



University of  
Chester

**HANDBOOK F**  
**TO ACCOMPANY THE**  
**PRINCIPLES AND REGULATIONS:**

**THE ASSESSMENT OF STUDENTS**  
**AT LEVELS 4, 5, 6 AND 7**

**2009 – 2010**

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## 1. INTRODUCTION

University of Chester has adopted a modular structure for the delivery of academic programmes, pathways and courses of study. The assessment of students registered for any module of study approved by University of Chester shall be conducted in accordance with the Principles and Regulations of University of Chester. In order to ensure that these Principles and Regulations are observed, the requirements set out below shall be adhered to in the assessment of all modules.

These requirements derive their force from the said Principles and Regulations of University of Chester and shall be read in association with those Principles and Regulations. There is an obligation on the part of all those staff of the University who may be charged with the conduct of assessment in its academic and administrative aspects to observe these Requirements.

In order for these Requirements to be applied with complete equity to all students, it is of paramount importance for examiners and assessors to discharge their duties disinterestedly. Consequently, it is a requirement of University of Chester that any member of staff, academic or administrative, whose ability to engage in the assessment of students may be influenced by a personal relationship or a personal consideration relating to any student who is subject to assessment, shall declare such an interest in advance to the Chair of the Awards or Subject or Programme Assessment Board as appropriate. When such a declaration has been made, it is incumbent upon that Chair, in conjunction with the Director of Registry Services, to take such steps as are necessary to safeguard

the integrity and equity of the assessment process. Measures available to the Chair of the Awards or Subject or Programme Assessment Board shall include requiring the member of staff in question to absent himself or herself from and/or withhold himself or herself from participation in a stage or stages of the assessment process.

Students of University of Chester shall be required to adhere to the requirements set out below. They shall be given access to these requirements at the point of commencement of the academic sessions to which the rules shall apply.

**The requirements in this Handbook apply to all forms of summative assessment which contribute to the results of modules processed by Assessment Boards. They are not intended to apply to formative assessment which does not contribute to such module results, except as guidance on good practice which may be followed as appropriate.**

The requirements shall be reviewed annually and with due consideration given to the advice of External Examiners.

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## **2. OPERATIONAL REQUIREMENTS TO BE OBSERVED BY EXAMINERS AND EXAMINEES IN THE COURSE OF THE PROCESS OF ASSESSMENT**

### **2.1 Written Examinations: Rules for Examinees**

1. Except where prevented by illness or by other sufficient cause (please refer to mitigating circumstances procedures), a student who fails to present herself/himself for written examination in a degree, diploma or certificate module at the time and place indicated in the published timetable shall be deemed to have failed in that part of the assessment. Misreading of the timetable will not be regarded as 'sufficient cause'.
2. Candidates are forbidden to take into the examination room any unauthorised book, manuscript, or other unauthorised material. Any candidate suspected of (i) introducing into the examination room any such items, or of making use of or copying such material from the papers of another candidate, or (ii) obtaining or endeavouring to obtain, directly or indirectly, assistance in her/his work or give or endeavour to give, directly or indirectly, assistance to any other candidate, shall be in breach of regulations and dealt with in accordance with Requirements governing the occurrence of academic malpractice. Unauthorised materials include crib notes and information stored in electronic devices (including mobile phones and pagers).
3. All bags, cases and coats etc must be placed at the front of the examination room as instructed by the invigilator.
4. All gangways should remain clear of obstruction.
5. Strict silence must be observed at all times in the examination room. The examination is deemed to be in progress from the time candidates enter the room until all scripts have been collected. Candidates must not indulge in any behaviour which in the opinion of the invigilator may disturb other candidates or in any form of conduct which may disrupt the smooth progress of an examination. Any irregularities of conduct within the examination room shall be in breach of regulations and dealt with in accordance with Requirements governing the occurrence of academic malpractice, and/or under Procedures for Examiners, Section 2.2, paragraph 14 (below).
6. All electronic devices (including mobile phones and pagers) should be switched off and stored at the front of the examination room.
7. Candidates are forbidden to communicate with each other in the examination room. All enquiries must be addressed to an invigilator by raising a hand.
8. No candidate shall be permitted to enter the examination room after the lapse of half an hour from the commencement of the written examination, and no candidate shall be allowed to leave the examination room until after the expiration of half-an-hour from the commencement of the examination, irrespective of the length of the examination paper. In the case of examinations of one hour or less, students will be required to remain in their seats until the end of the examination.
9. No additional time shall be allowed to candidates who arrive at the examination room after the commencement of the examination.
10. Candidates should complete the assessment attendance slip before the commencement of the examination.

11. Candidates should place their student ID card on the desk so that it can be seen by an invigilator.
12. The impersonation of assessment candidates is prohibited and candidates must not allow themselves to be impersonated.
13. Candidates should complete the front of the examination answer book and seal down the corner. A candidate who fails to do so will forfeit the right to have her/his paper marked anonymously.
14. Candidates are permitted to write in the examination answer books during any allocated reading time.
15. Unless specified in the rubric of the examination paper, candidates are not permitted to use calculators. Where it is permitted calculators should be silent in operation and not have an alphabetic keyboard. The calculator's memory must be cleared of all user-defined programmes and functions. Calculators that permit the symbolic manipulations of equations and formulae are forbidden. University of Chester shall not be responsible for the provision of (i) calculators in the event of a breakdown, (ii) power for their operation, or (iii) spare batteries.
16. The use of English Language and/or translation dictionaries is prohibited unless specified in the rubric of the examination. Other books may only be taken into the examination room if specified on the rubric of the paper.
17. The use of scrap paper is not permitted and all rough work must be done in the answer books provided.
18. It is the responsibility of the candidate to ensure that any loose or separate sheets are securely fixed within the examination answer book using the tags provided.
19. When time is called at the conclusion to the examination all writing must cease immediately.
20. No candidate is normally permitted to leave the examination room in the last fifteen minutes of the written examination. Candidates who complete their work during the last fifteen minutes should remain quietly seated until an invigilator announces the end of the written examination.
21. Candidates must not leave the examination room until all their written work has been collected and they have been given permission by the chief invigilator to do so. Candidates must not remove from the examination room any answer books (whether used or unused), mathematical tables or other data provided for use or other items of stationery except for any non-returnable question papers.
22. If the fire alarm sounds during the assessment, candidates must follow the instructions of the chief invigilator. Candidates must leave the room in silence and must not take any papers or materials from the room. They must not communicate with each other, except in cases of urgent necessity, prior to their return to the examination room.
23. Candidates are warned that examination book scripts that are not legible will be required to be rewritten by the candidate and the candidate will forfeit the right to have her/his paper anonymously marked.
24. Except where a foreign language is the subject of the assessment, papers should normally be set and answered in English.

## 2.2 Written Examinations: Procedures for Examiners

1. Registry Services (Student Programmes) will be responsible for delivering the question papers and attendance sheets to the examination room.
2. Any examination offered during an assessment period by both a Collaborative Partner and the University, and any examination taken at different campuses or sites of the University, must take place simultaneously at all locations.
3. An examiner, or in her/his unavoidable absence a representative from the department concerned who is knowledgeable about the contents of the question paper, must be present in the examination room for ten minutes before the examination is due to begin and for five minutes after the start of the examination.
4. Before the examination begins the examiner shall check her/his papers for any errors. If there are any amendments to be made she/he shall inform an invigilator who will normally make the necessary announcements.
5. Before leaving the examination room an examiner shall inform the chief invigilator where s/he may be contacted in the University for the duration of the examination, in the event of any question from a candidate about the paper.
6. It is the responsibility of invigilators to supervise examinations in accordance with the Operational Requirements to be observed by examiners and examinees.
7. All invigilators must be present in the examination room to which they have been appointed, from fifteen minutes before the commencement of the examination, until all answer books have been removed from the examination room after the conclusion of the examination.
8. Invigilators are responsible for the distribution of question papers before the commencement of each examination, for the collection of answer books from each candidate, for checking attendance sheets provided and noting absentees.
9. Candidates may sit at any desk within the room to which they have been allocated under the direction of the chief invigilator and should be seated in such a way that no candidate can overlook the papers of another candidate.
10. No examination may be left without an invigilator while the paper is in progress.
11. Under normal circumstances, at least two invigilators must remain in the examination room throughout the examination except when their invigilation duties require them to leave.
12. At the time scheduled for the start of the examination the chief invigilator shall:
  - make an announcement to the effect that candidates must satisfy themselves that they are in possession of the correct paper;
  - ask candidates to study carefully the instructions at the head of the examination paper;
  - make all other necessary announcements.
13. Invigilators shall check that all candidates listed on the relevant attendance sheets are present and note the names of any candidates who are absent. Attendance sheets shall be collected by a member of Registry Services (Student Programmes) staff at the end of the examination.

14. An invigilator shall require a candidate to leave the examination if, in the opinion of the invigilator, her/his conduct is disturbing other candidates or is disrupting the smooth progress of the examination. Any irregularities of conduct within the examination room shall be reported to the Senior Assistant Registrar (Student Programmes), who shall have the power to exclude the candidate from the examination room and shall report the matter to the Chair of the Awards Assessment Board for investigation.
15. Invigilators who suspect that breaches of the Operational Requirements to be observed by examiners and examinees have occurred shall inform the Chair of the relevant Programme (or Subject) Assessment Board in writing. Invigilators shall warn a candidate that such a report will be made, but the candidate shall normally be permitted to complete the written examination. The Senior Assistant Registrar (Student Programmes) shall also be notified that such a breach has been observed.
16. Candidates wishing to make a temporary withdrawal from the examination room for personal reasons must be accompanied by an invigilator or by a person authorised by the chief invigilator to ensure against any possibility of academic malpractice.
17. In certain special cases, candidates shall be allowed additional time for completion of their examination. Such candidates will have been identified by Registry Services (Student Programmes) in advance of the paper and may be sitting separately. It is the responsibility of the invigilators to complete the full invigilation of all candidates assigned to them.
18. It is the responsibility of subject departments to provide any special requirements for specific examinations. Guidance for amanuenses appears in Appendix V(ii).
19. Registry Services (Student Programmes) shall be responsible for providing examination answer books and graph paper for each examination room. Large envelopes for transporting completed scripts shall be available in each room. The chief invigilator shall be responsible for ensuring that a copy of the relevant question paper is placed in the appropriate envelope, together with the completed scripts for marking purposes.
20. Invigilators shall be responsible for ensuring that completed scripts are delivered to the relevant department(s) for marking purposes.
21. Any changes to the original invigilation list shall be notified to Registry Services (Student Programmes) in advance of the assessment date. It is the responsibility of the Departmental Assessment Contact to find replacement invigilators. Last minute substitutes should not be sent, other than in unforeseen circumstances, as this may affect the gender balance in the examination room.
22. The invigilators shall inform the Senior Assistant Registrar (Student Programmes) (or her/his representative) immediately of any unsatisfactory conditions or activities which they consider detrimental to the conduct of examinations.
23. Invigilators are not permitted to smoke in an examination room and must not permit other persons to do so.
24. The Operational Requirements to be observed by examiners and examinees shall be published prior to each assessment period by Registry Services (Student Programmes), setting out details of the procedures to be followed for the conduct of examinations.



25. In the event of a fire alarm or other emergency requiring the evacuation of the examination room the chief invigilator shall note the time the assessment was interrupted and shall instruct the candidates to cease writing and to leave all materials, including question papers and examination answer books, on their desk. Candidates should leave the room in an orderly fashion and assemble at the specified place where names will be checked to ensure that all candidates are accounted for. On return to the examination room, candidates shall be allowed additional time to compensate for time lost, at the discretion of the chief invigilator, who shall record the time of the resumption of the examination.
26. In all cases of emergency, invigilators should contact Registry Services (Student Programmes) on extension 1513, 1486 or 1509.
27. Departmental Assessment Contacts will be asked to provide names of invigilators for each session at which a written paper is being offered by that department. Where there are 50 or more candidates for a session there should be three invigilators allocated to that session.

### **2.3 Anonymous marking of students' assessed work**

Students' assessed work should be marked anonymously (i.e. without the identity of an individual student being known to first or second marker until after an internal mark has been agreed), in those assessment components which consist of:

- (a) written examinations;
- (b) essays or similar written assignments involving set titles or questions, where there is no negotiation of such titles/questions by individual students and there is no element of oral assessment or assessment of groupwork, within the assessment component.

Students assessed under (a) or (b) above who choose to identify themselves, and those whose special circumstances make it impossible to conceal their identity, shall not deprive the remaining students taking an assessment component of their entitlement to anonymous marking.

Notes of guidance on anonymous marking appear as Appendix A.

### **2.4 Submission of other work for formal written assessment**

A dissertation, thesis, essay, project, or any other work which is not undertaken in an examination room under supervision but which is submitted by a student for formal written assessment during her/his course of study must be written by the candidate herself/himself and in her/his own words, except for quotations from published and unpublished sources which shall be clearly indicated and acknowledged as such. The incorporation of material from other works without acknowledgement may be treated as plagiarism (please refer to Academic Malpractice section 6). The source of any photograph, map or other illustration shall also be indicated as shall the source, published or unpublished, of any material not resulting from the candidate's own experimentation, observation or specimen collecting.

A candidate shall not be permitted to incorporate material which has been submitted in support of a successful application for a degree or diploma, of this or any other approved awarding body, except for the purpose of drawing attention, for reference purposes only, to such material, including calculations of the results of experimental work. Where such material is incorporated, the fact shall be recorded together with the title of the thesis or

other work, the date of the award of the diploma or degree and the name of the university or other degree-awarding body making the award.

Where candidates are presenting written work for formal assessment, other than examinations, such work must be submitted by the due date prescribed by the Department. Except when prevented by illness or by other sufficient cause (please refer to mitigating circumstances procedures), the marks of any student who fails to submit work by the prescribed date shall be subject to penalty deduction in accordance with the scale as specified in the section on Late Work below (section 3.6 of this Handbook). It shall be the duty of Heads of Subject to ensure that students are notified of due submission dates and the penalty scale to be applied in the case of late submission.

## **2.5 Oral assessment and presentations**

Students shall be given a minimum of four weeks notification, in writing, of the date of the assessment and a minimum of two weeks notification of its time and venue.

Students shall be informed as to what materials, if any, they are permitted to use and the format of the assessment.

A student who does not attend an oral assessment or presentation within the time period allocated will be awarded a mark of 0 for that assessment, unless there are valid mitigating circumstances. (See section 3 of this Handbook) If a student arrives late, but within the period allocated for the oral assessment, s/he shall normally be allowed such time as remains, without any adjustment of marks.

## **2.6 Open book assessment and advanced publication of papers**

Methods of assessment are specified in the module descriptor as validated, but reference to an 'examination' without further qualification is taken to mean a 'closed' 'unseen' written examination, i.e. one in which candidates have not seen the paper in advance and are not permitted to take materials into the examination room except as in 2.1 above. Where an 'Open Book' assessment is specified, the Head of Subject or Department concerned shall be required to inform the candidates in writing of the following:

- the paper title of the 'Open Book' assessment;
- the precise nature of the material which can be taken into the examination room;
- that such material is for the candidate's personal use only;
- that, apart from the candidates being allowed the use of certain specified material, the assessment will be conducted in all other aspects in accordance with the Operational Requirements to be observed by examiners and examinees.

Where the module assessment requires a written paper to be published in advance of the date of an assessment, the Head of Subject concerned shall be required to inform the candidates in writing of the following:

- the title of the paper for advance publication;
- the date on which the paper will be available to candidates;
- the venue for collection of the paper by the candidates.

## 2.7 Accepting Coursework Assessments Electronically

The decision as to whether to allow electronic submission of coursework assessment rests with the Module Leader with the agreement of the Head of Subject.

Electronic submission shall normally only be accepted via the modules learning engine facility on IBIS (Assignment Submission). The only exception to this procedure will be instances where the process of electronic submission itself is part of the assessment for that module.

Electronic submission via IBIS shall only be permissible if all the coursework assessments for a module and the work of all students on that module are to be submitted electronically. An exemption for an individual student shall only be granted in the most exceptional circumstances.

Submission must be via the student's own user account and not through another student's account.

Once the assignment has been sent, IBIS will send an acknowledgement to the sender, the module leader and the departmental administrator, which will record the time the assignment was sent.

It is the student's responsibility to ensure that the assignment has been sent.

The module leader will be responsible for printing off the assignment.

Students should keep backup copies of all assignments sent electronically.

The Module Leader shall be responsible for turning off the Assignment Submission facility once the submission deadline has passed.

Notes of guidance on electronic submission of coursework appear as Appendix M.

**Further requirements relating to the marking of assessed work appear in Section 4.**

### 3. MITIGATING CIRCUMSTANCES

#### 3.1 Mitigating Circumstances

1. Mitigating circumstances are those which may adversely affect a student's performance in assessment, and in respect of which a student formally advances a claim for special consideration.
2. The Registry Services Officer responsible for the co-ordination of all documentation related to mitigating circumstances and associated cases is the Senior Assistant Registrar (Student Programmes).
3. All claims for mitigating circumstances shall be considered by the University's Mitigating Circumstances Board, which shall meet as required and shall have the following composition:
  - A Chair of an Awards Assessment Board
  - Deans of Faculties (or their representatives)
  - Dean of Academic Quality and Standards (or their representative)
  - Head of Welfare
  - Senior Assistant Registrar (Student Programmes)

The Head of Welfare will not participate in the decision making process in relation to those students for whom he or she has provided evidence (see 3.4)

4. Where claims for mitigating circumstances relate to assessment for which the deadline date has already passed, applications should be submitted on form MC1 to Registry Services (Student Programmes). Claims should be supported with medical or other evidence (signed by a doctor or other relevant authority). The deadline date for submission shall be advertised at the beginning of the academic session. Claims submitted after the deadline date may, at the discretion of the Mitigating Circumstances Board, be considered, but in no circumstances shall claims be considered by the Mitigating Circumstances Board after the relevant Programme (or Subject) Assessment Board has taken place. The date of the written evidence must be concordant with the dates of the assessment for which mitigation is being sought.
5. Students must specify which component of the module(s) (e.g. written coursework, oral presentation, examination) is affected by their circumstances, and for which they are seeking mitigation. 'Blanket' applications (i.e. applications which seek to claim mitigation across all components of all modules) will not normally be accepted.
6. The normal outcome of a valid claim for mitigating circumstances shall be one of the following:
  - (a) to be allowed to miss an assessment component and to be granted the opportunity to take that missed component, on a future occasion, as if for the first time (deferred assessment). Students will normally be required to submit themselves for deferred assessment on the next designated occasion when the relevant assessment opportunity is made available, normally in August/early September;
  - (b) where an assessment component has been attempted, to have the mark for that component set aside, so that the student attempts the component again, as if for the first time (deferred assessment). Where a student undertakes a deferred assessment, as a consequence of mitigation, the mark for that deferred assessment must replace any previous mark.

In both (a) and (b) above, 'first time' shall be read as 'second time' in any case where mitigation is granted in respect of reassessment and 'third time' in respect of third assessment attempts.

- (c) Where a student has a registered/confirmed disability or specific need, this shall be reported to the relevant Programme (or Subject) Assessment Board, but normally no further consideration will be given since, as set out in guidelines for students with disabilities or specific needs, account will already have been taken of this.
- (d) Where a student has a chronic condition or her/his circumstances are not improving, the normal recommendation shall be suspension of studies.

The outcome determined by the Mitigating Circumstances Board in respect of each student shall be communicated in identical terms to each Programme (or Subject) Assessment Board which has responsibility for the assessment of that student. A Programme (or Subject) Assessment Board has no discretion in the matter and must accept the outcome determined by the Mitigating Circumstances Board.

- 7. If the claim is deemed invalid by the Mitigating Circumstances Board no action will be taken and the original mark will stand. A student who misses an assessment component and whose claim for mitigating circumstances in respect of that assessment is deemed invalid shall be awarded a mark of 0% (fail) for that component.
- 8. If it is subsequently discovered that a student had misled the Mitigating Circumstances Board in any way, that Board has the right to rescind the decision it has taken on the case and, where appropriate, this may be considered as a case of Academic Malpractice.

### **3.2 Extensions and Deferrals**

- 1. Where a student is aware in advance of the relevant deadline that they wish to postpone the submission of an assignment for assessment, they may take one of two courses of action.
  - (a) If seeking an extension to the deadline for the submission of an assignment which falls within the period set in the University timetable for the delivery and assessment of the module concerned, the student shall complete form EX1 (available from Registry Services (Student Programmes)) in advance of the deadline date. This form, with accompanying medical or other evidence (signed by a doctor or other relevant authority), shall be submitted to the relevant Head(s) of Subject (as Chair(s) of the Programme or Subject Assessment Board(s)) or nominee. The student must obtain the signature of the Head of Subject, or nominee, who will make a decision based on the written evidence before returning form EX1 and the written evidence to Registry Services (see section 3.4 on Acceptable Evidence). A copy of form EX1 will be kept by the department who will confirm the new submission date with the student. Where such extensions are granted at the discretion of a Head of Subject, or nominee, they will normally only be reported to the Mitigating Circumstances Board in cases where students may appear to be claiming mitigation over and above that already allowed by the extensions.
  - (b) If seeking an extension to the deadline for the submission of an assignment which falls after the period set in the University timetable for the delivery and assessment of the module concerned, the student is deemed to be seeking a

deferral of assessment. S/he shall complete form DF1 (available from Registry Services (Student Programmes)). This form, with accompanying medical or other evidence (signed by a doctor or other relevant authority), should be submitted to the relevant Head(s) of Subject (as Chair(s) of the Programme or Subject Assessment Board(s)), or Deputy Head, for approval (Please see section 3.4 on Acceptable Evidence). The student must obtain the signature of the Head of Subject, or Deputy Head, who will make a decision based on the written evidence before returning form DF1 and the written evidence to Registry Services.

Registry Services will confirm the new submission date in writing to the student. Where such deferrals are granted at the discretion of a Head of Subject, or nominee, they will be reported to the Mitigating Circumstances Board, to be recorded alongside deferrals granted by that Board.

A student who for any reason seeks to postpone attendance at an examination for assessment must complete form DF1. This form, with accompanying medical or other evidence (signed by a doctor or other relevant authority), should be submitted to the relevant Head(s) of Subject (as Chair(s) of the Programme or Subject Assessment Board(s)), or Deputy Head, for approval. The student must obtain the signature of the Head of Subject, or Deputy Head, who will make a decision based on the written evidence before returning form DF1 and the written evidence to Registry Services.

Heads of Subject, or Deputy Heads, may only grant extensions or deferrals up to the final meeting of the relevant Programme (or Subject) Assessment Board in a given academic session. Deferrals beyond this meeting, including any further deferrals arising from work not submitted by a previously-extended or previously-deferred deadline, shall only be granted on the authority of the Mitigating Circumstances Board, according to the procedures set out in the section on **Mitigating Circumstances** above.

Claims for extensions or deferrals will not be accepted once the submission deadline date has passed, save in exceptional circumstances which made submission of a claim impossible by the due date.

### **3.3 Categories of acceptable mitigating circumstances**

*(which may also be taken into account by Heads of Subject and others when granting extensions or deferrals):*

- Those students with a specific need or disability. Guidelines for dealing with such students should be consulted and the procedures applied prior to the assessment period, subject to written medical evidence or an up-to-date psychologist's report.
- Those students who have long term illness/medical conditions, for whom medical evidence has been submitted in advance of their assessment periods.
- Those students who sit an examination or complete and submit a piece of work when they are ill or troubled in some way.
- Those students whose preparation for assessment is affected by illness or other adverse circumstances.
- Those students for whom mitigating circumstances have arisen during an assessment period which may have affected only a part of the assessment, for example in one subject area only.
- Bereavement (family or otherwise).

- Domestic problems (including divorce, separation, parental divorce).
- Other factors which may reasonably be deemed to have had an adverse impact comparable with those above.

The following are unacceptable reasons for mitigation:

- Misreading the timetable resulting in absence from an examination.
- Computer failure/disk failure/printer failure.
- Problems associated with travelling arrangements/holidays traffic problems or stress caused by travel problems. It is the responsibility of the student to make appropriate arrangements to ensure that assignments are submitted on time and/or that they present themselves for an examination on time. This should be borne in mind when making any plans to return to University after a home visit or when making holiday/travel arrangements.

### **3.4 Acceptable evidence in support of mitigating circumstances**

#### **Medical**

Extensions or deferrals will only be granted in exceptional circumstances. The University is unable to make allowances for minor illnesses such as headaches, upset stomachs, coughs and colds. These affect everyone and it would not be practical or sensible to take account of them all.

Students are expected to plan their work and allow leeway to cope with minor misfortunes.

It is important that students go to see the doctor or nurse while they have the symptoms so that a signed certificate can be issued which includes precise dates of illness, a diagnosis or description of symptoms and a statement on the severity of the impairment. Notes /letters from a doctor or nurse stating that the illness/ailment 'may have an impact' or which state 'the patient informs me' will not normally be accepted as valid evidence.

#### **Practical problems**

The University will not take account of events such as car breakdowns, public transport delays, traffic problems and computer breakdowns. For a submission deadline or an exam, students must allow extra time in case such things happen. It is students' own responsibility to back up work on a computer.

#### **Evidence from the University**

In exceptional cases, a signed statement from the Head of Welfare may be deemed acceptable evidence. However, this will be limited to those cases where in the view of the Mitigating Circumstances Board or, in the case of extension or deferral, the relevant Head of Subject, the nature of the mitigating circumstances are such that other independent documentary evidence could not reasonably be provided. The Head of Welfare is under no obligation to provide a supporting letter and will only do so where strict criteria have been met.

Late penalties will normally be waived if the University's own computing systems were at fault. However the failure has to be substantial, very close to the deadline, and documented by LIS.

### **3.5 Illness during examinations**

1. A candidate who is absent from part or the whole of an examination on account of illness must inform Registry Services (Student Programmes) and provide a valid medical certificate without delay. A properly-evidenced claim for mitigating circumstances should be submitted on form MC1 before the published deadline.
2. If an invigilator or an examiner considers that a candidate's performance in an examination may have been impaired by ill-health, she/he should report the circumstances in writing to Registry Services (Student Programmes) who will inform the Mitigating Circumstances Board. In such cases candidates should be advised to report to a Medical Practitioner, to obtain corroborating evidence for the Mitigating Circumstances Board.
3. Wherever possible, written examinations will be taken by candidates in recognised assessment rooms and every effort will be made to avoid the necessity of making specific assessment arrangements elsewhere.
4. Where a candidate is unable due to illness or temporary disability to sit a written examination at the published venue, arrangements will be made, if feasible, for the written examination to be taken in another room under the control of staff of the University.
5. A candidate seeking such specific arrangements must report to Registry Services (Student Programmes) as far as possible in advance of the start of the written examination.
6. Where a request is made for the written examination to be taken in a hospital, approval of the request will be dependent upon the provision of suitable facilities and access to such facilities by a supervisor of the University.
7. In cases where candidates complain of feeling unwell and leave the written examination temporarily, they will be permitted to return to the examination room provided that they have been accompanied during their absence by a person authorised to do so by the chief invigilator. In cases where a candidate is unable to return to the scheduled room, every effort will be made for the written examination to be continued in a separate room provided that the candidate has been accompanied during her/his absence by a person authorised to do so by the chief invigilator.
8. In cases described under (7), the chief invigilator will be required to enter in the candidate's answer book and on the attendance sheet the time of departure and, where appropriate, subsequent return and to sign against these entries.
9. If a student is unable, through disability, to be assessed by the normal methods specified in the module assessment requirements the Head of Subject, in consultation with the External Examiner, may vary the assessment methods as appropriate, bearing in mind the objectives of the academic provision in question and the need to assess the student on equal terms with other students. Any such alternative assessment shall be approved in advance by the University's Disabilities Coordinator or equivalent (Principles and Regulations F2.13). Advice on the types of alternative assessment may be sought from the Dean of Learning and Teaching.

### **3.6 Late Work**

1. These University Requirements operate for any piece of assessed work for which a submission date has been given at the start of a module and where the assessment



does not involve the attendance of the student during the assessment (e.g. the handing in of an essay or project but not the presentation of a seminar, a drama performance, a written examination).

2. Where an extension to the deadline for the submission of an assignment is requested, the student shall follow the procedures set out in the section **Extensions and Deferrals**, above. A request will not be considered unless accompanied by a valid medical certificate signed by a doctor, or other certified written evidence. Categories of acceptable mitigating circumstances are listed under **Mitigating Circumstances**.
3. Assessed work submitted after the original submission date or after the extended submission date will be recorded as LATE. The time and date of submission should be recorded on the cover sheet by the member of staff receiving the submission.
4. LATE assessed work should be marked in the usual way so that the student who has made the effort is given feedback on the standard of work achieved.
5. In the final calculation of a student's performance in a module the LATE assessed work will be appropriately penalised. The penalty mark awarded to LATE work refers only to the component of the module that is submitted late.
5. LATE assessed work will be penalised and the penalty incurred will be **10 marks for work submitted up to 24 hours after a deadline and 10 marks per day after this, including weekends, e.g.:**

	<i>Intrinsic Merit</i> (% mark awarded by tutor)	<i>Penalty Mark</i> %
Work up to 24 hours late	65	55
Work up to 48 hours late	65	45
Work up to 72 hours late and so on, to 0.	65	35

7. In order to enforce this rule of procedure effectively, deadlines should normally be set for days other than Fridays and for times during the working day. These should be publicised in the appropriate module handbooks, along with details of where, within each Department, to hand in assignments.
8. A record shall be kept by departments of any work penalised for late submission. All such penalties shall be recorded in the minutes of the Programme (Subject) Assessment Board.

**Agreed arrangements for 2009-10 only, specific to the possible impact of Pandemic Flu, are set out in Appendix Z.**

## 4. REQUIREMENTS FOR THE MARKING OF ASSESSED WORK

The assessment tasks and their weightings, by means of which students are assessed, shall be in accordance with the authorised and published module descriptors as these are currently validated.

Where a formal written examination constitutes a part or the whole of the assessment of a module, the work presented by a student for that formal written examination shall be assessed by University of Chester internal assessors in such a way as to preserve the anonymity of the student. Guidance for the conduct of anonymous marking is given in Appendix A of this Handbook.

University of Chester requires that, normally, the marks awarded to students are determined by a first and second marker who shall be members of the Programme (or Subject) Assessment Board and who shall satisfy themselves that the assessment of that module has been conducted accurately and fairly. Within these requirements, the phrase 'second-marking' applies in cases where there is an element of sampling, but 'double-marking' where every assignment is fully marked twice.

While the principal responsibility for accurate marking of an entire cohort's work rests with the first marker, an internal second-marker (monitor) also has a responsibility for ensuring that the entire cohort is fairly assessed.

The statements which follow on second-marking and double-marking are requirements for Levels 5, 6 and 7, and in cases where students register for a designated Level 4 award. There is no obligation to observe the requirements on second- and double-marking in relation to work submitted at Level 4, except where students have registered for a designated Level 4 award. However, no student shall be failed in a Level 4 module without a second-marker having participated in the determination of the agreed internal mark and without the confirmation of marks by an External Examiner. In order to confirm failed marks at Level 4, an External Examiner may request to see all the work proposed as failures or only a representative sample.

Students shall be informed in writing of Faculty / department / programme practice on second-marking, as agreed at the final Programme / Subject Assessment Board of the previous year, via handbooks and / or noticeboards (see QAA Code of Practice on Assessment, precept 7).

### 4.1 External approval of examination and coursework questions

External Examiners shall be required to approve in advance all examination papers, and also all coursework weighted at 50% or more of module assessment. They shall also have the opportunity to approve in advance all coursework, if they so request. It may be appropriate for prior approval of coursework to relate to the general nature thereof, rather than to specific questions.

### 4.2 Composition of samples

A sample of a given batch of assignments shall be fully second-marked by the monitor. The sample shall include: (a) the highest-marked assignment, (b) all assignments first-marked at 40% or below, and (c) at least five others selected from those first-marked between 41% and above, representative of different classes (or all those first-marked between 41% and above if less than five).

The sample shall normally comprise at least 25% of the total number of assignments. In cohorts of 24 students or less, the minimum size of the sample (including best work and fails) shall be six assignments. In cohorts of over 100 students, a sample smaller than 25% may be second-marked, but in no such case shall the number of assignments second-marked be less than 25. It is good practice to include within the sample some cases of identified specific needs, so that the handling of such cases can be monitored.

The sample to be sent to the External Examiner shall be negotiated between the Programme Leader/ Departmental Assessment Contact and the External Examiner. There is no maximum or minimum size. However, other than at Level 4, the sample should be sufficient to enable the External Examiner to confirm all module marks in the First class and Fail categories and to see a selection from the top, middle and bottom of the range and at class borderlines in order to be satisfied that each student is fairly placed in relation to the rest of the module cohort. At Level 4, an External Examiner is not required to see students' work other than for the purpose of confirming failures. To this end, the External Examiner should either see all failed work or a representative sample from each programme, by negotiation.

### **4.3 Changes to marks**

In the interests of assuring standards, the monitor may propose changes to the marks of individual assignments first-marked at 69% and above, or 40% and below, but in all such cases the changes shall be discussed between the first-marker and monitor so that an agreed internal mark can be recorded. Where a change is proposed to work first-marked at 69% or above, all work in this category shall be read by the monitor with a view to marks being proposed for change. In cases where first-marker and monitor cannot agree, the Chair of the relevant Programme/Subject Assessment Board shall arbitrate, with recourse as necessary to a third internal marker.

The monitor shall not propose changes to the marks of individual assignments first-marked between 41% and 68%, but shall comment on the overall standard and consistency of first-marking in a Monitoring Form, and shall have the right to propose the moderation of the entire cohort up or down or to require the re-marking of the entire cohort. An assignment the mark for which moves into the category of 69% and above or 40% and below as a result of moderation of the cohort up or down shall be considered individually as in the previous paragraph above. Accordingly, monitors may find it helpful to address the issue of whether the marks for an entire cohort require moderation up or down, before considering individual assignments first-marked at 69% or above and 40% or below.

### **4.4 Monitoring Form**

It is not necessary for monitors to signal agreement of the marks for individual assignments (whether inside or outside the selected sample) on scripts or assignment feedback forms, provided that a Monitoring Form is completed as above, and includes the statement 'The verification of the total cohort is based on the sample, as recorded on this form', which must be signed by the monitor.

The Monitoring Form shall:

- (i) include brief guidance from the first marker to the monitor on the performance of the cohort, and (if appropriate) on any issues for attention;
- (ii) include comment by the monitor based on the second-marking of the sample, either verifying the overall marks awarded, or proposing the moderation of the entire cohort up or down, or requiring the re-marking of the entire cohort. (It shall be left to the discretion of the Chair of the relevant Programme/Subject Assessment Board whether such re-marking shall be conducted by the first marker, the monitor, or a third marker.) In cases where agreement on marks cannot be reached, the Chair of the

Programme/Subject Assessment Board shall arbitrate, with recourse as necessary to a third marker;

- (iii) record the total number of assignments passed to the monitor, and the names (or numbers) of students whose assignments were in the sample second-marked, as evidence that procedures have been followed;
- (iv) record all cases in which changes have been proposed to marks of 69% and above, or 40% and below, together with the agreed internal marks;
- (v) on completion, be made available to the Departmental Assessment Contact, or other designated person, who shall pass it to the External Examiner with the work of the relevant cohort. The External Examiner shall take account of the comments on the Monitoring Form in reaching a judgment on the assessment.

#### **4.5 Double-marking**

All work of an individual nature where the supervisor is also the first marker, such as Level 6 and Level 7 dissertations, performances and exhibitions, must be 100% double-marked, with the comments of both markers, and agreed internal marks, recorded [see also the guidance on good practice in Appendix B]. Programme/Subject Assessment Boards have discretion to apply double-marking to other modules in consultation with the External Examiner. In all such cases, the monitoring procedures outlined above shall not apply, but where the two markers cannot agree a mark, the Chair of the Programme/Subject Assessment Board shall arbitrate as set out above.

#### **4.6 New first-markers**

In cases where the first marker is new to University of Chester, either, (a) all work for such new tutors shall be 100% double-marked, or (b) a selected sample shall be initially double-marked to verify the marking standard, prior to the application of normal monitoring. The Chair of the Programme (or Subject) Assessment Board or the Departmental Assessment Contact shall ensure that these procedures shall apply at least for the first assignment in which such new tutors are involved in assessment.

#### **4.7 Oral assessments**

Oral assessments (presentations, dialogues, debates, etc.) shall, as far as practicable, have two markers present to determine the marks awarded. Where this is not practicable and only one marker is present, arrangements to assure the consistent standard of marking (such as appropriate staff development and the observation of every marker on at least one occasion) shall be agreed with the External Examiner. These arrangements should, where possible, include the submission of evidence of each student's performance, for example via recordings, copies of OHPs and PowerPoint slides, or a written script. Where recordings are made, all students undertaking an assessment must be recorded in order to ensure consistency of practice; a monitor will sample the recordings and a Monitoring Form will be completed in the manner set out for written work in paragraph 4.4 above. For work at Level 4 and for work weighted at 10% or less of total module assessment, only one marker need be present and the procedures set out above need not apply. These requirements shall also apply to the assessment of 'live' performances, subject to the agreement of the External Examiner.

#### **4.8 Practical work**

Practical work (other than written work arising therefrom) shall be subject to monitoring according to established professional procedures, and/or as agreed with External Examiners and approved by validation panels. No student shall be recorded as having failed without a second opinion having been obtained. Written assignments arising from

practical work shall be subject to the normal procedures set out in paragraphs 4.2 to 4.4 above.

#### **4.9 Internal compensation**

In the assessment of a given module, compensation between components of the modular assessment shall normally be permitted in the case of determining whether or not a student shall be deemed to have passed the module, provided that a minimum mark of 20% has been obtained for the failed component. In cases where a minimum level of attendance must be attained as a precondition for the passing of the module, this must be made explicit in the module descriptor. The overall module mark awarded for the work of a student who fails because either the mark obtained for a component or the level of attendance was below the minimum required shall normally be either the arithmetical mark actually attained, or 39%, whichever is the lower.

#### **4.10 Calculation of marks**

In calculating the overall mark for a given module all marks of 0.50 or above shall be rounded up to the next integer. Correspondingly, all marks of 0.49 and below shall be rounded down to the appropriate integer.

#### **4.11 Viva Voce examination**

In exceptional circumstances, examiners are empowered to conduct a *viva voce* (oral) examination. This form of additional assessment may be used to:

- i) determine difficult or borderline cases (from which the outcome can only be to raise or confirm a student's marks);
- ii) assist the Chair of a Programme (or Subject) Assessment Board to decide whether there is a *prima facie* case of academic malpractice.

The student must be informed in writing at least seven days in advance that she/he is required to attend for a *viva voce*, stating clearly the time and place, and the name(s) of the examiners conducting the process. Written records of the *viva voce* must be kept which are then reported in the minutes of the Programme (or Subject) Assessment Board.

#### **4.12 Complaints about provisional marks**

A student who wishes to complain about a provisional mark should submit a case in writing to the Departmental Assessment Contact, who shall investigate whether there has been a procedural or administrative irregularity and notify the student accordingly, in writing. Any such irregularity shall be reported to the Programme/Subject Assessment Board and, in exceptional cases, to the Awards Assessment Board. A student who wishes to complain about a mark following the final Awards Assessment Board of the academic session should follow the University's Appeals Procedure. Complaints against academic judgment are not permitted.

#### **4.13 Feedback on assessed work**

Written feedback on coursework (other than for final-year dissertations) shall normally be available to students in good time to be of assistance in preparation for the next assignment (where applicable) and within four term-time working weeks of the submission deadline. Feedback shall show the agreed internal mark following the second-marking process. In cases where, for good reason, the four-week schedule cannot be adhered to, students shall be notified by the relevant Subject Department with an accompanying rationale and a revised schedule. (Notification may be through letters, e-mails, an announcement on IBIS

or on a Departmental noticeboard, as appropriate). Feedback on dissertations may be deferred until after the relevant P/SAB has met, but students shall be informed of departmental practice on this matter. In a case of suspected academic malpractice, the initial letter of accusation to the student shall stand in place of the normal feedback (see QAA Code of Practice on Assessment, precept 9).

A student who submits written coursework early shall not be given feedback until after the submission deadline.

Departments and Programme Teams shall not return examination scripts to students but shall offer oral feedback on them to all students. This will be done without prejudice to the outcome of any reassessment. In addition, departments should consider other ways of providing feedback on examinations; for example, a written summary, commenting in general terms on the answers to each question and posted on the departmental noticeboard, offers a model of good practice. Departments wishing to provide individual written feedback to students on exam performance, including the disclosure of provisionally-agreed marks for each answer, may do so but must ensure that such feedback is given to all students who took the exam in question. A clear rationale must also be provided to students in cases where there is written feedback on some exams for which a Department is responsible, but not all. Boards of Studies shall approve the rationale and the means by which it is communicated to students.

For oral presentations and other forms of non-written assessment, students shall normally receive written feedback within three working weeks, even if supported by oral feedback. Feedback shall show the agreed internal mark, following the second-marking process. (The three weeks shall not include days when the University is officially closed.) Cases where, exceptionally and for good reason, the three-week schedule cannot be adhered to shall be notified to students with a rationale, as for feedback on written work (above).

#### **4.14 Reassessed/Deferred work**

When marking reassessed or deferred work, in circumstances in which the total number of scripts is often very small, the requirements for second-marking shall be interpreted flexibly within the spirit of paragraphs 4.2 to 4.4 above. All work proposed (before adjustment for reassessment) for a mark of 40% or below shall be second-marked, plus a representative sample of work proposed for higher marks (prior to any adjustment to 40%). All work subject to second-marking shall be recorded on the Monitoring Form in the standard fashion, with a sample (including all proposed fails) sent to the External Examiner, whose rights and responsibilities are as set out in section 11.8 of this Handbook. Paragraphs 4.5 to 4.8 shall be observed without modification.

#### **4.15 Staff development**

Every Faculty or department shall hold staff development in relation to assessment, such as a marking exercise, in advance of a major assessment period at least once a year (see QAA Code of Practice on Assessment, precept 10).

#### **4.16 Retention of student work**

Each Faculty or department shall retain an archive of all assessed written work, and, where possible, work in other media, representing a sample of students from each module. This should include the work of students ranked at the top, in the middle, at a threshold pass level, and (where applicable) as a clear fail. The work of a minimum of four students per module shall be retained on an annual basis and kept for a minimum period of five years, for purposes of internal and external review and as a means of comparing marking standards over a period of time. Copies of the originals are acceptable for retention purposes.

Provided that the requirements above are fulfilled, the only reasons to retain students' work once internal marking has been completed are for the benefit of external examiners and assessment boards, and in case of academic appeal or malpractice. Once a department is satisfied that work is no longer needed for these purposes, it can be returned to students (or copies destroyed if originals have already been returned to students as feedback), although every effort should be made to vary questions set from one year to another to guard against plagiarism through being handed down the cohorts. A student who formally accepts a degree cannot subsequently appeal, so there is no need to retain all students' work for any length of time after the graduation ceremony.

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## 5. ASSESSMENT BOARDS

### 5.1 Assessment Board Structure and Operation

The University operates a two-tier system of Assessment Boards, with subject specialist External Examiners who operate through Programme/Subject Assessment Boards and Chief External Examiners appointed to Awards Assessment Boards.

A Programme/Subject Assessment Board has responsibility for the outcomes of modules assigned to that Board. An Awards Assessment Board has responsibility for the outcomes of the Programmes of Study assigned to that Board. The appropriate Awards Assessment Board considers matters of progression, re-assessment and third assessment attempts. An Appeals Board deals only with appeals against the decision of an Awards Assessment Board.

Both Programme/Subject and Awards Assessment Boards have External Examiner(s) appointed to them, and their composition is presented below.

- External Examiners shall be equal members of Programme/Subject Assessment Boards, whose role shall involve acting as a specialist academic advisor, and reporting on academic standards and the processes of assessment.
- Awards Assessment Boards have Chief External Examiners appointed to them, whose role involves maintaining oversight of the assessment process, advising on structural and assessment issues pertaining to credit-based, modular programmes, and acting as arbiter/wise counsellor in individual student cases, as requested.

The Chair of an Assessment Board shall be responsible for ensuring that meetings are conducted in accordance with University of Liverpool Ordinances and University of Chester Principles and Regulations concerning assessment, and also in accordance with any special Ordinances and Regulations affecting the particular programme of study on which the Board is adjudicating.

Only component marks, coursework and/or examination marks, as finally approved by the Programme/Subject Assessment Board, shall be disclosed to students.

Programme/Subject Assessment Boards shall meet formally at an appropriate time following a student assessment period, which may involve several meetings in each academic session. Unless prevented from doing so by exceptional circumstances, the External Examiner(s) shall attend at least one of these meetings of the Board each year. This will normally be at the end of the summer term for undergraduate programmes and January for postgraduate programmes. Awards Assessment Boards shall meet, normally with a Chief External Examiner present whenever significant numbers of students are being considered for the award of a degree. If the Chief External is not present, s/he must be consulted and signal approval of the decisions of the Awards Assessment Board.

For awards of the University of Liverpool, the list of successful candidates qualifying for the award of a degree, diploma or certificate shall be forwarded to the Senate Committee for the Award of Degrees, Diplomas and Certificates, for approval.



## 5.2 Terms of Reference and Membership

The terms of reference and membership of the following Boards is detailed below: -

1. Undergraduate Awards Assessment Boards
2. Postgraduate Awards Assessment Boards
3. Undergraduate Programme/Subject Assessment Boards
4. HND Programme Assessment Boards
5. Postgraduate Programme Assessment Boards

### UNDERGRADUATE AWARDS ASSESSMENT BOARDS

#### Terms of Reference

To consider the overall profiles of students at Levels Z, 4, 5, 6.

To make recommendations to Senate for the award of Degrees, Diplomas or Certificates for candidates who have successfully completed programmes of undergraduate study at University of Chester and, in the case of awards of the University of Liverpool, to make recommendations to the University of Liverpool's Senate Committee.

To determine on the results of earlier levels of study, the names of candidates who may progress to the next level of study. To determine the names of candidates who may be reassessed in modules. To determine the names of candidates who shall be offered a third assessment attempt, with or without attendance.

External Examiners who are members of subordinate Subject (or Programme) Assessment Boards shall have a right to attend the Awards Assessment Board responsible for those modules assigned to them as an examiner. Such right of attendance shall carry with it the status of observer and advisor only.

- i) BA/BSc/BTh/LLB Undergraduate Awards Assessment Board  
(This AAB also considers awards of Dip HE, Cert HE, Grad Dip, Grad Cert, Prof Cert and Church Colleges' Certificate)

#### Membership

- Dean of Faculty as appropriate to the areas of study (Chair): another approved senior member of academic staff may act in this capacity
- Chief External Examiner
- Dean of Academic Quality and Standards (or nominee)
- Director of Undergraduate Modular Programmes
- Representative of each Subject (or Programme) Assessment Board which is subordinate to the Awards Assessment Board (normally, the Departmental Assessment Contact or Head of Subject)
- One representative of each Partner Organisation with students under consideration by the Board

*In attendance:* Registry Services representative(s)  
A secretary who is responsible for servicing the Board

ii) B.Ed Undergraduate Awards Assessment Board

Membership

- Dean of Faculty of Education & Children's Services (Chair): another approved senior member of academic staff may act in this capacity
- Chief External Examiner
- Dean of Academic Quality and Standards (or nominee)
- ITT Co-ordinator
- Programme Leader
- Partnerships Manager
- Subject Co-ordinators/Curriculum Leaders

B.Ed Year 1 Co-ordinator  
B.Ed Year 2 Co-ordinator  
B.Ed Year 3 Co-ordinator  
B.Ed Year 4 Co-ordinator

*In attendance:* Registry Services representative(s)  
A secretary who is responsible for servicing the Board

iii) Faculty of Health and Social Care Undergraduate Awards Assessment Board

Membership

- Associate Dean (Learning and Teaching) of Faculty of Health and Social Care (Chair): another approved senior member of academic staff may act in this capacity
- Chief External Examiner
- Dean of Academic Quality and Standards (or nominee)
- Associate Deans
- Heads of Subject
- Programme Leaders or other representatives of each subordinate Programme Assessment Board
- Branch Leaders
- Departmental Assessment Contact
- Representative from Isle of Man DHSS Education & Training Centre when IoM students are under consideration by the Board

*In attendance:* Registry Services representative(s)  
A secretary who is responsible for servicing the Board

iv) Foundation Degree Awards Assessment Board

Terms of reference:

- To consider the overall profiles of students at Levels 4 and 5
- To make recommendations to Senate for the award of Foundation Degrees and any appropriate interim awards for candidates who have successfully completed a relevant programme of study with the University of Chester or one of its partner organisations
- To determine on the results of Level 4 of study, the names of students who may progress to Level 5 of study. To determine the names of candidates who may be reassessed in modules. To determine the

names of candidates who shall be offered a third assessment attempt, with or without attendance.

- External Examiners who are members of subordinate Subject or Programme Assessment Boards shall have a right to attend the Awards Assessment Board. Such right of attendance shall carry with it the status of observer and adviser only.

#### Membership

- Dean of Faculty as appropriate to the areas of study (Chair): another approved senior member of academic staff may act in this capacity
- Chief External Examiner
- Dean of Academic Quality and Standards (or nominee)
- Programme Leader of each programme with students under consideration by the Board
- H.E. Co-ordinator or equivalent from each Partner Organisation with students under consideration by the Board
- One representative from each 'home' department at University of Chester, where Foundation Degrees are delivered by Partner College(s) or other partner organisations.

*In attendance:* Registry Services representative(s)  
Secretary who is responsible for servicing the Board.

### **POSTGRADUATE AWARDS ASSESSMENT BOARDS**

#### Terms of Reference

To make recommendations to the appropriate awarding body for awards at postgraduate level.

To determine, on the results of modules, the names of candidates who may proceed to the next modules of study. To determine the names of candidates who may be reassessed in modules. To determine the names of candidates who may be offered a third attempt.

#### Membership

The membership will normally be:

- Dean of Faculty (as appropriate to the area of study) (Chair) another approved senior member of academic staff may act in this capacity
- External Examiner serving as Chief External Examiner
- Head/s of Subject
- Programme Leader(s) or other representative(s) of each subordinate Programme Assessment Board
- Dean of Academic Quality and Standards, or nominee

*In attendance:* Registry Services representative(s)  
A secretary who is responsible for servicing the Board

## PGCE Primary and PGCE Early Years Awards Assessment Board

### Membership

- Dean of Faculty of Education and Children's Services (Chair): another approved senior member of academic staff may act in this capacity
- The Chief External Examiner
- Dean of Academic Quality and Standards (or nominee)
- ITT Co-ordinator
- PGCE Primary Co-ordinator
- PGCE Early Years Co-ordinator
- Partnerships Manager
- Subject Co-ordinators/Curriculum Leaders

*In attendance:* Registry Services representative(s)  
A secretary who is responsible for servicing the Board

## PGCE Secondary Awards Assessment Board

### Membership

- Dean of Faculty of Education and Children's Services (Chair); exceptionally, another senior member of academic staff may act in this capacity
- The Chief External Examiner
- Dean of Academic Quality and Standards
- ITT Co-ordinator
- Programme Leader(s) and tutors

*In attendance:* Registry Services representative(s)  
A secretary who is responsible for servicing the Board

## **UNDERGRADUATE PROGRAMME/SUBJECT ASSESSMENT BOARDS**

### Terms of Reference

To make recommendations on the results of individual modules of study at Levels Z, 4, 5 and 6.

### Membership

- Head of Subject or Programme leader, as appropriate (Chair, who must be a member of University of Chester staff (C4.8 Principles and Regulations))
- External Examiner/s
- All members of the academic staff responsible for assessment within the subject
- Head of Subject
- Departmental Assessment Contact

*In attendance:* A member of the University staff who shall act as secretary

Membership of Panel of School Practice Assessors (in Faculty of Education & Children's Services)

- Chief External Examiner
- Local Head teachers (one of whom shall act as Chair)
- Head teacher from LEA not used by the University
- Higher Education Representative

## **POSTGRADUATE PROGRAMME ASSESSMENT BOARDS**

### Terms of Reference

To make recommendations on the results of individual modules from postgraduate programmes of study.

### Membership

- Programme Leader (Chair, who must be a member of University of Chester staff)
- External Examiner/s
- Head of Subject (subject areas contributing to the Programmes of study under consideration by the Board)
- All academic staff responsible for assessment on the programme

*In attendance:* A member of the University staff who shall act as secretary

## **5.3 Awards**

### **Foundation Certificate**

The award of Foundation Certificate shall involve the accumulation of 120 credit points at Level Z.

### **Certificate of Higher Education (Cert HE)**

The award of Certificate of Higher Education (Cert HE) shall involve the accumulation of 120 specific credit points at Level 4.

For students on pre-registration Nursing and Midwifery programmes, the award of Certificate of Higher Education is dependent upon the student passing the practice element of the programme, in addition to gaining 120 academic credits. This is a requirement of the Nursing and Midwifery Council (NMC).

This standard equates to that laid down for Level 4 in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA, August 2008).

### **Diploma of Higher Education (Dip HE)**

The award of Diploma of Higher Education (Dip HE) shall involve the accumulation of 240 credit points, with not less than 120 at Level 5.

For students on pre-registration Nursing and Midwifery programmes, the award of Diploma of Higher Education is dependent upon the student passing the practice

element of the programme, in addition to gaining 240 academic credits. This is a requirement of the Nursing and Midwifery Council (NMC).

This standard equates to that laid down for Level 5 in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA, August 2008).

### **Foundation Degree (FdA/FdSc)**

The award of Foundation Degree shall involve the accumulation of 240 credit points, with not less than 120 at Level 5.

This standard equates to that laid down for Level 5 in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA, August 2008).

### **Intermediate Certificate in Professional Studies**

The award of Intermediate Certificate in Professional Studies shall involve the accumulation of 40 credit points at Level 6.

### **Intermediate Diploma in Professional Studies**

The award of Intermediate Diploma in Professional Studies shall involve the accumulation of 80 credit points at Level 6.

### **Certificate in Professional Development**

The award of Certificate in Professional Development shall involve the accumulation of 30 credit points at Level 6.

### **Certificate of Education in Teaching in the Learning and Skills Sector**

The award of Certificate of Education in Teaching in the Learning and Skills Sector shall involve the accumulation of 120 credit points, 60 credit points at Level 4 and 60 credit points at Level 5.

### **Professional Certificate**

The award of Professional Certificate shall involve the accumulation of 60 specific credit points. Credit may be accumulated entirely at Level 4, entirely at Level 5 or progressively at Levels 4 5 and/or 6, but shall not be accumulated exclusively at Level 6. The Professional Certificate shall be awarded on the successful completion of modules formally approved for inclusion within a programme appropriate to that award, provided that a student was registered for the Professional Certificate award by the time of registration for the second module to be studied. The Professional Certificate is not available as an exit award for students initially registered for a different award.

### **Graduate Certificate**

The award of Graduate Certificate shall involve the accumulation of 60 credit points at Level 6. **It is not a postgraduate award.**

This standard equates to that laid down for Level 6 in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA, August 2008).

### **Graduate Diploma**

The award of Graduate Diploma shall involve the accumulation of 120 credit points at Level 6. **It is not a postgraduate award.**

This standard equates to that laid down for Level 6 in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA, August 2008)

### **Bachelor's Degree with Honours (BA/BSc/BTh/LLB)**

The award of Bachelor's Degree with shall involve the accumulation of 360 specific credit points, of which 120 shall be at Level 6.

This standard equates to that laid down for Level 6 in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA, August 2008)

### **Bachelor of Education (BEd) with Honours**

The award of Bachelor of Education (BEd) shall involve the accumulation of at least 480 specific credit points.

Students who do not complete the non credit bearing School Experience part of the programme but have accumulated at least 480 credits may exit with BA (Hons) (Education).

Students who have successfully completed years 1, 2 and 3 of the BEd programme and have accumulated 360 credits but have not completed the School Experience part of the programme may exit with the award BA (Hons) (Education).

### **Postgraduate Certificate in Education (PGCE)**

The award of Postgraduate Certificate in Education (PGCE) shall involve the accumulation of 60 credits at Level 7.

The PGCE award is associated with qualifying the holder to practise as a teacher but all students awarded a PGCE shall only be recommended as eligible for Qualified Teacher Status if all requisite skills have been demonstrated.

### **Church Colleges' Certificate**

The Church Colleges' Certificate programme shall require the accumulation of 60 credit points at a level equivalent to Level 4 of an Honours degree.

### **Postgraduate Certificate (PGCert)**

The award of Postgraduate Certificate (including the Certificate in Management Studies) shall require the accumulation of 60 specific credit points at Level 7, or, where validated for such provision, the accumulation of a maximum of 20 credit points at Level 6 with the remainder at Level 7.

A distinction may be awarded to a candidate who has attained a mark of 70% or higher in Level 7 modules representing at least half the credit required for the award.

### **Postgraduate Diploma (PGDip)**

The award of Postgraduate Diploma (including the Diploma in Management Studies) shall require the accumulation of 120 specific credit points at Level 7, or, where

validated for such provision, the accumulation of a maximum of 20 credit points at Level 6 with the remainder at Level 7.

A distinction may be awarded to a candidate who has attained a mark of 70% or higher in Level 7 modules representing at least half the credit required for the award.

### **Masters Degrees (MA/MSc/MEd/MTh)**

The award of Masters degree shall require the accumulation of 180 specific credit points at Level 7, or, where validated for such provision, the accumulation of a maximum of 20 credit points at Level 6 with the remainder at Level 7.

A distinction may be awarded to a candidate who has attained a mark of 70% or higher in Level 7 modules representing at least half the credit required for the award. The modules may include the dissertation.

### **Postgraduate Awards from programmes validated with 15 credit modules**

Postgraduate Awards which are the outcome of programmes validated in modules of 15 credits or multiples thereof may not involve the accumulation of more than 30 credit points at Level 6.

## **5.4 Module Assessment**

### **Levels Z, 4, 5 and 6**

The following percentage marking scale shall be adopted for all academic provision at Levels z, 4, 5 and 6.

<b>Percentage</b>	<b>Classification for a Bachelor's degree</b>
70 - 100	First class honours or equivalent designation
60 - 69	Upper second class honours or equivalent designation
50 - 59	Lower second class honours or equivalent designation
40 - 49	Third class honours or equivalent designation
0 - 39	Fail

Except where provision is validated to include modules or components thereof marked on a pass/fail basis, the following requirements shall apply. The minimum aggregate pass mark for each module shall be 40%. Failure in one or more components of the assessment of a given module shall normally be compensated for by the results in one or more other component within that module, provided that the overall pass mark for the module of 40% is attained and a minimum of 20% is attained for each assessment component within the module. In the event of failure on these grounds, the module mark to be recorded shall be 39% or the arithmetical mark, whichever is the lower. Students reassessed (or subject to third assessment attempt) in previously-failed components of such modules shall be required to attain the same minimum marks as those stipulated for first assessment in order to pass the module overall.

The formal programme documentation shall identify the weighting as between the components of assessment in each module.

In order to reduce plagiarism, Departments should take steps to ensure that, where assessment tasks admit of variation, all assignment and coursework titles are varied from one assessment session to the next.



## Level 7

The following percentage marking scale shall be adopted for postgraduate programmes:

Percentage	Classification
70 - 100	Distinction
40 - 69	Pass
0 - 39	Fail

The minimum aggregate pass mark for each module to which these regulations apply shall be 40%. Failure in one or more components of the assessment of a given module shall be compensated for by the results in one or more other component within that module, provided that the overall pass mark for the module of 40% is attained and a minimum of 20% is attained for each assessment component within the module. In the event of failure on these grounds, the module mark to be recorded shall be 39% or the arithmetical mark, whichever is the lower. Students reassessed (or subject to third assessment attempt) in previously-failed components of such modules shall be required to attain the same minimum marks as those stipulated for first assessment in order to pass the module overall.

The formal programme documentation shall identify the weighting as between the components of assessment in each module.

In order to reduce plagiarism, Departments should take steps to ensure that, where assessment tasks admit of variation, all assignment and coursework titles are varied from one assessment session to the next.

### 5.5 Requirements for the conduct of assessment by Programme (or Subject) Assessment Boards

1. For purposes of conducting the assessment of all those modules which have been assigned to a given Programme (or Subject) Assessment Board at the point of validation, all members of that Board must have access to all modular marks, including component marks. Please see notes of guidance on Presentation of Programme (or Subject) Assessment Boards online. (Appendix C).
2. The Programme (or Subject) Assessment Board must determine the marks of all students being assessed in all modules within its jurisdiction without regard to the ultimate profile of any individual student. Once marks have been determined, for each module within the Board's jurisdiction, changes to individual outcomes may occur for the following reasons only:
  - the identification of an administrative error
  - a successful appeal against a decision of the Board
  - a ruling by the relevant Assessment Board in the light of a student having been found guilty of academic malpractice
3. Where such changes are necessitated, action may be taken by the Chair of the Programme (or Subject) Assessment Board in consultation with the relevant External Examiner.
4. The Programme (or Subject) Assessment Board shall be required to abide by any decision concerning a student which has already been taken by the Mitigating Circumstances Board.

5. All decisions taken by the Programme (or Subject) Assessment Board shall be taken in the name of the entire Board, of which the External Examiner(s) is a member. Those decisions must be taken and recorded with all members of the Board present, except for those who, for valid reasons, have been given permission by the Chair of the Board not to attend.
6. In any event, no decision concerning the assessment of a student or students shall be taken by a Programme (or Subject) Assessment Board, unless that Board is quorate. A quorum shall be deemed to be 50% of the full-time equivalent staff responsible for assessment within the purview of that Board.
7. It is a requirement of University of Chester that the proceedings of a Programme (or Subject) Assessment Board shall be minuted by a member of staff of University of Chester in accordance with guidelines issued by Registry Services (Student Programmes) (Appendix C).
8. External Examiners shall sign the confirmed marks cover sheet at the end of the meeting of the Programme (or Subject) Assessment Board (Appendix C).

A student who does not avail himself/herself of the opportunity of reassessment will not normally be granted a third assessment attempt.

Further guidance on matters relating to the conduct of Programme (or Subject) Assessment Boards is given in Appendix C of this Handbook.

## **5.6 Requirements for the conduct of assessment by Awards Assessment Boards**

1. Progression: Level Z to Level 4 and Level 4 to Level 5

It is the function of an Awards Assessment Board to take such decisions in matters of assessment as are necessary for students either to progress to the next level of study or to be granted an award within the jurisdiction of that Board. An Awards Assessment Board shall also have the power to allow a student to proceed conditionally to the next level of study, where that student meets the necessary criteria as set out in Section F2.10 of the Principles and Regulations.

- (a) In order to progress from one level of study to the next, a student shall normally be required to have obtained the requisite number of module credits (120) at the lower level. These credits may be obtained by means of first assessment, reassessment, or, where permitted, third assessment attempt.
- (b) University of Chester has determined that, at Levels Z, and 4 where the conditions set out in the Principles and Regulations are met, a student's overall performance may compensate for failure in the assessment of up to and including two single 20 credit modules (one double credit module) at each level. In order for this to apply, the student must have a profile with only two failed modules (or one failed double-credit module) and an average mark for the level of study of 40%.
- (c) Compensation may not be applied to a module that, for professional reasons, is stated in the formal programme documentation to be essential to the fulfilment of programme objectives, or to any other module specifically precluded from compensation by the formal programme documentation (F4.3).

In the application of compensation under regulation F4.3 (Principles and Regulations) the Awards Assessment Board shall make a decision on the basis of

the profile of marks presented to it, notwithstanding the fact that some assessment results may be deferred. Thus, if a Level 4 student has a profile with two failed 20-credit modules, the marks for which are in the range 30%-39% (with no component mark below 20%) and an average mark of 40% or higher for modules completed by the time the AAB meets, the AAB may grant compensation for the failed modules. However, if the average mark for completed modules is below 40% the AAB shall require reassessment in all failed modules.

If a Level Z or Level 4 student fails up to and including two 20 credit modules, one of which is with a mark of less than 30% and one with a mark in the range 30%-39% (with no component mark below 20%) and an average mark of 40% or higher, reassessment is required only in the module with the mark below 30% and the module mark between 30%-39% will be compensated

Where the profile presented to an AAB shows a student to have failed up to and including 60 credits at a given level at the first attempt, reassessment may be undertaken at the first opportunity following initial failure (F2.9). Thus, if a student has a profile of up to three failed modules out of six at a given level he/she may be reassessed in those modules even if he/she has other modules that are deferred. The reassessments and deferred modules shall be taken at the first opportunity.

Except where there are professional requirements that students be reassessed in the course of a given level of study, in order to continue with their studies at that level, those with a profile presented to the AAB showing failure in more than 60 credits at a given level, at the first attempt, shall be required to undertake reassessment during the following academic session (F2.9) and may not progress to the next level.

If, following reassessment, or a third assessment attempt, a Level Z or Level 4 student has a profile of up to and including two single 20 credit modules (or one double module) with an overall mark within the range 30-39% and there is no component mark below 20%, all other modules at Levels Z and 4 having been passed, the average mark for the level of study being 40% or greater, the Awards Assessment Board may allow that student's overall performance to compensate for failure in the two 20 credit modules (one double module) (F4.3).

If, following reassessment, a Level Z or Level 4 student fails up to and including two 20 credit modules, one of which is with a mark of less than 30% and one with a mark in the range 30%- 39% (with no component mark below 20%) and an average mark of 40% or higher, a third attempt, if granted, is required only in the module with the mark below 30%.

The Awards Assessment Board has the power to terminate a student's studies in cases where the candidate has failed a third assessment attempt (F2.9). The final profile of marks will include results from the most recent sitting; marks for failed modules are not carried forward from previous sittings.

- (d) Subject to the provision for compensation in (b) and (c) above, no student shall be allowed to progress to the next level of study until all modules at a given level have been passed. However, a student who fails the deferred assessment of a single module (or exceptionally two) or defers a reassessment of a single module (or exceptionally two) may, at the discretion of the Awards Assessment Board, be allowed to proceed conditionally to the next level of study (F2.10). Conditional procession in one, or exceptionally two, modules may also be granted at the discretion of an Awards Assessment Board, in circumstances in which the completion of deferred assessments results in a profile for a level where reassessments are required, and there is no scheduled opportunity for such

reassessments to take place prior to the commencement of the next academic session.

A student who passes modules at the higher level of study shall be entitled to the credit gained from those modules, but shall not have them taken into account for further progression until the necessary modules at the lower level have been passed. In no circumstances shall a student be permitted to commence Level 6 study carrying failed or deferred modules at Level 4.

In determining whether a student should be permitted to proceed conditionally to the next level of study, the Awards Assessment Board shall have regard to:

- any professional requirement which may prohibit such conditional progression;
  - any prerequisites which must have been met before students can be admitted to modules at the next level of study;
  - any other circumstances which might, in the opinion of the Board, adversely affect the student's performance.
- (e) Within the LLB programme, the University's normal regulations governing compensation of modules marked in the range 30%-39% shall not apply to modules designated as Foundations of Legal Knowledge, all of which must be passed with a mark of 40% or more, unless a student signifies in writing to the University that she/he no longer wishes to have Qualifying Law Degree status. A student who does not wish to have Qualifying Law Degree status may be compensated in any modules within the LLB programme, in accordance with the University's normal regulations.
- (f) Where a student is registered for study in the part-time mode, reassessment may take place prior to the conclusion of his or her studies at a given level (F4.4).
- (g) Where a student registered for study in the part-time mode completes the assessment at a given level, permission to proceed conditionally to the next level may be granted by the University's Director of Undergraduate Modular Programmes, subject to a recommendation on progression being made at the next meeting of the relevant Awards Assessment Board (F2.10).
- (h) Where programmes are validated to include requirements for progression and completion which do not contribute to the classification of the award, such requirements shall be stated within the formal programme documentation. This documentation shall also state the means by which students may retrieve initial failure to meet such requirements (D1.9).

For compensation information regarding students on 15 credit modules please refer to Section 4.3 of the Principles and Regulations

## 2. Progression: Level 5 to Level 6

It is the function of an Awards Assessment Board to take such decisions in matters of assessment as are necessary for students either to progress to the next level of study or to be granted an award within the jurisdiction of that Board. An Awards Assessment Board shall also have the power to allow a student to proceed conditionally to the next level of study, where that student meets the necessary criteria as set out in Section F2.10 of the Principles and Regulations.

- (a) In order to progress from one level of study to the next, a student shall normally be required to have obtained the requisite number of module credits (120) at the lower

level. These credits may be obtained by means of first assessment, reassessment, or, where permitted, third assessment attempt.

- (b) University of Chester has determined that, at Level 5, where the conditions set out in the Principles and Regulations are met, a student's overall performance may compensate for failure in the assessment of one single 20 credit module. In order for this to apply, the student must have a profile with only one failed module the marks for which shall be in the range 30-39% (with no component mark below 20%), and an average mark for the level of study of 40%.
- (c) Compensation may not be applied to a module that, for professional reasons, is stated in the formal programme documentation to be essential to the fulfilment of programme objectives, or to any other module specifically precluded from compensation by the formal programme documentation (F4.3).

In the application of compensation under regulation F4.3 (Principles and Regulations) the Awards Assessment Board shall make a decision on the basis of the profile of marks presented to it, notwithstanding the fact that some assessment results may be deferred. Thus, if a level 5 student has a profile with one failed 20-credit module, the mark for which is in the range 30%-39% (with no component mark below 20%) and an average mark of 40% or higher for modules completed by the time the AAB meets, the AAB may grant compensation for the failed module. However, if the average mark for completed modules is below 40% the AAB shall require reassessment in all failed modules.

Where the profile presented to an AAB shows a student to have failed up to and including 60 credits at a given level at the first attempt, reassessment may be undertaken at the first opportunity following initial failure (F2.9). Thus, if a student has a profile of up to three failed modules out of six at a given level he/she may be reassessed in those modules even if he/she has other modules that are deferred. The reassessments and deferred modules shall be taken at the first opportunity.

Except where there are professional requirements that students be reassessed in the course of a given level of study, in order to continue with their studies at that level, those with a profile presented to the AAB showing failure in more than 60 credits at a given level, at the first attempt, shall be required to undertake reassessment during the following academic session (F2.9).

If, following reassessment, or a third assessment attempt, a Level 5 student has a profile of one single 20 credit module with an overall mark within the range 30-39% and no component mark below 20%, all other modules at Level 5 have been passed, the average mark for the level of study being 40% or greater, the Awards Assessment Board may allow that student's overall performance to compensate for failure in the one 20 credit module. (F4.3).

The Awards Assessment Board has the power to terminate a student's studies in cases where the candidate has failed a third assessment attempt (F2.9). The final profile of marks will include results from the most recent sitting; marks for failed modules are not carried forward from previous sittings.

- (d) Subject to the provision for compensation in (b) and (c) above, no student shall be allowed to progress to the next level of study until all modules at a given level have been passed. However, a student who fails the deferred assessment of a single module (or exceptionally two) or defers the reassessment of a single module (or exceptionally two), may, at the discretion of the Awards Assessment Board, be allowed to proceed conditionally to the next level of study (F2.10) Conditional procession in one, or exceptionally two, modules may also be granted at the discretion of an Awards Assessment Board, in circumstances in which the

completion of deferred assessments results in a profile for a level where reassessments are required, and there is no scheduled opportunity for such reassessments to take place prior to the commencement of the next academic session.

A student who passes modules at the higher level of study shall be entitled to the credit gained from those modules, but shall not have them taken into account for further progression until the necessary modules at the lower level have been passed. In no circumstances shall a student be permitted to commence Level 6 study carrying failed or deferred modules at Level 4.

In determining whether a student should be permitted to proceed conditionally to the next level of study, the Awards Assessment Board shall have regard to:

- any professional requirement which may prohibit such conditional procession;
  - any prerequisites which must have been met before students can be admitted to modules at the next level of study;
  - any other circumstances which might, in the opinion of the Board, adversely affect the student's performance.
- (e) Within the LLB programme, the University's normal regulations governing compensation of modules marked in the range 30%-39% shall not apply to modules designated as Foundations of Legal Knowledge, all of which must be passed with a mark of 40% or more, unless a student signifies in writing to the University that she/he no longer wishes to have Qualifying Law Degree status. A student who does not wish to have Qualifying Law Degree status may be compensated in any modules within the LLB programme, in accordance with the University's normal regulations.
- (f) Where a student is registered for study in the part-time mode, reassessment may take place prior to the conclusion of his or her studies at a given level (F4.4).
- (g) Where a student registered for study in the part-time mode completes the assessment at a given level, permission to proceed conditionally to the next level may be granted by the University's Director of Undergraduate Modular Programmes, subject to a recommendation on progression being made at the next meeting of the relevant Awards Assessment Board (F2.10).
- (h) Where programmes are validated to include requirements for progression and completion which do not contribute to the classification of the award, such requirements shall be stated within the formal programme documentation. This documentation shall also state the means by which students may retrieve initial failure to meet such requirements (D1.9).

For compensation information regarding students on 15 credit modules please refer to Section 4.3 of the Principles and Regulations.

### 3. Procedure for the determination of interim awards

The following circumstances are those in which an Awards Assessment Board shall normally recommend the granting of an interim award to a student who fails to gain the required number of module credits for the granting of the award for which he or she is registered, but who has gained the required number of module credits for that interim award.

- (a) Where a student requests, for reasons deemed valid by the Awards Assessment Board, to withdraw from the approved studies for which she/he is registered prior to the completion of those studies, she/he may be recommended for the highest interim award to which she/he is entitled.
- (b) Where, following reassessment and third attempt assessment (if offered), a student is deemed to have failed the award for which she/he is registered and, as a consequence has her/his studies terminated, she/he will be recommended for the highest interim award to which she/he is entitled.
- (c) Where a student ceases to attend her/his approved studies without formal notification of an intention to withdraw, that student will be recommended for the highest interim award to which she/he is entitled.

4. Procedure for the determination of the classification of Bachelor's Degrees with Honours

- (a) These Requirements are sequential and shall be applied in numerical order.
- (b) Programme (or Subject) Assessment Boards shall provide moderated module marks for all the students who have been assessed within the purview of those Boards for consideration by the Awards Assessment Board in relation to a recommended honours degree classification. A Programme (or Subject) Assessment Board is not empowered to make recommendations concerning honours degree classifications.
- (c) University of Chester has determined that at Level 6 where the conditions set out in the Principles and Regulations are met, a student's overall performance may compensate for failure in the assessment of one 20 credit module. In order for this to apply, the student must have a profile (following initial assessment, reassessment or a third assessment attempt) with only one failed module at Level 6, the marks for which shall be in the range 30 - 39% (with no component mark below 20%), and an average mark for the level of study in question of 40% or higher.
- (d) Students who have fulfilled the credit requirements for the award of an Honours Degree will be awarded classifications on the basis of a weighted average mark from their study at Level 6 and Level 5. Averages for Level 5 and Level 6 will be calculated, with each module's mark weighted according to its credit value. In cases where numerical marks are available for all 120 module credits at each level, the lowest 20 credit module mark at Level 5 and lowest 20 credit module mark at Level 6 shall be omitted from the calculations; if the lowest mark is in a multiple module, that mark shall be counted with a weighting for the module reduced by 15 credits or 20 credits. These averages will then be combined with a weight of one-third for the Level 5 mark and two-thirds the Level 6 mark. Figures used in the calculation will not be rounded and will be expressed to two decimal places.
- (e) Where a student has been admitted by direct entry to Level 6, the overall mark total shall be calculated on the basis of the Level 6 marks only. Provided that numerical marks are available for all 120 module credits, the calculation shall be made with the omission of the lowest 20 credit module mark or proportionate reduction in the weighting of a multiple module mark.
- (f) Where a student has been admitted by direct entry to part of Level 5 the average for Level 5 will only be used for degree classification purposes if 50% or more of the required Level 5 credits are taken.
- (g) A provisional degree class shall be awarded in accordance with the following scale:

70 and above	First class honours
60 – 69.99	Upper second class honours
50 – 59.99	Lower second class honours
40 – 49.99	Third class honours
0 – 39.99	Fail

(h) A list of students shall be provided to the Awards Assessment Board, ranked by overall mark total expressed to two decimal places. The indicative, provisional degree class shall be ascribed.

(i) Students whose overall total mark falls within one of the following ranges shall have that initial overall mark raised to the threshold of the next degree class above, i.e.

a mark within the range 69.50 to 69.99 shall be raised to 70  
a mark within the range 59.50 to 59.99 shall be raised to 60  
a mark within the range 49.50 to 49.99 shall be raised to 50

(j) Students whose overall total mark falls within one of the following ranges shall be reviewed for possible raising of the indicative degree classification to the next class above, i.e.

67.00 to 69.49 shall be considered for raising to the first class  
57.00 to 59.49 shall be considered for raising to the upper second class  
47.00 to 49.49 shall be considered for raising to the lower second class

Where a student has an overall total mark within one of those ranges stated above and also has at least half the module marks at Level 6 in the higher class, that student shall be placed in the higher class. In calculating the number of Level 6 marks in the higher class, a double module shall be counted as two modules, a triple module shall be counted as three modules and a quadruple module shall be counted as four modules.

(k) Where a student has been found guilty of academic malpractice the outcome may be that modules omitted from the calculation shall not include the modules penalised by the Academic Malpractice Panel

For degree classification information regarding students on 15 credit modules, reference should be made to Section F 4.8 of the Principles and Regulations.

#### 5. Powers to act on behalf of an Awards Assessment Board

In accordance with paragraphs F 2.5 and F 2.6 of the Principles and Regulations, the Chair of an Awards Assessment Board may take decisions on granting reassessments (or third assessment attempts), progression and awards, on behalf of the Board. In all cases involving the grant of an award, the relevant Chief External Examiner must be consulted.

An Awards Assessment Board may also delegate its authority to a subsidiary examination committee, of which at least one External Examiner in a programme leading to the award shall be a member (Appendix O).

All decisions taken on behalf of an Awards Assessment Board shall be reported to and minuted at the next meeting of that Board.

#### 6. Reassessment: Levels 2, 4, 5 and 6

The minimum aggregate pass mark for each module to which these regulations apply shall be 40%. Failure in one or more components of the assessment of a given module shall be compensated for by the results in one or more other component within that



module, provided that the overall pass mark for the module of 40% is attained and a minimum of 20% is attained for each assessment component within the module.

Formal programme documentation shall specify a minimum mark of 20% which must be attained in all assessment components within a given module in order that that module may be passed overall. In the event of failure on these grounds, the module mark to be recorded shall be 39% or the arithmetical mark, whichever is the lower (F4.2). Such module failure cannot be the subject of compensation.

A reassessment task in a given component of a module shall be proportionate to, comparable with and equivalent to the original assessment task; any variation from this is permitted only in circumstances where an assessment task cannot be practicably replicated in the reassessment (F1).

A student normally has the right to reassessment in any failed module, except where:

- the module is the subject of compensation
- such provision is contrary to the regulations of any party to the award
- the failure is the result of serious academic malpractice
- for professional or other reasons, recommended for approval by a validation panel, and ultimately approved by Quality and Standards Committee on behalf of Senate, restrictions on reassessment opportunities within the programme should apply,

In the last case, the Awards Assessment Board shall exercise discretion on whether to allow the reassessment, based on the recommendations of an Academic Malpractice Panel.

In determining reassessment requirements (and any compensation entitlement), the Awards Assessment Board considers a student's profile as presented to it and on completion of first assessment in all modules at a given level.

Should a student have passed 60 credits at that level (for example, 3 out of 6 modules), the student shall be offered reassessment in failed modules at the first opportunity. Such a first opportunity is deemed to be the next occasion when reassessment in that module is made available, following the confirmation of results at the Awards Assessment Board. Guidance on the availability of reassessment opportunities appears as Appendix D.

Should a student have failed more than 60 credits at a given level (for example, 4 out of 6 modules), reassessment in all failed modules shall be offered in the following academic session. Such reassessment shall be with attendance and shall normally be offered at the time when the equivalent components in the relevant modules are being assessed within that academic session. Guidance is given in Appendix D.

A student who is allowed to proceed conditionally to the next level of study shall also be offered reassessment in the outstanding module(s) at the time when the equivalent components of those modules are being assessed within the next academic session.

A student who, at the discretion of the Awards Assessment Board, has been granted a further reassessment (third assessment attempt) following failure in reassessment shall be offered that third assessment attempt normally at the time when the equivalent components of the failed module(s) are being assessed within the next academic session. In exercising its discretion to grant a third assessment attempt, an Awards Assessment Board shall not normally grant a third assessment attempt to a student who did not avail herself/himself of the opportunity for reassessment, unless there were valid mitigating circumstances pertaining to reassessment. (For further guidance on Third Attempts see Appendix D.)

A student required to be reassessed in a module must pay a reassessment fee for each module failed. A student required to be reassessed in a module with attendance must pay the full module fee, even if assessed only in those components not already passed.

In cases where a module in which a student has been offered reassessment is no longer being delivered at the time when the student is due for such reassessment, the Awards Assessment Board shall make appropriate alternative arrangements if necessary.

Following the final Awards Assessment Board of the academic session, a student must avail herself or himself of the opportunity for reassessment within twelve months of the relevant decision of the Awards Assessment Board, unless a claim for exceptional or mitigating circumstances is deemed valid by the Mitigating Circumstances Board within that twelve-month period, in which case a deferral may be granted. A student who does not avail herself or himself of the opportunity for reassessment within the specified period shall have her/his studies terminated by the Awards Assessment Board and be recommended for an interim award, where applicable.

A student who undertakes reassessment in a failed module is required only to undertake that component or those components for which a mark of at least 40% has not already been obtained.

At the point of reassessment, those components in which the student has already gained a pass mark of 40% or more shall be brought forward either from first assessment or reassessment as appropriate, and the principle of compensation as between components of assessment shall be applied. Notwithstanding the arithmetical outcome of the calculation of marks at the point of reassessment, the overall module mark which shall be recorded for a student who has succeeded in passing such reassessment shall be 40%. Guidance is given in Appendix D.

Where a student is required to be reassessed in more than one component of a module, the student shall be required to submit herself or himself for reassessment in those components at the same point, unless a claim for mitigating circumstances is deemed to be valid by the Mitigating Circumstances Board. Guidance is given in Appendix D.

Where a student has both deferred and failed components within the same module, at the next assessment point they must submit both the deferred components and any failed components where the mark falls below 20%. Where such failed components exist, the module mark will be capped at 40% upon reassessment.

Where the objectives of the programme, pathway or course are such that attendance is compulsory for certain components, the formal programme documentation must give details of the attendance requirements to be met by students and make clear the relationship between compulsory attendance and the assessment process. It must also be made clear what provision there is for the retrieval of initial failure where this failure relates to attendance (D1.9).

#### 7. Reassessment Pre Registration Programmes (Faculty of Health and Social Care)

The minimum aggregate pass mark for each module to which these regulations apply shall be 40%. There is no compensation between components. All components must be passed in order that the module be passed overall, including the practice component. In the event of failure on these grounds, the module mark to be recorded shall be 39% or the arithmetical mark, whichever is the lower. (F4.2).

Where a student has both deferred and failed components within the same module, at the next assessment point they must submit both the deferred and failed components. Upon successful completion the module mark will be capped at 40%.

Failure successfully to complete the required practice outcomes at the first attempt will result in a reassessment opportunity. Failure successfully to complete the required practice outcomes at reassessment will result in discontinuation from the programme; there are no third attempts following such failure. Students will be permitted a maximum of three reassessment opportunities in practice components at each level.

Students who fail a non practice component (theoretical component) will be offered reassessment in that component. A student who fails a module at reassessment may at the discretion of the Awards Assessment Board be offered a third assessment attempt. In exercising its discretion to grant a third assessment attempt, an Awards Assessment Board shall not normally grant a third assessment attempt to a student who did not avail herself/himself of the opportunity for reassessment, unless there were valid mitigating circumstances pertaining to reassessment. No student will be offered more than four third assessment attempts at a given level.

'The Nursing and Midwifery Council requires all students to meet the following:

All Common Foundation Programme (Level 4) outcomes are to be achieved and confirmed within 12 weeks of entering the branch programme (Level 5)'  
(NMC Circular 16/2006)

Students who do not meet this requirement will not be permitted to progress from Level 4 to Level 5 of the programme.

#### 8. Reassessment: Level 7

A reassessment task in a given component of a module shall be proportionate to, comparable with and equivalent to the original assessment task; any variation from this is permitted only in circumstances where an assessment task cannot be practicably replicated in the reassessment (F1).

A student normally has the right to reassessment in any failed module, except where:

- such provision is contrary to the regulations of any party to the award
- the failure is the result of serious academic malpractice

In the last case, the Awards Assessment Board shall exercise discretion on whether to allow the reassessment, based on the recommendations of an Academic Malpractice Panel.

Where a student is registered for study at Level 7, reassessment may take place prior to the conclusion of studies. The student shall be offered reassessment in failed modules at the first opportunity. Such a first opportunity is deemed to be the next occasion when reassessment in that module is made available, following the confirmation of results at the Awards Assessment Board or Examination Committee. Guidance on Examination Committees appears as Appendix O.

A student who, at the discretion of the Awards Assessment Board, has been granted a further reassessment (third assessment attempt) following failure in reassessment shall be offered that third assessment attempt at the time when the equivalent components of the failed module(s) are being assessed within the next academic session. In exercising its discretion to grant a third assessment attempt, an Awards Assessment Board shall not normally grant a third assessment attempt to a student who did not avail herself/himself of the opportunity for reassessment, unless there were valid mitigating circumstances pertaining to reassessment.

A student required to be reassessed in a module must pay a reassessment fee. A student required to be reassessed in a module with attendance must pay the full module fee, even if assessed only in those components not already passed at 40%.

In cases where a module in which a student has been offered reassessment is no longer being delivered at the time when the student is due for such reassessment, the Awards Assessment Board shall make appropriate alternative arrangements if necessary.

Following the Awards Assessment Board or Examination Committee, a student must avail herself or himself of the opportunity for reassessment within twelve months of the relevant decision of the Awards Assessment Board or Examination Committee, unless a claim for exceptional or mitigating circumstances is deemed valid by the Mitigating Circumstances Board within that twelve-month period, in which case a deferral may be granted. A student who does not avail herself or himself of the opportunity for reassessment within the specified period shall have her/his studies terminated by the Awards Assessment Board and be recommended for an interim award, where applicable.

A student who undertakes reassessment in a failed module is required only to undertake that component or those components for which a mark of at least 40% has not already been attained.

At the point of reassessment, those components in which the student has already gained a pass mark of 40% or more shall be brought forward either from first assessment or reassessment as appropriate, and the principle of compensation as between components of assessment shall be applied. Notwithstanding the arithmetical outcome of the calculation of marks at the point of reassessment, the overall module mark which shall be recorded for a student who has succeeded in passing such reassessment shall be 40%. Guidance is given in Appendix D.

Where a student is required to be reassessed in more than one component of a module, the student shall be required to submit herself or himself for reassessment in those components at the same point, unless a claim for mitigating circumstances is deemed to be valid by the Mitigating Circumstances Board. Guidance is given in Appendix D.

Where a student has both deferred and failed components within the same module, at the next assessment point they must submit both the deferred components and any failed components where the mark falls below 20%. Where such failed components exist, the module mark will be capped at 40% upon reassessment.

Where the objectives of the programme, pathway or course are such that attendance is compulsory for certain components, the formal programme documentation must give details of the attendance requirements to be met by students and make clear the relationship between compulsory attendance and the assessment process. It must also be made clear what provision there is for the retrieval of initial failure where this failure relates to attendance (D1.9).

#### 9. Aegrotat

Where a student has attained at least 75% of the credits for an award, and the Awards Assessment Board is satisfied that, but for serious illness or similar valid cause notified to the Board, the student would have attained the remaining credits for that award, the Board may recommend to Senate the award of an Aegrotat degree or other Aegrotat award as appropriate. Such an award shall be unclassified. The student, or her/his designated representative, must signify in writing a willingness to accept such an award should Senate decide that it be conferred. It must be explained to the student that in accepting an Aegrotat award, she/he waives the right to reassessment of any failed modules.

## 5.7 Requirements governing Programme Boards

Where a programme consists of modules assigned to different Programme (or Subject) Assessment Boards, a Programme Board shall be convened at least once a year to take cognisance of the results profiles of students on that programme. Such a Programme Board shall be composed of members of the programme team, and shall be chaired by the programme leader (or her/his nominee). It shall meet after the relevant Programme (or Subject) Assessment Boards have met to determine marks, and shall in no circumstances have the power to alter those marks. The purposes of a Programme Board shall be to monitor student performance and to consider issues of quality management and enhancement, and the maintenance of standards, in the light of that performance.

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## 6. REQUIREMENTS GOVERNING THE OCCURRENCE OF ACADEMIC MALPRACTICE BY STUDENTS IN THE COURSE OF ASSESSMENT

The purpose of assessment is to determine the extent to which a student has acquired an independent understanding of the material on which he or she is being assessed. To this end, the University of Chester requires its students to fulfil the stated objectives of assessment as these are set out in section F1 of the Principles and Regulations. These procedures also apply to students studying under a collaborative partnership agreement at another institution or overseas on taught programmes delivered by University of Chester.

The definition of Academic Malpractice is given below.

### 6.1 Definition of Academic Malpractice

Academic malpractice may be deemed to have occurred where a student has gained, or sought to gain, advantage in assessment contrary to the established conditions under which students' knowledge, abilities or skills are assessed for progression towards, or the conferment of, academic credit.

*Note: students may be penalised in the normal course of assessment for work which, in the judgement of the examiners, relies too heavily on the verbatim reproduction of work derived from other published sources where those sources are acknowledged. However, such over-reliance on work reproduced directly from published sources but acknowledged by the student to be taken from those sources may also be regarded as academic malpractice as defined in section F, sub-section F2.14 of the Principles and Regulations, if a student is judged to be implying that the phraseology is her or his own. Plagiarism, and other forms of academic malpractice, can occur whether or not the student intends to deceive.*

Specific practices which shall be deemed to constitute academic malpractice are:

- (a) plagiarism, that is, where a student incorporates another person's work (including another student's as well as published sources) by unacknowledged quotation, paraphrase, imitation or other device, in a way which suggests that it is the student's original work. Work in this context is to be taken as any intellectual output being assessed for academic credit, and may include text, images, data, oral presentation, sound or performance.

Examples of plagiarism are:

- the verbatim copying of another's work without acknowledgement;
- the close paraphrasing of another's work by simply changing a few words or altering the order of presentation, without acknowledgement;
- unacknowledged quotation of phrases from another's work;
- the deliberate presentation of another's idea as one's own;
- copying or close paraphrasing with occasional acknowledgement of source may also be deemed to be plagiarism if the absence of quotation marks implies that the phraseology is the student's own;
- copying of data.

Plagiarism in creative work

In arts practice the presentation, re-presentation and representation of extant material may explicitly refer to its sources. Where such references are artistically *implicit* they should be *extrinsically* stated in document or orally. The absence of such acknowledgement may constitute academic malpractice.

In arts practice stylistic or structural resemblance to extant material must be *explicitly* or *extrinsically* acknowledged to ensure fitness for purpose of submission for any given assessment.

Where a student is unclear on either point the onus will fall on them to discuss the particular issue with an appropriate member of academic staff prior to assessment.

- (b) copying, that is, reproducing verbatim another's work, for example, downloading and incorporating material from the internet or other electronic sources;
- (c) collusion, that is, the conscious collaboration, **without authorisation**, between two or more students in the preparation and/or production of work which is ultimately submitted by each in an identical, or substantially similar, form, and is represented by each to be the product of her/his individual efforts. Collusion also occurs where there is unauthorised co-operation between a student and another person in the preparation and/or production of work which is presented as the student's own;
- (d) submitting, or assisting in submitting, false evidence of knowledge and understanding, for example by submitting coursework from an outside source or which has been completed by another student;
- (e) commissioning another person or persons to undertake an assessment which is then submitted in whole or part of a submission for academic credit;
- (f) fabricating references or primary sources;
- (g) falsifying data or record, that is, where data or record presented in laboratory reports, projects, dissertation, journalistic interview and so on, based on work purported to have been carried out by the student, has been invented, copied or otherwise obtained by the student;
- (h) incorporating material which has been submitted, previously or simultaneously, in support of an application academic credit from this or any other awarding body, except for the purposes of drawing attention, for reference purposes only, to such work, or where resubmission of previously failed work has expressly been permitted.
- (i) obtaining data unethically, or by methods which are not in receipt of formal, ethical approval;
- (j) communicating with, or copying from, another person by any means during an examination;
- (k) copying or gaining information from any unauthorised source, by any means, from either inside or outside of the examination room;
- (l) introducing any written or printed material into the examination room unless expressly permitted by the rubric of the examination;
- (m) introducing any electronically stored information into the examination room, unless expressly permitted by the rubric of the examination;
- (n) gaining access, or attempting to gain access, to unauthorised material before or during an examination;
- (o) being a party to impersonation in an examination;

- (p) preventing or attempting to prevent another student's assessment taking place properly;
- (q) fabricating evidence in support of a mitigating circumstances claim;
- (r) fabricating evidence in support of an academic appeal;
- (s) any other dishonest practice resulting in, or intended to result in, a student gaining an unfair advantage in assessment, or disadvantaging other students' assessments.

No case for academic malpractice shall be made on the basis of an anonymous accusation by one student against another.

Where a formal accusation of academic malpractice has been made, the University shall not normally permit suspension of studies until the matter is resolved.

## **6.2 Academic Malpractice and Disciplinary Procedures**

Where a student is alleged to have committed an offence which could be considered under the University's disciplinary procedures, if the alleged offence potentially disadvantages other student's assessment in a particular module or modules, then the student may be brought before an academic malpractice panel instead of or in addition to the disciplinary hearing, in consultation with the Chair of the Subject (or Programme) Assessment Board. For example, if a student is accused of damaging or stealing books, documents or other resources belonging to the University which potentially has the effect of disadvantaging the assessment of other students in a particular module or modules.

Where a student is accused of bringing the University of Chester into disrepute by engaging in academic malpractice in a published article or book or in other media, then a disciplinary panel may take the above definitions of academic malpractice into account at the hearing.

## **6.3 Initial Witnessing and Accusation: Examination**

If an invigilator suspects that a student is engaging in academic malpractice (and provided that the student is not disturbing other candidates) the student shall be allowed to continue the examination. However, the invigilator shall immediately require another invigilator to act as a witness and any unauthorised materials shall be removed. The script (or other assessment form where appropriate) shall be endorsed by the invigilator at the point where the occurrence of cheating is suspected, and on the front cover of the examination answer book. In a practical examination, the invigilator will take note of the stage reached when the infringement was observed.

The invigilator should instruct the student to report to them at the end of the examination when other students have been dismissed from the examination hall. The invigilator and student should then meet with the Examinations Officer (or other senior member of the Registry) who will make a written record of the circumstances and retain or make notes regarding any relevant materials. A form for this purpose may be found as Appendix F. A copy of this record should be sent to both student and invigilator for them to sign and record any comments as soon as possible and no later than 2 working days following the incident.

Immediately after the examination/assessment, a full report shall then be made by the invigilator(s) to the Chair of the relevant Subject (or Programme) Assessment Board. Any unauthorised materials should be attached to the report. The candidate shall be advised,



after the examination/assessment, of the procedures for dealing with suspected cases of academic malpractice. Where feasible, the examination script shall be marked in the normal way as for all other scripts. However, the student's mark will be withheld until the case has been judged.

A student who, in the opinion of an invigilator, is behaving in a manner which may disturb other examination candidates or may disrupt the smooth progress of the examination shall be required to leave the examination room forthwith. At the discretion of the chief invigilator, examination candidates may be allowed additional time to compensate for the time lost as a result of any disturbance/disruption.

#### **6.4 Initial Witnessing and Accusation: Coursework**

If a lecturer or other academic officer suspects that a student is engaging in academic malpractice, she/he must inform the Chair of the Subject (or Programme) Assessment Board as soon as she/he becomes aware of the suspected offence. In cases of plagiarism, where identical or very similar source material can be found in more than one location, an example source shall be regarded as evidence. The assignment shall be submitted for assessment and, where feasible, marked in the normal way as for all other coursework submissions. However, the student's mark will be withheld until the case has been judged.

##### Occurrence of Academic Malpractice by Students at Level 4 (coursework)

###### *i) Accusation*

First (alleged) offences of academic malpractice at Level 4 will normally be dealt with initially by the Subject (or Programme) Assessment Board, without recourse to University Academic Malpractice Panel

If the Chair, or nominee, of the Subject (or Programme) Assessment Board is of the opinion that it is likely that academic malpractice may have occurred, the Chair, or nominee, will write to the student (using the format in Appendix G (i) notifying her/him of the allegation and require her/him to provide a written response to the allegation within 7 days. The letter will include a copy of the evidence and will state that the student should attend an interview with the Chair, or nominee, where the allegation and the student's written reply will be discussed. The student may be accompanied by a fellow student of the University of Chester or an officer of the Chester Students' Union (CSU). A copy of this section of the Handbook should be included with the letter along with a copy of the relevant evidence.

###### *(ii) Outcome*

If the student accepts that academic malpractice has taken place the Chair, or nominee, will inform the student orally that the Subject Assessment Board will impose a penalty. The Chair should also counsel the student on approaches to study, and sources of study skills support, which could assist the student in developing academic skills and avoiding any recurrence of the offence in future.

*Note: It may be the case that the Chair decides that academic malpractice has not occurred.*

###### *iii) Penalty*

The penalty would normally be recommendation (i) in Section 6.9 of this Handbook. A copy of the letter containing confirmation of the offence from the Chair to the student should be sent to AQSS, together with notification of the penalty applied.

*Note: All cases of academic malpractice accepted by students after an interview with the Chair of the Subject Assessment Board must be reported directly to AQSS.*

iv) Second and subsequent<sup>1</sup> (alleged) offences of academic malpractice at Level 4

If the student contests the allegation, or if having been dealt with as in the previous paragraph, a student is accused of a second or subsequent offence at Level 4 and the Chair, or nominee, is of the opinion that there is a *prima facie* case, then the allegation will be referred to a University Academic Malpractice Panel, as described elsewhere in this Handbook. The Chair will write to AQSS, using the form in Appendix G(ii) and request the convening of the University Academic Malpractice Panel.

## 6.5 Formal Accusation

The decision to accuse a student of academic malpractice shall be made only by the relevant Chair of the Subject (or Programme) Assessment Board. Academic malpractice procedures may not be implemented if a mark has already been confirmed by an Awards Assessment Board.

Within five working days of receiving notification of an allegation of academic malpractice, the Chair of the relevant Subject (or Programme) Assessment Board will review the evidence submitted. The Chair may consult with other academic officers as appropriate. The Chair of the SAB may decide to conduct a *viva voce* examination where there is a suspicion that academic malpractice has been committed, but where no evidence can be produced. Guidelines are available at Appendix G(iv).

If s/he is of the opinion that there is a *prima facie* case (sufficient evidence to proceed to a University Academic Malpractice Panel, the Chair of the Subject (or Programme) Assessment Board will write to the student, by pro forma letter (Appendix G(i)), notifying her/him of the allegation and requiring her/him to provide a written response to the allegation within seven working days of the date of the letter. A copy of the relevant sections of this handbook should be included with the letter. In a case of suspected academic malpractice, the initial letter of accusation to the student shall stand in place of the normal feedback.

If the Chair of the Subject (or Programme) Assessment Board judges, if necessary after the conduct of a *viva voce* examination, that there is insufficient evidence to proceed, the case will be dismissed with no blame attached. Where, for any reason, the student has been made aware of the initial accusation, but where the case is dismissed by the Chair of the Subject (or Programme) Assessment Board, the Chair shall inform the student by letter that she/he has been exculpated.

If the Chair judges, on the basis of the evidence available to him or her, that there is a *prima facie* case for proceeding to the stage of a University Academic Malpractice Panel, the Chair shall write to AQSS, using the form in Appendix G(ii), and request the convening of such a Panel.

The student shall then be informed by AQSS of the appointed time at which the panel will be held and shall be informed of her/his right to appear before the Panel and/or submit a further written statement beyond that already made to the Chair of the Subject (or Programme) Assessment Board. Before the University Academic Malpractice Panel meets, the student against whom the allegation has been made will be supplied with a

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<sup>1</sup> In the event of one or more offences of plagiarism, all cases at Level 4 will be regarded as concurrent, until formal written feedback about plagiarism has been given to the student. Any further academic malpractice in work submitted for assessment after this point will be regarded as constituting a subsequent offence

copy of the written evidence submitted by the member of academic staff submitting the accusation. However, if further evidence of malpractice in the piece of work comes to light during or before the hearing, the University reserves the right to take this additional evidence into account.

## 6.6 Acceptance of the Charge of Academic Malpractice

If the student accepts the charge of academic malpractice, and does not wish to appear before the University Academic Malpractice Panel then they may write to the Panel, using the form provided (Appendix G(vii)), accepting the charge, and any penalty applied.

## 6.7 University Academic Malpractice Panel: Composition

The Panel shall consist of a Chair and two members. The Panel shall be drawn from a pool of the following:

### Chair

Each Faculty shall nominate a Chair who is either a head or deputy head of subject or a Chair of a Programme Assessment Board.

### Members

Each head of subject shall nominate a member of academic staff who has experience of academic malpractice matters, and knowledge of assessment procedures. At least one of the members of the panel must be from a Faculty other than that of the student. Normally, the panel shall not contain anyone who is involved in the teaching or assessment of the programme in which the student is accused. Nominated panel members shall declare any interest they have in the student which may prejudice their membership of the panel and will entitle them to decline membership accordingly. The University reserves the right to involve such other individuals in the hearing as it sees fit.

A member of AQSS staff will be present and shall act as a procedural advisor. The panel will be serviced by AQSS. Formal minutes will be taken and kept in AQSS and a copy sent to Registry Services.

**A written submission shall be presented to the panel by the department, on a form provided by AQSS (Appendix G (ii)) unless the Chair of the University Academic Malpractice Panel has requested that a member of staff with knowledge of the alleged offence attend the hearing.**

Upon initial consideration of the case, the Chair of the University Academic Malpractice Panel may request that additional evidence be sought from the department.

Normally the case shall be considered at the next meeting of the University Academic Malpractice Panel. The student shall be informed of the date of the hearing within seven working days of the date set for receipt of a response from the accused student.

## 6.8 The Meeting of the University Academic Malpractice Panel

At its meeting, the Panel shall consider:

- all evidence adduced in the course of the bringing of the allegation against the student; this might include evidence such as reportage from a *viva voce* examination held on behalf of an SAB in order to determine whether there is a *prima facie* case for academic malpractice;

- any written statement by the student in question;
- any oral statement the student may elect to make in person to the Panel;
- oral or written evidence from any other relevant sources, including members of the Assessment Board to which the student is subject.

Where a student elects to make an oral statement to the Panel, she/he may be accompanied by a member of the University of Chester, who should be either a fellow student or an officer of Chester Students' Union. The student's parent or guardian shall only be permitted to attend the hearing if the student is under 18 years of age. At the discretion of the Chair of the Panel, the person accompanying the student may be invited to make a statement. The name and status of the person accompanying the student shall be communicated in advance to the Chair of the Panel. The student shall respond to the allegation personally and cannot delegate the response to a third party, nor shall a third party be permitted to attend the hearing on behalf of a student without their presence. No discussions will be entered into with a third party about the matter. If the student elects not to make an oral statement, the case will be heard in their absence. Further information about the status of the person accompanying the student can be found in Appendix G(ix).

If a student has previously been found to have committed academic malpractice, this shall be disclosed to the Chair of the panel, before the hearing. Members of the panel will be informed before the penalty is applied if the student is found to have previously engaged in academic malpractice.

## 6.9 Decision and Subsequent Recommendation of Penalty

**If the department considers that the affected portion of the work is particularly significant to the assessed work, and merits a more severe application of a penalty than the guidelines would suggest, they may make application to the University Academic Malpractice Panel, before or during the hearing, providing a written or oral rationale.**

After the hearing, the University Academic Malpractice Panel shall make a decision based on the evidence presented. The panel shall then send a written report to the appropriate Assessment Board, detailing the outcome of the hearing and making recommendations accordingly. Typically, these recommendations will be one of the following.

That the student:

- (a) has not engaged in academic malpractice, and that the assessment marks should therefore be released in the normal way
- (b) has engaged in academic malpractice and that the student receives a formal warning as to future conduct and shall be given a mark reduction for the module in question. The mark reduction shall be as follows:

That the student:

- i) should fail (with a mark of 0%) the particular element within an assessment component to which the accusation relates;
- ii) should fail (with a mark of 0%) the entire component of assessment within the relevant module (e.g. all the examination component or all the course work component);
- iii) should fail (with a mark of 0%) the entire module;

In exceptionally serious cases, where the Panel finds the student has engaged in academic malpractice, the Panel may recommend that the student:

- iv) has marks for all modules at a particular level capped at 40%
- v) should have their degree classification lowered;
- vi) should fail (with a mark of 0%) the entire level;
- vii) at Level 7, the student shall only be permitted the award of Postgraduate Certificate, and may not take further modules which may lead to the award of Postgraduate Diploma
- viii) at Level 7, the student shall only be permitted the award of Postgraduate Diploma, and may not take further modules which may lead to the award of a Masters' degree.
- ix) be required to withdraw from the University and may not enrol for any other award at the institution. Where this penalty is applied, the penalty of a reduction of marks shall also be specified.

The penalty shall include a recommendation, where appropriate, about whether reassessment is permissible. However, the panel shall not normally recommend a penalty less severe than the outcome which would have resulted from a failure to submit the work in question. In all cases of academic malpractice at Level 7, the student shall be barred from being awarded a distinction.

All judgements and recommendations relating to penalties for academic malpractice shall be ratified by an Assessment Board. Those penalties which relate to individual modules shall be ratified by a Subject Assessment Board; where the penalty directly relates to progression or to an award, the decision shall be ratified by an Awards Assessment Board. (Chair's Action may be taken as necessary to expedite the outcome.)

## **6.10 The Role of the Assessment Board**

The Assessment Board shall ratify the penalty judgement.

Normally, the final module mark(s) awarded shall be treated in the same way, and have the same consequences with regard to the assessment of the candidate's overall performance, as a similar mark awarded to other candidates. However, the result of any module in which a student has been found to have committed academic malpractice may not be discounted for the purpose of calculating the degree classification. When reassessment is allowed in modules which the student is deemed to have failed on account of academic malpractice, the requirements governing reassessment shall apply (please refer to Requirements for the Conduct of Assessment by Awards Assessment Boards).

The permanent record of the student should record both the findings of the University Academic Malpractice Panel and the penalty imposed.

## **6.11 Appeal against the decision of the Academic Malpractice Panel**

The decision of the academic malpractice panel is one of academic judgement. A student may not therefore appeal against the decision on the ground of disagreement with the decision of the academic malpractice panel.

A student (known as an appellant in the academic appeals procedure) may make an academic appeal based on the following grounds:

- 1 that the appellant had exceptional circumstances which affected her/his ability to mount a defence of the allegation, only if s/he was unable, or for valid and compelling reasons unwilling, to divulge such illness or circumstance(s) to the academic malpractice panel;
- 2 that the academic malpractice panel was not conducted in accordance with the relevant regulations;
- 3 that there was administrative error which had a demonstrable and substantial negative impact on the operation of the academic malpractice procedures or of the academic malpractice panel;
- 4 that some other material irregularity occurred in the conduct of the academic malpractice procedures or conduct of the academic malpractice panel assessment outcome.

Appeals against the decision of the academic malpractice panel shall be considered under the academic appeals procedure (see section 7 of the assessment handbook).

A student may only appeal once the decision has been ratified by the Awards Assessment Board. A student may, however, lodge notice of intent to appeal at any time from receipt of the decision of the academic malpractice panel up until 7 days following the publication of the Awards Assessment Board's decision.

Where an appeal against the decision of an academic malpractice panel has been upheld, the decision of the Assessment Review Board shall normally be that the student shall be afforded the chance to defend the allegation at a hearing of the academic malpractice panel as if for the first time.

## 7. ACADEMIC APPEALS PROCEDURE

### 7.1 Introduction

- (a) These procedures describe how a student may submit an Academic Appeal and the grounds under which they may do so. A student submitting an Academic Appeal is referred to in these procedures as 'the appellant'.
- (b) These procedures apply to students studying at the University of Chester for undergraduate and taught postgraduate awards made at this institution. Academic Appeals may only be made after a decision has been made by an Awards Assessment Board or an Examination Committee which are the bodies charged with making decisions on student progression and awards (or exceptionally, by the Chair of an Awards Assessment Board or Examination Committee acting on its behalf), and must be made within the specified time limit.
- (c) The purpose of these procedures is to safeguard the interests of all students. They may be used only when there are adequate grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of his/her assessment or other decision concerning their academic position or progress or as an alternative to using the Mitigating Circumstances or complaints procedure at the proper time.
- (d) The University expects that students take responsibility for managing their learning, revision and assessment activities throughout the duration of their studies. However, the University acknowledges that exceptional or mitigating circumstances may at times affect a student's performance. Thus, the University has put in place a system of extensions and deferrals for which a student may apply when such difficulties arise. The University also provides extensive student support through the PAT system and SGSS. A student in difficulties is expected to make use of support systems put in place by the University and to request an extension or deferral if appropriate.
- (e) Students should appreciate that Academic Appeals do not always produce the outcome preferred by an appellant.

### 7.2 Right to Appeal

- (a) An Academic Appeal is a request for a review of a decision of an Awards Assessment Board or Examination Committee. An Academic Appeal may only be made on one or more of the following grounds:
  - (i) that the appellant's performance in the assessment was adversely affected by illness or other exceptional circumstance(s) only if s/he was unable, or for valid and compelling reasons unwilling, to divulge such illness or circumstance(s) before the Awards Assessment Board or Examination Committee reached its decision. Such illness or circumstance(s) must have had a demonstrable and substantial negative impact on the resulting assessment outcome;
  - (ii) that the assessment was not conducted in accordance with the relevant assessment regulations, leading to a demonstrable and substantial negative impact on the resulting assessment outcome;

- (iii) that there was administrative error which had a demonstrable and substantial negative impact on the resulting assessment outcome;
  - (iv) that some other material irregularity occurred in the conduct of the assessment which had a demonstrable and substantial negative impact on the resulting assessment outcome;
  - (v) that the appellant has been assessed as having a specific learning difficulty during the current academic session, subject to the following.
  - (vi) A student who is diagnosed during a programme, and who is debarred from submitting a retrospective claim to the Mitigating Circumstances Board under section 3 of the handbook governing the assessment of students, may none the less lodge an appeal in respect of assessment taken prior to, but in the same academic session (year) as, the diagnosis. A successful appeal in these circumstances will mean that the results of such assessments are set aside, and deferred assessments are granted. In no circumstances will deferral of assessment be granted in respect of assessment taken in a previous academic session.
  - (vii) The Dean of Academic Quality and Standards is empowered to grant a deferral of assessment on receipt of satisfactory evidence of the diagnosis of a Specific Learning Difficulty, provided the conditions set out in Section 9 of the handbook governing the assessment of students apply, without the need to convene an Appeals Board. In cases of doubt, recourse shall be had to the full Appeals procedure. In the case of students on professional programmes, those academic appeals which have been upheld on this ground shall normally be referred to the Assessment Review Board, in order that assessment of the professional components may be considered.
- (b) Academic Appeals on other grounds shall be deemed inadmissible.
- (c) Appeals against the decision of an academic malpractice panel may only be made on the following grounds:
- (i) that the appellant had exceptional circumstances which affected her/his ability to mount a defence of the allegation, only if s/he was unable, or for valid and compelling reasons unwilling, to divulge such illness or circumstance(s) to the academic malpractice panel;
  - (ii) that the academic malpractice panel was not conducted in accordance with the relevant regulations;
  - (iii) that there was administrative error which had a demonstrable and substantial negative impact on the operation of the academic malpractice procedures or of the academic malpractice panel;
  - (iv) that some other material irregularity occurred in the conduct of the academic malpractice procedures or conduct of the academic malpractice panel assessment outcome.
- (d) The decision of an academic malpractice panel is one of academic judgement, and thus a student may not appeal against the decision of an academic malpractice panel merely because they disagree with the decision.
- (e) Students are assured that they will not be subject to discrimination for lodging an Academic Appeal in good faith, irrespective of the outcome of the Academic Appeal.



- (f) Students should note that the University's complaints procedure should be invoked in other areas of potential dispute. There may be appeals against academic decisions that refer to matters or allegations that are, or that become, the subject of a formal complaint. In cases where matters that are the substance of a complaint are linked to matters which are the substance of an Academic Appeal, the Dean of Academic Quality and Standards and the University Proctor shall decide whether the cases shall be considered concurrently or consecutively.
- (g) Students studying under a collaborative partnership agreement at another institution or overseas on taught programmes delivered by University of Chester shall be expected to comply with the Academic Appeals Procedures as detailed herein, and to submit full written evidence in support of any Academic Appeal to the Dean of Academic Quality and Standards, University of Chester.

### 7.3 Exclusions from Academic Appeal

The following are illustrations of claims that cannot be considered as the basis for an Academic Appeal:

- (a) disagreement with academic judgement of a Programme (or Subject) or an Awards Assessment Board in assessing the merits of an individual piece of work or in reaching any assessment decision based on the marks, grades and other information relating to a student's performance;
- (b) disagreement of an academic malpractice panel;
- (c) complaints related to teaching, supervision or services. These must be raised at the time when they occur and through the appropriate channels e.g. Personal Academic Tutor, Head of Subject, Staff-Student Liaison Committee, or the University's Complaints Procedure;
- (d) any other complaint which can be properly dealt with under the University's Complaints Procedure;
- (e) circumstances which have already been considered by the Mitigating Circumstances Board or relevant Assessment Board;
- (f) circumstances which could have been considered, had notice been given prior to the meeting of the Mitigating Circumstances Board or Assessment Board, and where the student has no valid reason for having failed to give such notice;
- (g) circumstances which do not fall within one of the permitted grounds, or are wholly without substance or merit, or are frivolous or vexatious, or are unsupported by evidence;
- (h) claims that academic performance was adversely affected by factors such as ill health, where there is no independent medical or other evidence;
- (i) claims that academic performance was adversely affected by factors such as ill health which are accompanied by medical evidence which does not contain opinion or diagnosis, but merely repeats what the student has *post hoc* reported to the doctor (or other medical practitioner).
- (j) claims that academic performance was adversely affected by factors such as ill health which are accompanied by medical evidence stating that the illness 'may have an impact' or which state "the patient informs me".
- (k) mitigating circumstances in cases where the student could reasonably have avoided the situation or acted to limit the impact of the circumstances.

Examples of mitigating circumstances which would not be considered by an Appeals Board can be found in the accompanying guidance;

- (l) circumstances which might have fallen within one or more of the permitted grounds for Academic Appeal, but which were not the subject of an Academic Appeal at the time of the assessment that was allegedly affected.
- (m) Academic appeals on the grounds of specific learning difficulties where the appellant began the process of diagnosis after the assessment in question.

*The above list is not exhaustive.*

#### **7.4 Responsibilities of the student**

- (a) The University acknowledges that there may be exceptional or mitigating circumstances where a student cannot divulge such circumstances at the relevant time. However, if a student wishes to lodge an Academic Appeal, the Appeal should be lodged at the first available opportunity i.e. where the circumstances are long-standing an Academic Appeal based on such circumstances should be made at the failure of the first attempt at the assessment rather than waiting until failure at reassessment or third attempt. If a student has a long-term condition or problem which may affect her/his study and assessment, it is the responsibility of the student to seek advice as early as possible, to use the support services available through the University, and to utilise procedures such as extension, deferral or mitigating circumstances procedures where appropriate and permissible.
- (b) It is the responsibility of the student to:
  - i) ensure the submission of an Academic Appeal and supporting evidence is submitted within the published timescale;
  - ii) ensure that the Dean of Academic Quality and Standards has an address for correspondence for the timescale of the Academic Appeal;
  - iii) compile documentation in support of an Academic Appeal. The University does not contact medical practitioners or other professionals on behalf of an appellant for supporting evidence. Impartial guidance about the compilation of supporting evidence can be obtained from the Students' Union.

#### **7.5 Procedures for Academic Appeal**

- (a) A student wishing to appeal MUST:
  - i) within seven days of the publication of results, give notice in writing to the Dean of Academic Quality and Standards of the intention to appeal, using form APP1 or APP1 (H) signed by the appellant stating the grounds for such an Academic Appeal;
  - ii) within fourteen days of the publication of results, submit form APP2 or APP2 (H) signed by the appellant and present a full case for an Academic Appeal in writing, including appropriate documentary evidence;
  - iii) not proceed to any awards ceremony pending determination of the Academic Appeal. An Academic Appeal will not be considered once the student has accepted an award.

- (b) An Academic Appeal signed by someone other than the appellant shall not be considered, unless prior permission is granted by the Dean of Academic Quality and Standards.

### **Time Limits**

- (c) Failure by an appellant to comply with any of the time limits specified in these procedures will render an Academic Appeal inadmissible, with the consequence that it cannot be pursued further, unless the Dean of Academic Quality and Standards is satisfied that circumstances exist which made it not feasible for the appellant to have complied within the time limit specified.

### **Evidence**

- (d) All Academic Appeals on the grounds of illness or other exceptional circumstances as described in Section 7.2 must be accompanied by medical, professional or other sufficiently independent evidence which is contemporaneous with the period of the assessment concerned. Other than in exceptional cases, retrospective medical or other certification will not be accepted as valid.
- (e) Any medical or other certification submitted in support of an Academic Appeal must relate specifically to the dates, nature, onset and duration of the illness or circumstances. Additionally, in the case of illness, the certification must contain a clear medical diagnosis, opinion or description of symptoms and a statement on the severity of the impairment, and not merely report the student's claim that s/he felt unwell, nor report the student's claim that s/he had reason to believe s/he was ill.
- (f) Letters of support from family members or friends will not be considered as independent evidence.
- (g) All supporting evidence should be in English. Where original documentary evidence is in another language, it must be accompanied by a certified translation into English.
- (h) Where an appellant submits falsified evidence in support of an Academic Appeal, the University reserves the right to disallow the Appeal and to institute disciplinary or other appropriate procedures.
- (i) Where an appellant is studying on, or having had their studies terminated, is seeking to return to a professional programme, at any stage in the procedure the Dean of Academic Quality and Standards, the Appeals Board or the Assessment Review Board may advise or require that professional suitability procedures are invoked, if the nature of the academic appeal, or the evidence supplied in support of the academic appeal occasions this course of action.

### **Status of a student who has submitted an Academic Appeal**

- (j) The decision of an Awards Assessment Board remains until and unless it is overturned by an Assessment Review Board. In the case of students whose studies have been terminated, the student may not recommence studies unless a decision to that effect has been made by an Assessment Review Board, or in the case of an uncontested administrative error, the Chair of an Awards Assessment Board has taken action.

## 7.6 Preliminary consideration of Academic Appeal

- (a) The Dean of Academic Quality and Standards (or nominee) and a designated member of the senior staff of Academic Quality Support Services shall decide as soon as reasonably practicable whether the Academic Appeal merits further consideration by an Appeals Board. The Dean and senior member of Academic Quality Support Services may make one of the following decisions:
- i) that the appellant's case does not have substance. This decision shall be based on the guidelines appended. The Dean of Academic Quality and Standards will notify the appellant by letter of the reasons for the decision;
  - ii) that the appellant's case wholly or partly warrants further consideration by an Appeals Board;
  - iii) that the Academic Appeal should be dealt with under the process for students identified as having a specific learning difficulty during an academic session;
  - iv) that an Academic Appeal made on the grounds specified in Section 7.2 (a) (ii), (iii) or (iv) is established and a letter is received from the Head of Subject or nominee confirming the error. In this case the Dean shall refer the case directly to the Chair of the relevant Awards Assessment Board.
- (b) Where an appellant is studying on, or having had their studies terminated, is seeking to return to a professional programme, at any stage in the procedure the Dean of Academic Quality and Standards, the Appeals Board or the Assessment Review Board may advise or require that professional suitability procedures are invoked, if the nature of the academic appeal, or the evidence supplied in support of the academic appeal occasions this course of action.

## 7.7 Request for a review of the decision at the preliminary stage

- (a) Following the rejection of an Academic Appeal at the preliminary stage, the appellant may request a Dean of an academic School (not the Chair of the Appeals Board) to review the decision. The request for a review must be made within 7 days of the notification of the Dean of Academic Quality and Standards' decision. This request should be sent to the Appeals Section of Academic Quality Support Services who will forward the request together with the relevant papers to the reviewing Dean.
- (b) A request may only be made on the grounds that the appeals procedure was not carried out correctly, or that new evidence had come to light which could not have been made known to the Dean of Academic Quality and Standards at the relevant time. The reviewing Dean may decide:
- i) to confirm that the appeal is unsuccessful. A 'Completion of Procedures' letter will be issued (paragraph 7.11);
- or
- ii) that the appeal should be forwarded for further consideration by the Appeals Board.

## 7.8 Appeals Board

- (a) The Appeals Board acts with the full delegated authority of Senate. It has the power to require staff and students of the University to make written submissions, attend, give evidence and answer questions.

- (b) Following the Awards Assessment Boards, the Appeals Board will meet as soon as reasonably practicable to consider all written submissions referred by the Dean of Academic Quality and Standards within the specified time limits other than those rejected during the initial consideration, and those on which the Dean has been able to take other action.
- (c) After considering all the evidence, the Appeals Board may decide as follows:
  - (i) that the Academic Appeal is unsuccessful, the original decision of the Awards Assessment Board or Examination Committee stands;
  - or*
  - (ii) that the Academic Appeal is successful: the Appeals Board shall request the Chair of the relevant Awards Assessment Board to convene an Assessment Review Board.
- (d) Where an appellant is studying on, or having had their studies terminated, is seeking to return to a professional programme, at any stage in the procedure the Dean of Academic Quality and Standards, the Appeals Board or the Assessment Review Board may advise or require that professional suitability procedures are invoked, if the nature of the academic appeal, or the evidence supplied in support of the academic appeal occasions this course of action.
- (e) The Appeals Board may decide at any stage of its deliberations to adjourn for the purpose of obtaining further evidence in writing or in person.

#### Attendance at the Appeals Board by the Appellant and Staff of the University

- (f) Normally the Appeals Board will only consider written submissions. However, if the Appeals Board decides to adjourn to receive further evidence, a further meeting of the Board shall be convened. The Appeals Board may request further evidence in writing or in person from either the appellant or staff of the University. If the Chair deems that oral evidence is appropriate, the Board may request that (an) appropriate member(s) of staff and the appellant attend the reconvened Board.
- (g) The appellant may be accompanied by a "friend" if s/he wishes. The "friend" shall be a member of the University of Chester, either a fellow student or an officer of Chester Students' Union Officer. Exceptionally, the "friend" may be a member of SSG. The name and status of the "friend" shall be notified in advance to the Secretary of the Appeals Board. The role of the "friend" is to support the appellant, and not to act as a legal representative. At the discretion of the Chair, the "friend" accompanying the appellant may be invited to make a statement.
- (h) In cases of an oral hearing the appellant shall be sent one copy of all documents made available to the Appeals Board in advance of the hearing.
- (i) Where an appellant attends an Appeals Board at the request of the Board, travel expenses limited to the cost of a second class rail fare (mainland only) from the appellant's declared home address shall be permitted.

### **7.9 Request for a review of decision after an Appeals Board**

- (a) If the Academic Appeal is unsuccessful, the appellant may submit a request in writing for a review of the decision. This request must be made within 14 days of the Appeals Board's decision and should be made to the Deputy Vice-

Chancellor (Academic) (or a nominated other Pro Vice-Chancellor). This request should be sent to the Appeals Section of Academic Quality Support Services who will forward the request together with the relevant papers to the Deputy Vice-Chancellor.

- (b) Normally, there should be new grounds put forward to substantiate the request for review. These might constitute either:
  - i) evidence of some administrative irregularity in the operation of the Academic Appeals procedures
  - or*
  - ii) additional evidence of illness or other exceptional circumstances, which could not have been known or presented to the original Appeals Board.
- (c) Where possible, the review should be completed within 21 days of receipt of the request in writing from the appellant. The Deputy Vice-Chancellor may decide one or more of the following:
  - i) no irregularity in procedure is found - Academic Appeal is unsuccessful and a 'Completion of Procedures' letter will be issued (paragraph 7.11);
  - ii) some irregularity in procedure - Academic Appeal is referred back to the Appeals Board;
  - iii) no new evidence supplied in mitigation - Academic Appeal is unsuccessful and a 'Completion of Procedures' letter will be issued (paragraph 7.11);
  - iv) valid new evidence of mitigating circumstances supplied - Academic Appeal is referred back to the Appeals Board;
  - v) there is doubt that natural justice has been applied - Academic Appeal is referred back to the Appeals Board.
- (d) Where the Deputy Vice-Chancellor refers a case back to the Appeals Board in accordance with paragraphs 7.9 (c), (iii), (iv), (v), the Appeals Board shall meet to determine the Academic Appeal as soon as reasonably practicable following the Deputy Vice-Chancellor's decision. The decision of that Appeals Board shall be final and if the Academic Appeal is unsuccessful at this stage a 'Completion of Procedures' letter will therefore be issued (paragraph 7.11).

## **7.10 Assessment Review Board**

- (a) If an Academic Appeal is successful, an Assessment Review Board shall carry out a review of those decisions of the Awards Assessment Board that were the subject of the Academic Appeal.
- (b) The Assessment Review Board shall as soon as reasonably practicable consider the evidence and any recommendations from the Appeals Board in as much these pertain to a decision the Assessment Review Board makes on the new recommendation for assessment. The Assessment Review Board may not overturn the decision of the Appeals Board.
- (c) The options available for recommendation are as follows:

- i) the original decision of the Awards Assessment Board is overturned and a new recommendation for the relevant assessment(s) is made.  
*or*
- ii) exceptionally, the original decision of the Awards Assessment Board is upheld and the original recommendation confirmed.
- (d) In the case of an Academic Appeal being successful on the grounds specified in paragraphs 7.2 (a), (ii), (iii), (iv) the Assessment Review Board may consider the effects of the error or other irregularity on other students who may or may not have appealed and be empowered to review the decisions made by an Awards Assessment Board in respect of those students also.
- (e) In the case of an Academic Appeal being successful on the grounds specified in paragraph 7.2 (c) the Assessment Review Board shall normally direct that the student shall be afforded the opportunity to defend the charge of academic malpractice at a hearing of an Academic Malpractice Panel as if for the first time.
- (f) In the case of a student studying on a professional programme as defined by the University's Professional Programmes Handbook, the Assessment Review Board, after considering medical or other evidence submitted in support of the academic appeal may advise or require the initiation of Professional Suitability procedures.
- (g) The decision of the Assessment Review Board is final, and there is no right to request a review of this decision. A 'Completion of Procedures' letter will therefore be issued (paragraph 7.11) at this point.
- (h) The decision will be reported to the next meeting of the relevant Awards Assessment Board.

### **7.11 Office of the Independent Adjudicator**

Where an appellant has exhausted internal procedure, and a Completion of Procedures letter has been issued, there exists a right to take the case to the Office of the Independent Adjudicator for Higher Education (OIA). If the appellant wishes to take his/her complaint to the OIA, s/he must send a Scheme Application Form within three months of the date of the Completion of Procedures letter. A Scheme Application Form can be obtained from the Institutional Compliance Officer, from Chester Students' Union or downloaded from the OIA website [www.oiahe.org.uk](http://www.oiahe.org.uk).

### **7.12 Internal Monitoring of Process**

- (a) Academic Quality Support Services will maintain a record of:
- The nature of the Academic Appeal;
  - How the matter was dealt with and the time taken for each stage;
  - The outcome of the Academic Appeal;
  - Equal opportunities information gathered, which will be held separately and anonymously.
- (b) A report will be submitted annually to Quality and Standards Committee detailing numbers of Academic Appeals in the previous academic year, the outcomes of those Academic Appeals, the spread across level and subject,

comparison with previous years, and an analysis of any trends. The report shall also highlight any issues which impact upon regulatory matters, managerial issues, matters of interest to students and any other aspects of the life and work of the University.

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## **Annex A : TERMS OF REFERENCE AND COMPOSITION OF APPEALS BOARDS**

### **Terms of Reference**

1. To decide Academic Appeals which are eligible for consideration by an Appeals Board having taken into account all the relevant evidence relating to such Appeals. In doing so the Appeals Board acts with the full delegated authority of Senate. It has the power to require staff and students to make written submissions, attend the Appeals Board, give evidence and answer questions.
2. To communicate in writing to an unsuccessful appellant the reason(s) why the Academic Appeal was unsuccessful.
3. To report its decisions to the Assessment Review Board, and if it thinks fit make a recommendation to the Assessment Review Board on the result of the assessment in question or the further assessment opportunity to be granted.
4. To note any matters arising from the Academic Appeals considered, and where appropriate, bring matters to the attention of a subject or support department, School, or relevant committee.

### **Composition**

There shall be an Appeals Board consisting of **three** members. Members of the Appeals Board shall be approved by Senate, for a term of two years. Retiring members may be re-nominated.

*Chair:* A Dean or Associate Dean of a Faculty who has not been directly involved in the assessment of any module(s) under consideration;

*Members:* Dean of Academic Quality and Standards (or nominee approved by Senate)  
A senior member of staff from a department other than the department(s) within which the modules in question are delivered and assessed.

*A minuting secretary will be in attendance.*

Before proceeding to decide an Academic Appeal a member of the Appeals Board should consider whether s/he has an interest which conflicts or appears to conflict with the duty to be impartial. Where any member of the Appeals Board believes that s/he may have such a conflict of interest, s/he must declare this to the Chair or Secretary as appropriate, and not take part in any decision making about that case. In such an event, the case may be referred to the next Appeals Board or a new Appeals Board will be convened.

The Appeals Board may permit such observers of its proceedings as is appropriate from time to time.

## **Annex B : TERMS OF REFERENCE AND COMPOSITION OF REVIEW BOARDS**

### **Terms of Reference**

1. To make decisions on the assessment of individual components/ modules which have been the subject of a successful Academic Appeal.
2. To make decisions on progression and awards where necessary.

### **Composition**

There shall be an Assessment Review Board.

*Chair:* A Dean of Faculty (or in exceptional circumstances a suitable nominee may be appointed to act in this capacity);

*Members:* Two members of the Awards Assessment Board, one of whom shall normally be the Chief External Examiner.

*A minuting secretary and a member of Registry Services will be in attendance.*

If the Chief External Examiner is unavailable to serve on the Assessment Review Board, an alternative member of the Awards Assessment Board shall be nominated by the Chair. The Chief External Examiner shall nevertheless be consulted over the review proceedings and confirm the decision of the Assessment Review Board.

The Assessment Review Board may determine such observer members as is appropriate from time to time.

The decisions of the Assessment Review Board shall be reported to the next meeting of the Awards Assessment Board.

## **8. REQUIREMENTS FOR THE DISCLOSURE OF ASSESSMENT RESULTS**

### **8.1 Categories of marks to be disclosed**

Finally determined main component marks, i.e. the mark for each particular module, written assessment, coursework or practical as determined by the Programme (or Subject) Assessment Board, shall be disclosed to students. Where students are given access to marks that have not been before the relevant Programme (or Subject) Assessment Board and Awards Assessment Board for final determination, it must be made clear that these marks are PROVISIONAL. Provisionally-agreed marks for individual questions on an examination paper may be disclosed to students and marks gained in continuously assessed studies shall be disclosed to students throughout the academic year, as a matter of routine.

### **8.2 Disclosure of assessment results to students**

Students will be able to access provisional assessment results via IBIS during the course of the academic year. Official assessment results (profile) are issued within four weeks of the assessment period, students. Students are advised to discuss their results with their Personal Academic Tutor. On completion of an award, the profile will take the form of a Diploma Supplement which will be issued after the meetings of Awards Assessment Boards, and be sent to each student by post to the home address held on the central student record system.

### **8.3 Requests made before marks are finally determined**

Students shall be advised that marks to date are PROVISIONAL only, subject to confirmation by the Awards Assessment Board.

### **8.4 Non-disclosure to other persons**

Only a student's own assessment marks shall be disclosed to that student and no member of the University shall be permitted to disclose to or discuss with a student or other unauthorised person the marks gained by another student. Should a student come to a member of staff having discovered, by whatever means, the marks of another student, and wish to discuss them, possibly in relation to his or her own assessment performance, the member of staff shall decline to do so.

***Assessment results will not be released over the telephone.***

## 9. REQUIREMENTS FOR REASONABLE ADJUSTMENTS TO ASSESSMENT

All candidates should, as far as possible, undertake assessments under equal conditions. The purpose of reasonable adjustments to assessment is therefore to enable a student to demonstrate his/her ability and address the barriers s/he experiences as a result of his/her disability, specific learning difficulty or medical condition, but not to otherwise advantage the candidate. This will entail individual assessment of the nature and degree of the barriers a student face, and provision being made according to the individual's needs. No improvement in the standard of answers should be expected as a result of any reasonable adjustment given.

### Procedures for Approval of Reasonable Adjustments for Assessment

A student who wishes to claim reasonable adjustments for assessment must complete the Request for Specific Assessment Arrangements form (SN1) and provide **written evidence** of her/his disability or medical condition. Students with specific learning difficulties (SpLD e.g. dyslexia) must provide a statement from an educational psychologist confirming their condition and indicating their needs. The document(s) should be passed to a Disability Support Officer (in Disability Support Student Support and Guidance) when an application is first made and these will be retained in the student's personal file.

The likely needs of the student will then be assessed by the Disability Support Officer in discussion with the student. These will depend on the student's disability or condition, on the format and duration of the assessment and on recommendations made by educational psychologists or similar advisers. Guidance may also be sought from RNIB, RNID, Occupational Health or one of the National Federation of Access Centres. A decision will then be made by the Disability Support Officer on what reasonable adjustments are appropriate to meet the student's needs...

Having identified the student's needs the Disability Support Officer will complete and sign the Request for Specific Assessment Arrangements form (SN1), which will be returned to Registry Services (Student Programmes).

The student shall be informed, in writing, by Registry Services (Student Programmes) of the agreed specific assessment arrangements.

### **Arrangements for implementation during the academic session in which the student presents themselves for screening for Specific Learning Difficulties**

In recognition of the significant timeframes involved in the process outlined above, students who, as an outcome of screening, have been referred for a psychological assessment will be granted 25% additional time in both formal examinations and in-class tests. This measure seeks to minimise disruption to their studies and avoid a backlog of assessments. However, this arrangement will only remain in place for one set of examinations (or in-class tests until the first set of examinations). Students shall not be entitled to additional time in any further examinations until the educational psychologist's report has been received and approved. In exceptional circumstances where it is not possible to obtain an educational psychologist's assessment the Head of Welfare will confirm to Registry Services that additional time may be granted for further assessment periods.

Students receiving the additional time shall not be eligible to appeal on the grounds of mitigating circumstances unless the educational psychologist's report subsequently recommends that modifications in addition to 25% extra time are appropriate. In such cases the appeal shall only be considered in relation to assessment undertaken in the

current academic session; under no circumstances will appeals be considered in relation to assessment undertaken in previous academic sessions.

For practical reasons, students screened 2 weeks or less in advance of an assessment period shall not be offered the additional time. They shall be eligible to seek deferral of assessment pending the outcome of their educational psychology assessment.

Once a student is referred for a psychological assessment, Disability Support will send a temporary SN1 form to the student's academic department(s) and Registry in order to alert them that the student is entitled to additional time.

### **Alternative Forms of Assessment**

If a student is unable, for reasons relating to his/her disability, to be assessed by the normal methods specified in the module assessment requirements the Head of Subject, in consultation with the External Examiner, may vary the assessment methods as appropriate, bearing in mind the objectives of the academic provision in question and the need to assess the student on equal terms with other students. The suitability of any such alternative assessment in meeting the needs of the student's disability shall be approved in advance by the University's Disabilities Co-ordinator or equivalent. Advice on alternative forms of assessment may be sought from Disability Support and the Dean of Learning and Teaching.

Guidance on options available to students with specific needs appears in Appendix E.

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## 10. REQUIREMENTS FOR EXCESS WORD COUNT

A penalty for excessive word count shall be applied to all programmes of study that use numerical marking.

The word count shall not include appendices, bibliographies or references to sources. Quotations may also be excluded from the word count at the discretion of the relevant Programme (Subject) Assessment Board, but students must be notified via the module handbook of the Assessment Board's practice on this matter.

Wherever possible, on the basis of the electronic word count facility, students should include the number of words written, excluding the relevant items above, on the front of the assignment cover sheet or at the end of the assignment.

There will be a 10% leeway allowed above the specified word count before the penalty is imposed.

Assignments must be marked in their entirety and the penalty imposed at the end.

The penalty for exceeding the word count will be 5 marks per 1000 words excess (e.g. a 1000-word assignment should have 5 marks deducted if it runs to 1101-2100 words, 10 marks deducted for 2101-3100 words, and so on).

Details of the word count penalty shall be included in all programme or module handbooks where numeric marking scales are used.

Guidelines on this Requirement are in Appendix J.

## 11. EXTERNAL EXAMINERS

### 11.1 The Role of the External Examiner

External Examiners perform an essential role in the management and enhancement of academic quality and standards. In accordance with section 4 of the *Code of Practice for the assurance of academic quality and standards in higher education*, (QAA, August 2004), the main purposes of the University external examining system are:

to verify that standards are appropriate for the award or award elements, which the External Examiner has been appointed to examine;

to assist the University in the comparison of its academic standards across higher education awards and award elements nationally;

to ensure that the University's assessment processes are fair, and are fairly operated in accordance with its Regulations.

In accordance with these purposes, External Examiners are asked to report and comment on the use made of and compliance with the requirements of the national academic infrastructure - namely, published national subject benchmarks, the Framework for Higher Education Qualifications, and programme specifications.

The primary role of the External Examiner is to fulfil the above functions in relation to the assessment of students registered for programmes of study at the University of Chester.<sup>2</sup> The aims and objectives of each programme of study are published in the Programme Specification, which has been written in accordance with national guidelines (QAA, 2004), and takes into account the relevant subject benchmark statements, where available. The External Examiner should be provided by the Programme Leader with the relevant Programme Specification(s) on taking up appointment, and will be invited to comment on these as part of the Examiner's advisory role. The rationale for, and specification of the appropriate assessment strategies for the programme and its individual components will have been approved separately through the validation process, although External Examiners may wish to comment on these.

An External Examiner is responsible for a designated batch of identified modules. A Programme of Study may have allocated to it several External Examiners, consisting of subject specialists drawn from the Higher Education sector, or from professional, commercial or industrial practice. Examiners should bring to the role some prior experience of student assessment on comparable programmes of study. The External Examiners join the University Examiners to constitute the Subject or Programme Assessment Board.

External Moderators are appointed where appropriate to the specific needs of a programme. They perform the same duties as an External Examiner but are not responsible for writing an annual report. The External Examiner responsible for writing the annual report for a programme which uses External Moderators are expected to incorporate their views into the report. External Moderators are appointed in the same way as External Examiners and an External Moderator may be extended to the role of External Examiner by submission of a written statement to Quality and Standards Committee via the External Examiner Approvals Sub-Group.

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<sup>2</sup> Programme of Study implies an award-bearing programme as well as its constituent modules or parts. In the Combined Honours Degree Programme, it should be read as academic subject or discipline.

Chief External Examiners are appointed to undergraduate and postgraduate Awards Assessment Boards. Here, the role is more concerned with assessment strategies and their operation, and with the fairness and equitability of the assessment processes. A Chief External Examiner should bring relevant experience of modular schemes and credit accumulation and transfer.

## 11.2 Appointment Procedures

Academic Quality Support Services will maintain schedules for the appointment and reappointment of all External Examiners and Chief External Examiners. They will advise the Faculty Administrator when an appointment needs to be made. Once a programme has been validated and approved to run, steps must be taken to appoint an External Examiner, who should normally be available to advise on the progress of the first cohort. The advice of an External Examiner is invaluable to the Programme Team in the early days of delivery of a new programme.

There are two nomination pro-formas available to Faculties wishing to appoint (or reappoint) an External Examiner. The following criteria indicate which of these shall be used in a particular circumstance, or when a nomination form is not required:

### **No nomination form**

When increasing the range of academic provision within an existing External Examiner's duties, a nomination form is **not** required if:

- *New* modules are being added to the programme(s) currently examined, unless they are at a higher level (e.g. Level 7) than those currently included within the existing Examiner's duties, or lie outside of the department(s) to which the External Examiner's current programme(s) belong.
- *Existing* modules from other programmes within the department are added to an External Examiner's duties, unless they are at a higher level (e.g. Level 7) than those currently included within the existing Examiner's duties, or lie in an unrelated programme within the same department.

It is expected that any additional modules allocated to an External Examiner are highlighted in the annual undergraduate module allocation forms distributed by AQSS.

### **Full nomination form**

A full nomination form is required:

- For new External Examiner appointments.
- For requests to extend an existing External Examiner's tenure beyond 4 years.

### **Abridged nomination form**

The abridged nomination form should be used:

- When another programme is being added to the existing Examiner's duties.
- When *new* or *existing* modules are being added to an existing Examiner's duties and these modules are at a higher level than those currently examined.



- When *new* modules are being added to an existing Examiner's duties and these modules lie outside of the department(s) to which the External Examiner's current programme(s) belong.
- When *existing* modules from other programmes within the department are being added to an existing Examiner's duties and these modules belong to an unrelated programme within the same department.

### **Letter of Continued Currency**

In situations that require a review of an Examiner's continued academic/professional currency after two years of their tenure, a letter demonstrating this currency from the External Examiner and/or Programme Leader to the External Examiner Approvals Sub-group, in addition to an up-to-date CV, will usually be sufficient to extend the Examiner's tenure for another two years.

The Programme Leader/Head of Subject will submit the appropriate pro-forma (if required) for approval to the appropriate Board of Studies with a full CV of the proposed examiner. Copies of the pro-formas, which must be completed electronically, are available on IBIS (by following links on the Quality and Standards page to Academic Quality Support Services/External Examiners). Proposals must be submitted in time to permit the Board of Studies to give full consideration before the Examiner is to start her/his duties. A recommendation from the Board of Studies, together with the full paperwork, should be submitted to the officer in Academic Quality Support Services responsible for the administration of the External Examiner system. AQSS will present the full proposals to the External Examiners Approval Sub-Group, chaired by the Dean of Academic Quality and Standards, which will consider them in detail and recommend approval or rejection to Quality and Standards Committee.

University of Liverpool approval is required for all examiner nominations on programmes leading to awards of the University of Liverpool. Following approval by the Quality and Standards Committee, the Dean of Academic Quality and Standards refers appropriate nominations to the University of Liverpool for approval by its Partnerships sub-Committee and Senate. All approved nominations will be recorded in AQSS and the Dean of Academic Quality and Standards will send a letter of appointment to the Examiner, together with a Handbook detailing the External Examiner duties and responsibilities, and details of relevant University Policies, Rules of Procedure and Regulations as appropriate. Appointments are normally for four years and are renewed on an annual basis. To enable effective continuity in programmes requiring more than one External Examiner, it is permissible to appoint External Examiners for three years in the first instance with an optional fourth year on request.

### **11.3 Criteria for Appointment**

These criteria apply to all proposed new Examiners who are nominated to examine awards of the University of Chester and/or awards of the University of Liverpool. There is no requirement for Programme Teams to re-nominate existing Examiners of University of Liverpool awards when students on the programme start to enter onto University of Chester awards.

When considering the suitability of a particular examiner for appointment, Programme Teams should respond to the following questions. Additionally, any requirements of professional bodies who have approved or accredited a programme of study should be considered. The questions are intended to confirm the suitability of the proposed appointee and the ability of this person to fulfil the responsibilities set out below. Where

the answer to any of the questions is 'no', additional information should be provided to the Board of Studies to justify the appointment.

1. Describe the proposed Examiner's relevant experience and knowledge of the subject area and/or modular degree programmes and/or programme of study management and assessment.
2. Describe the proposed Examiner's previous experience within HE (normally 5 years) as an internal examiner in the relevant academic discipline(s).
3. If relevant, describe the proposed Examiner's previous experience within HE as an External Examiner in the appropriate academic discipline(s). **Mentoring must be provided to all new appointees who do not have previous experience as an External Examiner.** The name(s) of existing External Examiner(s) who can act as mentors should be indicated.
4. Please confirm that the proposed Examiner is not currently employed or has not been employed within the last 6 years, by the University of Liverpool or University of Chester, nor has been a student of either Institution, nor had any other direct interest or ties with the University of Chester.
5. Please confirm that the proposed Examiner is not from an institution at which an internal examiner in the programme(s) in question is also an External Examiner. Is it confirmed that the proposed Examiner is not from an institution at which an internal Examiner in the programme(s) in question is also an External Examiner?
6. Please give the institution of the retiring Examiner, so as to confirm that the proposed Examiner is not from the same institution. Is it confirmed that the proposed examiner is not from the same department/institution as the retiring examiner?
7. Please give details of any other External Examiner commitments currently held by the proposed Examiner. (A proposed Examiner should not normally hold currently more than one other major External Examining role.)
8. Please confirm that External Examiners within a subject area/programme of study are drawn from a range of institutions.
9. Describe how this appointment would secure and maintain an appropriate balance and mixture of professional experience within the External Examiners for this course.
10. Please confirm that the Examiner would not incur excessive expenses through long distance travel? (The University would not normally pay expenses outside UK/Northern Ireland and Eire.)
11. Appointments are normally for four years – if this is an extension of tenure rather than a new appointment, clearly describe the grounds for the reappointment and why there should not be a new appointment in this case.
12. Where this is a joint appointment with a professional or other validating body, clearly describe how the proposed Examiner will be acceptable to that body.
13. Please confirm that the Examiner does not have any non-professional association with a member or members of the University which might prove prejudicial to her or his role as an Examiner.

14. Please confirm that there are no other grounds for concern over this appointment.

The abridged pro-forma should be used for nominations to increase the range of academic provision within an existing Examiner's duties. The abridged proforma consists of the following questions:

1. Clearly describe the Examiner's relevant experience and knowledge of the proposed subject area and/or modular degree programmes and/or programme of study management and assessment.
2. Explain why an increase in the scope of the existing External Examiner's duties is appropriate in this case.
3. Clearly describe the current distribution of External Examiner workload within the relevant subject area, and how it will change as a result of this appointment.
4. Other than the above, please describe any other circumstances or relevant issues occurring since the initial nomination that may have a bearing on this appointment.

The term of office of an External Examiner shall normally extend to no more than four years. An External Examiner shall not be appointed to an Assessment Board if he or she is deemed to be ineligible on one or more of the grounds set out in the Code of Practice on External Examining: QAA, August 2004.

In cases where a proposed examiner has previously worked as an examiner with the University of Chester, there should be an 8 year gap between posts.

It is an expectation that External Examiner nominees will normally hold a full-time or fractional post within academia or in a related and relevant organisation. Nominees who have already left academia at the time of their nomination should not normally be appointed, other than in exceptional circumstances. Where these circumstances exist, programme teams must demonstrate, via the nomination form and other documentation where necessary, that the nominee has sufficient subject/discipline currency, academic credibility and experience, and must describe to the satisfaction of the External Examiner Approvals Sub-group why the post cannot suitably be filled by an alternative nominee currently engaged within academia.

Where an Examiner is appointed, and then leaves academia partway through his/her term of office, it is acceptable for the Examiner to continue for a further two years. After this two year period, if the Programme Team/External Examiner can demonstrate continued subject currency to the satisfaction of the External Examiner Approvals Sub-group, they should be permitted to complete their tenure.

Examiners appointed under these criteria must, after a two year period, demonstrate continued subject currency to the satisfaction of the External Examiner Approvals Sub-group. Subsequent to this, they should be permitted to complete their tenure.

Notwithstanding the above recommendations, it is recognised that there may, in the course of an academic year, arise circumstances where the above recommendations cannot be fully applied due to exceptional circumstances relating to areas such as, but not restricted to; specific professional programme requirements, External Examiner resignations/terminations, programme extensions etc. In these cases, a Programme Team must, to the satisfaction of the External Examiner Approvals Sub-group, describe a clear rationale for any proposed appointment or extension to duties.

## 11.4 Non-Renewal of Appointment

All External Examiner appointments are subject to annual review.

The decision not to renew an appointment may be made for a number of reasons including, but not limited to:

- failure to submit a report within the agreed time limit
- if the external examiner fails to carry out his/her responsibilities appropriately
- non-attendance by the examiner at examination/assessment boards
- circumstances where a conflict of interest has arisen during the external examiner's term of office

The decision not to renew an appointment will be taken by the Dean of Academic Quality and Standards in discussion with relevant members of the academic department. AQSS will inform the External Examiner in writing if their contract is not being renewed.

It is expected that an External Examiner intending not to renew their appointment notifies the Dean of Academic Quality and Standards in writing and in sufficient time for a replacement appointment to be made.

## 11.5 Induction of New External Examiners

It is University policy that all External Examiners should attend an induction/briefing meeting during their first year of appointment. Those Externals who are unable to attend on the date(s) specified will be invited to attend a subsequent event. Heads of Subject, as Chairs of Subject Assessment Boards, are also invited to the general, plenary session, plus Programme Leaders, where this is not the Head of Subject. A separate session is available for Examiners to visit individual departments or Programme Teams for more specific discussion of the programmes. The primary purposes of the plenary session are:

- to enable External Examiners to meet with other examiners from different subject/programme or academic specialist areas, and with University staff, from both academic and central support services
- to inform Externals concerning University-wide policies relating to assessment and the External Examiner role
- to obtain feedback from Externals concerning their perceptions of the role, its responsibilities and their operational delivery, in the light of developments in the wider HE quality agenda

## 11.6 Mentoring system for colleagues new to External Examining

To be considered for appointment, all External Examiners must have substantial experience of examining in HE in the relevant academic discipline. However, potential External Examiners may have limited or no prior experience of the external examining role. Therefore, the following guidance is recommended as good practice for a colleague new to external examining:

Invite the incoming External Examiner to attend the final Subject Assessment Board of the previous session, as an observer, and to meet the University examiners and the outgoing External Examiner;

Encourage dialogue between the outgoing Examiner and the new appointee, and agree that ongoing support will be provided, either by the outgoing External or by another External Examiner in the Department/Programme, who could act as Mentor;

Provide the new External Examiner with the name of an appropriate member of academic staff who will act as a contact point for queries; this person is available to supplement the mentoring provided by an experienced External Examiner;

Provide the new External Examiner with copies of recent Annual Reviews (past three years), and the Department or Programme Team's response;

Encourage the new appointee to attend the University or Faculty-based Induction programme, to meet the Chief External Examiner and fellow Examiners on other programmes. Arrange for the new External Examiner to visit the Department or Programme Team (possibly a separate site visit in Health and Social Care) at this time.

The University greatly values the willingness of existing External Examiners to offer mentoring and support to colleagues new to the role.

## **11.7 Documentation to be provided to External Examiners**

### Information to be provided by Academic Quality Support Services

Early in each academic session, Academic Quality Support Services writes to all External Examiners to confirm their appointment for that year. Each examiner is provided with an information pack, the content of which may vary from year to year but will typically contain:

- information on the role and responsibilities of External Examiners;
- where to find information on Assessment Board structure and operation;
- Data Protection Act: Assessment Guidelines;
- Rules of Procedure on Degree Classification and Progression Between Levels of Study (where appropriate);
- undergraduate and/or postgraduate External Examiner Overview Report from the Dean of Academic Quality and Standards;
- QAA Code of Practice: Section 4 External Examining;
- explanation about the route of the External Examiner's report;
- fee and expenses schedule and claim form;
- acceptance form, to be completed and returned by the External Examiner.

Additional documentation can be provided on request.

Academic Quality Support Services e-mails a copy of the Annual Report Form Template to all External Examiners at the appropriate time. Examiners are provided with a username and password to enable them to access information such as Principles and Regulations on the University's IBIS system.

### Information to be provided by Programme Teams / University Departments

Upon appointment, all External Examiners should be provided by Programme Teams with copies of the relevant Programme Specification(s), and Student Handbook(s), and updated copies of these should be sent to the Examiners as necessary. External Examiners should also be provided with assessment briefs/assessment criteria, marking schemes and marking criteria and samples of scripts and profiles of marks as appropriate to enable them to undertake their duties.

Each External Examiner should receive an annual letter from the Programme Leader or Head of Subject, detailing action taken in response to the previous year's External Examiner report, and/or the relevant extract from the programme Annual Monitoring Report addressing this issue.

## 11.8 Rights and Responsibilities of External Examiners

Recommendations of an Awards Assessment Board for the conferment of an award (including interim awards) of the University of Chester shall have the support of the External Examiner(s). Subject External Examiners shall participate in the decisions of, and contribute to, the recommendations of the appropriate Programme (or Subject) Assessment Board.

### Rights

It is the right of External Examiners to:

- (a) have access to all assessed work which provides evidence of a candidate's ability in the modules under consideration;
- (b) serve as full members of relevant Programme (or Subject) or Awards Assessment Boards as appropriate and, in the case of subject Externals, additionally to attend the superordinate Awards Assessment Board;
- (c) expect that the report submitted to the Dean of Academic Quality and Standards (on behalf of the Vice-Chancellor, as Chair of the Senate) on the conduct and outcomes of the most recent assessment be considered by the relevant programme team and University committee and that a written response to this report be sent to the External Examiner for his or her information by the Programme Leader or Chair of the relevant committee within six months of the date of submission of the report;
- (d) make direct and separate representations to the Vice-Chancellor of the University of Chester as Chair of the Senate, on any matter of serious concern arising from the assessments which puts in jeopardy the standard of the award and the fair treatment of any individual student;
- (e) request to meet students at least once during the term of office.

### Responsibilities

It is the duty of External Examiners to attend Assessment Board meetings of which they are members or to confer with the Chair of the Board, programme or subject leader in order to agree arrangements which ensure that the business of the meeting can still be effected properly and thoroughly in their absence.

In the interests of ensuring that there is justice for each student submitting for the conferment of the award and that the process of student assessment is conducted with rigour and due regard to best practice, the External Examiners shall:

- (a) assist in ensuring that the standard of award is consistent with that accepted nationally as appropriate for the level of award;
- (b) attend the meetings of the Programme (or Subject) and/or Awards Assessment Boards at which decisions on recommendations for an award are made and ensure that those recommendations have been reached through agreement and in accordance with the stated regulations and requirements, as well as the norms of practice in higher education;
- (c) participate as required in any reviews of decisions about individual students' awards;

- (d) report to the Academic Board, by means of annual written reports, on: the academic standards set for awards, the comparability of those standards with those of similar programmes in other UK higher education institutions and students' attainment of those standards; the delivery of the objectives of the academic provision, the fulfilment of students' assessment outcomes and any recommendations arising from the assessment process; the effectiveness and fairness of the assessment procedures themselves;
- (e) be associated with all recommendations for the assessment of modules which may lead to an exit award.

An External Examiner shall be responsible for a designated batch of identified modules and will take responsibility for moderating the performance of all students presenting themselves for assessment in those modules, irrespective of the programme, pathway or course of study on which they are registered. Other than at Level 4, Departments should request that the External Examiner confirm individual marks in the First class and Fail categories, and see samples of student assessed work from the top, middle and bottom of the range and at class borderlines, in order to ensure that each student is fairly placed in relation to the rest of the module cohort.

At Level 4, an External Examiner shall confirm all the marks for all failed modules but in order to do so may request to see all the work proposed as failures or only a representative sample.

The volume of work to be sent to an External Examiner is a matter for negotiation with the Programme Leader and/or Departmental Assessment Contact; there is no maximum or minimum sample size.

External Examiners may also be asked to scrutinise claims for APL and should contact Colin Taylerson, Principal Assistant Registrar in AQSS for guidance in these matters. [c.taylerson@chester.ac.uk](mailto:c.taylerson@chester.ac.uk) or (01244) 512937.

The External Examiner(s) shall also:

- (a) moderate impartially and assist in ensuring that justice is done to individual students in respect of those modules contributing to an award in accordance with the University of Chester criteria;
- (b) have the right to scrutinise and comment in advance upon the assessment tasks, in respect of those modules which are within their jurisdiction. External Examiners shall be required to approve in advance all examination papers, and also all coursework weighted at 50% or more of module assessment. They shall also have the opportunity to approve in advance all coursework, if they so request. It may be appropriate for prior approval of coursework to relate to the general nature thereof, rather than to specific questions;
- (c) moderate and provide comments on component and overall module grades achieved by students. External Examiners have the right to propose the moderation of marks of a module cohort, where this is deemed to be justified, but not to adjust individual module marks on the basis of only a sample of assessed work. However External Examiners – in the interests of assuring standards – may propose changes to the marks of students in the 'first' or 'fail' categories, or at the borderlines of these classifications, provided that the final decision in such cases is taken by the Programme/Subject Assessment Board. If an External Examiner wishes to propose changes to marks other than those in the 'first' or 'fail' categories and at the borderlines thereof, she/he must scrutinise the work of the full module cohort before doing so. Any such proposed changes must be confirmed by the Programme/Subject

Assessment Board (further guidance on External Examiners' role in the changing of marks is provided in Appendix P).

- (d) attend the Programme (or Subject) Assessment Board held at the end of each academic session and participate as required (by correspondence if necessary) on issues such as academic irregularities;
- (e) confirm the award of prior credit for those modules contributing to degree classification;
- (f) be responsible for reviewing whether in their judgement the assessment process has accorded with the University's regulations and requirements and has been fair;
- (g) have the right to conduct a *viva voce* examination of any student to determine difficult or borderline cases or to assist in determining whether or not a student is guilty of academic malpractice.
- (h) report any suspected instances of academic malpractice to the Chair of the Programme (or Subject) Board via the Programme Leader as soon as possible;

An External Examiner may also act as a curriculum advisor to the Subject Department or Programme Team, as requested. The University of Chester procedures for approval of new modules or major changes to existing modules on a validated programme require that the relevant External Examiner shall be consulted and shall signal her/his consent to the new development or major change to existing module(s).

The External Examiner's main function when attending the relevant Programme (or Subject) and/or Awards Assessment Board is to participate in discussions and confirm recommendations for awards. Where there is disagreement over decisions, it is accepted that the view of the External Examiner will normally be accepted. The signature of an External Examiner must be appended to the final list of recommendations as evidence that s/he accepts and confirms the module marks on the Results Schedule.

External Examiners are required to observe the confidentiality of all Assessment Board proceedings.

In the event of an External Examiner unavoidably being prevented from attending an Assessment Board meeting, the External Examiner should submit a written statement confirming agreement with, or explaining dissent from, assessment decisions.

The University may dismiss an External Examiner whom it considers not to be fulfilling his/her responsibilities to the institution's satisfaction.

### **11.9 The Appointment of a Chief External Examiner**

To each undergraduate Awards Assessment Board there shall be appointed no less than one Chief External Examiner, whose role shall be to oversee the conferment of awards resulting from the academic provision which falls within the scope of that Awards Assessment Board. In addition to the criteria stated above for External Examiners, the University, in appointing a Chief External Examiner, shall have regard to that individual's ability to take an overview of the range of subjects, disciplines and programmes which fall within the remit of the Awards Assessment Board, as well as the ability to advise on the application of the regulations governing those awards.



For postgraduate programmes a Chief External Examiner per Faculty shall normally be appointed to act in a role akin to that of the Chief External Examiner on the undergraduate programmes and assure the process of making awards.

The specific responsibilities of the Chief External Examiner shall be to assist the University in ensuring that:

- (a) justice is done to each student submitting for the conferment of an award and that the process of student assessment is conducted with rigour and with due regard to best practice;
- (b) students have fulfilled the stated objectives in their submission for the conferment of the award;
- (c) the standard of the award is consistent with that nationally accepted as appropriate for the level of award;
- (d) the academic provision being assessed continues to maintain its academic quality and standards.

### **11.10 Annual Reports**

All External Examiners appointed on the authority delegated to Quality & Standards Committee by Senate are required to report annually on the conduct of the academic provision within their jurisdiction. Reports are submitted to the Dean of Academic Quality and Standards on behalf of the Vice-Chancellor. Where Examiners' responsibilities include Foundation Degrees comments should, where appropriate, reflect the distinctive aspects of the qualification indicated primarily in the QAA's FD Qualification Benchmark (QAA, October 2004). This will help provide evidence that the particular characteristics of the Foundation Degree are being demonstrated. Examiners are also requested to reference their comments as far as possible to specific modules/programmes where their report covers more than one programme. Industry based Examiners are requested to give a particularly detailed response to section 3 of the report form. In the interests of quality assurance and the standard of awards, the report shall include comment upon:

- (a) consistency with requirements of the National Academic Infrastructure, including the Foundation degree benchmark (where applicable);
- (b) the appropriateness of methods of assessment and consistency of marking standards (in the case of Foundation degrees, please pay particular attention to the distinctive aspects of the FD qualification);
- (c) the standard of student performance in comparison with similar provision within the HE sector;
- (d) the aims, learning outcomes and content of the curriculum;
- (e) learning and teaching methods, and the resources to support them;
- (f) issues specific to a module or a programme;
- (g) documentation, including feedback to students on their assessed work;
- (h) the operation of Assessment Boards;
- (i) the level and effectiveness of administrative support;
- (j) evaluation and review processes;
- (k) collaborative provision (where appropriate);
- (l) shortcomings or specific issues requiring attention or development;
- (m) examples of good practice;

- (n) a brief overview of the term of office (for examiners in their last year).

The University particularly welcomes comment on the use made of second marking (monitoring) procedures and on the implementation of anonymous marking of coursework.

The purpose of the report is to enable the University to judge the extent to which:

- (a) the academic provision in question is meeting stated aims and objectives and what actions, if any, are required for the improvement or enhancement of the design and delivery of the provision and/or its methods of assessment;
- (b) assessment procedures are being properly carried out.

Where External Examiners work as a team the University shall require each Examiner to submit a separate report, according to the guidance provided above.

Examiners should be aware that reports will potentially have a variety of readers serving on University Committees (including student members), internal and external peers, Chief External Examiners, and validating and professional bodies. As a matter of course, all reports are read by programme teams (from whom a letter of response is required), and by the Dean of Academic Quality & Standards who produces a summary of key points; issues raised inform the action plan(s) in the relevant annual programme monitoring report(s) which are considered by Faculty Boards of Studies. External examiners' reports must also be shared with students on the programmes in question and the Students' Union President is entitled to request sight of any external examiners' report. Accordingly, reports should not make reference to named students or staff, or allow them to be identified in any way which might be prejudicial to their interests.

The Dean of Academic Quality & Standards also produces two annual overviews of external examiners' reports, one for undergraduate the other for postgraduate programmes. This is submitted to Quality & Standards Committee, which includes Students' Union representation.

An electronic template is provided for the purposes of completing the Annual Report. Examiners are required to submit a typed report by e-mail. The report should be submitted according to the following schedule unless a separate timetable has been agreed with the Programme Leader and AQSS.

all undergraduate reports (including for the Faculty of Health and Social Care):

**submission date: 02 July 2010**

reports for postgraduate programmes with an Assessment Board held in January (including P/G programmes in Education, within the CPD umbrella):

**submission date: 25 February 2011<sup>3</sup>**

reports for undergraduate Assessment Boards held after 02 July, or for postgraduate programmes with an Assessment Board which takes place outside the January schedule:

**submission date: within 2 weeks of the Assessment Board meeting**

External Examiners' fees will be paid on receipt of the final Annual Report. Examiners' expenses may be paid at other times during the year, upon receipt of the appropriate claim. Details of the procedures for claiming expenses are attached to the fees and expenses schedules included with the External Examiner's appointment letter.

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<sup>3</sup> Please note that this date is for submission of postgraduate reports relating to the 2009-2010 cohort. The deadline for postgraduate reports relating to the 2008-2009 cohort is 26 February 2010.

## 11.11 Structure and Format of Annual Reports

The External Examiner's report follows the template set out below.

### PART ONE

- 1. Consistency with requirements of the National Academic Infrastructure, institutional requirements and/or industry practice (if applicable)**
  - (a) consistency with the QAA Code of Practice and adherence to the University assessment regulations and requirements.
  - (b) appropriateness of standards and assessment tasks with reference to relevant subject benchmarks(s), Framework for Higher Education Qualifications (FHEQ, the Foundation Degree benchmark (where applicable), industry standards and practice (where applicable) and/or programme specification(s).
- 2. Standard of Student Performance (in the case of Foundation Degrees, Examiners are invited to pay particular attention to the distinctive characteristics of the FD qualification)**
  - (a) in relation to specified learning outcomes for modules;
  - (b) in comparison with other similar provision at other HE institutions.
- 3. Modules/Programme of Study**
  - (a) aims and learning outcomes of modules/programmes: please comment on whether these were clearly defined and appropriate to the subject matter and the needs of students and, where applicable, their vocational relevance.
  - (b) learning and teaching methods used to support programme aims and intended outcomes (if External Examiner has evidence of this);
  - (c) if applicable, Examiners are asked to comment on the nature and extent of the evidence of independent learning, including, if External Examiner has evidence of this, the resources for the modules and programme of study; e.g. IT facilities, library provision, specialist vocational resources (where applicable) etc.
  - (d) Specific modules/programmes - comments on aspects of provision relating to individual modules or specific programmes (e.g. single and combined honours in the same subject).
- 4. Assessment**
  - (a) variety and appropriateness of assessment in relation to learning outcomes and extent to which they enable students to demonstrate achievement of the learning outcomes (Examiners are also invited to comment on use made of formative assessment);
  - (b) marking and classification schemes; grading criteria; consistency of marking standards; level of double-marking and procedures for resolution of discrepancies;

- (c) extent and quality of feedback to students on their assessed work;
  - (d) appropriateness of documentation received (note: in addition to standard documents such as the programmes specification(s) and student handbook(s), this should include assessment briefs, assessment criteria, marking schemes, marking criteria, sample of scripts, profile of marks etc).
- 5. Operation of Assessment Boards (e.g. - arrangements for scrutiny of student work; meeting arrangements, conduct and procedures; adherence to marking/classification guidelines and mitigating circumstances procedures).**
- 6. Level and effectiveness of administrative support**
- 7. Evaluation and Review Processes**
- (a) formal methods of monitoring and evaluation to enhance quality, including the use made of student feedback on their student experience;
  - (b) Programme Team's response to issues raised in previous External Examiner's report.
- 8. Collaborative Provision (Please ensure you complete this section if your role includes the examination of work from a Franchise/Partner College, identify any issues (such as communication and comparability of standards) which are specific to that work and refer back to earlier sections of this report where appropriate.**
- 9. Shortcomings or specific issues requiring attention or development (programme or specific modules).**
- 10. Examples of good practice (strengths or distinctive or innovative features).**
- 11. A brief overview of the Examiner's term of office (for Examiners in their last year of office)**

An amended version of this template is provided for Chief External Examiners. A small number of additional questions are added to the template used by External Examiners for programmes located within the Faculty of Education & Children's Services.

Information on *The framework for higher education qualifications in England, Wales and Northern Ireland* and *Subject Benchmark Statements* can be found on the QAA website. <http://www.qaa.ac.uk/academicinfrastructure>

**APPENDICES**

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DO NOT USE

### **ANONYMOUS MARKING OF ASSESSED WORK**

#### **Anonymous marking of coursework assignments**

Student collects Module Assignment Coversheet from department or Registry. The student completes all sections except for the four boxes marked 'office use only'.

The student will use a unique Assessment Number for all anonymous assignments and exams. This number will be different from the Student Number and will start with a **D**. The number will be on the receipt full-time undergraduate students receive when they enrol at the beginning of the academic session; it will also be available via IBIS. Postgraduate students and part-time students will access their Assessment Number via IBIS. Normally only the student and Registry will have access to the Assessment Number. If a student does not know their number or has forgotten it they can check via IBIS. Students will be issued with a new number for every academic session.

The student hands in the assignment with the coversheet attached. The bottom of the coversheet will be perforated so that it can be torn off and given to the student as a receipt. The department should stamp the receipt before returning it to the student.

The first marker(s) mark(s) the examination answers without knowing the identity of the candidates. The marker(s) shall refer to scripts by the assessment number (starts with a **D**) as entered on the front of the Module Assignment Coversheet by the student.

The second marker(s) also mark(s) the assignment, in accordance with the University's second marking procedures, without knowing the identity of the candidates, again making reference to the assessment number as entered on the Module Assignment Coversheet by the student.

First and second markers agree University internal marks without knowing the identity of the candidates. Only when these University internal marks have been determined – if necessary by recourse to a third internal marker – shall the names of candidates be revealed by unsealing and folding back the top right-hand corners of the Module Assignment Coversheet. The marks can then be input onto e-vision.

There is no further provision made to preserve the anonymity of candidates. Their names are available to External Examiners when reading assignments, and they may be referred to by name at Assessment Boards.

It is recognised that circumstances may arise in which it is not possible to conceal the identity of an assignment author, e.g. because of a distinctive script (specific needs). A candidate may also deliberately forfeit entitlement to anonymity by wilfully entering her/his name on the assignment in a place where it cannot be concealed. Such circumstances shall not deprive other assessment candidates of the provision of anonymous marking, according to the procedures set out above.

## Anonymous Marking of Examinations

University of Chester requires that all written examinations for formal module assessment are subject to anonymous marking by internal University examiners.

In practice, this means that the following procedures are observed.

1. At the beginning of each examination, each student must enter her/his name in the top right-hand corner of the front page of the examination answer book (and of any subsequent answer books used during the examination) and enter their assessment number on the front cover of the answer book. Before the answer book is collected by the invigilator at the end of the examination, the student must fold and seal the top right-hand corner, so that her/his name is no longer visible.
2. The invigilator writes a number (1,2,3, etc.) on the front of each answer book collected in (using the same number for answer books attached together as the work of one candidate). This is to facilitate checking that the requisite number of answer books have been collected.
3. The first marker(s) mark(s) the examination answers without knowing the identity of the candidates. The marker(s) shall refer to scripts by the assessment number as entered on the front cover of the examination answer book by the student.
4. The second marker(s) also mark(s) the examination answers, in accordance with the University's second marking procedures, without knowing the identity of the candidates, again making reference to the assessment number as entered on the front cover of the examination answer book by the student.
5. First and second markers agree University internal marks without knowing the identity of the candidates. Only when these University internal marks have been determined – if necessary by recourse to a third internal marker – shall the names of candidates be revealed by unsealing and folding back the top right-hand corners of the examination answer books.
6. There is no further provision made to preserve the anonymity of candidates. Their names are available to External Examiners when reading answer books, and they may be referred to by name at Assessment Boards.

It is recognised that circumstances may arise in which it is not possible to conceal the identity of an examination candidate, e.g. because the special circumstances in which an examination is conducted results in a distinctive script. A candidate may also deliberately forfeit entitlement to anonymity by wilfully entering her/his name on the script in a place where it cannot be concealed. Such circumstances shall not deprive other examination candidates of the provision of anonymous marking, according to the procedures set out in 1-6 above.

## **SECOND MARKING PRACTICE**

Please see Monitoring Form overleaf.

### **Blind Double Marking**

Where double marking (i.e. 100% second marking) of dissertations or other scripts applies, it is recommended that this should normally be conducted 'blind', i.e. the second marker does not have access to the marks or comments of the first marker. Departments or programme teams will need to ensure that the comments and proposed marks of the second marker are recorded on a separate sheet. When double marking is completed, the two markers should meet to agree internal marks, with recourse if necessary to the Chair of the Programme/Subject Assessment Board who may nominate a third marker if appropriate.

### **Feedback to Students from Second Markers**

Although the internal mark returned to students is that agreed by first and second markers (monitors), or by two independent markers in the case of double marking, the comments returned to students will normally be those of the first marker alone. However, all markers should bear in mind that under the FOI Act students do have a right to access comments made about them.



## SUGGESTED LAYOUT OF MONITORING FORM

<b>Module:</b>		<b>Marking tutor:</b>	
<b>Assignment/Exam:</b>		<b>Monitor:</b>	

Total number of assignments passed to Monitor:

**First marker's comments on performance of the students and any issues for Monitor's attention:**

Signed (First Marker): \_\_\_\_\_

**Monitor's comments** (based on sample second-marked):

**Monitor's recommendations for scripts other than those first marked at 69% and above or 40% and below** (circle no.)

1. Sufficient consensus and marks should go forward as agreed.
2. Possible problems in overall consistency and complete batch should be re-marked.
3. The marks appear low and all work should be adjusted in the following way \_\_\_\_.
4. The marks appear high and all work should be adjusted in the following way \_\_\_\_.

The verification of the total cohort is based on the sample, as recorded on this form.

Signed (Monitor): \_\_\_\_\_

**First Marker's response to Monitor** (including details of agreed adjustments, if any):

**Any further comments by Chair of Programme/Subject Assessment Board:**

**OUTCOME OF MONITOR'S SECOND-MARKING OF SAMPLE OF SCRIPTS**  
*(only the sample scrutinised should be listed here)*

Monitor may suggest an alternative mark for those 69% and above or 40% and below, but should tick all others to indicate that they have been read.

Candidate Number	1 <sup>st</sup> Marker's mark	Monitor's mark	Agreed mark (where applicable) with comments if appropriate

### **CONDUCT OF PROGRAMME (OR SUBJECT) ASSESSMENT BOARDS**

Those responsible for the conduct of a Programme (or Subject) Assessment Board should ensure that:

- all work associated with the process of assessment prior to the meeting, and the conduct of the meeting itself, is in accordance with the University's Principles and Regulations, and with the requirements contained within this Handbook;
- a quorum (50% of approved membership) is present and the agenda is consistent with that set out below;
- External Examiners are cognisant of their powers, rights and responsibilities as equal members of the Board and that, while they may propose the moderation of the marks of an entire module cohort, they may not adjust the marks of individual students on the basis of only a sample of work from that cohort;
- the presentation of module marks to the Board makes clear the pattern and weighting of assessment;
- marks presented to the Board are those proposed by examiners prior to the receipt of any decisions from the Mitigating Circumstances Board or any recommendations from a Panel of Inquiry on Academic Malpractice;
- the Board accepts any decisions of the Mitigating Circumstances Board and adjusts its records of individual students accordingly;
- the Board considers whether to accept any recommendations of a Panel of Inquiry on Academic Malpractice or to impose lighter penalties than those recommended, adjusting the marks and records of individual students accordingly;
- all Board members have access to all module marks, including component marks, so that all members participate in the determination of recommended results;
- component marks presented to the Board will be the actual marks attained; only the overall module mark will be capped (40%) in cases of reassessment or third assessment attempt;
- in determining the recommended marks for modules assigned to the Board, no consideration is given to individual students' profiles of results;
- the permission of the Board is given for any Chair's Action which may be necessary subsequent to the meeting, although such action would normally involve consultation with an External Examiner;
- External Examiners sign the confirmed marks coversheet at the end of the meeting;
- there is reference in the minutes of the meeting to individual students by name, in all cases of Mitigating Circumstances or Academic Malpractice, all cases where a penalty has been imposed for late work, all recommendations regarding third assessment attempts, and all cases where the final module mark differs from the straightforward arithmetical result, with reasons given (e.g. 39% because of failure to fulfil an attendance requirement, or 40% because module is passed on reassessment).

The terms of reference of a Programme (or Subject) Assessment Board appear in section 5. In all cases, these shall include the determination of recommendations on the results of individual modules of study. The membership of a Programme (or Subject) Assessment Board is given in section 5.

## **Presentation of Marks on-line**

To ensure that any meeting of a Programme (Subject) Awards Board is not disrupted by network or other technical issues please observe the following:

- the marks presented on-line should be the 'Subject Assessment Reports by Module' available via IBIS. The reports should be saved as PDF files and presented to the SAB via a local drive i.e. not via the network.
- hard copies of all the marks to be presented to the Programme (Subject) Awards Board must be made available to the Chair, External Examiners, Departmental Assessment Contact(s) and the Secretary.
- Following confirmation of the marks by the SAB the saved PDF files of the marks should be deleted.

## **Agenda for a Programme (or Subject) Assessment Board**

1. Welcome to those present (to establish quorum).
2. Apologies for unavoidable absence.
3. To note terms of reference.
4. Summary of responses to most recent External Examiner(s)' report(s).
5. Minutes of previous meetings.
6. Report on chair's action since last meeting.
7. Other matters arising.
8. Receipt of claims for credit exemption (APCL/APEL) relating to modules assigned to the Board.
9. Consideration of all results within modules assigned to the Board (in the light of any decisions of Mitigating Circumstances Board, recommendations of a Malpractice Panel of Inquiry, late work penalties etc.)
10. External Examiner(s)' comments.
11. To confirm availability of External Examiner(s) for reassessment/deferred assessments.
12. Date of next meeting.
13. Any Other Business.

## **REASSESSMENT AND THIRD ASSESSMENT ATTEMPTS**

The Principles and Regulations affirm (F1, F2.9) that a student who fails a module overall shall normally have a right to reassessment in that module, except where specified circumstances apply. A student who fails a module at reassessment may at the discretion of the Awards Assessment Board be given the opportunity of a third assessment attempt (F2.9). The guidance which follows is intended to assist those responsible for administering such reassessment or third assessment attempts.

The guidance is expressed as if for reassessment. Circumstances pertaining to third assessment attempts are dealt with at the end.

According to the student's profile of results (F2.9), reassessment is normally required either at the next opportunity following the decision of the relevant Awards Assessment Board, or during the course of the following academic session when the equivalent components are being assessed. Where more than one component within a module requires reassessment, those components shall be reassessed at the same point in the University calendar, i.e. a student would not be allowed to take one component on one occasion and another several months later, unless valid mitigating circumstances apply. In most Faculties, the next opportunity following the relevant Awards Assessment Board normally falls in the September following the June/July Awards Assessment Boards. Within these Faculties, equivalent components are assessed during the following academic session, according to the main University calendar. The Faculty of Health and Social Care works to a different calendar, and the timing of reassessment opportunities will be as specified in formal programme documentation.

A student may pass a module overall even if she/he has attained a 'fail' mark of less than 40% in certain component(s) therein, unless such internal compensation within the relevant module is specifically prohibited in a formal programme documentation (F4.2). Except where there is such prohibition, a student is not required to be reassessed in any 'failed' components within a module which has been passed overall.

A student who has failed a module overall with a mark of less than 40% is not required to be reassessed in any component(s) therein for which a 'pass' mark of 40% or greater has been attained (F1) S/he will be reassessed only in those components (or their equivalents) for which a 'fail' mark of less than 40% has previously been attained.

The components for assessment and reassessment, with the weightings assigned to them, are specified in module descriptors. The assessment tasks associated with those components "shall be proportionate, equivalent, and comparable in character to the original assessment task" any variation from this is permitted only in circumstances where an assessment task cannot be practicably replicated in the reassessment (F1).

Marks of 40% or greater in component(s) of a failed module shall be carried forward for the purposes of calculating whether a student has passed a module overall on re-assessment, but marks of less than 40% shall not be. The following examples are offered for guidance.

## **EXAMPLE 1**

### **First attempt**

Written assignment (67%): 22%  
Examination (33%): 44%

Total for module: 29%

*Student fails the module but has passed one component (exam) that does not have to be reassessed.*

### **Reassessment (second attempt)**

Written assignment (67%): 39%  
exam (33%: carried forward from first attempt): 44%

Total for module: 41%

*Student passes the module, module mark capped at 40%.*

In paragraph F3.2 and F4.2 the Principles and Regulations require a minimum of 20% to be attained in all assessment components within a given module in order that the module may be passed overall. Therefore a student who has a component mark below 20% fails the module even if the total module mark comes to 40% or above and must be reassessed in the failed component.

## **EXAMPLE 2**

### **First attempt**

Written assignment (67%): 60%  
Examination (33%): 19%

Total for module: 46%

*Student fails the module, overall module mark is capped at 39%, but has passed one component (written assignment) that does not have to be reassessed.*

### **Reassessment (second attempt)**

exam (33%): 20%  
written assignment (67%): carried forward from first attempt): 60%

Total for module: 47%

*Student passes the module, module mark capped at 40%.*

Where a **third assessment attempt** at assessment is permitted at the discretion of the Awards Assessment Board, the guidance set out above shall apply, although where assessment tasks for first assessment and reassessment in failed component(s) are different, the Awards Assessment Board shall determine which assessment task(s) shall be attempted.

### **EXAMPLE 3**

#### **First attempt**

Written assignment (33%): 23%  
Oral presentation (33%): 46%  
Examination (34%): 18%

Total for module: 29%

*Student fails the module but has one passed component (oral presentation) which does not need to be reassessed.*

#### **Reassessment (second attempt)**

Written assignment (33%): 41%  
Examination (34%): 19%  
Oral presentation (33%: carried forward from first attempt): 46%

Total for module: 35%

*Student fails the module but now has two passed components (word written assignment and oral presentation which do not need a third assessment attempt (if granted).*

#### **Third assessment attempt**

Exam (34%): 37%  
Written assignment (33%: carried forward from reassessment): 41%  
Oral presentation (33%: carried forward from first attempt): 46%

Total for module: 41%

*Student passes the module, module mark capped at 40%.*

### **EXAMPLE 4**

#### **First attempt**

Written assignment (33%): 23%  
Oral presentation (33%): 46%  
Examination (34%): 18%

Total for module: 29%

*Student fails the module but has one passed component (oral presentation) which does not need to be reassessed.*

#### **Reassessment (second attempt)**

Written assignment (33%): 39%  
Examination (34%): 19%  
Oral presentation (33%: carried forward from first attempt): 46%

Total for module: 35%

*Student fails the module, module mark is 35%*

### **Third assessment attempt**

Written assignment (33%):	25%
Exam (34%):	37%
Oral presentation (33%: carried forward from first attempt):	46%
Total for module:	36%

Student fails the module, module mark is 36 %

*(Note that no 'fail' marks are carried forward from reassessment, even though the mark for written assignment was higher at reassessment than at third assessment attempt.)*

### **THIRD ASSESSMENT ATTEMPT: GUIDELINES FOR AWARDS ASSESSMENT BOARDS**

A student who, at the discretion of the Awards Assessment Board, has been granted a further reassessment (third assessment attempt) following failure in reassessment shall be offered that third assessment attempt normally at the time when the equivalent components of the failed module(s) are being assessed within the next academic session. **In exercising its discretion to grant a third assessment attempt, an Awards Assessment Board shall not normally grant a third assessment attempt to a student who did not avail herself/himself of the opportunity for reassessment**, unless reassessment was due in only one module or there were valid mitigating circumstances pertaining to the reassessment. If a student attempts some reassessments but not others the Awards assessment Board may offer a Third Attempt to any student who attempted 50% or more of the **module** reassessments. If a student is to be reassessed in more than one component in a module and the student completes one of the component reassessments but does not attempt the other component reassessment, the student will be deemed not to have attempted the module reassessment.

Any student who attempts fewer than 50% of the module reassessments will normally have their studies terminated, unless reassessment was due in only one module.



## **EXAMPLES OF OPTIONS AVAILABLE TO STUDENTS WITH SPECIFIC NEEDS**

### Hearing-Impaired Candidates

Hearing-impaired students with normal or near normal language should be allowed fifteen minutes reading time immediately before the examination to go through the question paper. For prelingually deaf students a lecturer of the specialist subject should sit with the student to clarify any potential difficulties arising from the language used in the question. In addition, it is suggested that an allowance of 25% extra time would be required to compensate for the extra time needed to structure their answers.

Adjustments/modifications should be made according to the severity of the deafness and the individual needs of the student.

Assessment by oral presentation may require the services of a signer/interpreter or an alternative mode of assessment could be considered.

### Specific Learning Difficulties (e.g. Dyslexia)

The options made available to candidates with specific learning difficulties (e.g. dyslexia) will depend on the severity of the condition and will only be offered if specially recommended by the student's educational psychologist.

Examples might include:

1. 25% extra time in written examinations.
2. Use of a computer with spell checker plus additional time at the end of the written examination to print the answer paper. The use of the computer will require the student to be examined in a separate room.
3. An amanuensis to write the student's dictated answers with additional reading/checking time at the end of the written examination.
4. A reader for unseen written examinations which require long essays.
5. Oral assessment where appropriate.

### Visually-Impaired Candidates

There are a variety of options which can be made available to blind or partially sighted candidates:

1. An amanuensis with additional checking time at the end of the written assessment.
2. Provision of papers in large print e.g. Arial N18 or greater.
3. All written examination papers transcribed into Braille and the provision of a Braille computer with Braille keypad. Additional checking time at the end of the examination.
4. Written examination papers produced on tape and the provision of a Braille typewriter, with additional checking time.
5. Oral examination recorded onto tape or video as appropriate.

### Physically Disabled Candidates

Depending upon the degree of disability, available options include:

1. an amanuensis (see Appendix Vii) with additional checking time at the end of a written examination, *or*
2. use of a computer and additional checking time at the end of a written examination.

Where a computer or amanuensis is used the candidate will take her/his written examination in a separate room with separate invigilation.

**Procedures relating to feedback on the assessed work of students with Dyslexia and other related Specific Learning Difficulties appears as Appendix V (i).**

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### Academic Malpractice in an Examination

Date:	
Time of examination:	
Time at which the incident was noted:	
Module code:	
Location:	
Name of invigilator(s):	
Name of candidate:	
Student number of candidate:	
Student assessment number:	

**Statement of events:**

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	<u>Invigilator 1</u>	<u>Invigilator 2</u>	<u>Student</u>
Print name	_____	_____	_____
Signature	_____	_____	_____
Date	_____	_____	_____
Time	_____	_____	_____

## Academic malpractice in an examination

- communicating with, or copying from, another person by any means during an examination;
- copying or gaining information from any unauthorised source, by any means, from either inside or outside of the examination room;
- introducing any written or printed material into the examination room unless expressly permitted by the rubric of the examination;
- introducing any electronically stored information into the examination room, unless expressly permitted by the rubric of the examination;
- gaining access, or attempting to gain access, to unauthorised material before or during an examination;
- being a party to impersonation in an examination;
- preventing or attempting to prevent another student's assessment taking place properly;
- any other dishonest practice resulting in, or intending to result in, a student gaining an unfair advantage in assessment, or disadvantaging other students' assessments.

## Initial Witnessing and Accusation: Examination

If an invigilator suspects that a student is engaging in academic malpractice (and provided that the student is not disturbing other candidates) the student shall be allowed to continue the examination. However, the invigilator shall immediately require another invigilator to act as a witness and any unauthorised materials shall be removed. The script (or other assessment form where appropriate) shall be endorsed by the invigilator at the point where the occurrence of cheating is suspected, and on the front cover of the examination answer book. In a practical examination, the invigilator will take note of the stage reached when the infringement was observed.

The invigilator should instruct the student to report to them at the end of the examination when other students have been dismissed from the examination hall. The invigilator and student should then meet with the Examinations Officer (or other senior member of the Registry) who will make a written record of the circumstances and retain or make notes regarding any relevant materials. A copy of this record should be sent to both student and invigilator for them to sign and record any comments as soon as possible and no later than 2 working days following the incident.

Immediately after the examination/assessment, a full report shall then be made by the invigilator(s) to the Chair of the relevant Subject (or Programme) Assessment Board. Any unauthorised materials should be attached to the report. The candidate shall be advised, after the examination/assessment, of the procedures for dealing with suspected cases of academic malpractice. Where feasible, the examination script shall be marked in the normal way as for all other scripts. However, the student's mark will be withheld until the case has been judged.

A student who, in the opinion of an invigilator, is behaving in a manner which may disturb other examination candidates or may disrupt the smooth progress of the examination shall be required to leave the examination room forthwith. At the discretion of the chief invigilator, examination candidates may be allowed additional time to compensate for the time lost as a result of any disturbance/disruption.

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**ACADEMIC MALPRACTICE:  
INITIAL LETTER FROM CHAIR OF SAB**

Date

Name

Address 1

Address 2

Address 3

Address 4

Postcode

Dear NAME

An allegation of academic malpractice, as defined in the Handbook of Requirements Governing the Assessment of Students, has been made against you in the following assessment: *[include details of assessment and nature of alleged malpractice]*.

I am therefore asking that you provide, in writing, a written response to the allegation within seven working days of the date of this letter. I am including a copy of the academic malpractice procedure for your reference.

I urge you to respond and draw your attention to the course of action that will be taken by the University if you fail to do so, or if I find that there is a case for you to answer.

Please note that in cases where there is a pending investigation into an allegation of academic malpractice, this may impact on the date on which assessment results are confirmed and available.

Yours sincerely

NAME

Chair, Subject Assessment Board

cc: File  
Academic Malpractice Section, AQSS



## Request for a University Academic Malpractice Panel

Name of Student		Module Title	
		Module Code	
Student Number		Credit value of module	
Level		Weighting of Assessment	
Programme of Study		Title of Assessment	

*For Nursing and Midwifery Students only:*

Cohort \_\_\_\_\_

Year \_\_\_\_\_

Site of  
Study \_\_\_\_\_

If the student is charged with plagiarism, have you included the source material?

### Written statement for the Panel

1. When and how do you teach referencing skills?
2. What information about plagiarism/academic malpractice do you provide to students?
3. Any other information pertinent to this case

### **Declaration**

I \_\_\_\_\_, as Chair of the Subject Assessment Board, am of the opinion that there is sufficient evidence to proceed to a University Academic Malpractice Panel. I enclose a copy of the letter of accusation sent to the student from the SAB, all relevant evidence and any written response from the student.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **PLAGIARISM OR COLLUSION IN WRITTEN COURSEWORK: GUIDANCE ON PENALTIES**

The University Academic Malpractice Panel shall not normally recommend a penalty less severe than the outcome which would have resulted from a failure to submit the work in question. The Panel may wish to recommend penalties according to the following tariff.

### **First offence**

#### **At Level Four only**

If less than 10% of full text is involved, recommend that student be given written warning of bad practice by Chair of relevant Programme/Subject Assessment Board.

#### **At any level**

If up to 25% (at Level 4 only, if 10%-25%) of full text is involved, consider recommendation i). (Assessment Handbook Section 6.9)

If 25-50% of full text is involved, consider recommendation ii). (Assessment Handbook Section 6.9)

If 50-100% of full text is involved, consider recommendation iii). (Assessment Handbook Section 6.9)

### **For second or subsequent offences and all offences at postgraduate Level (7)**

Apply at least recommendation iii) for any of the categories above and consider subsequent recommendations iv) to ix) (Assessment Handbook Section 6.9) where at least 50% of full text is involved and/or work in more than one module is affected.

Although first offences at **Level 4** are normally dealt with by a Programme/Subject Assessment Board without recourse to a University Academic Malpractice Panel, such offences shall be reported to AQSS, so that students who offend again can be dealt with by a Panel as second (or subsequent) offenders.

In the event of one or more offences of plagiarism, all cases at **Level 4** will be regarded as concurrent, until formal written feedback about plagiarism has been given to the student. Any work submitted for assessment after this point will be regarded as a subsequent offence

For **Level 5 and above** a 'second offence' may be considered simultaneously with a 'first offence' if work from more than one assessment is brought before a Panel. Penalties may reflect the number of offences in addition to the volume of plagiarism or collusion in each assessment.

**If the department considers that the affected portion of the work is particularly significant to the assessed work, and merits a more severe application of a penalty than the guidelines would suggest, they may make application to the University Academic Malpractice Panel, before or during the hearing, providing a written or oral rationale.**



**SUSPECTED ACADEMIC MALPRACTICE:  
GUIDELINES FOR THE CONDUCT OF A VIVA VOCE EXAMINATION**

**Suspected academic malpractice is where the tutor suspects that the student is not the author of all or part of the work submitted for assessment.**

Initially, the tutor should investigate the case thoroughly and make all reasonable attempts to locate a source or sources for the suspected piece of work. If such sources are found, the case may proceed to the Chair of the Subject Assessment Board for action in the normal way.

If no sources are located, the Chair of the SAB should be consulted about whether to conduct a *viva voce* examination to help establish if there is a *prima facie* case for academic malpractice

**Before the *viva voce* examination**

The student should be informed, in writing, that it is suspected that they are not the author of the work in question, and notifying them they will be required to attend a *viva voce* examination (see letter, Appendix G (v)). The student should be informed that the *viva voce* is to help the Chair of the Subject Assessment Board determine whether there is a *prima facie* case of academic malpractice relating to the work in question. Reasonable attempts should be made to accommodate the student's pre-arranged commitments, for example by inviting to notify the Chair of the SAB of dates when they are not available within a suggested time frame.

A date may then be set for the *viva voce* examination, and the student informed in writing of the date, time, place, and the names of members of staff conducting the *viva voce* examination (see letter, Appendix G (vi)).

The student should be advised that they may bring in any supporting evidence, such as notes they may have made in the course of researching the assignment, lab books, or notes of results in the case of suspected falsification of data. This list is not exhaustive, and may be tailored according to the expectations of such evidence as a student may reasonably be expected to accrue during the preparation for or production of the piece of work.

**The *viva voce* examination**

**Preparation**

A series of questions should be produced to investigate whether the student was the author of the assignment (it may be that the student produced the work fully independently, or it may be the case that the submitted assignment is the work of another person or persons in full or in part).

An outline of the questions to be asked should be prepared by the examiners beforehand.

The questions should concentrate on the subject area of the assessment(s) in question. This may include, for example, research undertaken by the student, preparation undertaken by the student to produce the work in addition to the final

submitted assignment and contextual questions, but should not stray beyond the area of work suggested by the module or assignment

### **Conduct of the *viva voce* examination**

There should normally be two members of academic staff conducting the *viva voce* and a written record of the *viva voce* taken. A written record of the *viva voce* should be made. It is recommended that it is a member of academic staff who takes the record of the *viva voce*.

The *viva voce* should not be conducted in an intimidatory way. However, care must be taken if trying to put the candidate at their ease, not to give the candidate a false impression of the outcome of the *viva voce*. For example, using value judgement words such as “good” may be interpreted by the student that they have satisfied the examiners in all aspects of the *viva voce*.

At the end of the *viva voce*, let the student know they will be informed in writing whether the charge of academic malpractice will proceed. This decision should be conveyed to the student as soon as reasonably practicable.

### **Following the *viva voce* examination**

If the student has satisfied the examiners that the work was indeed all their own work, and not in whole or in part the work of another, and that no academic malpractice has taken place, the student should be informed in writing that no charge will be brought, and the mark for the work in question should be released in the normal way.

If the student did not satisfy the examiners that the work was their own, then the Chair of the SAB should bring a charge of academic malpractice using the formal procedures. Advice should be sought from AQSS about the evidence to submit, but this should include a written copy of the record of the *viva voce* examination, and it is expected that one of the examiners present at the *viva voce* would present the case to the University Academic Malpractice Panel.

### **Deliberations of the University Academic Malpractice Panel**

Members of the University academic malpractice panel shall ask such questions of the member of academic staff presenting the case, and of the student, as are deemed necessary to arrive at a considered outcome.

As a minimum, the panel will wish to be assured by the member of staff presenting the case that:

all reasonable steps were taken to provide the panel with direct evidence of academic malpractice;

that the *viva voce* examination was conducted in a fair manner consistent with these guidelines;

that the decision of the *viva voce* examination panel, in judging that the student was not the author of the work under discussion, was an academic judgement.

**LETTER INSTRUCTING STUDENT TO ATTEND A *VIVA VOCE* EXAMINATION TO ESTABLISH WHETHER THERE IS A PRIMA FACIE CASE FOR ACADEMIC MALPRACTICE**

Date

Student Name  
Student Address

Dear STUDENT

The markers for this module are concerned that the [NAME OF ASSIGNMENT] which you have submitted may not be your own work or may be [plagiarised from an unknown source, or data may have been falsified] and it has been decided (in accordance with the University's regulations) to conduct a *viva voce* examination about this issue. You will be contacted again about arrangements for this examination, but I would be grateful if you could indicate any days and times when you would not normally be free between the following dates:

GIVE DATES

Failure to attend a *viva voce* examination means that I will assume there is a case to answer, and I will forward this case to the University Academic Malpractice Panel to consider.

I am very willing to see you informally before the *viva voce* to give any additional information you feel you need about the process. If you welcome such an informal preliminary meeting, can I suggest you email me to make an appointment.

Yours sincerely

NAME  
Chair of Subject Assessment Board

**LETTER INFORMING STUDENT OF THE ARRANGEMENTS FOR  
VIVA VOCE EXAMINATION IN CONNECTION WITH  
ACADEMIC MALPRACTICE**

Date

Student Name  
Student Address

Dear STUDENT

I write to inform you of arrangements for the forthcoming *viva voce* examination, referred to in my letter to you dated [DATE], [and discussed informally with you in our conversation this week].

The meeting is scheduled for [DATE] at [TIME] in [VENUE].

Three members of staff will be present: I will be there as Chair of the Subject Assessment Board and Head of [DEPARTMENT]; Dr — will be there as the marker and module tutor; and my Deputy, Dr —, will be present to take minutes.

As I explained, the aim of the meeting will be for us to ask questions about your [ASSIGNMENT] paper, and for you to say whatever you wish in response. In accordance with the Regulations, the *viva voce* is being conducted to determine whether I (as Chair of the Board it is my decision) am of the opinion that there is a *prima facie* case of academic malpractice relating to the seminar paper.

If anything is unclear to you about this process, please do not hesitate to contact me before the meeting.

Yours sincerely

NAME  
Chair of Subject Assessment Board.

**Declaration of acceptance of a charge of  
academic malpractice**

<b>NAME</b>	
<b>STUDENT NUMBER</b>	
<b>MODULE(S)</b>	
<b>TITLE OF ASSESSMENT</b>	

I have noted the accusation of academic malpractice as detailed in the accompanying letter and accompanying evidence, and I have read the accompanying academic malpractice procedures and the guidelines on penalties.

I do not wish to attend the meeting of the University Academic Malpractice panel. I accept the charge of academic malpractice, and any penalty which may be imposed.

Signed \_\_\_\_\_

Dated \_\_\_\_\_

Please use the space below if you wish to make any statement which you wish the University Academic Malpractice Panel to consider.

**LETTER RELATING TO AN ALLEGATION OF  
FALSIFIED MITIGATING CIRCUMSTANCES**

Date

Name  
Address 1  
Address 2  
Address 3  
Address 4  
Postcode

Dear NAME

An allegation of academic malpractice, as defined in the Handbook of Requirements Governing the Assessment of Students, has been made against you under Section 3.1.8. :

***Mitigating Circumstances***

3.1.8. *"If it is subsequently discovered that a student had misled the Mitigating Circumstances Board in any way, that Board has the right to rescind the decision it has taken on the case and, where appropriate, this may be considered as a case of Academic Malpractice ."*

and Section 6.1q) of the Requirements Governing the Occurrence of Academic Malpractice by Students in the Course of Assessment:

***Academic Malpractice***

6.1 *"Specific Practices which shall be deemed to constitute academic malpractice are:*

*6.1q) "fabricating evidence in support of a mitigating circumstances claim."*

I am therefore asking that you provide, **in writing**, a response to the allegation within seven working days of the date of this letter.

Enclosed is a copy of the academic malpractice procedure for your reference and I draw your attention to Section 6.5 of the procedure in the first instance.

I urge you to respond to this letter.

Yours sincerely

NAME  
Chair, Subject Assessment Board

Cc: File  
Academic Malpractice Section, AQSS

## **Status and Role of the 'Friend' at Academic Malpractice hearings:**

Academic Malpractice Hearings are part of the University of Chester's assessment procedures, and it is for the student under suspicion to answer questions posed by the University Academic Malpractice Panel. However, The University recognises that a formal hearing can be daunting, and students may need support. Therefore where a student elects to make an oral statement to the Academic Malpractice Panel, she/he may be accompanied by a member of the University of Chester, to be known as the student's 'friend'. Where this is the case the accompanying 'friend' may only be either:

- A fellow student of the University of Chester

or

- an officer of Chester Students' Union.
  
- The 'friend' may not, other than in exceptional circumstances<sup>4</sup>, be a member of the University of Chester staff. A student who is also a member of staff may not act as a student's 'friend'.

**A student's parent or guardian shall only be permitted to attend the hearing if the student is under 18 years of age.**

If a student is to be accompanied at the hearing, it is the responsibility of the student who is charged with academic malpractice to notify the Secretary to the Panel of the name and status of the 'friend'.

The student must respond to the allegation of academic malpractice personally and cannot delegate the response to a 'friend' or a third party.

A third party will not be permitted to attend the hearing on behalf of a student without the student's presence. No discussions will be entered into with a third party about the matter.

### **The role of the 'friend' during an Academic Malpractice Hearing**

The 'friend' is allowed into an Academic Malpractice Panel Hearing to support the student.

The 'friend' may not answer questions on behalf of the student, but may 'prompt' the student.

The 'friend' may not appear instead of the student.

At the discretion of the Chair of the Panel, the person accompanying the student may be invited to make a statement.

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<sup>4</sup> Exceptionally, a member of Student Support and Guidance may be permitted to act as a student's friend, at the express request of a senior member of that department, and with prior consent of the Chair of the panel.

### **THINKING OF MAKING AN ACADEMIC APPEAL?: NOTES OF GUIDANCE**

These notes of guidance should be read in conjunction with the Academic Appeals Procedures.

#### ***Can I make an Academic Appeal?***

You may only make an Academic Appeal on the grounds prescribed by the Academic Appeals Procedures. If you submit an Academic Appeal you will be referred to in the procedures as 'the appellant'. A list of matters which are not grounds for Academic Appeal is cited in Section 7, paragraph 7.3 of the Assessment Handbook).

In addition, the following are not grounds for an Academic Appeal:

- Missing deadlines because of computer, multimedia or transport difficulties;
- Losing work due to computer or multimedia failure;
- Failing to read an examination timetable correctly;
- Employment commitments;
- Work entrusted to another person or a postal or other service for delivery was not submitted on time.

This list is not exhaustive and reasons of a similar nature or demonstrating similar lack of forethought on the part of the student will not be considered.

**You cannot appeal against academic judgement.** Every piece of work is marked in relation to the learning outcomes, and a pass mark means that you have achieved them. Marks are moderated between teaching staff, and endorsed by external examiners. These systems help to ensure that the marks awarded to you are fair.

#### ***When can I make an Academic Appeal?***

Academic Appeals can only be made after results have been confirmed by the Awards Assessment Board or Examination Committee.

**Within 7 days** of the official results publication date you must submit a notice of intent to appeal using form APP1 to the Dean of Academic Quality and Standards, University of Chester.

**Within 14 days** of the official results publication date you must submit your full appeal using form APP2 to the Dean of Academic Quality and Standards, University of Chester. You must submit valid supporting evidence, as stated in Section 7, paragraph 7.5 of the University's Academic Appeal Procedures in this Handbook.

Note: Nursing and Midwifery students should submit their Academic Appeal using forms APP1 (H) and APP2 (H).

An Appeal will not be considered if form APP1 or form APP2 are submitted incomplete or after the expiry of the above time limits unless the Dean of Academic Quality and Standards considers there is a valid reason for incomplete or late submission. **Being on holiday will not be accepted as a reason for the late submission, neither will an alleged lack of knowledge of the Academic Appeals Procedures.**



## ***How do I make an Academic Appeal?***

You may wish to take advice from the Students' Union before submitting your Academic Appeal.

It is vital that you complete all sections of both forms APP1 and APP2. You must state the grounds upon which you are appealing. The grounds can be one or more of the following:

- 2.1.1 that the appellant's performance in the assessment was adversely affected by illness or other exceptional circumstance(s) only if s/he was unable, or for valid and compelling reasons unwilling, to divulge such illness or circumstance(s) before the Awards Assessment Board or Examination Committee reached its decision. Such illness or circumstance(s) must have had a demonstrable and substantial negative impact on the resulting assessment outcome;
- 2.1.2 that the assessment was not conducted in accordance with the relevant assessment regulations, leading to a demonstrable and substantial negative impact on the resulting assessment outcome;
- 2.1.3 that there was administrative error which had a demonstrable and substantial negative impact on the resulting assessment outcome;
- 2.1.4 that some other material irregularity occurred in the conduct of the assessment which had a demonstrable and substantial negative impact on the resulting assessment outcome;
- 2.1.5 that the appellant has been assessed as having a specific learning difficulty during an academic session, subject to the following.

You should indicate on the form which modules and forms of assessment were affected by the circumstance(s). You must submit a copy of the letter from the Chair of the Awards Assessment Board or Examination Committee with form APP1.

In your Statement of Appeal in form APP2, you must:

- state the nature of the circumstance(s);
- explain the effect these had upon your assessment;
- if you are appealing on the grounds of illness or other exceptional circumstances, you must state the reason why you did not disclose your circumstance(s) at the relevant time, and did not apply for an extension, deferral or mitigating circumstances. LACK OF KNOWLEDGE OF THESE PROCEDURES IS NOT ACCEPTABLE AS GROUNDS FOR APPEAL. All procedures are detailed on IBIS, and students are responsible for familiarizing themselves with these procedures;
- submit valid supporting evidence such as a medical certificate signed by a medical practitioner, or other sufficiently independent documentary evidence. You should contact the Students' Union to discuss what other documentary evidence might be of relevance if you are unsure. You must submit original evidence as photocopies will not be accepted, and you must list all evidence on form APP2;
- in the case of alleged administrative error, assessment or other material irregularities, include as much information as you can about the error or irregularity.

Note that disagreement with academic judgement is not a ground for Academic Appeal and will not be considered by an Appeals Board.

If you think that your mark or degree classification has been calculated incorrectly, you should first go to Student Programmes, who will check the calculations.

Please note that if you have any queries about your appeal you must contact the office of the Dean of Academic Quality and Standards yourself. The Dean and his officers will not enter into discussion about your case with someone acting on your behalf

We must have an address for correspondence for the duration of your Academic Appeal. It is your responsibility to change your details on IBIS if this is a permanent change of term time or home address. The Dean will not do this for you.

You should also ensure that your envelope has the correct postage – delivery of some academic appeals has been considerably delayed due to insufficient postage stamps being placed on an envelope.

You should keep a copy of your academic appeal submission, and of your evidence. If you ask us to, we will return original documents after the appeal is over. An exception to this is that, if you ask us, we will return death certificates immediately, once we have seen and copied the original.

### ***What happens when I've submitted my Academic Appeal?***

#### **The Preliminary Stage**

Your Academic Appeal will be considered by the Dean of Academic Quality and Standards together with the Senior Assistant Registrar (Review and Student Affairs) or nominees. They will decide whether your case falls within the published grounds for Academic Appeal and is fully supported by appropriate evidence. Your case will normally either be rejected at this stage or sent to the next Academic Appeals Board for consideration. If you have appealed on the grounds of specific learning difficulty or administrative error which has been confirmed by the relevant department, the Dean is empowered to 'fast-track' your Academic Appeal (see section 7.6 (a), (iii)) on Academic Appeals Procedures in this Handbook).

### ***What can I do if I don't agree with the outcome after the preliminary stage?***

You may request a review of the decision of the Dean of Academic Quality and Standards. This will only be considered if you can demonstrate that the relevant procedures have not been followed. You should submit your request for a review to the Senior Assistant Registrar (Review and Student Affairs) in Academic Quality Support Services (AQSS) who will forward your request to an impartial Dean. The request for a review must be submitted **within 7 days** of the letter from the Dean of Academic Quality and Standards being sent.

#### **The Academic Appeals Board**

The Academic Appeals Board is usually held 4-5 weeks after the publication of results. Academic Appeals Boards normally consider written evidence only. If the Academic Appeals Board decides it needs to consider oral evidence, you will be contacted. The Academic Appeals Board decides whether to uphold your appeal and overturn the decision of the Awards Assessment Board. If your case is successful, your appeal will be sent to an Assessment Review Board. If not, your Academic Appeal will be turned down at this stage and you will be sent a letter giving the reason why your appeal failed.

### ***What can I do if I don't agree with the outcome after the Academic Appeals Board?***

You may request a review of the decision of an Academic Appeals Board. You should refer to paragraph 7.9 of the Academic Appeals Procedure. You should submit your request for a review to the Senior Assistant Registrar (Review and Student Affairs) in Academic Quality Support Services (AQSS) who will forward your request to a Pro Vice-Chancellor. The request for a review must be submitted **within 14 days** of the letter from the Dean of Academic Quality and Standards being sent.

### ***What happens if my Academic Appeal is successful?***

If your Academic Appeal is successful, it will be considered by an Assessment Review Board. The Assessment Review Board decides what action to take in terms of your assessment. **You will normally be given the opportunity to be assessed again in the relevant components of the assessment.** Exceptionally the Assessment Review Board may reach a different decision, which could be the same decision as the original decision of the Awards Assessment Board. If this is the case, you will be given a written explanation why this decision was made. You should be aware that whatever mark you gain in the assessment following an Academic Appeal, it is this mark that will count, not the original one, even if your original mark was higher. There is no right to request a review of this decision.

### ***If my Academic Appeal is successful, why can't I just have some marks added, or my degree classification raised?***

Your marks, and your degree classification, are based on your achievement, and your personal circumstances do not change that achievement. If your academic appeal is upheld, you get the chance to demonstrate what you can achieve when your personal circumstances are more favourable.

### ***What can I do if I don't agree with the outcome after the Assessment Review Board?***

The decision of the Assessment Review Board is final, and no further action can be taken.

Where an appellant has exhausted internal procedure, and a Completion of Procedures letter has been issued, there exists a right to take the case to the Office of the Independent Adjudicator for Higher Education (OIA). If the appellant wishes to take his/her complaint to the OIA, s/he must send a Scheme Application Form within three months of the date of the Completion of Procedures letter. A Scheme Application Form can be obtained from the Institutional Compliance Officer, Chester Students' Union or downloaded from the OIA website [www.oiahe.org.uk](http://www.oiahe.org.uk).

### ***How long will the appeals process take?***

If your Academic Appeal is straightforward, you should hear the outcome within 8 weeks. However, dependent on the volume of other Academic Appeals being considered, the timing of the Academic Appeals Board and the complexity of your case it may take longer.

If your studies have been terminated you **must not** return to your programme unless and until your Academic Appeal is upheld. This may result in you having to suspend studies for a year, or in the case of some professional programmes re-entering a different cohort.

### ***Where can I go for help and advice regarding my Academic Appeal?***

- The Academic Appeals Procedure, guidance and forms can be found on IBIS at [http://ganymede.chester.ac.uk/index.php?page\\_id=305789](http://ganymede.chester.ac.uk/index.php?page_id=305789)
- You may seek advice about the Academic Appeals Procedure from AQSS or Registry Services.  
*Please note that the advice can only be given on procedural matters, and staff in these departments cannot give advice or opinion on the likelihood of an Academic Appeal's success.*
- You may seek advice and help with submitting your Academic Appeal and gathering evidence from the Chester Students' Union.

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University of  
Chester

**NOTIFICATION OF INTENTION TO APPEAL**

This form must be used to notify intention to appeal  
For all students except Nursing and Midwifery Students

**For academic year 2009-10**

Completion of this form does not mean that your appeal will be considered further. You must also within a further 7 days complete and submit form APP2 to the Dean of Academic Quality and Standards, together with supporting evidence which demonstrates that your appeal merits further consideration by an Appeals Board. You can seek impartial advice about the submission of your appeal from Chester Students' Union.

Name \_\_\_\_\_ Level \_\_\_\_\_

Student Number \_\_\_\_\_

Programme of Study \_\_\_\_\_

Campus \_\_\_\_\_

Address for Correspondence \_\_\_\_\_

If you change your address during the appeals process, it is **your responsibility** to inform the Dean of Academic Quality and Standards of the change. If this is a permanent change, you must also change your address on IBIS.

Please indicate the grounds for your appeal by ticking the appropriate box(es):

- that your performance in the assessment was adversely affected by illness or other exceptional circumstance(s) only if you were unable, or for valid and compelling reasons unwilling, to divulge such illness or circumstance(s) before the Awards Assessment Board or Examination Committee reached its decision. Such illness or circumstance(s) must have had a demonstrable and substantial negative impact on the resulting assessment outcome;
- that the assessment was not conducted in accordance with the relevant assessment regulations, leading to a demonstrable and substantial negative impact on the resulting assessment outcome;
- that there was administrative error which had a demonstrable and substantial negative impact on the resulting assessment outcome;
- that some other material irregularity occurred in the conduct of the assessment which had a demonstrable and substantial negative impact on the resulting assessment outcome;
- that you had been assessed as having a specific learning difficulty during the current academic session.

I confirm that I have read and understood the Academic Appeal Procedures and Notes for Guidance for Students, and I enclose a copy of the letter from the Chair of the Awards Assessment Board or Examination Committee which relates to the decision on which I am appealing.

Signed \_\_\_\_\_

Date \_\_\_\_\_

**This notification must be submitted to the Dean of Academic Quality and Standards, Appeals Section, University of Chester, Parkgate Road, Chester CH1 4BJ within 7 days of the publication of results.**



**APPEAL FORM**

For all students except Nursing and Midwifery Students  
For Academic Year 2009-10

This form must be submitted within 14 days of the official publication of results. You must have previously notified the Dean of Academic Quality and Standards of your intention to appeal using an APP1 form.

Before you complete this form, please ensure you have read carefully the University of Chester's Academic Appeal Procedures. These are found in the Assessment handbook, which can be accessed from IBIS. Impartial advice on the completion of this form and submission of evidence can be obtained from Chester Students' Union.

Name \_\_\_\_\_ Level \_\_\_\_\_

Student Number \_\_\_\_\_

Programme of Study \_\_\_\_\_

Modules and components of work:

You must specify the components of work which you are appealing. For example: coursework, written examination, presentation, etc. Applications without this information will not be accepted.

Module Code	Module Title	Component for which appeal is being made (e.g. coursework, exam, presentation)	Attempt at assessment (i.e. 1 <sup>st</sup> , reassessment or 3 <sup>rd</sup> attempt)	Date of assessment or coursework submission

Please indicate the grounds for your appeal by ticking the appropriate box(es):

- that your performance in the assessment was adversely affected by illness or other exceptional circumstance(s) only if you were unable, or for valid and compelling reasons unwilling, to divulge such illness or circumstance(s) before the Awards Assessment Board or Examination Committee reached its decision. Such illness or circumstance(s) must have had a demonstrable and substantial negative impact on the resulting assessment outcome;
- that the assessment was not conducted in accordance with the relevant assessment regulations, leading to a demonstrable and substantial negative impact on the resulting assessment outcome;
- that there was administrative error which had a demonstrable and substantial negative impact on the resulting assessment outcome;
- that some other material irregularity occurred in the conduct of the assessment which had a demonstrable and substantial negative impact on the resulting assessment outcome;
- that you had been assessed as having a specific learning difficulty during the current academic session.

### **Statement of Appeal**

Please provide a concise explanation of your appeal case. You should make reference to the dates of the circumstance(s) in relation to your assessment(s), and how these circumstance(s) affected your assessment(s). You may continue on a separate sheet if necessary.

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DO NOT USE

If you are appealing on the grounds that illness or other exceptional circumstance(s) affected your assessment(s), please state why you did not disclose your circumstance(s) at the time of the assessment(s). i.e. why you did not request an extension, deferral or claim mitigating circumstances.

**Supporting evidence**

Please list the supporting evidence you have submitted with your appeal form, and appropriately number the attached items. You **must** submit original evidence. Photocopies will not be accepted.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Total number of sheets attached to this form \_\_\_\_\_

If you are for good reason unable to supply evidence with this form, you must contact the Dean of Academic Quality and Standards

**Declaration to be signed by the student**

I confirm that I have read and understood the Academic Appeal Procedures and Notes for Guidance for Students.

I confirm that to the best of my knowledge all of the information I have supplied or attached with this form is true and accurate and accept that a false claim may result in disciplinary action against me.

I give my consent for this information to be disseminated to the Appeals Board, Assessment Review Board and relevant members of staff.

I understand that if medical or other evidence which I submit indicate that my condition or circumstances may have an impact upon my suitability to undertake a professional programme, professional suitability procedures may be instituted.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Please return your completed form and accompanying evidence to Dean of Academic Quality and Standards, Appeals Section, University of Chester, Parkgate Road, Chester CH1 4BJ**





**NOTIFICATION OF INTENTION TO APPEAL**

This form must be used to notify intention to appeal  
For Nursing and Midwifery Students  
For academic year 2009-10

Completion of this form does not mean that your appeal will be considered further. You must also within a further 7 days complete and submit form APP2(H) to the Dean of Academic Quality and Standards, together with supporting evidence which demonstrates that your appeal merits further consideration by an Appeals Board. You can seek impartial advice about the submission of your appeal from Chester Students' Union.

Name \_\_\_\_\_ Cohort \_\_\_\_\_

Student Number \_\_\_\_\_

Programme of Study \_\_\_\_\_

Site of Study \_\_\_\_\_ Trimester \_\_\_\_\_

Address for Correspondence \_\_\_\_\_

If you change your address during the appeals process, it is **your responsibility** to inform the Dean of Academic Quality and Standards of the change. If this is a permanent change, you must also change your address on IBIS.

Please indicate the grounds for your appeal by ticking the appropriate box(es):

- that your performance in the assessment was adversely affected by illness or other exceptional circumstance(s) only if you were unable, or for valid and compelling reasons unwilling, to divulge such illness or circumstance(s) before the Awards Assessment Board or Examination Committee reached its decision. Such illness or circumstance(s) must have had a demonstrable and substantial negative impact on the resulting assessment outcome;
- that the assessment was not conducted in accordance with the relevant assessment regulations, leading to a demonstrable and substantial negative impact on the resulting assessment outcome;
- that there was administrative error which had a demonstrable and substantial negative impact on the resulting assessment outcome;
- that some other material irregularity occurred in the conduct of the assessment which had a demonstrable and substantial negative impact on the resulting assessment outcome;
- that you had been assessed as having a specific learning difficulty during the current academic session.

I confirm that I have read and understood the Academic Appeal Procedures and Notes for Guidance for Students, and I enclose a copy of the letter from the Chair of the Awards Assessment Board or Examination Committee which relates to the decision on which I am appealing.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**This notification must be submitted to the Dean of Academic Quality and Standards, Appeals Section, University of Chester, Parkgate Road, Chester CH1 4BJ within 7 days of the publication of results.**

## APPENDIX H (v)

### APP 2 (H)



University of  
Chester

## APPEAL FORM

For Nursing and Midwifery Students  
For Academic Year 2009-10

This form must be submitted within 14 days of the official publication of results. You must have previously notified the Dean of Academic Quality and Standards of your intention to appeal using an APP1(H) form.

Before you complete this form, please ensure you have read carefully the University of Chester's Academic Appeal Procedures. These are found in the Assessment handbook, which can be accessed from IBIS. Impartial advice on the completion of this form and submission of evidence can be obtained from Chester Students' Union.

Name \_\_\_\_\_ Cohort \_\_\_\_\_

Student Number \_\_\_\_\_

Programme of Study \_\_\_\_\_

Modules and components of work:

You must specify the components of work which you are appealing. For example: coursework, written examination, presentation, etc. Applications without this information will not be accepted.

Module Code	Module Title	Component for which appeal is being made (e.g. coursework, exam, presentation)	Attempt at assessment (i.e. 1 <sup>st</sup> , reassessment or 3 <sup>rd</sup> attempt)	Date of assessment or coursework submission

Please indicate the grounds for your appeal by ticking the appropriate box(es):

- that your performance in the assessment was adversely affected by illness or other exceptional circumstance(s) only if you were unable, or for valid and compelling reasons unwilling, to divulge such illness or circumstance(s) before the Awards Assessment Board or Examination Committee reached its decision. Such illness or circumstance(s) must have had a demonstrable and substantial negative impact on the resulting assessment outcome;
- that the assessment was not conducted in accordance with the relevant assessment regulations, leading to a demonstrable and substantial negative impact on the resulting assessment outcome;
- that there was administrative error which had a demonstrable and substantial negative impact on the resulting assessment outcome;
- that some other material irregularity occurred in the conduct of the assessment which had a demonstrable and substantial negative impact on the resulting assessment outcome;
- that you had been assessed as having a specific learning difficulty during the current academic session.

**Statement of Appeal**

Please provide a concise explanation of your appeal case. You should make reference to the dates of the circumstance(s) in relation to your assessment(s), and how these circumstance(s) affected your assessment(s). You may continue on a separate sheet if necessary.

ARCHIVED COPY  
DO NOT USE

If you are appealing on the grounds that illness or other exceptional circumstance(s) affected your assessment(s), please state why you did not disclose your circumstance(s) at the time of the assessment(s). i.e. why you did not request an extension, deferral or claim mitigating circumstances.

**Supporting evidence**

Please list the supporting evidence you have submitted with your appeal form, and appropriately number the attached items. You **must** submit original evidence. Photocopies will not be accepted.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Total number of sheets attached to this form \_\_\_\_\_

If you are for good reason unable to supply evidence with this form, you must contact the Dean of Academic Quality and Standards

**Declaration to be signed by the student**

I confirm that I have read and understood the Academic Appeal Procedures and Notes for Guidance for Students.

I confirm that to the best of my knowledge all of the information I have supplied or attached with this form is true and accurate and accept that a false claim may result in disciplinary action against me.

I give my consent for this information to be disseminated to the Appeals Board, Assessment Review Board and relevant members of staff.

I understand that if medical or other evidence which I submit indicate that my condition or circumstances may have an impact upon my suitability to undertake a professional programme, professional suitability procedures may be instituted.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Please return your completed form and accompanying evidence to Dean of Academic Quality and Standards, Appeals Section, University of Chester, Parkgate Road, Chester CH1 4BJ**



**NOTIFICATION OF INTENTION TO APPEAL**

This form must **only** be used to notify intention to appeal against the decision of an **academic malpractice panel**.

For all students except Nursing and Midwifery Students  
For academic year **2009-10**

Completion of this form does not mean that your appeal will be considered further. You must also within a further 7 days complete and submit form APP2 M to the Dean of Academic Quality and Standards, together with supporting evidence which demonstrates that your appeal merits further consideration by an Appeals Board. You can seek impartial advice about the submission of your appeal from Chester Students' Union.

Name \_\_\_\_\_ Level \_\_\_\_\_

Student Number \_\_\_\_\_

Programme of Study \_\_\_\_\_

Campus \_\_\_\_\_

Address for Correspondence \_\_\_\_\_

If you change your address during the appeals process, it is **your responsibility** to inform the Dean of Academic Quality and Standards of the change. If this is a permanent change, you must also change your address on IBIS.

Please indicate the grounds for your appeal by ticking the appropriate box(es):

- that you had exceptional circumstances which affected your ability to mount a defence of the academic malpractice allegation, only if you were unable, or for valid and compelling reasons unwilling, to divulge such illness or circumstance(s) to the academic malpractice panel;
- that the academic malpractice panel was not conducted in accordance with the relevant regulations;
- that there was administrative error which had a demonstrable and substantial negative impact on the operation of the academic malpractice procedures or of the academic malpractice panel;
- that some other material irregularity occurred in the conduct of the academic malpractice procedures or conduct of the academic malpractice panel assessment outcome.

I confirm that I have read and understood the Academic Appeal Procedures and Notes for Guidance for Students, and I enclose a copy of the letter from the Chair of the Awards Assessment Board or Examination Committee which relates to the decision on which I am appealing.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**This notification must be submitted to the Dean of Academic Quality and Standards, Appeals Section, University of Chester, Parkgate Road, Chester CH1 4BJ within 7 days of the publication of results.**



**University of  
Chester**

**APPEAL FORM**

This form must **only** be used to appeal against the decision of an **academic malpractice panel**.

For all students except Nursing and Midwifery Students  
For Academic Year 2009-10

This form must be submitted within 14 days of the official publication of results. You must have previously notified the Dean of Academic Quality and Standards of your intention to appeal using an APP1 M form.

Before you complete this form, please ensure you have read carefully the University of Chester's Academic Appeal Procedures. These are found in the Assessment handbook, which can be accessed from IBIS. Impartial advice on the completion of this form and submission of evidence can be obtained from Chester Students' Union.

Name \_\_\_\_\_ Level \_\_\_\_\_

Student Number \_\_\_\_\_

Programme of Study \_\_\_\_\_

**Modules and components of work:**

You must specify the components of work which you are appealing. For example: coursework, written examination, presentation, etc. Applications without this information will not be accepted.

Module Code	Module Title	Component for which appeal is being made (e.g. coursework, exam, presentation)	Attempt at assessment (i.e. 1 <sup>st</sup> , reassessment or 3 <sup>rd</sup> attempt)	Date of academic malpractice panel

Please indicate the grounds for your appeal by ticking the appropriate box(es):

- that you had exceptional circumstances which affected your ability to mount a defence of the academic malpractice allegation, only if you were unable, or for valid and compelling reasons unwilling, to divulge such illness or circumstance(s) to the academic malpractice panel;
- that the academic malpractice panel was not conducted in accordance with the relevant regulations;
- that there was administrative error which had a demonstrable and substantial negative impact on the operation of the academic malpractice procedures or of the academic malpractice panel;
- that some other material irregularity occurred in the conduct of the academic malpractice procedures or conduct of the academic malpractice panel assessment outcome.

**Statement of Appeal**

Please provide a concise explanation of your appeal case.

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If you are appealing on the grounds that illness or other exceptional circumstance(s) affected your defence of the academic malpractice charges, please state why you did not disclose your circumstance(s) to the academic malpractice panel.

**Supporting evidence**

Please list the supporting evidence you have submitted with your appeal form, and appropriately number the attached items. You **must** submit original evidence. Photocopies will not be accepted.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Total number of sheets attached to this form \_\_\_\_\_

If you are for good reason unable to supply evidence with this form, you must contact the Dean of Academic Quality and Standards

**Declaration to be signed by the student**

I confirm that I have read and understood the Academic Appeal Procedures and Notes for Guidance for Students.

I confirm that to the best of my knowledge all of the information I have supplied or attached with this form is true and accurate and accept that a false claim may result in disciplinary action against me.

I give my consent for this information to be disseminated to the Appeals Board, Assessment Review Board and relevant members of staff.

I understand that if medical or other evidence which I submit indicate that my condition or circumstances may have an impact upon my suitability to undertake a professional programme, professional suitability procedures may be instituted.

I understand that, if my appeal is successful, it may result in my being required to attend a hearing of the academic malpractice panel, as if for the first time.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Please return your completed form and accompanying evidence to Dean of Academic Quality and Standards, Appeals Section, University of Chester, Parkgate Road, Chester CH1 4BJ**





University of  
Chester

**NOTIFICATION OF INTENTION TO APPEAL**

This form must **only** be used to notify intention to appeal against the decision of an **academic malpractice panel**.  
For Nursing and Midwifery Students  
For academic year **2009-10**

Completion of this form does not mean that your appeal will be considered further. You must also within a further 7 days complete and submit form APP2 AM (H) to the Dean of Academic Quality and Standards, together with supporting evidence which demonstrates that your appeal merits further consideration by an Appeals Board. You can seek impartial advice about the submission of your appeal from Chester Students' Union.

Name \_\_\_\_\_ Cohort \_\_\_\_\_

Student Number \_\_\_\_\_

Programme of Study \_\_\_\_\_

Site of Study \_\_\_\_\_ Trimester \_\_\_\_\_

Address for Correspondence \_\_\_\_\_

If you change your address during the appeals process, it is **your responsibility** to inform the Dean of Academic Quality and Standards of the change. If this is a permanent change, you must also change your address on IBIS.

Please indicate the grounds for your appeal by ticking the appropriate box(es):

- that you had exceptional circumstances which affected your ability to mount a defence of the academic malpractice allegation, only if you were unable, or for valid and compelling reasons unwilling, to divulge such illness or circumstance(s) to the academic malpractice panel;
- that the academic malpractice panel was not conducted in accordance with the relevant regulations;
- that there was administrative error which had a demonstrable and substantial negative impact on the operation of the academic malpractice procedures or of the academic malpractice panel;
- that some other material irregularity occurred in the conduct of the academic malpractice procedures or conduct of the academic malpractice panel assessment outcome.

I confirm that I have read and understood the Academic Appeal Procedures and Notes for Guidance for Students, and I enclose a copy of the letter from the Chair of the Awards Assessment Board or Examination Committee which relates to the decision on which I am appealing.

Signed \_\_\_\_\_

Date \_\_\_\_\_

**This notification must be submitted to the Dean of Academic Quality and Standards, Appeals Section, University of Chester, Parkgate Road, Chester CH1 4BJ within 7 days of the publication of results.**

## APPENDIX H (ix)

### APP 2 M (H)

### APPEAL FORM



University of  
Chester

This form must **only** be used to appeal against the decision of an **academic malpractice panel**.  
For Nursing and Midwifery Students  
For Academic Year 2009-10

This form must be submitted within 14 days of the official publication of results. You must have previously notified the Dean of Academic Quality and Standards of your intention to appeal using an APP1 M(H) form.

Before you complete this form, please ensure you have read carefully the University of Chester's Academic Appeal Procedures. These are found in the Assessment handbook, which can be accessed from IBIS. Impartial advice on the completion of this form and submission of evidence can be obtained from Chester Students' Union.

Name \_\_\_\_\_ Cohort \_\_\_\_\_

Student Number \_\_\_\_\_

Programme of Study \_\_\_\_\_

Modules and components of work:

You must specify the components of work which you are appealing. For example: coursework, written examination, presentation, etc. Applications without this information will not be accepted.

Module Code	Module Title	Component for which appeal is being made (e.g. coursework, exam, presentation)	Attempt at assessment (i.e. 1 <sup>st</sup> , reassessment or 3 <sup>rd</sup> attempt)	Date of academic malpractice panel

Please indicate the grounds for your appeal by ticking the appropriate box(es):

- that you had exceptional circumstances which affected your ability to mount a defence of the academic malpractice allegation, only if you were unable, or for valid and compelling reasons unwilling, to divulge such illness or circumstance(s) to the academic malpractice panel;
- that the academic malpractice panel was not conducted in accordance with the relevant regulations;
- that there was administrative error which had a demonstrable and substantial negative impact on the operation of the academic malpractice procedures or of the academic malpractice panel;
- that some other material irregularity occurred in the conduct of the academic malpractice procedures or conduct of the academic malpractice panel assessment outcome.

**Statement of Appeal**

Please provide a concise explanation of your appeal case. You should make reference to the dates of the circumstance(s) in relation to your assessment(s), and how these circumstance(s) affected your assessment(s). You may continue on a separate sheet if necessary.

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If you are appealing on the grounds that illness or other exceptional circumstance(s) affected your defence of the academic malpractice charges, please state why you did not disclose your circumstance(s) to the academic malpractice panel.

**Supporting evidence**

Please list the supporting evidence you have submitted with your appeal form, and appropriately number the attached items. You **must** submit original evidence. Photocopies will not be accepted.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Total number of sheets attached to this form \_\_\_\_\_

If you are for good reason unable to supply evidence with this form, you must contact the Dean of Academic Quality and Standards

**Declaration to be signed by the student**

I confirm that I have read and understood the Academic Appeal Procedures and Notes for Guidance for Students.

I confirm that to the best of my knowledge all of the information I have supplied or attached with this form is true and accurate and accept that a false claim may result in disciplinary action against me.

I give my consent for this information to be disseminated to the Appeals Board, Assessment Review Board and relevant members of staff.

I understand that if medical or other evidence which I submit indicate that my condition or circumstances may have an impact upon my suitability to undertake a professional programme, professional suitability procedures may be instituted.

I understand that, if my appeal is successful, it may result in my being required to attend a hearing of the academic malpractice panel, as if for the first time.

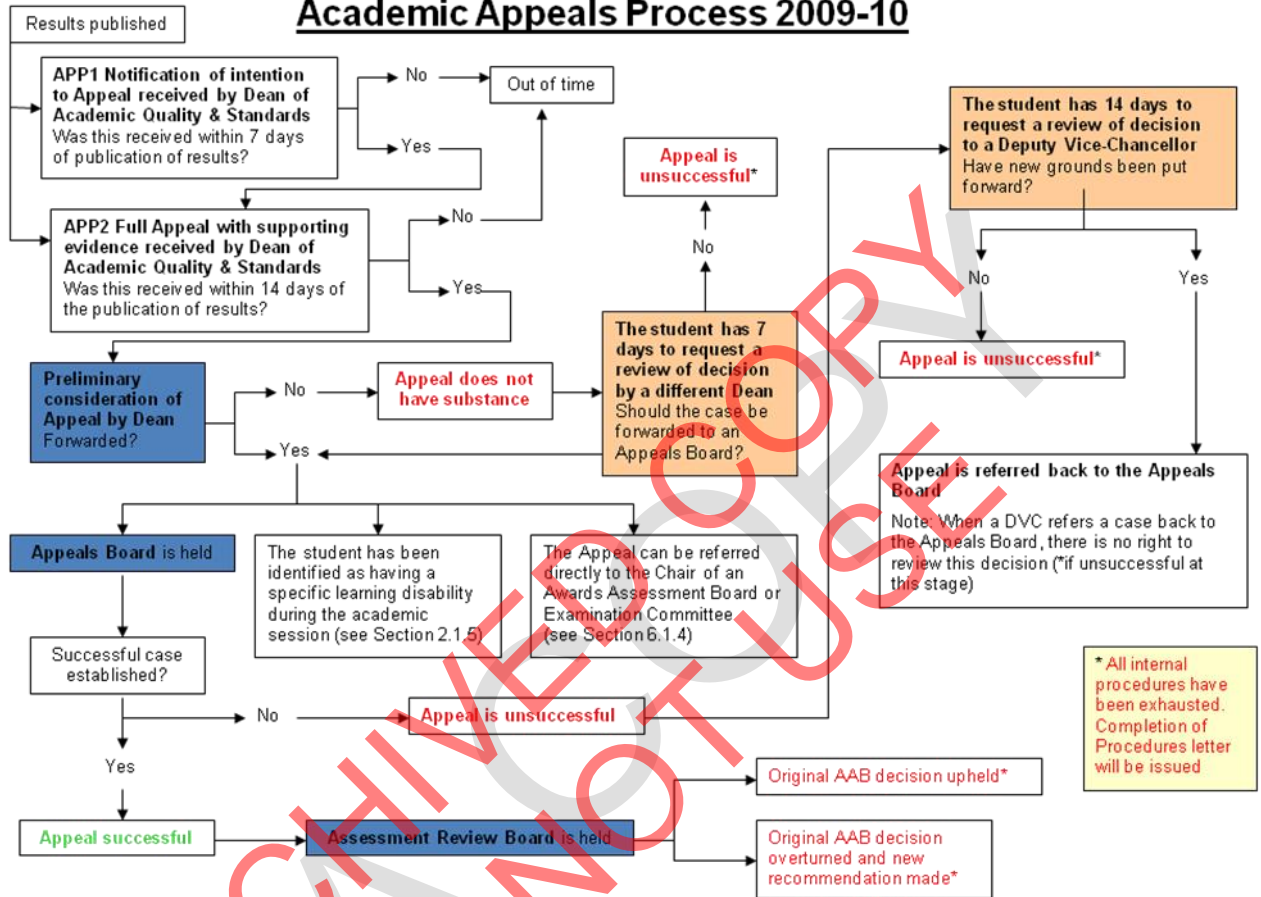
Signed \_\_\_\_\_ Date \_\_\_\_\_

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**Please return your completed form and accompanying evidence to Dean of Academic Quality and Standards, Appeals Section, University of Chester, Parkgate Road, Chester CH1 4BJ**

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## Academic Appeals Process 2009-10



**EXCESS WORD COUNT:  
NOTES OF GUIDANCE TO STAFF AND STUDENTS**

**Notes of Guidance to Staff**

- The principal justifications for penalising excessive word count are (a) that students who significantly over-run the stated count are producing work which departs from the original intention of the assignment, and (b) that such students have an opportunity to include additional material which those who keep within the limits may have to omit, and they must not be allowed any advantage as a result.
- University policy should be interpreted to allow a 10% over-run without penalty (e.g. 1000-word assignment is allowed 1100 words, 2000-word assignment is allowed 2200 words, and so on.) Permissible word count excludes student's name, title of module and assignment, references to sources, bibliography, graphs, tables, maps, diagrams, captions and appendices. These lie outside the stated word limit. Quotations inserted into the text and facts/arguments inserted into footnote/endnotes (beyond essential referencing) may also be excluded from the word count at the discretion of the relevant Programme(Subject) Assessment Board, but students must be notified via the module handbook of the Assessment Board's practice on this matter.
- Students should normally submit written coursework word-processed using Arial font size 11 (unless they have permission in writing from the relevant programme leader not to do so) and should insert word-counts on coversheets or at the end of coursework assignments; however, markers should not assume that these counts are invariably accurate. Markers are not expected to count every word in every assignment, but the use of standard font and font size should assist in estimating overall word count. In a case where a marker suspects that the limit has been exceeded, the marker should ascertain the approximate number of words on a sample page and use that as a guide to estimate the total.
- If, on the basis of sampling-and-estimating, a marker is certain that the word count has been exceeded, the student should be penalised 5 marks per 1000 words excess (e.g. if a 1000-word assignment, 5 marks deducted for 1101-2100 words, 10 marks deducted for 2101-3100 words, and so on). This penalty should be drawn to the attention of the second marker, who should check that it has been correctly imposed as part of the second-marking process.
- Since it is unrealistic to expect all marginal cases of excessive word count to be detected, the policy can only be implemented in a context in which it is accepted that students will receive the 'benefit of the doubt'. This is justifiable, since a student who exceeds permitted word count only marginally is unlikely to be departing significantly from the original intention of the assignment.
- Guidelines should be issued to students by Faculties or Departments at the beginning of the academic year, and students should always be informed if a word-count penalty has been imposed. Suggested guidelines to students are on the accompanying sheet, but Faculties / Departments are free to issue their own versions provided that they are consistent with what is set out here.
- All cases of the imposition of word-count penalties shall be recorded in the minutes of Subject/Programme Assessment Boards.

## **Notes of Guidance to Students**

The University implements a standard policy for the penalising of excessive word count in written coursework assignments. The main reasons for imposing these penalties are:

- (i) that students who significantly over-run the stated count are producing work which departs from the original intention of the assignment;
- (ii) that such students are taking an unfair advantage over those who strive to keep within the stated word limits.

### ***Students should therefore observe the following points:***

- Permissible word count excludes the student's name, title of module and assignment, references to sources, bibliography, graphs, tables, maps, diagrams, captions and appendices. These lie outside the stated word limit.
- It is permissible to exceed the stated word limit by up to 10%, without penalty. Thus, a 1000-word assignment is allowed to run to 1100 words, a 2000-word assignment to 2200 words, and so on.
- Assignments which exceed these limits are liable to be penalised by the deduction of 5 marks per 1000 words excess (e.g. if a 1000-word assignment, 5 marks off for 1101-2100 words, 10 marks off for 2101-3100 words, and so on).
- Students should normally submit all written coursework word processed using Arial font size 11 (unless they have written permission from the programme leader not to do so) and should, wherever possible, include a word count on assignment coversheets or at the end of their assignments, derived from the electronic word count facility. They will be notified through the feedback process if a penalty has been deducted for excess word count.

	Knowledge and understanding	Intellectual / cognitive skills	Practical skills	Transferable skills
<b>90-100%</b>	Develops new knowledge or novel perspective going beyond the literature Far-reaching investigation and insight Work produced could hardly be bettered when produced under parallel conditions	Outstanding level of original synthesis, analysis, argument and evaluation  Work produced could hardly be bettered when produced under parallel conditions	Mastery of specialist skills and technical understanding and judgement  Work produced could hardly be bettered when produced under parallel conditions	Exceptional clarity and coherence Highly sophisticated expression Complete accuracy in presentation Highly autonomous, thorough and well-managed approach Work produced could hardly be bettered when produced under parallel conditions
<b>80-89%</b>	Extensive subject knowledge with detailed insight into and understanding of relevant theory Comprehensive research and coverage of topic integrating wide range of academic sources	Creative, innovative synthesis of ideas Challenging, comprehensive critical analysis sustained throughout Authoritative and persuasive argument Rigorous evaluation	Outstanding expertise and flair in the application of specialist skills Excellent technical understanding and judgement Extremely high level of professional competence	Extremely well-written, with accuracy and flair Highly sophisticated, fluent and persuasive expression of ideas Great clarity and maturity of presentation Independence in extensive planning and preparation
<b>70-79%</b>	Excellent command of highly relevant, extensively-researched material  Extensive, thorough coverage of topic, focused use of detail and examples  Excellent, very sound understanding of complexities of key theoretical models, concepts and arguments  Excellent understanding of artistic/critical context Strong engagement with text      Exceptional thoroughness and understanding of subject convention, procedures and approaches	Convincing ability to synthesise a range of views or information and integrate references  Sophisticated perception, critical insight and interpretation  Very good depth and breadth of critical analysis; sustained, thorough questioning informed by theory  Clear, coherent structure and logical, cogent development of argument Excellent organisation of ideas  High quality evaluative skills Independence of thought, pertinent personal analysis and comment  Imaginative, insightful, creative	Expert demonstration, accomplished and innovative application of specialist skills  Thorough technical understanding and judgement  Exceptional level of competence in use of materials and appropriate application of working processes and techniques Coherent relationship between content, form and technique Excellent design/layout Highly critical analysis of performance Very high level of professional competence  Skilled integration of theory and practice	Very clear, fluent, sophisticated and confident expression; highly effective vocabulary and style  Near perfect spelling, punctuation and syntax  High standard of presentation All sources acknowledged and meticulously presented  Evidence of thorough planning, preparation and organisation  Excellent ability to stimulate and enable discussion  Thorough appreciation of learning gained and impact on self Sophisticated reflection on personal and professional practice
<b>60-69%</b>	Wide range of core and background	Ability to synthesise a range of views	Very good performance, capable and	Clear, fluent, confident expression;



	<p>reading, effectively used</p> <p>Breadth and depth of coverage, accurate and relevant in detail and example</p> <p>Clear, sound understanding of subject matter, theory, issues and debate</p> <p>Comprehensive understanding of artistic/critical context Good engagement with text</p> <p>Clear insight into subject conventions, procedures and approaches</p>	<p>or information and incorporate references</p> <p>Perceptive, thoughtful interpretation</p> <p>Consistent development of critical analysis and questioning, using theory</p> <p>Logically structured, coherent argument; well-reasoned discussion Good organisation of ideas</p> <p>Good evaluative approach, some independent ideas and personal comment</p> <p>Freshness of insight, some creative thinking and imagination</p>	<p>confident application of specialist skills</p> <p>Mostly accurate technical understanding and judgement</p> <p>High level of competence in use of materials and appropriate application of working processes and techniques Strong relationship between content, form and technique Good design/layout</p> <p>Critical analysis of performance Substantial level of professional competence Useful links drawn between theory and practice</p>	<p>appropriate vocabulary and style</p> <p>High standard of accuracy in spelling, punctuation and syntax</p> <p>Good standard of presentation Sources acknowledged and accurately presented</p> <p>Well-organised; relevant planning and preparation</p> <p>Clear evidence of ability to stimulate and facilitate discussion</p> <p>Good awareness of learning and self development Clear understanding, reflection and evaluation of implications for personal and professional practice</p>
<b>50-59%</b>	<p>Reasonable range of reading; references to relevant but not wide variety of sources</p> <p>Content generally relevant and accurate, most central issues identified; basic knowledge sound but may be patchy</p> <p>Acceptable level of understanding of subject matter, theory and ideas; main issues satisfactorily understood Sound but limited understanding of artistic/critical context Some ability to respond to text</p> <p>Some awareness of subject-based conventions, procedures and approaches</p>	<p>Evidence of drawing information together</p> <p>Primarily descriptive and factual explanation; ideas tend to be stated rather than developed</p> <p>Some attempt at critical analysis using theory, but may be limited and lack consistency or conviction</p> <p>Attempt made to argue logically with supporting evidence, although some claims may be unsubstantiated</p> <p>Reasonable structure but organisation may lack some cohesion</p> <p>Some evaluation attempted; may show a little indication of originality or personal engagement</p>	<p>Mostly competent and informed application of specialist skills</p> <p>Partially accurate technical understanding and judgement</p> <p>Satisfactory level of competence in use of materials and appropriate application of working processes and techniques</p> <p>Generally sound relationship between content, form and technique Fair design/layout</p> <p>Good analysis of performance Sound level of professional competence Consideration of both theory and practice</p>	<p>Clearly written, coherent expression; reasonable range of vocabulary and adequate style</p> <p>Overall competence in spelling, punctuation and syntax, although there may be some errors</p> <p>Presentation generally sound, maybe some weaknesses Referencing may not be entirely accurate</p> <p>Fairly well-organised; basic planning and preparation</p> <p>Capable attempts at participation in discussion</p> <p>Some awareness of learning and self development Some attempt at reflection on personal and professional practice</p>

<p><b>45-49%</b></p>	<p>Background reading relevant but over-reliant on few sources</p> <p>Fairly basic knowledge, limited consistency of depth and accuracy of detail; not all aspects addressed, some omissions</p> <p>Partial understanding of subject matter, core concepts and relevant issues; basic reference to theory</p> <p>Partial understanding of artistic/critical context Uncertain familiarity with text</p> <p>Limited appreciation of subject-based convention, procedures and approaches</p>	<p>Little discrimination in use of material; limited perspective or consideration of alternative views</p> <p>Little interpretation or insight, largely descriptive, superficial; excessive narrative, over-reliance on anecdote for explanation</p> <p>Some evidence of rationale, but no significant critical reflection applying theory</p> <p>Some ability to construct an argument but may lack clarity or conviction, with unsupported assertion</p> <p>Basic consistency to structure, but may be some repetition or deviation</p> <p>Little attempt at evaluation; independence of thought or personal engagement only very slight</p>	<p>Some evidence of developing specialist skills</p> <p>Only partially accurate technical understanding and judgement</p> <p>Adequate level of competence in use of materials and appropriate application of working processes and techniques Superficial relationship between content, form and technique</p> <p>Some evidence of analysis of performance Adequate level of professional competence Uneven balance between theory and practice</p>	<p>Expression, vocabulary and style reasonably clear but lack sophistication</p> <p>Inaccuracies in spelling, punctuation and syntax do not usually interfere with meaning</p> <p>Some confidence in presentation, with some lapses References not always correctly cited/presented</p> <p>Thin organisation, planning and preparation</p> <p>Basic participation in discussion</p> <p>Slight awareness of learning and self development</p> <p>Limited reflection on personal and professional practice issues</p>
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<p><b>40-44%</b></p>	<p>Limited reading and reference to sources, possible inaccuracies in evidence</p> <p>Knowledge general rather than subject specific; content partially relevant, with some deficiencies</p> <p>Superficial understanding of subject matter, ideas and issues, may display inaccuracies of concepts and basic theory</p> <p>Superficial understanding of artistic/critical context Scant familiarity with text</p> <p>Limited regard to subject-based convention, procedures and approaches</p>	<p>Little, if any, integration and synthesis; weaknesses in comparison of information</p> <p>Very little interpretation; descriptive, anecdotal</p> <p>Simplistic attempt at analysis, may lack consistency; minimal attempts to examine strengths and weaknesses of an argument</p> <p>Structure lacks coherence, underdeveloped; some repetition, inconsistency or possibly confusion</p> <p>Little sustained or convincing argument</p> <p>Derivative, lack of personal engagement</p>	<p>Some evidence of limited skill development</p> <p>Little technical understanding and judgement Basic competence in use of materials and limited application of working processes and techniques Slight relationship between content, form and technique</p> <p>Partial or vague analysis of performance Evidence of minimal professional competence but lacking in theoretical analysis of practice</p>	<p>Expression may undermine meaning; vocabulary and style minimally adequate</p> <p>Frequent inaccuracies of spelling, punctuation, syntax Presentation skills need developing Referencing style barely adequate</p> <p>Basic planning and preparation, may be disorganised in parts</p> <p>Minimal discussion of own learning Limited evidence of reflection on personal and professional practice</p>
<p><b>30-39%</b></p>	<p>Scant evidence of background reading; weak investigation</p> <p>Contains very slight detail; content may be thin or irrelevant; issues poorly identified</p> <p>Very little understanding of subject matter, ideas and issues; may be issue of misreading/misinterpretation of question</p> <p>Very slight understanding of artistic/critical context Little awareness of text</p> <p>Little heed paid to subject conventions and approaches; poor handling and account of procedures</p>	<p>Superficial use of information, minimal association; references not integrated</p> <p>Little attempt to interpret material, heavily descriptive; explanations may be muddled at times</p> <p>Limited breadth and depth of analysis, inadequate critical skills; shallow and superficial</p> <p>Poorly structured, little logic Weaknesses in argument, eg unsubstantiated conclusions based on generalisation</p> <p>Minimal appraisal or evaluation</p>	<p>Little evidence of skill development or application</p> <p>Slight technical understanding and judgement, possible inaccuracies</p> <p>Lack of competence in use of materials and erroneous application of working processes and techniques Unresolved relationship between content, form and technique</p> <p>Very thin analysis of performance Questionable level of professional competence, eg may be some evidence of unsafe practice Little appreciation of theory in practice</p>	<p>Expression of ideas insufficient to convey clear meaning; inaccurate or unprofessional terminology</p> <p>Many errors in spelling, punctuation and syntax</p> <p>Few presentation skills Referencing incomplete or inaccurate</p> <p>Weaknesses of organisation, planning and preparation</p> <p>Little constructive participation in discussion</p> <p>Little or muddled awareness of learning and self-development Thin discussion of personal and professional practice issues</p>

<p><b>20-29%</b></p>	<p>No evidence of relevant reading</p> <p>Little relevance of content; unacceptably weak or inaccurate knowledge base</p> <p>Significant weaknesses and gaps in understanding of subject matter, ideas and issues; misunderstanding of question</p> <p>Lack of understanding of artistic/critical context</p> <p>Misunderstanding of text</p> <p>Lack of awareness of subject-based convention, procedures and approaches</p>	<p>Incorrect use of material or data</p> <p>Purely descriptive, feeble discussion</p> <p>Lacking or erroneous analysis of material; negligible evidence of thought</p> <p>Structure confused, illogical or incomplete</p> <p>Poor if any relationship between introduction, middle and conclusion</p> <p>Lack of evidence to support views expressed; claims unsubstantiated</p> <p>Almost no attempt at evaluation, topic issues are not compared contrasted or appraised in any way</p>	<p>Negligible evidence of specialist skill development</p> <p>Feeble technical understanding and judgement</p> <p>Incompetence in use of materials and erroneous application of working processes and techniques</p> <p>Unresolved relationship between content, form and technique</p> <p>Little awareness of performance</p> <p>Lack of professional competence</p> <p>Relationship between theory and practice not evident</p>	<p>Lack of clarity, very poor expression; style inappropriate, terminology inadequate and inappropriate</p> <p>Many serious errors of spelling, punctuation and syntax</p> <p>Ineffective presentation skills</p> <p>Referencing inaccurate or absent</p> <p>Serious deficiency in organisation, planning and preparation</p> <p>No attention given to discussion</p> <p>Discussion of own learning and development incoherent</p> <p>Slight, if any, reflection or reference to personal and professional practice</p>
<p><b>10-19%</b></p>	<p>No evidence of reading</p> <p>Knowledge base extremely weak; content almost entirely irrelevant or erroneous</p> <p>Devoid of understanding of subject matter, ideas and issues</p> <p>No reference to artistic/critical context</p> <p>No reference to text</p> <p>Little or no evidence of awareness of subject-based convention, procedures and approaches</p>	<p>Little or no use of material or data</p> <p>Any attempt at discussion limited to personal view; no discernable insight</p> <p>Isolated statements indicating lack of thought</p> <p>Lack of recognisable structure or reference to argument; no related evidence or conclusions</p> <p>Evaluation of issues not detectable</p>	<p>Minimal evidence of specialist skill development</p> <p>Almost no technical understanding or judgement</p> <p>Serious incompetence in use of materials and erroneous application of working processes and techniques</p> <p>Unacceptable understanding of relationship between content, form and technique</p> <p>Lack of awareness of performance</p> <p>Serious lack of professional competence</p>	<p>Inaccuracies of expression and vocabulary render meaning of written work extremely unclear</p> <p>Many serious errors of even basic spelling, punctuation and syntax</p> <p>Inadequate presentation skills</p> <p>No attempt at referencing</p> <p>Almost no evidence of organisation, planning or preparation</p> <p>Little evidence of communication or awareness of others</p>

			No awareness of theory in practice evident	Very little evidence of self-awareness
<b>0-9%</b>	<p>No use of sources</p> <p>Material not relevant or correct; no evidence of knowledge</p> <p>No relevant understanding evident; response to question virtually nil</p> <p>No awareness of artistic/critical context</p> <p>No evidence of awareness of subject-based convention, procedures and approaches</p>	<p>Lack of evidence of reasoning</p> <p>Statements completely lack coherence and logic</p>	<p>No evidence of skill development</p> <p>No technical understanding or judgement</p> <p>Uninformed and arbitrary use of material, methods, processes and techniques</p> <p>Unacceptable understanding of the relationship between content, form and technique</p> <p>Professional incompetence</p>	<p>Incoherent expression; heavily inaccurate and inappropriate use of language</p> <p>Presentation totally ineffective</p> <p>No evidence of organisation, planning or preparation</p> <p>No evidence of awareness of others</p> <p>No evidence of self-awareness</p>

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**GENERIC MARKING CRITERIA: LEVEL 7 (Revised April 2007)**

<b>Pass (strong) 55-69%</b> <i>Evidence of...</i>	<b>Pass (threshold +) 40-54%</b> <i>Evidence of...</i>	<b>Fail 20-39%</b> <i>Evidence of...</i>	<b>Fail 0-19%</b> <i>Evidence of...</i>
<i>as 40-54 &amp; an awareness of problems &amp; insights much of which is at, or informed by, the forefront of the discipline/practice.</i>	a systematic understanding of relevant knowledge; good identification, selection and & understanding of key issues; awareness of current problems &/or new insights; conceptual awareness enabling critical analysis; accuracy in detail.	Coverage of some relevant issues with moderate understanding; identification of some underpinning issues.	paucity of relevant material in support of response
<i>as 40-54 &amp; a range in breadth or depth of well-referenced research</i>	a good range of reading, beyond core or basic texts, with sources appropriately acknowledged according to academic conventions of referencing.	the range of reading may be limited; sources not always explicitly or accurately acknowledged.	inadequate resourcing &/or sources insufficiently acknowledged.
<i>as 40-54 &amp; a comprehensive &amp; critical understanding of techniques applicable to the student's own research.</i>	a practical understanding of how established techniques of research & enquiry are used to create & interpret knowledge in the discipline; research work planned in scale and scope so that adequate and appropriate evidence is gathered.	understanding of methodologies used but these may have been used to too little effect	inadequate understanding of methodologies, used inappropriately or erroneously.
<i>as 40-54 &amp; a command of accepted critical positions; conceptual understanding that enables the student to propose new hypotheses.</i>	the ability to deal with complex issues both systematically & creatively, & make sound judgements; consistent analysis and critical evaluation of current research & advanced scholarship in the discipline; a coherent argument supported by evidence.	some ability to deal with complex issues; judgements not all well substantiated; some evaluation of research & scholarship; the ability to construct an argument may be limited.	analysis is limited, deriving from limited sources &/or too limited to a single perspective; argument or position not made clear; self-contradiction or confusion.
<i>as 40-54 &amp; Persuasive communication skills; the academic form largely matches that expected in published work</i>	clear expression, observing academic form; (in written work) predominantly accurate in spelling & grammar; conclusions communicated clearly for specialist & non-specialist audiences as appropriate.	there may be errors in academic form and/or (in written work) spelling & grammar.	poor observation of academic conventions; deficiencies in spelling & grammar.
<i>as 40-54 &amp; decision-making in complex situations; originality in addressing needs or specifications, and /or solving problems.</i>	collaborative or individual problem-solving, & planning & implementing of tasks appropriate to a professional context; the independent learning ability and self-evaluation required to continue to advance the student's knowledge & understanding, & to develop new skills appropriate to a professional context.	some exercise of initiative & personal or professional responsibility but a limited self-evaluation	weakness in independent learning, decision-making &/or self-evaluation.

### **ELECTRONIC SUBMISSION OF COURSEWORK**

Where permitted by the module leader with the agreement of the Head of Subject, any electronic submission of coursework must be via IBIS. No other form of electronic submission will be acceptable. Students who submit coursework via IBIS will use their assessment number (**starts with D**) as the file name. When the work is printed off the header or footer should be set up to report the file name (which will include the assessment number). This will preserve the anonymity of the student submitting the assignment.

In order for the anonymity of students to be maintained electronic submission can only be undertaken if all coursework submissions for a particular module are to be submitted electronically. The reason for this is that the only identifier on the coursework will be the assessment number. As academic/departmental staff do not have access to the names attached to an assessment number they will not be able to match the assessment number to any names of students, including the names as they appear on E-Vision. Consequently, the component marks for modules that have coursework submitted electronically will have to be input via e-vision using the assessment number and not the student's name. It is not possible to have this facility for individual submissions.

As the profile of the module on the student record system has to be amended to allow results to be input using the assessment number, Registry Services should be notified at the beginning of the academic year if any modules assessments are to be submitted electronically.

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University of  
Chester

**DEPARTMENT OF  
XXXXXX**

**SUBJECT ASSESSMENT BOARD**  
*for*  
**XXXXXXXXXXXX**  
*(Title of Programme(s))*

**Levels 6, 5, 4**

**DATE / MONTH / 2009**

**External Examiner(s):**

*External's signature*

Print External's name

Date: \_\_\_\_\_

*External's signature*

Print External's name

Date: \_\_\_\_\_

*External's signature*

Print External's name

Date: \_\_\_\_\_

**Chair:**

*Signature*

Print name

Date: \_\_\_\_\_



**GUIDANCE ON SUBMISSION OF LATE OR CORRECTED MARKS TO AN AWARDS ASSESSMENT BOARD**

1. It is an expectation that, following submission of module marks via E-vision according to published deadlines, all such module marks are finalised by the time the pre-meeting of an AAB is held, certainly by the conclusion of that meeting.
2. In exceptional circumstances, missing or incorrect module marks may be identified at the pre-meeting which cannot be rectified there and then. In such circumstances, Departmental Assessment Contacts should submit a Mark Amendment Form (MAF), signed by the Chair of the relevant Programme/Subject Assessment Board and showing the correct marks, to the Deputy Director (Steven Nelson) or Senior Assistant Registrar (Naomi Saunders) in Registry Services, not later than 9.30 a.m. on the first working day following the pre-meeting. This will allow the correction to be incorporated into the printed results sheets for the AAB. If on occasion there are practical difficulties in delivering the MAF in person an e-mail will suffice, but the completed MAF should be submitted as soon as possible.
3. In the unlikely event that this deadline cannot be met, the MAF, signed by the Chair of the relevant Programme/Subject Assessment Board, should be given to the senior Registry officer in attendance at the AAB prior to the commencement of the meeting, so that the correction can be announced by the Registry officer at the appropriate point in the meeting.
4. There may still be a very small number of instances where Departmental Assessment Contacts notice an error or anomaly relating to an individual student during the course of an AAB. In such circumstances, it is the duty of the Departmental Assessment Contact to draw this to the attention of the meeting, so that Chair's Action can subsequently be taken on receipt by Registry Services of further information (normally including a signed MAF).
5. Where no pre-meeting of an AAB is held, these procedures should still be followed if an error is identified in the interval between a Programme/Subject Assessment Board and the relevant Awards Assessment Board.

## **EXAMINATION COMMITTEE: NOTES OF GUIDANCE**

Under the Principles and Regulations decisions on reassessment are taken by an Awards Assessment Board (AAB). However, for most Level 7 programmes the AAB only meets once a year, normally in January. Consequently students who are assessed on a module in 2008-09 and fail the assessment will not be officially told they are allowed to be reassessed until January 2010. To overcome this scenario the Principles and Regulations allow an AAB to appoint an **Examination Committee**, to which the AAB delegates its authority (F2.5). An External Examiner must be a member of this committee.

In practice this will mean that a Programme Assessment Board (PAB) can meet at a suitable point in the academic cycle of a programme when a coherent suite of module assessment(s) have been completed and the hand in dates have passed. Once the PAB has determined the marks, an examination committee can then meet to make decisions on reassessment.

The PAB should ensure that they determine the marks for **all** the students who registered for the module(s) in that session. The PAB should also recommend to the **Examination Committee** the date by which reassessment or any deferred assessments should be completed. The **Examination Committee** may not make decisions on Awards.

### **Membership of Examination Committee**

Dean or exceptionally another senior member of academic staff, drawn from the relevant Faculty, the Programme Leader, and the appropriate External Examiner, accompanied by a secretary. If the External Examiner cannot attend the PAB or the Examination Committee, then s/he must provide a written report to the PAB stating that s/he agrees with the module marks presented.

AQSS and Registry Services must be informed when a meeting of a Programme Assessment Board is to take place and when an **Examination Committee** meets. Minutes from the Programme Assessment Board and **Examination Committee** must be forwarded to Registry Services and AQSS.

The decisions of the **Examination Committee** must be forwarded to Registry Services who will then notify the student. Official results and decisions on defer or reassessment must come from the Registry not academic departments. In many cases students will already have had their provisional marks as it will have formed part of the feedback given to students.

Any Examination Committee decisions must be reported to the full AAB when it next meets.

## **EXAMINATION COMMITTEE: PRE-REGISTRATION NURSING/MIDWIFERY: NOTES OF GUIDANCE**

Under the Principles and Regulations, decisions on reassessment are taken by an Awards Assessment Board (AAB). However, for the pre-registration programme decisions on reassessment need to be taken before an Awards Assessment Board is due to meet. To address this issue, the Principles and Regulations allow an AAB to appoint an **Examination Committee**, to which the AAB delegates its authority (F2.5). An External Examiner must be a member of this committee.

In practice this will mean that a pre registration Subject Assessment Board (SAB) can meet at a point in the academic cycle of a programme when module (re)assessment(s) have been completed and the hand in date has passed, normally at the end of a trimester. Once the SAB has determined the marks, an **Examination Committee** can then meet to make decisions on reassessment, third assessment attempts and termination of studies. An **Examination Committee** can also make decisions on students who have failed practice on reassessment, have failed practice more than three time within a level, or students who have failed third attempts.

The SAB should ensure that they determine the marks for **all** the students who registered for the module(s) in that session. The SAB should also recommend to the **Examination Committee** the date by which reassessment or any deferred assessments should be completed. The **Examination Committee** may not make decisions on Awards.

### **Membership of Examination Committee**

Dean, or exceptionally another senior member of academic staff, drawn from the relevant faculty, the Programme Leader and the appropriate External Examiner, accompanied by a secretary. If the External Examiner cannot attend the SAB or the Examination Committee, s/he must provide a written report to the SAB stating s/he agrees with the module marks presented to the SAB.

AQSS and Registry Services must be informed when a meeting of a Subject Assessment Board is to take place and when an **Examination Committee** meets. Minutes from the Subject Assessment Board and **Examination Committee** must be forwarded to Registry Services and AQSS.

The decisions of the **Examination Committee** must be forwarded to Registry Services who will then notify the student. Official results and decisions on defer or reassessment must come from the Registry not academic departments. In many cases students will already have had their provisional marks as it will have formed part of the feedback given to students.

**Examination Committee** decisions must be reported to the full AAB when it next meets.

## SUGGESTED AGENDA FOR AN EXAMINATION COMMITTEE

### UNIVERSITY OF CHESTER

A meeting of an Examination Committee for the  
XXXXXXXXXX programme  
will held on *date* at *time* in *location*

#### AGENDA

1. Apologies for absence.
2. To receive notes of guidance on Examination Committees.  
(*ref: Assessment Handbook*)
3. Confirmation that the Programme Assessment Board has met to consider module results.
4. To make recommendations on reassessments, deferrals and continuations on the programme.
5. To confirm dates for submission of reassessments and deferred assessments.
6. Comments from the External Examiner, and Programme Leader's response.
7. Date of next meeting.
8. Any Other Business.

## **GUIDANCE TO EXTERNAL EXAMINERS ON CHANGING MARKS**

The Handbook on Assessment, Section 11, states that “External Examiners shall... moderate and provide comments on component and overall module grades achieved by students. External Examiners have the right to propose the moderation of marks of a module cohort, where this is deemed to be justified, but not to adjust individual module marks on the basis of only a sample of assessed work.” This section of the Handbook also states that External Examiners shall “assist in ensuring that the standard of award is consistent with that accepted nationally” and that “departments should request that the External Examiner confirms individual marks in the first class and fail categories, and see samples of students’ assessed work from the top, middle and bottom of the range and at class borderlines.”

In the light of these statements, AQSS advice is as follows.

1. Other than as specified in (3) below, an External Examiner must not advise a change of mark of an individual student, unless he/she has seen the work of the complete cohort.
2. In circumstances where an External Examiner has reservations about the agreed internal mark awarded he/she may wish to point this out to the internal markers but if he/she is satisfied with the overall standard of marking the internal mark should normally be allowed to stand.
3. However, in cases where such reservations apply to the work of students on class borderlines, especially those at or near the first class and fail threshold (all of whose work should have been seen by the External in any case), the External has a duty to point this out to the internal markers in fulfilment of his/her responsibility for ensuring standards and comparability of awards.
4. While internal markers will wish to heed the External Examiner’s advice, responsibility for determining a student’s mark ultimately rests with the Programme/Subject Assessment Board, where all decisions must be reached collectively. Any disagreements between internal and External Examiners will normally be resolved informally before the Assessment Board meets so that a firm recommendation can be made to the Board in each individual case. An External Examiner whose advice is not followed by an Assessment Board may of course choose to comment to this effect in his/her formal report, and in exceptional circumstances may wish to write to the Dean of Academic Quality and Standards and/or the Vice Chancellor.

## **LATE WORK AND REQUEST FOR EXTENSION: NOTES OF GUIDANCE FOR STUDENTS**

These notes of guidance should be read in conjunction with the Handbook of Requirements Governing the Assessment of Students.

- The Late Work Requirements will be in the module handbook.
- Normally the deadline date, time and location e.g. departmental office, will be stated in the module handbook.
- Do not hand work directly to tutors.
- The deadline date is the final date for submission and early submission prior to the deadline date is encouraged.
- The time and date of all submissions will be recorded on the cover sheet by the member of staff receiving the submission.
- If you need to request an extension you should complete form EX1 (Request for Extension to the Submission Date for Assessed Work). Forms are available from Registry Services and departmental offices.
- Requests for an extension are considered by the Head of Subject or Deputy Head, who will only grant an extension if there are mitigating circumstances. Claims should be accompanied by a valid medical certificate or other valid certified evidence. Acceptable and unacceptable reasons for granting an extension are listed under mitigating circumstances. You must obtain the signature of the Head of Subject who will make a decision based on the written evidence.
- If an extension is approved, your Department will confirm the new submission date.
- Work submitted after the original submission date/time or after the extended submission date will be recorded as LATE.
- LATE assessed work will be penalised and the penalty incurred will be **10 marks for anything up to 24 hours after a deadline and 10 marks per day after this, including weekends, e.g.:**

	<i>Intrinsic Merit</i> (% mark awarded by tutor)	<i>Penalty Mark</i> %
--	---	--------------------------

Work up to 24 hours late	65	55
Work up to 48 hours late	65	45
Work up to 72 hours late	65	35

- The University Reception / Porters Lodge will only accept assessed work outside departmental office hours. The day and time of submission will be recorded by the member of staff receiving the submission.
- Non-submission of assessed work will result in zero (0%) being awarded for that element of assessed work.

**LATE WORK AND REQUEST FOR EXTENSION:  
NOTES OF GUIDANCE FOR STAFF**

These notes of guidance should be read in conjunction with the Handbook of Requirements Governing the Assessment of Students.

- The Late Work Rules of Procedure must be in the module handbook.
- Normally the deadline date, time and location e.g. departmental office, must be stated in the module handbook.
- Deadline dates must not be Fridays or the last day of term.
- The time and date of all submissions should be recorded on the cover sheet by the member of staff receiving the submission.
- When requesting an extension students should be told to complete form EX1 (Request for Extension to the Submission Date for Assessed Work). Forms are available from Registry Services and departmental offices.
- Requests for an extension should only be considered if there are mitigating circumstances. Claims should be accompanied by a valid medical certificate or other valid certified evidence. Acceptable and unacceptable reasons for granting an extension are listed under mitigating circumstances. The student must obtain the signature of the Head of Subject or Deputy Head, who will make a decision based on the written evidence.
- The Head of Subject or Deputy Head, should return the signed Form (EX1) and the written evidence to Registry Services. Registry Services will confirm the new submission date in writing to the student.
- If an extension takes the submission date past the date of the next relevant Subject Assessment Board the student should defer assessment and complete form DF1.
- Work submitted after the original submission date/time or after the extended submission date will be recorded as LATE.
- Late assessed work should be marked by the tutor in the usual way so that the student is given feedback on the standard of work achieved.
- LATE assessed work will be penalised and the penalty incurred will be **10 marks for anything up to 24 hours after a deadline and 10 marks per day after this, including weekends, e.g.:**

	<i>Intrinsic Merit</i>	<i>Penalty Mark</i>
	<i>(% mark awarded by tutor)</i>	<i>%</i>

Work up to 24 hours late	65	55
Work up to 48 hours late	65	45
Work up to 72 hours late	65	35

- The lowest mark that can be awarded to a piece of LATE assessed work is zero (0%).
- Students will be advised that the University Reception / Porters Lodge will accept assessed work outside departmental office hours. The day and time of submission will be recorded by the member of staff receiving the submission.
- Non submission of coursework will result in zero (0%) being awarded for that element of assessed work.

## **MITIGATING CIRCUMSTANCES: NOTES OF GUIDANCE FOR STUDENTS**

**These notes of guidance should be read in conjunction with Handbook of Requirements Governing Assessment.**

Mitigating circumstances applications must be submitted to Registry Services before **Friday 5 June 2009**. **Students in the Faculty of Health and Social Care should consult the Faculty for the deadline dates.**

Claims submitted after the deadline date, may, at the discretion of the Mitigating Circumstances Board, be submitted, but in no circumstances will they be considered if the relevant Subject Assessment Board has met

### **What should I do if I have mitigating circumstances affecting coursework?**

You should apply for an extension to the submission date using the Request for Extension Form (EX1) available from Registry Services and departmental offices. Notes of Guidance regarding extensions are on the reverse of form EX1. If the agreed submission date falls after the end of the relevant academic year, you should complete the Request for Deferral Form (DF1) and obtain the approval by signature of the Head or Deputy Head of Subject.

If you have already attempted the assessment and handed in the work you should complete a Mitigating Circumstances Form (MC1) before the deadline date. Your application will be considered by the Mitigating Circumstances Board. If your claim is deemed valid the original mark for that component will be set aside and you will be assessed in that component again, as a first sit (deferred assessment). The mark gained for this subsequent first sit will replace any previous mark. For example, if you were awarded a mark of 50 for a component of assessed work and had a claim for mitigating circumstances deemed valid for that component by the Mitigating Circumstances Board the mark of 50 would be erased and you would do the assessment again as a first sit. If, when you took the assessment again you were awarded 49 for the component, the mark of 49 would stand.

### **What should I do if I have mitigating circumstances affecting examinations?**

If you know in advance that you will not be able to sit an examination due to valid mitigating circumstances you should complete the Request for Deferral Form (DF1) and obtain the approval by signature of the Head or Deputy Head of Subject.

If you miss an examination due to mitigating circumstances you should complete a Mitigating Circumstances Form (MC1). Your application will be considered by the Mitigating Circumstances Board. If your claim is deemed valid you will sit the examination as a first sit (deferred assessment) during the August assessment period.

If you sit the examinations but have mitigating circumstances you should complete a Mitigating Circumstances Form (MC1) before the relevant semester deadline date. Your application will be considered by the Mitigating Circumstances Board. If your claim is deemed valid you will sit the examination again as a first sit (deferred assessment) during the August assessment period. The mark gained for this subsequent first sit will replace any previous mark. For example, if you were awarded a mark of 50 for an examination and had a claim for mitigating circumstances deemed valid for that examination by the Mitigating Circumstances Board the mark of 50 would be erased and you would do the examination again as a first sit. If, when you took the examination again you were awarded 49 for the examination, the mark of 49 would stand.



**University of Chester – Registry Services**

**Undergraduate Administration and Examination Schedule 2009/10**

**October/November 2009**

w/c 26th October      Module Assessments to be generated and made available on e-vision.

**January 2010**

Friday 8th              Registry to send out exam information to departments for checking

Friday 22nd             Deadline for the return of exam information

**February 2010**

Monday 8th             Draft Timetable sent to Departments to check.

Monday 22nd            Publication of Examination timetable for all Levels

Friday 26th             Request invigilation details from Departments

**March 2010**

Friday 12th             Deadline for the return of invigilation details

Monday 15th            Release of seen Level 5 examination papers from Departments

Friday 19th             Inform SAO's re Specific Needs Requirements and invigilation

Monday 22nd            Stickers sent to Departments with Level 5 exam title, date and time printed on and how many copies are required

**April 2010**

Thursday 1st            All copied Level 5 exam papers to be returned to Registry

***Monday 12th April – Friday 23rd April - Level 5 Examination Period***

Monday 19th            Release of seen Levels 4 and 6 examination papers from Departments

Monday 26th            Stickers sent to Departments with Levels 4 and 6 exam title, date and time printed on and how many copies are required

## **May 2010**

Tuesday 4th	Inform SAO's re Specific Needs Requirements and invigilation
Friday 7th	All copied Levels 4 and 6 exam papers to be submitted to Registry

## ***Monday 17th May – Friday 4th June – Levels 4 and 6 Examination Period***

## **June 2010**

Monday 7th	Mitigating Circumstances Board
w/c 7th	SAB's
Friday 18th	E-vision mark entry and SAB deadlines
Friday 25th	E-vision mark entry deadline for Foundation Degree modules
Monday 28th	pre-meeting BA/BSc/BTH AAB

## **July 2010**

Thursday 1st	BA/BSc/BTH AAB
Monday 5th	BA/BSc/BTH Results released (Finalists)
Tuesday 6 <sup>th</sup>	BA/BSc/BTH Results released (Continuing students) Re-assessment/defer information made available to Departments
TBC	pre-meeting BED/PGCE
TBC	BED/PGCE AAB
Tuesday 6th	pre-meeting Foundation AAB
Friday 9th	Foundation AAB
Tuesday 13 <sup>th</sup>	Foundation Results released (all)
Friday 16th	Draft Reassessment Timetable sent to Departments to check.
Friday 23rd	All coursework re-assess/defer info to have been sent out by Departments to students home addresses
Monday 26th	Re-assessment/defer exam timetable published and sent to students' home addresses
Friday 30th	Request invigilation details from SAO's for assessment period

## **August 2010**

Friday 6th	Stickers sent to Departments with re-assess/defer Exam title, date and time printed on, and how many copies required.
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Friday 6th Inform SAO's re Specific Needs Requirements for assessment period

Monday 9th Deadline for return of invigilation details

Friday 13th All copied Re-assess/Defer exam papers to be submitted to Registry

**Monday 23rd – Friday 27th Re-assessment and Defer Examination Period for all Levels.**

w/c Monday 30th\* SAB's (to be held no later than the morning of Friday 3<sup>rd</sup> September)

**September 2010**

Friday 3rd 1pm deadline for entering marks on e-vision

Wednesday 8th Pre-meeting BA/BSc/BTH/FDN

Friday 10th BA/BSc/BTH/FDN AAB

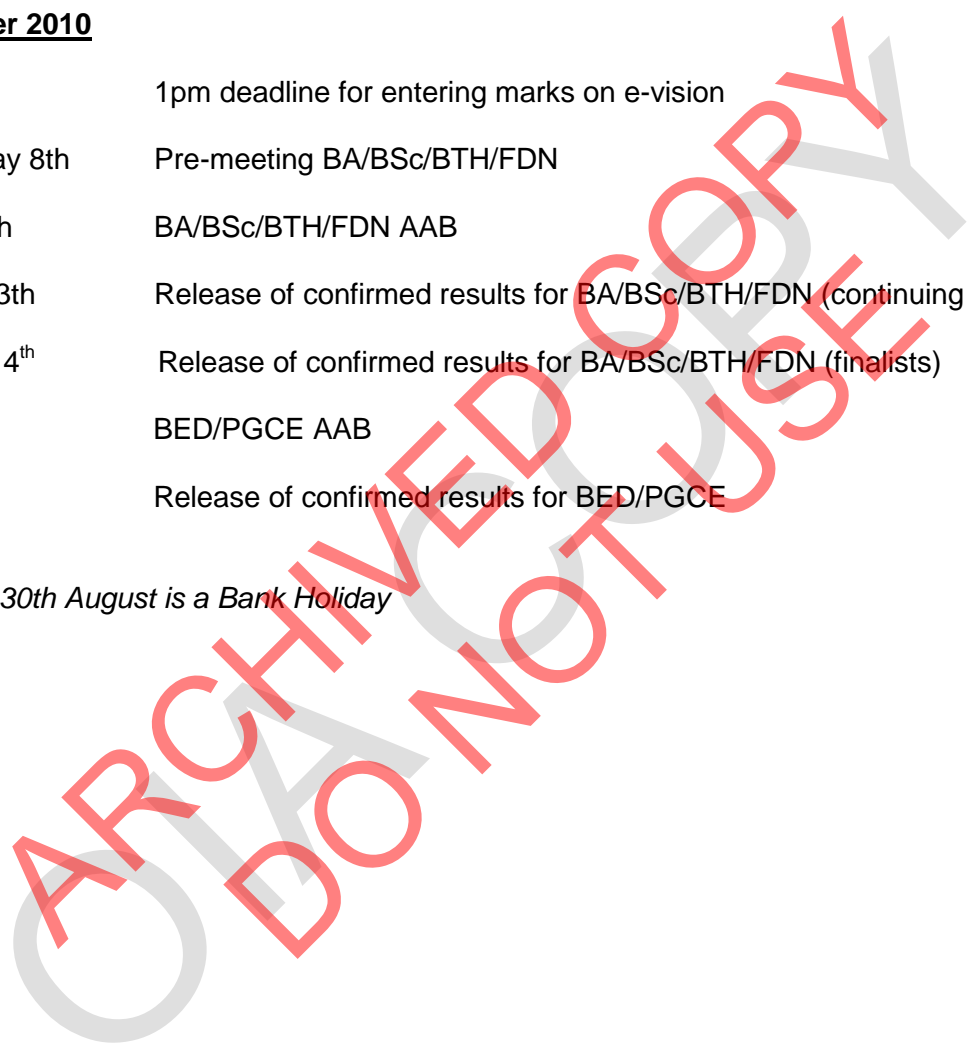
Monday 13th Release of confirmed results for BA/BSc/BTH/FDN (continuing students)

Tuesday 14<sup>th</sup> Release of confirmed results for BA/BSc/BTH/FDN (finalists)

TBC BED/PGCE AAB

TBC Release of confirmed results for BED/PGCE

\* Monday 30th August is a Bank Holiday



## **CERTIFICATE OF ATTENDANCE**

Following an Internal Audit report and with regard to the institution's status as a University in its own right there is a need to ensure the integrity of documents issued as Certificates of the University, both to ensure their special status is preserved for holders of academic awards and to ensure there are no perceived slights to the credibility of academic awards.

Whilst within the University we may understand nuances of distinctions between types of Certificate (e.g. Certificate of Attendance, Certificate of Higher Education, Learner of the Month certificate, Best Dressed Student, etc) that are/have been issued, we must recognise that outside the education world a document designated a certificate from a University is quite likely to be interpreted as an academic award that both represents and demonstrates the standards of the University making the award.

It has been agreed that documents designated as Certificates (and also those designated Diplomas and Degrees) should only be issued for validated academic awards of the University and only issued centrally. There will of course be circumstances where departments wish to recognise other sorts of achievement such as attendance on CPD courses, volunteering and other contributions. It is proposed that such recognition should be in the form of a document styled a 'Letter of Recognition' issued on University letterhead which would show the Department who is issuing the document and be authorised by the Head of Department or equivalent. Heads of department would be authorised to issue these. They might be a stylised document suitable for presentation and not necessarily in the format of a business letter, but would clearly convey that they are not an academic award of the University. A draft example is attached.

ARCHIVING DONOR

# Letter of Recognition

This letter has been issued to:

## A Student

by the Department of Other Studies of the University of Chester in recognition of

### Volunteering Activity in the Local Community

*Further individual text if required, giving individual congratulation/further information, etc.*

Signed      A Head  
                  Head of Other Studies

Date            1 September 2009

A letter of recognition recognises Attendance, Achievement or Contribution that is not itself a validated academic award of the University

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**Procedures relating to feedback on the assessed work of students  
with Dyslexia and other related Specific learning Difficulties**

**The Individual Assessment and Feedback (IAF) System**

**Guidance document for academic staff**

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## INTRODUCTION

In 2002, SENDA (Special Educational Needs and Disability Act), which forms Part IV of the Disability Discrimination Act, came into force. The SENDA legislation requires higher education institutions to ensure that “*assessment and examination policies, practices and procedures ... provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes*” (Section 3, precept 13). University assessors should, however, be reassured that it is a fundamental premise within the SENDA legislation that academic standards are maintained when making allowances for dyslexia in the marking of coursework.

To assist academic staff, and others involved in the assessment process, the staff of Learning Support Services have developed guidance, based upon identified good practice (ADSHE, 2004). A fundamental principle underpinning the guidance is to ensure that assessors are aware of the impact of dyslexia on students at the University of Chester.

In discussing the issue of giving feedback to students, Reid (2003) describes the need for teaching staff to have an awareness of ‘how dyslexia may affect a person’s self-esteem’ (p.273). Furthermore, in order to develop skills for present and future assignments, he considers it essential that students are aware of performance, stating also that, during feedback, oral discussions with a student may be beneficial.

A dyslexic student may experience limitations in working memory, causing reading and word recall difficulties, and slowness in handwriting. There may also be a tendency to misinterpret complex written and spoken information, all of which impacts upon the writing process as a whole. These problems occur as part of a wider and more persistent pattern of language processing difficulties. This may include slowness and lack of flexibility in manipulating language, together with difficulties in sorting information, and a tendency to experience information overload. The student can often explain better verbally what they want to express, than they can on paper.

Students with dyslexia will typically:

- Spend hours reading and processing complex information before writing;
- Experience difficulty formulating and transcribing sentences as quickly as other students;
- Make more spelling errors, even in word processed work;
- Tend to use familiar words they can spell, rather than more academic terms;
- Have difficulty with punctuation and grammar;
- Insert, omit or repeat small function words or word endings;
- Produce written assignments which may lack the ‘polish’ demonstrated by their peers.

Legislation states that those who assess student work must apply marking criteria and guidance accurately to ensure that students with dyslexia are not treated less favourably than other students for reasons of their disability. Furthermore, recommendations in the Singleton Report (1999) support the view that marking should be based on content, ideas and critical acumen. It should be noted, however, that some subject areas (e.g. languages) may assess competence with grammar, spelling and written expression, more explicitly than others. Assessors should also be mindful of any specific requirements of professional accrediting bodies which may apply.

Whilst the Association of Dyslexia Specialists in Higher Education (ADSHE, 2004) states that the Disabled Student Allowance (DSA) enables support mechanisms to be put in place, providing the dyslexic student with strategies to allow closer parity with non-dyslexic colleagues, this should not be perceived as a panacea. Indeed, it is important to know that not all students are eligible for DSA. Also, the process of application is often both lengthy and time consuming. Additionally, the role of the dyslexia tutor is not to act as a proof reader but to teach the dyslexic student strategies that they can use independently.

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## **The Individual Assessment and Feedback scheme (IAF)**

The IAF scheme is being implemented for use when marking the work of students with an identified SpLD. The IAF scheme will ensure that staff who are involved in the assessment process are provided with specific information relating to each individual student's identified difficulties, together with recommendations on appropriate feedback methods. Each IAF sheet will be developed by a specialist dyslexia tutor in Learning Support Services (LSS), and will be informed by reports produced by Educational Psychologists and Specialist Needs Assessors.

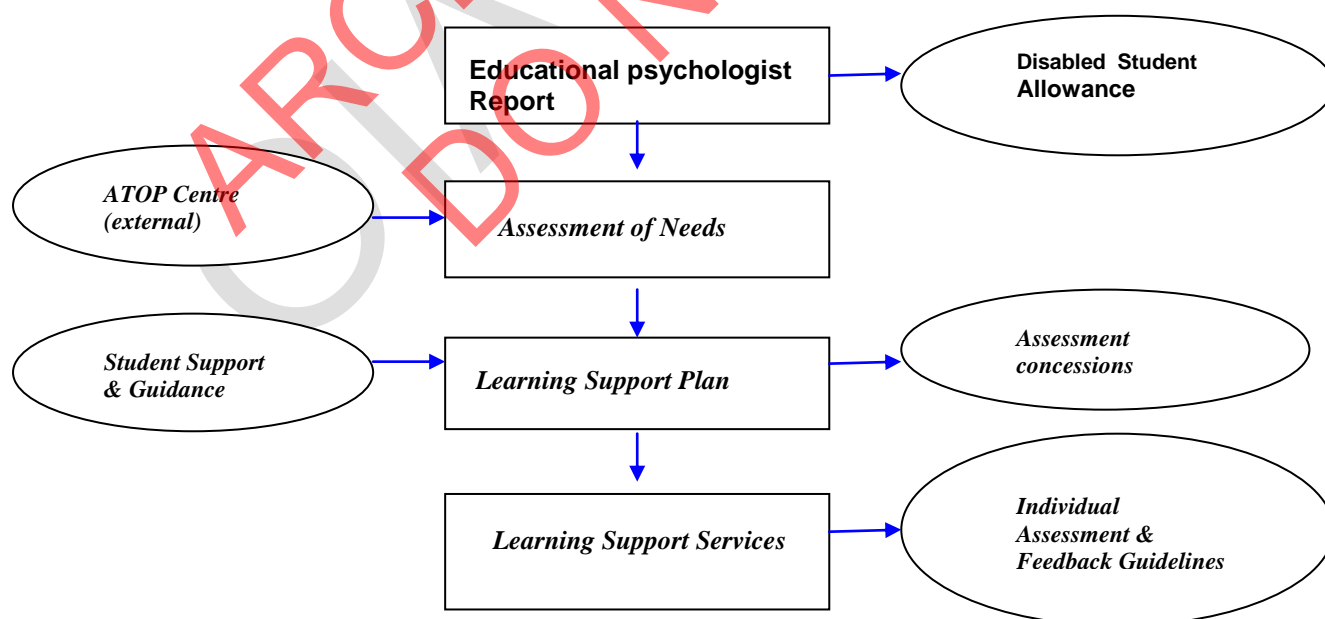
LSS staff will contact all students who have formally notified the University of their SpLD, to explain the new system and invite them to collect their IAF sheet. LSS will distribute a file copy of the original IAF to the Disability Link Tutor in the relevant department. Subsequently, it will be the student's responsibility to ensure that a copy of the IAF is attached to every piece of work submitted for assessment. Examples of IAF sheets can be found at the back of this booklet.

Staff involved in the assessment process will be informed of the IAF system by letter and through an IBIS newsfeed. Assessors should use the information in the IAF in conjunction with the guidance and feedback suggestions contained within this booklet (also available on IBIS, at the LSS pages), to produce tailored, constructive feedback.

This system will replace the current 'Guidelines for marking the work of students with specific learning difficulties (e.g. Dyslexia)', otherwise known as 'The Sticker System'. The IAF scheme does not replace the Learning Support Plans.

Note: students have not been allowed able to use 'stickers' since 1<sup>st</sup> October 2007.

### **Process for the generation of the IAF form**



## Guidance to staff when marking work and providing feedback

- Provided typed or electronic feedback to students as appropriate.
- Work submitted by a student with a recognised SpLD should be marked in exactly the same way as for any other student. In all instances a student must demonstrate they have met the learning outcomes of their course.
- It is important to acknowledge that application of these guidelines may not be possible at all times, and markers should use their own judgement when deciding how to apply guidelines to individual assignments in each module. However as Reid (2003) states, the student should be fully aware of why they have lost marks, thus constructive feedback is essential.
- To avoid any misconceptions, it should be made clear to the student how the guidelines have been applied to a particular piece of work to allow them to consider any extra proof reading strategies that they may need to employ. It is good practice to inform the student in advance if spelling and grammar are an important part of the brief.
- Remind all students that it is their responsibility to seek learning support as early as possible.
- If the academic subject matter explicitly assesses a student's ability to manipulate language, then caution must be exercised to avoid compromising academic rigour.
- Should the student's errors make a material difference to the meaning of their work (for example, a nursing student writing 'hypotension' instead of 'hypertension'), then it may not be possible to classify them as surface errors, as such errors may affect meaning. Feedback to students must explicitly highlight these errors to avoid any ambiguity.
- Tutors are advised to offer key subject terminology at commencement of modules for all students.
- In all circumstances, if surface errors or structural flaws make it impossible to reconstruct meaning and to determine if the learning outcomes have been met, then feedback and the mark awarded should reflect this.
- Where computer-based feedback is provided, consider the use of comment boxes, or coloured font.
- In extreme circumstances, alternative methods of assessing the learning may be deemed more appropriate and should be discussed in advance with Student Support & Guidance.

## Examples of good practice in feedback for specific IAF statements

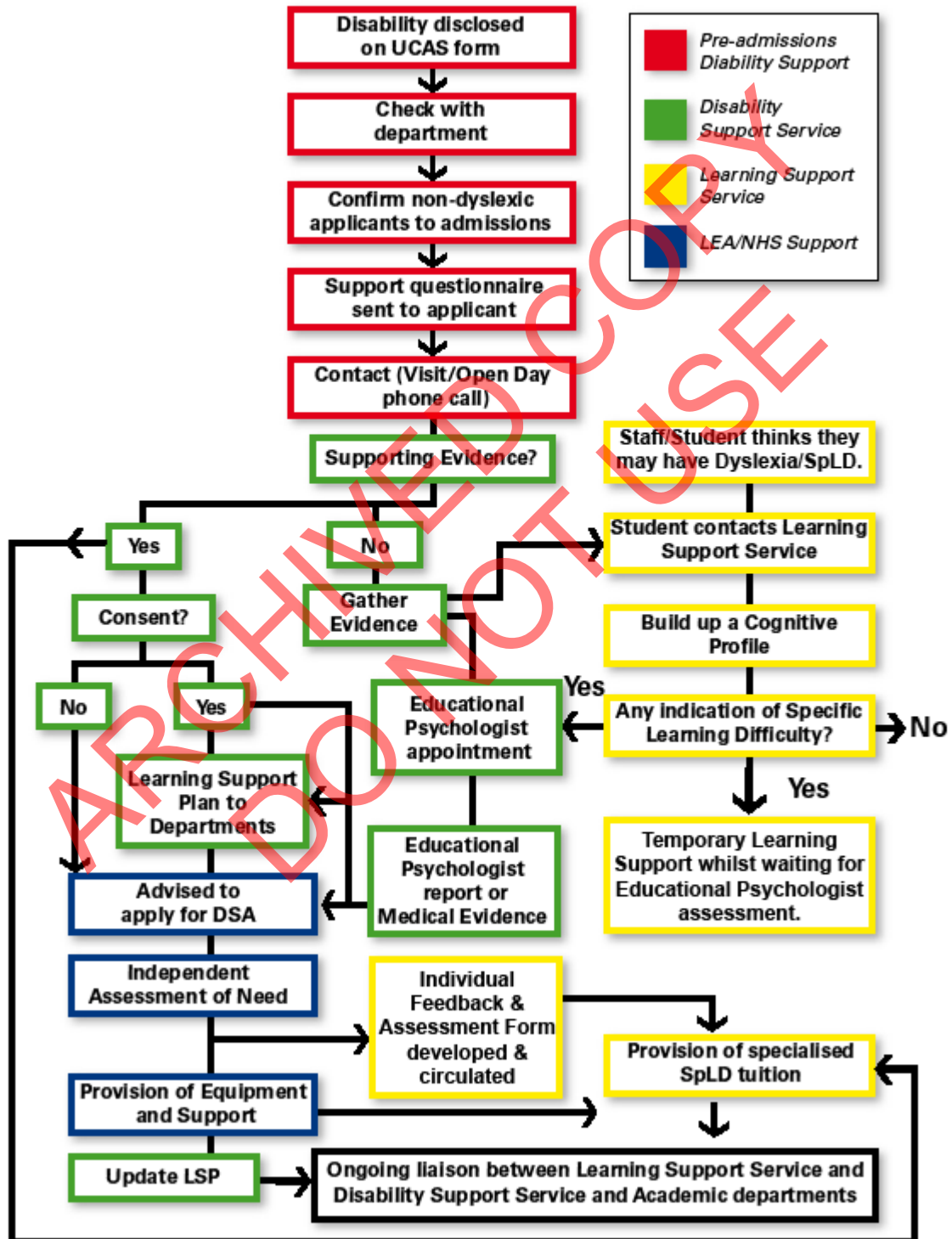
Providing written and verbal feedback on the work of students with dyslexia	Good practice recommendations
<p>Avoid penalising for lack of structure; a student with a SpLD is unlikely to be able to recognise spelling errors (despite repeated proof reading) -particularly homophones.</p>	<p>Give consideration to content rather than grammar, punctuation or spelling.</p> <p>Focus on what the student is trying to say/argue rather than on errors</p> <p>Concentrate on understanding the point even if there are mistakes in the text and, look for ideas showing evidence of understanding and knowledge. Let the student know you are marking for ideas and understanding only.</p>
<p>If you <b>do not</b> usually highlight spelling or grammar then let the student know so that they are aware this has not been checked.</p>	<p>Only correct a small number of errors or focus on a paragraph giving clear guidance about what is wrong and how it can be improved. Supply or refer the student to a list of key subject terms or relevant words they need to know.</p> <p>If you <b>do</b> highlight spelling or grammar then select the most common or major errors for comment, indicating clearly how a particular aspect of the work can be improved.</p>
<p>Even if an error is highlighted the student may be unable to correct this therefore, it is not productive to highlight errors made without explaining the nature of the error. Similarly it is time consuming and demoralising for a student to mark every error.</p>	<p>Try to offer constructive comments and use positive statements avoiding innuendos. For example, 'your point is not clear' is not helpful, it would be better to say, 'do you mean to say?'</p>
<p><b>Avoid marking in red as this has a negative effect.</b></p>	<p>Use different colours to mark and comment:</p> <p><i>1 colour for ideas, understanding and knowledge</i>  <i>1 for comments about grammar, punctuation and spelling</i></p>
<p>Be clear and specific when writing comments. Make comments legible and explicit avoiding complex sentences as students with a SpLD find it difficult to 'read between the lines'.</p>	<p>Feedback should not be handwritten.</p> <p>Consider the use of comment boxes (in negotiation with student).</p>
<p>Be sensitive, highlighting areas of achievement as well as areas where improvement needs to take place</p>	<p>Consider offering extra time for proof-reading and provide an opportunity to submit in draft format.</p>
<p><b>When giving feedback on oral presentations:</b> use positive feedback, which is informative and constructive</p>	<p>Mark for content rather than fluency of expression.</p> <p>Explain both the good points and how it can be improved. Consider the presentation environment to try and reduce</p>

	stress, and allow extra time to set up if requested.
<p><b>Assessment criteria:</b> Marking should always follow University guidelines, thus maintaining academic rigour and, relate to learning outcomes.</p>	<p>These guidelines should not conflict with assessment criteria as the learning outcomes must still be achieved. However, guidelines should be used sympathetically to allow the student to develop relevant skills.</p>
<p>Lack of order or clarity may mask a good understanding of ideas or reveal lack of clarity in thinking; therefore, in cases of serious doubt discussions with students may be beneficial when awarding marks.</p>	<p>In some circumstances (extreme difficulties) it may be necessary to consider whether an alternative method of assessment may be more appropriate to determine student subject knowledge (contact Student Support &amp; Guidance).</p>

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Referral process for students who may have an SpLD

University of Chester **The Disability Support Process**



Student Support and Guidance 2007

**Additional information is available on IBIS:**

Consult IBIS pages for:

- Learning Support Services
- Student Support & Guidance – Disability Pages
- Diversity & Equality

**Further reading and references:**

ADSHE (2004) *Guidance for Good Practice: Institutional Marking Practices for Dyslexic Students*. Retrieved April 18<sup>th</sup> from:

<http://www.adshe.org.uk/docs/Marking%20Guidelines.doc>

Pollock, D. (2005). *Dyslexia, the self and higher education*. Stoke-on-Trent: Trentham Books.

Reid, G. (2003). *Dyslexia: A Practitioner's Handbook*. (3<sup>rd</sup> ed.). John Wiley & Sons Ltd: West Sussex.

Great Britain. (2001). *Special Educational Needs and Disability Act 2001*, chapter 10. London: Stationery Office. Retrieved August 30, 2005, from <http://www.opsi.gov.uk/acts/acts2001/20010010.htm>

Singleton, C. (Ed.) (1999). *Dyslexia in Higher Education: policy, provision and practice. Report of the National Working Party on Dyslexia in Higher Education*. Hull: University of Hull.

**Useful Websites:**

British Dyslexia Association  
<http://www.bda-dyslexia.org.uk>

Skill: National Bureau for Students with Disabilities  
<http://www.skill.org.uk>

## Individual Assessment and Feedback Criteria (IAF)

**Assessment Number:**

**Course:**

This student has additional learning requirements in relation to their Specific Learning Difficulty (SpLD). This form is designed to alert you, as the marker, to the need to take into consideration the following individual feedback recommendations when marking and providing feedback on the student's work.

The student has been advised to seek early support from LSS to develop study strategies to support needs.

### Individual Feedback Recommendations for ANON

Student's main area of difficulty in writing concerns written expression, structuring writing and using academic language. Spelling is also a persistent difficulty; particularly when learning unfamiliar/complex words.

- Please provide examples of good use of academic language; students with SpLD often need models and examples of good practice in order to retain and replicate these as well as develop their academic writing style. Highlight 2-3 examples in the writing and, where possible, model an accurate alternative.
- Tutors are encouraged to highlight subject specific errors only (eg. medical terminology) so that the student can focus on correcting these; a short comment may be made about spelling. Highlight 2-3 examples of such errors in text.

Tutors are advised to offer key subject terminology at commencement of module for all students in accordance with best practice.

### Confidentiality

Learning Support Services produced this form with the student's permission. Please ensure that this information is handled appropriately.

Guidance in relation to these forms is available from the Learning Support Services,  
Voicemail: 01244 513319 (please state which campus)  
Email: lss@chester.ac.uk

All other disability matter should be referred to Disability Services, Student Support & Guidance.

## Individual Assessment and Feedback Criteria (IAF)

**Assessment Number:**

**Course:**

This student has additional learning requirements in relation to their Specific Learning Difficulty (SpLD). This form is designed to alert you, as the marker, to the need to take into consideration the following individual feedback recommendations when marking and providing feedback on the student's work.

The student has been advised to seek early support from LSS to develop study strategies to support needs.

### Individual Feedback Recommendations for ANON

Student's main area of difficulty in writing concerns sentence structure. They may also exhibit a tendency to misinterpret assignment questions and may need to re-read complex text to ensure meaning is fully absorbed.

- Please provide some specific examples of sentences that need improvement in relation to structure and expression, as well as direction on how to improve these. Highlight 2-3 examples in the writing and, where possible, model an accurate alternative.
- This student would benefit from direction (as appropriate) from course tutors to ensure accuracy in their interpretation of assignment questions.
- Please ensure that information given is clear, legible and concise in accordance with feedback guidelines and consider advising the student to review feedback given with either yourself or LSS to ensure understanding.

### Confidentiality

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Guidance in relation to these forms is available from the Learning Support Services,  
Voicemail: 01244 513319 (please state which campus)  
Email: [lss@chester.ac.uk](mailto:lss@chester.ac.uk)

All other disability matter should be referred to Disability Services, Student Support & Guidance.



**DISABILITY SUPPORT  
Guidelines for Amanuenses**

As professionals working for students at the University of Chester, it is important that you adhere to the following guidelines, which should ensure your professional status and afford appropriate respect for all parties involved. These guidelines should be read in conjunction with the document, 'Instructions to Invigilators', since an amanuensis may also have responsibility to act as invigilator.

**General Information**

You will be assigned a student or students for whom you will act as a scribe. We try to allocate the student the same scribe for all of their exams, however this is not always possible.

Some students require their amanuensis to type their answer. If so, you will be informed of this beforehand and a computer will be provided. You should take a USB stick with you so that you can save a back up copy of the student's answer (in case the computer should crash).

Any students using an amanuensis take their examinations in a separate room, normally in their department. Additional time is allowed and the amount varies according to the individual needs of the student. If you are not sure of the end time of the exam, you should ask the departmental office for confirmation of this.

If there are any problems during the examination which require an immediate response (e.g. a query to do with the paper), please go with the student to the departmental office for advice.

You should keep all information between yourself and the student(s) with whom you work strictly confidential.

**Before the Examination**

1. The following negotiations should be made with the student before the examination:
  - How are notes to be made? By you on the script, or, where a limited amount of writing is possible, by the student on a separate sheet of paper?
  - Punctuation and spelling. Does the student want to give only the main punctuation breaks, leaving the rest to you, or would they rather dictate every punctuation mark? Are there any unusual or technical terms which will be used? If so, will the student be able to spell these to you in the exam or would they like to give you a list of these beforehand so that you can familiarise yourself with them (n.b. this glossary is to aid preparation and should not usually be taken into the examination, unless prior agreement has been obtained from Disability Services).
  - What if you can't grasp a word? Should you ask the student to repeat it there and then, or would the student prefer you to come back to it later?
2. Arrive in good time (no later than 10 minutes before the start of the exam). Know where you are collecting the examination question paper from and where the exam is taking place (or where you are meeting the student).
3. Make sure that you have a selection of blue or black pens, a pencil and an eraser (in case you have to draw diagrams).
4. Amanuenses who are typing the examination should note that a desktop computer with Microsoft Word will be provided. The computer should be ready for you to use. Please

save the document frequently during the exam and also save a back up copy to disk. At the end of the examination, the paper will need printing out and inserting into the answer booklet. If there are any problems with the computer in the examination you should report this to a member of staff in the department.

### **During the Examination**

5. You must write / type the answers exactly as they are dictated, and draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions.
6. There may be some sections of the exam that the student wishes to complete independently, and you should include these sections in the appropriate place in the finished script.
7. Some students may wish to read and check the exam script themselves, but some may need, or prefer, you to read the script aloud to them for checking.
8. You must never give factual help to the candidate, nor indicate by any word or action that you think they have made a mistake. If the student asks you to provide them with factual information or makes any other requests which you consider to be unfair, you should explain that this is not in keeping with your role and is against University policy. If they continue to make such requests you should report this to the departmental office or Disability Support.
9. You should generally speak only when spoken to, leaving the student in charge of the exam. However, there are certain circumstances when this 'rule of silence' has to be broken. For example, if you are unable to keep up with the speed of dictation or if you need to ask the candidate to repeat something you did not hear well.
10. You must present the exam answers in the usual format; this includes filling in the student's details on the front of the answer book, placing papers in the correct order, etc.

### **After the Examination**

11. Completed paper should be taken to the departmental office
12. To arrange payment for your work you should fill in and submit a University Claim Form. Forms can be collected from Disability Support and should be returned there. The rate of pay for an amanuensis is £9.50 per hour.

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If you have any queries regarding any of the above, please do not hesitate in contacting:

#### **Disability Support**

**Chester** Room CBK 113, Binks Building tel 01244 511550

**Warrington** Martin Building tel 01925 534282

Email [disability@chester.ac.uk](mailto:disability@chester.ac.uk)

Thanks to the University of Manchester, University of Hull, University of Essex and University of Western Australia for their input into these guidelines.

**DEGREE CLASSIFICATION BSc MIDWIFERY  
(TOP-UP PROGRAMME)**

In order to qualify for the pre-registration Midwifery Diploma in Higher Education students must complete 120 credits at Levels 4, 120 credits at Level 5 and 60 credits at Level 6. The additional credits at Level 6 are compulsory and are not optional. Students who have successfully completed the pre registration Midwifery Diploma in Higher Education programme and opt to take an additional 60 credits to complete the BSc Midwifery programme shall have their degree classification based on the 120 credits achieved at Level 6 (60 credits from the Dip HE and 60 credits from the BSc), provided the student registered to join the BSc Midwifery programme in the academic year following the completion of the Midwifery Diploma in Higher Education. For example, a Diploma in Higher Education student who completes the Diploma by September 2009 must commence the BSc programme in October 2009 if they wish all 60 Level 6 credits to be counted as part of the BSc programme and included in the degree calculation. The degree calculation will then be calculated as is the case for students with 120 credits at Level 6.

A Diploma in Higher Education student who completes the Diploma by September 2009 but does not commence the BSc programme until October 2010 will only be able to APL 30 Level 6 credits into the BSc and the degree classification will be based on the 90 credits Level 6 credits taken on the BSc programme.

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**APL AND DEGREE CLASSIFICATION FOR  
POST-REGISTRATION NURSING STUDENTS:  
NOTES OF GUIDANCE**

Extract for Principles and Regulations :

**E8 Credit Exemption and the Assessment of Prior Learning**

Credit may, at the discretion of the University, be granted to students registered for a programme, pathway or course of study from that part thereof for which they can demonstrate prior achievement of the learning outcomes or their module and level equivalent. Credit may be granted for up to 50% of the amount required for an award, with the following exceptions:

- (a) where a programme of study is designed for direct entry to Level 6 of an Honours degree (involving 120 credits at that level), the maximum credit exemption which may be granted shall be 25% of the credits required for that level. **Exceptionally, a student may seek admission with credit to a programme of study leading to a Level 6 award based on APL exceeding the normal maximum of 25 % at Level 6 if:**
  - i) **the APL comprises additional University of Chester Level 6 credit which has been awarded for successful completion of Free Standing Modules**  
**and**
  - ii) **the University of Chester modules were undertaken within five years of the date of the final award**  
**and**
  - iii) **the APL credit does not exceed 50% of the credits required for the Level 6 award.**

**The marks gained for any Level 6 University of Chester Free Standing Module will be included in the overall degree calculation. Students cannot under any circumstances use University of Chester Free Standing Module marks to replace modules previously registered on an award bearing programme.**

- (b) at Level 7, specifically in the case of an applicant with 120 credits or a postgraduate diploma which satisfies the programme's learning outcomes, a candidate may be granted credit up to a maximum of 66.7% for the purpose of completing a Masters award with a 60-credit dissertation.

Students who have successfully completed 240 credits of certificated learning through study on a higher education programme at a recognised institution may be considered for admission to Level 6 of a programme at the University of Chester. Such students may not be eligible for any further credit exemption within the programme concerned.

To be eligible for a named award, a candidate shall have gained all the required credit points, whether by accredited prior or experiential learning or by the study and assessment of University of Chester's modules.

## Notes of Guidance

It is important that all those involved with the granting of APL, including students, understand that these regulations must be adhered to. **All three** conditions must be met.

- i) the APL comprises additional University of Chester Level 6 credit which has been awarded for successful completion of Free Standing Modules***

These are Level 6 modules that students register to take and are not, at the point of registration, part of an award bearing programme.

- ii) the University of Chester modules were undertaken within five years of the date of the final award***

The date of the final award is the date of the Awards Assessment Board.

For example:

The University's academic year runs from 1 August – 31 July each year.

A student who registered for Free Standing Modules in 2002/03 must receive their award by one of the Awards Assessment Boards during the academic year 2007/08.

A student who registered for Free Standing in 2006/7 must receive their award by one of the Awards Assessment Boards during the academic year 2011/12.

In the Faculty of Health and Social Care the end of academic year Awards Assessment Board normally takes place in September. For the purpose of calculating the registration period of a module granted as APL the September Board will be classed as part of the previous academic year. So, an AAB taking place in September 2008 will be classed as academic year 2007/8 and any module APL claim must be from 2002/3 or later. For a student presented to the January 2009 AAB any module APL claim must be from 2003/4 or later.

The date of the module is taken from the academic year the module was first registered, not from when the assessment was completed.

***and***

- iii) the APL credit does not exceed 50% of the credits required for the Level 6 award.***

For a BSc award a student requires 120 Level 6 credits. The total APL may not exceed 50 % of the credits needed for the award (60 credits) and of those 60 credits 30 credits or more or more must be University of Chester Free Standing Modules.

## **GUIDANCE ON ASSESSMENT FEEDBACK SHEETS**

The University does not have a standardised feedback sheet for return to students with marks and comments on their coursework. However, in addition to such obvious matters as assignment title, Student Assessment Number and suggested mark (which must be indicated as provisional pending the meeting of the relevant Subject and Awards Assessment Boards), feedback sheets are expected under the University's requirements to make reference to such matters as:

- word count limit
- assignment weighting within the module
- priorities for developmental guidance
- guidance on how to obtain further advice

Most external examiners comment very favourably on the high quality of the University's written feedback, the best examples of which balance supportive comments with suggestions for improvement and which offer a similar amount of advice whatever the standard of the student's performance.

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## **STANDARDS ON ASSESSMENT, FEEDBACK, AND THE ORGANISATION AND MANAGEMENT OF STUDENTS' LEARNING EXPERIENCE**

At the University of Chester all academic departments work hard to manage student expectations at all levels and in all aspects of their academic experience. Good communication and the application of the following standards are among the ways in which a high quality student experience is ensured.

### **Standards in Assessment and Feedback**

At the University of Chester:

1. All departments review assessment methods and timings across each programme on an annual basis prior to the production of module handbooks, in order to try and minimise assessment bunching for students within the department.
2. Staff communicate with students at an early stage in the academic year information about their programme including their assessments and the timing of these assessments, in order to raise awareness of assessment requirements and to assist students in planning ahead.
3. Departments provide to students both the hand-in dates for assessments and the dates when feedback on assessments will be made available. Departments will provide feedback to students within the four term-time weeks as prescribed by the University.
4. If in exceptional circumstances work is not to be returned to students within the prescribed four term-time weeks then students are notified at the earliest opportunity and given an explanation and a revised date when they will receive feedback.
5. Students receive formal feedback on an item of formative or summative assessment before the end of the autumn term.
6. Feedback is detailed and clear so that students can understand how they have performed, the strengths of their work and how it might be improved. Tutors make themselves available to students in order to discuss feedback.

### **Standards in Organisation and Management**

At the University of Chester:

1. When occasional temporary room changes have to be made this is communicated quickly and clearly to students. Departments take all reasonable steps to make students aware of any changes including, for example: the tutor giving advanced notice whenever possible; an email being sent to all students

affected by any change; notices being posted in the relevant buildings and on doors; the relevant administrative staff being fully briefed about the change.

2. Programme information is provided to all students at the start of each year. Staff indicate to students the importance of such information and highlight key issues to students.
3. Module handbooks are provided to all students at the start of the module and this will include clear and appropriate information and give details of the timings and requirements for assessments.
4. All students are made aware of the location of the department office (or equivalent) and the names of the departmental staff.
5. Students are informed about how best to contact their tutors, including how to arrange appointments. Tutors advertise office hours, when they are available to deal with student queries.
6. Departments provide feedback to all appropriate students on actions taken in response to evaluations.
7. Departments have robust processes for Staff Student Liaison Meetings, to ensure that communication of issues is maximised. Feedback to students on actions taken in response to meetings are communicated back to students in a timely manner.

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### **ASSESSMENT PLANNING FOR PANDEMIC FLU, 2009-10 ONLY**

#### **1. Use of extensions**

Extensions should be granted where appropriate, with the understanding that marks must still be available for the Subject Assessment Board.

#### **2. Acceptable Evidence**

Those with suspected pandemic flu are instructed not to visit their GP surgery, thus limiting the evidence students would usually be expected to provide in support of an extension or deferral request. Therefore, it has been agreed that the reference number given by NHS Direct should be accepted as evidence. This should only be accepted for extensions of a maximum of three weeks from the submission deadline; if the student is still unable to submit, independent documentary evidence must then be provided.

#### **3. Flexibility of deadlines**

It is accepted that if significant numbers of students ask for extensions, departments may then consider moving the submission deadline to a point later in the academic year. In such cases, all students should be given the new deadline, regardless of whether they had mitigating circumstances or not. Any students who had already handed in the assignment in question must be offered the opportunity to resubmit it if they want to do further work ahead of the new deadline.

#### **4. Feedback**

Should deadlines be moved, it is understood that numerous assessments may then be submitted at the same time; where there are issues relating to the timing of feedback, departments are asked to ensure students are kept informed.

#### **5. Changes to Assessment**

Exceptionally, circumstances may demand that there is a change to the mode of assessment (e.g. group-work) set out in the module descriptor. If so, the prior consent of the external examiner must be obtained and the change should be notified to the Faculty Board of Studies for (retrospective) confirmation. In the unlikely event that a change to the learning outcomes is also required, please consult the Dean of Academic Quality & Standards (or if unavailable an Assistant Registrar in AQSS) as well as the external examiner.

#### **6. Monitoring by AQSS**

Changes to deadlines or to modes of assessment affecting whole cohorts, as in paragraphs 3 and 5 above, should be notified to the Dean of Academic Quality & Standards for monitoring purposes.

September 2009