

# EXAMINATION & ASSESSMENT REGULATIONS

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# Summary

## **What is this document about?**

The examination and assessment regulations are detailed academic rules that explain what a student must do to obtain the award for which they are registered. It is comprised of several links which will take you to the relevant section. As not all sections are updated each year, the document that the link takes you to may have a different date to the front cover of the regulations. This just indicates the last date that the particular section you are in was amended. Each of the sections has further links to useful information contained within them.

## **Who is this for?**

This document will be of most interest to new and existing students, academic staff and external examiners.

It will be of interest to the UK Quality Assurance Agency (QAA) and it may also be of interest to the wider public.

## **How does the University check this is followed?**

Academic Registry is responsible for reviews and audits to ensure that the policy is followed. Additionally, there is an external examiner for every unit and every course in the University who ensures that this policy is followed.

## **Who can you contact if you have any queries about this document?**

If you have questions about this document please contact Academic Registry at [academicregistry@port.ac.uk](mailto:academicregistry@port.ac.uk)

# 1. Introduction

## 1.1 General

1.1.1 The purpose of assessment is to enable students to demonstrate achievement of the outcome(s) of the module. Student performance in the assessment of modules contributing to their course of study is the major source of evidence used by Boards of Examiners in determining progression and recommendation for awards of the University.

1.1.2 The following principles meet the precepts of the QAA Code of Practice for the Assessment of Students. and underpin all the Assessment Regulations of the University:

- a) Assessment will be valid in relation to its form, quantity, level, content and learning outcomes, whilst being practicable for both students and staff in terms of the time needed for completion and marking;
- b) Assessment will promote student learning by its nature and the provision of appropriate guidance and feedback on performance;
- c) Assessment processes will be explicit with all parts of the assessment process being made clear to all parties (students, staff, and external examiners);
- d) Assessment will be reliable, consistent and reproducible in the judgements made. The processes will be robust and staff engaged in them will be appropriately trained;
- e) Assessment processes will be equitable and inclusive with all students being assessed fairly on their own individual merit and ability;
- f) The management of assessment will be just with clearly documented procedures to support this. Assessment should be designed so that there is clear evidence that the artefact has been produced by the student;
- g) The policy and processes of assessment will be subject to regular monitoring and review.

1.1.3 The University has also incorporated, as far as is practical, the following recommendations from the National Union of Students Charter on Feedback and Assessments:

- a) Formative assessment and feedback should be used throughout the course;
- b) Students should have access to face-to-face feedback for at least the first piece of assessment each academic year;

- c) Receiving feedback should not be exclusive to certain forms of assessment;
- d) Feedback should be timely;
- e) Students should be provided with a variety of assessment methods;
- f) There should be anonymous marking for all summative assessment;
- g) Students should be supported to critique their own work;
- h) Course induction should include information on assessment practices and understanding marking criteria.

1.1.4 The University of Portsmouth operates a two-tier system of formal meetings to agree assessment outcomes. The first tier, Module Assessment Boards, confirms marks at module level for all students studying the modules in its area, regardless of the award the students are registered on. The second tier, Boards of Examiners, recommends awards, including any classification, and makes decisions about the progression of students.

1.1.5 A student may only be assessed in modules for which the student has registered.

1.1.6 A student may only be recommended for an award of the University where the student has registered on a course for a named award. If a student withdraws or is excluded, the Board of Examiners may recommend a student for any lesser award listed in the Course Specifications. A student may not be registered on modules in an academic year with a combined credit value of greater than 120 credits unless the student is a full-time postgraduate student on a course where the requirement is to complete 180 credits within a calendar year.

1.1.7 The Examination and Assessment Regulations gives detailed regulatory advice concerning features that could potentially affect students during their university life. This document forms part of the student contract and students of the University of Portsmouth are bound by the current regulations in force. The University reserves the right to amend the current regulations as it deems necessary.

1.1.8 All Honours Degree students will be given a Grade Point Average in addition to their degree classification. The Grade Point Average will appear on transcripts and Higher Education Achievement Reports but not on the degree certificate.

## **1.2 Responsibilities**

1.2.1 It is the responsibility of the University within its procedures:

- a) to assess students fairly;
- b) to provide proper invigilation of examinations undertaken in the University;



- c) to publish the results of students' assessments as far as they relate to progression or awards of the University;
- d) to investigate allegations of malpractice during assessment and act appropriately on the findings;
- e) to consider appeals against decisions of Extenuating Circumstances Officers, Module Assessment Boards and/or Boards of Examiners;
- f) not to expect or require undergraduate students registered on campus-based modules to undertake academic work, including final year project work, during vacations unless this arises out of Referral, Deferral or Combined Referral Deferral;
- g) to design assessment tasks to minimise opportunities for plagiarism and ensure that students are provided with the knowledge and skills to enable good academic practice.

1.2.2 It is the responsibility of students to:

- a) undertake the learning activities specified for each module for which they are registered;
- b) attend examinations and submit assessments, including Referrals and Deferrals, as required. If a student fails to do so, without good reason, the Module Assessment Board will determine that the student has failed the assessments concerned;
- c) notify the University of changes to their term-time or home address and contact details;
- d) check their University email account regularly. All University-related emails will be sent to your University email address only;
- e) notify the Head of the Additional Support and Disability Advice Centre of any special needs the student wishes provision to be made for in the assessment of any unit;
- f) provide any information on personal circumstances that has prevented them from attending or submitting any assessment and which they wish the Module Assessment Board and/or Board of Examiners to consider, failing which any appeal founded on those grounds may be rejected;
- g) undertake assessments honestly and in a manner that does not attempt to gain unfair advantage;
- h) ascertain the results of their performance in any assessment;
- i) to register onto their course on its commencement and re-register annually on the course start date;

- j) follow the University's procedures for withdrawal and suspension of studies.

## 2. Before Assessment

2.1 At, or before, the commencement of the teaching of a module, the Module Coordinator shall provide students with the following information through either a Module Handbook or the Virtual Learning Environment:

- a) the outcome(s) of the module;
- b) the timetable for teaching the module;
- c) the learning activities that students are expected to undertake in order to achieve the outcomes of the module;
- d) the nature of assessment(s) (including any Referrals and Deferrals);
- e) the final assessment of each module which the student must have attempted (or have submitted valid extenuating circumstances to cover the final assessment) to be allowed compensation;
- f) the submission dates for assessed coursework, which will be within the dates published by Academic Council;
- g) details of when and how they might expect feedback on assessments;
- h) the non-examination assessments that will not be marked anonymously;
- i) the contribution that each element of assessment makes to the overall assessment of the module outcomes;
- j) a statement of the grading criteria to be used for each assessment.

It is the responsibility of any student who was not present when the information above was provided to take whatever steps are necessary to acquire the information.

2.2 Module Coordinators will provide opportunities for students to discuss the assessment criteria so that they have a good understanding of how these are being interpreted.

2.3 Module Coordinators will be responsible for ensuring that students are provided with written information relating to the supervision arrangements for all major project type modules, including independent study modules. Students will be informed as to what advice they may expect from their tutor, whether their tutor will view and comment on drafts, how many drafts their tutor will view and whether this will affect their final mark. Students will be informed as to when the drafts may be submitted.

- 2.4 Module descriptions will provide explicit details of the module assessments including the form of the assessments (type, word count, or equivalent, etc) and which assessments count towards the module marks and their weighting. They will make explicit how the learning outcomes and assessment(s) are linked through the module learning, teaching and assessment strategy.
- 2.5 The Head of Department shall ensure that the following information is made available to all students registered on courses or modules within his or her department:
- a) the information to be provided by Module Coordinators listed above
  - b) academic year dates including Module Assessment Boards, Boards of Examiners, graduation, Referral period and extenuating circumstances deadlines;
  - c) the names of the Extenuating Circumstances Officers within their department;
  - d) assessment requirements and regulations for courses of study;
  - e) timetables for examinations;
  - f) procedures for the release of marks or grades;
  - g) the grounds and procedure for academic appeals;
  - h) general rules for the conduct of examinations;
  - i) procedures for informing the University of extenuating circumstances that may have affected a student's performance;
  - j) procedures by which allegations of malpractice shall be considered;
  - k) procedures by which complaints shall be investigated;
  - l) the University procedures regarding anonymous marking.
- 2.6 Any information required by these regulations to be delivered to a student shall be deemed to have been received by the student if:
- a) the Module Coordinator gives it to students in person at the first lecture or point of contact at the commencement of the delivery of the module; or
  - b) it is delivered by hand to a student in person, or to the latest address notified to the University as his or her local or home address, and the person delivering it has certified a copy of the document to that effect; or
  - c) it is posted for at least 5 consecutive working days on a physical or virtual notice board to which the students on that module might reasonably be expected to have access; or

- d) it is located on the University web-site and the students are informed of the URL address; or
- e) it is sent to the student's University e-mail address; or
- f) it is sent by first class mail to both the local address and the home address recorded on the University Student Records system, provided that 10 working days during term time or 15 working days during vacations shall elapse before receipt can be presumed.

## 3. Adjustments for Disabled Students

### 3.1 Process

- 3.1.1 A disabled person is legally defined as someone who has a physical or mental impairment which has a substantial, long term and adverse impact upon his or her ability to carry out day-to-day activities. Within the specific University context, 'day-to-day activities' are taken to include those normally encountered by a student accessing the learning, assessment and other services offered by the University.
- 3.1.2 The Head of the Additional Support and Disability Advice Centre (ASDAC), in consultation with the Academic Registrar, is responsible for advising the Head of Department providing a module of any reasonable adjustments that should be made to ensure that a disabled student is able to undertake assessments without being placed at a substantial disadvantage in comparison to non-disabled students by virtue of the condition.
- 3.1.3 Such advice will take account of any precedents and any formal assessments of additional needs known to ASDAC. The exact nature of any reasonable adjustments shall be determined by the specific needs of the student but may involve adjustments to:
  - a) Process of timed assessments - such as the provision of additional time, rest breaks, assessment in separate rooms or outside University premises, alternative formats, the appointment of an Exam Support Provider and use of word processing packages and assistive technology.
  - b) Nature of all assessments – such as the substitution of an alternative assessment method where the maintenance of the existing method will place the student at a substantial disadvantage and such substitution will not compromise the rigour and comparability of the assessment.

- 3.1.4 When deciding upon the particular nature of the adjustment the views of the appropriate Module Assessment Board and Board of Examiners in matters relating to academic rigour and comparability will be considered.
- 3.1.5 It is the responsibility of the student to notify the University of the condition in a timely fashion to ensure that the appropriate adjustment can be considered prior to assessment. Such notification must normally be substantiated by the provision of appropriate medical or other evidence to ASDAC before adjustments will be implemented.
- 3.1.6 The exact nature of the adjustments arrived at will be agreed and confirmed with the student by ASDAC.
- 3.1.7 Brief details of the adjustments made must be reported to the appropriate Module Assessment Board and Board of Examiners so that they can be formally noted.

## **3.2 Adjustments for Disabled Students - Exceptions**

- 3.2.1 If the notification of a condition requiring consideration of a reasonable adjustment to the assessment method is delayed to such an extent that the Head of Department is unable to implement the adjustment in the time available, the student shall, if possible, undertake the assessment in the same way as other students and the Head of Department shall use the course management issues procedure to bring the matter to the attention of the Module Assessment Board. The outcome of these procedures will normally be that the student will be permitted to take the assessment as if for the first time when it is next available, and that date may be during the Referral period.
- 3.2.2 If the notification is timely but the evidence of a condition requiring consideration of a reasonable adjustment to the assessment method is not produced before the assessment takes place standard regulations will normally apply subject only to the following exception.
- 3.2.3 If, after consultation with ASDAC, the Head of Department is satisfied that the delay in the production of evidence is due to justifiable circumstances, adjustments may be made to the assessment as if the evidence had been made available in time. In such cases, evidence will still have to be produced and failure to do so may result in the initiation of formal disciplinary procedures.
- 3.2.4 Reasonable adjustments will not include extensions to submission dates for coursework unless such extension is considered in conjunction with an agreed

structural adjustment to the normal course progression or duration. In cases of an unforeseen worsening of a known disability or related illness a student who is unable to meet a submission date for specific items of coursework may use the Extenuating Circumstances procedures.

- 3.2.5 Reasonable adjustments will not normally include any allowances at the marking stage for poor structure, expression, spelling, syntax or handwriting.
- 3.2.6 Use of word processing packages in examination does not extend to the use of a student's own computer.
- 3.2.7 Exceptionally the Head of Department may consider that reasonable adjustments to assessments to avoid placing a student at a substantial disadvantage cannot be made because:
  - a) There is only one reliable assessment method.
  - b) There are explicit assessment criteria, based on particular outcomes that are core to the subject.
- 3.2.8 In such cases the Head of Department must consult with the Head of ASDAC and the Academic Registrar and, if confirmed, consider the options of course transfer or withdrawal through discussion with the individual student concerned.

### **3.3 Adjustments for Disabled Students – Timed Assessments**

- 3.3.1 If a student produces a written report of an assessment by a Chartered Educational Psychologist or appropriately qualified professional which confirms dyslexia or any non-specific reading or writing dysfunction covered by the definition of disability above, the Head of Department providing the module shall make the following allowance in all timed assessments of that student:
  - 3.3.2 An additional fifteen minutes for every hour of normal examination time. If required by the student, an invigilator will read out the rubric and the questions, particularly drawing attention to any choices and part questions. The individual student must determine the exact use of the additional time.
  - 3.3.3 Time allowances granted for timed assessments will apply to all types of timed assessments including examinations, class tests and computerised assessments.
  - 3.3.4 Other allowances can also be made, as can similar provision for other disabled students, but their provision will be subject to the procedures.

- 3.3.5 Separate rooms for candidates receiving additional time allowances must be provided for all formal examinations.
- 3.3.6 For formal examinations, the additional time will normally be before the time the examination is scheduled to begin to allow the candidate to finish at the same time as other candidates.
- 3.3.7 Where the required adjustment includes the appointment of an Exam Support Provider acting as either a scribe or a reader and scribe, the following procedures apply:
- a) The scribe should be able to write or type the dictated answers correctly. Practice sessions should be arranged prior to the assessment so that both the candidate and the Exam Support Provider can familiarise themselves with the process and ascertain that the scribe can readily understand the candidate.
  - b) The Exam Support Provider must be acceptable to the Head of Department. The candidate cannot choose or nominate an Exam Support Provider and the Exam Support Provider may not have any personal relationship with the candidate.
  - c) Arrangements for any rest periods relating to the use of an Exam Support Provider must be made prior to the assessment and the total time allowance should be adjusted accordingly.

## 4. Coursework

### 4.1 Submission of Coursework

- 4.1.1 The Head of Department must make provision for systems to ensure that coursework submission is secure, documented and that immediate individual receipts are issued to students.
- 4.1.2 Unless indicated otherwise, it is expected that all coursework is typed. Students must keep an electronic copy which may be requested by the Module Coordinator at any time.
- 4.1.3 Extensions to submission dates for coursework for individual students are not permitted under any circumstances. Students with a valid reason for not submitting coursework by the due date must use the Extenuating Circumstances procedures.

- 4.1.4 Exceptionally, the submission date for assessed work may be revised for all students undertaking the assessment. In such cases the Module Coordinator shall notify all students of the revised submission date.

## **4.2 Late Submission (First Attempt)**

- 4.2.1 Coursework submitted within 10 working days of the published submission dates will be marked. The mark for the assessment will be limited to the module pass mark, but the uncapped mark must also be shown on the coursework.
- 4.2.2 Where students with valid extenuating circumstances submit their first attempt within 10 working days of the published submission dates, the original mark will be reinstated and the cap lifted.
- 4.2.3 Students with valid extenuating circumstances who are not able to submit their first attempt within 10 working days of the published submission date will be given a Deferral in the affected artefact.
- 4.2.4 Coursework submitted more than 10 working days after the published submission date will not be marked and will be recorded as a non-submission.
- 4.2.5 The above only applies to First Attempts and not to Deferrals or Referrals.

## **4.3 Late Submission (Referral and Deferral Attempts)**

- 4.3.1 All Referral and/or Deferral coursework must be submitted by the published hand in date.
- 4.3.2 For all students undertaking their assessments within the standard academic year, the deadline for all Referral and Deferral course work will be the end date of the Referral period.
- 4.3.3 Work submitted after that date will not be marked and will be recorded as a non-submission.
- 4.3.4 Exceptionally, the Board of Examiners may determine to allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, the Board of Examiners will publicise this when making students aware of their Referral and/or Deferral assessments (and any subsequent further attempts in the same academic year) to ensure that students are aware of this.
- 4.3.5 Where a student has extenuating circumstances for Referral and/or Deferral coursework, they should use the extenuating circumstances procedures.



## 4.4 The Use of Antiplagiarism Software

- 4.4.1 The use of antiplagiarism software will be introduced to students at the start of their course. Course teams will agree which modules will employ the use of the software as part of their assessment strategy and Module Coordinators will inform students. At least one module per level of study should incorporate the use of antiplagiarism software.
- 4.4.2 Students will not be asked to submit originality reports with each assignment although they must retain electronic copies of all their assignments. Students can be asked for an originality report (or an electronic copy of their assignment where the intent is for a staff member to generate the originality report), under a number of limited circumstances:
- a) as part of a random sample from a particular class or cohort;
  - b) where the nature of the assignment is deemed to make collusion more likely;
  - c) where the assignment constitutes a major piece of assessment; or
  - d) where an assignment has been submitted that raises suspicions of plagiarism.

## 5. Rules for the Conduct of Examinations

### 5.1 General

- 5.1.1 The University defines an examination as an assessment undertaken within a constrained period of time in a set location following a specified rubric of instruction. The student will undertake examination by writing except where the assessment is conducted using computer aided assessment software. This definition is intended to include examinations, open book examinations, mid-term exams and in-class testing. Examinations in centrally allocated accommodation will be conducted entirely in accordance with these rules. Students taking examinations elsewhere will be notified at or before the start of the examination which, if any, of these rules do not apply.
- 5.1.2 Students must observe all instructions given by an invigilator.
- 5.1.3 A student who wishes to attract the attention of an invigilator shall remain seated and raise a hand.
- 5.1.4 Students are required to bring their Campus Card with them to every examination. A student who is unable to identify himself/herself may be excluded from the examination at the discretion of the Senior Invigilator

- 5.1.5 Any person alleged to have committed an offence under these regulations will be subject to the University disciplinary procedures.

## **5.2 Entering and Leaving the Examination Room**

- 5.2.1 Students will not be admitted to the examination room more than fifteen minutes before the start of the examination.
- 5.2.2 Students may not enter the examination room later than thirty minutes after the start of the examination.
- 5.2.3 No student may enter the examination room after the start of the examination if, for any reason, another student has already left the examination room.
- 5.2.4 No student may leave the examination room, other than for illness or other reason acceptable to the invigilator, until thirty minutes after the start of the examination. Students who leave the examination room without the permission of an invigilator will be deemed to have withdrawn from the examination, and will not be permitted to re-enter the examination room.
- 5.2.5 No student may leave the examination room within the last thirty minutes of the examination, other than in computer aided assessment or in exceptional circumstances and with the permission of the invigilator. In computer aided assessment, the student may leave within the last thirty minutes, provided they have permission from the invigilator and leave the room with minimal disturbance.
- 5.2.6 A student who wishes to leave the examination room early shall attract the attention of an invigilator and, when given permission to do so, shall leave the room with the minimum disturbance.
- 5.2.7 All answer books (used and unused) and/or records of assessment are to be collected from Students before they are permitted to leave the examination room.
- 5.2.8 All Students must take their belongings and their litter with them when they leave.

## **5.3 Starting and Ending Examinations**

- 5.3.1 No student shall start the examination until directed to do so by an invigilator.
- 5.3.2 Students must stop working immediately when instructed to do so by the invigilator. Late arrival students will be required to finish at the stated end time, as instructed by the invigilator.

- 5.3.3 In computer aided assessment the student will be timed out at the end of the assessment.
- 5.3.4 All students are to remain seated in silence until scripts and/or records of assessment have been collected and permission to leave is given.

## **5.4 Examination Stationery and Materials**

- 5.4.1 All work, including rough work, must be written in the answer books provided or on the relevant paper provided, where answer books are not used. Additional sheets of paper, such as graph paper and drawings, must be clearly marked with the student's Student Number and fixed to the student's answer book or record of assessment.
- 5.4.2 Answer books are to be given to the invigilator on request.
- 5.4.3 Pages may not be removed from an answer book, nor may an answer book or record of assessment be removed from the examination room.
- 5.4.4 Mathematical tables, charts, etc which may be provided for students' use are the property of the University, and may not be removed from the examination room.
- 5.4.5 Students will be instructed prior to any examination which aids such as calculators or notes are permissible. Students will not be permitted to use their mobile telephone or smart watch (or other means of transmitting or receiving information in any form) as a calculator and a separate device must be used which cannot store text or other information that might unfairly be of use in the examination. A student who brings into the examination aids other than a type specified in the examination rubric commits an assessment offence.
- 5.4.6 In modules in which language proficiency is not being directly assessed, students whose first language is not English may, at the discretion of the Module Coordinator, use a translation dictionary. The dictionary should be handed in to the department the day before the examination and returned to the student in the examination room. During this time, it should be checked to ensure it is not marked in any way. Extra time for the use of dictionaries is not permitted. Electronic dictionaries are not permitted.
- 5.4.7 Invigilators may inspect any materials or items in the examination room, or in any student's possession, at any time during the examination.

## **5.5 Behaviour During Examinations**

- 5.5.1 Throughout the whole of the examination, silence must be maintained, except when requests for additional answer books etc. are made. A student whose behaviour persistently disturbs other Students may be excluded from the examination.
- 5.5.2 Students are permitted to bring drinking water into the examination room. No other food or drink is allowed.
- 5.5.3 Students must not communicate in any way with any person other than an invigilator during the examination.
- 5.5.4 Students must not bring any documents which are not required for the purpose of the examination.
- 5.5.5 All mobile telephones or devices must be switched off throughout the examination.
- 5.5.6 In computer aided assessment, the invigilator will inform students of the software to be used and any limitations that apply and no other software will be permitted.

## **5.6 Action by Invigilators on Discovery of an Assessment Offence**

- 5.6.1 An invigilator who suspects that assessment offence has been committed by a student during an examination, shall draw a line across the cover of the answer book, and on this line state the time at which the suspected assessment offence was discovered, and sign his/her name at this point, and remove the answer book(s) from the student's desk. The student shall then be given a fresh answer book by the invigilator, and permitted to continue the examination, concluding at the normal time.
- 5.6.2 The Senior Invigilator will inform the student's Head of Department of the suspected assessment offence following the examination.

## **5.7 Illness**

- 5.7.1 In the case of illness, students are required to notify the invigilator.
- 5.7.2 A student may temporarily leave the examination room for illness or other reason acceptable to the invigilator. During such absence, a member of the University staff will accompany the student. If the student returns to complete the examination, they will not be able to submit a claim for extenuating circumstances.
- 5.7.3 If the student cannot continue, or feels that their examination has been affected, they should leave the examination. Where this occurs, the invigilator will sign the answer book or record of assessment stating the time at which the student left. The

student will need to submitting extenuating circumstances following the examination. Where a student submits an extenuating circumstance form for an examination they left due to illness, the examination mark will be recorded as zero.

## 6. Marking and Feedback

### 6.1 General

6.1.1 The Head of Department will ensure that all staff responsible for teaching and/or assessment are able to demonstrate good practice in assessment and providing feedback, before they are involved in any assessment practices.

6.1.2 The Head of Department will be responsible for ensuring that systems are in place for mark verification and second marking. In particular:

- a) where there are multiple markers for the same assessment artefact, systems must be in place to ensure consistency and equality of marking.
- b) where the assessment piece is not a physical artefact e.g. presentations, oral assessments, performances.

### 6.2 Anonymous Marking

6.2.1 The University supports a policy of anonymous marking of all assessments (i.e. the name of the student is masked from the marker).

6.2.2 All assessments taken under examination conditions will be marked anonymously.

6.2.3 Where assessments are conducted and marked using computer aided assessment software, anonymity is assumed.

6.2.4 Wherever practicable, all non-examination assessments will be marked anonymously. The Module Coordinator must inform students whether or not "non-examination" assessments will be marked anonymously.

6.2.5 Where it is impractical for anonymity to be maintained these assessments should be verified. If it is not practical to do this at the time, then consideration should be given to making a copy or recording.

6.2.6 Examination answer books and coursework coversheets are provided with a fold-over adhesive flap. The candidates record their name on the top right-hand corner of and obscure this information by sealing the fold-over flap.

6.2.7 Students must also identify themselves on the answer book or coversheet by means of their Student Number, which is on their Student Campus Card.

## **6.2 Marking Scheme**

6.2.1 Marking schemes are criterion-referenced and will enable internal assessors and External Examiners to distinguish between different categories of achievement and to justify marks awarded.

6.2.2 The Module Coordinator must use percentages where numerical marking schemes are used. The following qualitative criteria is used:

- a) first class honours or distinction standard - a mark in the range of 70-100;
- b) upper second-class honours or merit standard - a mark in the range of 60-69;
- c) lower second-class honours standard - a mark in the range of 50-59;
- d) third class honours standard - a mark in the range of 40-49;
- e) the student has demonstrated achievement of the learning outcome(s) of the module - a mark in the range of 40 to 100;
- f) the student has not demonstrated achievement of the outcome(s) of the module - a mark in the range 0 to 39.

6.2.3 The University does not require pass standards or thresholds of achievement in particular components of assessment.

6.2.4 Professional and Statutory Regulatory Bodies may require pass standards or thresholds of achievement in particular components of assessment. Where this has been agreed as part of the accreditation process, an exemption from the regulations need not be sought. Students must be informed at the start of the module of the relevant pass standards or thresholds of achievement in particular components of assessment.

6.2.5 Any further variation must:

- a) have the specific approval of the University Education and Student Experience Committee acting on the authority of Academic Council;
- b) be recorded on the approved module description;
- c) state clearly to which groups of students it shall apply.

## **6.3 Verification of Marks**

6.3.1 All assessed work is subject to verification or double-blind marking as follows:

## Major Project Modules

All the assessed work must be "double blind" marked. This means that the two markers must mark the work without having sight of the mark awarded by the other marker. The markers must then determine an agreed mark and agree both the form and content of the feedback. If the two markers significantly disagree and the differences cannot be resolved by discussion, then the Head of Department must nominate a third marker to review the work, unaware of the previous marks. The final mark awarded should then be derived by discussion between all three markers.

## All other modules

If a module is assessed by a single element with a single marker or if it is an assessment where it has been impractical for anonymity to be maintained, all assessments will be subject to verification. Otherwise, 10% of ALL assessments, with a minimum of 6 pieces and a maximum of 20 pieces, will be subject to verification. Verification means that a second member of staff scans the assessments to ascertain that the marks for the module are broadly appropriate and have been fairly arrived at as described within these regulations. The sample must include work covering a full range of marks. If significant discrepancies arise, then the Head of Department may require all assessed work to be reviewed or moderated.

- 6.3.2 If, after verification or double-blind marking, an agreed final mark can still not be awarded then the assessment must be referred to the Subject External Examiner for an opinion. The Subject External Examiner will not determine the final mark but will report to the Module Assessment Board where the final mark will be determined.

## 6.4 Marking and Feedback

- 6.4.1 Except as provided within these regulations, the Module Co-ordinator will be responsible for ensuring students are provided with feedback on all assessed work. The Head of Department will monitor provision of feedback.
- 6.4.2 Feedback will be provided for all forms of assessment, including examinations. It should provide an indication of the extent to which the work has met the assessment criteria and intended learning outcomes. The minimum requirements for summative feedback are:
- Major strengths of the work.
  - Ways in which the mark could have been improved
  - Original mark and any penalties that have been applied (where appropriate).

- 6.4.3 The precise nature of the feedback will vary according to departmental procedures and custom and practice in the subject area. However, feedback will be normally be typed. If oral feedback is used to supplement the written feedback, it may be delivered to individuals or to groups of students. Feedback on examinations and coursework may be written onto a proforma, a coversheet or directly onto the piece of work. The procedures adopted should not prejudice marking where the first mark is concealed from subsequent markers ("double blind marking").
- 6.4.4 The Module Coordinator will make feedback available within twenty working days of the submission deadline or the date of the examination except for distance learning, where feedback will be made available within twenty-five working days.
- 6.4.5 If feedback is unexpectedly delayed, the Module Coordinator must inform students of the reason(s) and the date on which they will receive the feedback. This information must also be reported to the Head of Department and the Module Assessment Board.
- 6.4.6 The mark or grade provided to a student as part of the assessment feedback is a provisional mark subject to change and/or moderation until it is finally determined by the Module Assessment Board.
- 6.4.7 A student who submits work after the published submission date forfeits the right to feedback on that work, unless there were valid extenuating circumstances.

## **6.5 Standardisation of Marking**

- 6.5.1 Students registered on courses accredited by the GDC (CertHE Dental Nursing, BSc (Hons) Dental Hygiene, BSc (Hons) Dental Hygiene and Dental Therapy), GMC (MSc Physician Associate Studies) and the GPhC (MPharm (Hons) Pharmacy) will have standard setting applied to all examination and practical skills/objective structured clinical examinations (OSCE) assessments.
- 6.5.2 Three methods of standard setting<sup>1</sup> will be applied depending on the type of assessment, these are:
- Angoff/Modified-Angoff method
  - Ebel method
  - Borderline regression

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<sup>1</sup> Standard setting is defined as the process to define a minimally competent (borderline) student and distinguishes between acceptable and unacceptable performance around this level.



6.5.3 For detailed information on the method of standardisation selected for assessments, please refer to the Standard Setting of Assessments on Healthcare Courses guidance document.

6.5.4 Standard setting can only be applied to courses with a valid exemption.

## **6.6 Return of Assessed Work**

6.6.1 The Head of Department must make provision for systems to ensure that the return of assessments to students is timely and secure.

6.6.2 Module Coordinators must ensure that work for their module is returned in a timely fashion and is either accompanied by feedback or feedback has been provided by alternative means.

6.6.3 Module Coordinators must ensure that a sample of work is either retained or photocopied so that it is available for scrutiny by the Subject External Examiner. In the former case, the retention of work must not prejudice the return of feedback.

6.6.4 Students' work must not be left unattended for collection. Work may be returned in a timetabled or non-timetabled session or it may be appropriate for students to collect the work from a central collection point in their Home Hub.

6.6.5 Where a student is unable to collect the assessment in person for a legitimate reason, a request can be made for either the assessment feedback sheet to be posted to the student or the student may identify in writing to the University a named third person to collect their work. This person must produce a form of identification to establish that they are the student's proxy.

6.6.6 Students must be informed that there will be a time limit for collecting their work, after which it will be confidentially destroyed. The work should be held long enough to allow students a reasonable opportunity to reclaim it. For guidance on retention periods for assessed work, please see the [retention schedule](#).

## **7. Extenuating Circumstances**

### **7.1 General**

7.1.1 Extenuating Circumstances are short term circumstances that must relate to the health and/or personal matters of the student, which are of a sufficiently serious nature to have prevented the student from completing or submitting an assessment artefact on time.

7.1.2 The extenuating circumstances policy of the University is based on the principle that if a student attempts an assessment, they are deemed well enough to have taken the assessment and cannot then submit a claim for extenuating circumstances.

Extenuating circumstances claims can only be submitted where a student:

- a) has not submitted an assessment artefact,
- b) has not attempted an assessment artefact
- c) has been unable to finish an examination.

7.1.3 Procedures for extenuating circumstances are intended to apply to individuals although can apply to groups of students where a piece of groupwork is involved and one or more members of the group has valid extenuating circumstances. In such a case the names of all affected students should be put on the extenuating circumstances claim.

7.1.4 Extenuating Circumstances procedures do not apply where there has been a failure in course management arrangements which have disrupted the learning and assessment of a group or groups of students. Students should use the complaints procedure to seek remedy for such failures. In such cases, the Head of Department will provide appropriate remedies, taking advice from the Academic Registrar.

7.1.5 An assessment penalty imposed in accordance with the University Disciplinary Procedures overrides any valid extenuating circumstances.

7.1.6 Extenuating circumstances can be submitted for Referrals or Deferrals.

## **7.2 Submission of Extenuating Circumstances**

7.2.1 Students must apply for extenuating circumstances by the required deadline dates which are detailed on MyPort. This is also where students apply and can view the status of their extenuating circumstances.

## **7.3 Valid Extenuating Circumstances – Coursework (First Attempt)**

7.3.1 If the extenuating circumstances are found valid for coursework type assessments, assessment penalties imposed for late submission shall be lifted on the authority of the Chair of the Module Assessment Board if the work was submitted within 10 working days of the due date of the assessment for which Extenuating Circumstances are being claimed. Any student who has valid extenuating circumstances but is unable to submit within 10 working days, will be given a Deferral.

7.3.2 This applies to First Attempts only and not Referrals or Deferrals.

## **7.4 Valid Extenuating Circumstances – Examination (First Attempt)**

7.4.1 Any student who, before the end of the Consolidation and Assessment Period, either misses or is unable to complete an examination due to valid extenuating circumstances will be given a Deferral. This applies to First Attempts only and not Referrals or Deferrals.

## **7.5 Valid Extenuating Circumstances (Referral and/or Deferral and any Subsequent Further Attempts in the Same Academic Year)**

7.5.1 Any student who misses or is unable to complete a referral or deferral and/or any subsequent further attempts in the same academic year due to valid extenuating circumstances will be given a Deferred Repeat in the module to undertake at the next available opportunity. This will normally be in the next academic year.

7.5.2 The Board of Examiners will determine the following as appropriate bearing in mind the nature of the course and the student's circumstances :

- a) whether the deferral should be with or without attendance;
- b) whether it was to repeat the whole module or just the affected artefact(s)

7.5.3 Exceptionally, the Board of Examiners may determine that there will be a further attempt in the same academic year. In such cases, the Board of Examiners shall make the student aware of this and the minutes shall record the reason for the exceptional further attempt.

7.5.4 Exceptionally, the Board of Examiners may determine to allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, the Board of Examiners should publicise this when making students aware of their Referral and/or Deferral assessments (and any subsequent further attempts in the same year) to ensure that students are aware of this. In such cases, the Board of Examiners shall make the student aware of this and the minutes shall record the reason for the exceptional further attempt.

# **8. Module Assessment Boards**

## **8.1 General**

- 8.1.1 The Head of Department shall ensure that all modules within the Department are assigned to the authority of a Module Assessment Board.
- 8.1.2 The Module Assessment Board will meet once each academic year and additionally shall hold a sub-committee meeting to consider both Referral and Deferral assessment. The dates for these will be set annually by Academic Council.
- 8.1.3 Module Assessment Boards held to consider the outcome of Level 7 may also be convened at other times throughout the year as appropriate to the structure of the course.
- 8.1.4 Modules on courses with non-standard academic years and/or exemptions from the requirements of the academic year structure may have their Boards or additional Boards at other times and dates, but must advise students and Department of Student and Academic Administration of the dates that will apply.
- 8.1.5 A sub-committee of the Module Assessment Board will review statistical information that allows comparison of the cohort with previous cohorts, other modules in the “cognate group”, and between cohorts of students on the same module but from different pathways or courses. This meeting is convened between the end of Referral Assessment Period and the start of the next academic year.
- 8.1.6 Heads of Department will ensure that all assessments and marking schemes are approved by both the Module Coordinator and the assessment moderator(s) before the start of the teaching block in which they are given to students. The Head of Department will appoint the assessment moderator(s) for each module. The assessment moderator(s) may be one or more individuals or it may be an assessment approval panel. The assessment moderator(s) will scrutinise the assessment to ensure that it is of the appropriate level, matches the module descriptor and enables the relevant learning outcomes to be demonstrated.
- 8.1.7 The Module Assessment Board shall oversee the assessment of modules, confirm marks or grades and assign credit to students studying modules within its purview in accordance with approved module descriptions.
- 8.1.8 In exercising the powers provided by these regulations, the Module Assessment Board shall have due regard to academic standards and to the identified aims, objectives and learning outcomes of the module(s).

## **8.2 Membership**

8.2.1 In respect of each module in the group for which the Module Assessment Board is responsible, the following have membership rights:

- a) Chair;
- b) Module Coordinator;
- c) All members of staff responsible for the teaching and assessment of the module;
- d) Head(s) of Department(s);
- e) Associate Deans of the Faculty;
- f) Academic Registrar or her or his appointed representative;
- g) Subject External Examiners.

8.2.2 The Chair shall be appointed on the authority of the Head of Department and shall be accountable to Academic Council for ensuring that the Module Assessment Board fulfils its responsibilities in accordance with these regulations.

8.2.3 No student of the University may be a member of the Module Assessment Board, unless a member of staff is also a student and has examining commitments.

8.2.4 The Module Assessment Board shall be quorate to consider each module with the following membership:

- a) Chair;
- b) the Module Coordinator for the module or a nominee appointed by the Head of Department, who would normally have been involved with assessment of the module;
- c) the Head of Department/School or an appointed nominee.
- d) the Subject External Examiner

Where, exceptionally, the nominee has not been involved in the assessment of the module, the reasons for the appointment shall be recorded in the minutes.

8.2.5 The role of the Subject External Examiner and the associated rights and responsibilities are described in the [External Examiners: Regulations and Procedures](#)

8.2.6 If, exceptionally, the Subject External Examiner is unable to attend the meeting, she or he shall:

- a) as far as possible, make her or his views known to the Module Assessment Board before it meets;
- b) after the Module Assessment Board has met, write to the Chair of the Board stating the extent of any involvement with the modules during the year and signifying satisfaction with the processes of assessment. The letter shall not

be considered to signify agreement with every decision of the Module Assessment Board.

### 8.3 Process and Powers

8.3.1 The Module Assessment Board shall receive:

- a) the minutes of its previous meeting and any intervening sub-committee(s);
- b) notification of actions taken under delegated authority from previous meetings;
- c) the current approved module description of each module;
- d) the examination papers, course work and other assessments used;
- e) the names of all students identified by the University as having disabilities and details of any special provision made;
- f) the annual report of the Subject External Examiner(s);
- g) in respect of each student:
  - the overall mark for the module;
  - the mark for each assessment element (i.e. coursework, examination etc);
  - the mark for each assessment artefact;
  - a record against each assessment artefact mark of Extenuating Circumstances found valid;
  - a record against each assessment artefact mark showing if it is the result of the application of an assessment penalty, and if it is, the record must also show the mark without penalty;
  - a record against each assessment element showing if, by virtue of a special exemption, there is a threshold pass mark;
  - For honours degree students, the Grade Point that the mark attracts.
- h) in respect of each module, the following aggregated information:
  - number of students;
  - mean, range and standard deviation;
  - the number of students in each band of marks, as follows -
    - 0 to 39.4
    - 39.5 to 49.4
    - 49.5 to 59.4
    - 59.5 to 69.4
    - >69.5

### 8.3.2 The Module Assessment Board shall:

- a) agree the final version of the minutes of the previous meeting to be a true record of that meeting and note any matters arising from them;
- b) scrutinise the marks or grades relating to each module and the analysis of the marks and identify any anomaly, in accordance with criteria approved by Academic Council, or other cause for concern. The criteria defining an anomalous module is an overall mean mark for the module outside of the range 50%-70%;
- c) obtain an explanation of any anomaly or cause for concern and take any action considered necessary, seeking advice from the Subject External Examiner;
- d) make decisions in relation to each student;
- e) confirm the marks or grades for each candidate in each module;
- f) assign credit to individual students on the basis of the confirmed marks or grades;
- g) assign credit to individual students for other good reason agreed;
- h) determine the Referral assessment requirements for those students who have not passed;
- i) determine whether to defer confirmation of a mark or grade and the assignment of credit until specified conditions, within a specified time scale, have been met;
- j) authorise the publication of confirmed results to students;
- k) consider the annual report of each Subject External Examiner and report to the Head of Department in which each module resides for consideration at the Departmental or School's Annual Subject Review;
- l) consider the adequacy of examination papers, course work and other assessments used in each module and make recommendations for future assessments;
- m) consider and approve criteria for the analysis of marks and grades.

## 8.4 Moderation of Marks

8.4.1 Moderation of marks relates particular assessment artefacts, and the results may apply to some or all of the students attempting the assessment. Moderation may alter the module mark, which must be re-calculated following moderation.

- 8.4.2 Module Assessment Boards may moderate marks as a collective decision, with the agreement of the Subject External Examiner, and after reviewing the full range of information in the following circumstances if:
- a) the pass threshold has been incorrectly applied;
  - b) or the marks do not fall within the expected mark distribution.
- 8.4.3 In addition, Module Assessment Boards may moderate marks as a collective decision, with agreement of the Subject External Examiner, and after reviewing the full range of information, if a course management issue has disadvantaged students as detailed at section 8.9 below.
- 8.4.4 Moderation may take the form of discounting an assessment artefact and extrapolating a module mark from the remaining artefacts, re-weighted accordingly.
- 8.4.5 The Chair of the Module Assessment Board must ensure that any moderation, and the reason for it, is recorded in the minutes and is made known to all Boards of Examiners that receive marks or grades in respect of that module.
- 8.4.6 The Head of Department in which the module resides must inform students in writing of the reason(s) for any moderation and of its impact.

## **8.5 Extenuating Circumstances**

- 8.5.1 At the first sitting, where extenuating circumstances have been found valid, Module Assessment Boards may:
- a) deferred the missed examination artefact as a Deferral until specified dates;
  - b) permit the assessment of the missed examination artefact by means of different assessment artefacts as a Deferral, which must be defined and made known to the student, to be submitted by the end of the Referral Assessment Period;
  - c) where valid extenuating circumstance has prevented the student from completing the assessment artefact but sufficient evidence can be adduced that the learning outcomes of the module have been met from at least two other completed and unaffected assessment artefacts contributing to the final mark of the module, extrapolate an overall mark for the module from completed and unaffected assessment artefacts.
  - d) where the student is not eligible for Referral but has a valid extenuating circumstance, if the student cannot pass the module solely on the Deferral,



then the Module Assessment Board can set aside the extenuating circumstances and change the decision to Repeat.

8.5.2 At the Referral and Deferral sitting, where extenuating circumstances have been found valid, Module Assessment Boards shall make the decision of Deferred Repeat.

## 8.6 Decisions

8.6.1 The mark reported to students and to the Board of Examiners shall be an integer as follows:

- a) a decimal of .5 or greater shall round up to the next integer;
- b) a decimal of .4 or less shall round down to the integer;
- c) module marks ending in a 9 after rounding will be rounded up to the next integer.

8.6.2 For honours degree courses, students will also be allocated a Grade Point for each overall module mark. The Grade Point is given to two decimal places according to Table 1 below:

Mark	Grade Point
>75	4.25
71-74	4.00
67-70	3.75
64-66	3.50
61-63	3.25
57-60	3.00
54-56	2.75
50-53	2.50
48	2.25
43-47	2.00
40-42	1.50
38	1.00
35-37	0.75
30-34	0.50
≤28	0.00

*Table 1: Grade Point Average Conversion*

8.6.3 These Grade Points will be used to calculate the Grade Point Average for honours degree students.

8.6.4 The Module Assessment Board will make one of the following decisions for each student:

- a) Passed;

- b) Deferral;
- c) Referral;
- d) Combined Referral Deferral;
- e) Repeat;
- f) Deferred Repeat
- g) Decision Pending.

#### **8.6.5 Passed**

- a) Passed confirms that the credit has been assigned.

#### **8.6.6 Deferral**

- a) Deferral confirms that the student has not completed the assessment of the module for good reason and that conditions and a time scale have been set for the student to undertake the assessment or further assessment of the module.
- b) The purpose of the Deferral is to allow a student who has not attempted an artefact at the normal attempt and has submitted extenuating circumstances which have been found valid to have the opportunity to achieve the credit required to complete that stage and make normal progress, or satisfy the credit requirements for an award, without having their mark for the artefact capped.
- c) The Deferral shall take the form of assessment(s) determined by the Module Assessment Board.
- d) Academic Council shall fix the dates by which Deferrals must be completed. The Board of Examiners shall not permit a student to undertake a Deferral Assessment after the expiry of the dates for Deferrals prescribed by Academic Council.
- e) The Deferral Assessments will be marked as if it were submitted for the first time and will not be capped.

#### **8.6.7 Referral**

- a) Referral confirms that the student may be eligible for Referral and that the requirements have been determined.
- b) The purpose of the Referral is to allow a student who has failed a module or modules at the first attempt, or after repeat assessment, to have the opportunity to achieve the credit required to complete that stage and make

normal progress, or satisfy the credit requirements for an award, without having to repeat the module(s) in full.

- c) The Referral shall take the form of assessment(s) determined by the Module Assessment Board for failed assessment artefacts within the module. The student shall be deemed to have failed an assessment artefact in any failed module if they have not achieved a mark of 40% in the artefact. The Module Assessment Board may prescribe either a single re-assessment task that allows the student to demonstrate achievement of the module's learning outcome or assessments arising from the failed assessment components.
- d) Academic Council shall fix the dates by which Referrals must be completed. Student will not be able to undertake a Referral after the expiry of the dates for Referral prescribed by Academic Council.
- e) The Referral will be marked with the artefact mark capped at the pass mark of the module. The overall module mark will be recalculated with the capped Referral marks but the overall module mark will not be capped. That mark shall be annotated on the transcript with the legend "Passed after Referral". Where the Module Assessment Board has prescribed a single re-assessment task that allows the student to demonstrate achievement of the module's learning outcome, the capped Referral mark will be used for all the failed assessment artefacts.
- f) Should the combined number of Referral modules which include all modules with the following Module Assessment Board decisions:
  - i. Referral
  - ii. Combined Referral Deferral

exceed the limits allowed by the Board of Examiners, the Board of Examiners shall change the decision for the modules with the decision of Referral to Repeat. The student will no longer be entitled to undertake the Referral Assessment element.

#### **8.6.8 Combined Referral Deferral**

- a) Combined Referral Deferral confirms that the student has not completed one or more the assessment of the module for good reason and that conditions and a time scale have been set for the student to undertake the assessment or further assessment of the module and that the student has failed one or more other assessments and may be eligible for a Referral Assessment.

b) Should the combined number of Referral modules which include all modules with the following Module Assessment Board decisions:

- i. Referral
- ii. Combined Referral Deferrals

exceed the limits allowed by the Board of Examiners, the Board of Examiners shall change the decision for the modules with the decision of decision of Combined Referral Deferral to Deferral Assessment. The student will no longer be entitled to undertake the Referral element.

#### **8.6.7 Repeat**

a) Repeat confirms that the student is not eligible for Referral Assessment or has failed either their Referral Assessment or Deferral Assessment and that credit has not been assigned. The student may be eligible to repeat the module in the next academic year.

#### **8.6.8 Deferred Repeat**

a) Deferred Repeat confirms that the student has submitted valid extenuating circumstances for their Referral and/or Deferral (or any subsequent attempts within the same academic year.) The student will be normally eligible to repeat the module at the next available assessment. The Board of Examiners will determine:

- i. whether it is with or without attendance
- ii. whether the student has to repeat the whole module or just one of more failed artefacts.

#### **8.6.9 Decision Pending**

a) Decision Pending confirms that the Module Assessment Board has been unable to confirm the mark and assign credit because of some procedural delay.

### **8.7 External Examiner**

8.7.1 When the Module Assessment Board has agreed the marks, the Subject External Examiner shall sign the marksheet. This endorsement on the final marksheet signifies general satisfaction with the effectiveness and adequacy of the relationship between the module outcomes, the assessment strategy and the marking criteria. It does not necessarily indicate agreement with every individual confirmed mark.

8.7.2 After the Subject External Examiner has signed the marksheet, marks may only be changed in exceptional circumstances and with the agreement of the Subject External Examiner.

## **8.8 Assessment Penalties**

8.8.1 Responsibility for the application of assessment penalties rests with the Module Assessment Board when it determines the final mark in the module.

8.8.2 All cases in which assessment penalties have been applied shall be reported to the Module Assessment Board and to the Board of Examiners.

8.8.3 The Module Assessment Board shall waive assessment penalties, if it receives a decision from an Extenuating Circumstances Officer that late submission of work was due to valid Extenuating Circumstances.

8.8.4 Exceptionally, the Module Assessment Board may exercise discretion to waive assessment penalties in the absence of any decision from an Extenuating Circumstances Officer. It may not exercise such discretion if it receives a decision from an Extenuating Circumstances Officer that Extenuating Circumstances reported by a student were Not Valid. The grounds for exercising such discretion shall be stated and recorded in the minutes of the meeting.

8.8.5 The Module Assessment Board has no discretion to waive penalties imposed in accordance with the University Code of Conduct procedures. Such penalties invalidate any valid extenuating circumstance in relation to the same assessment artefact(s).

## **8.9 Course Management Issues**

8.9.1 The Module Assessment Board shall have discretion, in exceptional circumstances, to depart from any of these regulations if it believes a course management issue has arisen and a strict application of the regulations would be unjust to a student or students.

8.9.2 In such a case, the Chair of the Module Assessment Board should contact the Academic Registrar to take advice in relation to good practice.

8.9.3 In such a case the minutes must record all of the following information:

- a) a reference to this regulation;
- b) the name of the student(s);
- c) the regulation from which the Module Assessment Board wishes to depart;

- d) the full circumstances in which the Module Assessment Board considered it necessary to exercise the discretionary power under this regulation;
- e) the reason why the Module Assessment Board considered it necessary to exercise the discretionary power under this regulation including specific mention of the consequences of the both exercising and not exercising discretion for the student.

8.9.4 The Chair of the Module Assessment Board shall send a copy of the minute to the Academic Registrar.

## **8.10 Disclosure of Marks and Grades**

8.10.1 At the end of each Module Assessment Board, the Chair shall sign a list of the confirmed marks and the decisions of the Module Assessment Board and publish them within 3 working days.

8.10.2 This does not negate a student's right to discuss their studies with their personal tutor.

## **8.11 Delegation of Authority**

8.11.1 The Module Assessment Board shall delegate, by resolution, to a sub-committee its authority for the confirmation of marks and the assignment of credit following Referral, Deferral and Pending decisions. The resolution must define the membership and quorum of the sub- committee and prescribe the reporting arrangements to the Module Assessment Board.

8.11.2 The Module Assessment Board shall delegate, by resolution, to the Chair its authority in relation to the confirmation of marks arising from Deferral or pending decisions. The resolution shall require the Chair to document the decision, the reasons for the decision, and the extent of any consultation and report the decision to the next meeting of the Module Assessment Board.

8.11.3 The Module Assessment Board shall delegate, by resolution, to the Chair its authority in relation to the confirmation of marks and grades in order to correct decisions based on erroneous or incomplete information. Chairs must ensure the possibility of such action does not remove a student's right of appeal against decisions of a Module Assessment Board. The resolution shall require the Chair to document the decision, the reasons for it, and the extent of any consultation and report the decision to the next meeting of the Module Assessment Board.

8.11.4 The Module Assessment Board cannot otherwise delegate its authority.

## **8.12 Minutes**

8.12.1 The Chair of the Module Assessment Board shall appoint a Minutes Secretary to draft the minutes of the Module Assessment Board and of any sub-committee.

8.12.2 In the case of the exercise of discretionary powers under these regulations, the minutes shall reflect the discussion at the meeting and record the reasons for the decision to exercise discretion or not to do so.

8.12.3 The Chair of the Module Assessment Board shall ensure that approved draft minutes of meetings are issued to members within a reasonable time period.

8.12.4 The Chair of the Module Assessment Board shall ensure that approved draft minutes of meetings are issued to members within a reasonable time period.

# **9. Boards of Examiners**

## **9.1 General**

9.1.1 The primary purpose of the Board of Examiners is to oversee the assessment of awards, to decide for each student on progression on a course and to make recommendations to Academic Council on the award, and category of award, to be conferred upon individual students.

9.1.2 The Head of Department shall ensure that all named awards shall be assigned to the authority of a Board of Examiners.

9.1.3 The Board of Examiners will meet once each academic year and additionally shall hold a sub-committee meeting to consider both Referrals and Deferrals. The dates for these will be set annually by Academic Council.

9.1.4 Boards of Examiners held to consider the postgraduate results may also be convened at other times throughout the year as appropriate to the structure of the course.

9.1.5 Courses with non-standard academic years and/or exemptions from the requirements of the academic year structure may have their Boards or additional Boards at other times and dates, but must advise students and Academic Registry of the dates that will apply.

- 9.1.6 In exercising the powers provided by these regulations, the Board of Examiners shall have due regard to the principles, the standard of the award, the identified aims and objectives of the course and each candidate's overall performance.
- 9.1.7 Only a Board of Examiners constituted in accordance with these Regulations shall be authorised to recommend conferment on a student of an academic award of the University of Portsmouth.
- 9.1.8 Academic awards of the University shall be conferred by Academic Council on behalf of the University in accordance with decisions of Boards of Examiners.
- 9.1.9 The decisions of Academic Council with regard to academic awards shall be determined by the signature of the Chair of the Board of Examiners, upon the Conferment List, and shall accord with the recommendation of the Board of Examiners.

## **9.2 Membership**

- 9.2.1 In respect of each named award for which the Board of Examiners is responsible, the following have membership rights:
- a) Chair;
  - b) Award External Examiner(s);
  - c) Course Leader;
  - d) Personal Tutors to all candidates under consideration;
  - e) All members of staff responsible for the teaching and assessment of modules contributing to the award;
  - f) Head(s) of Department;
  - g) Associate Deans of Faculty;
  - h) Academic Registrar, or her or his appointed representative.
- 9.2.2 The Chair shall be appointed on the authority of Academic Council and shall be accountable to Academic Council for ensuring that the Board of Examiners fulfils its responsibilities in accordance with these regulations.
- 9.2.3 No student may be a member of a Board of Examiners, save that a member of staff or approved Award External Examiner who is coincidentally registered as a student on another course of the University or elsewhere shall not be disqualified from discharging normal examining commitments.
- 9.2.4 The Board of Examiners, shall have the following quorum:
- a) Chair;



- b) Course Leader or, exceptionally, an appointed nominee;
- c) Head of Department, in which each named award resides, or an appointed nominee.
- d) When considering final awards, the Award External Examiner(s);

9.2.5 The role of the External Examiner and the associated rights and responsibilities are described in the document [External Examiners: Regulations and Procedures](#).

9.2.6 If, exceptionally, the Award External Examiner is unable to attend the meeting of the Board of Examiners recommending the conferment of an academic award, and none of the Subject Examiners for modules contributing to one or more of the awards is able to attend, then the Award External Examiner shall:

- a) as far as possible, make their views known to the Board of Examiners before it meets;
- b) after the Board of Examiners has met, write to the Chair of the Board of Examiners stating the reason for absence, the extent of his or her involvement with the courses during the year in question and signifying satisfaction with the processes of assessment. The letter shall not be considered to signify agreement with every decision of the Board of Examiners.

### **9.3 Process and Powers**

9.3.1 The Board of Examiners shall receive:

- a) the minutes of its previous meeting and any intervening sub-committee(s);
- b) notification of actions taken under delegated authority from previous meetings;
- c) the current course specification and assessment matrix;
- d) the confirmed marks and assigned credit from the appropriate Module Assessment Board(s) for each student registered for the award for which it is responsible;
- e) decisions made with regard to Referrals, repeat assessment and marks subject to penalty by the Module Assessment Board(s);
- f) a record against each module mark of Extenuating Circumstances found Valid;
- g) a record of any actions taken by the Module Assessment Board because of Extenuating Circumstances found valid or of any assessment penalties waived by the Module Assessment Board;

- h) the names of all students identified by the University as having disabilities and details of any arrangements made to make allowance for such disabilities;
- i) the name of any student alleged to have been guilty of an assessment offence in relation to a module and details of any action taken in relation to that offence;
- j) the annual report(s) of the Award External Examiner(s) and relevant sections of the annual reports of Subject External Examiners for modules which form part of the award;
- k) the name of any student in breach of University regulations whose result is required to be withheld.

9.3.2 The Board of Examiners shall have marks presented to it according to the following conventions:

- a) module marks in integers;
- b) weighted mean averages, as appropriate to the classification criteria being reviewed, reported as integers as follows:
  - i. a decimal of .5 or greater shall round up to the next highest integer;
  - ii. a decimal of .4 or less shall round down to the integer;

9.3.4 If a student has undertaken assessments or been awarded credit for prior learning such that the minimum required for the recommendation of an award is exceeded, the weighted mean average presented to the Board of Examiners shall:

- a) take account of the student's performance in all compulsory modules;
- b) then the student's best performance in optional modules up to the total required;
- c) all other modules shall be disregarded, except in relation to the award of credit.

9.3.5 The Board of Examiners shall:

- a) agree the final version of the minutes of the previous meeting to be a true record of that meeting and note any matters arising from them;
- b) note any actions taken under authority delegated at its previous meetings;
- c) determine whether failure to achieve the outcomes of a module can be compensated;
- d) determine whether to permit a candidate to progress to the next stage of a course;

- e) determine whether a candidate shall be excluded from the University on academic grounds;
- f) determine to substitute repeat assessment for Referral for any candidate, where the permitted limits for such Referrals have been exceeded;
- g) determine whether repeat assessment following extenuating circumstances that affected Referral and/or Deferral should be undertaken with or without attendance considering the course structure and student circumstances.
- h) determine whether repeat assessment following extenuating circumstances that affected Referral and/or Deferral should be repeating the whole module or one of more artefacts within the module considering the course structure and student circumstances.
- i) recommend the conferment and, as appropriate, classification of an award,
- j) determine whether or not to defer recommending the conferment of an award until specified conditions, within a specified time scale, have been met;
- k) authorise the publication of a list of decisions and recommendations;
- l) consider the annual report(s) of the Award External Examiner(s), (and relevant sections of the annual reports of Subject External Examiners for modules which form part of the award) and refer matters of concern to the Board of Studies;
- m) fulfil, as appropriate, any specific and additional requirements of any external accrediting body for the award recognised by Academic Council.

## **9.4 Compensation**

9.4.1 The purposes of compensation are to allow the Board of Examiners:

- a) to assign credit to a student who has not been assigned sufficient credit to be eligible for either progression or recommendation for the conferment of the final award; and
- b) to assign credit to a student on a taught postgraduate course or part time course at any point during the student's registration on the relevant award.

9.4.2 Academic Council vests the power of compensation in the Board of Examiners.

9.4.3 A Board of Examiners can exercise the power of compensation at its discretion and having due regard to the standard of the award and the learning outcomes of the course.

- 9.4.4 The Board of Examiners may award credit in compensation to a student in failed modules due to strength of overall performance at a stage.
- 9.4.5 Compensation can only be awarded if the student has achieved a minimum of the following:
- a) Attempted or had a valid extenuating circumstance for the final assessment in the module to be compensated.
  - b) A weighted average mark of 40% across all relevant modules at that level (after discounting the worst 20 credits at levels 5, 6 and 7 of honours degrees and integrated masters degrees).
  - c) At level 4, if the module to be compensated is 40 credits, a minimum overall mark of 30% is required in the module to be compensated.
- 9.4.6 As compensation is a discretionary power, the Board of Examiners may set higher thresholds than those listed at 6.3 when exercising its judgement regarding the standard of the award and the learning outcomes of the course.
- 9.4.7 The limit applicable to compensation for all undergraduate courses (except Integrated Masters) shall be:
- a) a single module of up to 40 credits at level 4 of the course.
  - b) a single 20 credit module at each other level of the course
- subject to an overall maximum of compensation of 60 credits for an Honours Degree and 40 credits for lower awards.
- 9.4.8 The limit applicable to compensation for Integrated Masters shall be a single 20 credit module at the first three levels of the course and a single module up to a maximum of 30 credits in the final year subject to an overall maximum of compensation of credits of 90 credits.
- 9.4.9 The overall limit applicable to compensation for a Postgraduate Diploma and/or a Masters Degree shall be a single 30 credit module. Compensation cannot be awarded for Postgraduate Certificates.
- 9.4.10 The Board of Examiners shall not compensate modules subject wholly to pass/fail assessment.
- 9.4.11 Where a Board of Examiners awards credit in compensation, the following shall apply.
- a) the transcript will show the pass mark, annotated as a "Compensated Pass";

- b) the original mark shall be used for the purposes of determining any classification;
- c) the reasons for doing so shall be stated and recorded in the minutes.

## **9.5 Decisions**

9.5.1 At the end of each meeting the Chair shall sign a list of the decisions of the Board of Examiners. The list is published within 3 working days of the meeting.

9.5.2 The list shall show the name or Identification Number of each student and the decision of the Board of Examiners. The decision shall be one, or a combination, of the following:

- a) Progress;
- b) Recommend the award;
- c) Deferral;
- d) Referral;
- e) Combined Referral Deferral;
- f) Repeat Assessment;
- g) Deferred Repeat;
- h) Exclude;
- i) Decision Withheld;
- j) Decision Pending.

9.5.3 The Chair of the Board of Examiners shall ensure that, as soon as practicable after the Board, sufficient further details of the Board's decisions are supplied to each student to exercise all of their rights under these and any other regulations of the University. Those further details must make clear any actions the student must complete in order to retrieve any failure.

9.5.4 At the end of the meeting of the Board of Examiners, the Award External Examiner shall sign the Conferment List. This endorsement on the Conferment List signifies general satisfaction with the effectiveness and adequacy of the assessment processes, with particular reference to the student profiles, issues of fairness, as described in the document External Examiners: Regulations and Procedures. It does not necessarily indicate agreement with every recommendation of the Board.

## **9.6 Progress**

9.6.1 Academic Council may approve the division of courses of study leading to named awards into stages separated by points of progression.

- 9.6.2 Responsibility for all progression decisions rests with the Board of Examiners.
- 9.6.3 Unless specifically stated otherwise in the approved course specification or the individual student learning contract, the timing of points of progression shall be the first day of the next academic year to start after the meeting of the Board of Examiners following the completion of study at a particular stage.
- 9.6.4 The Board of Examiners will determine whether the point of progression lies before or after placement, unless the course specification has fixed the point of progression. The Board of Examiners may determine the point of progression differently according to a student's circumstances. If it does so, the minutes shall record in each case the Board's reasons for so determining the point of progression.
- 9.6.5 The Board of Examiners shall consider each student's overall performance at the first meeting following the student's completion of the study of each stage. If the credit required to complete that stage has been obtained, the Board of Examiners shall permit the student to progress to the next stage. Students may not progress with trailing modules.
- 9.6.7 On the authority of the Chair of the Board of Examiners, a student may commence the study of a module or modules at the next stage before the Board of Examiners has met to consider the results of the assessment of modules at the preceding stage or the results of any Referral or repeat assessment.
- 9.6.8 A Module Assessment Board may not assign credit for a module or modules at any stage until the Board of Examiners has confirmed that the student has progressed to that stage.

## **9.7 “Recommend the Award of [Name of Specific Award]”**

- 9.7.1 Only a Board of Examiners, or a sub-committee or person acting on the delegated authority of a Board of Examiners, constituted in accordance with these regulations may recommend a student for conferment of an academic award of the University.
- 9.7.2 The document, Awards of the University of Portsmouth, lists the awards of the University, states the standard of those awards and, for taught courses, the credit requirements for eligibility to be recommended for conferment of them. No recommendation can be made to Academic Council for the conferment of any award of the University other than in accordance with that document.
- 9.7.3 The Board of Examiners shall consider each student's overall performance at the first meeting following the student's completion of the study of the final stage. The Board

of Examiners shall recommend the student to Academic Council for the award of the University for which the student had registered if:

- a) Module Assessment Boards have assigned necessary credit;
- b) any shortfall is made good by the exercise of compensation;
- c) the student is not in breach of University regulations.

9.7.4 The recommendation to Academic Council shall be made upon the University's Conferment List.

## **9.8 Degree Classification of Honours Degrees**

9.8.1 Marks for classification are presented to the Board of Examiners as integers. The marks required for a particular classification of an honours degree are as follows:

- a) 40-49, third class
- b) 50-59, second class, lower division
- c) 60-69, second class, upper division
- d) 70+, first class

9.8.2 Pass/Fail modules do not count towards classification. Mean values will be calculated on the remaining credits.

9.8.3 Relevant credits at a certain level refer to the level of the module and not the level of the course on which it was studied.

9.8.4 The Board of Examiners shall recommend to a student who is eligible for the relevant award, as defined in the document Awards of the University of Portsmouth, the highest classification arising from the application of the following formulae:

- a) the classification of the weighted mean of all relevant credits at Level 5 and all relevant credits at Level 6 in the ratio of 40:60 respectively after first discounting the marks in the worst 20 credits both at Level 5 and at Level 6;
- b) the classification of the weighted mean of all relevant credits at Level 6 after first discounting the marks in the worst 20 credits at Level 6;
- c) the minimum classification in which more than 50% of the combined relevant credits at Level 5 and Level 6 were attained after first discounting the marks in the worst 20 credits both at Level 5 and at Level 6.

9.8.5 A Board of Examiners shall, where a student has been admitted with credit to study only the final stage, recommend the highest classification arising from the application of the following formulae:

- a) the classification of the weighted mean of all relevant credits at level 6 after first discounting the marks in the worst 20 credits at Level 6;
- b) the minimum classification in which more than 50% of the combined relevant credits at level 6 have been attained after first discounting the marks in the worst 20 credits at Level 6.

9.8.6 The Board of Examiners shall have discretion to recommend classification of honours other than would accord with regulations if at Level 6, 20 credits or more have been obtained from RPL or pass/fail modules.

## **9.9 Grade Point Average for Honours Degrees**

9.9.1 For honours degrees, a Grade Point Average will be presented to the Board of Examiners as along with the degree classification. The Grade Point Average is an additional measure of student achievement and is complementary to the degree classification, not a replacement.

9.9.2 The Grade Point Average will be presented to two decimal places.

9.9.3 Pass/Fail modules do not count towards the Grade Point Average. Mean values will be calculated on the remaining credits.

9.9.4 The level of relevant credits stated refers to the level of the module and not the level of the course at which it was studied.

9.9.5 The Board of Examiners shall recommend to a student who is eligible for the relevant award, as defined in the document Awards of the University of Portsmouth, the Grade Point Average calculated as a weighted mean of Grade Points from all relevant credits at Levels 5 and 6, in the ratio of 40:60 respectively, after first discounting the Grade Points in the worst 20 credits at each level.

9.9.6 A Board of Examiners shall, where a student has been admitted with credit to study only the final stage, recommend the Grade Point Average calculated from weighted mean of Grade Points of all relevant credits at level 6 after first discounting the Grade Points in the worst 20 credits at Level 6.

9.9.7 The Grade Point Average will be included on the student transcript but not the degree certificate.

## **9.10 Classification of Other Awards**

9.10.1 Marks for classification are presented to the Board of Examiners as integers. The marks required for a particular classification are as follows:



- a) 40-59 Pass
- b) 60-69 Merit
- c) 70+ Distinction

9.10.2 Pass/Fail modules do not count towards classification. Mean values will be calculated on the remaining credits.

9.10.3 Relevant credits at a certain level refer to the level of the module and not the level of the course on which it was studied.

9.10.4 For non-honours awards at both undergraduate and postgraduate level (except Integrated Masters degrees which are covered at 5.4.vii), the Board of Examiners shall recommend the highest classification to a student who is eligible for the relevant award, as defined in the document Awards of the University of Portsmouth, arising from the application of the following formulae:

- a) the classification calculated from the weighted mean of all relevant credits;
- b) the minimum classification in which more than 50% of the relevant credits were attained.

9.10.5 For Certificates of Higher Education, Diplomas of Higher Education, Higher National Certificates, Higher National Diplomas and Foundation Degrees, relevant credits can be at Level 4, 5 or 6. For Ordinary Degrees, relevant credits are at Level 5 and 6 only.

9.10.6 For awards of Postgraduate Certificate, Postgraduate Diploma, or taught postgraduate Masters Degree, relevant credits are at Level 7 only.

9.10.7 For Integrated Masters degrees, the Board of Examiners shall recommend the highest classification to a student who is eligible for the relevant award, as defined in the document Awards of the University of Portsmouth, arising from the application of the following formulae:

- a) the classification of the weighted mean from all relevant credits at Level 6 and Level 7 in the ratio of 50:50 respectively, after first discounting the marks in the worst 20 credits at Level 6 and Level 7;
- b) the classification of the weighted mean from all relevant credits at Levels 5, 6 and 7 in the ratio of 20:40:40 respectively, after first discounting the marks in the worst 20 credits at Level 5, Level 6 and Level 7.

9.10.8 The Board of Examiners may exercise discretion to recommend an award with distinction or merit to a student who does not qualify for that classification. The Board must be convinced that the student has merited the higher classification but that a particular circumstance, perhaps the inclusion of RPL credit that does not

attract a mark, has prevented the student from having the opportunity to meet the standard in the required number of credits. In such cases, the minutes of the meeting shall show the reasons for the exercise of discretion.

9.10.9 A Grade Point Average is not currently available for non-honours degrees.

## **9.11 Aegrotat Awards**

9.11.1 An award may be recommended in aegrotat form when the Board of Examiners does not have enough evidence of the student's achievements to recommend the award for which the student was a candidate, and a lesser award would be inappropriate, but is satisfied that, but for valid extenuating circumstances, the student would have reached the standard required.

9.11.2 An aegrotat award carries no classification.

9.11.3 Before a recommendation for an aegrotat award shall be made the student:

- a) must have signified that they are willing to accept the award and understands that this acceptance entails waiving any opportunity to be assessed or re-assessed;
- b) must, if applicable, be advised as to whether or not such an award is recognised by any accrediting body.

9.11.4 In all cases where a Board of Examiners recommends an aegrotat award, the reasons for doing so shall be stated and recorded in the minutes of the meeting.

9.11.5 Having been offered the aegrotat award, a student may elect not to accept the award but to request that the Board of Examiners decides.

## **9.12 Posthumous Awards**

9.12.1 An award may be conferred posthumously, either in aegrotat or normal form, to a deceased student who was a registered student at the time of death, and had sufficient assessable work available at the time of death to enable the Board of Examiners to recommend an award.

9.12.2 In all cases where a Board of Examiners recommends the conferment of an award posthumously, the reasons for doing so shall be stated and recorded in the minutes.

9.12.3 This recommendation is often made by the Chair of the Board but must always be the result of appropriate consultation, and must always be reported back to the Board.

## 9.13 Deferral(s)

9.13.1 Boards of Examiners shall be informed that valid extenuating circumstances apply to named students in named modules, and the decisions made by Module Assessment Boards.

9.13.2 The Boards of Examiners shall minute all decisions reached in respect of valid extenuating circumstances made known to it, together with reasons. The Boards of Examiners may:

- a) endorse defer decisions already made by a Module Assessment Board and defer its decision about progress or recommending an award;
- b) offer an aegrotat award in accordance with the University's Regulations.

9.13.3 Where a student is offered the opportunity to be assessed again, the offer must be made in writing with a content that makes it plain:

- a) the assessment shall be as if for the first time, or if it is in relation to a repeat module shall be as if for the repeat attempt;
- b) if the student has achieved a pass in the module(s) for which they have valid extenuating circumstances, the student must signal within a specified time her or his intention whether, in relation to the passed module(s) affected, to accept the offer to be assessed again in the missed examination. If the student does not respond within the specified time she or he shall be deemed to have elected not to be assessed again.

9.13.4 Exceptionally, the Board of Examiners may determine to allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, the Board of Examiners should publicise this when making students aware of their Referrals and/or Deferrals (and any subsequent further attempts in the same year) to ensure that students are aware of this. In such cases, the Board of Examiners shall make the student aware of this and the minutes shall record the reason for the exceptional marking of late work.

## 9.14 Referral

9.14.1 At each stage of a course, the Board of Examiners shall permit students Referral if the total number of modules failed (including Referrals and Combined Referral Deferrals) does not exceed a limit of 60 credits. Additionally, students are permitted Referral in the major project module for the course, on top of these limits.

- 9.14.2 The Board of Examiners shall require a student who has failed modules exceeding the limit or who has not passed modules after Referral and/or Deferral either to undertake repeat assessment or be excluded from the course.
- 9.14.3 Exceptionally, the Board of Examiners may determine to allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, the Board of Examiners should publicise this when making students aware of their Referrals and/or Deferrals (and any subsequent further attempts in the same year) to ensure that students are aware of this. In such cases, the Board of Examiners shall make the student aware of this and the minutes shall record the reason for the exceptional marking of late work.

## **9.15 Combined Referral Deferral**

- 9.15.1 The Combined Referral Deferral indicates that the student has both a Referral and a Deferral in the same unit.
- 9.15.2 At each stage of a course, the Board of Examiners shall permit students Combined Referral Deferrals if the total number of modules failed (including Referrals and Combined Referral Deferrals) does not exceed a limit of 60 credits. Additionally, students are permitted Referral or Combined Referral Deferral in the major project module for the course, on top of these limits.
- 9.15.3 The Board of Examiners shall require a student who has failed modules exceeding the limit set or who has not passed modules after Referral, Deferral or Combined Referral Deferral either to undertake repeat assessment or be excluded from the course.
- 9.15.4 Exceptionally, the Board of Examiners may determine to allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, the Board of Examiners should publicise this when making students aware of their Referrals and/or Deferrals (and any subsequent further attempts in the same year) to ensure that students are aware of this. In such cases, the Board of Examiners shall make the student aware of this and the minutes shall record the reason for the exceptional marking of late work.

## **9.16 Trailed Assessment**

- 9.16.1 Trailed Assessment confirms the student eligibility for trailing an assessment for a module at level 5 to be trailed into level 6 of the next teaching block, giving the student an opportunity to progress into the final stage of an award.

- 9.16.2 In order for a referred module artefact to be considered for trailing, the student must have attempted the referral assessment, unless there is a valid extenuating circumstance claim.
- 9.16.3 After the Referral Board, students are given the choice to trail the module assessment or repeat the entire module.
- 9.16.4 A maximum of 20 credits can be trailed from level 5 to level 6 of the award. If a student has more than 20 credits failed after referral, they should be offered a repeat assessment instead.
- 9.16.5 The trailing module concerns assessment only, without new teaching. If professional bodies demand teaching for trailing, a repeat assessment is given instead.
- 9.16.6 When suitable, creating a new trailing assessment artefact might not be required if the referral artefact was new. In such cases, the Referral assessment artefact can be reworked to bring it up to a pass standard. However, if the referral artefact matched the initial submission, a new trailing assessment artefact must be provided.
- 9.16.7 Where the Referral assessment artefact is reworked to bring it up to a pass standard, no further feedback will be provided on the reworked artefact, other than confirmation of a pass mark or lower. If the assessment artefact is new, then feedback should be provided.
- 9.16.8 The trailing assessment artefact submission date should be at the earliest opportunity in the new academic year.
- 9.16.9 The trailing assessment artefact pass mark will be capped at the University's pass mark, or course pass mark if an approved exemption exists. The overall module mark will be recalculated with the capped trailed mark but the overall module mark will not be capped.
- 9.16.10 Where a student has a valid extenuating circumstance claim for a referral or deferral, then regulation 7.5 of the substantive Examination and Assessment Regulations applies. Deferral assessments will be marked as if it were submitted for the first time and will not be capped.
- 9.16.11 A Board of Examiners can exercise the power of compensation at its discretion to a trailed module, having due regard to the standard of the award and the learning outcomes of the course. Compensation can only be awarded if the student has met the criteria set out in 9.4.5 of the Examination and Assessment Regulations, and additionally, the compensation limits set out in 9.4.7 of the Examination and Assessment Regulations have not already been met. In the case of

compensation limits on levels, the level refers to the level of the trailed module, not the level the student has progressed to.

In the situation the student fails the trailed assessment, and the module is not compensated, they should be offered a repeat assessment opportunity at the next Board of Examiners

## **9.17 Repeat Assessment**

9.17.1 Repeat Assessment has the following purposes for students who have failed modules, including failure after Referral:

- a) firstly, to give an opportunity to achieve the credit required to progress to the next stage of the award;
- b) secondly, at the final stage, to give an opportunity to achieve the credit required to become eligible for recommendation for the conferment of the final award.

9.17.2 A student may be allowed Repeat Assessment on one or more occasions.

9.17.3 The Board of the Examiners may give a student the opportunity, or require the student, to undertake repeat assessment in a different module or modules, but the assessment of such modules will still accord with the provisions of Repeat Assessment.

9.17.4 The timing of Repeat Assessment shall coincide with the normal assessment of the module or modules concerned.

9.17.5 A student with Repeat Assessment cannot choose to repeat modules that have already been passed. The Board of Examiners cannot require that a student undertake Repeat Assessment of any module for which credit has previously been assigned.

9.17.6 Where a student undertakes Repeat Assessment, the following shall apply:

- a) the student must do so with attendance;
- b) the student must attempt all the assessment components in the module description and no marks may be carried forward from any earlier attempt.
- c) the Module Assessment Board shall award the student the full mark their assessment earns on merit if she or he passes a module after repeat assessment. That mark shall be annotated on the transcript with the legend "Passed after Repeat Assessment";

- d) the Board of Examiners shall use the mark recorded for the Repeat Assessment when recommending the classification of awards;
- e) the Board of Examiners, at the time it permits a student to undergo Repeat Assessment, may restrict the award classification that can be awarded.

## **9.18 Deferred Repeat**

9.18.1 Deferred Repeat has the following purposes for students who have not been able to pass one or more modules taken as Referrals and/or Deferral (and any subsequent attempts during the same academic year) due to extenuating circumstances:

- a) firstly, to give an opportunity to achieve the credit required to progress to the next stage of the award;
- b) secondly, at the final stage, to give an opportunity to achieve the credit required to become eligible for recommendation for the conferment of the final award.

9.18.2 A student may be allowed Deferred Repeat on one or more occasions.

9.18.3 The Board of the Examiners may give a student the opportunity, or require the student, to undertake repeat assessment in a different module or modules, but the assessment of such modules will still accord with the provisions of Deferred Repeat.

9.18.4 The timing of Deferred Repeat shall normally coincide with the normal assessment of the module or modules concerned.

9.18.5 A student with Deferrals cannot choose to repeat modules that have already been passed. The Board of Examiners cannot require that a student undertake Repeat Assessment of any module for which credit has previously been assigned.

9.18.6 Where a student undertakes Deferred Repeat, the following shall apply:

- a) the Board of Examiners shall decide whether a student must do so with or without attendance;
- b) the Board of Examiners shall decide whether a student must attempt all the assessment components in the module description and no marks may be carried forward from any earlier attempt or whether marks can be carried forward from earlier attempts.
- c) the Module Assessment Board shall award the student the full mark their assessment earns on merit if she or he passes a module after Deferred Repeat. That mark shall be annotated on the transcript with the legend "Passed after Repeat Assessment";

d) the Board of Examiners shall use the mark recorded for the Deferred Repeat when recommending the classification of awards;

9.18.7 Exceptionally, the Board of Examiners may determine that there will be a further attempt in the same academic year. In such cases, the Board of Examiners shall make the student aware of this and the minutes shall record the reason for the exceptional further attempt.

## **9.19 Exclusion**

9.19.1 Academic Council vests the responsibility for exercising powers relating to exclusion on academic grounds in the Board of Examiners.

9.19.2 A Board of Examiners shall exclude a student from the University if Module Assessment Boards have not assigned credit to the student for a period of two calendar years. The Board of Examiners shall have discretion to waive the time limit in any case in which it is satisfied that its application would be unjust. The grounds for exercising such discretion shall be stated and recorded in the minutes of the meeting.

9.19.3 The Board of Examiners shall have the discretion to exclude on academic grounds a student who in its academic judgement fails to make satisfactory progress. The grounds for making the decision shall be stated and recorded in the minutes of the meeting. In such cases the student shall be offered the opportunity of an interview with the Chair of the Board of Examiners. The Chair be given delegated authority to reconsider the decision of the Board if the student provides details of personal circumstances, supported by acceptable evidence, which would have adversely affected their performance. These circumstances must be unknown to the Board when it made the original decision, and the student will need to satisfactorily explain why the Extenuating Circumstances procedure had not been used. Should the student be dissatisfied with the outcome of the interview, they are still able to submit an Academic Appeal. The student will have ten working days from receiving the outcome of the interview to appeal against the decision.

9.19.4 The Board of Examiners shall exclude any student who has exceeded the maximum registration period.

9.19.5 A Board of Examiners when excluding a student shall recommend any award or awards for which the student is qualified.



9.19.6 Excluded students are not eligible to re-join their course or transfer to another course within the University. Excluded students who wish to re-join the course or transfer to another course in the University must complete an application form and apply through the normal routes. There should be no expectation of re-admission and previous work done will be judged through the University's RPL procedures.

## **9.20 Decision Withheld**

9.20.1 This decision confirms that a recommendation has been determined but not yet published because the student is in breach of one or more University regulations.

## **9.21 Decision Pending**

9.21.1 This decision confirms that the student has to consider whether either to accept an offer of compensation or to undertake a Deferral.

## **9.22 Authority to Depart from the University's Regulations**

9.22.1 Within the constraints of the course objectives and good practice in the subject area within the UK higher education sector, the Board of Examiners shall have discretion, in exceptional circumstances, to depart from any of these regulations if, in the opinion of the Board of Examiners, a strict application of the regulations would be unjust to a student or students. The Board of Examiners will take advice from the Award External Examiner in relation to good practice in the subject area.

9.22.2 In such a case the minutes must record all of the following information:

- a) a reference to this regulation;
- b) the name of the student(s);
- c) the regulation from which the Board of Examiners wishes to depart;
- d) the full circumstances in which the Board of Examiners considered it necessary to exercise the discretionary power under this regulation;
- e) the reason why the Board of Examiners considered it necessary to exercise the discretionary power under this regulation including specific mention of the consequences of the exercise of discretion for the student and the consequences of not exercising such discretion;
- f) the advice of the External Examiner in relation to good practice in the subject area within the UK higher education sector;
- g) the reason why such discretionary power should not be exercised for other students.

9.22.3 The Chair of the Board of Examiners shall send forthwith a copy of the minute to both the Secretary and the Chair of Academic Council.

## **9.23 Course Management Issues**

9.23.1 The Board of Examiners shall have discretion, in exceptional circumstances, to depart from any of these regulations if, in its opinion, a course management issue has arisen and a strict application of the regulations would be unjust to a student or students.

9.23.2 In such a case, the Chair of the Board of Examiners should contact the Academic Registrar to take advice in relation to good practice.

9.23.3 In such a case the minutes must record all of the following information:

- a) a reference to this regulation;
- b) the name of the student(s);
- c) the regulation from which the Board of Examiners wishes to depart;
- d) the full circumstances in which the Board of Examiners considered it necessary to exercise the discretionary power under this regulation;
- e) the reason why the Board of Examiners considered it necessary to exercise the discretionary power under this regulation including specific mention of the consequences of the exercise of discretion for the student and the consequences of not exercising such discretion.

9.23.4 The Chair of the Board of Examiners shall send a copy of the minute to the Academic Registrar.

## **9.24 Delegation**

9.24.1 The Board of Examiners shall delegate, by resolution, to a sub-committee its authority in relation to the progression and recommendation of awards to students following Referrals and Deferrals. The resolution must define the membership and quorum of such a sub-committee and prescribe the reporting arrangements to the Board of Examiners.

9.24.2 The Board of Examiners shall delegate, by resolution, to the Chair its authority in relation to the progression and recommendation of awards to students in order to correct decisions based on erroneous or incomplete information. Chairs must ensure the possibility of such action does not remove a student's right of appeal against decisions of a Board of Examiners. The resolution requires the Chair to document the

decision, with the reasons for the decision and the extent of any consultation, and report the decision to the next meeting.

9.24.3 The Board of Examiners shall delegate, by resolution, to the Chair its authority in relation to the making of exit awards arising from students withdrawing from the University. The resolution requires the Chair to document the decision, with the reasons for the decision and the extent of any consultation, and report the decision to the next meeting.

9.24.4 The Board of Examiners shall delegate, by resolution, to the Chair its authority in relation to the recommendation of awards to students to be made posthumously. The resolution requires the Chair to document the decision, with the reasons for the decision and the extent of any consultation, and report the decision to the next meeting.

9.24.5 The Board of Examiners cannot otherwise delegate its authority.

## **9.25 Minutes**

9.25.1 The Chair of the Board of Examiners shall appoint a Minutes Secretary to draft the Minutes of all meetings of the Board of Examiners and of any sub-committee.

9.25.2 In the case of the exercise of any discretionary powers under these regulations, the minutes shall reflect the discussion at the meeting and record the reasons for the decision to exercise discretion or not to do so.

9.25.3 The Chair of the Board of Examiners shall ensure that approved draft minutes of meetings are issued to members within a reasonable time period.

## **10. Exemptions**

10.1 The Policies contained within this document represent University-wide procedures and approval for any deviations from these Policies must to be sought from the University Education and Student Experience Committee (UESEC).

10.2 Academic Council may separately approve award and supplementary assessment regulations with which specified categories of courses of study shall comply.

10.3 Any course of study which is not to be bound by these Examination and Assessment Regulations must seek specific exemption for such departure by the authority of UESEC on behalf of Academic Council. Where such departure may exceptionally be

authorised, the course regulations shall only be approved where they contain assessment regulations which shall identify:

- a) the requirements for students to satisfy the examiners at each stage;
- b) the conditions under which work may be reassessed;
- c) the conditions which may lead the Board of Examiners to fail the student;
- d) the conditions for progression within the course of study; and
- e) the conditions for the recommendation of each possible award within the course of study.

10.4 Any other departure from these regulations must be approved in advance by the Academic Registrar acting with the authority of UESEC on behalf of Academic Council. The Head of Department is responsible for the submission of any such requests to the Academic Registrar. The Head of Department shall be responsible for ensuring approved variations are set out in course regulations and communicated to students. The Board of Examiners, and/or the Module Assessment Board as appropriate has responsibility for applying these approved variations to the Regulations. Variations may arise from:

- a) in the case of an award accredited by an external body recognised by the University, any restriction on the amount of Referral that is permitted at any stage;
- b) at points of progression in courses of study leading to the award of both a Bachelor's Degree and an Integrated Masters Degree, the pass standard for progression to the Masters award;
- c) a classification scheme that differs from that detailed for the award;
- d) in the case of an extended undergraduate course of study the pass standard for progression to level four;
- e) in the case of an award accredited by an external body recognised by the University, any restriction on the rights to repeat assessment.

## 11. Academic Appeals

11.1 Academic Appeals refer to all appeals against decisions made by Extenuating Circumstances Officers, Module Assessment Boards and Boards of Examiners.

11.2 A student who feels aggrieved over a formal academic assessment and/or its consequences is recommended in the first place to seek an interview with the

Extenuating Circumstances Officer, the Chair of the Module Assessment Board or the Chair of the Board of Examiners to clarify her/his position.

- 11.3 The only grounds on which an appeal will be considered are that:
- a) there had been a material and significant administrative error in the information received and considered; or
  - b) that the assessments had not been conducted in accordance with the approved regulations for the course of study; or
  - c) that some other material irregularity had occurred; or
  - d) the student had been prevented from attending or submitting an assessment artefact by illness or other good cause that related to the student's personal circumstances, that she or he had been unable, for a sound and acceptable reason related to the circumstances themselves, to divulge before the deadline for extenuating circumstances.
  - e) that the decision made by the Extenuating Circumstances Officer was perverse by reference to the evidence supplied by the student.
- 11.4 The [University's Appeal Procedure](#) has further details.
- 11.5 Students have 10- working days from the date of the official communication in which to submit an appeal.
- 11.6 Students may not question the academic judgement of the examiners and any requests based on such grounds alone will be dismissed.
- 11.7 Students can only request a remark under the following circumstances:
- a) there had been a material and significant administrative error;
  - b) there had been a procedural irregularity in the assessment process.
- 11.8 All requests for remarks should be made to the Head of Department or the Module Coordinator within 10 working days of the receipt of the result, together with a copy of the work to be reviewed.
- 11.9 If a student's request for a review is deemed to be invalid, the Head of Department shall write to the student giving clear reasons for turning down the request for review.
- 11.10 Should a student's request for a review of the mark be valid, the Head of Department shall arrange for the assessment artefact to be remarked by an appropriate academic member of staff. The final mark may be higher or lower than

the original mark, or it may stay the same. There is no further right of appeal against the mark awarded.

- 11.11 Where the review identifies a problem affects other students on the same module, the Head of Department shall arrange for all assessment artefacts to be reviewed.
- 11.12 Due to their nature, certain forms of assessment, such as presentations, cannot be reviewed. However, if a valid case is made for a review of a mark, the Head of Department may suggest remedies under the course management issues procedure.
- 11.13 There may be appeals against academic decisions that refer to matters and allegations which are, or which become, the subject of a formal student complaint. In such circumstances, the processing of the appeal will be resolved before the completion of the written report of findings and conclusions relating to the complaint.

## 12. Assessment Offences

### 12.1 Definitions

12.1.1 Assessment offences are defined as below:

- a) failure to comply with any of the General Rules for the Conduct of Examinations;
- b) any attempt to complete any assessment by means considered to be unfair;
- c) plagiarism, which the University defines as “the incorporation by a student in work for assessment of material which is not their own, in the sense that all or a substantial part of the work has been copied without any adequate attempt at attribution, or has been incorporated as if it were the student’s own when in fact it is wholly or substantially the work of another person or persons”.

By 'substantial', the University means large and significant sections of the work; by 'adequate', the University means accurate referencing in accordance with one of the University's approved referencing conventions (your module lecturers will inform you about the correct referencing conventions).

This includes, but is not limited to:

- copying material from any source and trying to pass it off as your own work (this includes computer language and programs, scientific experiments, and visual images in addition to standard written text),

- paraphrasing material without appropriate acknowledgement and not in accordance with the University's agreed referencing conventions (this includes computer language and programs, scientific experiments and visual images in addition to standard written text),
  - collusion, where the assessment artefact is prepared by someone else and presented as your own work,
  - purchase of essay/project/computer program,
  - submission of essay/project/computer program written by someone else,
  - submission of another student's work with or without that student's knowledge or consent;
- d) failure to provide an electronic copy of an assessment artefact when requested;
- e) the late return of equipment loaned by a Faculty or Department which is required by other students to complete an assessment;
- f) losing, breaking or damaging equipment loaned by a Faculty or Department which is required by other students to complete an assessment.

## **12.2 Disciplinary Procedure Regarding Assessment Offences**

12.2.1 Disciplinary action relating to an assessment offence against a student may be initiated by any member of the academic staff of the University.

12.2.3 The process for disciplinary procedures is detailed in the [Student Conduct Policy](#).