

ASSESSMENT, PROGRESSION AND AWARDING: TAUGHT PROGRAMMES HANDBOOK

Chapter 1 - Introduction

1. Handbook for Assessment, Progression and Awarding: Taught Programmes

1.1 Introduction

1.1.1 The Handbook for Assessment, Progression and Awarding: Taught Programmes consolidates a number of policies and regulations previously located in the Teaching Quality Assurance Manual (TQA). It covers the QAA requirements on assessment as laid out in Chapter B6 of the QAA, UK Quality Code for Higher Education.

1.1.2 The handbook provides staff and students with the University's regulations and guidance on assessment procedures from the setting of assessment to the classification of degrees. It should be consulted in conjunction with other relevant documentation, including:

- a. The Credit and Qualifications Framework.
- b. The Quality Review Framework.
- c. Initial Approval and Subsequent Amendment of Taught Programmes/Modules: Procedures and Requirements.
- d. Academic Conduct and Practice.
- e. Academic Regulations within the University Calendar.

1.1.3 The guidance within the handbook recognises that for good academic and pedagogic reasons departments will set different types of assessment and will both mark and offer feedback in different ways. However, underpinning each Chapter are generic principles that apply in all instances. These are:

- a. The equitable treatment of students.
- b. Transparency.
- c. Consistency.
- d. Maintenance of the academic standards and integrity of University of Exeter awards.

1.1.4 To ensure that the expectations of Faculties, students and staff are clear the following verbs are adopted and highlighted in the text:

- a. **Must:** to indicate a regulation that must be adhered to in all circumstances. Exceptions to such regulations will only be granted by the Dean for Taught Students or Dean of

- PGR (unless otherwise delegated) in exceptional circumstances. For example, “Students **must** receive feedback on all assessed work”.
- b. **Should:** to indicate a regulation that **should** be adhered to unless sound pedagogical reasons prevent this. For example, “Students **should** be provided with timetables at the start of each module indicating when coursework will be set, when it is to be submitted”.
 - c. **May:** to indicate a regulation where action is discretionary, but Faculties are expected to demonstrate that taking the action has been considered. For example, “A standard template for student feedback **may** be developed to ensure consistency of feedback across all modules and assessment methods”. **May** is used both as an indication of good practice and also in the permissive sense.
- 1.1.5 The Handbook for Assessment, Progression and Awarding: Taught Programmes is approved by Senate and will be updated and re-published on an annual basis. Changes from the previous edition will be clearly highlighted and explained.
- 1.1.6 Faculties variations in practice that differ from the norms stipulated in this handbook must be recommended via the Assessment, Progression and Awarding Committee system to the Dean for Taught Students or Dean of PGR (unless otherwise delegated) for approval.
- 1.1.7 In exceptional circumstances, teaching and other learning opportunities may not be provided in the way initially planned. Guidance for managing education provision during times of exceptional circumstances are set out in Chapter 1 of the Exceptional Circumstances Handbook. The guidance should be read in the context of this Handbook, and unless exceptional circumstances have occurred in accordance with Chapter 1 the provisions of this Handbook remain in force. In the event of a lack of clarity or uncertainty, the matter should be referred to the Dean for Taught Students.
- 1.1.8 The regulations and guidance in this handbook also apply to programmes offered under Academic Partnerships. Any queries regarding application of this guidance in respect of partnership arrangements should be directed to [Academic Partnerships](#).
- 1.1.9 Special provisions for Nursing Degrees are set out in a document of that same name, which has the same force as this Handbook. The special provisions should be read in the context of this Handbook, and unless the Special Provisions for Healthcare Programmes make clear, the provisions of this Handbook remain in force. In the event

of a lack of clarity or uncertainty, the matter should be referred to the Dean for Taught Students.

1.1.10 Special provisions for Degree Apprenticeship programmes are set out in a document of that same name, which has the same force as this Handbook. The special provisions should be read in the context of this Handbook, and unless the Special Provisions for Degree Apprenticeships makes clear, the provisions of this Handbook remain in force. In the event of a lack of clarity or uncertainty, the matter should be referred to the Dean for Taught Students.