

REGULATIONS

A3.1 Programme Assessment Strategies

A3.1.1 The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of the programme of study and achieved the standard required for the award on which they are registered. The assessment strategy must be described in the programme and module specifications and handbooks, providing details of how the assessment requirements are aligned with the programme aims and learning outcomes, and with the programme strategy for teaching and learning. The principles underpinning the University's approach to assessment are set out in the [Brookes Assessment Compact](#).

A3.1.2 Students should experience a variety of modes of assessment over the course of their programme of study, as appropriate to the nature of the programme and the learning outcomes being tested. Assessment strategies should be designed for inclusivity, but arrangements must also be in place to allow for reasonable adjustments where necessary in order to enable disabled students to demonstrate the achievement of the learning outcomes (see 3.4 below).

A3.1.3 Assessment must reflect the achievement of the individual student in fulfilling module and programme objectives, and at the same time relate that achievement to a consistent national standard of awards, as articulated in the Framework for Higher Education Qualifications, subject benchmark statements, and relevant professional standards. It must therefore be carried out by competent and impartial examiners, and by methods which enable them to assess students fairly. In order to achieve this end, the University requires external examiners to be involved in the approval of all assignment briefs and examination papers, and in the sampling of assessed work, which contribute to the calculation of a University award. Their particular role is to ensure that the assessment process is carried out fairly, and that the academic standards of the University's awards are maintained.

A3.1.4 The programme specification must state the basis on which students will be assessed for an award, including rules for progression to subsequent stages of within the programme, criteria for the recommendation of each award to which the programme may lead and the rules governing the calculation of final award classifications, and any special assessment requirements in order to qualify for professional accreditation.

A3.1.5 Students must be provided with information on the assessment regulations which apply to their programme of study. Regulations on assessment for an award must be articulated in the Programme Handbook and should:

- i. identify all the elements that will be assessed, including any assessed supervised work experience;
- ii. specify when and how each of these elements will be assessed by internal and external examiners (see also section A3.6: Marking and moderation);
- iii. specify which or how many elements must be passed to obtain an award and what weighting each carries in the assessments;
- iv. identify any elements that may in no circumstances be the subject of compensation for failure;
- v. specify the minimum and maximum number of elements to be attempted;#

- vi. state the criteria for the recommendation of each award or level of award to which the programme may lead;
- vii. specify what provisions will be made to enable students to make good an initial failure.

A3.1.6 Programme assessment regulations must cover all summative assessments, at whatever point in the programme they are undertaken. Students and examiners on the programme must abide by the approved regulations.

For further information about these regulations, please contact the Pro Vice-Chancellor (Student Experience).

Approved by:

Academic Enhancement & Standards Committee, 27 June 2012

Academic Board, 18 July 2012