BEng).**

**4D: The standard exit award for the FdA and FdSc should be the CertHE rather than the FdCert.**

**5: Change the FdA, FdSc and DipHE (as an intended award) year weightings from 1:2 to 1:3.**

**6: All programmes should operate late summer resits as standard for all students.**

**7: Adopt a system of semester based examinations.**

**8: Remove the cap on resits for all modules.**

**9: Permit students to resit passed modules, up to the maximum number of attempts.**

**10: Permit undergraduate students to retake one year of study (excluding the final year) at their discretion and without penalty.**

**11A: Adopt a 'borderline' policy rather than a 'discretion' policy.**

**11B: Adopt the following borderline policy for all programmes.**

1. Students with College Marks within one per cent of a borderline (except at the pass/fail border) shall be determined to fall within the 'zone of consideration';
2. Students with College Marks within 1.5 per cent of a borderline and with significant

extenuating circumstances not taken into account elsewhere may be determined to fall within the zone of consideration. However, if this approach is taken then the extenuating circumstances may not also be used as a reason to raise the classification itself;

3. All students falling within a zone of consideration shall be considered as possible cases for discretion;
4. Students falling within the zone of consideration and with at least half of their final year credits (half of all credits at PG level) with marks at the level of the upper classification (or higher), shall be considered as strong cases for the exercise of discretion;
5. Students falling within the one per cent zone of consideration and not meeting the requirements of point 4, but with significant extenuating circumstances not taken into account elsewhere may be considered as strong cases for the exercise of discretion provided the SEB is confident that – without the effect of the extenuating circumstances – the student would have achieved the higher classification.
6. Discretion is not an automatic process, and in addition to the criteria detailed above, SEBs should ensure that the remainder of a student's profile is also consistent with the recommended classification.

## Appendix A: Written Award Rules

In this document, 'achieve credits' does not necessarily mean 'pass credits'; credits achieved include credits passed and credits condoned.

### **Foundation Certificate**

#### *Award*

Take 120 credits at level 3.

Achieve 120 credits at level 3.

Up to 15 credits may be condoned.

The College Mark shall be a flat average of the full 120 credits.

### **Certificate of Higher Education (intended award)**

#### *Award*

Take 120 credits at level 4.

Achieve 120 credits at level 4.

Up to 15 credits may be condoned.

The College Mark shall be a flat average of the full 120 credits.

### **Certificate of Higher Education (exit award)**

#### *Award*

Take at least 120 credits at level 4 or higher.

Achieve at least 120 credits at level 4 or higher.

Up to 15 credits may be condoned.

The College Mark shall be a flat average of the best 120 credits.

### **Diploma of Higher Education (intended award)**

#### **Foundation Degree in Arts**

#### **Foundation Degree in Sciences**

*Progression (in addition to these credit requirements, students must pass any programme specific criteria)*

To progress to developmental year two, a student must take and achieve 120 credits at level 4; up to 15 credits may be condoned.

#### *Award*

Take 240 credits including 120 at level 5.

Achieve 240 credits.

A maximum of 30 credits may be condoned.

The College Mark shall be a weighted average (1:3).

### **Diploma of Higher Education (exit award)**

#### *Award*

Take at least 240 credits including at least 120 at level 5 or higher.

Achieve at least 240 credits, including at least 120 at level 5 or higher.

A maximum of 30 credits may be condoned.

The College Mark shall be a flat average of the best 240 credits.

### **Ordinary Degree (exit award)**

#### *Award*

Take at least 360 credits, including at least 120 at level 6 or higher.

Achieve at least 300 credits, including at least 60 at level 6 or higher.

A maximum of 45 credits may be condoned, but no more than 30 from any one developmental year.

The College Mark shall be a flat average of the best 300 credits.

### **Graduate Certificate**

#### *Award*

Take 60 credits at level 6.

Achieve 60 credits at level 6.

No credits may be condoned.

The College Mark shall be a flat average of the full 60 credits.

### **Graduate Diploma**

#### *Award*

Take 120 credits at level 6.

Achieve 120 credits at level 6.

Up to 15 credits may be condoned.

The College Mark shall be a flat average of the full 120 credits.

### **Intercalated BSc/BMedSci**

#### *Award*

Take 120 credits at level 6.

Achieve 120 credits at level 6.

Up to 15 credits may be condoned.

The College Mark shall be a flat average of the full 120 credits.

### **Intercalated MSci**

#### *Award*

Take 120 credits at level 7.

Achieve 120 credits at level 7.

Up to 15 credits may be condoned.

The College Mark shall be a flat average of the full 120 credits.

### **Bachelors Degrees (BA/BSc/BSc(Econ)/BSc(Eng)/BEng)**

*Progression (in addition to these credit requirements, students must pass any programme specific criteria)*

To progress to developmental year two, a student must take and achieve 120 credits at level 4; up to 30 credits may be condoned.

To progress to developmental year three, a student must take and achieve 120 credits at level 5; up to 30 credits may be condoned (but no more than 45 across the programme).

#### *Award*

Take 120 credits at level 4, 120 credits at level 5, and 120 credits at level 6.

Achieve 360 credits.

Up to 45 credits may be condoned, but no more than 30 in any one developmental year.

The College Mark shall be a weighted average (1:3:6).

### **Integrated Masters Degrees (MEng/MSci)**

*Progression (in addition to these credit requirements, students must pass any programme specific criteria)*

To progress to developmental year two, a student must take and achieve 120 credits at level 4; up to 15 credits may be condoned.

To progress to developmental year three, a student must take and achieve 120 credits at level 5; up to 15 credits may be condoned.

To progress to developmental year four, a student must take and achieve 120 credits at level 6; up to 15 credits may be condoned.

#### *Award*

Take 120 credits at level 4, 120 credits at level 5, 120 credits at level 6, and 120 credits at level 7.

Achieve 480 credits.

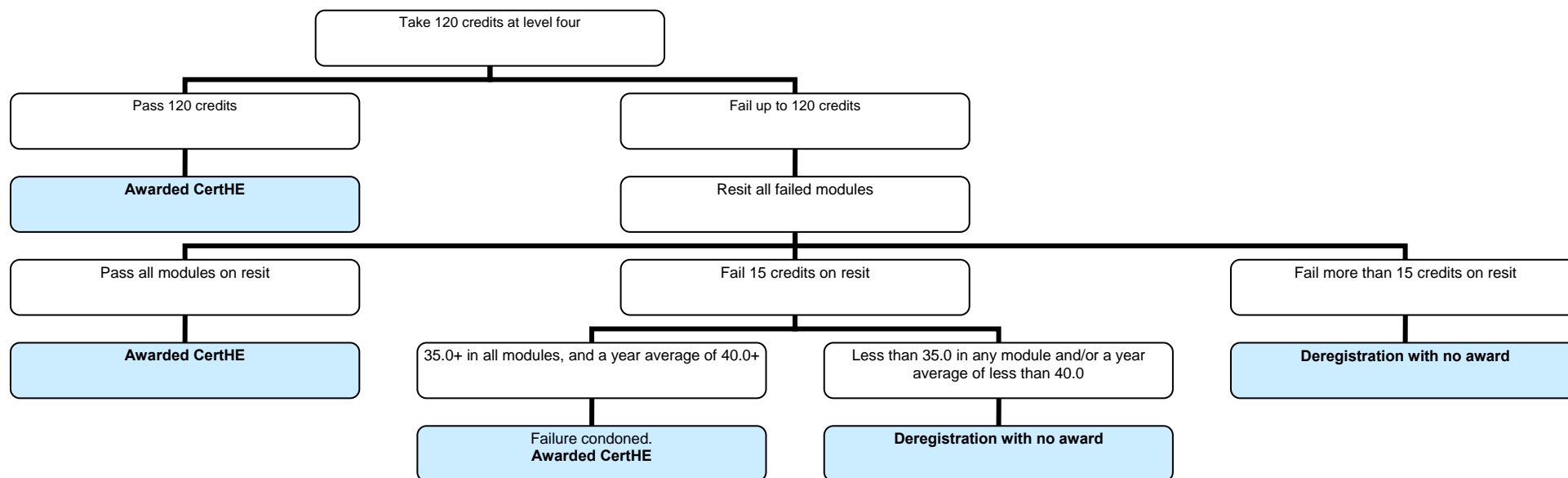
Up to 60 credits may be condoned, but no more than 15 in any one developmental year.

The College Mark shall be a weighted average (1:3:6:6).

Appendix B: Visual Award rules

Certificate of Higher Education (CertHE) (as an intended award, not an exit award)

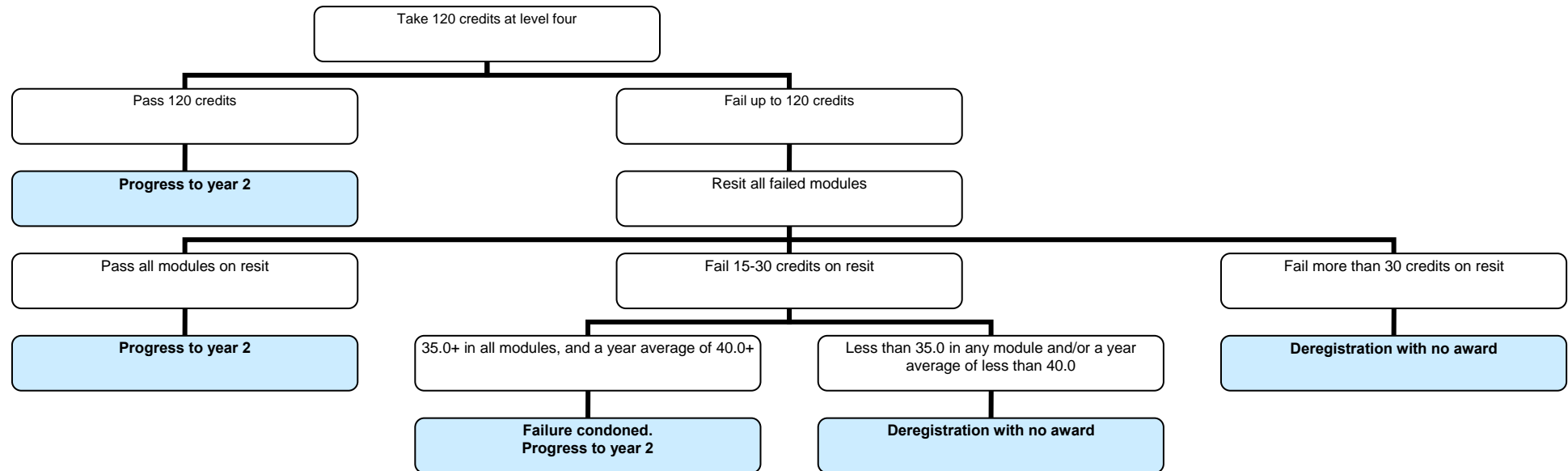
CertHE: Developmental year one (final)



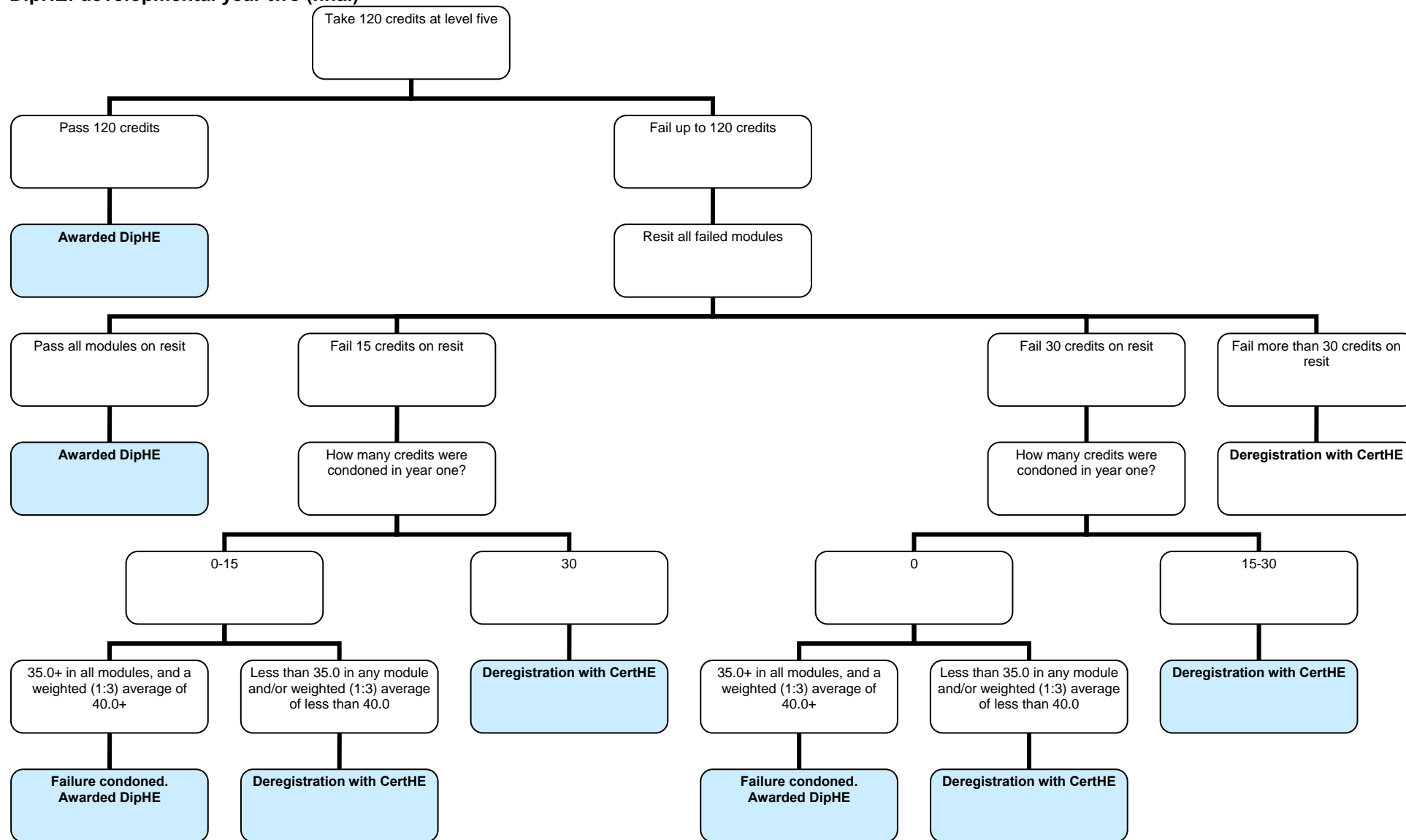


Diploma of Higher Education (DipHE) (as an intended award, not an exit award)

**DipHE: developmental year one**

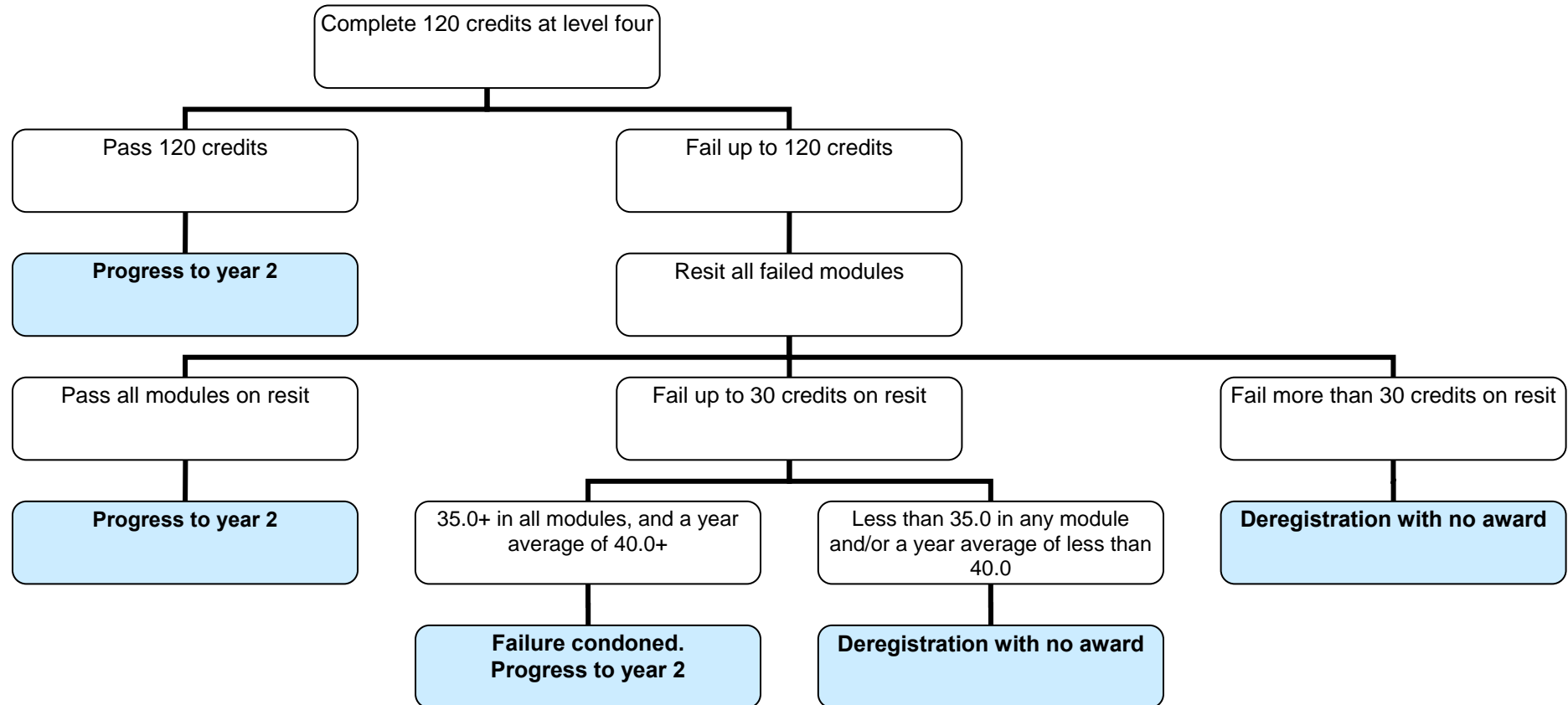


**DipHE: developmental year two (final)**

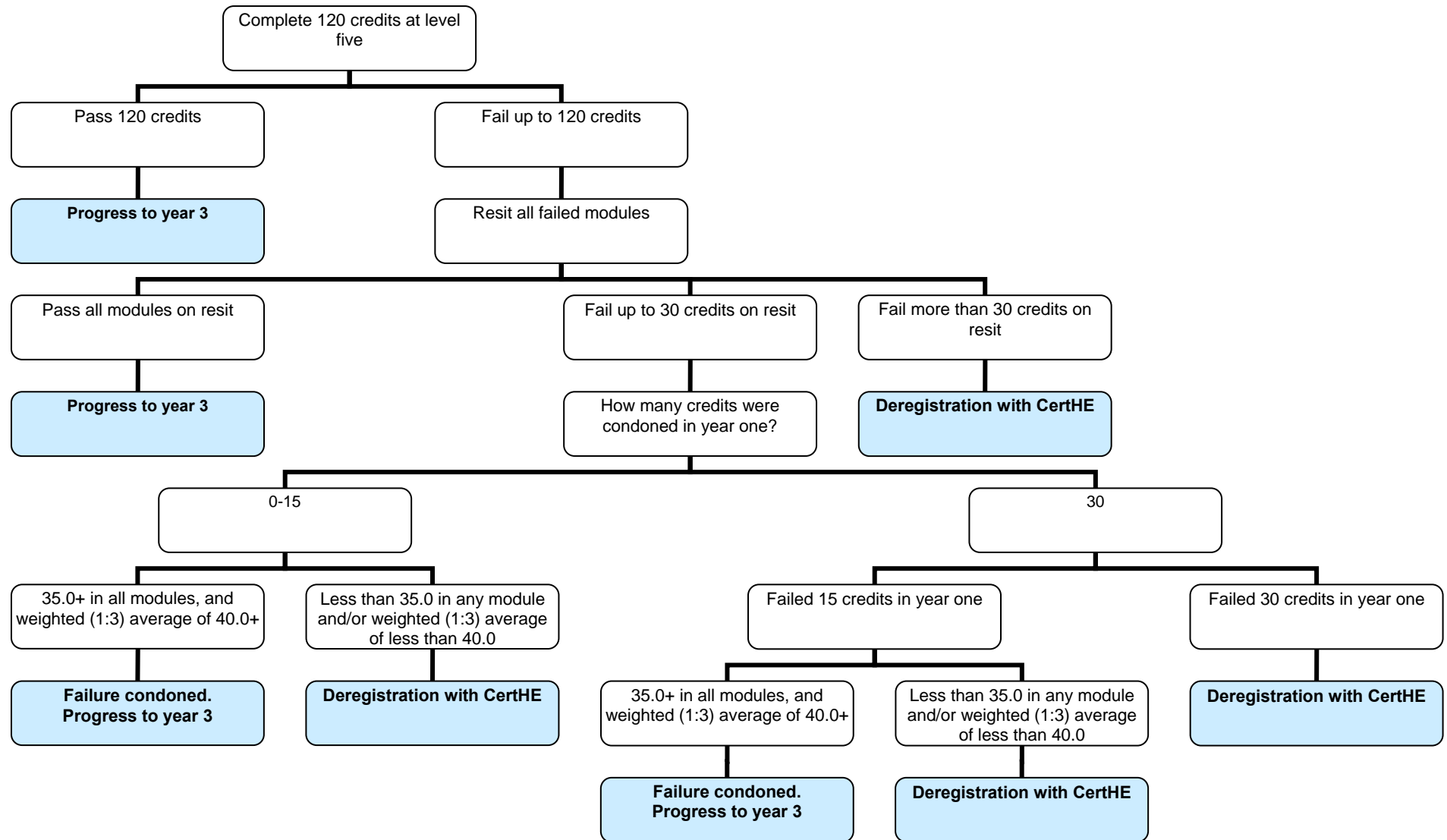


Three-year bachelors degree (BA, BEng, BSc, BSc (Eng), BSc (Econ))

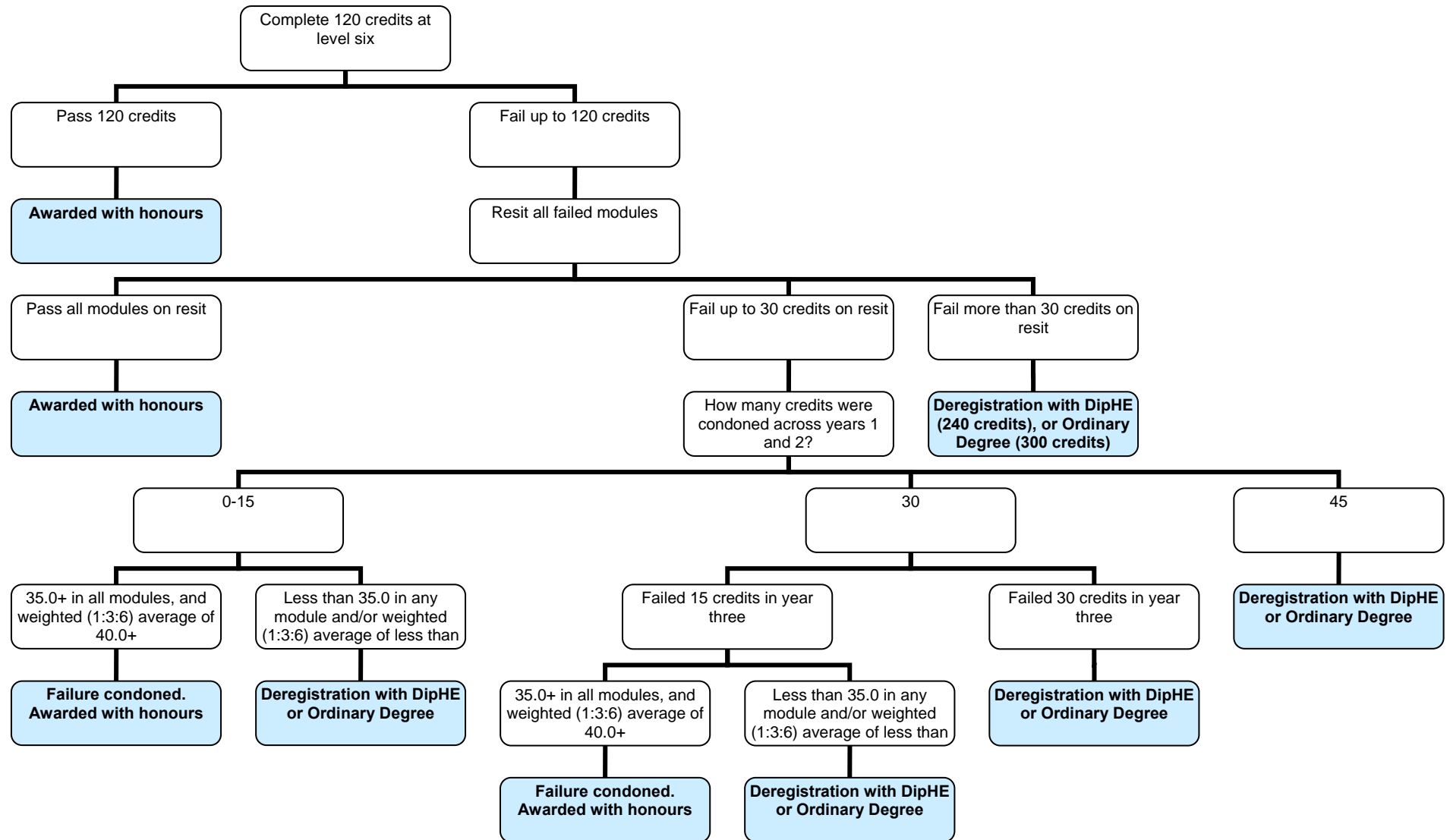
**Three-year bachelors degree: developmental year one**



**Three-year bachelors degree: developmental year two**

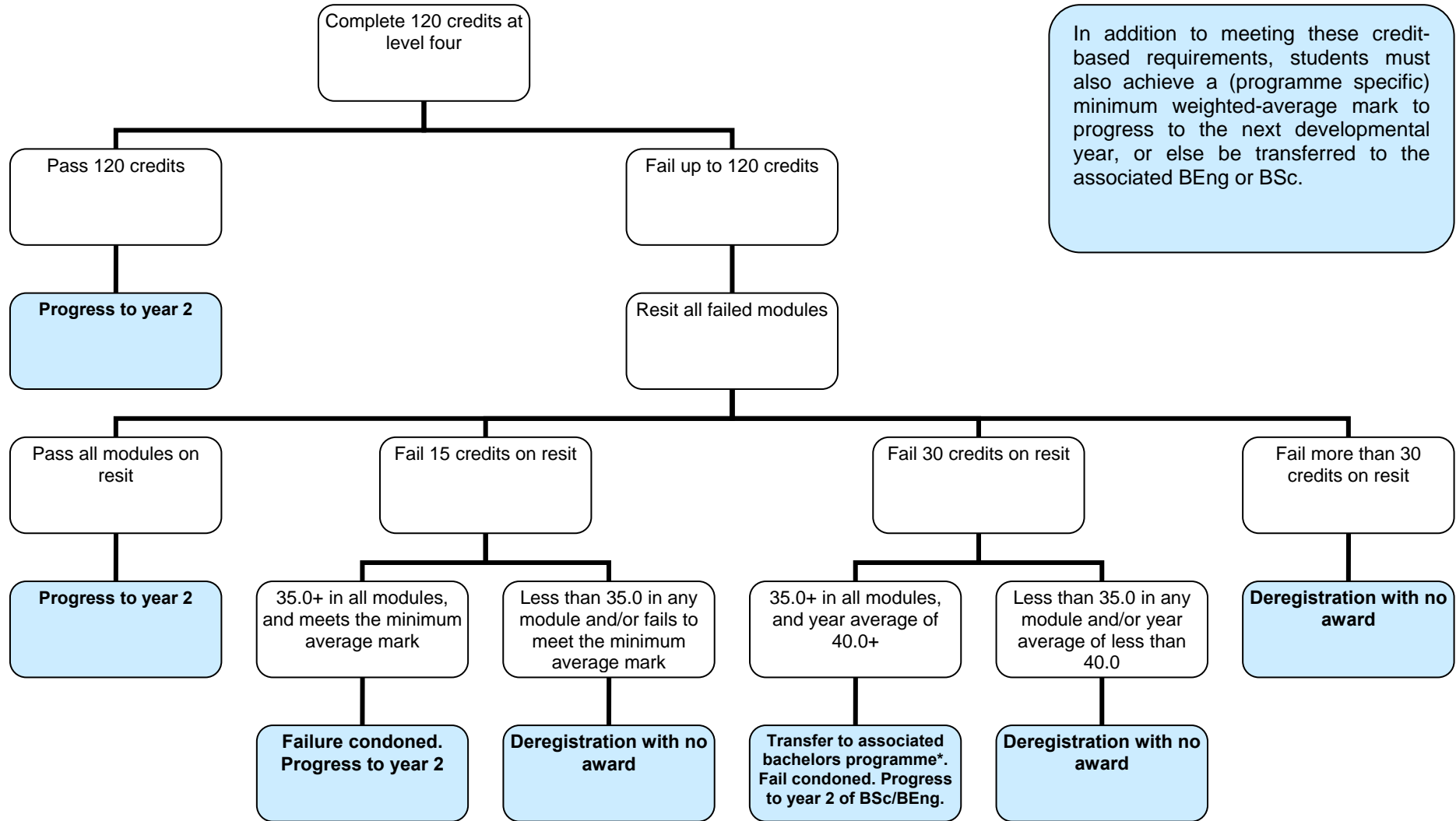


**Three-year bachelors degree: developmental year three (final)**

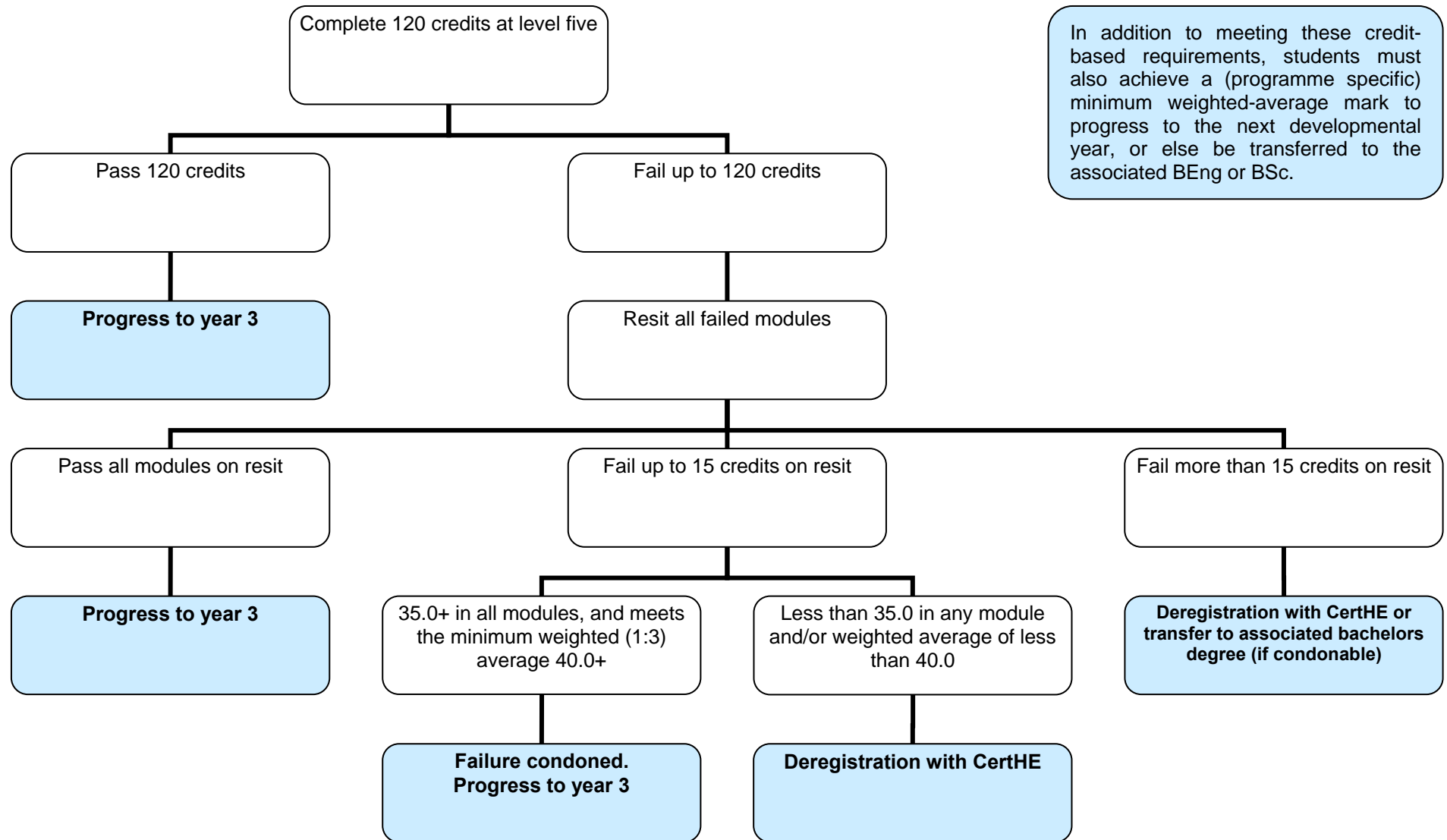


# Four year integrated masters degree (MEng/MSci)

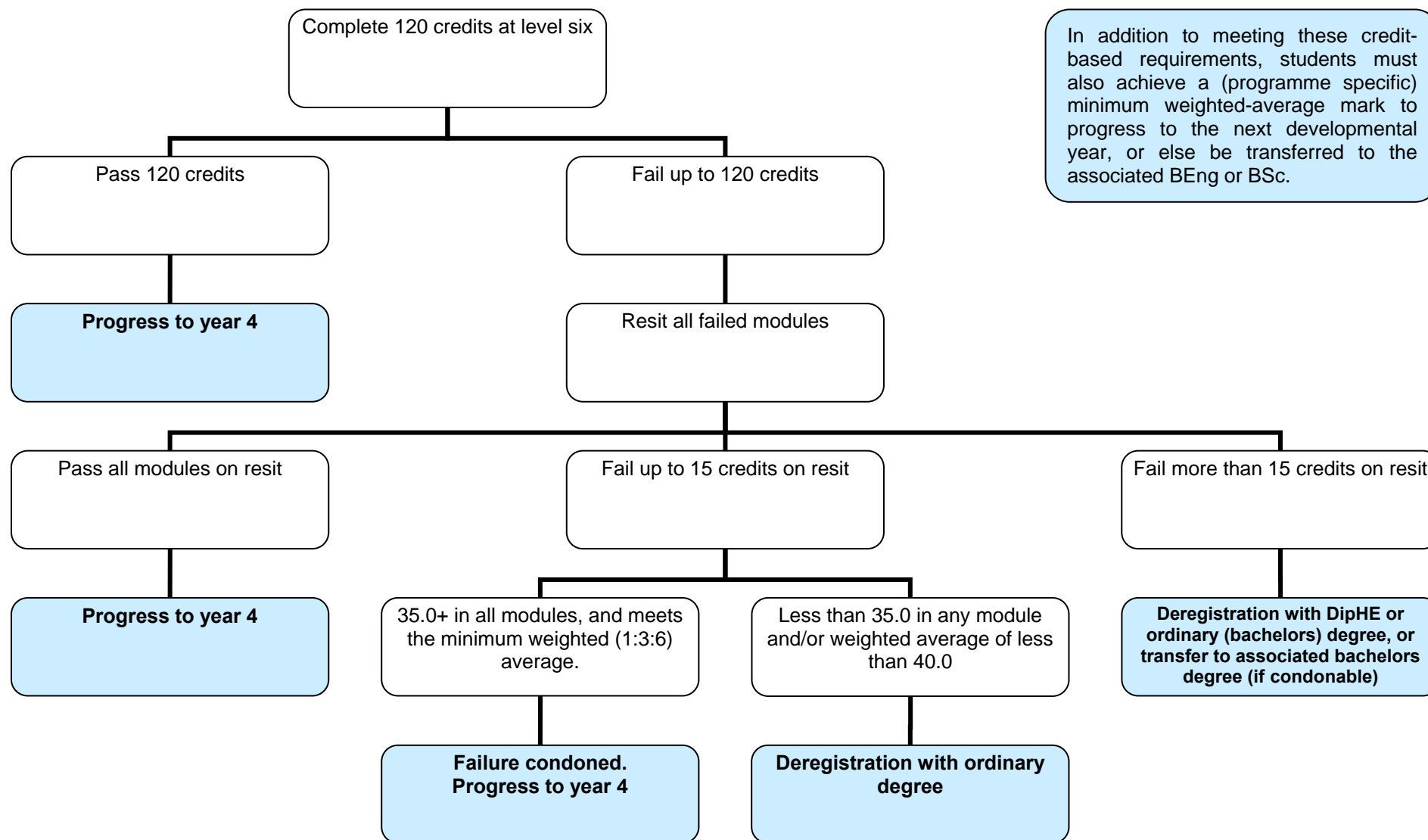
## Four year integrated masters degree: developmental year one



**Four year integrated masters degree: developmental year two**

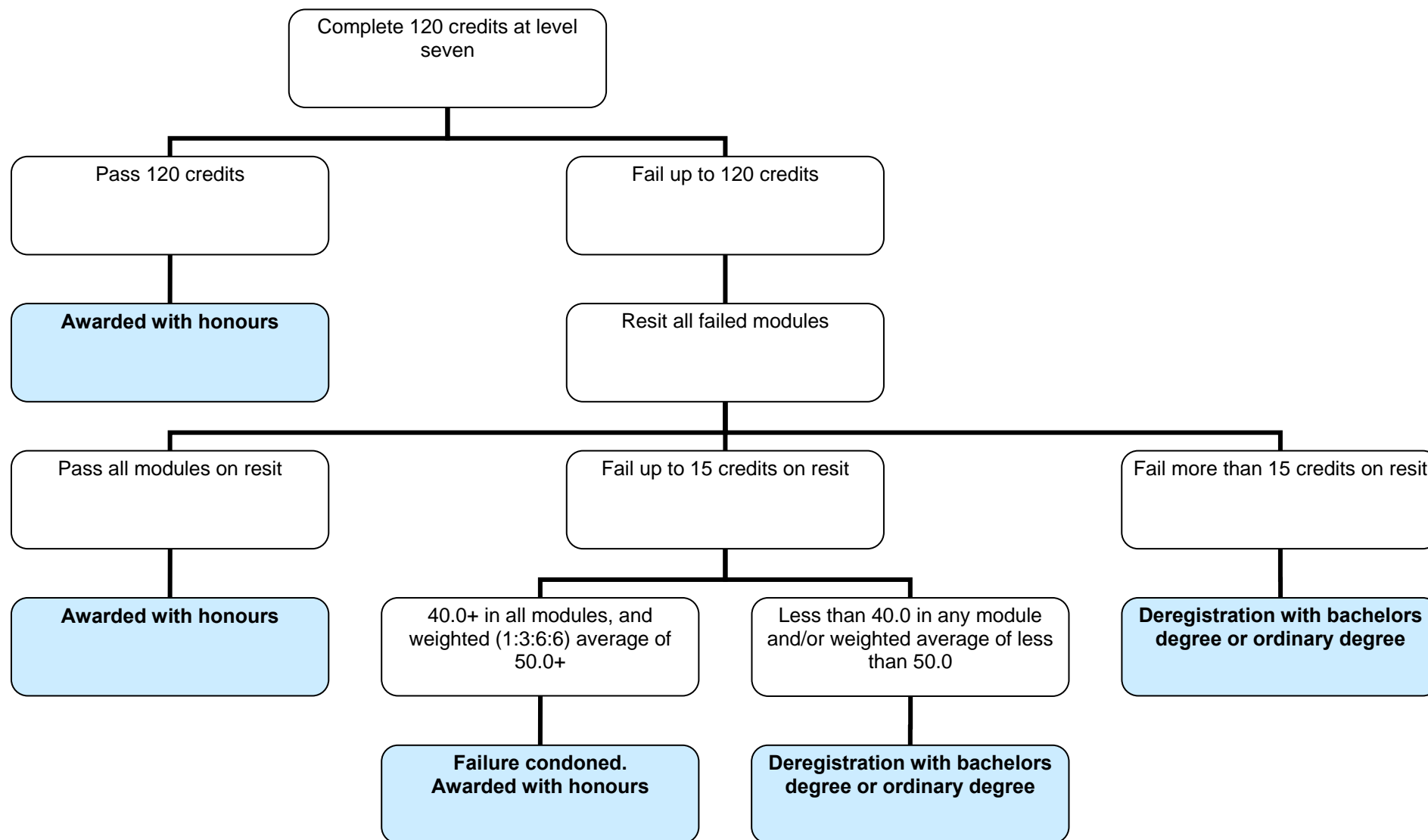


**Four year integrated masters degree: developmental year three**



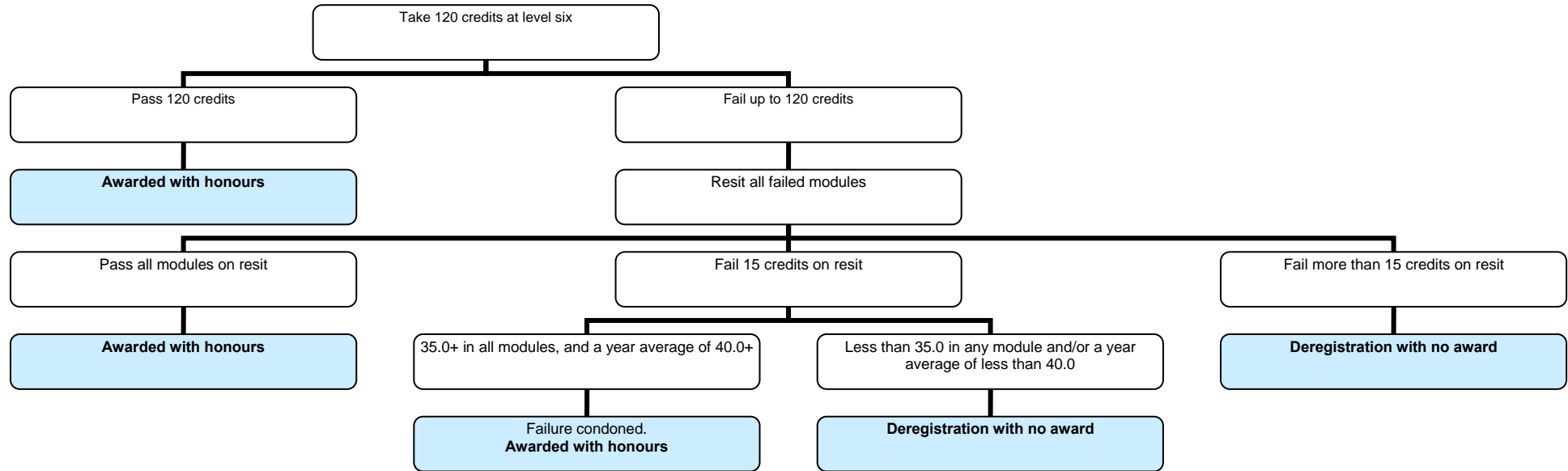


**Four year integrated masters degree: developmental year four (final)**



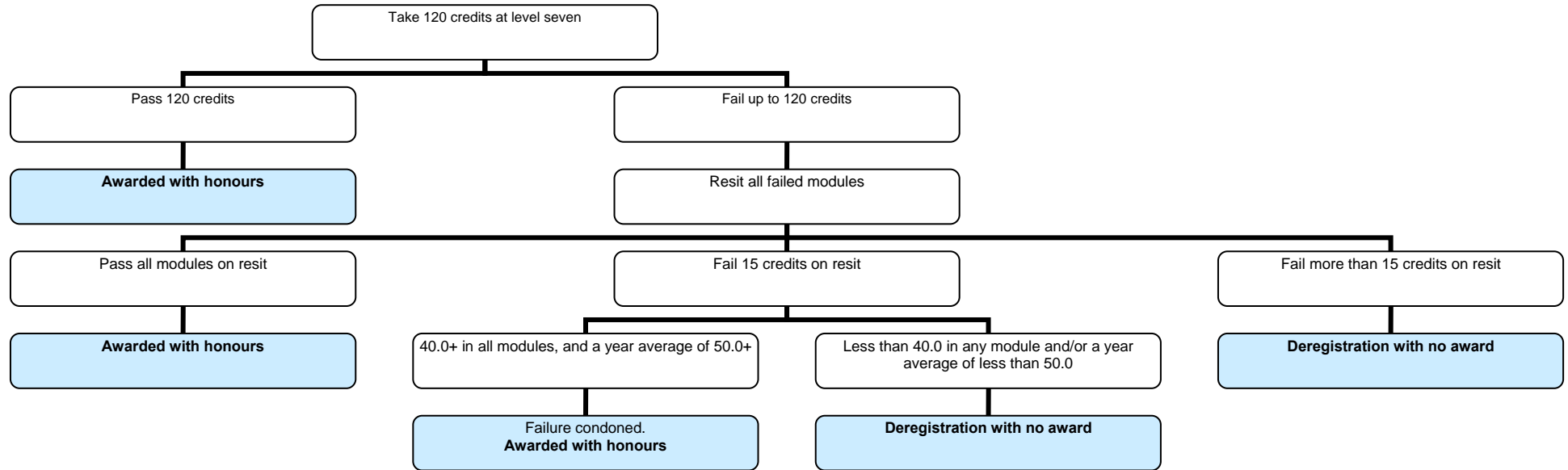
Intercalated bachelors degree (BSc/BMedSci)

**Intercalated bachelors degree: developmental year one (final)**



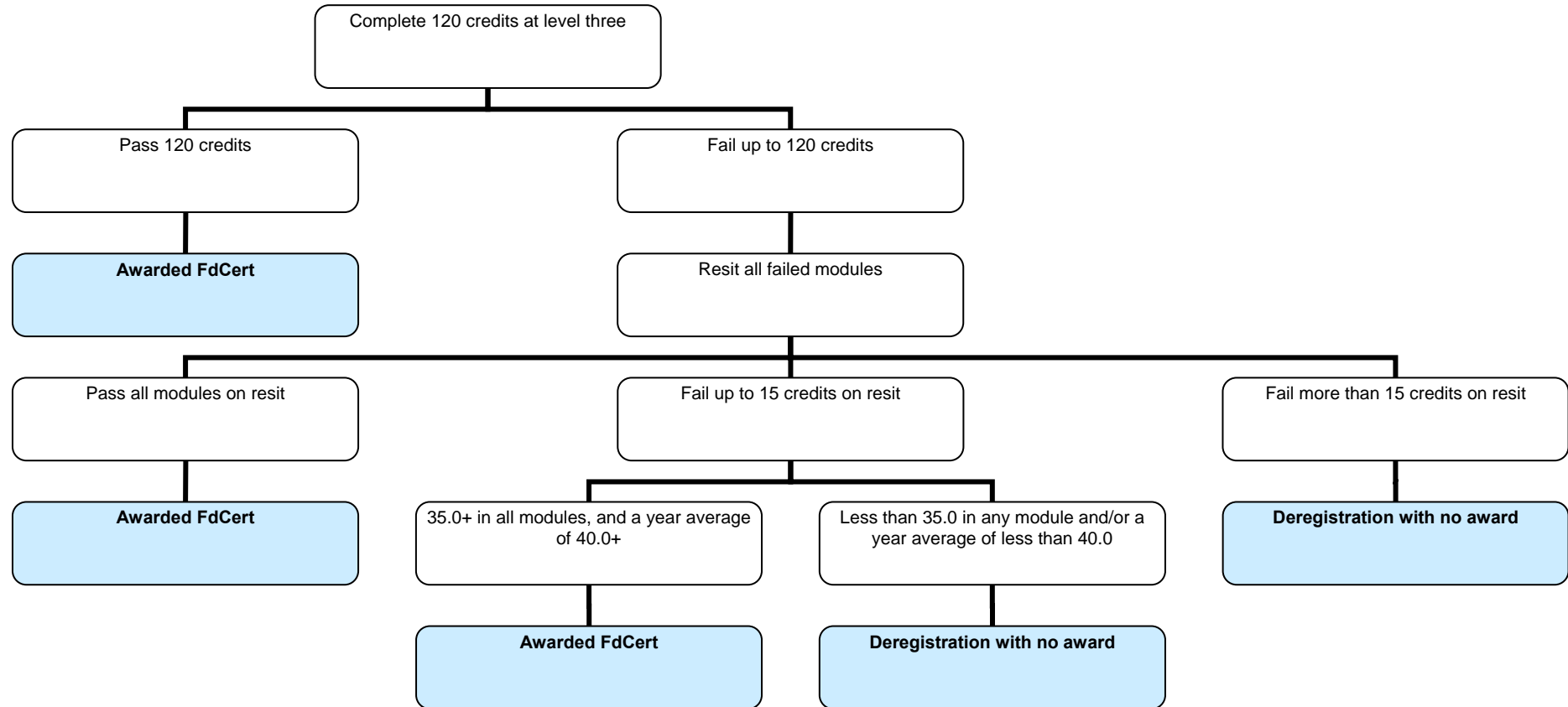
# Intercalated masters degree (MSci/MEng)

## Intercalated bachelors degree: developmental year one (final)



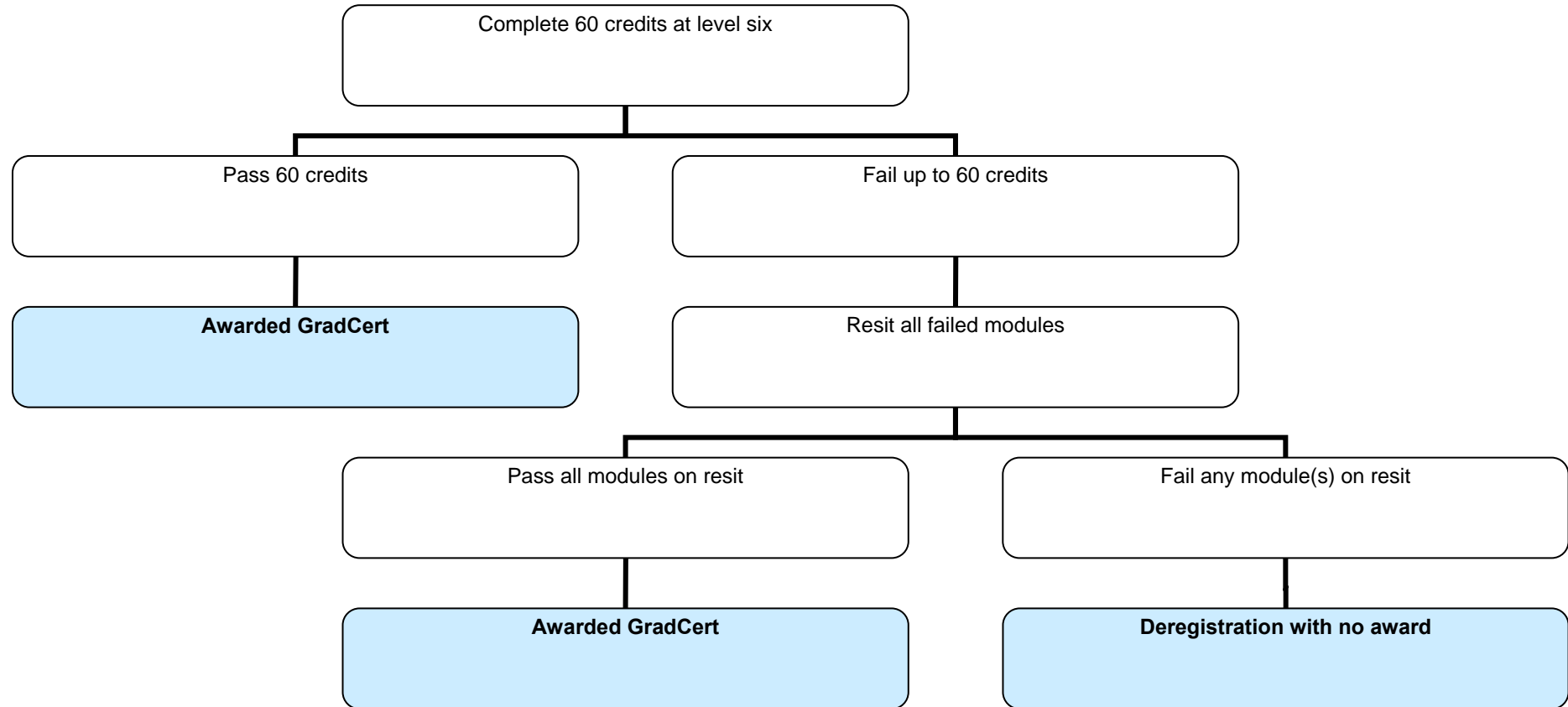
# Foundation Certificate (FdCert)

## FdCert: developmental year one (final)



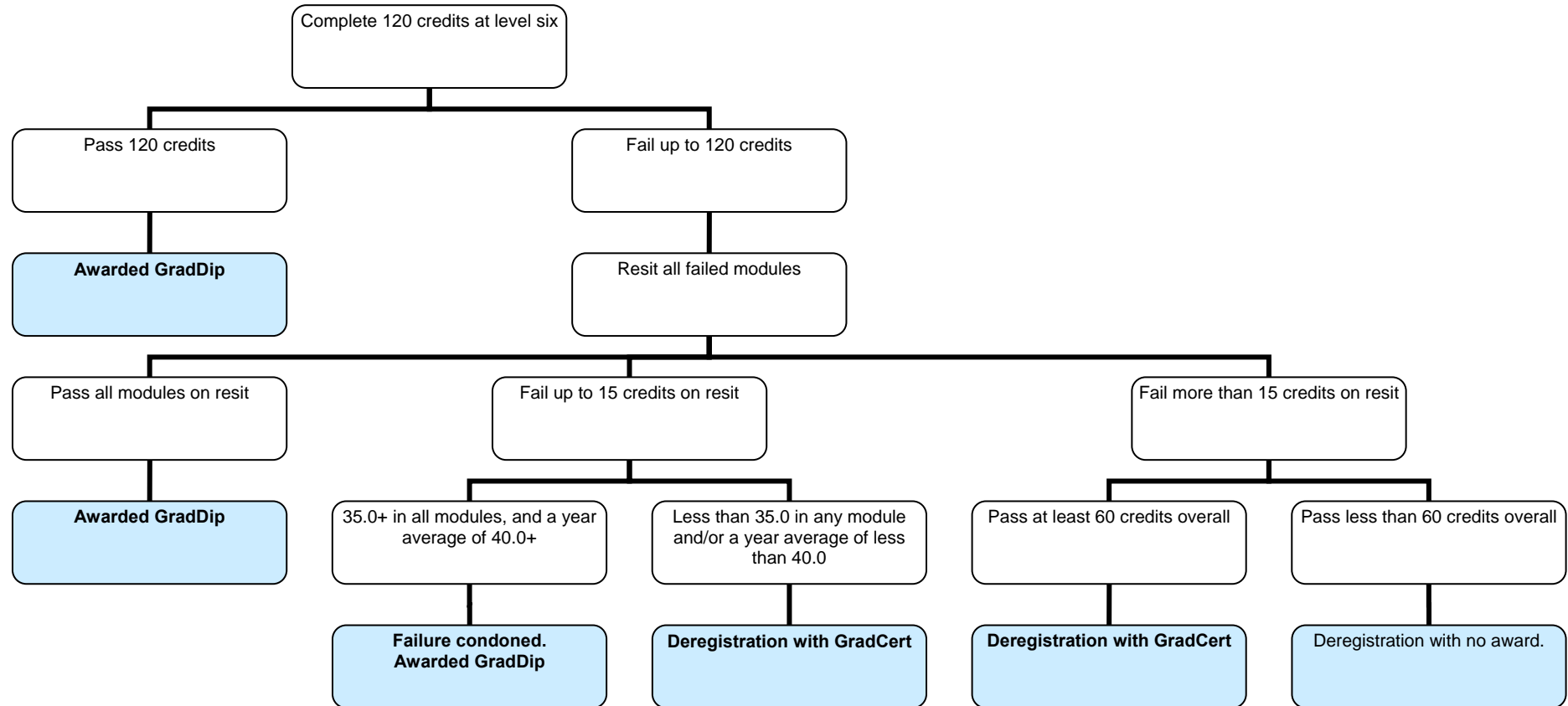
# Graduate Certificate (GradCert)

## GradCert: developmental year one (final)



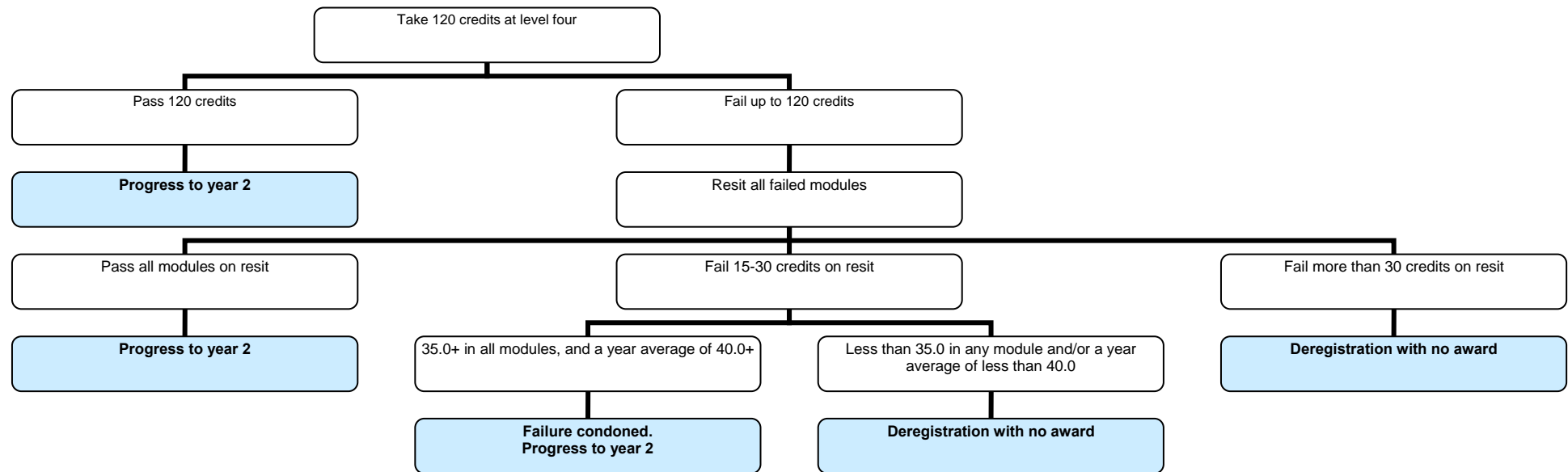
# Graduate Diploma (GradDip)

## GradCert: developmental year one (final)

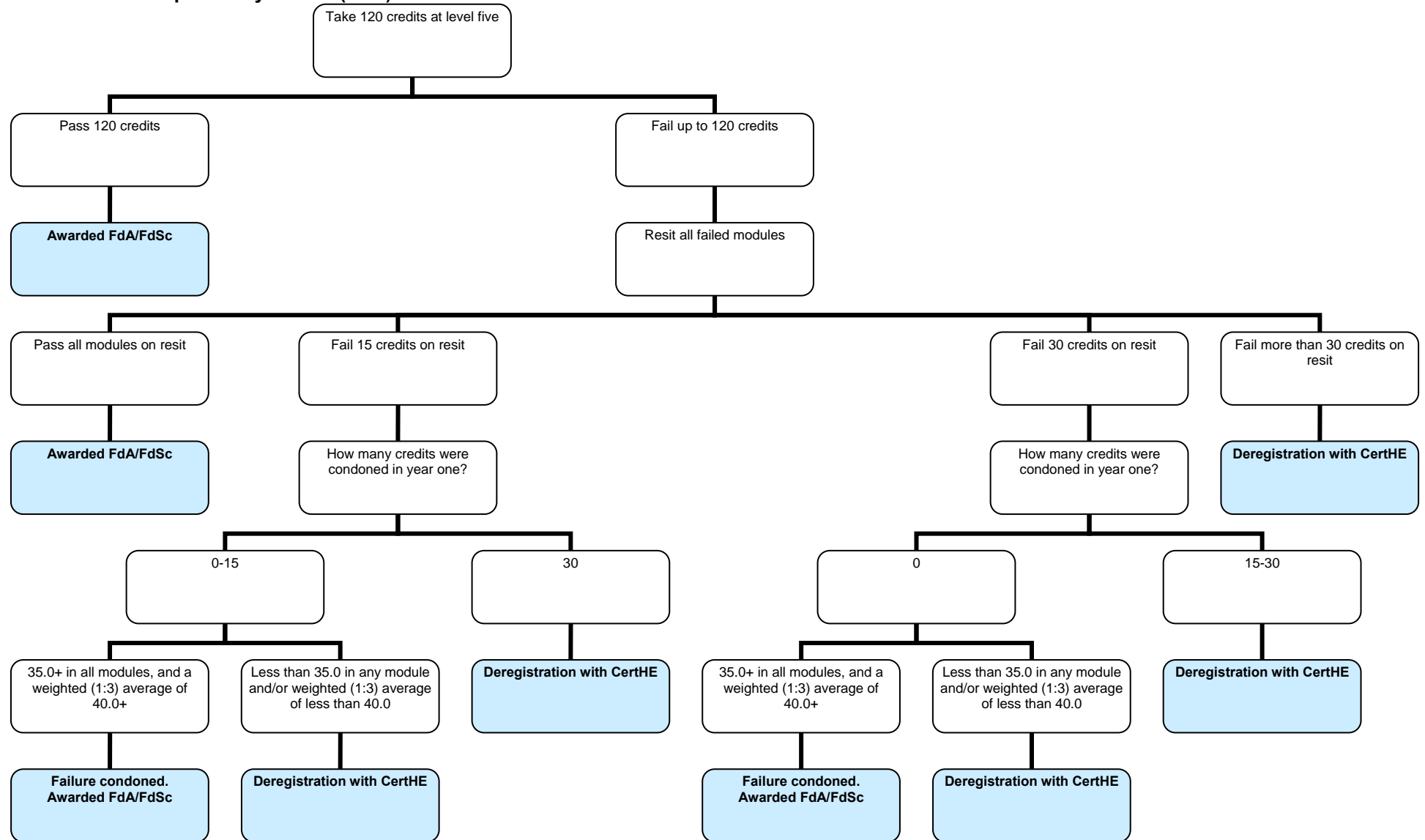


# Foundation Degrees (FdA/FdSc)

## FdA/FdSc: developmental year one



**FdA/FdSc: developmental year two (final)**







## Appendix C: Terms of Reference and Membership of the Assessment Governance Task and Finish Group

### Background

The Assessment Governance Task and Finish Group was established by Senate for the 2012/13 academic year to consider issues including classification schemes and year weightings. In June 2013, on completion of that project, Senate commissioned the Group to undertake a new project in 2013/14 relating to the comparability of award requirements at QM to those elsewhere in the UK, and to a number of associated assessment issues.

Membership (all members attend in an *ex officio* capacity)

Professor Susan Dilly, Vice-Principal (Teaching & Learning) (Chair)

Jane Pallant, Deputy Academic Registrar

Simon Hayter, Assistant Academic Registrar (Assessment Governance) (Secretary)

### Terms of reference

The Group shall consider and make recommendations to Senate on issues concerning assessment governance, including:

- the Academic Regulations;
- assessment and feedback policies and procedures;
- policy issues raised by external examiners, external members, and others.