

Undergraduate assessment regulations

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1.0 Rationale and principles which this policy seeks to uphold

- 1.1 The University wishes to make transparent the criteria to be applied in different methods of assessment of student performance
- 1.2 The University wishes to make transparent the standards of performance indicated by numerical and letter grades.

2.0 Scope

- 2.1 These Regulations apply to all undergraduate programmes including collaborative provision and continuing professional development. The Regulations take into account the Sections of the QAA Code of Practice regarding Assessment and Collaborative Provision.
- 2.2 These Regulations apply to all assessments at undergraduate level (i.e. those contributing to the module mark) including written examinations, coursework, projects, worksheets, oral presentations or any other form of assessment. Other regulations also apply to assessment including regulations relating to examinations and regulations relating to plagiarism.

2.3 All academic decisions are formally the responsibility of the University Senate. In practice the majority of decisions are taken by Boards of Examiners, acting under delegated authority from Senate.

3.0 Definitions

- 3.1 Assessment criteria are elements of performance that will be examined
- 3.2 Different methods of assessment will contain different elements of performance.
- 3.3 Grades equate to relative standards of performance, and these standards can be described.
- 3.4 Descriptions of standards will relate to the element of performance.

4.0 Policy

Responsibility for assessment

- 4.1 The Dean of Faculty shall have overall responsibility for the management of all assessment in accordance with appropriate regulations and codes of practice.
- 4.2 The Dean of Faculty may choose to delegate this responsibility to the programme coordinator/Head of Programme or a nominee as appropriate.
- 4.3 Faculties must ensure that any assessment is:
 - 4.3.1 appropriate to the programme and course objectives,
 - 4.3.2 appropriate to the programme and course content structure
 - 4.3.3 appropriate to the level of the award
 - 4.3.4 appropriate to the students taking the programme and courses
 - 4.3.5 appropriate to the staffing arrangements (including marking).
- 4.4 In addition, Faculties should:
 - 4.4.1 Consider how coursework and examinations (including class exams) and any other assessed work should be timetabled
 - 4.4.2 Consider what provision should be made, where appropriate, for the re-assessment of examinations or taught modules.
 - 4.4.3 Develop appropriate relationships with the external examiners.
 - 4.4.4 Ensure that students are kept regularly informed on their progress
 - 4.4.5 Ensure that there are procedures in place in order to provide students with appropriate and timely feedback on their work
 - 4.4.6 Identify the help students with difficulties will be given
 - 4.4.7 Consider how students will interact with, and gain feedback from, lecturers in associated universities (if appropriate)
 - 4.4.8 For each module, a single member of staff shall have overall responsibility to the Dean of Faculty or his/her nominee for all of the assessments within the module. It shall be the responsibility of the Dean of Faculty concerned or his/her nominee to ensure that examination question papers and other forms of assessment as

appropriate are submitted to the relevant external examiner for his/her approval, and to the University Office according to the agreed schedule.

Assessment information

- 4.5 Decisions on the achievement of an award are based on credit accumulation and aggregation of individual module marks. All assessment is related to the learning outcomes of a specific module. Consequently, all assessment that may affect the award qualification must be related to a specific module and the mark included in the module mark.
- 4.6 The contribution of all assessments to the determination of the final award should be notified in writing or via email (or other agreed mechanism) to students in advance of the assessment.
- 4.7 To ensure consistency and transparency, Faculties should publish assessment criteria appropriate to the module being assessed and the method of assessment and should make this information available to internal and external examiners and students. For some subject disciplines this may include the provision of model answers to internal and external examiners. Criterion (not norm) referencing should be used for all assessments.
- 4.8 Faculties should publish University guidelines on the conduct of assessment (for example on plagiarism or late submission of work) for modules and should make this information available to internal and external examiners and students. Any amendments to programme and module assessments should also be made available to all internal and external examiners and students. Where students are required to pass specific assessments within a module, module descriptions should specify whether the assessment has to be passed to achieve overall modular credit.

Oral examinations

- 4.9 Oral examinations are permitted as one of a range of assessment methods available within modules. Where such oral examinations are used, they should be used where the competencies/achievements of the stated learning outcomes for the module may only be demonstrated through these means, or where the oral examination is an integral part of the assessment of a module (e.g. in relation to the project, or language skills). All students taking a module should be subject to the same form of assessment.
- 4.10 Exceptionally, an additional oral examination may be used to check the authorship of assessed work in case of doubt, provided that this does not conflict with any formal investigation of examination irregularity or alleged plagiarism, or where there are mitigating circumstances for poor performance.
- 4.11 Exceptionally, where there are professional validation reasons, other forms of oral examination may be permitted subject to the approval of the Board of Examiners. The criteria against which the students' performance at the oral examination will be judged should be made available to the students and examiners in advance of the oral examination. Students should also be provided with written information and guidance in advance.

Submission of work

- 4.12 The following are standard University procedures that should normally be used for the submission of assessed work that will count towards a final programme mark:
- 4.12.1 Students should be made aware, in writing, at the beginning of a module, what the assessments for the module are, the deadlines, where and to whom assignments should be submitted, and the penalties for late submission (see below). Deadlines should be set taking into account, where possible, revision and examination periods and student workload.
 - 4.12.2 The Faculty should have clear submission procedures for assignments that form part of the assessment for a module. These procedures should be made clear to students, in writing, at the beginning of the academic year and again at the beginning of each module. These procedures, and any subsequent changes or alterations, should also be provided to the Head of Student Administration.
 - 4.12.3 Students will be issued with a receipt for submitted work that shows the submission deadline and the date/time of the submission by the student whether made in person, electronically, or by post
 - 4.12.4 Students are responsible for ensuring that submissions made electronically are 'print-ready' at the time of submission.
 - 4.12.5 Electronic submissions should be supplemented by a physical copy within 2 days of the electronic submission. The physical copy should contain a declaration that no alterations have been made to the submission since it was first made electronically.
 - 4.12.6 Students are required to submit a soft copy of the assignment/project report via Plagiarism Detection Software through Blackboard. The soft copy submission is considered to be the primary method of submission of assignments/project reports, unless specifically requested otherwise by the Module Tutor on the assignment/project brief.

Extensions

- 4.13 Extensions to submission deadlines made by academics for all students must be notified to the Head of Student Administration.
- 4.14 The University should have a clear procedure for granting extensions including guidance on circumstances that will and will not be considered acceptable. Each case should be considered on its merits by the relevant Faculty. Below are examples of acceptable/unacceptable circumstances:

Acceptable	Unacceptable
Major computer problems (e.g. failure of university IT systems, such as network or server failure)	Minor Computer problems (e.g. lost or damaged disks, printer breakdown)
Significant medical problems	Lost assignments
Compassionate (for example, family bereavement)	Desired books not in library
	Unverifiable travel difficulties
	Not realising deadline imminent

- 4.15 Students should apply in writing for an extension on the standard form explaining the reasons why they require an extension. Appropriate evidence should be attached.
- 4.16 To ensure equity of treatment for all students, only one person should grant extensions. This would normally be the Dean of Faculty, or authorised nominee.
- 4.17 The Dean of Faculty (or nominee) should be responsible for ensuring that appropriate staff are informed of extensions that have been granted.

Late submission

- 4.18 Where students are required to submit coursework (e.g. essays, practical reports, projects, problem sheets) that contributes to the module mark Faculties should comply with published arrangements for penalties for the late submission of such work. Coursework, which is not submitted by the initial deadline given, shall be subject to a penalty applied to the mark achieved for that piece of work.
- 4.19 Penalties for late submission:
 - 4.19.1 If no extension has been granted, or there is not sufficiently good cause for work being submitted late, then a penalty of 2% of the mark actually achieved for each working day the assignment is late will be applied until 40% is reached. For assignments which have been given a mark in the range 35 – 39% marks should be deducted at the same rate until 35% is reached. After the lapse of 5 working days submissions will not be accepted and the work will receive a mark of 0%. Penalties should not include weekends (normally Friday – Saturday), public holidays and other University closed days. When setting deadlines weekends and closed days should be borne in mind to minimise student manipulation of penalties. Assignments should be marked in the normal way and penalties applied afterwards.
 - 4.19.2 The original grade and the penalty applied will be indicated to the Board of Examiners.
 - 4.19.3 The University does not guarantee that late submissions will be considered by the Board of Examiners at the meeting immediately subsequent to the original submission deadline.

Grading

- 4.20 University module marking scheme:

Module Grade	Module mark	GPA	
A	70-100	4.00	Pass
A-	67-69	3.70	Pass
B+	64-66	3.30	Pass
B	60-63	3.00	Pass
B-	57-59	2.70	Pass
C+	54-56	2.30	Pass
C	50-53	2.00	Pass
C-	47-49	1.70	Pass
D+	44-46	1.30	Pass

D	40-43	1.00	Pass
F	0-39	0	Fail

4.21 The marking scheme must be used in conjunction with the approved University Grade Descriptors for undergraduates.

Graduation

4.22 University graduation scheme:

CGPA	Degree Classification	British Equivalent
3.70-4.00	Distinction	First
3.30-3.69	Merit	Upper Second
2.00-3.29	Pass	Lower Second

Preparation for marking

- 4.23 It is recommended that Faculties have in place staff development and guidance procedures for all marking processes in use within the Faculty. All staff involved in marking should be required to familiarise themselves with relevant material and practices and attend formal or informal briefing sessions.
- 4.24 Visiting lecturers involved in assessment should normally undergo a period of training, as appropriate to the duties they are required to perform. This may include formal training provided or training provided within Faculties.
- 4.25 Where inexperienced internal examiners undertake marking of work, which contributes towards the module mark, this should be under the guidance of an experienced internal examiner. In addition, each new/ inexperienced staff involved in teaching should have a 'mentor', an experienced member of staff who can provide advice and support as necessary.
- 4.26 On appointment external examiners should be provided with a schedule outlining all relevant information relating to marking of assessments, (including information given to students).
- 4.27 The Dean of Faculty (or nominee) shall establish a formal timetable to ensure that external examiners have scripts in their possession sufficiently in advance of examiners' meetings to enable the external examiner to express an informed opinion on them and shall make this timetable known to all examiners, internal and external normally at the start of the session.

Marking practices

- 4.28 Faculties are required to adopt anonymous marking for all written examinations that contribute to the final award. Anonymity should be extended at least to the second marker stage. It should be recognised good practice that scripts remain anonymous even at the stage at which they are considered by the external examiner.

- 4.29 Anonymous marking of assessed work should be undertaken for course work, with the exception of practical assessments and projects and in instances where anonymous marking is not possible due to particular circumstances.
- 4.30 Where individual questions in an assessment are marked by different examiners, a single examiner shall be responsible for the overall mark for the paper returned to the Board of Examiners. All marks/grades to be recorded in ink, not pencil.
- 4.31 Faculties should ensure that a technical check of assessment marks is carried out (i.e., to ensure that simple arithmetic errors or omissions have not been made).
- 4.32 All assessment that contributes to a module mark must be moderated in some way, where moderation is defined as some form of independent academic checking in addition to the technical check of marks. Moderation may involve looking at pieces of assessed work (e.g. second marking), or it may involve the analysis of marks for the cohort for the assessment. The amount of moderation may vary dependent upon the nature of the assessment, the contribution made to the module mark and the overall contribution of the assessment to the award qualification or to the achievement of the award.

Moderation

- 4.33 The grading process will be moderated. Moderation is an independent verification of the grade awarded.
- 4.34 The extent of moderation will vary according to the nature of the assessment component and its significance to the module and to the programme.
- 4.35 Moderation may depend on random or purposive sampling. Purposive sampling may involve extreme cases on the grading scale across students, or extreme disparity in the case of individual students.
- 4.36 The process of moderation has several forms, including re-grading (second marking) and analysis of cohorts (grade distribution).
- 4.37 Second marking is the term used where student work is assessed by more than one marker.
- 4.38 Second marking may be undertaken 'blind' or 'non-blind'. In blind second marking, the marks and comments of the first marker are not available to the second marker.
- 4.39 A final mark is either agreed by the two markers in collaboration with the module coordinator or the equivalent, or produced by simple averaging of the two marks. An averaging of the two marks should not be used in cases where there is a significant variation between marks or where marks fall across a borderline.
- 4.40 In non-blind second marking the marks and annotations of the first marker are available to the second marker. This latter method is usually used where the role of the second marker is seen as more of checking the marks given by the first marker, such as where

first markers are less experienced, or where there are several first markers and consistency may be an issue.

4.41 Second marking is required for the following:

4.41.1 Samples of work initially graded at A, B or C

4.41.2 For all failures.

4.42 Faculties should ensure that the methods that are used are agreed within the Faculty and that clear procedures are in place for moderation and the resolution of discrepancies or disagreements between markers.

4.43 For the purposes of allocating a single mark Faculties may choose to use either a simple averaging of the two marks or they may choose to put in place procedures whereby the examiners will meet to agree a single mark, following the allocation of individual marks. An averaging of the two marks should not be used in cases where there is a significant variation between marks or where marks fall across a borderline.

4.44 In the event that the examiners are unable to agree a joint mark this will be reported to the Board of Examiners which will then be responsible for agreeing the mark, possibly following the appointment of a third marker or following consideration of comments from the external examiner. A case may also be referred for discussion to the Board of Examiners in the event of any other relevant issues.

4.45 The University convention on rounding of numeric marks for all awards is as follows:

4.45.1 Marks should be rounded at two stages only:

4.45.1.1 when two or more unit marks are computed (using a weighting formula), the result should be rounded into a single integer module mark;

4.45.1.2 when the overall weighted average mark has been computed, it should be rounded into a single overall integer mark, before a classification is assigned.

4.45.2 Rounding means that any mark of x.5 and decimal fractions above, becomes the next highest integer e.g. 69.5 is rounded to 70, 59.5 to 60, and so on. Decimal fractions below x.5 are rounded to the next lowest integer e.g. 69.4 is rounded to 69. For the purposes of rounding, only the first decimal place is used.

4.45.3 Following the rounding convention set out above, overall marks of 39.5, 49.5, 59.5, and 69.5 will be rounded to 40, 50, 60 & 70 respectively.

4.45.4 For the purposes of progression, overall average marks will be rounded to the nearest integer so that marks of 29.5, 39.5 and 49.5 will be rounded to 30, 40 and 50 respectively. Decimal fractions below x.5 are rounded to the next lowest integer e.g. 69.4 is rounded to 69. For the purposes of rounding, only the first decimal place is used.

4.45.5 For all programmes, the relevant markers should meet prior to Exam Boards to discuss the borderline module marks with a view to considering whether marks should be modified so that they are more clearly on one side of a specific borderline.

- 4.46 Provision of Feedback to Students Staff should ensure that assignments are marked and feedback given to students no more than 15 working days following the submission date and taking into account that students find feedback helpful for examination revision.
- 4.47 Staff should also provide information and feedback which enables students to prepare for examinations and assessments in a more general sense.
- 4.48 Feedback must be provided in a timely manner that helps students understand (i) the marks or grades they have received for the work submitted, and (ii) how their performance might be improved in future

Examinations

4.49 Appointment of Internal Examiners:

- 4.49.1 No member of the academic staff, external examiner, or marker shall be involved in the conduct of any form of assessment, or of any examination where their relationship with a student provides a possible conflict of interest.
- 4.49.2 The Dean of Faculty will appoint internal examiners annually. Internal examiners are responsible for the assessment of the performance of students and are automatically members of the Board of Examiners that makes recommendations on progression and decisions on module marks and final awards. Actual membership of the Board may vary according to the size of the provision and the cases being considered. All academic staff of a Faculty, including adjunct staff, are eligible to serve as internal examiners for programmes of study and modules, which are the responsibility of that Faculty.

4.50 Appointment of External Examiners:

- 4.50.1 External examiners will be appointed in accordance with the procedures outlined in the University Code of Practice for External Examiners.
- 4.50.2 External examiners should have experience of externally examining the comparable programme at the associated institution.

4.51 Role of External Examiner:

- 4.51.1 No University qualification may be awarded without participation in the assessment process by at least one examiner external to this University, who will be a full member of the relevant Board of Examiners.
- 4.51.2 The principal role of the external examiner is to ensure that the standard of the award(s) is maintained and that justice is done to the individual student.
- 4.51.3 External examiners, as full members of the relevant Board of Examiners, have the right to be present at all examiners' meetings at which significant decisions are to be taken in regard to the programme with which they have been concerned, including the setting of written examination papers and projects. They are normally required to be present at any meeting where final awards are determined for the programme(s) in which they have been involved. In all cases, their approval must be obtained for any significant change to a result, which

they have previously agreed. For the purposes of these regulations participation may be done via videoconference.

- 4.51.4 The views of the external examiner must be particularly influential where there is disagreement on the mark to be awarded for a particular module. The views of the external examiner must also be particularly influential in considering instances of apparent examination irregularities such as plagiarism and in considering mitigation.
 - 4.51.5 Procedure and documentation must be in place for incorporating external examiner's remarks on the question paper and the response of Internal Examiners during moderation stage. This must be recorded and reported at the Board of Examiner's meeting.
- 4.52 To enable them to carry out their responsibilities, external examiners should:
- 4.52.1 be able to judge each student impartially on the basis of the work submitted for assessment, without being influenced by previous association with the course, the staff, or any of the students;
 - 4.52.2 be able to compare the performance of students with that of their peers on comparable courses of higher education elsewhere within the British system;
 - 4.52.3 approve the form and content of proposed examination papers, coursework and other assessments that count towards the award, including marking schemes where appropriate, in order to ensure that all students will be assessed fairly in relation to the module syllabus and programme regulations and in such a way that external examiner(s) will be able to judge whether they have fulfilled the objectives of the programme and reached the required standard;
 - 4.52.4 be consulted about and agree to any proposed changes to the approved assessment regulations which will directly affect students currently on the course;
 - 4.52.5 have access to all assessed work;
 - 4.52.6 see the work of all students proposed for the highest available category of the award and for failure, and samples of the work of students proposed for each category of the award, in order to ensure that each student is fairly placed in relation to the rest of the cohort;
 - 4.52.7 have the right to moderate the marks awarded by internal examiners¹;
 - 4.52.8 have the right to conduct a viva voce examination of any candidate;
 - 4.52.9 ensure that the assessments are conducted in accordance with the approved programme regulations;
 - 4.52.10 attend the meetings of the Board of Examiners at which decisions on recommendations for an award, or at which decisions are made on elements of assessment which contribute to an award;
 - 4.52.11 ensure that those recommendations have been reached by means in accordance with the University's requirements and normal practice in British higher education;
 - 4.52.12 participate as required in any reviews of decisions about individual students' awards taken during the examiner's period of office

¹Disagreements between external examiners

Where an external examiner disagrees with other external examiners, and will not agree a recommendation, it is for the Board of Examiners to ensure that the matter is resolved. If the disagreement concerns only one or more individual students, the recommendations for all other students should be signed.

4.53 External examiners are required to:

- 4.53.1 report to the University on the effectiveness of the assessments and any lessons to be drawn from them, using the form provided;
- 4.53.2 report to the Vice-Chancellor of the University on any matters of serious concern arising from the assessments, or application of policy and procedures, which put at risk the standard of the award.

4.54 In fulfilling these duties external examiners may be asked to comment on the suitability of assessment strategies in supporting the aims of the programme and measuring their attainment, having due regard to the University's autonomy as an awarding body and its right to formulate institutional policy, and recognizing that different strategies may be equally valid.

Examination timetable

4.55 It is the student's responsibility to ascertain his/her assessment deadlines, including examination times and locations.

4.56 Examinations may be scheduled outside normal University teaching hours.

4.57 Students may not appear for degree examination at times other than those prescribed, or at a place other than the designated one, except in cases of serious illness, injury or disability, or on grounds of religious scruples or unavoidable overlapping of examination hours, or in other exceptional circumstances, and in each case only with the express approval of the relevant Dean of Faculty. A student who is permitted to appear for examination at a time other than that prescribed may be required at the discretion of the Dean of Faculty (or nominee) concerned to answer a set of questions specially prepared for the purpose.

4.58 If required, specific reasonable adjustments will be made to enable disabled students to sit examinations, including any written, practice or oral examination, continuously assessed coursework which counts towards the final assessment. Any decisions relating to the approval of specific adjustments will be made by the relevant Dean of Faculty, in liaison with the Head of Student Administration and the Examination Officer. Prior to the approval of specific reasonable adjustments the Dean of Faculty (or nominee) must see and accept a medical certificate or similar documentation relating to the student. Such students should discuss their requirements with their Personal Tutor at the earliest opportunity.

Conduct of examinations

4.59 Invigilation of degree examinations is undertaken by authorised staff, as appointed by the Registrar and in accordance with the university policies.

4.60 It is a student's responsibility to ensure that his or her submitted assessed work is legible. If markers consider work to be illegible they must consult the Convener of the Board of Examiners. Where there are no issues of disability, the Convener should

ensure that the work is marked normally so far as is possible. If the work remains completely illegible, a zero will be awarded.

Board of examiners

- 4.61 The composition and general terms of reference of the Board of Examiners is set out in University policy on Statutory Bodies.

Progression

- 4.62 The Board of Examiners has the responsibility to decide which students can progress Or, in the case of other award, exit either directly or following satisfaction of any outstanding requirement. In so far as the MOE Standards for Licensure and Accreditation permit, a student who has completed a prescribed minimum of earned and requisite credits, may be considered for the award of a Diploma or Associate Degree. Any such award shall be on the recommendation of the Board of Examiners and must be in accordance with University and MOE requirements, acknowledging the specific circumstances pertaining.
- 4.63 A module is a coherent and identifiable unit of learning and teaching with defined learning outcomes. A module is passed if its specified learning outcomes have been achieved. The assessment of each module shall be designed so as to assess the achievement of the learning outcomes of the module.
- 4.64 The minimum passing mark for all undergraduate modules is 40.
- 4.65 For a student who has met the learning outcomes for the module and whose overall mark for the module is between 35-39 the Board of Examiners may adjust the mark to 40% in order to allow the student to pass the module.
- 4.66 If the module's overall mark is less than 35% then the student must retake the module.
- 4.67 All retake assessments are capped at 40% unless there are approved mitigating circumstances. The module's overall mark is not capped and is calculated based on the marks of all assessments carried forward plus the mark of the retake assessment.
- 4.68 The mark of a retaken module is not capped.

Opportunities for re-assessments

- 4.69 The Board of Examiners has authority to decide if a student is required or entitled to repeat modules or re-take one or more of their assessment components.
- 4.70 The Board of Examiners has the authority to require students to complete supplementary assessments in order to demonstrate the learning outcomes.
- 4.71 A student who fails a module can retrieve the failure, either by reassessment or by repeating the module. The decision on whether the student should be allowed to be reassessed or repeat should be made by the relevant Board of Examiners.

- 4.72 In deciding whether a student should be reassessed or required to repeat the module the Board of Examiners will need to consider a number of factors including:
- 4.72.1 The learning outcomes which the student needs to demonstrate and how these might most easily be demonstrated
 - 4.72.2 The student's performance in other modules or in other assessments for the same module
 - 4.72.3 If the student is in the early stages of their programme consideration should be given to requiring a repeat instead of reassessment in order to support the educational development of the student in terms of the acquisition of appropriate skills and techniques
- 4.73 A student may attempt assessment components twice; failure may be condoned if a student repeats the assessment component and passes at a second attempt. However, the maximum grade following reassessment is 40%. transcript will be amended to show that the module was passed following reassessment of at least one of the assessment elements.
- 4.74 Failure of an assessment component at the first attempt for reason of proven mitigating circumstances will result in the reassessment being considered a 'first attempt'.
- 4.75 For re-assessment a student is required to complete such further assessments as specified by the recommendation of the Board of Examiners as being necessary to demonstrate achievement of the stated learning outcomes. This re-assessment may take the form of additional or re-submitted coursework or an examination.
- 4.76 Students should be notified of their performance in the taught component of the programme and whether they are required to be re-assessed within 10 working days of the date of the Board of Examiners meeting. The recommendation relating to re-assessment can normally only be made once all the assessments for the module in question have been completed. Where it is known that the module needs to be reassessed, reassessment should take place at the first opportunity. Coursework which requires to be reassessed should be submitted no more than four weeks following communication of the relevant Board of Examiners decision to the student. Any resit examinations should be undertaken as soon as possible following the Board of Examiners meeting and no later than the next date of University examinations (irrespective of whether there is a scheduled examination for the module in question). Boards of Examiners should inform Student Administration which modules it has decided are to be re-assessed.
- 4.77 There is no limit on the number of Retake module a student can undertake to the retrieve the failure. The grade from the second attempt onwards will be recorded on the transcripts and also counted in the GPA calculation
- 4.78 A student who is required to repeat a module is required to attend teaching sessions as specified by the Faculty and to complete all the assessment requirements associated with the module in order to achieve the stated learning outcomes. Repeat students should normally complete the repeat of the module within one calendar year of the initial failure. If a student does not attend teaching sessions as specified by the Faculty

they may be debarred from the assessment of the module. Students may repeat some or all modules as determined by the Board of Examiners.

- 4.79 In some modules the nature of the module will be such that retrieval of failure can only be by means of repeat (e.g. laboratory-based modules). Such modules should be designated as repeat only in module descriptions.
- 4.80 If the University is unable to provide a module for the purposes of a repeat, approval may be given for the student to take a substitute module, if this is possible within the curriculum of the relevant programme.
- 4.81 Students who are given the opportunity to repeat or substitute a module will have to pay the appropriate fee.
- 4.82 Where a student is prevented by illness or other cause from attending all or part of the final assessments for an award, the Board of Examiners may either:
 - 4.82.1 where sufficient evidence of achievement exists, recommend the award of the degree.
 - 4.82.2 where insufficient evidence of achievement exists, recommend that the student be provided with a further opportunity to complete the requirements for the qualification concerned.

Sufficient evidence of achievement would normally consist of the majority of assessed work, and evidence that the main learning outcomes of the programme have been achieved.

- 4.83 Students who are ill for a significant period during the academic session (i.e. have missed key elements of their learning experience) or are otherwise prevented from following their programme of study may apply for leave of absence, returning to study once circumstances allow. Applications to the University would normally be for only one academic session at a time and must be endorsed by the Faculty and transmitted to the Head of Student Administration. The period of leave of absence is not included in the time limits for the programme but students should be made aware that, when they return to study, the Faculty might not be able to guarantee exactly the same programme of study.

Awards

- 4.84 In order to be eligible for the award of Bachelor's Degree, students are required to:
 - 4.84.1 achieve the minimum number of 480 credits as specified in University Regulations.
 - 4.84.2 have a CGPA of 2.00 in all modules.
 - 4.84.3 have fulfilled any additional requirements as detailed in specific programme regulations/handbooks
- 4.85 To pass with Distinction student must:
 - 4.85.1 Pass all modules (minimum 480 credits) taken as part of the programme

4.85.2 have a CGPA of 3.70 in all modules.

Reconsideration/review of decisions

- 4.86 Decisions made by a Board of Examiners, once certified in writing, are final except where:
- 4.86.1 A Board of Examiners may review a decision if information relevant to that decision, but unavailable at the time the decision was made, comes to light or if any error having a material bearing on that decision or an error in the written certification of that decision has been made.
 - 4.86.2 Where an error is discovered in the assessment or marking of any examination or any component of an examination or in the calculation, recording or notification of the result of any examination or any component thereof or in the result of any degree or in any process connected with any of these matters, the University shall forthwith correct that error and amend its records to show the correct result and that whether or not the result has been published or otherwise notified to the student. The University shall notify the student of the corrected result as soon as practicable and shall also correct any reference or statement which may have been provided by the University whether to the student or to a third party. Having been notified of the corrected result the student shall return to the University any documentation which may have been issued to the student notifying the original result which has been corrected. The student shall have no claim against the University for any loss or damage which may have been incurred by the student as a result of any error which may have been made.
 - 4.86.3 a student has the right of appeal provided by regulation.
 - 4.86.4 in proven cases of substantial and significant copying, plagiarism or other fraud, the Senate has the power to revoke, any degree it has already awarded, and to require the degree, diploma or certificate scroll to be returned.

Recording of decisions made and discussions held

- 4.87 All Faculties will keep a formal record of the attendance at, discussions held and decisions made at the meeting of the Board of Examiners. Deans of Faculties should ensure that adequate systems are in place in order that they are able to satisfy themselves that appropriate regulations and procedures have been adhered to in reaching any such decisions. Such systems are subject to review during Academic Audit and Deans of Faculties will be asked to confirm that the appropriate regulations and procedures have been adhered to when submitting module marks and recommendations.
- 4.88 As a minimum, all evidence like exam scripts etc on which a decision was based should be retained for four months after the original Board of Examiners meeting unless there is a specific reason for a longer period of retention as decided by the Faculty e.g. Appeals cases, re-assessment cases, records for course files etc. till the decision of re-assessment has been finalised etc. The minutes of meeting will be retained by the OQIE for at least two years after the Board of Examiners meeting.

Recording of marks

- 4.89 The assessment of each module shall generate a single mark between 0% and 100% expressing the extent to which the learning outcomes have been achieved. A number of different assessments may be combined within a module to generate the single mark. This information should be provided to Boards of Examiners on the standard University form by the Examinations Officer.
- 4.90 Any marks should be expressed as a percentage and as a whole number in accordance with the University Marking Scheme.
- 4.91 Where a student has failed to attend an examination or has not submitted a piece of assessed work, without adequate cause, the mark recorded for the specific assessment element will be 0%.

Recording of marks following re-assessment or repeat

- 4.92 Following a successful repeat of a failed module the mark the grades from the second attempt onwards will be recorded on the transcripts and also counted in the GPA calculation.
- 4.93 Following successful re-assessment the maximum mark which may be awarded for the re-assessed elements will be 40%. The student's transcript will be amended to show that the module was passed following re-assessment of at least one of the assessment elements.
- 4.94 Following unsuccessful re-assessment or repeat the higher of the two fail marks should be used for the purpose of arriving at any specific decisions.
- 4.95 Where a student has failed to attend a re-examination or not submitted re-assessed work, without adequate cause, the mark recorded for the specific assessment element will be 0%.
- 4.96 Following unsuccessful re-assessment or repeat of a failed module, the mark used for arriving at decisions on progress or the final award shall be the higher of the two fail marks achieved, at initial assessment and at re-assessment.
- 4.97 Where the student has been permitted to substitute a module the mark achieved will be recorded and used on the transcript.

Standardisation or adjustment of marks

- 4.98 Where marks are adjusted, the rank order of affected students for the assessment must be maintained and the mark distributions should normally be preserved. The normal method of mark adjustment might be a simple addition or subtraction of an agreed percentage; however, Faculties may use more sophisticated methods within the above constraints.
- 4.99 There should be no adjustment to marks if they accurately reflect the achievement or otherwise of the learning outcomes and have not resulted from an error in the assessment process or some other factor which would have affected students.

- 4.100 All adjustments to marks must be recorded in the minutes of the Board of Examiners.
- 4.101 Faculty quality assurance mechanisms should ensure that any concerns identified in the assessment process or other aspects of the module result in a review of that module.

Provision of information to students

- 4.102 Mark sheets shall be treated as strictly confidential but the marks awarded to an individual candidate may be disclosed to the candidate in a way which protects the confidential nature of the marks of other candidates. Attention is drawn to the University Policy and the implications for storage of student information and provision of information.
- 4.103 Results, provisional results, progress decisions and final awards will be published by the University as soon as possible after the meeting of the Board of Examiners at which they are determined. In the case of provisional results students should be informed of the status of the marks released and be reminded that the Board of Examiners, in determining the final award, may exercise discretion by taking into account additional relevant information.
- 4.104 Following determination of marks for the taught elements of a programme by the Board of Examiners, where students are continuing, the University will inform individual students of their module marks. Where there are any issues in relation to progress this should ideally take place through a progress review meeting between the student and their personal tutor.
- 4.105 It will be at the discretion of the Faculty as to whether or not they will release to students the marks that they obtain in each assessment (where available) of a module, although Faculties should ensure that students are not given access to information on the provisional marks or grades which are allocated by individual markers. However, students should be given feedback on assessments, particularly those undertaken during a module and used to inform the student's learning (e.g. coursework). Such feedback should be provided within 15 working days of the submission date. Faculties may wish to provide this feedback in ways other than by provision of actual marks. Where marks are provided in advance of confirmation by the Board of Examiners, it should be emphasised that these marks remain provisional.

Retention of scripts

- 4.106 The University shall ensure that all written examination answer books and other papers shall remain confidential to the examiners and shall be retained until four months after the original Board of Examiners meeting unless there is a specific reason for a longer period of retention.

Unsatisfactory progress

- 4.107 General Guidelines for Unsatisfactory Progress in Programmes:

- 4.107.1 Students who score a CGPA of less than 2.0 in a semester will receive a written warning notice.
 - 4.107.2 Students who score a CGPA of less than 2.0 in two consecutive semesters will receive a second written warning notice and will not be allowed to register for more than three modules in the following semester.
 - 4.107.3 Students who score a CGPA of less than 2.0 in three consecutive semesters will be dismissed from the University.
- 4.108 The following sets out the meanings of terms as they are used in the Regulations and Assessment Regulations concerning debarring and due diligence:
- 4.108.1 'Withdrawal' is related to programmes of study
 - 4.108.2 'Debarring' relates to assessment in a module
 - 4.108.3 'Reasonable Diligence' is understood as being demonstrated by:
 - 4.108.3.1 Completion of all required coursework; and, where relevant,
 - 4.108.3.2 Submission of examination material in the prescribed manner.
- 4.109 Debarring and Reasonable Diligence: Students who do not observe reasonable diligence may be debarred from assessment in a module or be asked to withdraw from their programme of study.
- 4.110 Attendance at an examination hall and submission of a blank or otherwise inappropriate script does not constitute reasonable diligence. The Board of Examiners may use its discretion in deciding on other similar cases.
- 4.111 In addition to the above, students are also required to attend 70% of specific classes in modules. Faculties may also wish to require specified levels of attendance in specific modules if, for example, group assessments are included and the behaviour of students could prejudice the performance of others; where health and safety is an issue; or where core knowledge is essential for later study. In these cases, it must be made clear in the module description that attendance at particular classes or at a certain level will be required (unless there are good reasons for non-attendance). Faculties must also be vigilant in monitoring attendance to ensure that all students fulfil their responsibilities.
- 4.112 All students must be informed by Faculties in writing of above definitions and the procedures they can expect to be enacted if they fail to observe due diligence.
- 4.113 For any student threatened with being debarred from assessment in a module, or a requirement to withdraw from a programme of study, the procedures for enacting the regulations on debarring and withdrawal should include the following:
- 4.113.1 An interview with the Dean of Faculty/ (or nominee); followed by,
 - 4.113.2 A written warning explaining what the student should do if s/he is to avoid further action being taken.
- 4.114 If the above measures fail and action to debar from assessment or to require a student to withdraw from a programme of study is to be taken, the following must be observed:

- 4.114.1 A second (and final) letter should be sent to the student making it clear that it has been recommended to the Board of Examiners that the student should be debarred from assessment in a particular module(s) or be required to withdraw from a programme of study. To enable the University Office to set in motion the appropriate action and notify the student of his/her right of appeal, Faculties who wish to enact the regulations must formally inform Student Administration before the end of the 5th week of the semester. This deadline is intended to give sufficient time for the completion of the appeals process before the end of the semester.
- 4.115 Students who have been debarred from the first opportunity of assessment are permitted one opportunity to repeat the module. If the relevant module is not available a student may be given permission to substitute it for another module, if this is possible within the curriculum. After this student are not permitted further resits. On the transcript 0% is recorded for the first attempt and the actual mark recorded for the second attempt. A student substituting a module is only permitted one attempt at assessments in the substitute module. On the transcript, a mark of 0% is recorded for the first module and the actual mark for the substitute module.
- 4.116 If students are debarred from assessment but nevertheless turn up and complete examination papers, the marks for these papers should not be submitted to Boards of Examiners for confirmation.
- 4.117 Where a student is registered on a module delivered by a Faculty other than the student's home Faculty, the home Faculty shall be responsible for enacting procedures to debar the student from assessment in the module. There should be full consultation with the Faculty delivering the module throughout the process.
- 4.118 Where Faculties offer modules to students from other Faculties, the student's home Faculty should be informed immediately if there are concerns about the student failing to observe reasonable diligence, bearing in mind the deadline set out above.
- 4.119 For the purposes of awarding a mark, a student who fails to attend a required examination without adequate cause or who fails to complete other assessed work by the final deadline without adequate cause shall be classed deemed as having made a valid attempt, i.e. they will be deemed to have failed and shall be awarded a mark of 0% for that examination or assessment. Where there is unexplained absence from all assessments that contribute to the module mark the student will be awarded a mark of 0% for the module and will not achieve credit. Where the unexplained absence is for an assessment that contributes less than 100% to the module mark the mark of 0% for the assessment will be combined with the marks for the other assessments as for all other students. This may result in the student not achieving the pass mark for the module and failing the module. In case the combined mark is more than the pass mark then the BoE will take decision on the basis of all learning outcomes met by the student as evidenced by the rest of the assessments.
- 4.120 A student who provides adequate reason or mitigation for failure to complete an assessment or attend an examination may be permitted to 'sit' the module again as if for the first time, or 'sit' the assessment(s) again as if for the first time.

Processing academic failure

- 4.121 Students who do not meet the conditions required to proceed to the next stage of their programme following re-assessment or repeat shall be required to withdraw. Such students will be informed of their right of appeal.
- 4.122 A student who, on the basis of their performance, is regarded as potentially unsatisfactory is notified of this and should normally be interviewed before any recommendation for exclusion is made to the Board of Examiners.
- 4.123 The Board of Examiners is regarded as the final judge of the academic basis for exclusion on the grounds of unsatisfactory progress, as specified in the degree regulations. If the Board of Examiners approves the exclusion of a student on the grounds of unsatisfactory progress the student has the right of appeal, but only if the student can produce substantial evidence which, for good reason, was not made available to the Board of Examiners or can allege irregular procedure or improper conduct on the part of the Board of Examiners.
- 4.124 A student declared unsatisfactory is excluded from all further attendance at classes and examinations.

Appeal

- 4.125 Refer to University policy on appeals