

UNIVERSITY OF BEDFORDSHIRE

ACADEMIC REGULATIONS

SECTION 5b: ASSESSMENT REGULATIONS FOR POSTGRADUATE TAUGHT STUDIES

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SECTION 5b ASSESSMENT REGULATIONS FOR POSTGRADUATE TAUGHT STUDIES

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

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

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1. Introduction

1.1.

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

2. Purposes of Assessment

2.1. Within its regulations the University of Bedfordshire identifies the purposes of assessment as:

the unit and course.

To assist student learning by providing appropriate feedback on performance.

To provide a reliable and consistent basis for boards of examiners to determine the progression of, and conferment of awards to, students.

2.2. Assessment is an integral part of our approach to facilitating student learning. It is part of a progressive process by which students learn to develop their ability to critically evaluate, to analyse and to take responsibility for their own work. It contributes to their employability and to their ability to be life-long learners.

2.3. Assessment practices and processes must be robust and conform to internal and national expectations, ensuring confidence in the reliability, validity and authenticity of grading.

3. Principles of Assessment

3.1.

Assessment strategies strike a balance between summative and formative assessment.

Assessment practices are continuously reviewed and refined to ensure they are supporting students and their learning, and meeting institutional principles.

4. Marks

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

5. University Grading Scheme

Grade
letter

minimum pass mark.

- 6.6. The greater of the two marks; 1st or repeat assessment outcome will be used to calculate the final unit result and any subsequent award outcomes.
- 6.7. Students who do not pass a unit on repeat assessment will retake the unit at the

7.4. The Examination Board will make a decision about progression in line with Regulation 6.3. Students who do not meet the requirements will be required to cease work on their dissertation until they are in a position to progress as described in Regulation 6.3.

7.5. A student, who has not attained a minimum of 30 credits by the end of the taught stage i.e. after repeat assessment, will be required to leave their course as determined by the relevant Board of Examiners.

7.6. by the Board of Examiners. No units may later be substituted with the intention of changing the award title or improving the class of award.

7.7. published procedures.

7.8. The decision by the Board of Examiners.

8. Award classification

8.1. All marks are used to calculate a grade average for the award outcome, the result of this average calculation is rounded using the convention: 0.5 and above rounded up, otherwise rounded down to the nearest whole number.

8.2. with Distinction if he or she has fulfilled the following criteria:

8.2.1. Attained a grade of 65% or above overall; and

8.2.2. Attained a grade of 70% or above in the dissertation stage.

8.3. the following criteria:

8.3.1. Attained a grade of 55% or above overall; and

8.3.2. Attained a grade of 60% or above in the dissertation stage.

lower award.

- 8.10. When used as exit awards the Postgraduate Certificate and Postgraduate Diploma may be awarded as an unnamed exit award in accordance with and adopting generic learning outcomes as specified in Section 2: Awards and Courses. The Postgraduate Certificate and Postgraduate Diploma may be established as named exit awards for a course and also conferred as named

an examination board. The policy is found at

<https://www.beds.ac.uk/aboutus/quality/regulations>.

11.2. Academic appeals are not valid where they relate to academic judgement.