

**UNIVERSITY OF BEDFORDSHIRE**

**ACADEMIC REGULATIONS**

**SECTION 5a: ASSESSMENT REGULATIONS FOR UNDERGRADUATE TAUGHT  
STUDIES INCLUDING FOUNDATION YEAR**

**Document record**

**Document title**

Academic Regulations  
Section 5a Assessment Regulations for Undergraduate

	<p>result and award outcome.</p> <ul style="list-style-type: none"><li>• 7.1.2 Removal of minimum mark for Condonment purposes</li><li>• 8.15 Inclusion of new Regulation to allow for enhancement of Distinction for Certificate of Higher Education award</li><li>• 8.1.7 Inclusion of new Regulation to allow for enhancement of Merit for Certificate of Higher Education award.</li></ul> <p><b>APPROVED by Academic Board 4 September 2017</b></p>
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**SECTION 5a: Assessment Regulations for Undergraduate Taught Studies including  
Foundation Year**

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

Accounting and Financial Services BA (Hons) (Top-up) - (University College, Oldham)

Accounting and Financial Services FdA (University College, Oldham)

Broadcast Journalism BA (Hons)

Business and Management BA (Hons) (University College, Oldham)

Business and Management FdA (University College, Oldham)

Computer Systems Engineering BEng (Hons)

Electronic Engineering BEng (Hons)

Fashion Design and Manufacture BA (Hons) (Marbella Design Academy)

Graphic Design and Media BA (Hons) (Marbella Design Academy)

Interior Architecture and Design BA (Hons) (Marbella Design Academy)

Mentorship and Support for Professional Practice (level 6) - Short course

Midwifery: Registered Midwife (3 year) BSc (Hons)

Midwifery: Registered Midwife (18 month) BSc (Hons)

Nurse and Midwife Independent and Supplementary Prescribing (V300) level 6 - Short  
Course

Nursing with Registered Nurse: Adult BSc (Hons)

Nursing with Registered Nurse: Child BSc (Hons)

Nursing with Registered Nurse: Mental Health BSc (Hons)

Operating Department Practice BSc (Hons)

Return to Practice (Nursing) - Short Course

Telecommunications & Network Engineering BEng (Hons)

## **Contents**

### **1. Introduction**

## **1. Introduction**

- 1.1. The University of Bedfordshire's Academic regulations provide the regulatory 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.

- Students experience a range of assessment activities designed to support the progressive development of their knowledge, understanding, skills and employability.

### **Standards**

- Assessment practices and processes are robust and conform to internal and external expectations, ensuring confidence in the reliability, validity and authenticity of grading.
- Assessment criteria are clearly specified, aligned to the level of the unit and its learning outcome, and used as a basis for marking and grading.

### **Assessment activities**

- Assessment activities relate to the intended learning outcomes of the unit and support the overarching assessment strategy for the course.
- Assessment activities enable students to demonstrate the learning outcomes in ways which are inclusive and equitable.
- Assessment activities support academic integrity and minimise opportunities for academic offences.

### **Engaging students**

- Students are supported in developing and understanding of expectations through assessment briefs and active engagement with the assessment process and criteria.
- Assessment supports student self-management and reflection, giving students the confidence and skills to use the variety of feedback available to them to monitor and improve their performance.
- Realistic and balanced assessment workloads spread the assessment loading and ensure adequate time for the associated learning.
- Timely and meaningful feedback supports the learning process.

### **Reviewing and evaluating**

- The design and delivery of assessment is a collegiate activity which necessitates academic teams discussing and agreeing expectations and outcomes.
- 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 each assessment, student work will be marked using the University simplified percentage

### 5. University Grading Scheme

Grade letter	Mark Band %	Grade Descriptor	Award Classification	
			Honours degree	Foundation degree
A+	80-100	Outstanding	P	Distinction
A	75-79	Excellent		
A-	70-74			
B+	67-69	Commendable	A	Merit
B	64-		S	
			S	





will not carry credit and a student progressing to the next stage will not be permitted an opportunity for reassessment.

7.1.3. Completed the outcome(s) from an Academic Conduct Panel decision prior to an examination board reaching a decision on progression.

7.2. To progress from level 6 to level 7 on an Integrated Masters a student must have passed all credits at level 6.

7.3. To progress from the Foundation year to level 4 a student must have attempted and passed all units of the Foundation year as specified in the Course Information form.

## **8. Final Stage assessment and award**

8.1. A student will become eligible for conferment of an award on completion of the course and when the student has:

8.1.1. Acquired the requisite number of credits at the final stage of the course leading to the registered award; and

8.1.2. Where appropriate met any subject specific or PSRB requirements for the award, as agreed by the University's Academic Board through the course approval process.

8.2. Compensation is not permitted in any unit at the awarding level.

8.3. A student who is exiting the University either for failure to progress or alternative reasons may be granted an exit award. For more information see the Course Information form.



a methodology previously agreed through the course approval process and ratified by Academic Board.

- 8.15. The Integrated Master's Degree may be awarded with Merit to students who have attained marks of 60% or higher in a minimum of 60 credits at level 7.
- 8.16. The Diploma of Higher Education (DipHE), Foundation Degrees (FD); Higher National Diploma (HND) and Higher National Certificate (HNC) are awarded with Distinction to students who have attained marks of 70% or higher in a minimum of 60 credits at level 5 for DipHE/FD/HND and level 4 or 5 for HNC.
- 8.17. The Certificate of Higher Education (CertHE) can be awarded with Distinction to students who have attained marks of 70% or higher in a minimum of 60 credits at level 4 or 5.
- 8.18. The Diploma of Higher Education (DipHE), Foundation Degrees (FD); Higher National Diploma (HND) and Higher National Certificate (HNC) are awarded with Merit to students who have attained marks of 60% or higher in a minimum of 60 credits at level 5 for DipHE/FD/HND and level 4 or 5 for HNC.
- 8.19. The Certificate of Higher Education (CertHE) can be awarded with Merit to students who have attained marks of 60% or higher in a minimum of 60 credits at level 4 or 5.

## **9. Boards of Examiners**

- 9.1. Decisions about the assessment of students are made on behalf of the Academic Board by Boards of Examiners.
- 9.2. Boards of Examiners are established at two levels: Portfolio Boards of Examiners; and the Scheme Board of Examiners.
- 9.3. Portfolio Boards of Examiners have delegated authority to agree progression decisions for students and recommend award and exit decisions to the Scheme Board of Examiners.
- 9.4. The Scheme Board of Examiners is responsible for the conferment of awards and credit for exit decisions.

## **10. Academic Offences**

- 10.1. If a student on a taught course leading to a University of Bedfordshire award is accused of an academic offence, the procedures described in the University's Academic Discipline Policy and Procedure (see <https://www.beds.ac.uk/student-experience/academic-information/academic-discipline-policy>) will be followed.

## **11. Appeals against decisions of Boards of Examiners**

- 11.1. In line with the Policy regarding Academic Appeals and the Procedures to be followed when submitting an appeal; a student may appeal against the decision of

an examination board. The policy is found at