

# SECTION 1: ORDINANCE AND GOVERNING PRINCIPLES

## Contents

1.1	Ordinance .....	2
	I    Degrees Diplomas and Certificates, excluding Higher Doctorates.....	2
	III  Aegrotat Degrees.....	2
1.2	University Credit and Qualifications Framework .....	2
1.3	Governing principles .....	2
	Student experience .....	2
	Assessment literacy .....	3
	Ensuring quality.....	3

# 1.1 ORDINANCE

The award of Degrees, Diplomas and Certificates is governed by Ordinance C4, which states:

## I Degrees Diplomas and Certificates, excluding Higher Doctorates

1. In order to achieve a qualification of the University (excluding a Higher Doctorate) a student must:
  - 1.1 be admitted to and register for the programme, and pursue the programme of study for the degree diploma or certificate as prescribed in the programme specification, save that the student may transfer credit in accordance with University policy
  - 1.2 fulfil the criteria for the qualification specified in the relevant programme specification and the relevant Framework for Classification and Progression or Code of Practice for Research Degrees
2. The regulation of the award of a qualification shall be as specified in the relevant programme specification and in the relevant Framework for Classification and Progression or Code of Practice for Research degrees, as appropriate.
3. The University may award a qualification jointly with other institutions, in which case there may be variations to 1.2 above which shall be agreed by the Senate.

[Section II relating to Higher Doctorates is omitted from this document.]

## III Aegrotat Degrees

1. If a Student is prevented by illness or other incapacity from completing part or whole of the assessment for a qualification, excluding a degree by research, the Senate on the recommendation of the relevant Examiners and on the basis of evidence of incapacity and of satisfactory performance throughout the programme may approve the award of a degree which shall not be classified.

# 1.2 UNIVERSITY CREDIT AND QUALIFICATIONS FRAMEWORK

The University Credit and Qualifications Framework (UCQF) is the overarching description of the qualifications and awards which the University confers. The UCQF governs the design of all undergraduate and postgraduate programmes and underpins the University's regulations relating to examinations and assessment. It is aligned with the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies.

# 1.3 GOVERNING PRINCIPLES

The University is committed to ensuring that:

## Student experience

- assessment is for learning;
- the rationale, procedures and processes of assessment (what, why, how and when) are articulated and shared with students and staff;

### **Assessment Handbook: Section 1**

- assessment facilitates the development of a range of skills; thus assessment is varied across the programme and choice is offered where appropriate;
- assessment is inclusive. It is designed to ensure all students can demonstrate their learning and achieve their potential;
- assessment is authentic; it is appropriate to the discipline and useful in developing employability;
- assessment is carefully planned across the programme: ensuring challenge, motivation, engagement and clear progression towards the achievement of the graduate attributes;
- assessment activity is manageable across a programme and proportionate to the notional learning hours of the constituent modules so the workload is manageable for students.

### **Assessment literacy**

- assessment contributes to students' personal effectiveness and self-awareness (see Graduate Attributes) through assessment literacy. Assessment literacy is developed progressively across the programme through:
  - o formative assessment activities that develop awareness and understanding of assessment criteria and academic standards;
  - o formative assessment that prepares students well for summative assessment;
  - o collaboration and dialogue between students and staff as a community of learners;
  - o clear and accessible assignment briefs.

### **Ensuring quality**

- the assessment of programmes is valid, reliable, consistent and fair;
- the assessment methods and practices used in programmes are effective in measuring student attainment of the range of intended learning outcomes, with due regard to relevant subject benchmark statements, national qualifications frameworks, and requirements of relevant professional, statutory and/or regulatory bodies (PSRBs);
- marks and awards are determined through the exercise of academic judgement based on the relevant criteria specified in marking criteria and award rules;
- the University's policies are informed by the QAA Quality Code and meet the Quality Code's Expectations.

The Curriculum Framework statement on assessment is published at:

<http://www.reading.ac.uk/internal/curriculum-framework/cf-pedagogic-principles.aspx>.