



Assessment Regulations for Undergraduate Programmes

(including relevant Post-experience and Continuing Professional Development Awards)

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Technical updates of this document are undertaken on an annual basis to reflect changes to the University's organisational and management structures and to incorporate earlier, approved amendments to related policies, procedures and regulations

This document relates to the current year. If you become aware of any previous versions that are available on line please notify SEO@bolton.ac.uk so that action can be taken to remove the document(s).

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Scope

This regulation applies to:

- a) students whose programme of study commenced in 2014-15 or subsequent academic years; and
- b) students whose programme of study commenced in previous academic years, but who have experienced an interruption to study or who failed to proceed to their next level of study.

For all students whose programme of study commenced before 2014-15, progression decision made on the previous academic session of 2013-14 shall stand. For all progression decisions made thereafter, this regulation shall be used.

Definitions

The following definitions are used in these regulations:

Academic year: A defined period, normally lasting twelve months, in which the delivery of a level of study, or a portion thereof, is undertaken.

Award: Any formal qualification awarded by the University to an individual student which may be either an End Qualification or an Intermediate Award

Assessment Board: A committee to agree final student marks, determine progression and award of an Intermediate Award or End Qualification as outlined in the Regulations for the Organisation and Conduct of Assessment Boards.

Assessment Component: An assessment component is one of the assessments on a module from which the final mark/outcome for the module is derived. This is commonly referred to as summative assessment. Formative assessments (assessments which do not count towards the formal outcome of the module) are not considered to be assessment components for the purpose of this regulation.

End Qualification: The qualification aim for which the student is registered.

Intermediate Awards: The highest level of award which a student achieves who has not successfully completed the End Qualification.

Proceed: where an undergraduate student without 120 credits at one academic level is, as a result of the decision of the Examination Board, allowed to start to study at the next academic level.

Programme: A collection of modules grouped under a specific title, the details of which have been approved by Senate as leading to appropriate End Qualifications and/or Intermediate Awards.

Programme of study: The modules pursued by a student in respect of their programme.

Progress: Where an undergraduate student gains 120 credits at an academic level and so is deemed to have completed that level of study.

PSRB: A Professional, Statutory or Regulatory body. This includes, but is not limited to, accrediting bodies and statutory bodies that deal with legal requirements and immigration.

Senate: Any reference to Senate in these regulations shall be deemed to include a reference to any committee of Senate to which Senate has delegated the relevant authority.

Stage: an academic level of study as outlined in the Programme Specification.

Any reference in these regulations to the Academic Registrar, Head of School or School Co-ordinator, or other named officer of the University shall be deemed to include a reference to any person designated by that officer for the purpose.

1 Course Regulations

- 1.1 There shall be course regulations in a form approved by Senate and incorporated into the programme specification.
- 1.2 In course regulations, any deviation from, or modification to this Regulation in respect of any programme shall require the approval of Senate.

2 Modules

- 2.1 Throughout all undergraduate programmes one credit is associated with ten hours of notional learning time. The distribution of the total notional learning time for a module shall be part of the module descriptor approved at the time of validation and shall adhere to the University Policy on Standardised Hours, where applicable.
- 2.2 Normally, a student will not be permitted to study with attendance for more than 80 credits in one semester, unless this has been approved by the relevant Programme Leader and Assessment Board. In respect of part-time students, no more than 100 credits may normally be studied in an academic year.
- 2.3 Where a module is defined as a pre-requisite module in the relevant programme specification, students must normally pass such a module before being allowed to proceed to take any linked further module(s). Exceptions may be allowed at the discretion of an Assessment Board, on the advice of the tutor(s) for the linked further module(s).
- 2.4 Credit-bearing modules shall be designated as one of FHEQ Level 3 (Foundation), FHEQ Level 4, FHEQ Level 5, FHEQ Level 6 and FHEQ Level 7, as per the integrated credit framework for England, Wales and Northern Ireland.
- 2.5 Modules may be designated as Core (compulsory) or Optional within a programme.
- 2.6 A student may only change modules with the agreement of the Programme Leader and relevant Module Tutors. Any such changes after a module commences may only take place in exceptional circumstances and normally within the first two weeks of the module commencing, failing which the change will not be permitted and the original module will remain on the student's record.
- 2.7 A student may normally only withdraw from a module within the first two weeks of the module commencing and with the approval of the Module Tutor and Programme Leader. A student will normally be required to take an alternate module for the appropriate number of credits and at the appropriate level of study, unless the student has withdrawn from the programme or suspended their studies. Withdrawal without permission and/or beyond this point without good reason will be recorded at an Assessment Board as a

failure in the module (including any project or dissertation module).

3 Structure of University Awards

3.1 A programme of study leading to a University Foundation Certificate shall consist of modules to the value of at least 120 credits, including at least 100 credits at FHEQ Level 3 or higher and no more than 20 credits at FHEQ Level 2. The University Foundation Certificate may be designated as either an end qualification or intermediate award.

3.2 A programme of study leading to a University Certificate of Higher Education shall consist of modules to the value of at least 120 credits at FHEQ Level 4 or higher or 100 credits at FHEQ Level 4 or higher and 20 credits at FHEQ Level 3. The University Certificate of Higher Education may be designated as either an end qualification or intermediate award.

3.3 A programme of study leading to a University Diploma of Higher Education or a University Foundation Degree shall consist of modules to the value of 240 credits, including the following:

at least 120 credits as in 3.2 above and;
at least 120 credits at FHEQ Level 5 or higher or 100 credits at FHEQ Level 5 or higher and 20 credits at FHEQ Level 4.

The University Diploma of Higher Education may be designated as either an end qualification or intermediate award. A University Foundation Degree may be designated as an end qualification.

3.4 A programme of study leading to the award of a University Honours Degree shall consist of modules to the value of at least 360 credits, including the following:

at least 120 credits as in 3.2 above and;
at least 120 credits at FHEQ Level 5 or higher or 100 credits at FHEQ Level 5 or higher and 20 credits at FHEQ Level 4 and;
at least 120 credits at FHEQ Level 6 or higher.

The University Honours Degree may be designated as either an end qualification or intermediate award, where this is permitted by a PSRB.

3.5 A programme of study leading to the award of a University Integrated Masters Degree shall consist of modules to the value of at least 480 credits, including the following:

at least 120 credits as in 3.2 above and;
at least 120 credits at FHEQ Level 5 or higher or 100 credits at FHEQ Level 5 or higher and 20 credits at FHEQ Level 4 and;
at least 120 credits at FHEQ Level 6 or and;
at least 120 credits at FHEQ Level 7.

A University Integrated Masters Degree may be an end qualification.

- 3.6 A programme of study leading to the award of a University Graduate Certificate shall consist of a minimum of 60 credits at FHEQ Level 6 or higher. A University Graduate Certificate may be an end qualification.
- 3.7 A programme of study leading to the award of a University Graduate Diploma shall consist of a minimum of 100 credits at FHEQ Level 6 or higher. A University Graduate Diploma may be an end qualification.
- 3.8 A programme of study leading to the award of a Certificate in Education shall consist of at least 100 credits at FHEQ Level 5 and 20 credits at FHEQ Level 4. A Certificate in Education may be an end qualification.
- 3.9 A programme of study leading to the award of a Professional Graduate Certificate in Education shall consist of at least 75 credits at FHEQ Level 6, 25 credits at FHEQ Level 5 and 20 credits at FHEQ Level 4. A Professional Graduate Certificate in Education may be an end qualification.

4 Structure of other undergraduate awards

- 4.1 A programme of study leading to a Higher National Certificate (HNC) shall consist of modules to the value of at least 120 credits, including at least 100 credits at FHEQ Level 4 or higher and a maximum of 20 credits at FHEQ Level 3. The Higher National Certificate may be designated as an end qualification.
- 4.2 A programme of study leading to a Higher National Diploma (HND) shall consist of modules to the value of at least 240 credits, including;
- at least 120 credits at FHEQ Level 5 or higher and;
at least 100 credits at FHEQ Level 4 or higher and a maximum of 20 credits at FHEQ Level 3.

A Higher National Diploma may be designated as an end qualification.

- 4.3 A programme of study leading to the award of a University Certificate (of Continuing Professional Development) shall consist of modules taken at FHEQ Level 4 or higher to the volume approved for particular awards at validation. A University Certificate (of Continuing Professional Development) may be an end qualification.
- 4.4 A programme of study leading to the award of a University Diploma (of Continuing Professional Development) shall consist of modules taken at FHEQ Level 5 or higher to the volume approved for particular awards at validation. A University Diploma (of Continuing Professional Development) may be an end qualification.
- 4.5 A programme of study leading to the award of a University Advanced Diploma (of Continuing Professional Development) shall consist of modules taken at

FHEQ Level 6 to the volume(s) approved for particular awards at validation. A University Advanced Diploma (of Continuing Professional Development) may be an end qualification.

5 Programmes of Study

- 5.1 Students may substitute studies undertaken at other institutions of higher education for Bolton-based modules where such studies constitute part of an exchange scheme or formal credit transfer or recognition agreement, the terms and conditions of which have been approved by Senate.
- 5.2 No student may undertake modules outside of his/her approved programme without the prior approval of the Academic Registrar.

6 Duration of study

- 6.1 The normal planned duration of the following programmes of study shall each be one year of full-time study (or its part-time equivalent):

University Foundation Certificate
University Certificate of Higher Education
Higher National Certificate (HNC)
University Graduate Diploma
Professional Diploma in Education
Professional Graduate Diploma in Education

- 6.2 The normal planned duration of the following programmes of study shall each be two years of full-time study (or its part-time equivalent):

University Foundation Degree
University Diploma of Higher Education
Higher National Diploma (HND)

- 6.3 The normal planned duration of a University Degree/Degree with Honours shall be three years of full-time study (or its part-time equivalent).
- 6.4 The normal planned duration of an Integrated Master's Degree shall be four years of full-time study (or its part-time equivalent).
- 6.5 The normal planned duration of a Sandwich Degree/Sandwich Degree with Honours shall be four years of full-time study (or its part-time equivalent).
- 6.6 The normal planned duration of Continuing Professional Development Awards shall be related to the volume of credit making up the award and will be approved at the time of validation.
- 6.7 The normal planned duration of the Graduate Certificate shall be one semester of full-time study (or its part-time equivalent).
- 6.8 The normal planned duration of the Graduate Diploma shall be two semesters

of full-time study (or its part-time equivalent).

- 6.9 The maximum period of registration is normally approximately twice the normal planned duration. The maximum period of registration will normally include any sabbatical periods taken out by a student. The Academic Registrar, may, having regard for the standard of the award and the course objectives and regulations, and on the advice of the Chair of the Assessment Board, use discretion to extend a student's registration period.
- 6.10 Where a PSRB requires that the maximum period of registration shall be shorter than that defined in this regulation, the requirement of the PSRB shall apply. Students shall be informed where the maximum period of registration is shorter than that outlined in 6.9.

7 Assessment

- 7.1 All modules shall be assessed in accordance with the University's agreed marking criteria, either by:
- 7.1.1 in-course assessment conducted during the semester(s) in which the module(s) is/are completed; or
 - 7.1.2 examination during an examination period; or
 - 7.1.3 a combination of both 7.1.1 and 7.1.2.
- 7.2 The method of assessment for each module, including the weighting for each element of the assessment, shall be notified to students.
- 7.3 In exceptional circumstances, with the approval of the Chair of the relevant Assessment Board, an alternate form of assessment to that outlined in the approved programme documentation, which covers the same Learning Outcomes, may be approved for students with individual needs, where this is supported by appropriate evidence and where such adjustments are deemed to be reasonable and can be made without endangering the safety of the award or unduly providing any student with an advantage or disadvantage.
- 7.4 The minimum mark for a pass in each module shall be 40%. Where a student satisfies the examiners in a module, he/she shall be awarded the appropriate credits at the specified level. This shall normally be calculated through a simple weighted mean of the assessment components, so long as an attempt has been made in each component. Where a PSRB requires a pass mark in each component, this shall be recorded in the relevant module specification and notified to students.
- 7.5 A student who passes a module in which he/she has previously failed, shall be credited with the minimum mark for a pass irrespective of the actual mark achieved, unless the Assessment Board has deemed the reassessment to be a first attempt.
- 7.6 A student shall normally be permitted one attempt to redeem unsatisfactory performance in a module. At the discretion of the Assessment Board, one

further final attempt may be made to redeem unsatisfactory performance.

- 7.7 Only University modules may be used to calculate the classification of an award.
- 7.8 Where a programme of study includes one or more periods of industrial/professional training or periods of study/work experience either in UK or abroad, the student's performance may also be assessed in these periods and may contribute to the final assessment. Such periods shall be detailed in the relevant programme specification.
- 7.9 A student who has been awarded credit in a module shall not be permitted to be reassessed in that module with a view to improving his/her mark.
- 7.10 If students (by reason of absence, non-submission of work, or poor performance) do not satisfy an Assessment Board in assessment components for any modules and it is established to the satisfaction of the Assessment Board via the University's Mitigating Circumstances procedure that this was due to proven illness or other circumstances found valid on production of evidence, then the Board shall use its discretion to ensure that the students are not disadvantaged or advantaged as a result.

Extensions

- 7.11 In the case of coursework assessments, programme leaders have, in cases of proven illness or other circumstances found valid on production of convincing evidence by the student, discretion to allow the assessments to be submitted late and for them to be marked as if submitted on time. The cases shall then be submitted to the Head of School in the School who shall monitor and regulate the circumstances in which short term extensions are granted. The maximum extension to be granted under these circumstances is fourteen calendar days. Any request for an extension to a submission deadline must normally be made by the student, and decided upon by the programme leader, before the original submission date.
- 7.12 Requests for extensions for periods longer than 14 calendar days must be made using the University's Mitigating Circumstances procedures.
- 7.13 Students who fail to submit assessments by the prescribed date, or the revised date, as outlined in 7.11 and 7.12, shall be subject to the following penalties.
- | | |
|--------------------------------|--|
| Up to 7 calendar days late | = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment. |
| More than 7 calendar days late | = 1 mark awarded. |
- 7.14 All assessed work should be submitted as specified in the Student Handbook,

or equivalent. Coursework not submitted will be recorded as unsatisfactory.

- 7.15 Where assessments are graded Pass/Fail only they will not be accepted beyond the deadline date for submission and will be recorded as a Fail. Students may request an extension to the original published deadline date as described above.

Word limits

- 7.16 Any relevant word limit for an assessment component shall be specified in the assessment brief. Students shall be informed in the programme handbook of any penalties to be applied if they exceed the specified word limit in a written assessment. This limit shall not include references cited in the text, rubric associated with tables, figures, diagrams or appendices and reference lists at the end of the assessment but will include any direct quotations.
- 7.17 Where a word limit is specified for a written assessment, students shall include the number of words at the end of the assessment.
- 7.18 Students who exceed a specified word limit for a written assessment shall be subject to the following penalty system.

Up to 10% over the specified **word length** = no penalty

10 – 20% over the specified indicative word length = 5 marks subtracted but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment.

More than 20% over the indicative word length = if the assessment would normally gain a pass mark, then the final mark to be the pass mark for the assessment.

8 Engagement

- 8.1 Students must attend the scheduled learning and teaching events for each module. In respect of students pursuing a programme of study by distance learning, this shall include scheduled activities and interactions.
- 8.2 Students shall be required to submit and/or attend each assessment component at the dates and times prescribed. Failure to submit in an assessment component without good reason shall result in the student being deemed unsatisfactory in the particular module and a mark of 0 will be recorded.
- 8.3 Attendance shall be recorded for all elements of a programme of study. Students with poor attendance shall be reported to the relevant personal tutor, for action who will pursue this in line with University and/or PSRB policy.
- 8.4 Students who fail to give formal notice in writing of their intention to withdraw from their programme or its elements and who do not complete assessments

will normally be deemed to have failed the programme or its specific elements.

- 8.5 Students must formally request permission from their Head of School in writing if they wish temporarily to suspend their studies.

9 Determination of results and action to be taken

- 9.1 The relevant Assessment Board shall determine for FHEQ Level 3, FHEQ Level 4 and FHEQ Level 5:
- i. the student's mark for each module; and that
 - ii. the student has achieved 120 credits at the relevant FHEQ Level and is therefore permitted to progress to the next academic stage of the programme, or
 - iii. the student be awarded the end qualification and with what classification, if any; or
 - iv. the student has achieved 80 credits and is therefore permitted to proceed to the next academic stage of the programme, or
 - v. the student not be permitted to proceed to the next academic stage of the programme; or
 - vi. the student not be awarded the end qualification; and/or
 - vii. the student be awarded an intermediate qualification and be deemed to have completed their studies; or
 - viii. the student not be awarded a qualification and be deemed to have completed their studies.
- 9.2 The relevant Assessment Board shall determine for FHEQ Level 6;
- i. the student's marks for each module; and that
 - ii. the student has achieved 120 credits at FHEQ Level 6 and is therefore permitted to progress to the next academic stage of the programme; or
 - iii. the student be awarded the end qualification and with what classification, if any; or
 - iv. the student not be awarded the end qualification; and/or
 - v. the student be awarded an intermediate qualification and be deemed to have completed their studies; or
 - vi. the student not be awarded a qualification and be deemed to have completed their studies.
- 9.3 The relevant Assessment Board shall determine for FHEQ Level 7:
- i. the student's mark for each module; and that
 - ii. the student be awarded the end qualification and with what classification, if any; or
 - iii. the student not be awarded the end qualification; and/or
 - iv. the student be awarded an intermediate qualification and be deemed to have completed their studies; or
 - v. the student not be awarded the end qualification and be deemed to have completed their studies.
- 9.4 A student shall only be permitted to continue to pursue a programme of study provided that it remains possible for him/her to complete the programme

within the approved time-limit. In addition:

- i. a student who has failed one or more core modules within a programme on two occasions may be offered a third, final attempt. If the student fails to satisfy the examiners then the student shall be deemed to have failed and finished the programme;
- ii. no student may proceed to FHEQ Level 6 who has not gained 120 credits at FHEQ Level 4 and at least 80 credits at FHEQ Level 5;
- iii. no student may proceed to FHEQ Level 7 who has not gained 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6.

9.5 The relevant Assessment Board shall determine whether a student who:

- i. has not been permitted to progress or proceed; or
- ii. has not been recommended for the award of the end qualification and is not deemed to have completed their studies;
- iii. be required either to: repeat the year with part time attendance or reassessment only, in which case the student will retain the credits for each passed module and retrieve each failed module by undertaking one of the following:
 - a. re-assessment in the failed module(s) at the next opportunity (a 'refer' decision); or
 - b. re-assessment in the failed module(s) without attendance on the module(s) during the following session (a 'refer' decision); or
 - c. re-assessment in the failed module(s) with attendance on the module(s) during the following session (a 'repeat' decision).

9.6 An Assessment Board may decide that a student's profile of module results may be amended by the following process prior to arriving at one of the decisions above:

Compensation:

- i. To decide that satisfactory overall performance (including attendance and conduct where appropriate) can compensate for unsatisfactory performance in a module with a mark normally no lower than 35 percent in any assessment component such that the positive aspects of the overall performance outweigh the area of unsatisfactory performance. The mark is not adjusted and a pass is recorded and credit awarded but with a note that compensation has been applied. This is discretionary and will not be utilised where the module is deemed to be essential to the fulfilment of the learning outcomes for the programme nor where there is evidence that no serious attempt has been made to fulfil the assessment requirements or where PSRB requirements deem that this may not be used. A maximum of modules worth one sixth of the total credits constituting a particular Stage of a student's programme may be compensated.

10 Structure and content of re-assessments

10.1 Where a student is required to be re-assessed in one or more assessment components, the re-assessment shall be of the same structure as the assessment at the time of the initial failure, unless:

- i. an alternate form of re-assessment has been approved for the purpose in which case this shall be stated in the relevant module specification; or
 - ii. the relevant Assessment Board decides that this is not practical.
- Re-assessments shall be based upon the same syllabus as the original assessment.

- 10.2 Where a student is permitted to be re-assessed in one or more failed modules without attendance on the module(s), the following arrangements shall apply:
- i. for re-assessment within one year of the initial failure, the re-assessment shall be of the same structure and be based upon the same syllabus as the assessment at the time of the initial failure unless;
 - a. an alternate form of re-assessment has been approved for the purpose in which case this shall be stated in the relevant module specification; or
 - b. the relevant Assessment Board decides that this is not practical;
 - ii. for re-assessment beyond one year of the initial failure, where the structure of the assessment is different from that at the time of the initial failure and/or the re-assessment is to be based upon a different syllabus, the Head of School concerned shall make arrangements for the student to be:
 - a. informed of changes in the structure of the assessment and the syllabus content; and
 - b. offered, for an appropriate fee, the opportunity of attending relevant classes.

11 Award

- 11.1 Students will only be eligible for any particular award defined below if it is defined as available within their programme specification; each award will only be issued under the circumstances defined in the regulations on the Awards of the University.
- 11.1 To qualify for an award, a candidate must:
- i. have enrolled with the University before proceeding to the prescribed programme of study; and
 - ii. have paid all prescribed fees and charges; and
 - iii. in accordance with 11.2, 11.3, 11.4 and 11.5 below have satisfactorily completed a full-time or part-time programme of study, within the maximum period of time defined above.
- 11.2 A student who has satisfied the examiners in at least 120 credits at FHEQ Level 3 or higher, in accordance with 3.1 above, shall be eligible for the award of a University Foundation Certificate which is an unclassified award.
- 11.3 A student who has satisfied the examiners in at least 120 credits at FHEQ Level 4 or higher, in accordance with 3.2 above, shall be eligible for the award of a University Certificate of Higher Education which is an unclassified award or a Higher National Certificate which is a classified award and uses the

classification outlined in 12.4 below.

- 11.4 A student who has satisfied the examiners in at least 240 credits including a minimum of 120 credits at FHEQ Level 4 or higher and a minimum of 120 credits at FHEQ Level 5 or higher in accordance with 3.3 above, shall be eligible for the award of a University Diploma of Higher Education which is an unclassified award or a Higher National Diploma which is a classified award and uses the classification outlined in 12.4 below.
- 11.5 A student who has pursued a programme of study consisting of at least 360 credits in accordance with 3.4 above and who has satisfied the examiners in: a minimum of 120 credits at FHEQ Level 4 or higher; and a minimum of 120 credits at FHEQ Level 5 or higher; and a minimum of 120 credits at FHEQ Level 6 shall where he or she satisfies the requirements of the classification scheme as approved by Senate (cf. 12.6 below) be recommended to Senate for the award of a University Honours Degree. A student who has satisfied the examiners in at least 300 credits in accordance with 3.4 above and who has a minimum of 60 credits at FHEQ Level 6 may be awarded an Ordinary Degree, which is an unclassified award.
- 11.6 Students who register for certain end qualifications may be required by the course regulations to satisfy the Assessment Board in all those modules identified as requirements for the purposes of professional exemption.
- 11.7 Unless otherwise agreed by Senate in respect of specific courses, no student may receive more than one award for study on a course.

12 Classification

- 12.1 Higher National Certificates shall be accorded an overall grade based on the average mark for modules worth 120 credits at FHEQ Levels 4 and 5, which represent the best marks achieved by a student at those Levels, using the scheme in 12.4 below.
- 12.2 Higher National Diplomas and Foundation Degrees shall be accorded an overall grade based on the average mark for all modules at FHEQ Level 5, using the scheme in 12.4 below.
- 12.3 Integrated Masters Degrees shall be accorded an overall grade based on the average mark for all modules at FHEQ Level 7, using the scheme in 12.4 below.
- 12.4 The following scheme shall be used for the classification of Higher National Certificates, Higher National Diplomas, Foundation Degrees and Integrated Masters Degrees:

Grade	Mark
Distinction	70%-100%
Merit	60-69%

Pass 40-59%

- 12.5 Honours degree students shall be awarded the honours classification resulting from the application of the following algorithms:

Rule ACM20

A weighted average of the marks from modules worth a total of 200 credits at FHEQ Levels 5 and 6 combined, including the marks from modules worth no more than 80 credits at least at FHEQ Level 5 (weighted 30 percent) and marks from modules worth at least 120 credits at FHEQ Level 6 (weighted 70 percent), which represent the best marks achieved by a student at those Levels.

Where the average falls unequivocally into one of the following bands: 48.00 - 49.99, 58.00 - 59.99, 68.00 - 69.99; and a student has achieved marks clearly in an honours classification category higher than their average for modules worth at least 120 credits, drawn from FHEQ Levels 5 and/or 6, then a student shall be awarded an honours degree in the classification category one higher than that indicated by their average.

OR

Rule ACM6

A simple average of the equally weighted marks from modules worth 120 credits at FHEQ Level 6 which represent the best marks achieved by a student at that Level.

Where a student has been permitted entry with advanced standing such that they only have credits at FHEQ Level 6, the following addition to the algorithm may apply: Where the average falls unequivocally into one of the following bands: 48.00 – 49.99, 58.00 – 59.99, 68.00 – 69.99; and a student has achieved marks clearly in an honours classification category higher than their average for modules worth at least 80 credits, then a student shall be awarded an honours degree in the classification category one higher than that indicated by their average.

- 12.6 Students who have attained the required standard, according to the classification scheme shall be awarded the degree with honours classification as follows:

First Class	70-100%
Second Class Division I	60-69%
Second Class Division II	50-59%
Third Class	40-49%

ANNEXES

ANNEX A

University Marking Criteria

Assessment Criteria and Marks

The generic assessment criteria used by all Assessment Boards will be those which are defined in the University's Academic Regulations on the Assessment of Students and which will be adopted at School level. All recommendations coming to Assessment Boards should be formulated in accordance with these criteria and expressed in the form of a numerical mark as follows, except for Pass/Fail assessment components and modules:

Grade Description	Mark	Hons Degree Class
Work of Exceptional Quality	70-100	First
Work of Very Good Quality	60-69	2.i
Work of Good Quality	50-59	2.ii
Work of Satisfactory Quality	40-49	Third
Fail	below 40	

Definitions of Assessment Criteria

The definitions of the above criteria are:

Work of Exceptional Quality

Virtually all of the relevant information/skills accurately deployed. Excellent and exceptional grasp of theoretical, conceptual, analytical and practical elements. Very effective integration of theory, practice and information in relation to the objectives of the assessment. Substantial evidence of originality and creativity as appropriate to the subject.

Work of Very Good Quality

Most of the relevant information/skills accurately deployed. Good grasp of theoretical, conceptual, analytical, practical elements. Effective integration of theory, practice and information in relation to the objectives of the assessment. Significant evidence of originality and creativity as appropriate to the subject.

Work of Good Quality

Some of the relevant information/skills accurately deployed. Adequate grasp of theoretical, conceptual, analytical and practical elements. Fair integration of theory, practice and information in relation to the objectives of the assessment. Some evidence of originality and creativity as appropriate to the subject.

Work of Satisfactory Quality

The intended learning outcomes are achieved at the threshold standard. Basic deployment of information/ skills. Some grasp of theoretical, conceptual, analytical and practical elements. Some integration of theory, practice and information in relation to the objectives of the assessment. Limited evidence of originality and creativity as appropriate to the subject and the level of the award.

Fail

Little evidence of the information, skills, theoretical, conceptual, analytical, creative or practical elements relevant to the assessment. Mainly irrelevant and/or incorrect information provided. Scant evidence of understanding of the requirements of the assessment.

ANNEX B

Supplementary regulation for Joint Honours awards

1. Scope

This supplementary regulation shall apply to students who have undertaken a programme of study leading to a joint award who commenced their studies prior to the 2014-15 academic session. This regulation should be read in conjunction with the assessment regulations for undergraduate programmes.

2. The Relationship between Modules, Pathways, Programmes and Awards

- (i) Modules will normally be approved as belonging to one or more Pathways within the undergraduate modular curriculum. Pathways will be designated as Pathway Types (i.e. Single, Joint) and this designation will determine the number of credits a student is normally required to take when they choose a pathway type. The normal minimum and maximum number of approved credits required to define the pathway type or mode will be:

Level HE 4 Credits

	Minimum (out of 120)	Maximum (out of 120)	
Single Subject	80	120	
Joint			40
			60

Level HE 5 Credits

	Minimum (out of 120)	Maximum (out of 120)	
Single Subject	80	120	
Joint			40
			60

Level HE 6 Credits

	Minimum (out of 120)	Maximum (out of 120)	
Single Subject	80	120	
Joint			40
			60

Programme regulations will specify the precise requirements for individual pathways.

- (ii) The credit point equivalence for the designation of the titles of awards for all programmes of study is defined in the Academic Regulations on the

Operation of Programmes of Study. Titles of awards for combined programmes of study will be confirmed by Assessment Boards in accordance with the rules for the use of Combined Studies award titles given in Appendix 1 to this supplementary regulations.

- (iii) A student will define a Programme on the basis of a choice of a single Pathway, or a combination of Joint Pathways, or an individually negotiated programme as their route through the undergraduate modular curriculum. The Student Programme will lead to one of the defined Awards available in accordance with University Regulations. Awards will be determined by Assessment Boards.

APPENDIX 1: RULES FOR THE USE OF COMBINED STUDIES AWARD TITLES

1. Combined Studies award titles may be used to appropriately recognise successful completion of a programme of study in a particular subject area or areas when a student negotiates an individualised programme of study in one or more subjects (sometimes with transfer of credit for prior learning), or when a student has otherwise not completed a route leading to the usual award title. The latter occurs, for instance, when students do not complete one or more of the core modules prescribed for a programme but do nevertheless complete the required number of modules from the group to justify a named award.
2. Whether the negotiation of an alternative programme of study arises from necessity or desire, both the student and the relevant programme authority should be satisfied that the learning outcomes to be achieved through completion of the alternative programme are appropriate for the title and level of the proposed award. This will require a process of academic counselling to take place, with subsequent, written approval of the alternative programme at the level of the School Assessment Board before registration is confirmed or amended.
3. In all cases, of course, students must have obtained the required number of credits at the appropriate levels to qualify for the award in question, as specified in the Academic Regulations on the Operation of Programmes of Study and in the Assessment Regulations for Undergraduate Modular Programmes.

Rules

Single subject

Combined Studies *in Subject A*

Joint subjects

Subject A and Combined Studies *in Subject B*

Combined Studies *in Subject A* and Subject B

Major/minor

Subject A with Combined Studies *in Subject B*

Combined Studies *in Subject A* with Subject B

Minor/minor/minor

Combined Studies *in Subject A* with Subject B with Subject C

The phrase '*in Subject x*' can be omitted in those cases so marked above to account for other possibilities, e.g. where there is insufficient subject identity to (that part of) the programme to warrant a subject title at all. Generic award titles (e.g. Humanities, Science, and Technology) will need to be proposed by Schools if they wish to use them. They might then be used in place of '*Subject x*' should the student's programme warrant it.

ANNEX C

Supplementary Regulation for the use of Elective modules

1 Scope

This supplementary regulation shall apply to students who have undertaken a programme of study leading to a joint award who commenced their studies prior to the 2014-15 academic session. This regulation should be read in conjunction with the assessment regulations for undergraduate programmes

2 Elective Modules

- (i) Students may take an agreed number of electives as part of their programme of study but shall be subject to any specific requirements and mandatory curricula for their awards which are laid down in the regulations for their programme.
- (ii) Students whose programme of study includes a module taken as an Elective from another programme of study will have such a module assessed by the appropriate module tutor concerned and this assessment will be verified by the subject external examiner.
- (iii) The results of an elective module will be transmitted from the host Module Results Board to the Assessment Board ultimately responsible for the student's overall programme of study and be subject to that Board's assessment regulations on progression and reassessment.

3 Admission to Modules

Admission to individual modules will be at the discretion of the relevant programme authorities based upon academic grounds, and upon the minimum and maximum permissible student numbers allowable, as determined from year to year by the School concerned.

Equality Impact Assessment

“The University of Bolton is committed to the promotion of equality, diversity and a supportive environment for all members of our community. Our commitment to equality and diversity means that this policy has been screened in relation to the use of plain English, the promotion of the positive duty in relation to race, gender and disability and avoidance of discrimination to other equality groups related to age, sexual orientation, religion or belief or gender reassignment.”

Other Related Policies

Monitoring and Review

Dissemination of and Access to the Policy

ASSESSMENT REGULATIONS FOR UNDERGRADUATE PROGRAMMES	
Policy ref: SEO/1	
Version number	03
Version date	9 th July 2015
Name of Developer/Reviewer	Richard Gill/Andy Graham
Policy Owner (Group/Centre/Unit)	SEO
Person responsible for implementation (postholder)	Examination Board Chairs, Executive Deans, SEO
Approving committee/board	Senate
Date approved	25 th June 2014
Effective from	September 2016
Dissemination method e.g. website	Website
Review frequency	Every three years
Reviewing committee	Senate
Consultation history (individuals/group consulted and dates)	Drafts of the original regulation have been considered by: Education Committee Senate Heads of Schools
Document history (e.g. rationale for and dates of previous amendments)	This version incorporates a clarification related to Foundation Years, approved at Senate in March 2015, changes in departmental nomenclature and in qualification titles (approved through the validation process in line with PSRB requirements). Changes to extensions added December 2015.