

Section 2 Governing principles

- 2.1.1 This section sets out the key principles that underpin the University's programmes of study. More detail on the design principles for programmes at the University can be found in the [Academic Framework](#). More detail on key dates within the academic year can be found on the [Key Academic Dates](#) page.
- 2.1.2 The language of instruction and assessment for all programmes of study of York St John University is English except where the subject content dictates that a part of the programme is delivered in a language other than English. Where this applies this is stated on the programme specification.
- 2.1.3 The maximum mark that can be achieved for a reassessed module is normally the pass mark, except for modules with qualifying marks where the original module mark is awarded on successful completion of the deficient work (refer to [section 30.1.17](#)).
- 2.1.4 The University marking schemes can be found in [section 30.2](#).
- 2.1.5 'Generic Assessment Descriptors' have been designed to meet the classification descriptors from the Office for Students (Sector Recognised Standards; Part B) along with student facing materials for self-evaluation.
- 2.1.6 Marks will be recorded with grade annotators (refer to [Appendix A](#)). The use of grade annotators will be transparent, consistently applied, and clearly defined in published guidance. Students will be informed of the meaning of any grade annotators applied to their results.
- 2.1.7 Credits awarded or recognised by the University may count only once for the purpose of progression and award. Work submitted for one module may not be submitted for assessment in another module.
- 2.1.8 Students may not normally take more than the standard credit load for their programme. Any exceptions to this need approval from the Academic Registrar. Where it is approved that extra credits are taken, these are considered freestanding modules and do not contribute to progression or award requirements or to the programme transcript.
- 2.1.9 All students are expected to undertake the assessment as outlined in the module specification unless they have been formally notified otherwise by their programme team. Students requiring reasonable adjustments due to a disability or specific learning need in accordance with the Equality Act 2010, should follow the process details in [section 10](#). The University will take reasonable steps to ensure that disabled students are not placed at a substantial disadvantage in assessment. Adjustments will not compromise competence standards, but alternative methods of assessment may be considered where appropriate and lawful.
- 2.1.10 Students who complete a programme of study within the standard timeframe will be subject to the principles of assessment that were in place at the time they began the programme unless changes are considered and approved through the University's programme amendment procedures. Where students have returned from suspension of studies or have studied part time for part of the programme to retrieve failed modules, the principles of assessment may have changed.
- 2.1.11 Students who have been asked to attend a meeting can, where stated, choose to be accompanied by a supporter at the meeting. This person should be a current member of staff, a current registered student at the University, or a Students' Union representative. The supporter's role is to observe and provide moral support. The supporter may address the meeting to clarify procedural matters but may not answer questions on behalf of the student unless agreed as a reasonable adjustment. Where a meeting is held within the first 3 months of the student's studies and supportive links may not have been established, alternative supporters may be possible. Approval should be sought from the Academic Registrar or their delegate regarding this.
- 2.1.12 Any variation in the assessment scheme described in module documentation available to students at the time module choices were made constitutes a 'minor' module modification and must be approved by the Programme Amendment Scrutiny Panel (PASP). Similarly, any variation in the assessment regulations for a programme of study for students currently enrolled on that programme must be approved by PASP.

- 2.1.13 Requests for such modifications will normally be approved only if the School can provide evidence, including consultation with students, that no student currently enrolled on the module will be disadvantaged. Where potential disadvantage cannot be avoided, appropriate mitigation or transitional arrangements will be put in place. Oversight may be exercised by the Quality and Standards Committee to ensure regulatory compliance and consistency.
- 2.1.14 The University will ensure that each programme has an articulated rationale and strategy for assessment which will:
- Be appropriate to the learning outcomes.
 - Deploy a range of modes of assessment appropriate to the subject matter.
 - Provide an appropriate load and scheduling of assessments to support student attainment.
 - Align with those of a professional or statutory body where applicable.
 - Be designed to ensure the work can be determined to be the student's own.
- 2.1.15 Information on assessment requirements will be notified to students through the relevant module documentation annually.
- 2.1.16 For each programme a substantial proportion of assessed work will be available to external examiners, whether written or oral. Consideration must be given to how all forms of assessed work can be made available to external examiners.
- 2.1.17 Assessment criteria for a new programme of study will be in place and be aligned to threshold standards and subject benchmarks. They may reflect different modes of assessment. Subject-area and programme assessment criteria will be set with reference to the University marking guidelines.