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Academic Regulations Education and Assessment

Section 3

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Section 3

Education and Assessment

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Contents

3.1	Purpose	1
3.2	General Principles of Assessment.....	1
3.3	Types of Assessment.....	3
3.4	Module Assessment.....	3
3.5	Course Assessment	4
3.6	Marking Conventions.....	5
3.7	Classification	6
3.8	Awards Accredited by Professional, Statutory or Regulatory Bodies.....	6
3.9	Feedback on Assessed Coursework	7
3.10	Retention of Assessment Records	7
3.11	Submission of Assessment.....	7
3.12	Penalties for Late Submission	7
3.13	Extenuating Circumstances.....	8
3.14	Request for an Appeal Hearing.....	9
3.15	Responsibilities of Students.....	9
3.16	Disabled Students: Alternative Assessment Arrangements.....	9
3.17	Leeds Beckett University Students Studying in Other Institutions.....	10
3.18	Annexe 3A to Section 3 of the Regulations Concerning Assessment.....	10

Section 3: Education and Assessment

3.1 Purpose

Leeds Beckett University aims to be an excellent, accessible, globally engaged university contributing positively to a thriving Northern economy. The core objective of our Education Strategy is to provide an Excellent Education and Experience for all our students.

Courses leading to awards of the University operate within a modular framework. Modules are located at each level of a specific course and may be core to that course, or optional (providing an opportunity for specialisation, for example). Courses are examined, through the process of validation, to ensure that they present a coherent structure wherein the achievement of specific learning outcomes at module level contributes to the achievement of the learning outcomes at a specific level, and for the overall award.

Achievement of these learning outcomes is measured through assessment (which may relate to a part of a module, an individual module, or a number of modules within a specific level). Assessment may contribute, directly or indirectly, to the final level of achievement for the overall award. The level of achievement within specified modules will lead, where appropriate, to the classification of an award overall.

General Purposes of Assessment

- a) Assessment allows students to demonstrate the extent to which they have met the intended, specified learning outcomes
- b) Assessment promotes and supports students' learning and academic development
- c) Assessment is reliable, consistent, fair and valid
- d) Assessment is inclusive and equitable
- e) Assessment is explicit and transparent
- f) Assessment encourages academic integrity

3.2 General Principles of Assessment

- a) Assessment of a student's work is a matter of academic judgment, not simply of computation.
- b) Academic judgments of examiners cannot, in themselves, be questioned or overturned.
- c) All modules will be assessed.
- d) All learning outcomes of each module must be assessed.

- e) Courses will operate a sufficiently varied diet of assessment to demonstrate students' skills development.
- f) All assessments will operate within a schedule which is made clear to students at the beginning of the module.
- g) Submission of an assessment indicates that the student considers themselves fit to undertake that assessment.
- h) Students who have declared a disability may have alternative assessment arrangements provided to them.
- i) Exceptionally, where approved by the Dean and relevant External Examiners, an alternative assessment arrangement may be provided (e.g. circumstances relating to study abroad, transitional arrangements or exceptional circumstances) and will be reported to the Examination Board.
- j) All assessments will carry a penalty for late submission, unless there is an agreed extension of a deadline in advance of submission.
- k) All assessments must be submitted with due attention to issues of academic integrity, expression, and good academic practice, including clarity in grammar, semantics and syntax.
- l) All assessments will be returned with feedback within an agreed period of time.
- m) Assessment briefs, processes and classification and awards processes will be subject to internal scrutiny, approval, and moderation and external scrutiny by approved External Examiners unless exceptions are approved. Normally level 4 assessments will not be subject to external oversight unless required by a PSRB or for assurance of an academic award. External Examiners have the right to moderate the marks awarded by internal examiners. Moderation of marks contributing to honours degree classifications will reference the expectations set by the classification descriptors, as defined within the Framework for Higher Education Qualifications and aligned with the relevant internal marking conventions.
- n) Assessment practices will be valid, reliable, fair and transparent.
- o) Assessment practices will be fair and consistent, within, and across, courses.
- p) The language of assessment for all modules and awards of the University is English.
- q) Students will be provided with information and resources on the nature of unfair practice. They will be informed of the consequences of breaching the regulations in respect of academic integrity.
- r) Where courses lead to an award at levels 4-8 of the *Frameworks for Higher Education Qualifications* they will be prone to external examination.
- s) The processes for the moderation and approval of assessment briefs/ examinations by both internal staff and external examiners will be applied to all forms of summative assessment. It is the Course Director's responsibility to ensure that assessment and reassessment briefs/ examinations are shared with the external examiners for scrutiny and endorsement prior to sharing with students.

3.3 Types of Assessment

Assessment falls into three types.

Any assessments which are invigilated or have time constraints for submission would be normally be categorised as examinations and subject to examination regulations.

1. Coursework. Examples of coursework include but are not limited to:

- a) Essay, report or other written assignment.
- b) Dissertation or project.
- c) Portfolio.
- d) Take-away paper.

2. Examination. Examples of examinations include but are not limited to:

- a) Timed examination.
- b) Set exercise, quiz or multiple-choice test (where invigilated or where there is a time constraint).
- c) Practical assessment (where invigilated or where there is a time constraint).

3. Practical. Examples of practicals include but are not limited to:

- a) Practical assessment.
- b) Formal presentation.

3.4 Module Assessment

- a) The overall pass mark for a module is 40% for Levels 4-6 and 50% for Level 7, unless a higher mark is required by a Professional, Statutory, or Regulatory Body. Where modules are used to deliver apprenticeship End Point Assessment (EPA) the module pass mark and grading will be in line with the relevant Apprenticeship Standard's Assessment Plan.
- b) The assessment diet will relate to the learning outcomes of the module, the level at which it is assessed and to the volume of credit being assessed.
- c) Modules may be assessed on the basis of overall aggregate pass-mark, weighted differentiation between assessments or may focus on one (or more) units of assessment.
- d) All module assessment will be capable of differentiating the achievement of individual students and will adopt marking conventions in line with nationally agreed standards which clearly differentiate performance at the threshold level (a pass) and beyond the threshold level.
- e) After the internal marking and moderation process, student submissions, or an agreed

sample, should be sent to the external examiner(s) with reasonable time to consider these prior to the meeting of the relevant Module or Progression and Award Board.

- f) The sample will be derived from the following requirements:
- Sample sizes should be determined by a square root of cohort size, no smaller than 6, no larger than 15. However not all work is assessed in a way that makes a square root sample possible and allowance should be made in these circumstances. For example, in subjects such as the performing arts where there may be a requirement for an External Examiner to come and view a performance, or to visit the exhibition of artwork.
 - Samples will include all classification categories, and samples at the other grade boundaries including some fails.
 - Samples will consist of internally moderated work, clearly evidencing the moderation process.

3.5 Course Assessment

- a) All courses will have a modular structure which defines those elements which are compulsory and must be passed in order to achieve the final award.
- b) All courses will identify those modules that will be assessed, including any assessed work experience or placement activity.
- c) Progression at each level of a multi-level award will be dependent on successful completion at that level.
- d) All courses will follow a common model of classification (whether for honours for Bachelors awards, or for the award of Merit or Distinction, in other relevant awards) and these outcomes will clearly differentiate performance at the threshold level (a pass), and beyond the threshold level, in line with the expectations of nationally agreed award standards articulated within the Framework for Higher Education Qualifications and other standards or frameworks where applicable. Where applicable to the qualification, classification will reference the expectations set by the classification descriptors defined within the Framework for Higher Education Qualifications and will be aligned with the relevant internal marking conventions.
- e) Module Boards and Progression and Award Boards will make decisions on module marks, progression, reassessment and classification and conferment of awards.

3.6 Marking Conventions

The University adopts the following conventions for: the marking of assessed work for an award of the University and to assist Progression and Award Boards in determining honours degree classification.

A	70%+	First Class
B	60-69%	Upper Second Class
C	50-59%	Lower Second Class
D	40-49%	Third Class
F1	30-39%	Fail
F2	15-29%	Fail
F3	below 15%	Fail

Marking conventions will be supported by guidance issued by Quality Assurance Services.

In addition, descriptors for the classification of honours degrees have been defined and are located within annexe 3B to this section of the regulations and form part of these regulations.

The following conventions are adopted for postgraduate taught awards:

70%+	Distinction
60-69%	Merit
50-59%	Pass
40-49%	Fail
30-39%	Fail
15-29%	Fail
below 15%	Fail

In addition, marking conventions for Level 7 awards have been defined and are located within annexe 3C.

Assessments on Integrated Masters courses will be marked in according with the marking conventions for each level of study.

3.7 Classification

Honours Degree Classification

In determining the class of Bachelor Degree with Honours to be recommended, a Progression and Award Board should take account of the weighted average of the best 100 credits at levels 5 (25%) and 6 (75%) in relation to the marking conventions above.

Integrated Masters Classification

In determining the class of Integrated Masters to be recommended, a Progression and Award Board should take account of the weighted average of the best 100 credits at levels 5 (10%), 6 (20%) and 7 (70%) in relation to the marking conventions above.

The approach to classification for Integrated Masters students referenced within the regulations is applicable for students who commence Level 4 of this type of award from August 2022.

Upgrade of Borderline Performance

If the final weighted average for an honours degree or Integrated Masters award is within 2% of the boundary for classification (#8/#9) then a class of award will be upgraded provided that 50% or more of the credit achieved at the final level is in the higher classification (unless this is prohibited by the regulations of a Professional, Statutory or Regulatory Body).

Distinction and Merit

Awards of Distinction and Merit may be made in respect of all awards except an honours degree and an Integrated Masters (see Progression and Award regulations).

3.8 Awards Accredited by Professional, Statutory or Regulatory Bodies

For awards accredited by professional, statutory or regulatory bodies, students must:

- a) fulfil the requirements of an award of the University;
- b) fulfil any further requirements for accreditation specified by the professional, statutory or regulatory body. Both staff and students must be made aware of the specific requirements to be fulfilled in order to obtain the accredited award.

Students failing to achieve the specific assessment requirements for awards accredited by professional, statutory or regulatory bodies will be advised of alternative courses of study available within the University.

3.9 Feedback on Assessed Coursework

Students will be informed of:

- a) the feedback they can expect;
- b) the date by which this will be provided;
- c) the format in which the feedback will be communicated.

Feedback will vary with the assessment task in question. Forms of feedback on assessed work may include the following:

- a) oral feedback.
- b) written comment.
- c) provisional marks indicated on scripts/submission.
- d) the final ratified mark.

3.10 Retention of Assessment Records

Period of Retention

A sample of major coursework assessment will be retained until one academic year after the student or students have finished their course in the University.

Samples Retained

Normally this will be two samples from each of the classification divisions and two samples of failures. A photographic record of artefacts may be kept where appropriate.

Secure Storage

Arrangements for the secure storage of these samples must be in accordance with the University document retention policy.

3.11 Submission of Assessment

The arrangements for the submission of assessed work will be clearly notified to students. Arrangements may vary across the University. The University requirement is that they should be secure and prevent, in so far as possible, a student being able to claim that a piece of work was handed in without such a claim being verifiable.

3.12 Penalties for Late Submission

The penalties for late submission of assessed coursework will be clearly notified to students.

Students are expected to submit work on time, but where a student has failed to submit assessment(s) by the prescribed date without good cause they will be penalised as given below. *Any work not submitted within these limits may not normally be submitted at that opportunity.*

“Days” include weekdays and include vacations, but exclude weekends, bank holidays and other days when the University or designated collaborative institution is closed.

Full-time Students

1 day late: 5 marks will be deducted from the mark achieved by the student.

2 to 9 days late: a further 5 marks will be deducted from the mark achieved by the student for every day on which the work remains unsubmitted.

(Should these penalties bring the final mark below 40% for Levels 4-6 or 50% for Level 7, then the work will normally be capped at the threshold pass mark.)

10 days late: a mark of zero will normally be recorded.

Part-time Students

1 to 2 days late: 5 marks will be deducted from the mark achieved by the student.

3 to 10 days late: a further 5 marks will be deducted from the mark achieved by the student for each *two* days on which the work remains unsubmitted (i.e. 5 marks for days 3-4; 5-6; 7-8; 9-10).

(Should these penalties bring the final mark below 40% for Levels 4-6 or 50% for Level 7, then the work will normally be capped at the threshold pass mark.)

11 days late: a mark of zero will normally be recorded.

Cases of persistent late submission will be brought to the attention of the Progression and Award Board or Module Board by the Module Leader.

Where work for reassessment is submitted late, the work will be marked, a late penalty applied in accordance with the conventions above and then the work will be capped for reassessment.

3.13 Extenuating Circumstances

Students will be clearly advised that it is their responsibility alone to draw to the attention of the Progression and Award Board any extenuating circumstances which they think may have affected their performance and to adhere to the procedures for doing this.

3.14 Request for an Appeal Hearing

Information about how and when to submit a request for an appeal may be found on the Academic Regulations website.

3.15 Responsibilities of Students

It is the responsibility of students to comply with the University's regulations. In relation to assessment, students should note these responsibilities in particular:

- a) to ensure that they are aware of examination dates and coursework submission dates.
- b) to attend examinations and submit work for assessments as required.
- c) to request an extension to an assessment submission deadline if necessary.
- d) to provide to examiners in advance of their meetings any relevant information on personal circumstances which may have affected their performance and which they wish to be taken into account.
- e) to request an appeal hearing if necessary.
- f) to avoid plagiarism and other forms of academic misconduct.

Students should be aware of the following potential consequences of failure to meet their responsibilities in assessment:

- a) in the event of failure to attend examinations or submit work for assessment without good cause, examiners have the authority to deem the student to have failed the assessment(s) concerned.
- b) in the event of failure to provide information in advance on extenuating circumstances that they wish examiners to take into account, where there is no valid reason for this not being provided, any request for an appeal hearing on the grounds of these circumstances will normally be rejected.

Definition of a Non-Compliant Assessment Submission

Non-compliant submissions of either coursework or examination scripts are submissions of materials consisting only of information that identifies the student. In the event of non-compliant submission, the student will receive a non-submission outcome for the assessment (NS).

3.16 Disabled Students: Alternative Assessment Arrangements

Disabled students may be assessed under alternative assessment arrangements. These will be provided only where the alternative arrangements have been agreed under the provisions

of the Code of Practice: Disabled Students. The University provides guidance on inclusive assessment.

3.17 Leeds Beckett University Students Studying in Other Institutions

Leeds Beckett University students may study in other institutions, including institutions in other countries, either as a requirement of their course or as an optional module or component of their course.

In such cases the assessment will be specified in the course documentation. Where the assessment relates to the University's 'Study Abroad' programme, the assessment will be defined in the host institution's course documentation. The assessment will be conducted either according to the co-operation agreement between the universities or according to the regulations and procedures of the host institution.

If assessment or reassessment opportunities required by Leeds Beckett University regulations cannot be delivered by the host institution, (for example, where it is impractical to travel overseas for a scheduled reassessment attempt or where no reassessment is offered), an alternate assessment task that supports the learning outcomes of the module or component concerned may be agreed by Leeds Beckett University and offered to the student.

Students of the University will normally only be awarded appropriate credit for study undertaken in other institutions. In such cases their final award classifications will be based solely on the marks/ grades earned for study at Leeds Beckett University itself. By exception only, marks/ grades achieved for specific study in other institutions may contribute to the classification of University awards.

Information about any such arrangement will be detailed in the relevant course document, specified at validation for assessment and communicated to students before they commence any study in another institution.

3.18 Annexe 3A to Section 3 of the Regulations Concerning Assessment

An annexe 3A has been added to this section of the regulations which draws together expectations for assessment practice and its operational implementation. The annexe 3A provides a clear and comprehensive summary of the requirements associated with the maintenance of standards of assessment in a rigorous, robust and equitable manner.

These expectations in Annexe 3A are not regulations but are extrapolations of the regulatory principles and they form a framework that governs our assessment protocols. They should be

deemed to have the same status as regulations, rather than guidance, in that they must be followed unless specific exemption is sought.