

# **REGULATIONS FOR THE ASSESSMENT AND GRADING OF STUDENT LEARNING IN UdL BACHELOR'S AND MASTER'S DEGREES**



# Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees

## FOREWORD

The University of Lleida (UdL) has considered it central to its teaching and training strategy the need to have a system of assessment and grading of student learning in the development of their academic activity in each subject (or subject area or module, as the case may be), which is solid, rigorous, flexible and transparent, and which reinforces, in terms of quality and prestige, the teaching model with the UdL's own identity.

The development of the European Higher Education Area (EHEA) represented an intense process of change in the world of assessment in higher education in Catalonia. In order to face these new challenges and changes in the assessment systems, the UdL has approved several general regulations in this field in recent decades: the Regulations for Student Assessment and Grading, approved in 2000; the Regulations for Student Assessment and Grading, implemented in 2009 following the guidelines set out by the EHEA and their legal transposition in Spain, through Royal Decree 1393/2007, partially modified by Royal Decree 861/2010, and the current Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees, approved in 2014, with subsequent modifications.

Now, with the experience gathered, and at the time of initiating a general review process of bachelor's and master's degrees at the UdL, and also taking into account the principles of the University Student Statute (Royal Decree 1791/2010 of 30 December), new assessment and grading regulations are necessary.

In this sense, the UdL 2014-2018 Teaching and Training Strategy established the main lines, and it is on that basis that it has been modified to update and adapt it to the new teaching and assessment needs.

The Teaching Strategy reaffirms that assessment is not an end in itself, but is an essential part of the overall teaching system (the fundamental objective of which is the students' comprehensive learning of knowledge and skills that are academically and socially significant, and that give meaning and

identity to a particular career/profession), in the same way as it forms part of the teaching microsystem which is, to a large extent, the subject or subject area (the fundamental objective of which is learning the relevant knowledge and skills that make up the teaching identity of a given subject or subject area in terms of its contribution to the overall training that a career/profession involves). Therefore, assessment must be consistent with the training purposes of the subject and the degree, and it must be rigorous, transparent and guaranteed.

From these approaches, assessment is understood as a complex instrument that aims to assess the students' degree of learning of the content and substantive skills that define a subject area or subject, and that have been previously defined and explained by the teaching staff at the time of programming and planning.

Likewise, assessment allows the teaching staff to analyse and monitor the development of the teaching process involved in each specific subject area or subject; analysis and monitoring both individually (of the student) and collectively (of the class). From the results of these, it will be possible to deduce, depending on the case, the need to introduce changes both in the assessment mechanisms and in the content and methodological strategies used in class, and to strengthen the process of permanent improvement of teaching quality.

In this sense and in general terms, the UdL continues to be committed to assuming continuous assessment as its own, but without ruling out the possibility that, in relation to the academic and curricular nature of a certain subject area or subject, it may be interpreted flexibly and adapted, and that, in addition, other assessment systems may be developed in some cases that respond to the heterogeneity of the academic offering of bachelor's and master's degrees at our University.

# CHAPTER 1.

## GENERAL PROVISION

### ARTICLE 1.1. PURPOSE AND SCOPE

1. The purpose of these regulations is to establish rules for the assessment and grading of students' learning in UdL official bachelor's and master's degrees.
2. In particular, these regulations regulate the assessment and grading systems of the subjects (or subject areas and modules, as the case may be), the mechanisms and ways of reviewing assessment evidence, complaints about grades, and custody of the set of assessment materials.
3. These regulations are applicable to all the teaching staff responsible for the assessment and grading of the students' educational development, and to all students taking bachelor's and master's degrees at the UdL's own schools and at affiliated schools. Likewise, it involves all the administration and service personnel that may participate in the management of the administrative process of assessment.
4. These regulations are applicable to interuniversity official master's degrees coordinated by the UdL.
5. The subjects studied on mobility programmes, the assessment of which is the responsibility of the international relations coordinators of each school, must take into account the precepts that are framed in these regulations and in the national and European rules in force that regulate student mobility procedures.

### Article 1.2. ASSESSMENT

1. For the purposes of the provisions of these regulations, assessment is understood to be the process of assessing the students' degree of learning of the knowledge, skills and abilities that are significant in relation to the competencies that are specific to a subject or subject area, which have been defined and made public in the subject guide for the subject or subject area (or module, where applicable).
2. Students taking official UdL bachelor's and master's degrees:
  - a. Have the right to the assessment and grading of their academic participation in each subject or subject area.

- b. Have the right to the assessment of all the subjects they have enrolled in during the academic year, and the adaptations in the assessment tests that ensure real and effective inclusion and equal opportunities, in accordance with the UdLxTothom Programme's Inclusion Plan, provided that the other associated rules established by the University are met.
  - c. Have the right to have the assessment carried out with objective and quantifiable evidence, and undertaken with transparent criteria that, prior to the start of the course, must have been explicitly communicated through the subject guide for each subject or subject area. In this sense, the UdL considers the subject guide to be an official document.
  - d. Have the right to make up any assessment activity equal to or greater than 30% of the final grade in a subject or subject area, except for subject placements (where applicable).
3. The teaching staff have the right and the duty to assess students objectively and impartially.
4. The teaching staff have the duty to ensure that assessment tests are undertaken in accordance with the provisions of the subject guide.
5. The teaching staff responsible for the subject can modify that part of the subject guide that includes the assessment system and its explanation, only during the first fifteen days from the beginning of the semester of teaching, with the students' prior agreement. They must also inform, on the one hand, the coordinator of the degree and the head of studies, and, on the other, all students enrolled, the latter via the Virtual Campus. Outside this period, and exceptionally, assessment can be modified justifiably with the approval of the School's Study Committee.
6. The assessment system for the same subject taught by more than one lecturer should be homogeneous; therefore, it should have similar criteria and objectives. Likewise, the final grade must be considered globally in terms of the knowledge, capacities and skills that make up the subject's own and defining competencies (and that define its training objectives).
7. The lecturer responsible for the subject must ensure that adaptations are made in assessment tests in order to guarantee equal opportunities in accordance with the UdLxTothom Programme's Inclusion Plan.
8. The Study Committee of each school must ensure that the assessment systems of a subject or subject area are adapted to students with special needs, in order to guarantee equal opportunities.

## **Article 1.3 ASSESSMENT CONTENT**

1. The tests that make up the assessment system of a subject or subject area can be any of the following:
  - (a) Written and oral exams.
  - (b) Works, academically supervised, related to the content and competencies of the subject.
  - (c) Practical work in the classroom, the laboratory or in the field.
  - (d) Tests.
  - (e) Problem-solving and case methods.
  - (f) Academic trips.
  - (g) Oral presentations.
  - (h) Active participation in master classes; in laboratory or field placements; in academic trips, and in seminars and workshops related to the educational objectives of the subject.
  - (i) Other types of assessment tests proposed by the lecturer responsible for the subject, provided that they guarantee an objective and quantifiable assessment.
2. The weight of each assessment test in the final grade must be fixed and explained in the subject guide of the subject (or subject area, if any). The assessment activities that are an indispensable requirement for passing the subject, in a way that is consistent with the significance of the assessed competencies, cannot account for less than 30% of the final grade of the subject.
3. The student has the right to have the content and objectives of assessment tests made clear to ensure that they are not misleading.
4. In the specific case of written tests, the statement shall be given to the student in writing and individually.
5. In the specific case of oral tests, these must take place in a public session or be recorded, without this conflicting with the personality and image rights of the participant.
6. In assessment tests that require specific materials, the student must be informed of this fact in advance; preferably, this information should already be included in the subject guide.
7. The statement of written assessment activities (exams, work planning, reports, etc.) will be written in the language of instruction that the lecturer has made public through the subject guide of the subject, in order to respect the principle of linguistic security, and the student can write the answer in any of the official languages of the University, except in the case where the subject guide specifies that the language in which the subject is taught is decisive for

the assessment of knowledge (especially in philological or linguistic studies). The lecturer must also indicate in the subject guide whether the student can take the written tests in a language other than the official languages of the University or of the subject being taught, provided that the ability to assess them is guaranteed. The same criteria apply to oral tests.

## **Article 1.4 CONTINUOUS ASSESSMENT**

1. As a general rule, assessment at the UdL is continuous and must be carried out during the academic period defined for the subject or subject area, in accordance with the academic calendar for the year approved by the Governing Council.
2. Continuous assessment means the set of evaluable activities (evidence) indicated in the subject guide that are undertaken in a progressive and integrated manner during the academic year, which must be relevant and significant in order to assess and quantify the progress of the student in the achievement of the knowledge, capacities and skills that make up the competencies that define the subject or subject area.
3. Continuous assessment, on the one hand, allows both the lecturer and the student to know at different moments of the teaching process the level of achievement of the learning objectives initially set and reflected in the subject guide; and, on the other hand, favours a progressive assimilation of the content and skills that the student must achieve.
4. Continuous assessment may incorporate various types of evidence as set out in Article 1.3.1.
5. The evidence must be consistent with the educational objectives of the particular subject area or subject, and, above all, must be relevant, in order to avoid an excess of evidence or proof that would hinder the proper development of the subject area or subject.
6. The weight in the final grade that each of these assessment activities may have for a particular subject or subject area will depend on the training objectives that the lecturer in charge has defined. In any case, the UdL establishes that, in general terms, no activity may account for more than 50% of the final grade, and none may be less than 10%, without prejudice to the provisions of Article 1.5 of these regulations. The minimum number of assessment activities is set at three.

## **Article 1.5 ALTERNATIVE ASSESSMENT**

1. The UdL, while defining continuous assessment as its fundamental assessment model, recognises the great heterogeneity of the subject areas and subjects that are taught on the bachelor's and master's degrees offered, which have equally diverse methodological strategies. For this reason, the UdL provides for the possibility that a subject or subject area may have assessment models other than continuous assessment, in which an exam or coursework, as the case may be, may represent up to 85% of the final grade. This option must be duly justified in relation to the educational objectives of the subject or subject area and must be approved by the Study Committee of the establishment responsible for the teaching of the bachelor's or master's degree concerned.
2. In order to make it easier for the student to combine study with work activities - which the nature of continuous assessment makes difficult - the student who wishes to do so shall be entitled to waive continuous assessment at the start of the course (if the subject in question has it as an assessment system), and shall be entitled to an alternative assessment (by means of an exam, submission of work or assignments, or any other system determined by the lecturer responsible for the subject). If the nature of the subject requires it, attendance at certain face-to-face activities (placements, rotating internships, field trips, seminars, etc.) on the established dates will be an essential requirement for the alternative assessment option, and these activities must be specified in the subject guide. This right may not involve discrimination with regard to continuous assessment in relation to the maximum grade that can be obtained in that subject, or with regard to the recovery of evidence.
3. The alternative assessment of subjects corresponding to external curricular academic placements cannot be carried out.
4. The Study Committee of the school responsible for the teaching of the bachelor's or master's degree concerned shall establish the mechanisms by which the student may benefit from this right, the deadline for submitting applications, as well as the documentation that must be provided to justify the students' work activity.

## CHAPTER 2. ASSESSMENT OF THESES AND PLACEMENTS

### Article 2.1 BACHELOR'S THESIS ASSESSMENT

1. The completion of bachelor's degree studies must be concluded with the preparation and submission of a bachelor's thesis by the student. The assessment of this bachelor's thesis will take into account the assimilation, understanding and mastery of the relevant knowledge and significant skills that give academic meaning to the degree, which the student must demonstrate in the development and outcome of the thesis.
2. Each school will establish its own procedure for assessing the bachelor's thesis through the establishment of its own regulations, which will take into account, if deemed appropriate, the specific training needs of the bachelor's degrees taught at the school. Depending on the resources available and the number of students involved, these school regulations may regulate the constitution of assessment panels, the formula for defending the thesis and any other aspect related to the development and assessment of this thesis.
3. A specific subject guide should be created for each bachelor's degree with the relevant information on the bachelor's thesis, which should appear on the website of the respective bachelor's degree in the same format as the other subject guides. This guide must include, at least, the following items: credit load, type or types of the bachelor's thesis, timing, date of submission, form of submission, basic criteria and form of assessment. The responsibility for this subject guide lies with the lecturer responsible for coordinating the bachelor's degree, or with the lecturer responsible for the bachelor's thesis for a given bachelor's degree, or of a school, as the case may be.
4. There are two registration periods for the bachelor's thesis: one in September (and/or July in the case of a school that has so stipulated) and another in February.
5. The assessment shall be carried out in a single call. The grading of the bachelor's thesis must be done at the latest by 30 October of the academic year following that in which the registration was made - each school will establish its own timing, taking into account this limit, within the regulations for bachelor's theses that it must draw up. If the student does not submit the bachelor's thesis, the corresponding report must state the grade 'Absent', and the student may re-register the following year. If the student fails in the call corresponding to the year in which he/she has been registered, the student may re-register the following year.

## **Article 2.2 MASTER'S THESIS ASSESSMENT**

1. The completion of master's degree studies must be concluded with the preparation and submission of a master's thesis by the student. The assessment of this master's thesis will take into account the assimilation, understanding and mastery of the relevant knowledge and significant skills that give academic meaning to the degree, which the student must demonstrate in the development and outcome of the thesis. In addition, it will be necessary to take into account those considerations that may have been established in a specific master's degree by specific higher-level regulations, such as in the case of master's degrees with regulated professional attributes.
2. Each school will establish its own procedure for assessing the master's thesis through its own regulations, which will take into account, if deemed appropriate, the specific educational characteristics of the master's degrees taught at the school. Among other considerations, these regulations must establish, at the very least, the time frame for submitting the master's thesis and the minimum number of credits passed that must be taken into account in order to submit a thesis.
3. A specific subject guide should be created for each master's degree with relevant information on the master's thesis, which should appear on the website of the respective master's degree in the same format as the other subject guides. This guide must include, at least, the following items: credit load, type or types of master's thesis, timing, date of submission, form of submission, minimum structure, as well as the basic criteria, mechanisms and form of assessment. Likewise, the form of defence in a public session before an assessment committee must be made explicit. This subject guide is the responsibility of the lecturer in charge of coordinating the master's degree, or of the lecturer in charge of the master's thesis for a given master's degree, or of a school, as the case may be.
4. The master's thesis must be submitted in writing and defended in a public session before an assessment committee that must be made up of at least two lecturers who teach on the master's programme or lecturers who hold a master's degree or higher related to the field of the thesis. This assessment committee, the designation formula of which will be decided by each school in its master's thesis regulations, may be established for the assessment of a single master's thesis or, if deemed appropriate, for that of several master's theses or for all the master's theses to be submitted and assessed in that year and for a given master's degree.
5. The final assessment of the master's thesis may also take into account other additional considerations, such as the report by the thesis supervisor or tutor or the report by the external entity where it was carried out, especially in cases where a master's degree has the possibility of assimilating the

placement report into the master's thesis, which must be appropriately regulated in the regulations of the school where the master's degree is carried out.

6. The assessment committee acting in a public session to assess one (or several) master's thesis (theses) must take minutes stating, at least, the date, the place, the members of the committee and their affiliation and category, the basic assessment criteria used, the name of the master's thesis and of the student who submitted it, and the grade obtained. Likewise, if other considerations have been taken into account in the final grade, they must be made explicit. The minutes must be signed by all the members of the assessment committee.
7. In the case of a master's thesis submitted at a foreign university within the framework of an official mobility programme, the grade set at the university where the stay has taken place will be the grade corresponding to the student's UdL record, provided the minimum requirements established by the present regulations regarding master's theses and those of current Catalan and Spanish legislation are met. Should any incidents arise that lead to doubt in this process (about the grade or about the master's thesis entity), the coordinator of the master's degree may submit the thesis to an assessment committee created ad hoc and made up of at least two of the master's degree lecturers, who will resolve it with the corresponding ratification or modification of the grade.
8. There are two registration periods for the master's thesis: one in September and another in February.
9. The assessment shall be carried out in a single call. The grading for the master's thesis must be done before 30 October of the academic year following that in which the registration was made - each school will establish its own timing, taking into account this limit, within the regulations for master's theses that it must draw up. If the student does not submit the master's thesis, the corresponding report must state the grade 'Absent', and the student must re-register the following year. If the student fails in the call corresponding to the year in which he/she has been registered, the student must re-register the following year.
10. Regarding the assessment of bridging courses on master's degrees that have them, although such courses are considered to be adjacent or external to the master's degree and not internal to it, the grade resulting from their assessment must be measured in the same way as the other subjects and subject areas in the master's degree, i.e., from 'Fail' to 'Excellent' and 'Distinction'.

## **Article 2.3 EXTERNAL PLACEMENT ASSESSMENT**

- 1.** The assessment of external academic placements must assess the degree of achievement of the training project, based on the report issued by the tutor of the company, institution, service or research group where the placements take place; the report of the academic tutor or the person responsible for the subject, as the case may be, and the report prepared by the student. Placement assessment is carried out in accordance with the UdL's External Placement Regulations.
- 2.** In the specific case of extracurricular academic placements, it must be considered that they do not form part of the student's academic record and do not contribute to the calculation of the average degree grade, but they will be noted in the European Diploma Supplement. For this reason, it is necessary to identify whether or not they have been passed. Unless the specific procedure of each school establishes otherwise, they will be graded as 'Pass' or 'Fail'.

# CHAPTER 3: CALLS FOR ASSESSMENT

## Article 3.1 CALLS FOR ASSESSMENT

1. Enrolment in a subject gives the right to only one call for assessment, either as completion of the continuous assessment or as an alternative assessment.
2. The general organisation of teaching and the specific organisation of the call for assessment of each subject or subject area (or module, if applicable) means that each semester may have a maximum of four weeks dedicated to a period of assessment activities, in accordance with the provisions of the academic calendar approved by the Governing Council. Each school can, within these parameters, establish the duration of the period of assessment activities. Similarly, it may justifiably distribute the weeks of the assessment period over the year. Within this period, as a general principle, those tests that exceed 30% of the final grade must be taken, whether continuous assessment is followed or alternative assessment is adopted. In the case of master's degrees, this period may be modified according to the needs of the temporary organisation of each master's degree. It must be known by the school where the master's degree is taught and must be specified in the subject guide for the corresponding subjects.
3. In addition, three weeks of extraordinary assessment periods are established as an option for the school, with the aim of allowing the student to make up some of the tests that have not been passed. Two of these weeks are set at the end of the second semester and a third during the first week of September. In any case, each school will decide whether to use these optional periods, from one to three weeks, depending on the needs of the school's teaching project. If it is considered appropriate, one of these weeks may be placed at the end of the assessment period of the first semester.
4. The teaching staff must indicate the dates of the tests in the subject guide, specifically if any of the tests exceed 30% of the final grade of the subject or subject area. In the rest of the tests, if due to the difficulty of establishing specific dates it is not possible to do so before the start of the course, the lecturer must indicate these dates during the first week from the beginning of the academic year, so that the student can organise himself/herself. If a school, due to its complexity, chooses to reflect the dates of the tests on the website of the bachelor's or master's degree, it may do so exceptionally with the approval of the vice-rectors with teaching responsibilities.

5. In the assessment tests, the student must act in accordance with the principles of individual merit and authenticity of the exercise.
6. The student must attend the assessment tests with the documentation proving his/her identity, which may be required at any time by the teaching staff. If he/she does not have this documentation and the lecturer cannot identify the student, he/she will be allowed to take the test, although his/her assessment will be suspended until, within the period established by the lecturer and after hearing the student's reasoning, his/her identity is proven.
7. In the assessment tests, lecturers and students are obliged to observe the basic rules of coexistence and to collaborate at all times for their adequate progress. The student can use the necessary means to take the assessment, but it is up to the teaching staff to decide on the type and limits of the use of these means.
8. The student may not, under any circumstances, during the performance of the assessment tests, use any non-permitted means or fraudulent mechanisms.
9. Any student who uses any fraudulent means related to the test and/or carries electronic devices that are not permitted, must abandon the exam or the test, and will be subject to the consequences foreseen in these regulations or in any other UdL internal regulations. This fact will mean a 'Zero' mark on the test in question. In this sense, the lecturer responsible for the subject may retain any object involved in the incident, without destroying it and leaving a written record - by means of a report - and must transfer the evidence and notification of the facts to the lecturer responsible for coordinating the bachelor's or master's degree.
10. If the lecturer responsible for a subject detects plagiarism at the time of assessing a test (exam, work, practice...), he/she may deem the test a 'Fail' for the student. This fact will mean a 'Zero' mark on the test in question. The lecturer must inform the affected student during the review of the assessment.
11. If the lecturer responsible for a subject detects copying between two or more students while a face-to-face test is being carried out, he/she may deem the test a 'Fail' for the students involved. This will mean a 'Zero' mark on the test in question.
12. Any student who alters the normal progress of the assessment test must leave the test at the request of the lecturer responsible for the assessment, without prejudice to the fact that, depending on the seriousness of the incident, disciplinary action may be taken. This fact will mean a 'Zero' mark on the test in question. In this sense, the lecturer responsible for the subject may retain any object involved in the incident, without destroying it and

leaving a written record - through a report - and must transfer the notification of the facts to the lecturer responsible for coordinating the bachelor's or master's degree.

**13.** Any student who cannot attend the assessment tests that are set out and scheduled in the subject guide - or, where appropriate, on the website of the bachelor's or master's degree - or in the final tests, for any of the reasons set out below, shall be entitled to have the lecturer responsible for the subject set a new date, after hearing the student, so that he/she can carry it out properly:

- a) Due to illness, which must be duly justified by an official medical certificate.
- b) Due to a clash of date and time with another assessment procedure of a subject of an official bachelor's or master's degree taught at the UdL.
- c) Due to the death of a member of the student's immediate family up to the second degree of consanguinity and up to the first degree of affinity, occurring within seven days prior to the date scheduled for the assessment test.
- d) Due to a clash with official activities of high level and high performance athletes, both national and international.
- e) Due to a clash with meetings of the collegiate bodies of university representation (Faculty and Governing Council) for a student who carries out tasks of student representation, with prior justification of this fact to the responsible teaching staff.
- f) Due to absence as a result of participation in some official student mobility process.
- g) Due to other reasons that may be justified and assessed by the Study Committee of the school.

**14.** Students may request from the lecturer responsible for the subject a document as proof of having taken the assessment, which shall identify, at least, the full name of the student and the course, the name and category of the lecturer responsible for the assessment, the name of the subject, and the date and duration of the test.

**15.** In the case of online masters, assessment is based on the same principles as those set out in this article, although the organisation may present differences derived from its idiosyncrasy, different from the face-to-face mode. These differences will be specified in the subject guides for the subjects and subject areas.

## **Article 3.2 CALL FOR THE COMPLETION OF BACHELOR'S AND MASTER'S DEGREE STUDIES**

1. A call for the completion of studies provides the student with the possibility of applying for the ordinary call for the assessment of a subject (or subject area) to be brought forward, in the event that, while carrying out the last year of the degree, only a small number of credits remain to be passed. For both bachelor's and master's degrees, the maximum number of ECTS credits is set at 30.
2. Each school must determine the number of pending credits that the student must have to finish the studies, within the maximum fixed for the whole of the UdL, for this call for the completion of studies to be applied for. Likewise, each school must determine the type of assessment test.
3. It is the responsibility of each school to set the deadline for the submission of applications for assessment for the completion of studies. The resolution of the applications corresponds to the dean or the school director.
4. The specific calendars will be determined by each school and will be made public jointly with the approval of the school's academic calendar.
5. In order to be able to apply for this call, students must have been previously enrolled in the subjects they want to be assessed in.
6. A student who applies to use this call and fails or does not show up, may not reapply for the assessment of the subject in the same academic year.

## **Article 3.3 ASSESSMENT BY COMPENSATION IN THE FIRST YEAR OF A BACHELOR'S DEGREE**

Assessment by compensation in the first year of a bachelor's degree offered at the UdL is a possibility that allows the student to get a limited number of compulsory credits failed in their ordinary calls, and that are significant in the overall educational development of the degree.

This assessment mechanism is optional and it will be up to each school, by means of its assessment regulations, to contemplate and delimit it. If it does, it may opt for assessment by compensation of certain subjects, or for assessment by curricular compensation.

If a degree is a double degree and more than one school is involved, it will be necessary to determine whether this assessment mechanism can be used and, if so, which modality is adopted. This decision will be incorporated into the regulations of the respective double degree and will be stated in the assessment regulations of the participating schools.

## **1. Curricular assessment by compensation**

Curricular assessment consists of the compensation of grades between subjects of the first year of a degree, which facilitates the continuation of the degree if the student meets certain requirements, considering the overall academic development of the student during this first year. The curricular block with all the first-year subjects will be called the 'initial curricular block'.

This mechanism of curricular assessment by compensation is limited to official bachelor's degree studies and must fulfil the following requirements:

- a) In order to carry out the assessment of a curricular block by compensation, the student must have failed the ordinary call for the subjects of the initial curricular block that he/she wants to compensate.
- b) It is not possible to apply for compensation of credits corresponding to optional subjects or Curricular External Academic Placements, if they are included in the respective study plans.
- c) The student must be enrolled for the credits for which he/she is applying for curricular assessment by compensation. The grades that will be used to make the curricular assessment will be, according to the case, those obtained in that year and those passed in previous years.
- d) In order to be assessed by compensation, the assessment of the subjects of the curricular block must have obtained a minimum grade, which each school may set between 3 and 4 (out of 10). In this sense, a school, by means of its own assessment regulations, may establish, apart from the ones stated in this section, other criteria or specifications, while guaranteeing the viability of the possibility of compensation.
- e) Only a maximum of 18 credits (understood as credits failed) can be compensated, with the school setting the specific values between a minimum of 6 and this maximum, and the number of such credits that implies the consideration of having passed the curricular block.
- f) Only a maximum of 18 credits (understood as credits failed) can be compensated, with the school setting the specific values between a minimum of 6 and this maximum.
- g) Applications for compensation will be resolved by the dean or school director, following a report from the Study Committee. The Faculty/School Board, if it considers it necessary, may create a specific committee; if this is the case, it will replace the Study Committee in the preparation of the report.
- h) The application periods, if applicable, will be established in the academic calendar of the school or, in any case, be disseminated and advertised by the

school in order to ensure that students are aware of these periods in good time. The school will have a maximum of two months to notify the decision.

i) Subjects passed by compensation shall be recorded in the minutes with the 'Pass' grade. These subjects, for the sole purpose of the assessment of the student's academic record, are computed with a grade of 5.

## **2. Assessment by non-curricular compensation**

Assessment by non-curricular compensation consists of a mechanism that facilitates the continuation of a degree if the student meets certain requirements, by compensating a limited number of credits of compulsory subjects failed in ordinary calls, considering the overall academic development of the student during this first year.

This mechanism of non-curricular assessment by compensation is limited to official bachelor's degree studies and requires compliance with the following requirements:

a) Any student applying for assessment of a first year subject by compensation, must have failed the ordinary calls for the same.

b) It is not possible to apply for compensation of credits corresponding to optional subjects or Curricular External Academic Placements, if they are included in the respective study plans.

c) The student must be enrolled for the credits for which he/she is applying for assessment by compensation, and he/she must have been assessed in them during the academic year in which he/she submits the application.

d) In order to be assessed in the subject or subjects by non-curricular compensation, it is necessary to have obtained, in the assessment of it/them, a minimum grade, which each school may set between 3 and 4 (out of 10). In this sense, a school, by means of its own assessment regulations, may establish, apart from the ones stated in this section, other criteria or specifications, while guaranteeing the viability of the possibility of compensation.

e) Only a maximum of 18 credits (understood as credits failed) can be compensated, with the school setting the specific values between a minimum of 6 and this maximum.

f) Applications for compensation will be resolved by the dean or school director, following a report from the Study Committee. The Faculty/School Board, if it considers it necessary, may create a specific committee; if this is the case, it will replace the Study Committee in the preparation of the report.

g) The application periods will be established in the academic calendar of the school or, in any case, be disseminated and advertised by the school in order to ensure that students are aware of these periods in good time. The school will have a maximum of two months to notify the decision.

h) Subjects passed by compensation shall be recorded in the minutes with the 'Pass' grade. These subjects, for the sole purpose of the assessment of the student's academic record, are computed with a grade of 5.

### **Article 3.4. ASSESSMENT BY COMPENSATION FOR COMPLETION OF BACHELOR'S DEGREE STUDIES**

Assessment by compensation of grades between subjects of a degree for completion of studies consists of an assessment mechanism that is offered to all UdL students and, therefore, is incorporated into all bachelor's degrees. It is a mechanism through which an overall assessment of the student's record is made in order to determine their general aptitude for obtaining the corresponding degree, when they have not yet passed a certain number of credits and have not been able to do so through the ordinary assessment channels.

Two modalities are established, curricular assessment for completion of studies and non-curricular assessment for completion of studies. Each school will define its assessment by compensation model, choosing one of the two and establishing its assessment regulations within it.

If a degree is a double degree and more than one school is involved, it will be necessary to define which modality is adopted. This decision will be incorporated into the regulations of the respective double degree and will be stated in the assessment regulations of the participating schools.

#### **1. Curricular assessment by compensation for completion of studies**

This mechanism of curricular assessment by compensation for completion of studies is limited to official bachelor's degree studies and requires compliance with the following requirements:

a) The school's Study Committee will determine the subjects that will form part of this 'completion curricular block'.

b) In order to carry out the assessment of the completion curricular block by compensation, the student must have failed the ordinary call for the subjects of the curricular block that he/she wants to compensate.

c) It is not possible to apply for compensation of credits corresponding to optional subjects, the bachelor's thesis or Curricular External Academic Placements, or Rotating Internships in the case of the different bachelor's degrees in the health area.

d) In order to be assessed by compensation for the completion curricular block, it is necessary to have obtained, in the assessment of it, a minimum grade, which each school may set between 3 and 4 (out of 10). In this sense, a school, by means of its own assessment regulations, may establish, apart from the ones stated in this section, other criteria or specifications, while guaranteeing the viability of the possibility of compensation.

e) The student must be enrolled for the credits for which he/she is applying for assessment by curricular compensation for completion of studies, and must have been assessed in the subject or subjects during the academic year in which the application is submitted.

f) Only a maximum of 18 credits can be compensated, which can come from subjects in any year of the bachelor's degree. The school will establish this maximum number in its assessment rules, with the minimum number of credits being set at 6.

g) Applications for compensation will be resolved by the dean or school director, following a report from the Study Committee. The Faculty/School Board, if it considers it necessary, may create a specific committee; if this is the case, it will replace the Study Committee in the preparation of the report.

h) The application periods, if applicable, will be established in the academic calendar of the school or, in any case, be disseminated and advertised by the school in order to ensure that students are aware of these periods in good time. The school will have a maximum of two months to notify the decision.

i) Subjects passed by compensation shall be recorded in the minutes with the 'Pass' grade. These subjects, for the sole purpose of the assessment of the student's academic record, are computed with a grade of 5.

j) Those schools that consider it appropriate to do so may enable a procedure so that the student can ask for compensation, in the case of a compulsory subject corresponding to the last two years of the bachelor's degree, when this subject is the only compulsory one that he/she lacks to pass the degree. In this case, it will be necessary to have exhausted at least two calls. Other considerations set out here and in the school's assessment regulations will be applied. In any case, the schools may adapt this possibility in their degree and double-degree structure.

## **2. Non-curricular assessment by compensation for completion of studies**

This mechanism of non-curricular assessment by compensation for completion of studies is limited to official bachelor's degree studies and requires compliance with the following requirements:

- a) Any student applying for the assessment of a subject by compensation for completion of studies must have exhausted the number of ordinary calls for the subject, except in the case of section *i* of this Article.
- b) It is not possible to apply for compensation of credits corresponding to optional subjects, the bachelor's thesis or Curricular External Academic Placements, or Rotating Internships in the case of the different bachelor's degrees in the health area.
- c) In order to be assessed in the subject or subjects by non-curricular compensation, it is necessary to have obtained, in the assessment of it/them, a minimum grade, which each school may set between 3 and 4 (out of 10). In this sense, a school, by means of its own assessment regulations, may establish, apart from the ones stated in this section, other criteria or specifications, while guaranteeing the viability of the possibility of compensation.
- d) The student must be enrolled for the credits for which he/she is applying for assessment by compensation, and he/she must have been assessed in the subject during the academic year in which he/she submits the application.
- e) Only a maximum of 18 credits can be compensated for completion of studies, which can come from subjects in any year of the bachelor's degree. The school will establish this maximum number in its assessment regulations, with the minimum number of credits being set at 6.
- f) Applications for compensation will be resolved by the dean or school director, following a report from the Study Committee. The Faculty/School Board, if it considers it necessary, may create a specific committee; if this is the case, it will replace the Study Committee in the preparation of the report.
- g) The application periods will be established in the academic calendar of the school or, in any case, be disseminated and advertised by the school, in order to ensure that students are aware of these periods in good time. The school will have a maximum of two months to notify the decision.
- h) Subjects passed by compensation shall be recorded in the minutes with the 'Pass' grade. These subjects, for the sole purpose of the assessment of the student's academic record, are computed with a grade of 5.
- i) Those schools that consider it appropriate to do so may set up a procedure so that the student can ask for compensation, in the case of a compulsory subject corresponding to the last two years of the bachelor's degree, when this subject the only compulsory one that he/she lacks to pass the degree. In this

case, it will be necessary to have exhausted at least two calls. Other considerations set out here and in the school's assessment regulations will be applied. In any case, the schools may adapt this possibility in their degree and double-degree structure.

### **3. Compensable credits overall: Limitation**

In no case may a student compensate for more than 30 credits in the degree overall, adding up the different compensation routes (the one referring to the first year and the one referring to the completion of studies), setting the overall minimum at 6 credits. Each school will establish in its assessment rules the corresponding intervals (with a minimum and a maximum), and the specific ways in which a student can achieve them.

# CHAPTER 4: ASSESSMENT RESULTS. THE REPORT

## **Article 4.1 RESULTS OF ASSESSMENT TESTS AND GRADING**

1. The lecturer responsible for the subject or subject area (or for the groups it comprises) must make public the results of the partial assessment tests - in the case of continuous assessment - taken by the student, no later than twenty calendar days after they have been taken. The student has the right to review the results of the assessment.
2. The lecturer responsible for the subject or subject area (or for the groups it comprises) must make public the final results of the assessment - whether it be continuous assessment, alternative assessment or any other type of assessment - within the deadlines established by each school, which must be in line with the general academic calendar set by the University. If it is not possible to comply with this precept, the lecturer must justify it and inform the teaching coordinator and the head of studies. The student has the right to review the results of the tests.
3. The teaching staff must publish the student's grades, solely and exclusively, on the Virtual Campus, in the specific space corresponding to the subject to which the grades refer, in order to guarantee that access is limited only to the teaching staff and students of the group corresponding to that subject.

The publication should only include the student's name and surname(s), and the grade obtained. The National Identity Card (DNI), or equivalent documents, will never be included, unless a distinction has to be made between students with identical name(s) and surname(s). In the latter case, all the identifying figures will never be published, but only four random figures from the DNI, Foreigner Identity Number (NIE), passport or equivalent document.

Grades must only remain published for the period of time necessary for the interested parties to become aware of them, and to be able to file the complaints referred to in Chapter 5 of these regulations. In any case, they must not continue to be published once the deadline for signing the subject grade report has expired, in accordance with Article 4.2, section 4, of the Regulations.

Notwithstanding the above, the teaching staff may also choose to communicate to each student exclusively the respective grades through the grading tool provided in the Virtual Campus.

4. A numerical grading scale from 0 to 10, with a single decimal place, should be used. The qualitative grades ('Excellent with Distinction', 'Excellent', 'Good', 'Pass' and 'Fail') will be assigned according to the correspondence established by the legislation in force. In order to consider a subject or subject area passed, the student must have obtained a minimum final numerical grade of 5.
5. A Distinction may be awarded to a student who has a numerical grade of 9 or higher, at the discretion of the lecturer responsible for the subject or subject area. The number of Distinctions awarded must not exceed 5% of the number of students enrolled. The result of assessing 5% will be rounded up to the nearest whole number. When the first two decimals give the number 0.5 or higher, it will be rounded up to the nearest whole number. If the number of students enrolled is fewer than 20, one Distinction may be awarded.

## **Article 4.2 THE ASSESSMENT REPORT**

1. The assessment report of a subject or subject area is an official document in which the list of the enrolled students and the final grades obtained are given, as are the responsible teaching staff, the name of the subject or subject area and the course to which it belongs. There is a single report model for all UdL courses.
2. The lecturer responsible for the subject or subject area (or for the groups it comprises) will record in a single assessment report the final numerical and qualitative grades resulting from the assessment process.
3. The report must be signed by the lecturer responsible for the subject and for the group, and by the secretary of the school, by the means established by the University. When the assessment report is shared by more than one lecturer or there is a report for the different groups of the subject, it will be signed exclusively by the coordinating lecturer of the subject.
4. The maximum period for signing the grade report is twenty calendar days from the date of the end of the assessment periods duly indicated in the academic calendar of the school. In the case of assessment processes that take place at the beginning of September, the reports will be signed within a maximum of ten calendar days from the end date of the assessment periods set out in the school's academic calendar.
5. The rectification of errors in the grade report, and the making of a duly justified change at the request of the lecturer in charge of the subject, requires the authorisation of the office of the dean or office of the school director, and the signature of the lecturer in charge and the secretary of the school.

- 6.** This rectification of errors can only be carried out in the academic year in which the event being assessed took place. After this period, only the rector, or the person he/she delegates, can authorise any modification to the report of a subject.
- 7.** As they are developed, e-government and e-signatures will be incorporated into the process of signing and custody of assessment and grading reports.

# CHAPTER 5: REVIEW OF RESULTS. COMPLAINTS AGAINST THE FINAL GRADE

## **Article 5.1 REVIEW OF THE RESULTS OF ASSESSMENT TESTS**

1. Students have the right to an ordinary review of the grades obtained in all the partial and final tests that they have taken, before the responsible lecturer.
2. To facilitate the ordinary review process, together with the publication/notification of the grades of the various activities carried out, the teaching staff must make public the dates and times of the review, which, in any case, must take place between at least two working days and at most five working days after the publication of the grades. Once the review has taken place, the lecturer responsible for the subject or subject area must make the final grade public. In the case of subjects where their idiosyncrasy and the high number of students make it necessary to do so, the reviews of the partial assessment tests may be carried out at the end of the course.
3. If this review results in a change in the grading, this shall be documented.

## **Article 5.2. PROCEDURE FOR COMPLAINTS AGAINST FINAL GRADES. EXTRAORDINARY REVIEW**

1. Students have the right to complain against the final grade of a subject or subject area, by means of an extraordinary review, if the ordinary review has previously been requested and carried out.
2. Students have a maximum of ten calendar days from the publication of the final grades to submit a written complaint justifying the request.
3. Students must address the letter of complaint to the dean or school director where the bachelor's or master's degree is being taught, through the official register of mobility or that of the attached schools. The dean or the school director will send a copy of the letter to the director of the department to which the lecturer responsible for the subject against whose assessment the complaint has been made belongs, to the coordinator of the degree of which the subject is a part, and to the teaching staff involved. The dean or the school director, within a maximum of five working days after the date of registration of the complaint, shall appoint a review panel at the proposal of the department responsible for teaching the subject against which the complaint has been made.

4. The review panel must be made up of three lecturers who teach the degree to which the subject belongs or who are from the department to which the subject is assigned, at least two of whom must be permanent, and none of whom must have participated in the first assessment and grading; in addition, two students taking the degree must be involved but must not be taking the subject in question, either because they have already passed it or because they have not enrolled in it. It is chaired by the lecturer with the highest academic standing and seniority, and the youngest lecturer serves as secretary.
5. Once the panel has been constituted, it must analyse the student's complaint, must review the assessment evidence (and, if it considers it relevant, may request the evidence referring to the entire group of students of the subject or subject area, in order to have a point of reference), must hear the student and must request a written report from the lecturer responsible for the subject, who must deliver it to the panel within three working days from the date of its constitution.
6. The panel must reconvene within a maximum of five working days after the first meeting, it must analyse the lecturer's report and the other evidence, and from all the available information it must draw up a proposal for resolution which must necessarily be whether it ratifies the result of the assessment set by the lecturer or if, on the contrary, it rectifies it and accepts the student's complaint. This decision will be recorded in a report, which will explain the justified reasons for it and will be given to the dean or school director to resolve. If the resolution involves modifying the grade initially set by the lecturer, the new grade must be recorded in an additional record, signed by the dean or school director, incorporating the panel's proposal into the resolution.
7. The resolution and the minutes of the review panel will be sent immediately to the student who made the complaint, to the lecturer involved, to the head of studies, and to the coordinator of the bachelor's or master's degree involved, within a maximum of three working days from the date of the resolution of the dean or the school director.
8. Against the resolution of the dean or the school director, the student or the lecturer involved can submit an appeal to the UdL rector within a maximum period of one month from the day following notification. Once the time limit has expired without an appeal having been lodged, the head of studies is responsible for implementing the panel's decision.
9. This extraordinary review process shall be documented, both in terms of the procedure followed and the resolution adopted.

# CHAPTER 6: CUSTODY OF THE ASSESSMENT DOCUMENTATION

## ARTICLE 6.1. CUSTODY OF THE ASSESSMENT TESTS AND REPORTS

1. The lecturer responsible for the subject or subject area (or for the groups it comprises) has the obligation to keep all evidence of assessment tests made during the year, until the end of the next year, except those that have been returned corrected to the students or returned to the students at their request.
2. In any case, the Study Committee of the school may decide a shorter period in certain cases that involve difficulties in preserving the tests or such a high volume of documents that their custody is rendered very complicated.
3. The student may request the return of any written work or written reports of the placement for which he/she is responsible, during the two months following the date of the final grade of the subject or subject area.
4. After the deadline, the tests may be destroyed, except for evidence of a subject the final grade of which a student has made a complaint against to a review panel, and in this case, it must be kept for one year.
5. In the case of oral assessment activities, schools should establish mechanisms to guarantee the rights of students in each of their bachelor's and master's degrees to know the criteria applied in determining the grade.
6. The total or partial reproduction of the student's written work or written reports of a placement, or their use for any other purpose than that for which they were prepared, must have the explicit authorisation of their authors.
7. The University must archive and permanently keep the assessment reports, using supports and formats that guarantee their conservation.

# PROVISIONS

## **Additional provisions**

**First.** UdL faculties and schools may draw up complementary rules to those established in these regulations provided they do not violate the content of these regulations. Such rules must be approved by the Faculty/School Board and by the Governing Council.

**Second.** The curricula of bachelor's and master's degrees that are revised following the approval of these regulations by the Governing Council must take into account, in their reports, the principles, structures and assessment standards that these regulations incorporate. Likewise, they must take into account the new bachelor's and master's degrees that will be introduced from this point onwards.

**Third.** In accordance with the provisions of Royal Decree 1125/2003, of 5 September, the grades may be as follows, always to one decimal place: 'Absent', 'Fail' (from 0 to 4.9), 'Pass' (from 5.0 to 6.9), 'Good' (from 7.0 to 8.9), 'Excellent' (from 9.0 to 10) and 'Distinction' (from 9.0 to 10). In the case of Distinctions, the rules are set out in paragraph 5 of Article 4.1 of these regulations.

The 'Absent' grade in a subject will be assigned whenever a student carries out assessable activities that account for less than 50% of the overall grade of the subject. Exceptionally, this percentage may be modified by agreement of the Study Committee of each school, which may choose values between 30% and 50%, depending on the characteristics of the degree. In this latter case, the percentage set in the subject guides of the degree subjects will be stated, with the date of this agreement.

## **Derogatory provision**

Once these regulations have been approved by the Governing Council and published in the University's Official Journal, all previous regulations governing assessment and grading at the UdL will be repealed.

## **Final provision**

These regulations come into force in the 2020-2021 academic year.