



Assessment Policy

Document owner	Academic Services Team
Approval authority	UHE(UK) Academic Board
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Applies to	Taught provision validated by the University of Roehampton or University of Bradford
Related owner	Director of Teaching and Learning
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Mandatory interpretive rule

UHE(UK) operates common assessment design, delivery, marking and quality-assurance processes where these are compatible. Pass marks, late-submission rules, reassessment opportunities, condonation, progression, classification, Board authority and appeal routes must always follow the student's validating university, cohort and approved programme variation.

Document control and how to use this policy

This policy must be read with the UHE(UK) Academic Regulations 2026/27, the applicable University of Roehampton or University of Bradford regulations, the validation agreement or operations manual, programme and module specifications, approved variance register, Academic Integrity Policy, Personal or Mitigating Circumstances procedure, Reasonable Adjustments procedures, and the relevant assessment-board terms of reference.

The labels used throughout this policy have the following meanings:

Label	Meaning
COMMON	A harmonised UHE(UK) process that may operate for both cohorts, subject to the award-specific rule.
ROEHAMPTON ROUTE	Applies only to students registered for a University of Roehampton validated award.
BRADFORD ROUTE	Applies only to students registered for a University of Bradford validated award.
PROGRAMME VARIATION	An approved programme-specific or PSRB rule recorded in the programme specification, operations manual or variance register.

1. Purpose and scope

1.1 UHE(UK) is committed to assessment that is fair, valid, reliable, inclusive, authentic, transparent and capable of demonstrating achievement of approved learning outcomes and academic standards.

1.2 This policy applies to all taught, credit-bearing modules and programmes delivered by UHE(UK) that lead to awards validated by the University of Roehampton or the University of Bradford, regardless of level, discipline or mode of study.

1.3 It governs assessment design and approval, scheduling, briefing, submission and examination arrangements, marking, moderation, external examining, feedback, reassessment administration, records and Board preparation.

1.4 It does not create or amend pass marks, assessment attempts, condonation, progression, classification or appeal rights. Those matters are determined by the applicable validating-university regulations and approved programme documentation.

2. Regulatory identity and precedence

2.1 The validating university identified in the student's offer, registration record and programme specification determines the applicable academic route. Academic Services must maintain this "validator lock" and the relevant cohort regulation on the authoritative student record.

2.2 Every assessment brief, formal result notification, reassessment instruction and appeal notice must identify whether the ROEHAMPTON ROUTE or BRADFORD ROUTE applies, or provide an unambiguous link to that information.

2.3 Where this policy conflicts with a validating-university regulation, validation agreement, operations manual, programme specification, PSRB requirement or approved variation, that approved requirement prevails.

2.4 UHE(UK) staff and committees may prepare, mark, moderate, scrutinise and recommend within delegated authority, but must not make a decision reserved to Roehampton or Bradford or create a local exception for convenience or perceived fairness.

Staff due-process check

Before applying a pass threshold, penalty, reassessment rule, condonation decision, progression outcome, classification method or appeal deadline, staff must verify: validator; cohort; programme; level or stage; attempt number; approved variation; and competent Board.

3. Inclusive assessment and reasonable adjustments

3.1 COMMON: Assessment must remove unnecessary barriers while maintaining the approved competence standards and learning outcomes. Reasonable adjustments may change the method or conditions of assessment but must not lower the academic standard or alter the learning outcomes being tested.

3.2 Module Leaders must implement approved Learner Support Profiles or equivalent plans, liaising with Student Support and the examinations team where required. Adjustments must be planned early and recorded without disclosing unnecessary personal information to markers.

3.3 Programme Teams must monitor differential outcomes and accessibility as part of annual monitoring and enhancement. Any proposed change to an approved assessment method must follow the programme modification and validator-approval route.

4. Assessment design and approval

4.1 COMMON: Each summative assessment must be clear, valid, authentic, accessible, proportionate, connected to taught learning and aligned to the approved module learning outcomes, level and credit value.

4.2 Programme Leads are accountable for programme-level assessment strategy. Module Leaders design assessment tasks, briefs, marking criteria and rubrics within the approved module descriptor. The Director of Teaching and Learning oversees academic delivery and assessment practice.

4.3 Assessment briefs must state, as a minimum: module and assessment identifiers; task; weighting; learning outcomes; marking criteria; submission method and deadline; word or time limit; permitted use of generative AI; required format; reasonable-adjustment route; feedback arrangements; academic-integrity requirements; and the applicable validator route.

4.4 New or materially changed assessments must be internally scrutinised and submitted for external-examiner review where required by the applicable validator. No assessment may be changed after publication except through an authorised, documented process with prompt communication to students.

5. Annual assessment schedule and deadlines

5.1 COMMON: Academic Services and Programme Leads will produce an annual assessment schedule that allows sufficient time for scrutiny, delivery, marking, moderation, external examining and the correct validating-university Board.

5.2 Definitive deadlines and submission methods must be published before the module begins. Changes after publication require approval by the Director of Teaching and Learning, documented reasons, an equality and student-impact check, and timely notice to all affected students.

5.3 ROEHAMPTON ROUTE: late submission, self-certified extensions, mitigating-circumstance extensions and deferral must follow the applicable Roehampton rules. Under the general route reflected in the UHE(UK) Academic Regulations, work submitted within the permitted 14-calendar-day late window is capped at the applicable pass mark and later work is normally a non-submission, subject to approved mitigation and programme variation.

5.4 BRADFORD ROUTE: deadline adjustments and personal-circumstance outcomes follow Bradford's Consideration of Personal Circumstances and approved assessment procedures. Roehampton's 14-day late window and self-certification provisions must not be applied unless Bradford has expressly approved them for the programme.

5.5 BRADFORD ROUTE: where a Canvas or approved submission-system error or technical problem occurs, the student must follow the Bradford notification and evidence requirements, including the applicable 24-hour reporting requirement where stated.

6. Assessment briefing, submission and examinations

6.1 COMMON: Students must receive a clear briefing and a reasonable opportunity to ask questions before submission or completion. Recorded briefings and accessible materials should be provided where practicable.

6.2 Students are responsible for submitting the correct work in the required format by the published deadline and for retaining evidence of submission. UHE(UK) must provide a reliable submission route and contingency instructions.

6.3 Examination and live-assessment arrangements must include secure papers, invigilation instructions, authorised adjustments, contingency plans, identity checks and incident reporting. Alternative papers must be prepared where operationally required.

6.4 Participation in an assessment does not prevent a student from using the applicable personal- or mitigating-circumstances process. Staff must not apply an unsupported "fit to sit" waiver where the validator's policy does not create one.

6.5 Word- or time-limit rules and any penalty must be stated in the approved assessment brief and must be permitted by the applicable validator and programme documentation. UHE(UK) must not use a single local penalty scale across both validators unless formally approved for each route.

7. Pass marks, component requirements and grading

Matter	ROEHAMPTON ROUTE	BRADFORD ROUTE
Undergraduate module pass mark	Normally 40 at Levels 3-6.	Normally 40.
Postgraduate taught module pass mark	Normally 50 at Level 7.	Normally 40 overall unless an approved programme or

Matter	ROEHAMPTON ROUTE	BRADFORD ROUTE
		accreditation requirement states otherwise.
Separately passed components	Apply Roehampton component requirements and any limited component-condonation provision.	Apply the approved module descriptor and Bradford rules; do not import Roehampton component condonation.
Condonation / compensation	A Roehampton Module Assessment Board may record a Condoned Fail only where all Roehampton conditions and award-volume limits are met.	No general condonation entitlement is created; use Bradford passed-credit, reassessment, third-attempt and restudy rules unless a Bradford-approved variation applies.
Ungraded assessment	Record Pass/Fail where approved.	Record Pass/Fail where approved.

7.1 Marking schemes and rubrics must allow the full range of achievement and use the correct level descriptors and pass thresholds. Staff must not mark Bradford Level 7 work against a 50 pass threshold or Roehampton Level 7 work against a 40 pass threshold.

8. Reassessment, resit, retake and restudy

8.1 Only failed components are normally reassessed. A passed component or module may not normally be repeated solely to improve a mark unless the applicable validator expressly permits it.

8.2 ROEHAMPTON ROUTE: a student who fails at first attempt is normally allowed one resit of failed components. The competent Roehampton Module Assessment Board may allow up to two resit opportunities. One retake with attendance is permitted per module, subject to the applicable regulations. Resit caps and any transitional Level 4 rule must be applied exactly as approved.

8.3 BRADFORD ROUTE: a failed module receives a second attempt by reassessment, with the result capped at the pass mark or the original mark retained if higher, as provided by Bradford regulations. A third and final attempt without attendance may be permitted in up to 30 credits subject to the continuation or award rules. Approved restudy resets attempt status and discounts prior marks as specified by Bradford.

8.4 Academic Services must record the attempt number and status accurately. Reassessment briefs, dates and submission routes must state the validator route, affected components, cap, attempt number and consequences of non-completion.

8.5 Personal circumstances, academic-integrity outcomes or approved deferral may alter attempt status or caps only under the applicable validator's policy. Module or Programme Leaders must not change attempt status locally.

9. Marking principles

9.1 COMMON: Marking must be based solely on the approved learning outcomes, marking criteria and evidence in the submitted work. It must be impartial, appropriately anonymous where practicable, and

unaffected by knowledge of personal circumstances except where an authorised adjustment changes the assessment method.

9.2 Markers must be appropriately qualified and briefed. Programme and Module Leaders must arrange calibration or standardisation for new assessments, multiple or new markers, high-credit work and other higher-risk areas.

9.3 Marks are provisional until confirmed or ratified through the correct validating-university Board. Provisional feedback must be clearly labelled and must not imply that progression, award or classification has been decided.

9.4 Academic Services must preserve component marks, weightings, attempt status, caps, deferrals and Board outcomes in the authoritative record. Any correction after publication must be authorised, auditable and communicated with reasons and appeal information where relevant.

10. Internal moderation and resolution of differences

10.1 COMMON: Every summative assessment component must be subject to proportionate internal moderation. Moderation verifies the consistency and standard of marking; it is not an opportunity to substitute an unsupported preference or to engineer a desired distribution.

10.2 The moderation sample must be risk-based and include an appropriate spread of marks and markers. UHE(UK)'s normal operational minima are: for components over 20 credits, at least five students or 20% of submissions, whichever is greater, capped at 100; for other components, at least three students or 10%, whichever is greater, capped at 50. A validator or programme requirement that is stricter prevails.

10.3 Where first marker and moderator agree, the first mark stands. Where they disagree, they must discuss the application of the criteria. If agreement remains impossible, the Programme Lead must arrange independent arbitration or re-marking by an appropriately qualified person. A third mark must be a genuine academic judgement and must not be an average of the first two.

10.4 Any wider re-marking, scaling or adjustment must have a documented academic rationale, protect all affected students, and follow the applicable validator's rules and Board authority.

No cross-validator normalisation

Bradford marks must not be systematically normalised. Roehampton adjustment or rescaling during moderation may be used only where permitted by Roehampton rules and approved procedures. No UHE(UK) team may apply a generic adjustment formula across both cohorts.

11. External examining

11.1 External examiners provide independent assurance that assessment is valid, standards are appropriate, marking is fair and consistent, and outcomes are comparable with the UK sector.

11.2 Appointments are made or approved by the validating university. UHE(UK) may nominate and support external examiners but may not appoint or direct them outside delegated authority.

11.3 Programme Leads and Academic Services must provide assessment briefs, marking criteria, representative moderated samples, module data, Board papers and responses to prior reports in accordance with the relevant validator's requirements and timetable.

11.4 External examiners advise on standards and process. They must not normally act as a third marker for individual disputes. Material concerns must be documented, considered before Board confirmation and escalated through the Quality Office where unresolved.

12. Feedback and release of results

12.1 Feedback must be clear, constructive, developmental, supportive, aligned to the criteria and sufficiently timely to inform subsequent learning.

12.2 UHE(UK) will normally aim to provide provisional marks and feedback within three working weeks where operationally achievable. This is an institutional service aim, not a replacement for a validator requirement.

12.3 BRADFORD ROUTE: provisional marks and feedback should normally be released within four weeks of the assessment deadline, subject to the exceptions in Bradford's Assessment, Marking and Feedback Policy. UHE(UK)'s internal three-week aim may be used where achievable but must not be represented as Bradford's regulatory deadline.

12.4 ROEHAMPTON ROUTE: feedback timescales are those approved in Roehampton and UHE(UK) programme documentation and policies. The published brief must state the expected date.

12.5 Delays caused by academic-integrity investigations, approved extensions, calendar closure or exceptional operational circumstances must be communicated promptly with a revised date. Students must be told whether a mark is provisional or final.

13. Assessment governance and Board routes

Decision or activity	ROEHAMPTON ROUTE	BRADFORD ROUTE	UHE(UK) responsibility
Assessment design and delivery	Programme and Module teams under approved Roehampton provision.	Programme and Module teams under approved Bradford provision.	Programme Lead assures alignment; Director of Teaching and Learning oversees delivery.
Module outcomes	Roehampton Module Assessment Board recommends or determines within its terms.	Bradford Continuation and Award Board process ratifies credit and outcomes; monitoring through the Assessment and Achievement Monitoring Board where applicable.	Academic Services prepares accurate Board data; Quality Office checks compliance.
Progression / continuation	Roehampton Awards and Progression Board or approved equivalent.	Bradford Continuation and Award Board.	UHE(UK) prepares the profile; validator body decides.

Decision or activity	ROEHAMPTON ROUTE	BRADFORD ROUTE	UHE(UK) responsibility
Award / classification	Roehampton Awards and Progression Board.	Bradford Continuation and Award Board.	Academic Services calculates under the correct algorithm; independent verification before Board.
Condonation	Roehampton rules and competent Board discretion.	Not available unless a Bradford-approved variation applies.	Staff flag the route; no cross-application.
Appeal	Roehampton route and form.	Bradford Regulation 6 route and form.	Quality Office identifies route and supplies records; it does not replace the validator decision-maker.

13.1 The Boards of the validating universities are the final academic authorities for matters reserved to them. UHE(UK) staff implement authorised decisions and must not describe a local programme meeting as the final Board where it is not.

14. Classification and progression controls

14.1 Although detailed classification and progression rules sit in the Academic Regulations rather than this policy, assessment administration must preserve the information needed to apply them correctly.

14.2 ROEHAMPTON ROUTE: staff must apply Roehampton progression thresholds, condonation provisions, cohort-specific classification calculation and any permitted borderline rule. The Bradford 0:20:80 classification method must never be used.

14.3 BRADFORD ROUTE: staff must apply Bradford stage-credit continuation rules, reassessment or restudy provisions and the 0:20:80 undergraduate classification calculation. Roehampton condonation and borderline rules must never be imported.

14.4 A second trained officer must verify any award or classification calculation before Board papers are finalised.

15. Academic appeals and correction of errors

15.1 A disagreement with academic judgement is not itself a ground of appeal. Students may seek clarification without losing the right to submit a formal appeal by the applicable deadline.

15.2 ROEHAMPTON ROUTE: the appeal must normally be submitted within 10 working days of formal notice, using the Roehampton form and stages applicable to the cohort.

15.3 BRADFORD ROUTE: students are encouraged to seek informal resolution in writing within one week. A formal appeal is normally due within three weeks of the ratified result or decision, and a review request normally within two weeks of the formal-stage outcome.

15.4 The Quality Office acts as the UHE(UK) Appeals Office: it identifies the correct route, provides records and implements authorised outcomes. It must not substitute a UHE(UK) deadline or determine an appeal reserved to a validator.

15.5 Administrative or calculation errors should be corrected through the authorised Board or chair's-action route. A correction that adversely affects a student must include reasons, the authority relied upon and the applicable appeal right.

16. Retention, confidentiality and data integrity

16.1 Assessment work, scripts, marks, moderation records, external-examiner evidence and Board records must be retained for the period required by the validating university, UHE(UK)'s approved retention schedule and applicable law. Where requirements differ, the longer applicable requirement should be followed pending formal confirmation.

16.2 Examination scripts and assessment materials must be stored securely. Students may receive feedback and access to their own information in accordance with policy, but original scripts or secure assessment materials must not be released where prohibited.

16.3 Personal data must be shared only on a need-to-know basis. Anonymous identifiers should be used in marking and moderation wherever practicable, while ensuring that authorised adjustments and academic-integrity decisions are implemented correctly.

17. Roles and accountability

Role	Core responsibility
Academic Board	Approves and monitors this policy, subject to validating-university authority.
Quality Office	Accountable for academic administration, records, Board preparation, formal results, regulatory advice and validator liaison.
Academic Services Team	Maintains validator and cohort locks; schedules assessment; prepares Board data; records authorised outcomes; issues formal results.
Director of Teaching and Learning	Provides institutional leadership for curriculum delivery, assessment practice and academic staff performance.
Programme Leads	Assure programme assessment design, delivery, moderation, risk management and implementation of external-examiner and validator actions.
Module Leaders	Prepare and brief approved assessment, manage delivery, coordinate marking and moderation, and maintain evidence.

Role	Core responsibility
Quality Office	Maintains the policy framework, assures validation compliance, coordinates external examining and operates the UHE(UK) Appeals Office.
Markers and moderators	Apply approved criteria impartially, complete records and escalate uncertainty or conflicts.
Students	Understand their validator route, follow assessment instructions, submit authentic work and use the correct circumstances or appeal process within deadlines.

18. Monitoring, review and approval conditions

18.1 The Quality and Standards Committee will monitor compliance, assessment risks, Board assurance, external-examiner actions and cross-validator errors, reporting material issues to Academic Board.

18.2 Programme Teams will review assessment performance, accessibility, differential outcomes, marking reliability, feedback timeliness and student experience through annual monitoring and enhancement.

18.3 Before publication, UHE(UK) must confirm the final 2026/27 operations manuals, validation agreements, Bradford and Roehampton policy cross-references, Board terms of reference, approved programme variations and document-retention requirements.

Appendix 1 - Mandatory staff validator checklist

- Confirm the student's validating university from the authoritative record.
- Confirm the regulation version applicable to the commencement cohort.
- Confirm programme, level or stage, module, component and credit value.
- Check the approved programme specification, module descriptor, PSRB rules and variance register.
- Confirm the pass mark and any separately passed component requirement.
- Confirm submission, late-work, extension and personal-circumstances rules.
- Confirm attempt number, cap, deferral, reassessment, retake or restudy status.
- Confirm whether condonation is available and which Board has authority.
- Use the correct Board name and decision route in papers and student communications.
- Label marks as provisional until ratified and issue final outcomes only after authorisation.
- Use the correct appeal form, grounds, deadline and validating-university route.
- Record the decision, authority, reasons and any correction in the authoritative student record.

Appendix 2 - Student-facing route summary

Question	Roehampton-validated award	Bradford-validated award
How do I know my route?	Your offer, registration record, programme information and formal result letters should identify Roehampton.	Your offer, registration record, programme information and formal result letters should identify Bradford.

Question	Roehampton-validated award	Bradford-validated award
What is the postgraduate pass mark?	Normally 50 at Level 7.	Normally 40 overall unless an approved programme or accreditation rule says otherwise.
Can a failed module be condoned?	Possibly, only where Roehampton's detailed conditions and limits are met.	There is no general condonation entitlement unless a specific Bradford-approved variation applies.
What happens after failure?	Roehampton resit and retake rules apply.	Bradford reassessment, possible third attempt and restudy rules apply.
Who confirms results?	The Roehampton Board route applicable to your programme.	The Bradford Continuation and Award Board route applicable to your programme.
How do I appeal?	Use the Roehampton route, normally within 10 working days of formal notice.	Use the Bradford route, normally within three weeks of the ratified result; a review is normally due within two weeks of the formal outcome.

Appendix 3 - Glossary

Term	Meaning
Assessment brief	The approved instructions, learning outcomes, criteria, deadline and operational requirements given to students.
Formative assessment	Activity designed primarily to support learning and feedback rather than contribute directly to the final module mark.
Summative assessment	Assessment contributing to a module result, progression or award.
Moderation	Verification of the consistency and standard of marking; not automatic re-marking.
Reassessment / resit	A further assessment opportunity without repeating normal teaching.
Retake / restudy	Repeating learning with attendance and the mark or attempt treatment specified by the validator.
Condonation	A validator-authorised decision to award credit for a narrowly defined failed result; available under Roehampton rules only where conditions are met and not generally under Bradford core regulations.

Term	Meaning
Provisional mark	A mark not yet ratified by the competent Board.
Academic judgement	An expert academic decision about the quality of work or achievement of standards; disagreement alone is not a ground of appeal.
Validator lock	The control requiring the student record and every calculation or decision to identify Roehampton or Bradford before the rule is applied.