Assessment and Classification Framework

A. Introduction

The LIS Assessment and Classification Framework defines the underpinning regulatory principles for assessment and classification for LIS Programmes.

All LIS Awards and associated Programmes of Study must be aligned with the Academic Framework.

Related Regulations, Policies and Procedures

This Assessment and Classification Framework, together with the Academic Framework, forms an overarching document for the School's General Academic Regulations, which define the School's academic regulations and procedures in detail. This Framework defines the underlying regulatory principles for assessment and classification for LIS Programmes and provides signposts to the relevant linked regulations, policies and procedures. A Glossary is available to support the reading of these documents.

Other related policies are the School's:

- Disability Policy;
- Equality, Diversity and Inclusion Policy;
- Board of Examiners: Membership and Terms of Reference;
- Marking and Moderation Policy;
- Academic Appeals Policy.

B. Purposes of Assessment

Assessment is an integral part of programme and module design.

While this Framework sets out the regulatory principles for assessment, the pedagogic role of assessment is set out in the School's Teaching, Learning and Assessment Strategy.

C. Equality, Diversity and Inclusion

Assessment processes and regulations must accord with the principles of natural justice and pay due notice to the danger of inadvertent or indirect discrimination or bias, in line with the School's Equality, Diversity and Inclusion Policy.
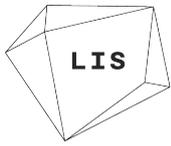
D. Reasonable Adjustments

As is set out in the School's Disability Policy, LIS is committed to making reasonable adjustments to learning, teaching and assessment to support students with a disability or other ongoing medical or mental health condition. Students should notify the School of any such condition at the time of enrolment or as soon as possible thereafter, in line with the Disability Policy, so that the School can put in place the support that the student needs.

E. Forms of Assessment

A Programme can include both formative and summative assessments.

Formative assessment provides students with frequent opportunities to develop their knowledge and understanding of assessment so that they understand how to do well on their programme. Students should receive feedback on formative assessments to help them understand how to improve their performance. A formative assessment may include an indicative mark, but these marks do not contribute to the award of credit and are not included in the calculation of the Classification.
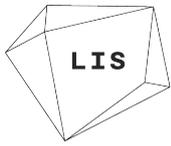
Summative assessment is the formal assessment of student performance against the learning outcomes. Students should receive a mark and should receive feedback for every summative assessment. These marks are used to determine a student's progress through their programme and their eligibility for an Award. Summative assessment marks are recorded in the student's transcript and aggregated using a set formula to determine the student's Classification at the end of the programme.

F. Assessment Strategy and Tasks

Each programme is composed of credit-weighted modules. Each module may include one or more **Assessment Components**. Components may be equally weighted, or some components may carry a higher weighting than others (e.g. Essay 60%, Presentation 40%). Assessment Components may be formative or summative.

The **Assessment Strategy** defines the way in which a student will be assessed for a particular component or module. It is set out on the Module Form, which is available on the Learning Management System (LMS). A variety of assessment methods should be used across a Programme to test different knowledge and skills - examples include written examinations, essays, presentations, reports, and group work.

The **Assessment Task** is the specific exam paper, essay question, topic or activity which students are asked to undertake.

G. Language of Assessment

All assessments should be conducted in the English language unless the purpose of the assessment is to test the ability of students in another language.

H. Assessment Information for Students

The forms of assessment and its weighting and timing, and the ways in which the learning outcomes are to be demonstrated through assessment, are set out in the Module Forms and Programme Specifications approved by the Academic Council under the Programme Approval Procedure, which can be found in the document, Programme Design, Development, Monitoring and Evaluation Procedures. The Programme Specification and Module Forms are available to students on the Learning Management System (LMS).

An indicative calendar of assessments will be published in the Student Handbook at the beginning of each academic year. The Registrar ensures that the Assessment Schedule with exact dates and times of assessments and detailed information on all Assessment Tasks is published no later than the beginning of each term on the Learning Management System. This information will reflect the information in the Programme Specification and Module Forms and will include:

- A comprehensive description of the Assessment Task including any rubrics.
- The marking criteria against which students will be assessed.
- If applicable, clear instructions on when and where a written examination, presentation, or other assessment event will take place.
- If applicable, clear instructions for collaborative or group work, including whether and how the contribution of individuals will be assessed.
- Coursework submission deadlines and information, with links to the information in Section N of this Framework about late submission penalties.
- An indication of when students can expect to receive marks and feedback on their work, in line with Section O of this Framework.

The following information will also be readily available to students via the Learning Management System (LMS):

- The marking scale used in the Programme/ Module, as set out in Section J of this Framework;
- For coursework submissions, clear information about where and how to submit work, including details of any electronic submission methods and the technical support available.
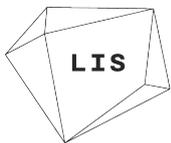
- Links to information about Reasonable Adjustments under the School's [Disability Policy](#), and the support services available to students.
- Links to information about when, where and how to submit a claim for Extenuating Circumstances, under the [Deferral, Extension of Extenuating Circumstances Policy and Procedure](#).
- Links to information about accepted referencing methods and LIS's [Academic Misconduct Policy and Procedure](#) and associated penalties.
- Where applicable, links to information about research ethics and integrity, under the [Research Ethics Policy](#).
- Links to information about the consequences of failure as set out in [Section P](#) of this Framework.
- Links to information about the School's [Marking and Moderation Policy](#) and [External Examiner Arrangements](#).

I. Attendance Requirements and Eligibility for Assessment

LIS's minimum attendance requirement is set out in the LIS [Attendance Policy](#).

A student whose monitored attendance falls below the attendance requirement will be subject to the [Academic Progress Policy](#).

### J. Pass Mark and Marking Scale

Pass Mark

The LIS Pass Mark represents the minimum, threshold standard which students must meet in order to pass a module, progress through their programme and be awarded a degree.

The Pass Mark at Levels 4, 5 and 6 is 40.00%. This means that:

- In order to pass a Module at Levels 4, 5 or 6 a student must achieve a weighted mean of at least 40.00%.
- In order to pass a Level or a Programme, a student must achieve a weighted mean of at least 40.00%

Exceptions are where:

(i)   Students have failed to reach the Pass Mark for a Condonable Module but have received credit for that Module in line with the regulations on Condonement in [Section P](#) of this Framework;

(ii)   Module credits have been assigned to a student through advanced standing, as set out in the [Recognition of Prior Learning Policy](#) (see [Section M](#) of this Framework);
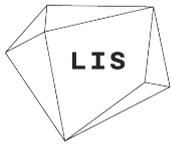
(iii)   Processes covering Extenuating Circumstances have been implemented, as set out in the Deferral, Extension and Extenuating Circumstances Policy and Procedure (see Section N of this Framework).

Marking scale

LIS operates a Numeric (Percentage) Marking Scale.

A Programme must use a single marking scale across all summative components and modules so that module marks, Awards and Classifications can be calculated accurately.

Numeric Marking Scale for Modules at Levels 4,5 and 6:

70.00 – 100.00%	Excellent Pass
60.00 – 69.9%	Very Good Pass
50.00– 59.99%	Good Pass
40.00– 49.99%	Pass
25.00 - 39.99%	Fail (Condonable in specified modules only)
1.00– 24.99%	Fail (Not Condonable)
0.00– 0.99%	No Attempt or Minimal Attempt

The Condonable range is 25.00-39.99%

Pass/fail modules and components

A Module or Component may be marked on a Pass/Fail basis i.e. without a mark or grade.

Pass/Fail Components must only be used where the component is zero-weighted in the module mark calculation.

K. Module marks

Determination of module marks

The overall module mark shall be determined as per the Assessment Strategy detailed in the Module Form, which is available on the Learning Management System (LMS).

A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the Programme Specification.
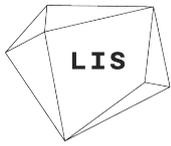
In order to pass a module a student must achieve the requirements of the module as set out in the Module Form.

Calculation of module marks

The final mark for an individual Assessment Component will be determined after the completion of a quality assurance process as set out in the School's Marking and Moderation Policy.

Each Assessment Task is marked to the nearest whole percentage (no decimal places).

The module mark is calculated as the weighted mean of all assessed Components and is recorded to two decimal places.

On any transcript, all marks are presented as integers (whole numbers). Where the result of the overall assessment calculation creates a mark of 0.5% or greater, this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5%, this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

L. Progression and qualification outcomes

### Module prerequisites and co-requisites

The paths through which students are required to progress through the Programme in order to obtain an award, and the elements identified as compulsory or optional, are set out in the Programme Specification (which is on the Learning Management System), and approved in the Programme Approval Procedure, which is set out in the document, Programme Design, Development, Monitoring and Evaluation Procedures.

Progression through any Programme may require students to complete prerequisite or co-requisite modules which are set out in the Programme Specification and approved during the Programme Approval Procedure. Completion of such modules is confirmed at the Board of Examiners for the Programme.

Level requirements

In order to complete and pass a Level of a Programme, a student must normally acquire the total number of credits set out in the Programme Specification at the approved qualification level for the award.

Exceptions are set out in Section J above.
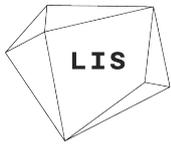
The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage. For example, a module of 30 credits at Level 4 (which contains 120 credits overall), will make up 25% of the aggregation of Credit at Level 4.

Where a student fails a Module, the regulations relating to Condonement and Resits will apply, as set out in Section P of this Framework.

No attempt or minimal attempt at assessment

A student must be awarded a mark of 0% for a component and must be deemed to have made no attempt where they:

- Are absent from an examination, presentation or other assessment event; *or*
- Do not attempt a paper or task; *or*
- Attempt so little of a paper or task that it cannot be assessed; *or*
- Submit coursework seven or more days late, or do not submit coursework at all.

A student who is absent or makes an un-assessable attempt due to illness or other Extenuating Circumstances must notify the relevant Staff Member in accordance with the Deferral, Extension and Extenuating Circumstances Policy and Procedure as soon as possible (see Section N of this Framework).

M. Recognition of Prior Learning (RPL) for Modules

Students who are able to demonstrate that they have already fulfilled some of the learning outcomes of the programme by means other than attendance on the planned programme, and will be able, by completing the remaining requirements, to fulfil the learning outcomes of the programme and attain the standard required for the award, may be admitted with advanced standing, thus exempting them from some modules of the programme. The provisions for this are set out in the Recognition of Prior Learning Policy. A student may be awarded recognition of prior learning (certificated or experiential) up to 90 credits of the School's Undergraduate Programme. Recognition of prior learning is not permitted at level 6 of the Bachelor's Degree.

The School's policy and procedure for recognition of prior learning is set out in the School's Recognition of Prior Learning Policy and Procedure.
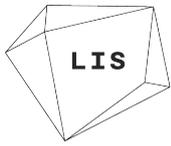
N. Extenuating Circumstances, Late Submissions and Word Count

Deferral, Extension and Extenuating Circumstance

Where a student has Extenuating Circumstances preventing them from meeting the published deadline, they must refer to the Deferral, Extension and Extenuating Circumstances Policy and Procedure.
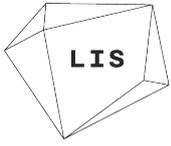
Late submission

Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.

Student requests for extensions to or deferral of assessment deadlines will not be approved unless made in accordance with the School's Deferral, Extension and Extenuating Circumstances Policy and Procedure.

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff:

- Submission within 6 calendar days: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark and no further.
- Submission that is late by 7 or more calendar days: submission refused, mark of 0.

Submission after the deadline will be assumed to be the next calendar day.

Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

Word count

The length of coursework for a Module will be specified in the Module Forms on the Learning Management System in terms of a word count. Word count will be as measured by Turnitin, which students will have access to before they upload. Where coursework has been submitted that exceeds the maximum length specified, words in excess of the word limit will not be assessed, and the coursework will be marked with reference to the words within the specified word count

O. Assessment Feedback

Formative and summative assessment feedback is an integral part of the assessment process. Feedback should:

- Help students to evaluate their work;
- Enable students to set and achieve short- and long-term goals;
- Give students opportunities to apply previous feedback;
- Include peer-to-peer and teacher-student dialogue;
- Be motivational for all students;
- Be timely, so that feedback can inform future learning.
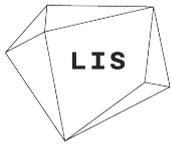
Students should receive feedback regularly throughout their programme, on both formative and summative assessments.

For summative assessments, students will be given constructive feedback on their performance within two working weeks of their results being confirmed by the Board of Examiners, to promote learning and assist development; they will also be encouraged to reflect on their own performance. Feedback will be based on clear assessment criteria and will clarify to the student how the mark was derived and the extent to which learning outcomes have been met.

P. Condonement and Retakes

Condonement

Rationale

Condonement allows a student to progress through their programme and be awarded an LIS degree even if they achieve below the threshold level in a limited number of specified modules, as long as their overall performance is of a sufficient standard and the academic standards of the School are upheld. The rationale for condonement is that the LIS programme attracts students from a wide range of backgrounds, with high levels of variation in pre-existing skills and qualifications, and it is likely that many students will excel in some areas but find others challenging. It is in the students' interests for LIS to condone a small amount of failure in certain modules, as this encourages them to challenge themselves in areas where they are initially less confident.

The LIS policy is based on a review of condonement practices in 19 higher education institutions, conducted by UCL in 2016,[1] in which all 19 institutions offered some form of condonement but there was significant variation in both the number of condonable credits (from 30 to 120 credits across the entire programme) and the minimum permissible mark (from 0% to 35%). For the purpose of consistency with widely accepted sector standards, our policies are set in the middle of both ranges.

Non-Condonable Modules

Modules for which the learning is deemed essential for the achievement of the degree are excluded from condonement. The designation of a module as 'Condonable' or 'Non-Condonable' must be approved by the Programme and Module Review and Approval Panel (PMRAP) and the Academic Council via the Programme/ Module Approval Procedures before the module is made available to students. This designation can be changed only by a subsequent session of the PMRAP or, if necessary, by the Academic Council.

---

[1] https://www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/migrated-files/Assessment_Framework_Discussion_Paper.pdf
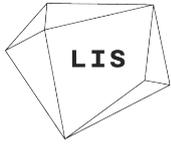
All Optional modules are Condonable.

The Capstone Project is designated as Non-Condonable, but a student who fails the Capstone Project while achieving a sufficient standard across the rest of the Programme may be awarded a BASc Ordinary (non-Honours) degree instead of a BASc Honours degree.

Condonement Criteria

Where a student fails a module and the module is designated as Condonable, the following Condonement Criteria will be applied:

- For a full 360-credit Programme (BASc Honours) 45 credits in total can be condoned over the entire duration of the programme;
- For the 300-credit exit award (BASc Ordinary), 45 credits in total may be condoned across the whole of years 1-3;
- For a 240-credit exit award (DipHE), no more than 30 credits may be condoned across the whole of years 1-2;
- For a 120-credit exit award (CertHE), no more than 15 credits may be condoned in year 1;
- The range of marks eligible for condonement on a Condonable Module is 25.00%-39.99%.

Applying Condonement

- If a student meets all the Condonement Criteria, they will be automatically condoned for all failed modules and will not be reassessed.
- If a student does not meet all of the Condonement Criteria, including failing more than the maximum number of Condonable Credits, they will be required to retake all failed modules for a maximum of 40%.
- The Exit Award requirements allow for Condoned credit.
- A student who receives a condoned pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.
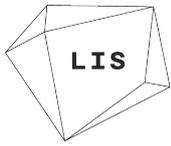
Retakes of failed modules

Retake provision is subject to all of the following conditions:

a. Where a student's mark is below 25% in a Condonable module or below 40% in a Non-Condonable module, they may retake component(s) of the module to enable them to pass.

b. Only one retake will normally be permitted for each failed module. Where there are Extenuating Circumstances, the Board of Examiners has discretion to decide whether a further assessment opportunity shall be permitted.

c. The retake will consist of either resubmission of coursework or an alternative assessment agreed between the module leader and external examiner.

d. A student who successfully completes any required retake of a Module is awarded the credit for the Module.

e. Retake marks will be capped at 40%.

f. A student who does not complete the retake by the date specified shall not progress the programme, except in cases where the process for allowing Extenuating Circumstances has been followed, as set out in the Deferral, Extension and Extenuating Circumstances Policy and Procedure.

g. Retakes can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.

h. No retake is permitted for the Capstone Project, except under the Extenuating Circumstances Procedure.

i. Where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt (e.g. where assessments were based on group work), an alternative individual assessment will be provided. This alternative assessment will be agreed between the module leader and external examiner in line with the Assessment Approval Procedure.

Where condonement and retake opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined in the Academic Framework.

Q. Provision for viva voce examination

Exceptionally, viva voce examinations may be required by a Board of Examiners (with the approval of external examiners):

a. to confirm the progression/result status of a student;

b. to determine the result status of unusual or borderline cases;
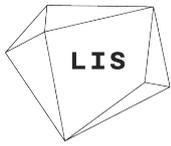
c.   when there is conflicting evidence from the various assessment components;

d.   as an alternative or additional assessment in cases where poor performance in assessment is the result of exceptional circumstances verified through due processes.

R. Boards of Examiners

For every programme of the School leading to an Award there will be a Board of Examiners whose constitution is set out in the School's Articles of Governance. The Academic Council of the School is required to agree the Board of Examiners at the start of each academic year. All External Examiners for the programme will be members of the Board of Examiners.

The Board of Examiners is authorised by the Academic Council to determine the progression of students and the conferment of Awards in accordance with the School's General Academic Regulations.   All decisions related to a student's progression, final results, and awards will be approved by a properly constituted Board of Examiners. No other body has authority to recommend conferment of an award or progression, nor to amend the decision of an approved and properly constituted Board of Examiners acting within its terms of reference and in accordance with the School's General Academic Regulations. A Board of Examiners may, however, be required to review a decision, or may have that decision annulled under the Academic Appeals Procedure. Further details about the Board of Examiners can be found in the document, Board of Examiners: Membership and Terms of Reference.

S. Academic Misconduct

Academic misconduct is defined as any improper activity or behaviour by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment. In investigating and dealing with cases of suspected misconduct, the School will follow its Academic Misconduct Policy and Procedure.

T. Classification

Bachelor Honours Degree Classification

- Classification of bachelor degrees will be based on the average mark across all modules within Level 4, Level 5 and Level 6 at a ratio of 1:4:5 respectively.
- For example, if a student received an average mark of 60% at Level 4, 65% at Level 5, and 70% at Level 6, their classification mark would be 67%.

Honours degrees are classified as:

- *First Class* (Excellent Pass): Aggregate mark of 70% or above
- *Upper Second Class* (Very Good Pass): Aggregate mark between 60% and 69%
- *Lower Second Class* (Good Pass): Aggregate mark between 50% and 59%
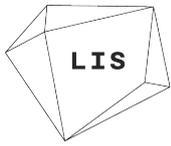
○ *Third Class* (Pass): Aggregate mark between 40% and 49%

Performance in work for which an award of credit for prior learning has been made (experiential or certificated learning) is not taken into account in the calculation of the final award.

Where the final result of the award classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

Where a student meets the requirements of the high classification in half or more of the modules (on a credit basis) and is within 1% of the boundary overall, the student will be given the higher classification. For example, if a student achieves an average of 61% in half or more of the modules (on a credit basis), and has an overall mark of 59.2%, they will be given the higher classification of Upper Second Class.

Provision for exit awards

As is set out in the Academic Framework, a student who has withdrawn from the School's Programme or has exhausted all assessment attempts will automatically be considered for an exit award where sufficient credit has been accrued.

For the Certificate of Higher Education (CertHE) exit award (Level 4), the calculation will be based on the average mark across all modules within Level 4. CertHE exit awards are classified as:

○ *Pass with Distinction*: Aggregate mark of 70% or above
○ *Pass with Merit*: Aggregate mark between 60% and 69%
○ *Pass*: Aggregate mark between 40% and 59%

For the Diploma of Higher Education (DipHE) exit award (Level 5), the calculation will be based on the average mark across all modules within Level 4 and Level 5 at a ratio of 1:4 respectively. DipHE exit awards are classified as:

○ *Pass with Distinction*: Aggregate mark of 70% or above
○ *Pass with Merit*: Aggregate mark between 60% and 69%
○ *Pass*: Aggregate mark between 40% and 59%

Where the final result of the award calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the
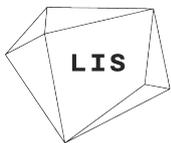
next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

Where a student leaves the School with an exit award they may reapply at a later date to upgrade to a higher award on the same programme, if it is still offered by the School.

Aegrotat Awards

Aegrotat awards may be recommended only for the following qualifications:

- ○ Certificate of Higher Education;
- ○ Diploma of Higher Education;
- ○ Ordinary degree;
- ○ Honours degree.

Aegrotat awards will not be awarded with a classification.

An Aegrotat award may be recommended when the Board of Examiners does not have sufficient evidence of the student's performance to recommend the award for which the student was a candidate, but is satisfied that but for the illness or other valid cause the student would have reached the standard required. The award of an Aegrotat will only be considered where there is objective, authoritative and persuasive evidence, which confirms that the candidate's circumstances were of an exceptional and unavoidable nature.

The Board of Examiners must offer a student the opportunity either to accept the Aegrotat award or re-sit as if for the first time the assessment modules for which there is insufficient evidence of performance on which a judgement could be made.

If the student fails these assessments, then they may not claim the Aegrotat award.

Posthumous Awards

The Academic Council may at its discretion posthumously award any of the awards conferred by the School.

The award may be accepted on the student's behalf by a parent, spouse or other appropriate individual.

The award certificate will not refer to its having been conferred posthumously.

U. Academic Appeals

An academic appeal must be made within the time limits and in the manner prescribed in the School's Academic Appeals Procedure.
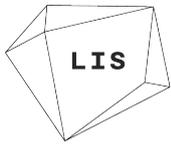
As is set out in the Academic Appeals Procedure, a student may appeal against a decision of a Board of Examiners, only if one or more of the following grounds apply:

   a. Where the student provides written evidence in support of a claim that performance in the assessment was adversely affected by extenuating circumstances which the student was unable or, for valid reasons, unwilling to divulge before the Board of Examiners reached its decision; *or*

   b. Where there is prima facie evidence, whether provided by the student or otherwise, that:
      i. there has been a material administrative error; or
      ii. the examinations or other assessments were not conducted in accordance with the regulations for the programme and/or special arrangements formally agreed; or
      iii. some other material irregularity relevant to the Board of Examiner's decision has occurred.

Disagreement with the academic judgement of a Board of Examiners cannot constitute grounds for an appeal.

V. Rescinding an Award

The Academic Council may rescind an award if:

   1. it is established that the relevant authorised body within the School made its decision based on misleading or incorrect evidence; or

   2. in the case of an honorary award (for example an Aegrotat award) subsequent information or events cast doubt on the appropriateness of the conferment of the award; or,

   3. it is established that academic misconduct took place. Academic misconduct is defined in the School's Academic Misconduct Policy and Procedure.

In the case of (1) above where the award is an approved academic qualification the Chair of the Board of Examiners shall prepare a report for the Academic Council setting out the circumstances under which the decision was made, the nature of any misleading or incorrect evidence, the recommendation of the Board and any other issues or remedy that the board considers should be addressed by the Academic Council.

In the case of (3) above, the secretary to the Academic Misconduct Panel shall report the circumstances of the case and the determination of the Panel to the Academic Council.
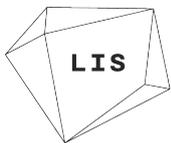
If a student elects to complete a programme of study at an interim Level and has conferred upon them an exit award, but subsequently elects to re-register and continue with that programme of study and is successful in achieving a higher award, the Academic Council shall rescind the lower award.

In all cases where the Academic Council agrees to rescind an award the following actions shall apply:

- The Registrar, on behalf of the Chief Executive, shall write to the person concerned informing them of the Academic Council's decision and requiring the return of any documentation or artefacts relevant to the award;
- The School's record of the award shall be amended to show that it has been rescinded, together with the reasons for doing so;
- In the case of an award for the completion of an academic programme, where an award has been made for a previous stage in that programme, the student's transcript shall be amended to delete reference to the previous award.

There shall be no right of appeal against the decision of the Academic Council.

W. Transcripts, diploma supplements and certificates

Transcript

The transcript will provide a comprehensible verifiable record of a student's learning, and will be issued to the student after each Level of their programme is completed. The transcript provided will satisfy, as far as reasonably possible, the information requirements of the Joint European Commission-Council of Europe-UNESCO Diploma Supplement.

If a student has completed only a part of a Programme of study, without fulfilling the full requirements for an award, a transcript is issued.
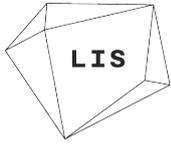
The standard content of a transcript is set out in Appendix 1 to this Framework.

Diploma Supplement

The diploma supplement is issued to a student solely on the successful completion of a qualification.

The diploma supplement provides students who have completed a School Award with a formal, verifiable and comprehensive record of learning and achievement.

The standard content of a diploma supplement is set out in Appendix 2 to this Framework.

Certificates

The School issues a certificate for each conferred award.

The standard content of a Certificate is set out in Appendix 3 to this Framework

A duplicate certificate will be issued in the same name as the original certificate, if the original has been lost or destroyed (unless amended as below)

Students awarded any qualification of the School will be issued with a certificate in respect of that qualification in the name held in formal records at the point when the qualification is conferred. A certificate will not be amended or reissued in a different name if a change of name is notified after the date the qualification is conferred, except in the case of an error by the School in recording personal details, or if the name change is as a result of gender reassignment (which is a protected characteristic under the Equality Act 2010).

In the event of a name change due to gender reassignment, the application must be supported by *either* (a) a valid Gender Recognition Certificate or overseas equivalent, *or* (b) an original deed poll or statutory declaration of change of name, a passport issued in the new name, *and* appropriate proof of address). The original degree certificate must be returned before a new one can be issued.
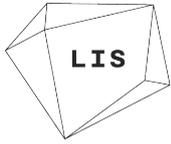
Appendix 1: Transcript

Contents of transcripts

The content of transcripts of the London Interdisciplinary School will include:

- **a.** Student details;
- b. Details of the qualification;
- c. Up-to-date details of learning and achievement, i.e. modules or units studied, credits awarded, marks or grades achieved and the date and year in which credits were awarded.
- d. Up-to-date details of non-completion, including the number of attempts taken to complete a module.
- e. Other types of learning, e.g., accreditation of prior certificated and experiential learning.
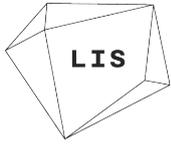
Appendix 2: Diploma Supplement

Contents of Diploma Supplement

The content of Diploma Supplements produced by the London Interdisciplinary School will include:

1. Information identifying the holder of the qualification
    a. Family name(s)
    b. Given name(s)
    c. Date of birth (day/month/year)
    d. Student identification number or code

2. Information identifying the qualification
    a. Name of qualification
    b. Main field(s) of study for the qualification
    c. Name and status of the awarding institution (the London Interdisciplinary School)
    d. Name, address and status of institution delivering studies (the London Interdisciplinary School)
    e. Language of instruction/assessment.

3. Information on the level of the qualification
    a. Level of qualification
    b. Official length of programme
    c. Access requirement(s)

4. Information on the contents and results gained
    a. Mode of study
    b. Programme requirements
    c. Programme details (e.g., modules or units studied) and the individual grades/marks/credits obtained
    d. Grading scheme
    e. Overall classification of the qualification

5. Additional information
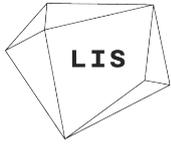
6. Certification of the supplement
    a. Date
    b. Signature of official certifying the diploma supplement
    c. Capacity
    d. Official stamp of the School

7. Information on the higher education system
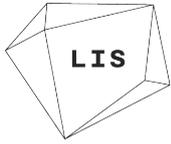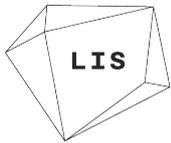
Appendix 3: Certificate

Contents of Certificate

An award certificate conferred by the London Interdisciplinary School records:

1. The name of the institution at which the student has been registered (the London Interdisciplinary School);
2. The student's full name;
3. The award;
4. The title of the programme;
5. The date the award was conferred.

Name of policy/procedure:	Academic Framework
Document owner:	Prof. Carl Gombrich, Director of Teaching and Learning
Date Originally Created:	01/2019
Last reviewed:	02/2020
Reviewed by:	Hannah Kohler (Director of Admissions and Student Support), Dr. Michael Englard (Faculty, Director of Widening Participation), Prof. Chris Maguire (Registrar), Jasper Joyce (Director of Finance and Operations)
Audited by:	Academic Council
Date of Audit:	12/2019, 03/2020 - approved
Date of next review: (annually unless otherwise agreed)	
Related documents: (eg associated forms, underpinning processes, related policies or overarching policies)	Academic Framework Assessments Approval Procedure General Academic Regulations Board of Examiners: Membership and Terms of Reference Disability Policy Equality, Diversity and Inclusion Policy

Version Control			
Version	Author	Date	Brief summary of changes
1	Prof. Carl Gombrich (Director of Teaching and Learning)	10/03/2019	Original draft
2	Prof. Chris Maguire (Registrar)	10/04/2019	Clarification of wording
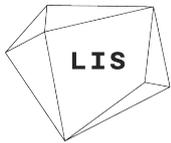
3	Hannah Kohler (Dir. Admissions and Student Support)	08/08/2019	Pulled together latest drafts of academic regulations into this framework - e.g., RPL, Extenuating Circumstances, Academic Misconduct, Marking and Moderation
4	Dr. Michael Englard (Director of Widening Participation)	09/11/2019	Clarified position on resits and condonement
5	Prof. Carl Gombrich (Director of Teaching and Learning)	12/11/2019	Inclusion of marks for exit awards
6	Jasper Joyce (Director of Finance and Operations)	06/12/2019	Clarified method for calculating module marks
7	Academic Council	18/12/2019	Requires review given decision to pursue NDAPs
8	Hannah Kohler (Director of Admissions and Student Support)	10/02/2020	Reframed given decision to pursue NDAPs, removed validating partner references, appended transcript and diploma supplement,
9	Ash Brockwell (Faculty member)	03/03/2020	Clarified condonement policy and rationale, amended name change policy
10	Academic Council	16/03/2020	Approved