Assessment: Handbook of Principles and Procedures

2017/18

Quality & Academic Services, Academic Registry

www.glos.ac.uk

CONTENTS

PART ONE: ASSESSMENT PRINCIPLES

1.1   PRINCIPLES FOR SETTING & RUNNING ASSESSMENT

The University's Principles for Setting and Running Assessment for all its taught provision have been aligned to address relevant external reference points including sections of the UK Quality Code for Higher Education. In particular, the University recognises that it "is through the assessment process that degree-awarding bodies ensure that academic standards are maintained at the appropriate level and that student performance is rigorously judged against them" (Chapter B6 of the UK Quality Code on Assessment of Students and the Recognition of Prior Learning).

The procedures that support these principles are here (s2 of this handbook).

1. Setting and Running summative Assessment is conducted in accordance with the University's Academic Regulations for Taught Provision and related published procedures, and, where relevant, the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).

2. The University recognises several categories of assessment (see principles 5, 6, 8) and makes a clear distinction between examinations and coursework.

3. The category of assessment is approved at the point of course validation or course change, along with the weighting and the size of the assessment.

4. An examination is defined as a test of capacity and/or knowledge, set for individuals to attempt without recourse to assistance or to some or all other resources, and carried out within restricted conditions and a time limit.

5. Examinations take several forms and the validated assessment will specify the type as one of the following: Standard (written, unseen and closed book), Seen (written), Open Book (written), Digital, Oral, and Practical.

6. Examinations can take place at the end of a module or as in-class examinations, and the form of examination is approved via normal processes of programme validation and change.

7. Coursework is defined as all types of assessment which do not come under the definition of examination.

8. Coursework is categorised as individual or group, and the validated assessment will specify the type as one of the following: Standard (written essays, reports or similar work); Practical (creative, field or laboratory based work); Portfolios; Presentations or other types of transient assessment; Dissertations; Projects.

9. Submission of coursework must be recorded.

10. The University provides guidance on the nature and operation of the types of examinations and coursework.

11. Assessment must be approved through a Scrutiny Panel, taking into account the views of the External Examiner.

12. The role of the Scrutiny Panel is specified in the procedures for Setting and Running Assessment (s2 of this handbook).

13. The Module Tutor is responsible for drafting the Assessment Briefs for each point of assessment, and the Assessment Briefs and Examination Papers form the basis for the work of the Scrutiny Panel.

14. Requirements for the content of Assessment Briefs are provided in the procedures for Setting and Running Assessment (s2 of this handbook)

15. Responsibility for publishing approved Assessment Briefs lies with the Module Tutor. For first assessments and reassessments, tutors will make Briefs accessible to students. It is the student's responsibility to obtain this information.

16. Procedures for Setting and Running Assessment (s2 of this handbook) include the submission of examination papers, allocation of invigilators and conduct of examinations, including invigilation instructions.

17. Responsibility for the conduct of examinations according with the published procedures lies with the Head of the academic department, the invigilators, and the institutional unit responsible for organising examinations. In the case of in-class examinations, responsibility lies with the Head of the academic department and the invigilators for ensuring that the examination is conducted in accordance with the published procedures.

18. The University publishes separate principles and procedures for the assessment of students with disabilities (s6 of this handbook).

19. The University does not permit the use of viva voce as a means of determining the final award classification.

1.2   PRINCIPLES FOR MARKING AND MODERATION

The University's principles for marking for all its taught provision have been aligned to address relevant external reference points including the UK Quality Code for Higher Education. In particular, the University recognises the need that "processes for marking assessments and for moderating marks are clearly articulated and consistently operated by those involved in the assessment process" (Indicator 13, Chapter B6: Assessment of Students and the Recognition of Prior Learning).

The procedures that support these principles are here (s2 of this handbook).

1. Marking for summative assessment is conducted in accordance with the University's Academic Regulations for Taught Provision and related published procedures, and, where relevant, the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).

2. Marking is a key element of the assessment process underpinning the maintenance of academic standards.

3. Those marking exercise their academic judgement in accordance with University and external reference points.

4. Responsibility for marking lies with the module tutor and the module team as determined by the line manager.

5. Marking takes place within the context of grade descriptors and assessment criteria, and the context is made clear to those being assessed through the module assessment briefs for each point of assessment.

6. Marking results in feedback for the student, including the mark awarded, and the feedback should be in alignment with the Guidelines on Assessment Feedback. (s3.3 of this handbook).

7. All submitted work is first marked and a sample second marked.

8. All assessments undergo moderation within and across modules.

9. Second marking is undertaken as an initial moderation process to review the patterns of the full range of marks for elements of assessment within a module.

10. 'Blind' double marking is undertaken for modules at Level 6 and above with a single assessment point, where students are individually allocated a tutor/supervisor who acts as first marker.

11. Third marking is undertaken when agreement of marks cannot be reached after second (or double) marking.

12. Once confirmed, marks are submitted by the module tutor (or designated alternative) to the student records system by the published deadline.

13. Marked work is made available to the student by the date specified in the assessment brief (normally within 20 working days of the submission deadline).

14. Representative samples of marked work are made available to the external examiner and to be archived.

15. The work of a student who is also a member of staff should not be assessed by their line or operational manager.

1.2.1 PRINCIPLES FOR THE ELECTRONIC SUBMISSION OF ASSESSMENT

The University has developed a system to allow for the electronic submission of assessment by students, and the return of electronic feedback to students by members of staff. The principles for the electronic submission of assessment do not specify how work submitted electronically should be marked by a member of staff, or the exact format in which feedback should be returned.

1. Marking of work submitted electronically via the online submission system is conducted in accordance with the University's Academic Regulations for Taught Provision and related published procedures, and, where relevant, the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).

2. All assessments that meet the requirements for electronic submission must be submitted electronically.

3. Each assessment should have a Due Date recorded via Student Records Online by the start of teaching on the module. The Due Date specified within the electronic system will be the personal due date for the student, taking into account any mitigating circumstances and extensions.

4. Upon electronic submission of an assessment, the status of the assessment will change from 'Not Received' to 'Submitted' and the student will receive an email confirming receipt. It is the student's responsibility to ensure that the receipt of successful submission has been received.

5. Module Tutors will determine whether submitted documents should conform to specific file formats. A list of approved file formats will be made available to tutors.

6. Detailed information about the submission process (e.g. file format, file naming convention, file size limitations, etc.) will be made available to students in the Assessment Brief.

7. A student cannot opt to submit a hard copy document if electronic submission has been identified for an assessment.

8. It is the responsibility of the student to ensure that work submitted electronically:

    a. is the correct work for the assessment task

    b. is not corrupted

    c. can be read on University computers

    d. does not contain any computer viruses that could compromise the University's network systems.

    It may not be possible to mark submitted documents that do not conform to the above requirements.

9. Once work has been submitted electronically by a student it cannot be amended or re-submitted, even if the deadline for submission has not expired.

10. It is the responsibility of the student to ensure that the assessment is submitted on time. Failure of the student's equipment, such as the student's computer or network, is not a valid reason for late submission.

11. If, as a result of a failure of the University network, a student is unable to submit an assessment electronically, the student will be given an automatic extension and will be required to submit the assessment within 24 hours of the network being reinstated. The student should not use an alternative method of submission unless directed otherwise by the Module Tutor.

12. Dissertations will be submitted electronically and in hard copy. If the two versions of the assessment are not identical, the electronic submission will be regarded as the primary document for marking.

13. All feedback on a student's work will be returned electronically.

14. If a student encounters any technical difficulties when submitting electronically on a non-working day, they should email eassessment@glos.ac.uk, detailing the nature of the technical difficulties and attaching the relevant assignment document(s). The email would have to be sent prior to the submission deadline for the assignment.

1.3   PRINCIPLES FOR BOARDS OF EXAMINERS

The University's principles for Boards of Examiners for all its taught provision have been aligned to address relevant external reference points including sections of the [UK Quality Code for Higher Education](#).

In particular, drawing on Chapter B6, [Assessment of Students and the Recognition of Prior Learning](#), the University recognises that "degree-awarding bodies specify clearly the membership, procedures, powers and accountability of examination boards and assessment panels, including those dealing with the recognition of prior learning; this information is available to all members of such boards" (Indicator 15) and that "boards of examiners/assessment panels apply fairly and consistently regulations for progression within, and transfer between, programmes and for the award of credits and qualifications" (Indicator 16).

The Academic Board of the University delegates powers to Boards of Examiners to determine progression and awards of students on University provision.

The procedures that support these principles are [here](#) (s2 of this handbook).

1. Boards of Examiners are conducted in accordance with the University's Academic Regulations for Taught Provision and related published procedures, and, where relevant, the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).

2. The University operates a two-tier arrangement comprising Module Boards of Examiners (MBEs) and Award and Progression Boards of Examiners (ABEs) for all taught programmes.

   - MBEs confirm the final mark for each student in every module within their purview and award credit to every student who has demonstrated achievement of the module learning outcomes.

   - ABEs make decisions relating to the progression of students in programmes, the consequence of failure at any stage of a programme, and confer and classify awards on behalf of Academic Board.

   - The two tiers always run in series, separated by a break, with conclusion of MBEs prior to the start of ABEs.

3. Academic Board determines chairing, membership and quoracy requirements of Boards of Examiners, including external representation.

4. Preparation for Boards of Examiners is important to ensure that the Boards are able to conduct their business efficiently and effectively.

5. External examiners are expected to attend Boards of Examiners or, where this duty cannot be discharged for some unavoidable reason, communicate views in writing to the Chair of the relevant Board of Examiners.

6. Members of Boards of Examiners should declare any personal interest in any student being considered by the Board.

7. Line managers must not be involved in assessment decisions relating to their staff.

8. The business of Boards of Examiners will be conducted with reference to University principles and procedures for assessment, including assessment offences, mitigating circumstances and accreditation of prior learning.

9. At the end of Boards of Examiners, Chairs and External Examiners should sign to confirm that the business has been conducted in accordance with University regulations and procedures.

10. There should be clear records of business of Boards of Examiners and these should be kept in accordance with the University's published Records Retention Schedule.

11. In order not to disadvantage students, Chairs Action is taken where appropriate, and reported to the subsequent Board of Examiners.

12. Minutes of Boards of Examiners should be considered at a next Board which should also be notified of any Chair's Action taken since that Board.

13. The business of Boards of Examiners should be kept confidential.

1.4   PRINCIPLES FOR MITIGATING CIRCUMSTANCES

The University's principles for Mitigating Circumstances for all its taught provision have been aligned to address relevant external reference points including sections of the UK Quality Code for Higher Education. In particular, the University recognises the provisions of Chapter B6, Assessment of Students and the Recognition of Prior Learning, including Indicator 10, which states that "through inclusive design wherever possible, and through individual reasonable adjustments wherever required, assessment tasks provide every student with an equal opportunity to demonstrate their achievement" and Indicator 11, which states that "assessment is carried out securely".

The procedures that support these principles are here (s4 of this handbook).

1. Mitigating Circumstances are considered in accordance with the University's Academic Regulations for Taught Provision and related published procedures, and, where relevant, the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).

2. Where a student is affected by circumstances affecting their ability to complete assessment to the normal schedule, and these circumstances are unpredictable and unavoidable, the student shall be entitled to make an application for an extension on their coursework deadlines and a postponement of their examinations.

3. Marks/grades will not be adjusted to take into account mitigating circumstances.

4. Procedures shall be applied consistently, so that students in a similar position follow the same procedural steps and are offered comparable arrangements in response to their mitigating circumstances.

5. The procedures for receiving and assessing claims shall be separated from other aspects of the assessment process. The claim should be assessed by a person who is not involved in the assessment of the student's work.

6. The procedures shall not be used to address cases which fall more appropriately under other areas, such as arrangements for students with a disability or arrangements for students on exchange.

7. Instructions for making a claim shall be clear and straightforward, specifying one 'point of first call' which is accessible to all students. Assessing a claim shall, wherever possible, be conducted by staff closest to that point of first call who shall have access to the assessment brief in order to approve appropriate arrangements.

8. The claim outcomes shall be made available electronically to the student and staff concerned, and shall be stored electronically in one location without duplication.

9. A student shall provide evidence of their mitigating circumstances, certified by a person of appropriate authority and independence. It is the student's responsibility to provide evidence as soon as possible once the circumstances have arisen, normally prior to the assessment submission deadline or date of examination, and within published time limits, beyond which a claim will not be considered.

10. Evidence in support of a claim shall be stored such that it may be made available electronically to relevant staff on a need to know basis.

11. A claim for mitigating circumstances shall specify start and end dates. A new claim is required if circumstances extend beyond the end date. Approved arrangements shall specify a new coursework submission deadline proportional to the period affected by the mitigating circumstances or a new examination period.

12. A claim shall be assessed, and the outcome communicated to the student, as promptly as possible upon receipt. A student should normally know whether an extension/postponement is approved before the date of the submission deadline/examination, and should therefore not be expected to make a decision on submission/presentation in a situation of uncertainty.

1.5   PRINCIPLES FOR ASSESSMENT OF DISABLED STUDENTS

The University's principles for academic assessment of disabled students for all its taught provision have been aligned to address relevant external reference points including the UK Quality Code for Higher Education. In particular, the University notes, Chapter B3, Learning and Teaching, Indicator 6, which states that "Higher education providers maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use" and Chapter B4, Enabling Student Development and Achievement, Indicator 6, which states that "Higher education providers ensure all students have opportunities to develop skills that enable their academic, personal and professional progression", and with the provisions in the University's Disability Equality Scheme.

The procedures that support these principles are here (s4 of this handbook).

1. Academic assessment of Disabled Students is conducted in accordance with the University's Academic Regulations for Taught Provision and related published procedures, and, where relevant, the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).

2. Assessment procedures will not disadvantage disabled students as a result of the nature of their impairment.

3. The procedures for responding to the needs of disabled students in academic assessment will be applied consistently.

4. Where reasonable adjustments to assessment arrangements are required, these will be guided by those professional staff with responsibility for the support of disabled students.

5. Responsibility for providing evidence of disability lies with the student. Where no evidence is provided, or where evidence is supplied after published deadlines, adjustments to assessment arrangements will not be approved. Adjustments will not be applied retrospectively.

6. The process of course and module development provides the first and best opportunity to develop inclusive assessment practice so that the barriers inherent within certain assessment methods can be avoided.

7. Where a student, through disability, is unable to be assessed through the normal processes, assessment methods may be varied as appropriate, bearing in mind the need to assess the student on equal terms with other students.

8. The aim in approving variations to assessment methods will be to allow the same learning outcomes to be assessed to the same standard, while modifying the type of assessment or the conditions under which it is undertaken.

9. Once an approved variation in assessment has been made, a student's work will be marked against the standard assessment criteria. No adjustments will be made to marks to 'take account' of a disability.

10. Other procedures relating to assessment, such as academic appeals or the investigation of assessment offences, will be operated in a way which does not lead to disadvantages to disabled students. Where reasonable adjustments are required, these will be guided by those professional staff with responsibility for the support of disabled students.

1.6   PRINCIPLES FOR ASSESSMENT OFFENCES

The University's approach to Academic Conduct and Assessment Offences has been developed in line with the UK Quality Code for Higher Education, and in particular the indicators in Chapter B6: Assessment of Students and the Recognition of Prior Learning.

The regulations and procedures are developed in line with indicator 7, which states that: "Students are provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice" and indicator 14, which states that: "Higher education providers operate processes for preventing, identifying, investigating and responding to unacceptable academic practice."

In the light of these indicators, the University's procedures for Academic Conduct and Assessment Offences are based on the following principles (The procedures that support these principles are here (s5 of this handbook)):

1. Assessment offences are considered in accordance with the University's Academic Regulations for Taught Provision and related published procedures, and, where relevant, the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).

2. Assessment Offences Boards of Examiners will be conducted according to the University's principles for Boards of Examiners.

3. Determination of whether a Breach of Assessment Regulations has occurred is an assessment decision, taking account of the principles of natural justice where the standard of proof is that there are reasonable grounds for concluding than an Assessment Offence has occurred.

4. Procedures for dealing with suspected breaches of assessment regulations should be fair and transparent, in particular:

a. Staff identifying a suspected Breach of Assessment Regulations and students suspected of a Breach of Assessment Regulations will be treated fairly and equitably.

b. Students shall have access to the evidence leading to suspicion of a Breach of Assessment Regulations before any formal investigation into and determination of whether a Breach has occurred.

5. Procedures for determining whether a Breach of Assessment Regulations has occurred will be separate from the assessment process leading to suspicion that a breach may have occurred.

6. When determining whether a Breach of Assessment Regulations has occurred, it shall not be taken into account whether or not a student intended to commit a Breach of Assessment Regulations.

7. Procedures for dealing with a suspected Breach Assessment Regulations will be based on the following four presumptions:

a. A student's work will be their own.

b. A student will not assist another in committing a Breach of Assessment Regulations.

c. A student's work will comply with the provisions of the assessment brief.

d. A student's work will be consistent with expected academic conventions.

8. Procedures for dealing with assessment tasks that are suspected to Breach Assessment Regulations will be based on the following presumptions about academic training and design:

a. Student will have the opportunity to be trained in academic conventions.

b. Assessment tasks will, as much as possible, 'design out' potential for Assessment Offences.

9. A student will be penalised according to the Regulations when the University determines that a Breach of Assessment Regulations has occurred.

1.7   PRINCIPLES FOR ACADEMIC APPEALS

The University's principles for Academic Appeals for all its taught provision and research postgraduate awards have been aligned in particular with Chapter B9: Academic Appeals and Student Complaints of the Quality Assurance Agency's UK Quality Code for Higher Education, and other relevant external guidance on best practice.

In this context an 'academic appeal' is defined as a request for a review of a decision of an academic body charged with decisions on student progression, assessment and awards.

In developing these principles the University recognises that for appeals to be appropriately resolved, all individuals involved, both staff and students, need to act reasonably and fairly towards each other and treat the process with respect.

Appeals and their outcomes have significant consequences for the individuals lodging them and for individuals and institutions or bodies associated with them. The interests and well-being of all those involved need to be properly safeguarded and appropriate support needs to be provided.

In handling appeals there is a need for sound evidence and procedural fairness.

The procedures that support these principles are here (s8 of this handbook).

1. Academic Appeals are considered in accordance with the Academic Regulations for Taught Provision and the Academic Regulations for Research Degree Provision and related published procedures, and, where relevant, the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).

2. The procedures should be fair and transparent, and decisions should be reasonable and have due regard to principles of natural justice.

3. Where an academic appeal is related to the award of an external body, the University's procedures may be subject to reasonable variation to conform with the regulations of that body.

4. The following two areas form grounds for appeal:

    a. That, at the time of the assessment, there existed circumstances which adversely affected the student's performance and which the student was unable to communicate to the Board of Examiners before it reached its decision.

    b. That there has been an administrative error or procedural irregularity during the conduct of the relevant assessment of such a significant nature as to have materially affected the approved grade or mark awarded.

5. Disagreement with the academic judgement of a Board of Examiners in assessing the merits of an individual piece of work or in reaching any assessment decision based on the marks, grades or other information relating to a student's performance, cannot in itself constitute grounds for an academic appeal.

6. Before submitting a formal appeal, where feasible, students should attempt to have the matter considered by relevant staff at the local level using an informal process.

7. Students should not submit frivolous or vexatious appeals.

8. Staff must not hear cases in which any potential conflict of interest might arise.

9. Information on the procedures, and on sources of advice, should be readily accessible.

10. The available documentation should indicate which further procedures, if any, are open to an appellant who remains dissatisfied following the outcome of an appeal, including the Office of the Independent Adjudicator (OIA).

11. Acaemic appeals should be dealt with within a reasonable timescale and the University will endeavour to complete the processing of a formal appeal and any associated review within 90 calendar days. Within that timeframe, staff and students will be expected to comply with deadlines. There may occasionally be circumstances when the timeframe needs to be extended for different stages of the procedure for good reason. If this is the case, the student will be notified and informed of progress.

12. An individual's privacy and confidentiality should be respected, subject to the need for an open and fair investigation and for the outcome of the investigation to be reported appropriately.

13. Students should be assured that they will not suffer disadvantage or recrimination as a result of making an appeal in good faith.

14. A student whose case is under consideration via the appeals process should have the right to continue with his/her course (provided he/she is in good standing with the University) until such time as a decision is reached.

15. All parties attending an appeal hearing should have equality of access to relevant information and documentation and new documentation should not be presented once an appeal hearing is underway.

16. Students should have the right to be accompanied by or represented at any stage of the procedure by another member of the University community, (which is a person who is a currently enrolled student of the University, or a member of staff of the University, or a member of staff or elected officer of the University of Gloucestershire's Students' Union). If a student is under 18 years of age, s/he must be accompanied by a parent, guardian or other responsible adult.

17. Where an academic appeal is upheld, appropriate remedial action should be implemented within a reasonable timescale.

18. Where an academic appeal is upheld, the original decision is referred back to the decision making body for reconsideration, followed by normal process as a result of any changed decision.

PART TWO: SETTING AND RUNNING ASSESSMENTS

These procedures, along with those for Marking and Boards of Examiners (Part Three), underpin the maintenance of academic standards.

This section outlines procedures for setting assessment tasks as well as for managing the range of assessment types used.

Note:

- Some procedures are described separately for Examinations or Coursework.

- Coursework assessments and Examinations might appear to overlap. Since the procedures which apply differ, it is important that each assessment type is designated as either Examination or Coursework.

Examinations:

An Examination is defined as a test of capacity and/or knowledge, set for individuals to attempt without recourse to assistance or to some or all other resources, and carried out within restricted conditions and a time limit.

Coursework:

Coursework is defined as including all other types of assessment which do not come under the definition of examination.

2.1   DEVELOPING ASSESSMENT AND REASSESSMENT BRIEFS

How a particular element of course work is to be examined must be described in an Assessment Brief. The module tutor is responsible for drafting the Assessment brief. The Academic Course Leader is responsible for ensuring it is approved by the Assessment Scrutiny Panel before it is published to students.

a. Assessment briefs define and specify requirements for each assessment task in a module and must be consistent with the validated module descriptor, including length and weighting.

b. Assessment tasks must be designed to test achievement of some or all of the validated learning outcomes, and to allow candidates to demonstrate their degree of achievement in such a way that this can be reflected in the marking range.

c. A set of assessment criteria must be designed for each assessment brief. Note that general assessment criteria for a Course, Subject Community, School or Level etc may apply as well as more specific criteria for the assignment in question.

d. In designing assessment criteria, care should be taken to exclude criteria which students cannot reasonably be expected to meet from successful completion of the module and their engagement with the Course in question. For instance, students should not be assessed for specialist presentation skills if these have not been covered in the curriculum for that module or

in pre-requisite modules, or are more generic learning outcomes for the Course at that Level as specified in the Course Guide.

e. All assessment briefs should be in writing, and should contain the following:

  - the module code, title, tutor and (if appropriate) other staff who are points of contact for the assessment;

  - the requirements of the assessment (assignment title or equivalent);

  - the weighting of the assessment within the module and, if relevant, the weighting of different parts of the assessment;

  - the deadline and arrangements for submission;

  - the size and/or time limits for the assessment;

  - the assessment criteria, including reference to any general assessment criteria which apply;

  - if relevant, instructions on resources available to students, advice and support available from tutors, arrangements for working in groups, timetable for presentations etc;

  - a general statement that all assessment is subject to the Academic Regulations for Taught Provision and, if appropriate, a statement drawing attention to any other regulations or procedures of particular significance for this assignment. This might include a statement on avoidance of Assessment Offences.

f. Initial and Reassessment Coursework should normally be prepared at the same time. If they are not, care must be taken to ensure that the assignments present a similar level of challenge to the student.

g. Coursework arrangements may be varied for disabled students or others for whom alternative arrangements are appropriate (see in this guide: Principles for the Assessment of Disabled Students in Part One and Part Six; Assessment of Disabled Students). Where possible, coursework assignments required which incorporate modifications to assessment method or process should be prepared at the same time.

h. Opportunities should be taken to 'design out' opportunities for plagiarism, by ensuring that different assessments are set on at least a four year cycle; setting assignments which are not amenable to 'off the peg' plagiarism; considering ways of assessing process as well as product.

Drafting

A set of assessment criteria must be designed for each assessment brief. Note that general assessment criteria for a Course may apply (e.g., expectations of writing style, technical ability etc) as well as more specific criteria for the assignment in question. In designing assessment criteria, care should be taken to exclude criteria which students cannot reasonably be expected to meet from successful completion of the module and their engagement with the Course in question. For instance, students should not be assessed for specialist presentation skills if these have not been covered in the curriculum for that module or in pre-requisite modules, and are not generic learning outcomes for the Course at that level as specified in Course Handbooks.

The [Assessment Brief Template](#) should be used wherever possible. If another format is used, it must include the same points of information required by the template.

Initial and Reassessment coursework briefs should normally be prepared at the same time. They should present a similar level of challenge to the student. Make sure that Reassessment students could not benefit from plagiarising assignments already returned to students who passed in the initial round. In most cases, the format of the Reassessment coursework will be the same as for the Initial coursework brief, although the specific content will change, for instance the title of the essay question etc. In some instances it may not be possible to retain the same format, in which case the Reassessment brief can be adjusted to allow the student to demonstrate a somewhat different sub-set from the learning outcomes initially assessed. For instance, when an individual student has to be reassessed on a group work project, they might be asked to undertake a task which focuses on just one part of a broader project; or where the student has to be reassessed on a portfolio produced during a work placement, they might be asked to write an essay which reflects on their work experience in the light of the relevant literature, or that evidences achievement of competences required by a professional body. In the case of Dissertations and other modules resulting in creation of a large body of work (e.g., in media production or design areas), reassessment will involve substantial revision of the original piece submitted.

Coursework arrangements will be varied for disabled students, as approved by the procedures for Assessment of Disabled Students. Where possible, coursework briefs should be designed in such a way that they can be followed by all students, regardless of disability.

Opportunities should be taken to 'design out' opportunities for plagiarism, by ensuring that different assessments are set on at least a four year cycle, and by setting assignments which are not amenable to 'off the peg' plagiarism (e.g., buying papers online). Assessing process as well as product is one way in which plagiarism can be avoided.

Approving

The assessment brief is approved by the [Assessment Scrutiny Process](#) before the start of the module. In certain cases, particularly where alternative assessments are required for disabled students, Chair's Action may have to be taken to approve an assessment brief after the Panel has sat.

Publishing

Responsibility for publishing the Assessment brief, to a timetable congruent with the Student Charter, is the module tutor's. It may be published in hard copy, but would normally be disseminated by electronic means. Although it is the student's responsibility to ensure they receive a copy, making it available in both formats helps to ensure it is available to all students.

A copy of the final, approved brief must be lodged securely with the Academic Course Leader.

2.2   ASSESSMENT SCRUTINY PROCESS: ROLE AND TERMS OF REFERENCE

Assessment Scrutiny Process (ASP) is responsible for the approval and coordination of assessment activity. Academic Subject Leaders and Academic Course Leaders are jointly responsible for the smooth running of the panel that may operate at subject group or course level. Assessment Scrutiny Panels are responsible for approving the assessment activity for all course provision run by the University, whether on campus, off campus, or franchised to a collaborative partner. All examination papers and assessment briefs must be approved prior to the commencement of the module. Further information about the operation and membership of the ASP is [here](#).

Role of the panel

The role of the panel is to scrutinise examination papers and assessment briefs, together with reassessment requirements, to ensure:

1. they are designed to test achievement of some or all module and programme learning outcomes;

2. they do not overlap significantly with other assessment elements in the same module, and are self-contained (e.g. do not cross-refer by specifying in an examination question that candidates must choose a topic different from one they addressed in coursework);

3. the type, size and weighting of assessment is consistent with what is validated, and published in the definitive module descriptors on the web;

4. they are accessible to a diverse student body, avoiding Anglo/Euro-centricity in terms of the content or the way in which they are presented;

5. examination papers follow the required format, and are presented using the examination paper template;

6. examination rubrics are as clear and simple as possible, with particular reference to any special instructions or materials;

7. coursework assessment briefs are complete, including all the elements in the assessment brief template;

8. the text and any other materials are proof-read;

9. examination papers and coursework assessment briefs set for reassessment present a similar challenge to those set for first assessment. Normally, reassessments follow the same format but with different content (e.g. essay question); see guidelines.

Assessment should be approved by a panel sitting before the module commences. If the panel requests changes to be made to draft examination papers or assessment briefs, these can normally be made by the module tutor in discussion with the Academic Course Leader.

The Academic Course Leader should keep an electronic copy of draft and final (approved) versions of examination papers and assessment briefs. It is the module tutor's responsibility to ensure that the approved version of assessment briefs is published to students, but it is the Academic Course Leader's responsibility to ensure that the approved version of all examination papers is submitted to Academic Registry (Examinations and Ceremonies).

2.3   ASSESSMENT SCRUTINY PROCESS: MEMBERSHIP AND OPERATIONS

The Assessment Scrutiny Panel provides an opportunity for the course team to ensure an appropriate range of module assessment is provided within and across the modules at each level of the course. It also provides an opportunity to consider how the workload will be managed within the course team and to review submission dates to avoid as much as possible bunching of student work deadlines. The utilization of a range of assessment methods and careful consideration of the timing of submission can both enhance and enrich student learning and help to mitigate pressures on staff. Further information about the role of the ASP is here.

There are two options for how ASPs should be run.

If a course decides that a dispersed panel system is to be used, The ASP should be coordinated by the Academic Subject Leader in conjunction with Academic Course Leaders. In cases of difficult or complex issues only, the Director of Quality and Academic Services should be consulted. All Assessment Briefs shall be reviewed by at least two people (a 'review team') outside the module teaching and assessment team. One should be independent of the course (i.e., not teach in any modules on the course map) and one should be an experienced member of staff.

Review teams may meet or operate via electronic communication, although face-to-face meetings are preferable. External Examiners should be involved in the process of approval and should be invited to contribute their views on the suitability of the assessment tasks taking account of both module learning outcomes and level. In approving assessments, review teams should take account of:-

- Range and differentiation of assessments within a course

- Alignment with the relevant level descriptors and assessment criteria

- The accessibility of the assessment for a diverse student body, that may include cohorts of students studying in several different countries

- Previous assessments for the same module

The review team shall note all module runs including those at Collaborative Partners for which the Assessment Brief is approved.

The ASP outcomes shall note any cases:-

- Where the assessment task approved is transitory, noting steps taken to ensure that there is a record of the task or why a record is not possible. Where a record is not possible, the outcomes should note how external examiners will be able to review the assessment task

- Where the assessment task leads to an artefact, material or otherwise, that will not be submitted and assessed electronically.

Assessment Briefs must be approved through the ASP before the module commences. If the review team requests changes to be made to draft examination papers or assessment briefs, these can normally be made by the Module Tutor in discussion with the Course Leader. In certain cases, particularly where alternative arrangements may be required for assessments for disabled students, the relevant ASL may approve an Assessment Brief after the scrutiny process has been completed.

An electronic copy of draft and final (approved) versions of examination papers and assessment briefs are lodged with the Academic Services Manager. It is the Module Tutor's responsibility to ensure that the approved version of assessment briefs is published to students. It is the Academic Services Manager's responsibility to liaise with Academic Registry (Examinations and Ceremonies) in respect of the approved version of all examination papers.

The names of those responsible for first and second marking and moderation should be recorded during the ASP meeting and any changes made later should be recorded on the ASP record.

Note: some procedures are described separately for Examinations or Coursework.

- An Examination is defined as a test of capacity and/or knowledge, set for individuals to attempt without recourse to assistance or to some or all other resources, and carried out within restricted conditions and a time limit.

- Coursework is defined as including all other types of assessment which do not come under the definition of examination.

There is a small area where certain types of Examination and Coursework assessments might appear to overlap, especially in-class examinations. Since the procedures which apply differ, it is important that each assessment type is designated as either Examination or Coursework. It is likely that additional designation(s) will be added to ensure alignment with the designations required for the return of the Key Information Set data.

PANEL SYSTEM

If a course decides to hold a face-to-face meeting, the membership of the panel should include:-

- Academic Subject Leader (Chair)

- Academic Course Leader(s)

The panel may choose to involve other staff, e.g. Module Tutors, either for the entire meeting or for specific times relevant to the particular course of which their module forms a part.

Panels may meet or operate via electronic communication. External Examiners should be invited to contribute their views on all assessments. In approving assessments, panels should take account of:-

- Range and differentiation of assessments within a course

- Alignment with the relevant level descriptors and assessment criteria

- The accessibility of the assessment for a diverse student body, that may include cohorts of students studying in several different countries

- Previous assessments for the same module

- Feedback from External Examiners

Assessment Briefs must be approved by the panel before the module commences. If the panel requests changes to be made to draft examination papers or assessment briefs, these can normally be made by the Module Tutor in discussion with the Academic Course Leader. In certain cases, particularly where alternative arrangements may be required for assessments for disabled students, Chair's Action may have to be taken to approve an Assessment Brief after the panel has convened.

An electronic copy of draft and final (approved) versions of examination papers and assessment briefs are lodged with the Academic Services Manager. It is the Module Tutor's responsibility to ensure that the approved version of assessment briefs is published to students. It is the Academic Services Manager's responsibility to liaise with Academic Registry (Examinations and Ceremonies) in respect of the approved version of all examination papers.

The names of those responsible for first and second marking and moderation should be recorded during the ASP meeting and any changes made later should be recorded on the ASP record.

Note: some procedures are described separately for Examinations or Coursework.

An Examination is defined as a test of capacity and/or knowledge, set for individuals to attempt without recourse to assistance or to some or all other resources, and carried out within restricted conditions and a time limit.

Coursework is defined as including all other types of assessment which do not come under the definition of examination.

There is a small area where certain types of Examination and Coursework assessments might appear to overlap, especially in-class examinations. Since the procedures which apply differ, it is important that each assessment type is designated as either Examination or Coursework. From 2013/14 it is likely that additional designation(s) will be added to ensure alignment with the designations required for the return of the Key Information Set data.

2.4   TYPES OF EXAMINATION

The type of examination employed in a module, its weighting and its length, will be approved at validation, and can be changed via the Programme Change Approval Process (PCAP) or the Periodic Review and Revalidation Process (PRR). The currently validated examination details are those published on the module descriptor on-line.

Examinations take several forms, including:

- Written examinations, which may be Standard examinations (Unseen, Closed book), Seen examinations, or Open book examinations. These include both End of module examinations organised centrally and running during the examination period, and In class examinations (otherwise known as In class "tests")

- Digital examinations, which may be either End of module or In class examinations

- Oral examinations

- Practical examinations

The Module Tutor must make available a copy of a previous paper or a model paper, or otherwise provide students with an example of the type of examination they can expect to undertake.

2.5   WRITTEN EXAMINATION

WRITTEN EXAMINATIONS: DRAFTING AND APPROVING EXAMINATION PAPERS

Drafting

The Module Tutor is responsible for drafting the Examination Paper. The Academic Course Leader is responsible for ensuring it is approved and submitted.

Examinations must be consistent with the validated module descriptor, in terms of type, length and weighting.

Examinations must be designed to test achievement of some or all of the validated learning outcomes, and to allow candidates to demonstrate their degree of achievement in such a way that this can be reflected in the marking range.

Assessment criteria for examinations would normally be those which are generic to the Course and published in the Course Handbook. Where more specific criteria apply, these must be stated, for circulation with module documentation.

Examination papers, whether they are for End-of-module or In-class examinations, must be prepared to the approved format.

Initial and Reassessment Examinations should normally be prepared at the same time. If they are not, care must be taken to ensure that the papers are similar in structure (though different in content) as well as presenting a similar level of challenge to the student. A reassessment examination should always be prepared; coursework would not be an appropriate alternative to an examination, except under the special arrangements for exchange students.

Examination arrangements should be varied for disabled students as approved by the procedures for Assessment of Disabled Students. Where possible, examinations required which incorporate modifications to assessment method or process should be prepared at the same time. In some cases there is an agreement that a disabled student may take an examination outside examination conditions, essentially as a piece of coursework; in such circumstances, examination papers taken by the rest of the class may not be used as the alternative assessment; a separate assessment must be set and it will have different assessment criteria appropriate to the challenge set.

Approving

The examination paper is approved by the Assessment Scrutiny Panel before the start of the module. In certain cases, particularly where alternative examination approaches are required for disabled students, Chair's Action may have to be taken to approve an examination after the Panel has sat.

Submitting

The Academic Course Leader is responsible for submitting approved examination papers for exams that will be centrally run to Academic Registry (Examinations and Ceremonies), by the published deadlines and following the procedures.

FORMAT FOR EXAMINATION PAPERS

Consistency in the format of examination papers is important to avoid any unnecessary confusion for candidates. Examination papers also stand as permanent records of activity and should be seen as potentially public documents.

Preparing examination papers

It is essential that examinations are consistent with the validated module descriptor (as recorded on web pages) and are designed to test achievement on some or all of learning outcomes. In addition, the following points should be considered:

- the simplest examination paper structure which will serve the objectives of the examination should be used;

- the examination paper should be appropriate for the length of the examination. Examiners should design the paper such that strong candidates have adequate opportunity to achieve a high standard, but that all candidates require the majority of the time for its completion.

- the time needed to assimilate reading matter on a paper, or in supplementary information, should not be underestimated, and should be included in the total time allowed – additional 'reading time' is not permitted.

Examination papers must be approved via the Assessment Scrutiny Process.

They must then be submitted to the Academic Registry (Examinations and Ceremonies), to the notified deadline and following the set procedures.

Examinations taken as In-class Examinations should be prepared in the same manner, and to the same format, as Examinations taken at the end of the year.

Examination Paper Layout

Follow the [Template for examination papers](#). Note these key points:

1. the standard font is Arial, at 12 point. Larger point sizes will be used for headings;

2. the front (cover) page of the examination paper should only include the rubric and instructions: see the template. Examination questions should start on the second page;

3. the header, including the module code and title, should appear as indicated in bold capitals, including the caption 'Instructions to Candidates'. It is not necessary to identify the owning Course, teaching staff, examination location, the weighting of the examination etc. It is necessary to include the month and year (e.g., June 2017—but not date and time) and duration of the paper;

4. thereafter, the relevant rubric and instructions must be selected from those provided in the template. The instructions should be sufficiently self-explanatory to ensure that no oral briefings are required at the time the examination is sat, and that the nature of the examination and its requirements will be clear to any invigilator;

5. additional instructions and/or advice should not be included unless absolutely essential. It is not necessary to include statements which reflect Regulations, e.g. warnings against cheating;

6. all pages of an examination paper should be numbered in the bottom right hand corner, starting with the front (cover) page. Numbers should use this format: 'Page 1 of 3', 'Page 2 of 3', 'Page 3 of 3'. Normally, any 'data-response' or supplementary material should be numbered in with the rest of the paper;

7. all supplementary material should normally be presented in A4 format;

8. questions should be numbered sequentially throughout, ignoring any sections. Sub-parts of questions should be identified by Roman numerals viz: i), ii), iii) etc.

9. sections should be identified by letter: A, B, C etc.

10. the questions should appear in standard (for example, not bold) typeface. Sections and question numbers should appear down the left margin; all questions should be inset. Both options in an 'EITHER/OR' question should be inset against one question number and with EITHER and OR in bold typeface;

11. a two line gap between questions is normally sufficient. Where questions consist of several sentences it should not normally be necessary to start each sentence on a new line;

12. any compulsory questions should normally appear as the first question in a series of questions; when the distribution of marks appears alongside the questions, these must total 100%.

13. when there is an internal breakdown of marks within some questions, these must total 100%. When both marks per question and marks within questions are given, care must be taken with layout to ensure the distribution of marks is clear;

14. where answer sheets for multiple choice responses are provided, these should be designed to allow a hole to be drilled in the top left hand corner.

Questions

Note these key points:

- questions should be simply and clearly worded;

- all questions, however brief, should be grammatically correct;

- quotations should be in quotation marks and attributed with the author's surname and date. If lengthy, they should be indented;

- foreign words should appear in italics;

- questions should stand alone as clear indications of what is being requested of the candidate. For example, it is not good practice to say 'Use examples taught in the module', or 'Consider an example not taught in the course'. It would be better to say, 'Using an example other than Hamlet...';

- particular care should be taken when drafting questions asking for a personal response. All examination questions ask for an individual perspective on a topic, implicitly. It is thus usually unnecessary, and also potentially ambiguous, to set questions such as 'To what extent do you believe that........?'. The main exception to this is where candidates are explicitly asked to adopt a role, and this should be made clear in the question.

SUBMITTING EXAMINATION PAPERS

Examination papers for all exams to be run centrally must be submitted to Academic Registry (Examinations and Ceremonies) by the notified deadline. Responsibility for submitting examination papers lies with the Academic Course Leader.

Papers must follow the standard format. The cover sheet should be included as the first page of the document, not as a separate file.

To minimise risk in case of computer failure in Digital examinations, a paper-based alternative must also be submitted.

Examination papers can be delivered to Academic Registry (Examinations and Ceremonies):

- in person,

- via a memory stick.

Exam papers must not be submitted via email, internal or external mail.

When papers are submitted they must be accompanied by an Examination control form. A separate form is required for first sit and reassessment examinations. The forms must include your current budget codes.

If an examination paper requires special materials, such as multiple-choice grids or maps, these must be included. Wherever possible, save them electronically onto the memory stick. If this is not possible, then provide hard copies. Ensure that the requirements are clearly explained on the Examination control form, and that the examination cover sheet makes it clear to students what materials they should have.

If an examination requires a student to use a particular script/font/language this must be notified, so that the Academic Registry (Examinations and Ceremonies) can accommodate requirements for any disabled students who are using a pc for their exam.

A generic exams timetable will be published on the staff and student web pages. Students will be provided with their own individual timetables via their online student record approximately 2 weeks before the exam period. The timetable for Reassessment examinations will not be available until after Awards Boards of Examiners have sat.

Contact Academic Registry (Examinations and Ceremonies) with any queries.

2.6   IN CLASS EXAMINATIONS

The procedures for drafting and approving examination papers are the same as those for standard written examinations.

With the exception of the role of the Academic Registry (Examinations and Ceremonies), In-class Examinations (otherwise known as In-class tests) must be conducted according to the same procedures as End-of-module examinations. These include:

- Conduct of examinations including invigilation

- Assessment of Disabled Students

Procedures for dealing with mitigating circumstances and with reassessments are the same as for End-of-module examinations. Any candidate with approved mitigating circumstances should receive a Late grade and should take their first sit of the examination during the Reassessment period, the only exception being if the examination is a Seen examination.

Reassessments should not take place until after the confirmation of marks by a Module Board of Examiners, meaning that any Reassessment candidate must take their reassessment examination in the Reassessment period (i.e., not during the normal run of the module).

The Head of Department is responsible for ensuring that arrangements in preparation for In-class examinations are equivalent to and comparable with those for centrally-organised End-of-module examinations. This includes

- procedures for notifying candidates of the nature, time and place of examinations;

- the booking of appropriate accommodation;

- the security of reproduction and storage of the examination paper;

- the procedures for invigilation;

- the arrangement of the room to restrict opportunities for cheating; and

- preparations for Disabled students.

Examination booklets must be used, unless the examination is of a multiple-choice type with a special answer grid. It is recommended that Heads of School take advice from the Academic Registry (Examinations and Ceremonies) on preparation for the examination, and that they identify a School lead who can assist Module Tutors in operating In-class Examinations. Refer to the Checklist for running In class examinations.

In the light of the rigorous requirements of In-class examinations, it should be noted that some assessments which appear to fall into this category are more appropriately Time-constrained assignments. The feature distinguishing an In-class examination from a Time-constrained assignment that an examination places restrictions on student interaction and on access to resources. In examinations, special conditions (such as invigilation) are required to ensure these restrictions operate. A useful test of the difference is whether or not it would be considered acceptable for students to speak to one another during the conduct of the assessment. If you do not want students to discuss the assessment, then it should be validated and run as an examination. Length and location of the assessment are not the distinguishing qualities.

No In-class examinations shall be scheduled in the week prior to the formal University examination period, unless they are part of a series of tests running through the module.

No In-class examinations shall be scheduled during the formal University examination period. Examinations taking place during the formal University examination period should be included in the normal centrally-organised procedures for written examinations.

Reassessment of In-class examinations is normally organised centrally by Academic Registry (Examinations and Ceremonies). Academic Course Leaders should contact the Academic Registry to discuss any special requirements that may not make this possible.

2.7   DIGITAL EXAMINATIONS

A Digital examination is normally a multiple choice or short answer paper which uses technology as a delivery vehicle rather than as the object of the test. A test of competence in, for instance, using a certain software package, is not a Digital examination.

Digital examinations may be End of module examinations, organised centrally, or may be In class examinations run during the module.

PLANNING FOR DIGITAL EXAMINATIONS

Normally at least six weeks prior to the start of the semester, the Academic Course Leader and Module Tutor must consult with a designated Learning Technologist. Together, they will review the procedures and discuss a check-list of actions.

The University uses Moodle software for digital examinations. As part of the preparation, the Module Tutor and Senior Invigilator must attend a staff development session on this software offered by Learning Technologists. No other software may be used for formal assessment.

Module tutors should give students the opportunity to attempt a 'mock' Digital examination to familiarise themselves with the software. Timing and operation of this mock examination will be agreed with the designated Learning Technologist.

Although Digital examinations held at the end of the year will be scheduled into the examination timetable in the normal way, it is important that Module Tutors provide Academic Registry

(Examinations and Ceremonies) with early warning that the Digital examination is planned, with an indication of the expected number of candidates.

DRAFTING DIGITAL EXAMINATIONS

The procedures are the same as for Written examinations, but with these additional points:

Digital examinations must be prepared in Moodle, and also made available in hard copy to those responsible for approving and conducting the examination;

Digital examinations must include:

- the set of examination questions;

- the examination rubric, including instructions to the candidates. This should follow a version of the standard examination format for Digital examinations;

- instructions including the use of the IT environment and the particular test software as appropriate.

Do not use automatic timing, because this prevents addition of extra time in circumstances where an examination has been interrupted.

Consider sub-dividing the examination into sections which are submitted separately. The benefit of this is that it minimises the risk of individual students losing completed examinations due to local workstation failure. The disadvantage is that students will not be able to change their answers once a section is submitted. If an examination is sub-divided, the written Instructions to Candidates must give guidance on this.

Give digital examinations filenames that are easily associated with the module, and specific to each run.

It may be appropriate to develop a large bank of multiple choice questions, from which a sequence of examinations can easily be generated by the random selection of a set of questions. At least 10 per cent of questions should be changed annually. After the examination, questions should be analysed to identify those which are not successful 'discriminators'. This could prompt changes in question design, or changes in teaching and learning methods.

As with standard Written examinations, Initial and Reassessment Examinations should normally be prepared at the same time. Variations to examination arrangements may have been approved for disabled students.

APPROVING EXAMINATION PAPERS

As for Written examinations, Digital exams require the approval of the Assessment Scrutiny Panel, but with special attention paid to:

- question design and construction, internal weighting of scores, scoring system (including negative scoring if used), and translation of scores to reported marks matching grade descriptors;

- conformity with the version of the standard examination format for Digital examinations;

- technical suitability and delivery within available resources, and arrangements for the technical aspects of delivery.

Approval must also be given by a designated Learning Technologist. This requires on-line testing to be conducted in the location where the examination will be held, normally by the end of the third week of the semester.

Academic Registry (Examinations and Ceremonies) requires that a hard copy of the paper is submitted, for use in case of technical malfunction.

PREPARING STUDENTS FOR DIGITAL EXAMINATIONS

Module tutors must ensure students are informed of the opportunities available to attempt a 'mock' Digital examination to familiarise themselves with the software. They must be informed about contingency arrangements which might arise because of power or other technical procedures, and about the access to any other software or hardware which is permitted or required during the examination.

They should be warned of the special implications of non-registration on the module, which could mean that no student account for taking the examination is set up in their name.

SPECIAL PROCEDURES IN PREPARATION FOR DIGITAL EXAMINATIONS

Module Tutors with a designated Learning Technologist will ensure that the software required is available, contingency arrangements for technical failure are agreed, and technical support is available for the time of the examination.

Module tutors should give special attention to checking the accuracy of class lists and prompting students to register, to ensure that sufficient student accounts are set up. The timing and location of mock examinations must be agreed, so that tests can be posted onto the server in good time and rooms prepared, if required.

Appropriate rooms and hardware must be booked for the formal examination. Room booking should allow for setting up time, holding rooms (see below) and extra time for students with disabilities. Sufficient space should be reserved in each sitting of each examination to allow for attendance of unregistered users, and for movement of students due to individual workstation failure.

If necessary, arrangements must be made for running sequential sessions. If the examinations taken in these sessions are not differentiated (by random selection of a different set of questions from a question bank), arrangements must be made for invigilated holding rooms to ensure there is no potential for collaboration between students. In no circumstances may students who have completed an examination be allowed contact with students still to take the identical examination. Note that, for End of semester examinations, students will be allocated to sequential sessions alphabetically to avoid 'negotiation' of preferred times.

The examination must be loaded onto the server in good time, and accounts set up and a procedure for allocating usernames and passwords agreed (usually, these are based on the student ID number).

If the Digital examination is an In class examination, the special procedures for such examinations also apply.

It should be possible to provide hard copies of the examination within 30 minutes of a technical malfunction. A hard copy of the examination should have already been submitted to Academic Registry (Examinations and Ceremonies), and this is the version that should be printed for

candidates if required. However, a small number of copies of this version should also be held by the invigilator, and the Module Tutor should ensure that reprographics facilities will be available near the examination room.

SPECIAL PROCEDURES FOR INVIGILATION

Invigilation procedures must be equivalent to and comparable with those for other examinations. This applies whether the Digital examination is an End of module examination or an <mark>In class</mark> examination. In addition:

- the examination room must be set up at least 30 minutes in advance of the examination, to allow for testing;

- a designated Learning Technologist should be available to give technical support;

- the Senior Invigilator must have undertaken the staff development training offered by a designated Learning Technologist;

- all invigilators must be clear about the procedure to adopt in the event of an operational or technical failure;

- if a holding room is used to allow sequential sessions, an invigilator must be present in the holding room to ensure no contact between groups (e.g. via texting) is possible;

- a small supply of hard copies of the examination should be available during the examination, in case of a technical malfunction or an individual candidate being unable to use a computer;

- candidates should be called into the room individually, to ensure that they are attending the right examination session. Candidates attending the wrong session should be asked to attend at the correct time or, in exceptional circumstances, may be assigned a workstation and account by a designated Learning Technologist. At the start of the examination the Senior Invigilator must read out the Pre-examination Announcement for Digital Examinations, which will be supplied by a designated Learning Technologist.

In addition they must:

Follow the procedures recommended by the designated Learning Technologist for starting the examination. This is likely to involve a staggered start;

- give clear instructions on how to access the software and start the examination;

- give clear instructions on what to do in case of workstation or software failure;

- where an examination is sub-divided into sections that are submitted separately, explain the implications to candidates;

- give clear instructions as to what they are to do once they have completed the examination. These should be repeated at the 5 minute warning point, and at the end of the examination.

Candidates can be admitted up to 30 minutes after the examination's official start time, and should be instructed to start immediately. They must submit their results at the end with all other candidates. If the automatic timing function is in use, they should be warned that their finish time will be the same as that of the other candidates, not the end time indicated by the automatic timer.

If a candidate is unable to access an examination, or in the case of individual workstation collapse, then the designated Learning Technologist may allocate them a new workstation and dummy account. A record of any dummy accounts must be kept by the Senior Invigilator and the member of LTS. The Senior Invigilator will allow the student extra time. If a new workstation and dummy account are not available, the student must be asked to join a later sitting of the examination (assuming this is a different examination based on random selection of items from a question bank), or to complete it by hand.

No candidate may leave the room during the first hour or during the final 15 minutes. If a student leaves early, the designated invigilator must check Moodle to ensure that the student's results have been logged.

In the case of catastrophic failure of power or server collapse, or loss of results, the Senior Invigilator must consult with the designated Learning Technologist. They may either re-schedule the examination, or instruct candidates to complete the examination by hand. Arrangements should already be in place to allow for rapid copying of hard copies of the paper.

At the end of the examination, and before students are allowed to leave, the designated Learning Technologist must check a sample of accounts on the Moodle to ensure that results have been logged.

After the examination, the designated Learning Technologist will provide the Module Tutor promptly with the overall marks for each candidate, normally in the form of a spreadsheet.

2.8   SEEN EXAMINATIONS

The procedures for drafting, approving and submitting examination papers are the same as those for standard written examinations.

Candidates must be informed in module programme outlines of the nature of the Seen examination, and the time and manner by which the examination paper will be disseminated.

Seen examinations must be disseminated in written format at least four weeks prior to the examination, in a manner such that the paper is available to all candidates and a record is kept of its distribution. It will be the candidates' responsibility to ensure they receive a copy of the examination.

Seen examinations must carry a warning against unauthorised collusion in the preparation of responses.

Where the setting of a Seen examination could lead to particular pressure on certain learning resources, action should be taken in advance to minimise the impact, for instance by putting books on reserve.

Seen examinations will normally be Closed book examinations.

The use of a Seen examination, and any implications for invigilation (e.g., checking for notes illegitimately brought into the examination) must be flagged up to the Examinations Unit in accordance with the procedures for submitting examination papers.

2.9   OPEN BOOK EXAMINATIONS

The procedures for drafting, approving and submitting examination papers are the same as those for standard written examinations.

Students must be informed in module documentation of the nature of the Open book examination. In particular, they must receive in writing a statement of the materials which can be taken into the examination, including any specific materials excluded from the examination.

Where there is an intention to limit the amount or type of material which may be brought into the examination, this must be reasonable in the context of the assessment criteria, aligned with the module learning outcomes, fair to all candidates, and capable of enforcement via normal invigilation processes without causing disruption to the conduct of the examination.

Open book examinations will normally be Unseen examinations. Any exceptions must be approved through the Programme Change Approval Process (PCAP).

The use of an Open book examination, and any implications for examination management (e.g., desk space required) or invigilation (e.g., checking for materials excluded from the examination) must be flagged up to the Examinations Unit in accordance with the procedures for submitting examination papers.

2.10   ORAL EXAMINATIONS

An Oral examination is one where candidates are required, individually, to respond orally to questions put by a tutor. As with other types of examination, candidates attempt this without recourse to assistance or to some or all other resources, and within restricted conditions and a time limit.

Since candidates are examined individually and serially, special attention must be paid to designing the examination to ensure there can be no collusion between candidates. Since the examination cannot be conducted in a manner which will preserve the anonymity of each candidate, special attention must be paid to ensuring that a candidate's experience is not affected by tutors' prior knowledge of the candidate, for example in the selection of questions they are required to answer.

Where a candidate prepares an oral presentation, or knows the questions in advance, or is being questioned on another piece of work (e.g., an art work, project or design), this is a form of coursework and procedures for coursework apply.

An Oral examination is not the same as a Viva (an adjunct to validated assessment), or an Interview for a suspected Breach of Assessment Regulations. Vivas should not be used at any point in the assessment process.

Preparing and approving the examination

A 'paper' for the examination should be prepared, comprising a set of questions which will be asked of candidates. The process of preparing and approving the examination 'paper' should follow the procedures as for written examinations.

To reduce the risks of collusion, it is normal to prepare a set of questions from which a sample will be selected for each candidate. In preparing and approving the 'paper', attention should be paid to devising a set of questions and selection procedure which will ensure candidates are each given an equivalent challenge. The questions asked of a candidate must not be influenced by prior knowledge of the candidate.

To reduce the risks of collusion, it may also be necessary to establish arrangements which prevent contact between candidates who have already undertaken the examination, and those yet to undertake it.

Before the examination

Disseminating details of and preparation for the examination should follow the same procedures as In class examinations. Details should include instructions for candidates about arrangements which will reduce the risks of collusion (e.g., restrictions on their movement/interaction with other candidates).

Special attention should be paid to making appropriate arrangements for disabled students.

Procedures for Open book examinations (e.g., if candidates may bring in a laboratory notebook) may also apply.

Conduct of the examination

Since the candidate is assessed in the process of undertaking the examination, the conduct of the examination should take the same precautions for second marking as employed for Transient forms of coursework.

Agreed arrangements for reducing collusion should be applied and monitored.

2.11   WRITTEN EXAMINATIONS: CONDUCT AND INVIGILATION

The conduct of examinations must be in accordance with the procedures presented below. A hard copy of these procedures, including the announcements to be made by invigilators, will be available in the examination room.

Responsibility for the conduct of examinations run centrally is held jointly by the academic Department which provides the examination papers and the invigilator(s) including the Senior Invigilator, and Student Administration (Examinations and Ceremonies).

Heads of Schools must nominate an academic member of staff to act as invigilator for each examination. If the examination is scheduled to take place in more than one room, an academic invigilator must be nominated for each room. Academic Registry will advise Schools if, subsequently, not all invigilators are required.

Completed examination scripts are the responsibility of module tutors and must be collected within 24 hours.

In class examinations should follow the same procedures, except that direct support from Student Administration (Examinations and Ceremonies) will not be available.

PROCEDURES

BEFORE THE START OF THE EXAMINATION, AND COLLECTION OF PAPERS

1. Invigilators must report to the Examinations reception area no less than 30 minutes before the start of an examination.

2. A minimum of two invigilators will have been allocated to each examination room. One of these--an Academic member of staff, not a hired invigilator--is designated the Senior Invigilator (as indicated by an asterisk on the invigilation schedule) who is responsible for ensuring the correct procedures are followed within that examination room. On the occasions where there is more than one module within an examination room, an invigilator for the module with the largest number of candidates within the examination room will be the Senior Invigilator.

3. The Senior Invigilator is responsible for the collection of examination papers. For security reasons examination papers must be taken straight to the examination room after being collected from the Examinations reception area, and delivered back to the Examinations reception area immediately after the examination.

4. Any invigilators who fail to arrive should be reported to the Examinations reception who will contact the invigilator's Head of School for alternative arrangements to be made. Failure to arrive on time may result in the start of the examination being delayed.

5. A Chief Invigilator will be on call throughout. They will be responsible for the final decision if any cases are referred by the Student Administrator (Examinations and Ceremonies).

PREPARING THE EXAMINATION ROOM

1. Invigilators must ensure that:

   - the statement on the penalty for breaches of the Academic Regulations for Taught Provision is displayed outside the examination room;

   - a clock is visible to all candidates;

   - room temperature and lighting are satisfactory;

   - furniture is set out to meet examination requirements

- a dictionary supplied by the Student Administration (Examinations and Ceremonies) is available in the room.

2. Invigilators should familiarise themselves with the location of the nearest Fire Exits and toilets.

3. Invigilators must check that examination papers are placed on each desk, together with the candidates' named desk cards, examination booklet(s), and any special materials as specified on the outside of the examination paper envelope.

ADMISSION OF CANDIDATES AND START OF EXAMINATION

1. The Senior Invigilator must admit candidates to the room 10 minutes before the examination is scheduled to begin. The Senior Invigilator must ensure that students are admitted in a manner which will allow the examination to start at the allotted time.

2. The Senior Invigilator will instruct candidates to enter in silence, to deposit coats, briefcases, books, wallets, pencil cases, mobile phones etc in the space allotted, and to ensure that mobile telephones or other personal electronic devices are switched off, and to take their ID cards to their desk. ID cards must have a clear photograph of the candidate.

3. Candidates whose first language is not English may take in their own bi-lingual dictionary (subject to inspection by the Senior Invigilator). This cannot be any kind of electronic device.

4. Candidates may only carry to their desk the materials they need to write their examinations (pens, pencils, rulers, erasers etc) which they can carry in a transparent but not opaque bag, plus their ID card and a bottle of water, plus appropriate health supplies (e.g. tissue, throat pastilles). They may not have mobiles or other electronic communication devices.

5. If calculators are permitted (see examination cover sheet) then these must be standard calculators (not mobile phones or other devices), and unprogrammable. Invigilators should inspect these, and remove any that are not of an acceptable type.

6. Candidates are not permitted to wear head coverings other than those worn for religious or medical reasons. Invigilators are also empowered to require a student to leave jackets etc in the space allotted rather than taking them to their seat, with due regard for the temperature in the room.

7. A student whose name does not appear on the register may be admitted provided that sufficient examination papers and places are available. An attendance card should be prepared for that student for signature and the student's name and ID Number should be added on to the register.

8. Any female student who is veiled should be taken aside before they enter the room, so that their identity can be checked by a female member of staff in a private location prior to the start of the examination.

9. When candidates are seated, and prior to the start of the examination, the Pre-Examination Announcement (below) must be read by the Senior Invigilator. When two or more examinations are held in the same room the Senior Invigilator may need to judge if any minor modifications to the details (but not the substance) of the announcement are required.

10. The Senior Invigilator must write on the board the time when the examination started and the end time.

PRE-EXAMINATION ANNOUNCEMENT

1. You should place your ID card on the desk and sign your desk name card.

   a) Any mobile phones or other personal electronic devices must be turned off and left at the front/back of the room.

2. No-one may normally leave the room during the first hour.

3. A student found guilty of an Assessment Offence will be penalised in accordance with the University's regulations.

4. The use of books or notes [insert if Open book examination: other than those which are specified as permitted on the examination paper] is forbidden.

5. Any misconduct during the examination may lead to the instigation of disciplinary procedures against you.

6. The examination will be conducted in strict silence.

7. If you require more paper or wish to gain the attention of an invigilator, please raise your hand.

8. All rough work on your examination scripts must be crossed through.

9. Do not write your name anywhere on the paper, except in the space indicated on the cover sheet.

10. At the end of the examination you must fold and seal the strip on the cover sheet to conceal your personal details.

11. A candidate wishing to report an incident which he or she considers to be an irregularity experienced during the examination must lodge the complaint with the Senior Invigilator before leaving the room.

12. The examination lasts for (time) and will end at (time). I will give you a warning 15 minutes before the end of the examination, after which you may not leave the room. A further warning will be given 5 minutes before the end.

13. If you wish to leave the examination early, you must remain seated and raise your hand. At the conclusion of the examination you must remain seated and silent until all examination papers have been collected. I will then dismiss you. You must leave the room in silence.

14. You may begin.

DURING THE EXAMINATION

1. Ensure that silence is maintained throughout.

2. Candidates can be admitted up to 30 minutes after the examination's official start time. The Senior Invigilator should record details on the Examination Report of candidate(s) involved and ensure no extra time is allowed. No candidate may be admitted after the first 30 minutes.

3. No candidate may leave the room during the first hour or during the final 15 minutes.

4. If an error or other difficulty regarding the examination paper is reported and the module tutor is within the room, the Senior Invigilator should investigate and announce the outcome to all candidates, if applicable. Inform Student Administration (Examinations and Ceremonies) immediately in order that they can notify candidates taking the same examination in alternative rooms. If the module tutor is not within the room, inform the Student Administration (Examinations and Ceremonies) who will contact the department in order to resolve the issue. Candidates should be advised to continue the examination (where possible) until the outcome is resolved. In consultation with Student Administration (Examinations and Ceremonies), additional time may be allowed to compensate for any disruption.

5. After the first 30 minutes, candidates' IDs should be checked (compare face to ID card). The register should be completed and name cards collected. See 'Assessment Offences' for procedures if you suspect that the candidate is being impersonated by someone else.

6. Invigilators should ensure candidates are not left without active invigilation during the examination. Candidates who wish to leave the room temporarily must be escorted throughout the absence by an invigilator (of the same gender where possible).

7. Any candidate requiring the toilet during the examination should be accompanied by an invigilator (of the same gender where possible). The invigilator should ensure that the candidate does not access any coats or bags, and should enter the toilet with the candidate and allocate a cubicle. The invigilator should remain attentive before accompanying the candidate back to their desk. Only one candidate from any one specific examination may be escorted to the toilet at any one time. The candidate will not be given extra time. The Invigilator must record all details on the Examination Report Form.

8. Invigilators must give their whole attention to watching the examinees. No extraneous work should be undertaken by invigilators during the examination. In order to prevent disturbance to candidates, only essential conversation should take place.

9. To ensure against the possibility of misconduct, invigilators should make periodic walks around the room.

10. An invigilator can make any reasonable investigation of suspicious behaviour or search items on a candidate's desk, without unduly distracting the candidates.

11. Particular attention should be paid to possibly suspicious conduct during Seen examinations, since candidates will have had the opportunity to prepare in advance. Similarly, attention should be paid to whether the material brought into an Open Book examination is in line with the published rubric.

12. At any candidate's request, the invigilator must provide for consultation the dictionary supplied by the Student Administration (Examinations and Ceremonies). Students whose first language is not English may take in their own (non-electronic) bi-lingual dictionary (subject to inspection by the Senior Invigilator).

13. The Senior Invigilator must announce a 15 and 5 minute warning before the end of the examination. At the 15 minute warning, candidates should be reminded that they may not leave the room.

THE END OF THE EXAMINATION

1. At the end of the examination, the Senior Invigilator must instruct candidates to stop writing their scripts and put down their pens.

2. Candidates should be reminded that it is their responsibility to write their personal details in the space provided on the cover sheet, remove the strip, and fold and seal to conceal their details.

3. Invigilators should collect in all of the scripts. Candidates must remain seated in silence.

4. Invigilators, working in pairs, should check off each script against the attendance sheet as it is collected. When this has been done, the Senior Invigilator should remind candidates of the need to remain silent inside and immediately outside the examination room, and that any concerns about the conduct of the examination must be raised before they leave the room. The candidates should then be dismissed.

5. Invigilators should ensure that no used or unused stationery supplied by the University is removed from the examination room by the candidates.

6. The Senior Invigilator should complete and sign the Examination Report Form.

7. The Senior Invigilator should hand in the attendance register and Examination Report Form to the Student Administration (Examinations and Ceremonies) staff.

8. Scripts not being taken away by an invigilator should be left with the Student Administration (Examinations and Ceremonies) staff. Arrangements must be made for collection within 24 hours. When scripts are taken away, the invigilator must sign for them at the reception desk.

CANDIDATES WITH ALTERNATIVE ARRANGEMENTS

Invigilators should ensure that candidates with Alternative Arrangements are not disadvantaged in any way by the conduct of the examination.

Candidates with Alternative Arrangements are allocated desks which are appropriate to their needs. Invigilators should check how desks have been allocated, in order to assist candidates in finding their places. Invigilators must not change the allocation of desks.

In particular, where candidates are allowed extra time to complete the examination, invigilators have a responsibility to remain until the end of the extra time period, and to ensure that extra time candidates are not disturbed by other candidates as they leave the room or by staff 'clearing up' after the other candidates have left. Invigilators should continue to give such students their attention to ensure against the possibility of misconduct.

IRREGULARITIES

Any irregularities must be recorded on the Examination Report Form.

The Senior Invigilator is responsible for dealing with any irregularities. Student Administration (Examinations and Ceremonies) staff will be on hand to assist or advise.

Invigilators should ensure that irregularities are dealt with in ways least likely to distract candidates. Candidates should maintain silence throughout except when they are asked to provide information.

FIRE OR BOMB ALERT OR OTHER EMERGENCIES

In the event of a Fire Alarm sounding, the Senior Invigilator should:

- note the time;

- instruct candidates to leave all work on desks and maintain complete silence;

- instruct an invigilator to lead candidates from the room to the evacuation point;

- check that all candidates have left;

- pick up the register and close the door;

- check all candidates against the register at the evacuation point.

Once given the 'all clear', the Senior Invigilator should:

- instruct an invigilator to lead candidates back to the examination room;

- note the time and length of the break and any other relevant remarks;

- instruct candidates to continue, and inform them of the appropriate amount of extra time at the end;

- the amount of extra time to be allowed will be determined by the Student Administration (Examinations and Ceremonies) in consultation with the Senior Invigilator, and will normally be equal to the time lost

- plus 10 minutes;

- check all candidates against the register.

The Student Administration (Examinations and Ceremonies), in consultation with the Senior Invigilator(s) and senior managers, will determine if and when any examination should be abandoned.

ILLNESS

If a candidate arrives at an examination with medical certification covering the time of the examination, the Senior Invigilator should:

- ensure the candidate is aware of regulations concerning mitigating circumstances and the

- arrangements for 'Late' assessment;

- ask the candidate if they wish to take the examination as a 'first sit', in which case they would not

- submit medical evidence of mitigating circumstances, and their mark would stand;

- if the candidate decides not to take the examination they should be advised to present the medical certificate to the Helpzone.

Note that, normally, a candidate should not both sit an examination and submit a medical certificate.

Procedures to be followed in cases of illness during an examination will vary according to the severity and nature of the illness. If it is necessary for the invigilator or Student Administration (Examinations and Ceremonies) staff to call an ambulance or seek other medical assistance, the Senior Invigilator - in consultation with the Student Administration (Examinations and Ceremonies) staff - will need to make a judgement on the appropriate approach to counselling the student on procedures.

Otherwise, if a candidate falls ill during an examination, the invigilator should normally follow this procedure:

- take the candidate from the room;

- ensure the candidate is aware of regulations concerning mitigating circumstances and the arrangements for 'Late' assessment;

- ask the candidate if they wish to continue with the examination as a 'first sit', in which case they would not submit medical evidence of mitigating circumstances; if the candidate decides to continue they should be given extra time to make up for the disruption (see e. below);

- if the candidate decides to abandon the examination they should be advised to seek medical advice as soon as possible and to procure documentation in the form of a medical certificate;

- record all details on the Examination Report Form.

Normally, except where notification of special arrangements for a disabled student has been given, candidates should not be given extra time to make up for a toilet visit.

ASSESSMENT OFFENCES

When an invigilator has clear evidence that a candidate is cheating or colluding, e.g. can see that the candidate is in possession of unauthorised material, or that one candidate is copying from another, or that one candidate is showing another their script, they should:

- alert all other invigilators present to the offence and ask them to observe the candidate's behaviour;

- inform the candidate(s) of the offence and issue them with a standard written warning (in the invigilator's pack);

- confiscate any unauthorised material which may be in the candidate's possession (for example notes, textbooks), or make a record of other materials observed (for examples, notes written on clothing);

- normally allow the candidate(s) to remain at their desk; however, the invigilator reserves the right to remove the candidate(s) from the examination room when necessary;

- indicate on the candidate's script the time at which the student received the warning. In the case of suspected collusion this should be recorded on the script of each candidate involved;

- issue a new examination script booklet to the candidate(s), clearly instructing them to continue (not restart) the examination within the time remaining; retain the examination script booklet they were using previously;

- take pains throughout to ensure minimal disruption to other candidates in the room;

- record all details of the incident on the Examination Report Form which should be signed by at least two invigilators in this case. Include a record of any statements made by the candidate(s);

- make the Student Administration (Examinations and Ceremonies) staff aware of the situation immediately the examination has concluded or seek immediate advice if required. The report of the incident will then be forwarded to appropriate staff in the University for investigation via the procedures for Assessment Offences.

When an invigilator suspects that a candidate is cheating or colluding but has no firm evidence, they should:

- alert all other invigilators to the potential offence;

- record the nature of the suspicion on the Examination Report Form including the time at which this was detected;

- maintain a vigilant watch on the candidate;

- follow the procedures detailed above if the evidence is witnessed later in the examination.

When an invigilator suspects, in the process of checking IDs, that a candidate has been impersonated by another individual who is taking the examination on their behalf, they should:

- alert all other invigilators present to the offence and ask them to check the ID;

- confiscate the ID, and advise the individual that they must stay behind after the examination to confirm and collect their ID;

- normally allow the individual to remain at their desk; however, the invigilator reserves the right to remove the individual from the examination room when necessary;

- take pains throughout to ensure minimal disruption to other candidates in the room;

- record all details of the incident on the Examination Report Form which should be signed by at least two invigilators in this case. Include a record of any statements made by the individual;

- make the Student Administration (Examinations and Ceremonies) staff aware of the situation immediately. They will alert Security staff;

- maintain a vigilant watch on the individual to ensure they do not leave the room before the examination is over;

- when the examination is over, accompany the individual to the Examinations office and, with Student Administration (Examinations and Ceremonies) staff, ask the individual to

provide further evidence of their identity; take copies of any evidence, including photographs if appropriate; if necessary, call upon Security staff to assist;

- add details of findings to the Examination Report Form;

- the report of the incident will be forwarded to appropriate staff in the University for investigation via the procedures for Assessment Offences.

DISORDERLY CONDUCT

When a candidate is exhibiting disorderly conduct the invigilator should:

- warn the candidate that expulsion and disqualification from the examination will result if the disturbance continues;

- consult with the other invigilators and the Student Administration (Examinations and Ceremonies) staff, who will alert Security staff;

- if the disturbance continues, take the student from the room and inform them that they are disqualified from the examination; if necessary, call upon Security staff to assist;

- record all details on the Examination Report. The report of the incident will be forwarded to appropriate staff in the University for investigation via the Disciplinary procedures.

2.12   TYPES OF COURSEWORK

Coursework takes several forms, most of which can be supported and submitted electronically (consult Learning Technologists adu@glos.ac.uk), including:

- written essays;
- practical creative work;
- practical field or laboratory based work;
- portfolios based on activities including work-based learning;
- oral presentations or other types of transient assessment;
- Dissertations, Independent studies, and Project reports;
- Self and peer assessment;
- group work assessment;
- time-constrained assignments.

Note that these can overlap. For instance, group work assignments might involve production of a written report, visual presentation or oral presentation.

See section 2.1 for advice on developing and approving assessment briefs.

RECEIVING AND RETURNING COURSEWORK

The system for handling assessments comes allows monitoring and audit of assignment submissions, both for internal purposes and for external reporting.

1. The key tool for recording and monitoring assessments is the 'Assignment Handling' section within Student Records Online. Students have an equivalent screen, called 'My Assessments'.

2. When assignment submission dates are agreed (via the Assessment Scrutiny Panel), these should be entered on Student Records online. For modules running in semester 1 or all year, these must be uploaded by the end of week 2: see [screen to add submission dates](#).

3. Students must be registered on the modules that they wish to take for the year ahead within two weeks of the start of their course. Once registered on their modules, each student, within their 'My Assessments' screen, will be able to see when each element of their coursework is due.

4. A module tutor will be able to see the assignment submission dates for each element of assessment. (Dates for centrally-run, end-of-year examinations will not appear here, although the date of In class, Oral and Practical examinations should be recorded if possible.): see [screen for module tutors to track assessment](#).

5. If a student has an extension for mitigating circumstances, or a standard extension due to disability, this will appear as their due date, both on the student's screen and that available to the tutor.

6. On the student's screen, each element of coursework will have a Coversheet which they must print out and attach to the front of their assessment. The coversheet will be unique to that student and that element of assessment, and will include a barcode. When the assessment is submitted to one of the Assignment Rooms, the barcode will be scanned, and its receipt will be recorded on the tutor's screen. Where a group of students are submitting one piece of work via the Assignment Room, each of them must attach their coversheet to the assignment.

7. For elements of assessment where is it not possible to submit via the Assignment Room (e.g., presentations, art work), the module tutor will be able to print off a list where they can record the receipt of each assessment. This should then be given to the Assignment Room where it will be scanned. Students should be alerted by the tutor to the need to record submission in this manner.

8. Receipt of the work will be visible on the tutor's screen. Where work was submitted late, this will be indicated.

9. Tutors should do a check of any students claiming a MC1. Although the system can prevent a student from claiming more than once a year, or claiming for examinations, other excluded types will not necessarily be blocked: group assignments; presentations; time-constrained assignments; assessment linked to a special event taking place at a particular time; in addition to an MC2 or MC3 on the same module; or excusing non-attendance in Category A modules.

10. Tutors can provide feedback in the normal manner by writing on the coversheet. They will need to scan or photocopy the coversheets so that a copy is retained, prior to handing back the work. Alternatively, they can access online a duplicate copy of the student's coversheet which they can type on; this can then be printed and attached on top of the student's coversheet, and an electronic copy kept. Any other method of feedback must be notified to the students in advance. Marks should be input on the hard copy of the coversheet. Evidence of second marking of a sample must be recorded.

11. The work is handed back via the Assignment Room. The student will receive notification via 'My Assessments' when their work is available for collection, and it is scanned out when it is picked up by the student.

2.13   TRANSIENT ASSIGNMENTS

Transient assessments are those where the object assessed is not an artefact (e.g., written document, art work, software) but something that exists temporarily (e.g., performance or oral presentation).

Specification of the assessment criteria for transient assessments is particularly important, because this affects the preparations which will need to be made for second marking. Because it is not possible to predict which assessments will fall into those grade bands where second marking is required, if there is emphasis in the assessment criteria on the quality of delivery (for instance, oral presentation style), then a second marker must be able to assess this, either by observing in person when the assessment is presented, or by viewing a real-time recording. It is also recommended that, where a transient assessment is a significant element of Level II or Level III work, a sample is recorded in a format that can be made available to the External Examiner.

If the assessment criteria emphasise 'content' rather than 'delivery', then the assessment might be recorded in some other material format, such as presentation notes and PowerPoint slides. Instructions for preparing and submitting these should be included in the assessment brief.

Since many transient assessments are an outcome of group work, those procedures may also apply.

2.14   DISSERTATIONS, INDEPENDENT STUDIES AND PROJECTS

Several types of modules involve the negotiation of some or all of the learning outcomes, assessment tasks, assessment topic and assessment criteria.

Independent Study modules normally require all of these to be negotiated, within limits set by the validated module descriptor. This may also be the case for Project modules. A procedure for negotiating and approving Independent Study proposals must be published in Course or module documentation. This should include deadlines for approval which give students the opportunity to renegotiate their topic or change module. A written record of the final approved proposal must be kept by the tutor and forwarded to the student.

Dissertation modules, and some Project modules, involve negotiation of the specific assessment topic, though normally the learning outcomes, assessment tasks and assessment criteria will be stated in a validated module descriptor. Procedures and deadlines for developing and approving topics must be published in Course Handbooks and in module documentation. There may be other procedures or deadlines which must be adhered to in the process of completing the module, such as submission of proposals and drafts, or attendance at advisory tutorials or workshops; these must be published along with very clear statements about the implications if they are not adhered to. Any limits to the timing and scope of opportunities for formative feedback, and instructions for submitting the final piece of work for assessment, must be made very clear. Tutors should keep records of meetings with each student they are advising, and send the student a copy of those records.

2.15   GROUP WORK ASSESSMENT

Group work is undertaken collaboratively by two or more students who submit a single piece of work for assessment.

In the process of validating modules, particular attention should be paid to ensuring that students will not experience a high proportion of group work within a Course at Levels 5 and 6. Each module at Levels 5 and 6 which includes a group work assessment must also include a separate element of individual assessment (which could be based on the work carried out by the group, for instance in

the form of reflection on the process of group work). For instance, the assessment diet for a module could involve one element of groupwork (worth 50%) and one individual essay (worth 50%).

The assessment brief must stipulate:

- permissable group size, including whether a student may be allowed to undertake the assessment alone

- how groups are to be formed (e.g. selected by the tutor and by what criteria)

- weighting of process/product in the allocation of marks

- 'ground rules' for managing group work, including procedures for documentation of group activity and student responsibilities (if any) for self- or peer-assessment

- strategies and procedures for handling problems, including breakdown of group.

Where possible, groups should be of similar size and group size should be commensurate with the task set. Small groups (including pairs) may not be appropriate because individuals are made particularly vulnerable to group breakdown. Similarly, large groups may be unmanageable and can 'carry' weaker students. In Courses where group assessment is commonly used, variation in group sizes and the way in which students are assigned to groups is recommended to ensure that individuals are not unfairly marginalised.

Tutors should monitor whether ground rules are being observed by groups and take swift action in any case where the identified ground rules for handling group problems are not working effectively.

2.16   TIME-CONSTRAINED ASSIGNMENTS

A Time-constrained assignment is an element of coursework with particularly tight submission deadlines. There can be some confusion over the difference between a Time-constrained assignment and an In class examination (or "test"), and it is important that the correct type is established at the point of module validation.

The feature distinguishing an In-class examination from a Time-constrained assignment that an examination places restrictions on student interaction and on access to resources. In examinations, special conditions (such as invigilation) are required to ensure these restrictions operate. A useful test of the difference is whether or not it would be considered acceptable for students to speak to one another during the conduct of the assessment. If you do not want students to discuss the assessment, then it should be validated and run as an examination. Length and location of the assessment are not the distinguishing qualities.

In validating a module with a Time-constrained assignment, and in determining the detailed assessment brief, special attention should be paid to the question of equity for candidates who may have heavy commitments outside their programme of study, or who may find it difficult to access resources within a restricted period. Generally, Time-constrained assignments with deadlines of up to a few days are discouraged, because these could be inequitable. It is recognised that, in a small range of subject areas, tight deadlines may be appropriate to test particular professional skills, and it is assumed that students accepted into these Courses expect to be faced with such challenges; however, where an ability to work to such deadlines is not an integral part of the module's learning outcomes, such an assessment would not be appropriate for that module.

It is important that the module documentation is explicit about the scheduling of the Time-constrained assignment, and gives advanced warning of the general characteristics of the

assessment including the resources which candidates may need to have available at that time. This gives candidates the opportunity to make arrangements, for instance by taking leave from their job or arranging child-care.

2.17   SELF AND PEER ASSESSMENT

Where these forms of assessment are used, students should be given practice via a formative assessment opportunity, prior to the summative assessment.

Where marks are to be allocated on the basis of self- or peer- assessment, the weighting should normally be no more than 20% of the total module marks.

2.18   PRACTICE ASSESSMENT

A practice assessment is when a student's actual practice, usually within a placement setting, is observed and assessed. It is not the assessment of work-based learning that results from a practice experience, for example a portfolio of evidence (see Portfolio Assessment) or a reflective journal or case study. It may include the examination of documentation produced to support the practice (e.g. a planning file, activity log) but the focus is on the performance of the student's practice in situ.

A practice assessment may comprise the whole assessment for a module, and unless required by a PSRB, it should be graded as Satisfactory /Unsatisfactory (S/UR/UF). A practice assessment may also be one element of a module assessment alongside others. However, in this case, it should be a separate element which carries its own grade of Satisfactory/Unsatisfactory (S/UF/UN), and not part of an element, such as a portfolio. Furthermore, where it is one element alongside others, then compensation should not be allowed between the assessment elements, and it may be advisable for the other assessment elements also to be graded as Satisfactory/Unsatisfactory (S/UF/UN).

Additional feedback to students in the form of formative grades, for example against PSRB standards or competences, may be additionally provided. Where these are to be used to determine the overall Satisfactory/Unsatisfactory grade, it must be clear in the Assessment Brief how this is to be done, e.g. the student having to achieve a specific performance in a percentage of the standards or competences.

The Assessment Brief should also clarify who will be carrying out the assessment, and in particular, what will be the involvement of any external personnel, including practitioners in the placement setting (e.g. mentors, fieldwork supervisors, etc). When involving placement personnel in the assessment of student performance, it is imperative that they are fully briefed on their role, and, where necessary, provided with preparatory training and staff development. Arrangements for internal moderation should also be considered to ensure the assessment of a student's overall performance does not rest on the judgement of a single individual.

The Assessment Brief should also clarify the arrangements for re-assessment, particularly the process by which a reassessment opportunity would not be permitted and under what circumstances the Fitness to Practice procedure would apply.

2.19   PORTFOLIO ASSESSMENT

A portfolio is a structured collection of material comprising documented evidence and critical reflection on that evidence; it is not merely a random collection of items or simply a file of unrelated artefacts. It may be submitted as a single entity as for other coursework, or on a sequential basis over a period of time.

It is produced as part of a learning process and presented to show evidence of that learning; it should therefore demonstrate that specific learning outcomes have been met.

The assessment brief should include clear instructions on the required structure of the portfolio, together with transparent assessment criteria and marking scheme. Further guidance on the scale, length, format and presentation of the portfolio, beyond that indicated on the module descriptor, should be provided. This might include:

- clarification on whether supporting evidence or appendices are included in the word count

- the maximum number of pages of evidence

- the maximum number of works used in the critical reflection

- the signposting to, and labelling of, evidence

- use of hyperlinks to other supporting material

- how to deal with issues of anonymity and confidentiality (e.g. regarding the use of photographs)

It is strongly advised that a template is provided for students working on their first portfolio.

Ideally, students should have the opportunity to present a section of the portfolio for formative feedback. This would provide the student with guidance on their selection and evaluation of the submitted material, without a mark being awarded. However, in the case of a portfolio being formally submitted on a sequential basis over a period of time, it must be clear that the submitted work cannot be remarked.

Where a portfolio is the 100% assessment for the module, the implications of failure and reassessment must be given careful consideration, particularly in respect of a student failing only some components of the portfolio.

Normally all elements of a portfolio will be assessed; where this is not the case, the Assessment Brief must clarify which required components will not be assessed (e.g. a PSRB requirement that must be fulfilled; a signed attendance record of work based activity; etc.).

The Assessment Brief must make clear the assessment process: who will be responsible for the assessment; the contribution of any additional specialist, e.g. practitioner; any specific moderation requirements.

PART THREE: MARKING AND BOARDS OF EXAMINERS

These procedures, alongside those for setting and running assessment, underpin the maintenance of academic standards.

These pages provide detailed information about:

- First marking
- Second marking and initial moderation
- Agreeing marks
- Assessment feedback
- Special grades
  - Using the X Grade
  - Using the W grade
- Submitting marks
- Moderation of marks: the Internal Module Board of Examiners
- Confirmation of marks: the External Module Board of Examiners
- Confirmation of award and progression decisions: the Award Board of Examiners

It is acknowledged that there is no consistency in the use of terminology across the sector; hence, for instance, 'moderation' may mean something different elsewhere. The guidance available here explains how these terms are applied at the University of Gloucestershire.

Note: if a student is also a member of staff, their line or operational manager should not be involved in the process of assessing them.

3.1   FIRST MARKING

Responsibility for first marking lies with Module Tutors and their teams.

Assessments are first marked to the assessment criteria recorded in the assessment brief. Assessments will have been designed to allow candidates to demonstrate their degree of achievement in such a way that this can be reflected in the marking range.

In giving feedback to students, markers should follow the Guidelines on assessment feedback.

Written feedback sheets to students, completed with agreed comments and marks (see below for second marking and moderation), should be signed by the first markers. When a marker has reason to believe that the candidate has committed an Assessment Offence, the procedures should be followed.

There are special requirements for Self-assessment and Peer-assessment.

3.2   SECOND MARKING AND INITIAL MODERATION

Second marking is a process of initial moderation of a set of module marks by a second person. It does not constitute remarking work or providing additional written feedback on an individual basis. Rather, it involves the verification that the assessment criteria have been applied consistently across the whole module cohort by reviewing the marking of a defined sample. Second marking is not

conducted 'blind', because the first marker's mark and comments should be visible to the second marker.

Second marking is normally conducted within the module team. If there is no module team, it is the responsibility of the Academic Subject Leader in agreement with the Head of School to allocate second markers.

Sampling

Second marking is conducted on a sample basis. Where first marking is undertaken by more than one marker, the sample for second marking should be drawn from the range of markers involved. The *minimum* requirements are as follows:

1. For modules at Level 5 and above:

   - *all assessments* less than 40%;

   - six pieces of work or 10%, whichever is the larger, to comprise:

   - a range from those marked 70% or above, including the lowest and highest in this category;

   - a selection from across the range in between, focusing primarily on marks across degree classification and fail/reassessment/pass boundaries

2. For modules at Level 4, an appropriate sample drawn with particular attention to marks on pass/reassessment and reassessment/fail boundaries.

Collaborative Partners

All the University's Collaborative Partners are required to ensure their procedures first marking and second marking/initial moderation are compliant with the University's Academic Regulations for Taught Provision. Collaborative Partners who franchise the University's taught provision are required to follow the first and second marking/initial moderation procedures as published in this document. All work first marked and moderated by the partner must be submitted to the University within the published timescales where a further sample will be selected for moderation by the Academic Link Tutor or their nominee.

Agreeing marks

It is important that there is clear evidence that second marking has taken place. Second markers should complete and sign a record of the sample reviewed, to include the confirmation or otherwise of grades awarded and any additional comments to inform the first marking process: usually this will be done through the on-line marking system, but if the assessment is not handled through the EMA system, there is a moderation report form in both Word and Excel formats. The records of second marking should be collated and considered by the module tutor to determine whether any further action should be taken. Second markers do not add comments to the script or provide additional feedback to individual students within the sample seen. Where there is broad agreement of the grades between first and second markers across the whole sample, all the marks stand. Second markers may advise additional comments to be included within the feedback to all students within the module cohort, where appropriate.

Where a second marker disagrees with the grades awarded by the first marker across the whole sample, first and second markers should seek agreement through discussion. This may involve a

review of the application of the assessment criteria or consideration of a larger sample. The outcome may result in the moderation of the marks of the whole module cohort.

Where agreement between the first and second markers cannot be achieved, third marking is required. Third markers should be identified by the Academic Subject Leader/Head of School and preferably should not have been involved in the first or second marking. The third marker is used in the same way as the second marker, with sight of the grades and comments/record of the two markers. The sample to be used for third marking should be determined on the basis of the extent of the disagreement between the first and second markers. The final agreed marks are those that reflect the closest consensus of two of the three markers. Again, where appropriate, the outcome may result in the moderation of the marks of the whole module cohort.

Double marking

All modules at Level 6 and above with a single assessment point where students individually have been allocated a tutor/supervisor who will act as a first marker (e.g. dissertations or equivalent) should be double marked 'blind' from within the marking team. Blind double marking occurs when two markers independently assess student work without either marker first seeing the other marker's grade or comments, until the stage of agreeing marks. Sample second marking across the whole cohort and, where appropriate, third marking, should still take place, as indicated above.

Note that transient assessments, such as oral presentations or performances, may require special arrangements for marking.

3.3   ASSESSMENT FEEDBACK

DEFINITIONS AND REQUIREMENTS

Feedback is defined as specific information (written or oral) that a student receives as a result of assessment. It may be given during the assessment or after the assessment has been completed.

As well as providing information to the student on their performance and how it can be improved, feedback is also the means of evidencing, to External Examiners and others, due process in assessment.

As a minimum requirement for a summative assessment, a marker must provide a written feedback statement in addition to any oral comments that may be made, or other written comments in the margin of a student's work. This written statement should normally be presented on the University's Assignment Cover Sheet or, if appropriate, on a customised form, with a copy kept by the marker. Feedback will normally be word-processed. Any written feedback must be legible.

For group assessment, an individual copy of the written group feedback should be provided for each student.

For examination scripts, comments should be added at the end of the student's answer.

PURPOSE

The purpose of feedback is to:

- explain to the student why a particular mark or grade has been assigned to the assessment;

- provide the student with information on how the work could have been improved, as well as commending evident achievement;

- inform a second marker;

- demonstrate to an external examiner that correct assessment procedures and processes are being followed.

The purpose of written comments on examination scripts is primarily to assist second markers or external examiners. However, students are entitled to feedback on examination performance, and comments should be made with this in mind. Departments both should encourage students to seek feedback and publicise the arrangements for providing such feedback in course handbooks and by posting of notices.

FEATURES OF GOOD FEEDBACK

Feedback should:

- be clear;

- be accurate;

- be specific and related to the assessment criteria;

- be positive;

- be forward looking;

- offer detailed points including strengths as well as suggestions for improvement;

- encourage self-evaluation.

- be timely. Normally, coursework should be returned within 20 working days (working days comprise the normal working week, excluding periods when the University is shut, weekends, and dates of approved annual leave). Longer periods, which may be appropriate particularly for Dissertations or equivalent and for work submitted towards the end of semester 2, should be noted by the Assessment Scrutiny Panel and agreed by the tutor's line manager.

GOOD PRACTICE FOR MAJOR PROJECTS AND DISSERTATIONS

Major projects and dissertations offer students the opportunity to learn independently, often under the guidance of a supervising tutor or advisor.

When acting as a supervising tutor or advisor, it is good practice to:

- establish the roles and responsibilities of tutors and students;

- confirm with students their ultimate responsibility for the standard of the work they complete;

- ensure that students are aware that any feedback on performance is given in good faith and cannot be interpreted as a guarantee of an expected grade;

- keep a copy of verbal feedback;

- take notes during meetings; ask students to take their own notes, or give them a copy of yours.

- In all circumstances, avoid giving any indication of the grade or mark that a piece of work is likely to be awarded. However, if there is a sign of potential failure, it may be appropriate to alert the student to this fact.

Keep a copy of any written feedback given to the student as well as notes of any key points given in verbal feedback, especially if they relate to level of performance and, in particular, to potential failure.

Encourage students to evaluate their own performance, with reference to the assessment requirements and the assessment criteria.

Prepare a summary of feedback which brings together the views from the markers, with an agreed mark, which can be provided to the student.

Note:

There is an extensive literature on good practice in the assessment of student work, including the issue of feedback. For further information, staff members are directed to the University's [Assessment and Feedback](#) Moodle site which holds copies of appropriate texts.

3.4 USING THE X GRADE

An X grade should be used in cases where the Board of Examiners will not able to confirm any other grade provided for in s6.29 or 6.31 of the Academic Regulations for Taught Provision.

Mitigating circumstances provisions identify the specific circumstances under which a student may be granted an extension. These provisions are outlined at [Assessment and Mitigating Circumstances](#) and where these apply and Mitigating Circumstances have been agreed the grade should be L.

There may be other reasons why a mark cannot be reported. The most common is where the assessment task has been submitted but marking has not yet been completed. This is normally only when there had been agreed mitigating circumstances and the agreed due date was too close to the Board of Examiners for the full marking process to be completed.

There may also be other cases where circumstances specific to that assessment activity but beyond the student's or university's control intervene, such as delays in placement completion, or when an assessment task is based on an event that is unexpectedly delayed.

The third option may be that the mark is late due to institutional (rather than student) reasons e.g. staff illness.

The X grade must not be used in a manner that could be interpreted as circumventing or undermining the mitigating circumstances provisions.

3.5 USING THE W GRADE

W grades are applicable where a student has found that they are unable to complete their work due to serious and complex Mitigating Circumstances. The grade replaces the former system of deleting student module registrations, by keeping failed modules on a student's record but noting that they do not count for progression purposes.

The W grade is agreed by the [Mitigating Circumstances Review Panel](#).

Where a W grade is applied, that module will not count towards a student's maximum fail limits of more than 60 CATS at Level 4, more than 60 CATS at Level 5 or 60 CATS at Level 7, that mean the

student must withdraw from their course, or of 60 CATS at Levels 5 and 6 or 45CATS and two modules at Level 7, that mean the student will lose eligibility for honours/Masters (see Academic Regulations for Taught Provision, sections 7.30-7.33). Any decision about a fee waiver in the light of an agreement to award a W grade will rest with each Head of School.

Where a W grade is awarded, this will be reported directly to the relevant Award Board of Examiners.

APPLICATION FOR W GRADE

All applications for consideration of the W grade must be submitted by a Senior Tutor or Student Services staff member using the W grade application form.

All applications must be supported by 3rd party (that is, external to the course) evidence:

- All evidence seen at the panel is held in confidence and returned to the relevant Senior Tutor;

- An email trail may provide part of the evidence but in itself it is not normally sufficient for decision making;

- Depending on the specific circumstances, it may be that there is medical evidence or information from independent/external/3rd party sources that should also be made available.

This evidence can be in hard copy or electronic form. All evidence should be copies of originals, which Senior Tutors should keep for their records. Material submitted as part of this process is confidential within the university.

The W grade normally is not be applied to less than a semester's workload (that is, normally 60CATS for a full time student), although there may be extenuating circumstances where other decisions may be justified.

Decisions will be communicated to the relevant Senior Tutor after the panel has met, and the Senior Tutor is then responsible for informing the students of the outcome.

3.6   SUBMITTING MARKS

The on-line mark submission facility allows Module Tutors, Academic Course Leaders and nominated administrators to submit marks directly into SITS. Marks should be submitted as they become available (there is no need to wait until the end of the semester/year). Check that you can access 'your' modules in advance: don't leave it until the last minute in case there is a problem getting access.

Overall module results can be calculated and reviewed, prior to and as part of the moderation task of the Internal Boards of Examiners. Excel spreadsheets can be created to aid statistical analysis of student performance.

Accessing on-line mark submission

Access on-line mark submission from the staff web page, via Student Records Online. Enter MLE password. Problems at this stage should be directed to the ICT Helpdesk (ext. 4044).

Click on the link to 'Module Mark Submission' (you may need to log in) for detailed guidance on use of the mark submission system.

Click on the link to 'Exporting results to Excel' (you may need to log in) for advice on copying results to Excel in order to conduct statistical analysis.

3.7   EXTERNAL EXAMINERS

External Examiners contribute to moderation by commenting on the samples of work seen. Marking is the responsibility of University markers, not the External Examiner; in no circumstances should work be presented to the External Examiner with the request that they adjudicate between divergent marks.

Following the agreement of marks, samples of work (including grades and feedback to students) are seen by the External Examiner, in accordance with arrangements agreed in advance between the External Examiner and Academic Subject Leader/Academic Course Leader. The samples of work seen by the External Examiner should be accompanied by:-

- The assessment brief (approved by the Assessment Scrutiny Panel)

- The relevant assessment criteria which may include specific assignment assessment criteria and more general level and/or course assessment criteria

- A marking scheme (if one exists)

- The record of second marking with clear outcomes indicated

- The list of marks for the whole cohort, with the sample highlighted, indicating where second and, where appropriate, third marking has taken place (with statistical analysis if available)

- A commentary on the marking of the cohort, including any comments on the moderation process and the agreement of the marks awarded. In the case of particular challenges of an assignment and it's marking, additional commentary maybe necessary.

Further samples may be made available to the external examiner at their request or following the internal module board of examiners if any particular issues concerning the pattern of marks are identified for their attention.

3.8   FURTHER MODERATION: MODULE BOARD OF EXAMINERS

THE INTERNAL MODULE BOARD OF EXAMINERS

Moderating Marks: The Internal Module Board of Examiners

Responsibility for moderation of marks within and between modules in a course is that of the Internal Module Board of Examiners, managed by the Academic Subject Leader and Academic Course Leader.

The Academic Subject Leader has responsibility for this moderation, which normally should commence at the internal or 'pre' board but be completed and confirmed at the External Module Board of Examiners having taken account of the comments of the External Examiner.

The review of modules may consider the pattern of marks in relation to:

- other assessments

- previous history of the module

- other modules on this or other programmes

- external norms

- different locations of delivery

Action resulting from moderation could involve the remarking of a larger sample, or even the whole module cohort, if the pattern of marks is considered to be too anomalous. More commonly, if moderation draws attention to problems with the setting of assessment or with teaching and learning, it should result in the identification of action (to be included in the course action plan) for implementation in the next round of assessment.

The External Examiner contributes to moderation by commenting on the sample of work they have seen. However, marking is the responsibility of University markers, not the External Examiner. In no circumstances should work be presented to the External Examiner with the request that they adjudicate between divergent marks; if there is disagreement on marks, the third marker makes the final decision. The External Examiner may be provided with a sample of the moderated work, which in some cases could be the whole moderated sample, including the moderator's commentary and any further briefing on the issues raised in arriving at this mark, so that they can comment on the marking process if they wish.

Formally, moderation within and between modules takes place at an Internal Board of Examiners. The membership comprises:

- Academic Course Leader or Academic Subject Leader (Chair) (this will depend on preferred local arrangements)

- All Module Tutors for modules assessed in that period

- All other Tutors involved in assessment

- Senior Tutor

- Officer

The purpose of the Internal Board of Examiners is:

- to review in detail the patterns of results between and within assessments, and identify any issues for action in subsequent assessment rounds. This information will be made available to the External Module Board of Examiners, but the Internal Board has more opportunity to consider issues in depth;

- to identify points for further investigation relating to individual candidates or entire modules. This may include checking that all non-submissions have been recorded as 0% N, that all 0% L grades are supported by approved extensions for mitigating circumstances, and that any 0% X grades are used only in exceptional circumstances outside the control of the student. The aim is to ensure that, following further investigation, the Academic Subject Leader/Academic Course Leader can bring clear recommendations to the External Module Board of Examiners;

- to receive, and if necessary act upon, any preliminary advice received from the External Examiner;

- to identify any issues from the above points which should be brought to the attention of the External Examiner.

The precise method of operation will depend on preferred local arrangements. No formal paperwork is provided for this Board and it is recommended that module results are viewed on-screen. Module tutors may be invited to bring any statistical analysis to the Board for comparison of module results.

If any changes to marks, or new marks, are agreed at this point, they can be submitted via Student Records Online. However, no changes should be made after the Internal Board before the External Module Board of Examiners sits.

Following the Board:

- notify Student Records immediately to let them know that all marks are now submitted;

- investigate outstanding issues identified by the Board and complete any re-marking required.

THE EXTERNAL MODULE BOARD OF EXAMINERS

Confirmation of Marks: The External Module Board of Examiners

The External Module Board of Examiners is responsible for confirming module marks. It is not responsible for confirming award or reaching decisions on progression.

The membership of the External Module Board of Examiners comprises:

- Head of School or nominee (Chair)

- External Examiner

- Academic Subject Leader(s)

- Academic Course Leaders

- Senior Tutor

- All Module tutors for modules assessed in that period

- All other Tutors involved in assessment

- Officer

The Chair must not be an Academic Course Leader.

The Head of School or other line manager will wish to ensure that all tutors are aware of the importance of attending this meeting.

Quorum for the External Module Board of Examiners normally comprises: Chair, Academic Subject Leader or Academic Course Leaders, External Examiner(s), plus academic staff representing two thirds of modules owned by the Subject Group and assessed in that period. If a module is not represented, no marks for the module can be confirmed. If, exceptionally, the External Examiner(s) is unable to be present, the Board may continue provided that their agreement has been given and their advice sought on any issues arising prior to the Board.

In the case of a Reassessment/Late Board of Examiners, Quorum normally comprises: the Chair, Academic Subject Leader(s) or Academic Course Leaders (or their nominated substitutes), External Examiner(s), plus at least two members of academic staff. If the External Examiner(s) is unable to be present, the Board may continue provided that their agreement has been given and their advice sought on any issues arising prior to the Board.

The business of the External Module Board of Examiners is:

- to ensure maintenance of standards of assessment in modules;

- to confirm marks on the modules it delivers;

- to confirm that all proper Assessment Procedures contributing to first and second marking, and moderation have taken place;

- to make any necessary decisions concerning Reassessment;

- to receive comments from the External Examiner;

- to carry out special tasks such as agreeing prizes.

PREPARATION FOR AND OPERATION OF THE BOARD

Detailed procedural information on preparation for the MBE is available here [further log-in may be required].

OPENING OF THE BOARD

At the start of the Board, the Chair should:

- welcome all members of the Board and, in particular, the External Examiner; it may be appropriate to conduct introductions;

- remind all members of the Board that the business conducted is confidential and should not be divulged to any person who is not a member of the Board;

- remind all members that they should declare any personal interests, involvement or relationship with a student and/or absent themselves from the room when they have such an interest in the business under discussion. Note that, where a student is also a member of staff, their line or operational manager should not be involved in the process of assessing them, including discussion at the Board;

- in taking apologies, check that attendance is appropriate and sufficient for quorum. Check that all Module Tutors or, in exceptional circumstances, their agreed 'cover' are present;

- check that all members of the Board have view of appropriate papers or can see the screen;

- summarise the business of the Board, including the scope of decisions it can make;

- note that all extensions to coursework or postponement of examinations for reasons of mitigating circumstances should have already been approved, and that a record of these is available for consultation;

- invite the External Examiner to interject comments as they see fit and/or to reserve their formal comments until the end.

CONFIRMING MARKS

The Academic Course Leader or Academic Subject Leader normally presents the recommendations of the Internal Board of Examiners. It is normally sufficient to note the list of marks on a module basis, it is not necessary to read out the marks for each candidate on each module. The list of candidates for whom mitigating circumstances have been agreed should be noted, but it is not necessary to rehearse cases where mitigating circumstances and extensions have already been confirmed.

Detailed procedural information on confirming marks at an MBE is available here [further log-in may be required].

ISSUES WHICH MAY ARISE

Any coursework extensions/postponements of exams for mitigating circumstances should already be approved by Helpzones/Senior Tutors. If there is no record of an approved extension on Student Records Online, but the Senior Tutor has evidence to hand that an extension was approved, a grade of 0% L can be entered, and the evidence must be forwarded immediately to Academic Registry (Student Records). If there is no evidence to hand, the Senior Tutor can be charged to investigate outside the meeting, but for the present a mark of 0% F must be entered.

If marks are not available from the tutor, the grade recorded must be X, not L.

Where the Board of Examiners considers that there are grounds for concern about the accuracy or legitimacy of marks, then the decision must be deferred, pending further enquiries.

In the case where a student's work has been lost or destroyed, and the student can prove it was submitted by presenting the receipt, the Board of Examiners will be responsible for determining a course of action. Where possible, the Board will ask the student to present a copy of the original work. Where this is not possible, the Board will determine how the overall mark for the module is to be arrived at, in such a way that the student is not disadvantaged by the loss of the work. The Board will consult with the External Examiner and the Director of Quality and Academic Services. A record of the Board's action should be recorded in the minutes and added to the Module Results Form so that it can be noted on the student's record.

ROLE OF THE EXTERNAL EXAMINER

The Chair of the External Module Board of Examiners must ensure that the Board receives the advice of the External Examiner and acts on it appropriately. The following points should be noted:

- the External Examiner's role is to advise the Module Board of Examiners but decisions on marks are those of the Board as a whole. However, the Board should consider at all times that the University's Framework for Academic Quality Assurance and Standards places emphasis on the role of the External Examiner in "the proper and rigorous control of academic standards";

- in particular, when the Internal Board of Examiners has identified specific issues for the External Examiner to investigate, then it should be prepared to take the advice which is offered;

- however, care must be taken on changing marks on the basis of a recommendation from an External Examiner who has read only a sample of scripts. It is not appropriate to change the marks of sampled scripts only, nor to change marks across a whole cohort only on the basis

of a sample of scripts; note also that the External Examiner must not be treated as a 'third marker' to resolve internal disagreements;

- the Board should receive the views of the External Examiner and discuss any issues which may inform the immediate business of the Board. The Board should also note any issues for consideration in adjusting module delivery or assessment tasks in the future;

- in the unusual case of the External Examiner reading an entire set of scripts, grounds for changing marks are firmer; such cases, however, are likely to have been highlighted in the process of moderation and suggested mark changes will normally have been resolved with Module Tutors in advance of the Board of Examiners.

AT THE END OF THE MEETING

Detailed procedural information on actions to be taken to confirm marks after an MBE has adjourned is available here [further log-in may be required].

3.9   CONFIRMATION OF AWARDS: AWARD BOARDS OF EXAMINERS

CONFIRMATION OF AWARD AND PROGRESSION DECISIONS: THE AWARD BOARD OF EXAMINERS (PART 1: PREPARATION)

Preparation is a joint responsibility of the Academic Subject Leader, Academic Course Leaders, Chairs and Officers. All these people should receive access to the relevant Sharepoint page.

Detailed procedural information on **preparations for Award and Progression Boards of Examiners** is available here [further log-in may be required].

Detailed guidance for Academic Course Leaders and Academic Subject Leaders on how to **prepare ('Mark-Up') each set of papers for Award and Progression Boards of Examiners** is available here [further log-in may be required].

CALCULATING BA OR BSC IN A JOINT PROGRAMME

A small number of joint degree programmes may lead to an award of either a BA or a BSc. The method for calculation is based on the balance between the courses as follows:

Calculate the balance of credit from the two courses; where there are shared modules, distribute the credit evenly.

If the total for each course is equal (either 180 or 240CATS), calculate the balance of credit at Level 6; once again, where there are shared modules distribute the credit evenly.

If the credit at L6 is equally shared between the two courses, the dissertation/research project becomes the determining factor. The award should be determined by whichever course this module is owned by.

CONFIRMATION OF AWARD AND PROGRESSION DECISIONS: THE AWARD BOARD OF EXAMINERS (PART 2: OPERATION)

Membership of Award Boards of Examiners is:

- Head of School Chair

- Academic Subject Leaders

- Academic Course Leaders

- Senior Tutors

- Chief External Examiner

- In attendance:

- Academic Services Manager

- Administrator(s) Support (Student Records On-line/SITS)

- Senior representative from Academic Registry

- Helpzone Manager or Adviser (Assistant to Senior Tutor)

Quorum comprises: Chair, one Academic Subject Leader or Academic Course Leader to cover each course, one Senior Tutor, Senior representative from Academic Registry. If, exceptionally, the External Examiner cannot be present, their views should be sought on any issues prior to the meeting. Where possible, a substitute will be identified from the University's pool of Chief External Examiners.

The business of the Board is:

- to confirm awards in line with the Academic Regulations for Taught Provision;

- to make progression decisions in line with the Academic Regulations for Taught Provision;

- to confirm that all proper procedures contributing to the confirmation of module marks have taken place;

- to identify any students requiring special advice;

- to receive comments from the External Examiner;

- to carry out special tasks such as agreeing prizes.

The Chair:

- ensures the Board runs smoothly and efficiently;

- ensures decisions are reached according to standard regulations and procedures;

- allocates responsibility for Points for Action, e.g. drafting Special letters;

- confirms and signs off all points of Chair's Action after the Board.

The Academic Subject Leader:

- makes sure all papers and materials have been prepared and are available to the Board;

- advises the Board on regulations and procedures;

- focuses on whether students have achieved the overall credit required for their award, and whether they have breached Progression regulations;

- receives Mark Amendment Forms during the meeting, and advises the Board on their implications for graduation/progress;

- records all decisions;

- ensures that decisions are formally recorded and forwarded to Academic Registry (Student Records);

- advises the Chair on points of Chair's Action required after the Board.

The Academic Course Leaders:

- focus on whether students have met course requirements (compulsories/cores etc);

- advise the Board on condonable modules;

- keep a copy of decisions for their course;

- prepare special letters for students regarding course requirements.

The Senior Tutor, assisted by the Helpzone Manager:

- checks that all Late grades are supported by recorded mitigating circumstances;

- prepares special letters for students requiring individual advice after the Board.

The Officer:

- ensures there are copies of papers for members of the Board, checking whether any extra copies of materials should be printed for those who are unable to view results on-screen;

- ensures that the room is set up such that members have a view of the screen;

- ensures there is access to minutes of this year's Assessment Offences Boards of Examiners;

- ensures the computer is operated by a member of staff competent in finding key information on-line (see below);

- keeps notes, following the format for minutes shown in the template provided, and assists the Academic Subject Leader in formally recording decisions after the Board.

Detailed procedural information on **management of documents during an Award and Progression Boards of Examiners** is available here [further log-in may be required].

OPENING OF THE BOARD

At the start of the Board, the Chair should:

1. welcome all members of the Board and, in particular, the Chief External Examiner; conduct introductions;

2. remind all members of the Board that the business conducted is confidential and should not be divulged to any person who is not a member of the Board;

3. remind all members that they should declare any personal interests, involvement or relationship with a student and/or absent themselves from the room when they have such an interest in the business under discussion. Note that, where a student is also a member of staff, their line or operational manager should not be involved in the process of assessing them, including discussion at the Board;

4. in taking apologies, check that attendance is appropriate and sufficient for quorum. Check that all members or, in exceptional circumstances, their agreed 'cover' are present;

5. check that all members of the Board have view of appropriate papers or can see the screen;

6. summarise the business of the Board, including the scope of decisions it can make;

7. note that all extensions to coursework or postponement of examinations for reasons of mitigating circumstances should have already been approved, and that a record of these is available for consultation;

8. invite the External Examiner to interject comments as they see fit and/or to reserve their formal comments until the end.

MAKING AND RECORDING DECISIONS

Detailed procedural information on **making and recording decision during an Award and Progression Boards of Examiners** is available here [further log-in may be required].

CONFIRMATION OF AWARD AND PROGRESSION DECISIONS: THE AWARD BOARD OF EXAMINERS (PART 3: FOLLOW UP)

IMMEDIATELY AFTER THE BOARD

Detailed procedural information on actions to be taken to **confirm award and progression decisions** after an ABE has adjourned is available here [further log-in may be required].

3.10 CHANGING MARKS

No marks are finalised, or award or progression decisions confirmed, until approved by the relevant Board of Examiners.

MARK AMENDMENTS

If a mark has been confirmed by a Board of Examiners, but it is later found to be an error, it can be corrected using the Mark Amendment Form (MAF).

Note: the form must not be used:

- to submit marks for Reassessment; these should be submitted online so that they can be taken to the next External Module Board of Examiners;

- to submit Late marks or marks with an X grade, where a mark was not received by the External Module Board of Examiners; these should be submitted online so that they can be taken to the next External Module Board of Examiners. The exception would be if the External Module Board of Examiners explicitly agreed that Chair's Action would be taken to confirm marks before the next External Module Board of Examiners.

The form must be signed by the Academic Course Leader and/or Academic Subject Leader, and by the Chair of the relevant External Module Board of Examiners.

CHANGE OF AWARD EXAMINATION BOARD DECISIONS

Changes which might be required are:

- to confirm an award

- to rescind an award

- to confirm the outcomes of a breach of a progression regulation (e.g. must withdraw, or losing eligibility for an award)

- to rescind the outcomes of a breach of a progression regulation

Exam Board decisions involving decisions on awards or progression can be changed by Chair's Action if:

- the Board of Examiners agreed it should happen, following further investigation/action.

Examples:

- the student was pending an Suspected Breach (SB) and the Assessment Offences Board of Examiners (AOBE) doesn't meet until after the External Module Board of Examiners;

- the student put in a claim for APL in time for it to have gone through an APL Board prior to the External Module Board of Examiners, but the claim has not yet been assessed;

- Mitigating Circumstances had been notified by the deadline but the evidence had not been received (for good reason only);

- the student has been disadvantaged by an error made by or action of the university.

- a piece of work was lost (a MAF must be completed when the work is marked);

- the student was given incorrect advice (which must be evidenced);

- there was a miscalculation of results during the External Module Board of Examiners, or a condonable module was not spotted;

- there was an error in SITS, for instance the student was not included in the 'grad batch'.

- the student withdrew and has been made a lesser award (e.g. CertHE) but has applied to continue to a higher award within the same course, and this has been agreed.

  Note, there are time limits to this which will need checking, but is usually straightforward if the award went through the last Board. However, note that a student who has chosen to take an Ordinary Degree (from June 2010 onwards) may not be allowed back to 'top-up' to Honours.

Decision cannot be changed if:

- tutors have submitted 'Late' marks after student's completion of approved mitigating circumstances. These results must be taken at the next External Module Board of Examiners and should be submitted on-line in the normal way, not through a MAF;

- a student puts in a claim for APL too late for it to have gone through an APL Board prior to the Board of Examiners. The outcome of this must be taken at the next External Module Board of Examiners;

- Mitigating circumstances are presented after the published deadline;

- the student responded positively to a letter advising them to change course (e.g. to Combined Studies). If they agree to change, a C50 should be completed and they should be considered at the next Board of Examiners.

- the student has taken an Ordinary Degree and has asked to 'top-up' to Honours (this applies if the Ordinary degree was awarded after June 2010);

- the student decided to withdraw from the course after the Board sat; in this case, their profile will be considered for an award at the next Award and Progression Board of Examiners.

All changes to decisions meeting the criteria above are recorded on a [Change of Exam Board Decision Form](#) and signed off by both the Chair and the relevant Academic Subject Leader. If this would cause a long delay, they can be signed off by another Chair. If the Academic Subject Leader is not available, another Academic Subject Leader should check and sign the form, consulting with the relevant Academic Course Leader or other staff.

The Academic Subject Leader must ensure a summary list of all Changes to Exam Board decisions is kept, for presentation to the next Award Board of Examiners.

PART FOUR: MITIGATING CIRCUMSTANCES AND ALTERATION OF ASSESSMENT TIMING

These precepts inform the University's approach to mitigating circumstances:

Entitlement: where a student is affected by circumstances affecting their ability to complete assessment to the normal schedule, and these circumstances are unpredictable and unavoidable, the student shall be entitled to an extension on their coursework deadlines and/or a postponement of their examinations. Once assessment is completed, marks will not be adjusted to take into account mitigating circumstances.

Consistency: procedures shall be applied consistently across the University, so that students in a similar position follow the same procedural steps and are offered comparable arrangements in response to their mitigating circumstances.

Verification: a student shall provide evidence of their mitigating circumstances, certified by a person of appropriate authority and independence. Evidence shall be provided as soon as possible once the circumstances have arisen, normally prior to the assessment submission deadline/date of examination, and within published time limits beyond which a claim will not be accepted.

Timeliness: a claim shall be assessed, and the outcome communicated to the student, as promptly as possible upon receipt. A student should normally know whether an extension/postponement is approved before the date of the submission deadline/examination, and should therefore not be expected to make a decision on submission/presentation in a situation of uncertainty.

Specificity: a claim for mitigating circumstances shall specify start and end dates. A new claim is required if circumstances extend beyond the end date. Approved arrangements shall specify a new coursework submission deadline proportional to the period affected by the mitigating circumstances/a new examination period.

Efficiency: instructions for making a claim shall be clear and straightforward, specifying one "point of first call" which is accessible to all students. Assessing a claim shall, wherever possible, be conducted by staff closest to that point of first call, who shall have access to details of the assessment tasks required in order to approve appropriate arrangements. The claim outcomes shall be recorded once, in one location, stored electronically to the student record, and communicated electronically to the student and staff concerned. Evidence in support of a claim shall be stored such that it is easily accessible to relevant staff (ideally, electronically).

Independence: The procedures for receiving and assessing claims shall, as far as possible, be separated from other aspects of the assessment process. Normally the claim will be assessed by a person who is not involved in the assessment of the student's work. The procedures shall not be used to address cases which fall more appropriately under other areas, such as arrangements for students with a disability, arrangements for students on exchange, and so on

4.1 DEFINITIONS AND CRITERIA FOR MITIGATING CIRCUMSTANCES

Factors which affect a student's ability to complete an assessment to the normal schedule may be defined as Mitigating Circumstances if all the following conditions are met.

1. **They are unforeseen.** Any difficulties which might have been predicted, such as the strain of a long commute, or the tiredness resulting from the combination of a job or raising a family with a course of study, do not constitute mitigating circumstances. There are a few exceptions in relation to foreseen absence during examinations.

2. **They are unavoidable**. A student is expected to prioritise their university work over other commitments. For instance, being on vacation when an assessment is due (including during the reassessment period) does not constitute mitigating circumstances;

3. **They fall under one of the following categories:**

   a. Serious personal injury, such as a broken limb, or a medical condition requiring hospital attention or with an incapacitating effect.

   b. An acute illness (physical or mental), such that a reasonable person would have been unable to carry out the assessment task. (Note that alternative assessment arrangements on the basis of a disability are not covered by the MC2 process – **see below**.)

   c. Birth or adoption of a child.

   d. Being the victim of a serious crime during the period immediately preceding the assessment.

   e. The serious illness or death of a close relative, or attendance at a family funeral.

   f. Unforeseen and unavoidable work pressures sufficiently serious so as to interfere significantly with the ability to meet an assessment deadline or physically preventing you from sitting an examination.

   g. Transport difficulties of an unpredictable and uncontrollable nature, where alternative arrangements could not be made within reasonable time and where independent evidence (such as accident report) can be provided. Only applies to examinations, presentations or time-constrained assignments.

   h. Severe emotional upset.

   i. Foreseen and unavoidable absence during the examination or reassessment period, when this meets certain criteria (previously known as "Request for Alternative Assessment Arrangements").

4. **They are evidenced** (except in the case of MC1s – **see below**). A claim of mitigating circumstances can only be accepted if independent evidence is submitted. This must be one of the following, and must include contact details for verification:

   - Medical certificate

   - Police report or similar professional report

   - Letter from third party confirming death of a relative, or death certificate

   - Letter from Student Services, or a registered counsellor, or a Senior Tutor

- Letter from an employer (note that this must indicate how work pressures are unforeseen and unavoidable)

- Other—if the student cannot provide the above, they must have agreement on alternative form of evidence from Senior Tutor.

5. **The claim is submitted on or before the coursework deadline/date of the examination** and the evidence is provided on that date or as soon as possible thereafter; evidence presented after the end of the relevant semester will not be accepted.

Claims which do not meet all the above criteria will not be accepted (except in the case of MC1 – **see below**).

4.2   TYPES OF MITIGATING CIRCUMSTANCES CLAIMS

48 Hour Extension

MC1: On one occasion only each year, for one coursework extension, a student can use the MC1 procedure. This allows an emergency extension of 48 hours, for instance if they have a minor problem such as a cold. No evidence is required to support this. The MC1 is not allowed for:

- examinations or 'tests'

- reassessment

- group assignments

- individual or group presentations

- time-constrained assignments

- assessment linked to a special event taking place at a particular time

- in addition to an MC2 or MC3 on the same module

More Than 48 Hour Extension

MC2: Most claims are made under the MC2 process. They must meet all the criteria above. They are initiated by submission of a MC2 form to a Helpzone.

MC3: If the mitigating circumstances are of a long-term or complex nature, which will affect a student's ability to study for a period longer than three weeks, the Helpzone staff will normally refer the case to a Senior Tutor who will work out the best course of action, co-ordinate support for the student, and review the case at intervals. This is the MC3 process.

RELATIONSHIP TO PROCEDURES FOR DISABLED STUDENTS OR THOSE WITH A SPECIFIC LEARNING DIFFICULTY

The Mitigating Circumstances procedures are separate from the procedures for disabled students. For the purposes of the university's procedures, the procedures for disability also apply to students with a specific learning difficulty such as dyslexia, dyspraxia or dyscalculia.

A disabled student may have (for instance) an automatic extension on written coursework to take into account their disability; however, they could request a further extension as a result of (for instance) an illness which is unrelated to their disability.

However, a student cannot claim a mitigating circumstances extension on the grounds of their disability. If their disability warrants an automatic extension, this must be arranged via the procedures for disabled students.

4.3   FORESEEN ABSENCE DURING THE EXAMINATION PERIOD

A student is expected to be available for assessment during the published examination periods, including the reassessment period.

In addition to the standard criteria for mitigating circumstances, there are a small number of instances in which a postponement of an examination can be approved. Postponement can be approved if the student:

- booked a holiday prior to the start of their programme of study with the University;

- is undertaking a placement overseas, or off mainland UK (though not Isle of Wight), where the placement is a formal part of their academic programme. Note that this does not include, for instance, working at summer camps abroad, or a vacation taken before or after the formal placement;

- is undertaking a placement in the UK and their employer cannot release them;

- is undertaking approved Dissertation research or equivalent, where the location of research is overseas, or off mainland UK (though not Isle of Wight);

- has a scheduled commitment as a member of a national sports team or equivalent;

- is attending a job interview;

- is undertaking a significant role within an important civil or religious ceremony (e.g. bridesmaid at wedding, jury service).

The standard of evidence required to support this claim will be high, requiring third party confirmation of the position. Evidence must be provided to the Helpzone.

Submission of insufficient evidence will result in a fail grade. Coursework alternatives to examinations will not be offered.

International Students

International students are expected to make themselves available during all examination periods. A return home for a holiday or family visit is not grounds for postponement of an examination.

Students on Exchange programmes

Students visiting University of Gloucestershire on exchange from another institution will be offered a coursework alternative to examinations if these fall outside the standard exchange period.

However, University of Gloucestershire students going out on exchange will be expected to undertake any missed examinations when they next run, following the standard exchange period. They should take care to make travel arrangements to ensure they return in time; an extended stay for the purposes of vacation will not be grounds for further postponement.

4.4   MITIGATING CIRCUMSTANCES: PROCEDURES FOR STUDENTS

For Frequently Asked Questions and detailed advice on applying for Mitigating Circumstances, including foreseen absence during an examination period, see **here** (you may need to log-in for access).

4.5   ASSESSMENT AND MITIGATING CIRCUMSTANCES: PROCEDURES FOR STAFF

For detailed advice on Mitigating Circumstances procedures, see **here** (you may need to log-in for access).

PART FIVE: ASSESSMENT OFFENCES

5.1   ASSESSMENT OFFENCES DEFINITIONS

A student's work submitted for assessment is expected to be their own. Practices that compromise this principle include:

Plagiarism, which is defined as the unacknowledged use of the work of others. This means that students must not copy, closely follow, paraphrase or present another's work as their own without acknowledgement. Material that must not be treated in this way includes, amongst other things, books, journals, the internet or other electronic sources, audio-visual resources, photographs, corporate literature, the work of other students, and any other material prepared by another individual but presented as if it were the student's own;

Unauthorised collusion, which is defined as working with other students to such an extent that the submitted assessments are similar or identical, or collaboration with other persons to produce work which is then submitted as the work of one individual, outside the bounds of any authorised collusion permitted by the assessment brief. Students must not extend authorised collaboration in group work to unauthorised collaboration with anyone outside the group. Moreover, a student will be deemed to have colluded when they have provided another student with assessment material where they have reasonable cause to believe that it will then be copied;

Re-presentation, which is defined as the submission of work presented previously or simultaneously for summative assessment at this institution or elsewhere. This means that work, or any substantial part of a piece of work, must not be submitted for assessment on more than one occasion unless authorised in writing by the Module Tutor. The definition does not apply to formative submissions, for example drafts submitted for comment; neither does it apply to previous submissions that failed to achieve academic credit. A student is normally permitted to refer to their own previous work in subsequent assignments, provided full references are given;

Fabrication, which is defined as the invention of data or other information for use in an assessment. This means that students must not invent or manufacture data, references, or other material and present them as bona fide products of empirical research;

Impersonation, which is defined as the attempt to gain an unfair advantage in assessment through means of false identification. This means that students must not permit another person to undertake an assessment on their behalf, or themselves undertake an assessment on behalf of another student;

Cheating in examinations, which is defined as the attempt to gain an unfair advantage by the use of dishonest means in an invigilated examination or test. This means that students must not communicate with, or copy from, another student, or introduce information from written, printed or electronic sources into the examination location unless this is approved as part of the rubric of the examination.

5.2   ASSESSMENT OFFENCES: PROCEDURES FOR STUDENTS

If you are suspected of having committed an assessment offence in coursework or an examination, then the person marking the work will normally record a grade of 'SB', meaning Suspected Breach of the Assessment Regulations. They will ask an Academic Conduct Officer to investigate the case.

The Academic Conduct Officer will normally be another member of staff from your Department or Faculty and will not be a tutor on the module in question. They will write to you at your University email address, giving you the date, time and place of an investigative interview. If you are suspected of an offence in coursework the email will tell you where you can consult a copy of your coursework with details of the alleged offence.

You will be expected to attend this interview at the time specified unless you are attending another scheduled university class or have mitigating circumstances (the same criteria apply as for other kinds of mitigating circumstances). In these situations you can request an alternative date. Otherwise, if you do not attend the meeting as scheduled, it will go ahead without you.

If the date is outside scheduled term times, you can request that the interview is postponed until the next term. You will need to decide whether it is better for you to attend outside term time, or accept a delay in concluding the case. Bear in mind that, if the decision goes against you, you may end up failing a module and this could mean you will have to take an extra module next semester.

You may bring one other person to the meeting as an advisor. This could be a friend or a representative from the Students' Union, but must not be a legal representative. Students' Union officers have experience of attending such interviews and can give you good advice on your case. However, at some times of year they are very busy with this work so, if you need their help, you should contact them as soon as possible. If you are suspected of collusion, you should not have the same advisor as the other student suspected of the same offence.

Bring your ID card to the interview.

The interview is chaired by the Academic Conduct Officer and will be attended by the module tutor/marker, and normally the Academic Course Leader or Academic Subject Leader.

The agenda for the meeting will be:

- introductions, and checking of ID

- explanation of the purpose of the interview

- details of the alleged Offence (normally presented by the module tutor)

- your response (if you so choose). Please note that you may be questioned about your work. If you dispute the allegation you should bring with you your research notes, raw data or other materials which you consider will demonstrate that your work was indeed your own.

- questions from the Chair, to clarify any points

- your adviser's comments (if you so choose)

- the Chair's summary of the facts and views expressed.

If in the process of the meeting the Chair feels they need further information, for instance to check on what you are claiming about research you have conducted, then they can suspend it and arrange for it to be reconvened at a later date.

Having heard the case, the Academic Conduct Officer, who chairs the meeting, will come to a view on the case. Their formal recommendation will be sent to you in an email, normally within two working days of the meeting. The recommendation goes to the Assessment Offences Board of Examiners, which meets several times a year. This Board makes the final decision and you will receive an email after the Board of its decision.

If you are found to have committed an assessment offence, the penalties will be as follows:

First Offence: this is logged on your record as a formal Caution; your work will be marked according to the published assessment criteria, but the marking process will exclude the material deemed to have breached the regulations;

Second Offence: you will lose all marks for your module, and receive a BR grade which will remain on your transcript; the module will be counted as a fail;

Third Offence: you will lose all marks for your module, and receive a BR grade which will remain on your transcript; you will also be required to withdraw from the programme and from the University.

5.3   ASSESSMENT OFFENCES: PROCEDURES FOR STAFF

Stage 1: Invigilator identifies possible offence in an Examination

The procedures are set out in the Instructions for Invigilation of Examinations. Stage 2 (below) and onwards should then come into play.

Stage 1: Tutor identifies possible offence in Coursework

The tutor should seek a second opinion from the second marker. If both are agreed that an offence may have been committed, the grade of SB (Suspected Breach) and the mark of 0% should be submitted via the normal on-line mark entry process. In doing so the tutor will trigger an automatic email to the Academic Services team, who will organise the investigative interview. Wherever possible, this should be recorded at the same time as other students' marks are entered. Do not use a L, X or other mark—the recording of the SB ensures that outstanding cases can be identified by those managing the investigation process.

Any other contact with the student, or their friend or adviser, concerning this matter, is prohibited. This includes informal interview by any member of academic staff.

Stage 2: Invigilator/Tutor prepares material evidencing offence

In the case of cheating in an examination, this should comprise:

- a copy of the Examination Report Form
- a copy of the student's script, plus any other materials confiscated from the student.

In the case of plagiarism etc, this should comprise:

- a copy of the source(s) material, marked up to show which passages have been copied (do not use just highlighter pen since this may not photocopy);
- a copy of the original coursework, marked up with passages which appear to be copied. Annotate with cross-references if complex.

Stage 3: Academic Services Team alerts the Academic Conduct Officer

Current ACOs are listed in the Terms of Reference and Membership of Assessment Offences Boards of Examiners.

Tutor should lodge a copy of the evidence with the Academic Services Team, who will ensure all parties receive a copy.

Stage 4: Academic Services Team invites student to investigative interview

The Academic Services Team will use the AOBE area on the student records on-line system to generate an invite email, which will be sent to the student's university email account. A student should be given seven days' notice of the interview. The seven days will be counted from the date on the email invite.

Investigative interviews should be held in term time, unless a student has indicated their willingness to attend outside term time. If an interview date is proposed which falls outside the dates for terms 1-3 as published on the relevant academic calendar, then the student should be alerted to the fact that they may request an alternative time.

The Academic Services Team makes arrangements for the evidence to be made available to the student, normally by lodging it with the Academic Service Team Office. Copies of the evidence should also be prepared for the interview: one for each person present.

Stage 5: Interview takes place

Those present are: ACO (Chair), module tutor or marker, student, student's friend or adviser (if they bring one), officer to take notes (if required).

Note that the student's friend or adviser may not be a legal representative. No recording, other than written notes, may be taken during the meeting. No other individuals may be present.

The purpose of the Investigative Interview is for the Academic Services Team Academic Conduct Officer:

- to establish and record the case against the student and the student's response;
- to come to a judgement, on the balance of probabilities, as to whether an Assessment Offence has been committed;
- to make a recommendation to the Assessment Offences Board of Examiners on the action to be taken.

The Investigative Interview shall follow a standard agenda, comprising:

- Introductions: this should include checking of the student's ID.
- Explanation of the purpose of the interview.
- Details of the alleged Offence (normally presented by the Module Tutor, going through the copies of evidence).
- The student's response.
- Questions from the Chair, to clarify any points.
- The student's adviser's comments (if the student so chooses).

- The Chair's summary of the facts and views expressed. However, do not state your judgement of the case.

Where there is doubt as to the provenance or authenticity of material presented for assessment, the student may be questioned on the details of the work during the investigative interview. The Chair may require the student to present their research notes, raw data or other materials which they claim as the basis of their work submitted for assessment. The Chair may also seek further information via third parties both within and outside the University, meaning that they may decide to adjourn the interview sine dei (to be reconvened at a time to be subsequently determined). In this instance, non-attendance at, or failure to answer questions during, the investigative interview may result in adverse inferences being drawn against the student.

The recommendation from the investigative interview is made by solely by the Academic Conduct Officer who chairs the meeting. To signal this clearly, at the end of the interview the Module Tutor and Academic Course Leader should withdraw at the same time as the student.

On the issue of mitigating circumstances, the only circumstance in which these may result in a 'not guilty' verdict is if a student has been suffering mental distress of such significance that they were unable to make rational decisions. This would need to be confirmed by specific evidence, and it would be recommended that interviews are adjourned in such cases while the Chair seeks advice on the evidence from a Senior Tutor, Student Services or other party.

Where the alleged Offence concerns Unauthorised Collusion, a series of interviews with all students involved may be required to come to a judgement on the conduct of individual students. Note that it is possible to suspend one interview in order to seek further information, e.g. from other students involved.

If the student does not attend the interview, the Academic Conduct Officer will conduct their investigation on the basis of the information available, including the case made by the Module Tutor and Academic Course Leader. However, if a student notifies the officer in advance of the date of the interview of exceptional circumstances which mean they are unable to attend, an alternative date will be arranged. Exceptional circumstances would include those which are acceptable as mitigating circumstances (e.g. illness), or a clash with a scheduled class (but not a clash with work or social activities).

Stage 6: Academic Services Team prepares report

Following the interview, and normally within two working days, the Academic Services Team shall produce a Report on the Investigative Interview on the student records on-line system and will agree the report with the ACO who chaired the investigative interview. This report will then be emailed to the student's university email address. A copy of the Report shall be made available to each person entitled to be present at the interview on student records on-line system. The Report will include a recommendation to the Assessment Offences Board of Examiners.

Stage 7: Meeting of the Assessment Offences Board of Examiners

Boards should be scheduled at the end of each semester, and in early October to deal with any cases arising from the reassessment round and any cases for the PGT Board of Examiners. Further Boards may also need to be held.

Where the Assessment Offences Board of Examiners determines that a Breach of the University Regulations for Assessment has occurred, it shall determine whether this is a first, second or third offence, and apply the penalties as specified in the regulations.

An offence is a second or subsequent offence if, on the date that the relevant piece of work is submitted, the student has previously been found to have committed an assessment offence. For the purposes of this rule, the date on which the previous offence is deemed to have been committed is the date of the investigative interview at which the Academic Conduct Officer came to a judgment that an offence had been committed. If a student submits more than one piece of offending work before the interview takes place, then the offences are deemed to be concurrent, not subsequent.

The minutes of the Assessment Board of Examiners will comprise two parts. Part 1 will be general minutes which can draw attention to issues which may need wider discussion, such as teaching, learning and assessment practice. Part 2 is the recording of decisions on individual cases.

Stage 8: Decision recorded and communicated

The decision is recorded in SITS by the Student Records Team.

The decision is communicated to the student via their university email account by the Academic Services Team, using the email template on the student records on-line system

If a third offence was found, the student must leave their course. This should be communicated to the Chair of the relevant award Board of Examiners who will take action to ensure the student receives any fall-back award to which they ae entitled. If the Board of Examiners has already met, Chair's Action to make the award will be required.

5.4   ASSESSMENT OFFENCES: RECORDING AND REPORTING PROCEDURES

For procedures on recording and recovering decisions, see **here**.

5.5   ASSESSMENT OFFENCES: COMMITTEES AND ROLE DESCRIPTIONS

Follow these links to the Remit of Academic Conduct Officers and the Terms of Reference and Membership of Assessment Offences Boards of Examiners.

PART SIX: ASSESSMENT OF DISABLED STUDENTS

6.1 ASSESSMENT AND DISABLED STUDENTS: DEFINITIONS

Disability is defined under the Disability Discrimination Act (1995) as: "a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities". It includes specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.

For University purposes, we identify normal day-to-day activities as any University-related standard student activity (including undertaking assessment tasks).

Disclosure of a disability must be validated by appropriate evidence, undertaken since the student was 16 years old and ideally within the last 2 years.

For University purposes, a distinction is drawn between disability and mitigating circumstances which may affect assessment. The procedures for making adjustments to assessment of disabled students are separate from the procedures for mitigating circumstances. A student requiring adjustments to assessment due to any circumstances arising from a disability must contact a Disability Adviser; they must not use their evidence of a disability in support of a claim for mitigating circumstances.

The impacts of some disabilities can vary in severity over time. However, again, such cases must be dealt with via the procedures for disabled students, not the procedures for mitigating circumstances.

6.2 ASSESSMENT OF DISABLED STUDENTS: PROCEDURES FOR STUDENTS

1. Disabled students wishing to be considered for alternative assessment arrangements must give notification to the Disability Advisers of the disability as soon as possible and by week 6 of the semester (or 4 weeks prior to the assessment date, whichever falls soonest). Adjustments to assessment cannot be made if notification and submission of certification misses this deadline.

2. No request for modification to the assessment process on the basis of disability can be considered unless accompanied by appropriate certification (medical evidence, educational psychologist's report, etc.). The Disability Advisers and/or Mental Health and Wellbeing Co-ordinator (as appropriate) will examine and verify such certification. If certification is not submitted by the deadlines in 1. above, the University may be unable to make adjustments to the assessment process.

3. The student is responsible for obtaining and providing certification to support a claim of disability, and for bearing any costs involved in this. The Disability Advisers may be able to assist students in seeking financial support for meeting these costs, but the University will not itself bear the costs.

4. A student must not assume that a request for modification will be approved until they have notification from the Disability Advisers, and they should thus plan to undertake assessment in the standard manner until approval is received. It will not be possible to make retrospective adjustments to assessment already taken.

5. The University will make every effort to accommodate students' needs if adequate notice is given. The nature of the modifications made to assessment could include, for instance, extra time to complete coursework assignments or examinations. However, the university cannot permit students to dictate the precise form of modification to be adopted.

6. Adjustments to assessment will be designed to ensure the student can demonstrate they have met the module learning outcomes. Adjustments will not be made which, by their nature, do not allow the student to demonstrate this; for instance, if a module is designed to develop oral presentation skills, the mode of assessment cannot be changed to a written presentation.

7. In the case of a student requiring extra time to complete assessment because of their disability, rather than determining the extension on an assessment-by-assessment basis the Disability Adviser will, wherever possible, determine a standard extension which will apply for all their assessments of a particular type (e.g. all written assessments). Note, however, that extra time on assessments will not be permitted in the case of groupwork.

8. It will be necessary for the Disability Advisers to communicate some information the nature of a disability to tutors or other staff, simply by the fact that (for instance) a student will need extra time, or materials in a different format. This information will be kept to the minimum possible in order to allow the tutor or other staff to make the necessary arrangements. If a student does not wish any information circulated then it will not be possible to approve any arrangements.

9. The procedures for assessment of disabled students, and for mitigating circumstances, are different. Disabled students may not claim mitigating circumstances on the basis of their disability. Any request for adjustments to assessment which arise from a disability must be made via the Disability Advisers. However, if the mitigating circumstances are for a different problem (such as a minor illness not related to the disability), disabled students should follow standard procedures for mitigating circumstances.

6.3   ASSESSMENT OF DISABLED STUDENTS: PROCEDURES FOR STAFF

1. Disabled students wishing to be considered for alternative assessment arrangements must give notification to the Disability Advisers of the disability (with evidence), as soon as possible and by week 6 of the semester (or 4 weeks prior to the assessment date, whichever falls soonest). Any student making a direct request to a Module Tutor or Academic Course Leader regarding the need for an alternative form of assessment should be referred to the Disability Adviser. No alternative arrangements can be made by Module Tutor or Academic Course Leader unless directed by the Disability Adviser.

2. The Disability Adviser will record the arrangements made for assessment of disabled students on SITS. Module tutors will be made aware of any extensions agreed on coursework, via the 'coursework submission date' information published in the Assessment Handling section of Student Records Online. The Disability Adviser will also alert Academic Course Leaders to any other assessment requirements of students taking their modules, and Academic Course Leaders will need to forward this information to the module tutors concerned. The Academic Registry (Examinations and Ceremonies) will be informed of any student who requires an alternative means of assessment.

3. Typically, the adjustments approved by the Disability Adviser will involve extra time to complete coursework assignments or examinations, or assistance from a scribe, or access to an assistive technology.

4. From time to time, the Disability Adviser may require the module tutor to develop a new assessment brief using a different assessment mode, for instance written rather than oral. The new assessment brief must address the same learning outcomes as the original assessment.

5. Where possible the modified assessment brief will be approved by the Course Assessment Approval Panel but, if necessary because of the timing, the Academic Course Leader will act on behalf of the Panel.

6. Once the work resulting from an alternative assessment has been submitted it should be assessed against the published assessment criteria, and marked to the same standard as any other student. For instance, once a student has been given extra time in recognition of a specific learning difficulty such as dyslexia, no further adjustment should be made to 'take account' of their dyslexia in the process of assessing the quality of their written communication skills during marking.

7. Some types of disability have effects that vary over time. Although such cases may appear similar to mitigating circumstances, they should be referred to the Disability Adviser.

6.4   ASSESSMENT OF DISABLED STUDENTS: GUIDELINES AND RESOURCES FOR STAFF

For further information on the assessment of disabled students please refer to the University Disability, Dyslexia & Learning Support Service (further log in may be required).

PART SEVEN: VARIATION TO ASSESSMENT ON BASIS OF FAITH OBLIGATIONS

7.1   PROCEDURES FOR STUDENTS

1. Students wishing to be considered for alternative assessment scheduling on the basis of faith obligations must give notification to Student Services as soon as possible and by week 6 of the semester (or 4 weeks prior to the assessment date, whichever falls soonest). Adjustments to assessment schedules will not be made if notification and submission of certification misses this deadline.

2. The only change to assessment arrangements allowed to accommodate faith obligations is adjustment to assessment schedules. Although changes may be made to accommodate an individual student's faith obligations, the preferred option would be changes to the assessment schedule for all students in the module.

3. No request for adjustment to the assessment schedule on the basis of faith obligation can be considered unless accompanied by confirmation that adjustment to faith obligations would not be possible in order to accommodate assessment schedules from a faith group leader recognised by UoG. If, and only if, the faith community leader confirms that adjustment is not possible, the University will make reasonable adjustments to the assessment schedule to accommodate the student's faith obligations. The University Chaplaincy will examine and verify the evidence in support of the application. If the evidence is not submitted by the deadlines in 1. above, the University will not be able to make adjustments to the assessment process.

4. The student is responsible for obtaining and providing evidence to support a claim for alternative assessment scheduling on the basis of faith obligations and for bearing any costs involved in this. Student Services may be able to assist students in seeking financial support for meeting these costs, but the University will not itself bear the costs.

5. A student must not assume that a request for adjustment will be approved until they have notification from Student Services, and they should thus plan to undertake assessment in the standard manner until approval is received.

6. It will not be possible to make retrospective adjustments to assessment already taken.

7. The University will make every effort to accommodate students' needs if adequate notice is given. The only adjustments made to assessment will only be changes to the scheduling of coursework assignments or examinations. The university cannot permit students to dictate the precise form of adjustment to be adopted.

8. It may be necessary for Student Services to communicate some information the nature of a faith obligation to tutors or other staff, simply by the fact that a student may require an assessment to be rescheduled. This information will be kept to the minimum possible in order to allow the tutor or other staff to make the necessary arrangements. If a student does not wish any information circulated then it will not be possible to approve any arrangements.

9.   The procedures for variation of assessment on the basis of faith obligations and for mitigating circumstances are different. Students may not claim mitigating circumstances on the basis of their faith obligations. Any request for adjustments to assessment which arise from a faith obligation must be made via Student Services. However, if the mitigating circumstances are for a different problem students for whom variation on the basis of faith obligation has been agreed should follow standard procedures for mitigating circumstances.

7.2   PROCEDURES FOR STAFF

1.   Students wishing to be considered for alternative assessment scheduling on the basis of faith obligations must give notification to Student Services [contact Anna Hay] as soon as possible and by week 6 of the semester (or 4 weeks prior to the assessment date, whichever falls soonest). Adjustments to assessment schedules will not be made if notification and submission of certification misses this deadline. Any student making a direct request to a Module Tutor or Academic Course Leader regarding the need for rescheduled assessment due to faith obligations should be referred to Student Services [contact Anna Hay]. No alternative arrangements can be made by Module Tutor or Academic Course Leader without advice from Student Services.

2.   The only change to assessment arrangements allowed to accommodate faith obligations is adjustment to assessment schedules. Although changes may be made to accommodate an individual student's faith obligations, the preferred option would be changes to the assessment schedule for all students in the module.

3.   Student Services will record the arrangements made for assessment of students with faith obligations on SITS. Module tutors will be made aware of any adjusted due dates agreed on coursework, via the 'coursework submission date' information published in the Assessment Handling section of Student Records Online. In the rare case where this adjustment means that an assessment due date is close to or after the Module Board of Examiners where the module results are considered, L and X grades should be used as they would be normally. Student Services will also alert Academic Course Leaders to any other assessment requirements of students taking their modules, and Academic Course Leaders will need to forward this information to the module tutors concerned. The Academic Registry (Examinations and Ceremonies) will be informed of any student who requires rescheduling of examinations.

4.   Where possible the rescheduled assessment activity will be approved via the Assessment Scrutiny Process but, if necessary because of the timing, the Academic Course Leader will act on behalf of the Scrutiny Panel.

5.   Once the work resulting from any rescheduled assessment has been submitted it should be assessed against the published assessment criteria, and marked to the same standard as any other student.

PART EIGHT: ACADEMIC APPEALS AND COMPLAINTS

The procedures for dealing with academic appeals are available here.

The procedures for dealing with student complaints are available **here**.