**City, University of London Assessment Regulations**

**Summary of updates for 2016/17**

The Assessment Regulations were approved by Senate in July 2016 and come into effect for all new and continuing students from the 2016/17 academic year.

The revised Regulations were developed following a period of consultation with academic and professional services staff and the Students’ Union. The 2016/17 version re-organised the content and updated terminology from the previous Regulations to make them easier to understand for students and staff. Some new sections were added to clarify how assessment at City is managed and the duties of Assessment Boards and their advisory panels. This summary sheet outlines the key changes.

**Key updates to the Regulations for 2016/17**

1. **Terminology**
* References to ‘Parts’ of Programmes are replaced by **‘Programme Stages’**
* References to ‘Exceptions to Regulations’ are replaced with ‘**Programme Regulations’**. All approved Programme Regulations are included as Appendix 1 to the Regulations.
* Specific references to MEng/MMath/MEB/MOptom/MSci are replaced with **Integrated Masters** (and cross referenced to the Programme Regulations Appendix for full details)
* Accreditation of Prior (Experiential) Learning is now **Recognition of Prior (Experiential) Learning**
* A **Glossary of Terms** is included at Appendix 5.
1. **General Principles**
* The General Principles have been expanded for clarity (see **2iii, 2iv and 2v**)
1. **Principles of the Assessment Framework**
* This section expands on the previous *Pattern and Structure of Assessment* section to provide further details on programme and module structures and notes that **assessment schemes** will be reviewed periodically.
* New sections detail the University requirements for the **language of assessment** (see 3.4).
1. **Progression and Award**
* Text from the previous Regulations has been updated to incorporate current practice and clarify the requirements for passing a module and a programme.
* Expectations for **student participation and attendance** have been updated, noting that attendance for some programmes/modules is mandatory (see 4.4)
* If a student **fails to participate in an assessment** they will be offered a resit opportunity (see 4.4.2 and also 4.7.2) regardless of whether extenuating circumstances have been claimed. If the resit is not completed or passed, the student will be withdrawn by the Assessment Board.
* Minor change to the **Professional Training Requirement** assessment (see 4.5)
* Clarification regarding award of credit for **pass/fail modules**
* if a student **fails a module** an Assessment Board may exercise discretion where certain conditions are met, in permitting a student to complete a limited number of outstanding assessments (no more than 15 credits) in the following academic year whilst continuing with the next block or stage of the Programme (see 4.7)
* Maximum amount of **compensation** permitted for Undergraduate/Graduate/Integrated Masters adjusted to 15 credits/one sixth of the total credits for the Programme Stage to align with the Credit Framework, clarification regarding requirements for compensation for Integrated Masters, and clarification on modules that cannot be compensated (pass/fail modules and those failed due to academic misconduct) (see 4.7.1)
* Updates to the **Resits** regulations (see 4.7.2) to clarify requirements regarding granting of resits, resit modes, resit rules for assessment components and clarification that if a lower mark is achieved in a resit than the original assessment, the lower mark stands.
* Updates to the **Partial Repeat Year** provisions, to enable an Assessment Board to offer resits or a partial repeat year with attendance where a student has multiple failed assessments. The option for an Assessment Board to offer a Partial or Full Repeat Year as a third and final attempt once compensation and resit opportunities have been exhausted has been removed except where there are approved Extenuating Circumstances (see 4.7.3)
* Updated provisions for **Full Repeat Years** which are only permitted where a student has approved Extenuating Circumstances affecting multiple assessments or has been suspended in accordance with the Fitness to Study Regulation (see 4.7.4)
* Updates to the **Extenuating Circumstances** section to clarify the requirements for submission of applications (see 4.8.1) the operation of the Extenuating Circumstances Panel (see 4.8.2), Assessment Board consideration of recommendations (see 4.8.3) and to set out provisions for students with disabilities or long-term conditions (4.8.4). Some sections from the previous regulations are relocated to Policy and Guidance.
* The *Accreditation of Prior (Experiential) Learning* section has been updated to reflect sector practice and is now **Recognition of Prior Learning** (see 4.9). The provisions for granting and monitoring Recognition or Prior Learning and Prior Experiential Learning have been updated. Claims must be considered via a Panel or Course Board and students have a right to appeal against a decision.
* The regulations for **Exit Awards** have been updated and a new section added (see 4.11.2). Exit awards must be detailed in Programme Specifications.
* Updates to the **Transfer Provisions** section detailing transfers to and from Integrated Masters’ awards (see 4.12).
* A new section for **Topping Up** to a Diploma or Degree (see 4.13)
* A new section for **Re-enrolment Following Failure** (see 4.14)
* The existing Senate Regulation 10 ***Aegrotat* awards** has been incorporated into the Assessment Regulations (see 4.15)
* A new section for **Posthumous Awards** (see 4.16)
* A new section for **Revocation of Awards** (see 4.17)
* In exceptional circumstances, **Interruption of Studies** can be invoked via the Fitness to Study Regulation (see 4.19)
* A new section for **Leaving a Programme** (see 4.20)
1. **Academic Standards, Marking and Feedback**
* A new section on **Marking and Moderation** (see 5.3) to align with the Assessment Feedback Policy and current practice
* Clarification on the responsibilities of **Internal Examiners** relating to arranging assessments and for attendance at Assessment Boards
* Some text from the previous **External Examiners** regulation is relocated to Policy and Guidance. Incorporation of existing practice in the External Examiners’ duties section to clarify responsibility to comment on all assessment tasks contributing to final awards and attendance at oral or practical assessments (see 5.6.2)
* Updates to the **Academic Misconduct** section (see 5.7) to set out provisions for dealing with poor academic practice and academic misconduct, including the use of technology to detect incidences. Updates to scope, remit and conduct of Preliminary Investigations and Academic Misconduct Panels. Updated range of **Academic Misconduct Sanctions** (Appendix 3) that may be recommended and considered by the Assessment Board, and updates to recording of outcomes and oversight.
1. **Assessment Boards**
* Previous references to **Assessment Boards** ‘making recommendations to Senate’ have been revised to state that Assessment Boards approve decisions, to align with Regulation 27 Delegation of Senate Authority\* (see 6 and 6.1) The section relating to **Quoracy of Assessment Boards** (6.4) has been strengthened to reflect this delegation of authority.

\* (except for *Aegrotat* and Posthumous awards, which are approved by the Director of Student and Academic Services on behalf of Senate).

* **Membership of Assessment Boards and Advisory Panels** is set out in Appendix 2.
* Updates to the **Role of the Assessment Board** (see 6.1) including the protocol for **upgrading of classifications** (6.6), confidentiality (6.7), reporting of significant risks and use of Chair’s Action (6.8)
* The roles and responsibilities of **Assessment Board advisory panels** (6.9), i.e. **Module Panels** (see 6.9.1)**, Interim Assessment Panels** (see 6.9.2) and **Preliminary Assessment Panels** (see 6.9.3)**,** have been clarified to ensure all decisions relating to progression and award are made by Assessment Boards only.
* Clarification of the section for **Consideration of Assessment Results for Shared Programmes and Modules** (see 6.10). A student’s ‘Home’ Assessment Board cannot adjust module results for individual students that have previously been agreed by another Assessment Board.
* The protocol for the **Record and Disclosure of Assessment Results** and **Retention of Student Marks and Work** is set out in Appendix 4.
1. **Suspension of the Assessment Regulations**
* New section added to align with the updated Ordinances approved by Council following Senate recommendation July 2015 to enable the Vice Chancellor to suspend the Regulations in very exceptional circumstances (see 6.12). http://www.city.ac.uk/\_\_data/assets/pdf\_file/0008/282572/sc269\_mins.pdf

**Contact details**

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(August 2016)