



University of
Chester

Handbook

F

Quality and Standards Manual

TO ACCOMPANY THE
PRINCIPLES AND REGULATIONS:
THE ASSESSMENT OF
STUDENTS
AT LEVELS 3, 4, 5, 6, 7 AND
TAUGHT PROVISION AT LEVEL 8

2016 – 2017

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Services (AQSS)
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The University of Chester has framed Principles and Regulations which govern the assessment of students at levels 3, 4, 5, 6, 7 and taught provision at Level 8.

The following sections of the Quality and Standards Manual, which together form Handbook F: The Assessment of Students at Levels 3, 4, 5, 6, 7 and Taught Provision at Level 8, expound how these Principles and Regulations are fulfilled.

Each section contains the relevant appendices.

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Introduction

SECTION

1

Quality and Standards Manual

HANDBOOK F:
The Assessment of Students
at Levels 3, 4, 5, 6, 7 and Taught
Provision at Level 8

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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 relating to any student who is subject to assessment, shall declare such an interest in advance to the Chair of the Module or Awards/Progression Board as appropriate. When such a declaration has been made, it is incumbent upon that Chair, in conjunction with the Deputy Registrar and Head of Student Administration, to take such steps as are necessary to safeguard the integrity and equity of the assessment process. Measures available to the Chair of the Module or Awards/Progression 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.



University of
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Accreditation of Prior Learning (APL)

SECTION

2

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HANDBOOK F: The Assessment of Students at Levels 3, 4, 5, 6, 7 and Taught Provision at Level 8

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SECTION 2: ACCREDITATION OF PRIOR LEARNING (APL)

1. The University recognises, in partial fulfilment of its own requirements, qualification and experience gained elsewhere. Students wishing to apply for accreditation of prior credited/ certified or prior experiential learning (APCL/ APEL) may apply for exemption from parts of a programme for up to the maximum credit value allowed. Application for recognition of credit already achieved shall normally be made immediately upon registration for the student's programme of study, and all decisions shall be reported to the relevant Module Assessment Board.
2. APCL and APEL are defined as follows:
 - **APCL** is demonstrated on an academic record (certificate or transcript) and there is no charge for it, provided its 'age' is within the stated time limits.
 - **APEL** is non-certificated, has to be assessed by the University and carries a charge.
3. The accreditation of credited or certified (APCL) and uncertified (APEL) learning may only be awarded where evidence of achievement is provided and, where appropriate, has been assessed in relation to module and level equivalence.
4. There are no limits on the use of credit previously awarded by University of Chester for either a lower level qualification, or on a free-standing basis, which corresponds to modules within the new award. With regard to 'external' credit, accreditation may be granted for up to two-thirds (66.67%) of the amount required for an award, providing that a minimum of 40 credits are awarded by the University of Chester

Where an award consists of credits from across different levels, a minimum of 80 new University of Chester credits must be studied at the highest level of the award

The marks gained for any University of Chester modules undertaken within five years of the date of registration on the new award shall be included in the calculation of the final award classification. Students granted Accreditation of Prior Learning cannot, under any circumstances, use these module marks to replace marks for modules for which they were previously registered on an award-bearing programme. Module marks attained as part of a Foundation Degree shall not be included in the calculation of the final award classification of an Honours Degree.

5. The maximum age of credit shall be five years, unless:
 - (a) The application to use 'older' credit is accompanied by a demonstration that the learning has been brought up to date in the workplace, via continuing professional development which is shown to be directly relevant to the new award

OR

- (b) The 'older' credit is accompanied by some form of assessment e.g. a reflective portfolio.

The maximum age of credit brought into a programme, added to a student's maximum registration period, gives the total time span of credit on an award. The maximum registration period will vary according to the amount of credit brought into the award, as detailed below:

Master's Degree

Amount of APCL or previous University of Chester free standing or lower award credit	Maximum 'age' of credit	Maximum Registration Period	Total Time Span of Credit
120	5 years	3 years	8 years
60	5 years	5 years	10 years
<60	5 years	6 years	11 years

Bachelor's Degree

Amount of APCL or previous University of Chester free standing or lower award credit	Maximum 'age' of credit	Maximum Registration Period	Total Time Span of Credit
240	5 years	3 years	8 years
120	5 years	5 years	10 years
60	5 years	6 years	11 years
<60	5 years	7 years	12 years

Foundation Degree

Amount of APCL or previous University of Chester free standing or lower award credit	Maximum 'age' of credit	Maximum Registration Period	Total Time Span of Credit
120	5 years	3 years	8 years
60	5 years	5 years	10 years

6. An applicant seeking to make a claim for APCL should seek to complete the form 'Application for Accreditation of Prior Credited/Certified Learning' (Appendix 2A) in consultation with the relevant Admissions Section and the Faculty Academic Assessor. All such claims should be for learning successfully achieved in the previous five years, and be supported by transcripts or certificates. An applicant or student seeking to make a claim for APEL should seek to complete the form 'Application for Accreditation of Prior Experiential Learning' (also Appendix 2A) in consultation with the Faculty Academic Assessor. The Faculty Academic Assessor is a member of faculty staff with knowledge of the programme of study for which the candidate is applying. Once completed all forms must be ratified by the Faculty Credit Co-ordinator. The Faculty Credit Co-ordinator has delegated authority to act on behalf of both the Module Assessment Board and the Awards/Progression Assessment Board. If approved, the claim is forwarded to Registry Services and the Finance Department. The Faculty Credit Co-ordinator will inform the Faculty Academic Assessor of the outcome of the application, along with the candidate.

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Requirements for Reasonable Adjustments to Assessment

SECTION

3

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SECTION 3: REQUIREMENTS FOR REASONABLE ADJUSTMENTS TO ASSESSMENT

1. 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

2. 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 by appropriate professional; where evidence is unclear the student may be asked for further evidence. 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.
3. 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.
4. 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 (Assessment Team).
5. The student shall be informed, in writing, by Registry Services (Assessment Team) 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

6. In recognition of the significant timeframes involved in the process outlined above, students who, as an outcome of screening (such as a Dyslexia Assessment Screening Tool DAST, Form 8 or equivalent) and 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 Student Support Manager (or nominee) will confirm to Registry Services that additional time may be granted for further assessment periods.
7. 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.
8. 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.
9. 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

10. 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 Department, 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 Disability Services Manager or equivalent. Advice on alternative forms of assessment may be sought from Disability Support and the Dean of Learning and Teaching.
11. Guidance on options available to students with specific needs appears in Appendix 3A.



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**Operational Requirements to be
Observed by Examiners and Examinees**

SECTION

4

Quality and Standards Manual

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SECTION 4: OPERATIONAL REQUIREMENTS TO BE OBSERVED BY EXAMINERS AND EXAMINEES IN THE COURSE OF THE PROCESS OF ASSESSMENT

4.1 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 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.
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 15 (below).
6. Wherever possible, students should avoid taking mobile phones or other electronic devices into the examination venue; where such devices are taken into the venue, they must be switched off and stored at the front of the examination room. All items are introduced into the venue at the owner's risk.
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. Identification checks on female students opting to cover their face will be conducted with discretion by a female member of staff. Female students who for reasons of faith require the presence of other females in the examination venue should alert both Registry Services and their academic department(s) at the beginning of the academic year.
13. The impersonation of assessment candidates is prohibited and candidates must not allow themselves to be impersonated.
14. Candidates should complete the front of the examination answer book and seal down the right hand section. A candidate who fails to do so will forfeit the right to have her/his paper marked anonymously.
15. Candidates are not permitted to write in the examination answer books during any allocated reading time.
16. 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.
17. 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.
18. The use of scrap paper is not permitted and all rough work must be done in the answer books provided.
19. 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.
20. When time is called at the conclusion to the examination all writing must cease immediately.
21. 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.

22. 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.
23. 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.
24. Candidates are expected to ensure the entire contents of their exam script are legible; in cases where anyone involved in the marking of the work is unable to read the full script, the department will offer the option of the formal transcription of the paper by a scribe designated by the University, with the student translating their original script. The student must pay the transcription fee directly to the service provider. In order to avoid delays with the processing of results, the student will be given seven days from original notification to make themselves available for the transcription session. Upon completion of the transcription, the student must sign a statement confirming that the transcription represents precisely the contents of the original script. Any alteration from the original may be considered academic malpractice. Should the student fail to make themselves available within the specified period, the illegible section of the script will not be marked and the final mark will be derived from the legible sections.
25. Except where a foreign language is the subject of the assessment, papers should normally be set and answered in English.
26. Formal examinations are always held in accessible locations. Department organised assessments should also take place in locations accessible to all students due to undertake the assessment.

Guidelines for students unable to return to the University (or Partner) to undertake formal assessment

Students are expected to undertake examinations and other formal timed assessments at the University of Chester or Partner organisation as appropriate. However, there may be exceptional cases where this is not possible and where students may request permission to undertake assessment from overseas. The request will normally only be considered for students whose country of domicile is outside the United Kingdom and for examinations which take place outside the University's official term dates. Holidays are not considered legitimate grounds for failing to undertake assessment at the specified venue. Students must contact the Deputy Registrar in the first instance in order to discuss their request.

In addition to deciding whether a student may, in principle, undertake assessment from overseas, the University will also decide whether the proposed venue is acceptable. The

University will reject requests where either the student's circumstances and/or proposed venue are not deemed acceptable, or where insufficient notice is given (see below).

Wherever possible, assessments should be organised via the British Council. In cases where this is not possible (where the British Council does not offer this service in the country in question, for example), the University **may** agree to the student undertaking the assessment at an institution of higher education.

Following initial discussion with Registry Services, students seeking permission to undertake an examination overseas must first establish whether the British Council/proposed Higher Education Institution are able to provide the required service at the required time; upon receipt of this confirmation the student must then complete and return Form OE1 to Registry Services at least 4 weeks prior to the commencement of the examination period. This should provide details of the reasons for the request, the proposed venue at which the assessment will be taken, the relevant module codes and titles, as well as contact details of a named officer at the British Council/HE institution. The University of Chester will then decide whether the request is approved or rejected. Students will be notified of the decision in writing within 2 weeks of the receipt of Form OE1 by the University. In cases where the request is rejected, the student will be expected to return to the University or Partner to undertake the assessment. Students must complete Form OE1 for every examination period in which they request permission to undertake assessment overseas.

In all cases, the assessment must take place at precisely the same time as at the specified venue, regardless of the impact of the time difference between the United Kingdom and the country in question.

It is the responsibility of the student to pay all fees incurred directly to the host organisation; in addition the University of Chester will charge an administration fee of £150 per assessment period, the fee for which must be paid within 7 days of notification that the request has been accepted.

4.2 Written Examinations: Procedures for Examiners

1. Registry Services 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. Identification checks on female students choosing to cover their face must be conducted with discretion by a female member of staff
10. 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.
11. No examination may be left without an invigilator while the paper is in progress.
12. 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.
13. 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.
14. 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 staff at the end of the examination.
15. 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 Student and Programmes Administration Manager, who shall have the power to exclude the candidate from the examination room and shall report the matter to the Chair of the Awards/Progression Assessment Board for investigation.
16. 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 Module 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 Student and Programmes Administration Manager shall also be notified that such a breach has been observed.

17. 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.
18. In certain special cases, candidates shall be allowed additional time for completion of their examination. Such candidates will have been identified by Registry Services 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.
19. It is the responsibility of subject departments to provide any special requirements for specific examinations. Guidance for amanuenses appears in Appendix 4B.
20. Registry Services 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.
21. Invigilators shall be responsible for ensuring that completed scripts are delivered to the relevant department(s) for marking purposes.
22. Any changes to the original invigilation list shall be notified to Registry Services 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.
23. The invigilators shall inform the Student and Programmes Administration Manager (or her/his representative) immediately of any unsatisfactory conditions or activities which they consider detrimental to the conduct of examinations.
24. The Operational Requirements to be observed by examiners and examinees shall be published prior to each assessment period by Registry Services, 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 on extension 3582 (Chester); 4396 or 4234 (Warrington).
27. 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.

28. In cases described under (28), 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.
29. 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. Taking into account the requirement for there to be at least two invigilators present in the venue, invigilation ratios are as follows:

Number of students sitting examination	Number of invigilators required
1-34	1
35-69	2
70-100	3
>100	1 additional invigilator per 34 additional students

4.3 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.

For dissertations or other assessment where the supervisor is also the first marker, the first marker will know the student's identity when marking the work; this will allow them to use their knowledge of the student's work through their supervision meetings to aid the identification of academic malpractice such as data manipulation/invention and material from other sources.

Further guidance on this and on other aspects of anonymous marking appear as Appendix 5A.

4.4 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 7.6 of this Handbook). It shall be the duty of Heads of Department to ensure that students are notified of due submission dates and the penalty scale to be applied in the case of late submission.

4.5 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 7 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.

4.6 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 4.1 above. Where an 'Open Book' assessment is specified, the Head of 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 Department 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.

4.7 Electronic Submission of Coursework Assessments

Unless there are compelling technical reasons which make this impossible, all work must be submitted electronically via the Turnitin integration in Moodle.

At the beginning of each academic year and/or well in advance of the first submission deadline the module leader will set up the required post-boxes on the module's Moodle space, ensuring that the guidance set out in the Turnitin guidance notes is followed.

When submitting the work, students must ensure that they include their assessment number (in 2015/16 this will begin with the letter K) in the header or footer of the work. When submitted the work immediately goes through the Turnitin process and only when this is complete will the work be recorded as having been submitted; students should therefore ensure that they commence the submission process in sufficient time to allow this to happen before the deadline.

It is the student's responsibility to ensure they submit the work to the correct postbox; failure to do so will result in a mark of zero being recorded.

Further requirements relating to the marking of assessed work appear in Section 5.



University of
Chester

Requirements for the Marking of Assessed
Work

SECTION

5

Quality and Standards Manual

HANDBOOK F:
The Assessment of Students
at Levels 3, 4, 5, 6, 7 and Taught
Provision at Level 8

2016 – 2017

Authored by: Registry Services

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SECTION 5: 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.

The work presented by a student 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 5A of this Handbook.

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

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

The statements which follow on monitoring and double-marking are requirements for Levels 5, 6, 7 and taught provision at Level 8. There is no obligation to observe the requirements on monitoring and double-marking in relation to work submitted at Level 3 or Level 4. However, no student shall be failed in a Level 3 or Level 4 module without a monitor 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 3 or 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 the University's practice on second-marking via handbooks.

5.1 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.

5.2 Composition of samples

A sample of a given batch of assessments shall be fully second-marked by the monitor. The sample shall include: (a) the highest-marked assessment, (b) all assessments 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 assessments. In cohorts of 24 students or less, the minimum size of the sample (including best work and fails) shall be six assessments. In cohorts of over 100 students, a sample smaller than 25% may be monitored, but in no such case shall the number of assessments monitored 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 Levels 3 and 4, the sample should be sufficient to enable the External Examiner to confirm all marks in the Fail category and to see a selection from each class, including those at borderlines, in order to be satisfied that each student is fairly placed in relation to the rest of the module cohort. At Level 3 and 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 module, by negotiation.

5.3 Changes to marks

Having seen all the work in this category, the monitor may propose changes to the marks of individual assessments first-marked at 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. In cases where first-marker and monitor cannot agree, the Chair of the relevant Module Assessment Board shall arbitrate, with recourse as necessary to a third internal marker.

The monitor shall not propose changes to the marks of individual assessments first-marked at 41% or above, 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 assessment the mark for which moves into the category of 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 assessments first-marked at 40% or below.

Marks returned to students as feedback must (a) be the agreed marks following completion of internal first marking and monitoring, not the marks of the first marker and the monitor individually; (b) be clearly indicated to students as provisional, pending consideration by the external examiner and the decision of the relevant assessment board.

5.4 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 assessment feedback forms, provided that the Monitoring Form is completed.

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 monitoring 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 Module 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 Module Assessment Board shall arbitrate, with recourse as necessary to a third marker;
- (iii) record the total number of assessments passed to the monitor, and the names (or numbers) of students whose assessments were in the sample monitored, as evidence that procedures have been followed;
- (iv) record all cases in which changes have been proposed to marks of 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.

5.5 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 5B]. The Chair of the Module Assessment Board has discretion to apply double-marking to other modules in consultation with the External Examiner. Where 100% double-marking has taken place the monitor may propose changes

to any individual mark; where the two markers cannot agree a mark, the Chair of the Module Assessment Board shall arbitrate as set out above.

5.6 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) an enhanced sample comprising at least 20 scripts drawn from different classes shall be initially double-marked to verify the marking standard. If the double-marker does not agree with the marking standard a meeting shall take place with the Chair of the Module Assessment Board in order to agree the internal mark. The Chair of the Module Assessment Board shall ensure that these procedures apply at least for the first assessment in which such new tutors are involved and shall determine the point at which the double marking or enhanced monitoring is no longer required.

5.7 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 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 5.4 above. For work at Level 3 or 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.

5.8 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 assessments arising from practical work shall be subject to the normal procedures set out in paragraphs 5.2 to 5.4 above.

5.9 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 Module 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 Module Assessment Board.

It must be ascertained whether the student has any declared disability that may affect their ability to reflect their knowledge in a *viva voce* examination and where this might be the case Disability Support should be consulted to ensure any required reasonable adjustments are put in place.

5.10 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 Module Assessment Board and, in exceptional cases, to the Awards/Progression Assessment Board. A student who wishes to complain about a mark following the final Awards/Progression Assessment Board of the academic session should follow the University's Appeals Procedure. Complaints against academic judgment are not permitted.

5.11 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 the Portal or on a Departmental noticeboard, as appropriate). Feedback on dissertations may be deferred until after the relevant Module Assessment Board 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.

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).

5.12 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 monitoring shall be interpreted flexibly within the spirit of paragraphs 5.2 to 5.4 above. All work proposed (before adjustment for reassessment) for a mark of 40% or below shall be monitored, plus a representative sample of work proposed for higher marks (prior to any adjustment to 40%). All work subject to monitoring 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 12 of this Handbook. Paragraphs 5.5 to 5.8 shall be observed without modification.

5.13 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.

5.14 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.

5.15 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 Module 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.

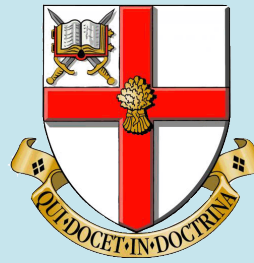
There will be a 10% leeway allowed above the specified word count before the penalty is imposed.

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 5C.



University of
Chester

Procedures Governing the Occurrence of
Academic Malpractice by Students in the
Course of Assessment

SECTION

6

Quality and Standards Manual

HANDBOOK F:

**The Assessment of Students
at Levels 3, 4, 5, 6, 7 and Taught
Provision at Level 8**

2016 – 2017

Date of Approval: June 2016
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SECTION 6 – PROCEDURES 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, and the taught modules of research degrees, delivered by University of Chester.

Throughout these procedures, indicative timescales are given in calendar days. However, where a deadline (either for the student or the University) falls on a Saturday, Sunday, English Bank Holiday or any other day that the University is closed, the deadline is extended to 2pm the next weekday (i.e. Monday – Friday).

1. Definition of Academic Malpractice

- 1.1 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.
- 1.2 Academic malpractice can occur whether or not the student intends to deceive.
- 1.3 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 1.1, if a student is judged to be implying that the phraseology is her or his own.
- 1.4 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 ideas 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; and
- 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; and

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

Mitigating Circumstances

- 1.6 In all circumstances, where an allegation of academic malpractice is found to have been proven, the student shall not normally be permitted a deferral of the assessment component.
- 1.7 At the point of submitting an application to the Mitigating Circumstances Board, students will be advised that a proven allegation of academic malpractice in the assessment component(s) for which they are claiming mitigation will normally override any decision of the Mitigating Circumstances Board to approve the claim.

2. Academic Malpractice and Disciplinary Procedures

- 2.1 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 Module 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.
- 2.2 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.
- 2.3 If an Academic Malpractice Panel considers that the student's actions or inactions have brought the University into disrepute, the Panel may refer the allegation of bringing the University into disrepute to the University Proctor for consideration under the Disciplinary Procedures (in addition to, or in place of, reflecting the matter in a more severe academic penalty than the intrinsic charge of Academic Malpractice would suggest).
- 2.4 In cases of suspected academic malpractice by a student on a professional programme, these procedures should normally be used. However, where the Chair of the MAB considers that the Professional Suitability Procedure to be the more appropriate

procedure, advice should be sought from Senior Assistant Registrar (Student Affairs) in the first instance.

3. The Role of Chairs of Module Assessment Boards and nominees

- 3.1 The Chair of the relevant Module Assessment Board (the Chair) shall normally be responsible for considering cases of alleged academic malpractice on behalf of the department.
- 3.2 The Chair may appoint other members of the department of appropriate standing to act on their behalf in these matters.
- 3.3 When considering cases of alleged academic malpractice, the Chair, or nominee, must have been independent of the process of marking for the piece of work in question. They must assure themselves that there exists no other conflict of interest that may impair their ability to consider the case impartially.

4. Academic Department Procedures (coursework)

- 4.1 In the first instance, academic departments must communicate the initial allegation (via the AM-1 form) both to the student's University of Chester email address and by post to either the student's home or term-time address as appropriate. Thereafter, the academic department may choose to send communications to students electronically only. Where a department elects to do this, communications will be sent to the student's University of Chester email account. It is the responsibility of all students to check their University email account regularly.
- 4.2 If an academic member of staff suspects that a student has engaged in academic malpractice, they must inform the Chair, or nominee, as soon as they become aware of the suspected offence. The assignment shall be accepted 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.
- 4.3 The evidence of suspected academic malpractice shall be prepared with due regard to the relevant section of the *Academic Malpractice Procedures: Guidance for Academic Departments*.
- 4.4 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.
- 4.5 Level 3 and Level 4 (initial offences)

- a. First (alleged) offences of academic malpractice at Level 3 or Level 4 will normally be dealt with exclusively by the department.
- b. The evidence shall be presented to the Chair, or nominee. If they are of the opinion that it is likely that academic malpractice may have occurred, normally within seven days, they will complete a form AM-1 (given at Appendix 6B).
- c. The Chair, or nominee, will contact the student (using the *pro forma* letter given at Appendix 6B), notifying them of the allegation and requiring them to attend a meeting to discuss it. The time and date of the meeting shall be at the discretion of the Chair, or nominee, but will normally take place no sooner than 7 days after the allegation is sent and no later than 21 days after. The invitation shall be accompanied by a copy of the evidence. The student may be accompanied to the meeting by another registered student of the University or an officer of the Chester Students' Union.
- d. During the meeting with the student, the Chair, or nominee, shall complete form AM-2a (given at Appendix 6D). If the student does not attend the meeting, form AM-2a should be completed and signed in their absence. A copy should then be sent to the student.
- e. If the Chair, or nominee, finds that academic malpractice has not occurred, they shall complete and sign form AM-2a accordingly. A copy of the form should be provided to the student. All paperwork held by the department in relation to the allegation should be destroyed.
- f. If the Chair, or nominee, finds that academic malpractice has occurred, they shall complete and sign form AM-2a accordingly, detailing the penalty to be applied. The student should then be invited to complete the relevant section:
 - i. If the student accepts that academic malpractice has taken place the Chair, or nominee, should 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. The student should be provided with a copy of the completed form AM-2a. Further copies should be kept by the department and sent to AQSS.
 - ii. If the student contests the finding and/or the penalty, the matter will be referred to a hearing of the University Academic Malpractice panel. A case file should be prepared and sent to AQSS. The case file must include:
 - A copy of the AM-1 form originally sent to the student
 - A copy of all of the evidence gathered to substantiate the allegation

- Copies of any relevant correspondence between the student and the department in relation to the matter
 - A copy of the AM-2a form completed and signed by the Chair and by the student (if they were present at the meeting).
- iii. If the student indicates that they do not wish to accept or contest the finding and/or the penalty at that stage, they should still be provided with a copy of the completed form AM-2a. A copy should be sent to AQSS. If the student subsequently fails to respond within 7 days, it will be assumed that they have accepted the finding and the penalty.
- g. The penalties available are those listed on the form AM-2a. For the purposes of any future offences of academic malpractice by the student, only a penalty that results in the failure of the piece of work in question will be taken into account.
- h. In the event of one or more offences of plagiarism, all cases at Level 3 or 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.
- 4.6 Levels 5, 6, 7, 8 and second or subsequent offences at Levels 3 and 4
- a. The evidence shall be presented to the Chair, or nominee, who may consult with other academic staff as appropriate. Normally, within 7 days, if they are of the opinion that it is likely that academic malpractice may have occurred, they will complete a form AM-1 (given at Appendix 6B). They will then contact the student (using the *pro forma* letter given at Appendix 6B), notifying them of the allegation and requiring them to attend a meeting to discuss it. The time and date of the meeting shall be at the discretion of the Chair, or nominee, but will normally take place no sooner than 7 days after the allegation is sent and no later than 21 days after. The invitation shall be accompanied by a copy of the form AM-1 and the evidence. The student may be accompanied to the meeting by another registered student of the University or an officer of the Chester Students' Union.
- b. Where there is a suspicion that academic malpractice has been committed, but where no evidence can be produced, the Chair, or nominee, may decide to require the conduct of a *viva voce* examination. Such an examination shall be conducted by appropriately qualified examiners and shall be recorded either digitally or via the taking of notes. The examiners shall report their findings to the Chair, or nominee who will then determine that:

- i. There is insufficient evidence to proceed with an allegation of academic malpractice or that no offence has been committed; or
 - ii. The report of the *viva voce* examination is sufficient to provide, *prima facie*, evidence of academic malpractice and that the case should proceed as described in 4.5.a.
- c. During the meeting with the student, the Chair, or nominee, shall complete form AM-2 (given at Appendix 6C). If the student does not attend the meeting, form AM-2 should be completed and signed in their absence. A copy should then be sent to the student.
 - d. If the Chair, or nominee, finds that academic malpractice has not occurred, they shall complete and sign form AM-2 accordingly. A copy of the form should be provided to the student. All paperwork held by the department in relation to the allegation should be destroyed.
 - e. If the Chair, or nominee, finds that academic malpractice has occurred, they shall complete and sign form AM-2 accordingly. The student should then be invited to complete the relevant section. The student should be provided with a copy of the completed form AM-2. A further copy should be kept by the department. A case file should be prepared and sent to AQSS. The case file must include:
 - A copy of the AM-1 form originally sent to the student
 - A copy of all of the evidence gathered to substantiate the allegation
 - Copies of any relevant correspondence between the student and the department in relation to the matter
 - A copy of the AM-2a form completed and signed by the Chair and by the student (if they were present at the meeting).
 - f. For Level 5 and above where the student has not previously been found guilty of academic malpractice, the University Academic Malpractice Panel will normally consider multiple allegations as being concurrent if it determines that there would have been insufficient time for the student to benefit from appropriate academic guidance between the identification of academic malpractice in one piece of work and the submission of another.
 - g. Where a formal accusation of academic malpractice has been made, the University shall not normally permit suspension of studies until the matter is resolved.

5. Academic Department Procedures (examinations)

- 5.1 If an invigilator suspects that a student is engaging in academic malpractice:
- a. 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.
 - b. 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.
- 5.2 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 6A. 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 4 days following the incident.
- 5.3 Immediately after the examination/assessment, a full report shall then be made by the invigilator(s) to the Chair of the relevant Module 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.
- 5.4 Normally within seven working days of receiving the invigilator(s) report, the Chair of the relevant Module Assessment Board shall determine whether there exists, *prima facie*, evidence of academic malpractice having occurred. They may choose to interview the student and/or the invigilator before making such a determination. The Chair of the relevant Module Assessment Board may determine that:
- a. There is insufficient evidence to proceed with an allegation of academic malpractice or that no offence has been committed; or

b. The case should proceed to be heard by the University Academic Malpractice Panel.

5.5 If the Chair of the relevant Module Assessment Board determines that the matter should be referred to the University Academic Malpractice Panel, a case file shall be prepared and sent to AQSS. The case file must include:

- The report of the invigilator(s) to the Chair of the relevant Module Assessment Board;
- Any unauthorised materials removed from the student during the course of the examination;
- Any relevant correspondence between the student and the department in relation to the matter; and
- A report from the Chair of the relevant Module Assessment Board requesting the convening of the University Academic Malpractice Panel.

6. Determination of Eligibility for Consideration of a Standard Penalty

6.1 On receipt of the case file, Senior Assistant Registrar (Student Affairs), or nominee, shall determine whether the student might be eligible for consideration of a standard penalty. Eligibility for such shall be confirmed where **all** of the following criteria apply:

- a. The offence is one of plagiarism or incorporating material previously submitted for academic credit at this or any other awarding body.
- b. It is the student's first offence;
- c. The Chair, or nominee, has confirmed that it is their academic judgement that academic malpractice has occurred and that there is sufficient evidence to substantiate that judgement;
- d. The student has indicated that they accept the allegation or has not responded to the allegation within 7 days of the signing of the AM-2 form; and
- e. The piece of work in question represents either the first or second assessment opportunity. If the second assessment opportunity, the criteria given at Appendix 6E to allow a third assessment opportunity must be met.
- f. Additionally, in the case of allegations made where the piece of work in question forms part of the assessment for a Level 7 module on a taught postgraduate programme, the

Chair, or nominee, has confirmed that the proportion of the work affected by academic malpractice is less than half.

- 6.2 Where all of the criteria listed at (6.1) apply, the case shall be referred to the Subgroup on Academic Malpractice Penalties for consideration.
- 6.3 Where one or more of the criteria listed at (6.1) do not apply, the case shall be referred to a hearing of the University Academic Malpractice Panel.

7. Subgroup on Academic Malpractice Penalties

- 7.1 The Subgroup on Academic Malpractice Penalties (the Subgroup) shall act on behalf of the University Academic Malpractice Panel to consider cases for which it has been determined that the student might be eligible for consideration of a standard penalty.
- 7.2 The Subgroup shall consist of a Chair of the University Academic Malpractice Panel and the Dean of Academic Quality and Enhancement, or nominee. The Senior Assistant Registrar (Student Affairs), or nominee, shall act as a procedural adviser.
- 7.3 A member of the Subgroup who has had any prior involvement in the case presented shall declare it and the case shall be deferred to the next meeting.
- 7.4 A student whose case is referred to the Subgroup shall not have the right to attend the meeting, but they may make an optional written submission. Any such written submission should be received by AQSS within 7 days of the date that the Chair of the relevant Module Assessment Board, or nominee, signed the form AM-2.
- 7.5 The Subgroup shall review the case file, any written submission provided by the student and the recommendation that the student is eligible for consideration of a standard penalty and satisfy itself that:
- Sufficient evidence exists to substantiate the judgement of the Chair of the relevant Module Assessment Board, or nominee, that academic malpractice had occurred;
 - The judgement of the Chair of the relevant Module Assessment Board, or nominee, on the proportion of the work affected by academic malpractice is sound;
 - The recommendation that the student is eligible for consideration of a standard penalty is correct.

- 7.6 Where the Subgroup has satisfied itself in relation to the points listed at (7.5), it shall act on behalf of the Chair of the relevant Module Assessment Board and apply one of the following penalties:
- a. Where the work in question formed part of the assessment in a Level 3, 4, 5 or 6 module and less than half of the work is affected by academic malpractice, the student shall:
 - i. Fail, with a mark of 0%, the entire component of assessment; and
 - ii. Be entitled to reassessment.
 - b. Where the work in question formed part of the assessment in a Level 3, 4, 5 or 6 module and more than half of the work is affected by academic malpractice, the student shall:
 - i. Fail, with a mark of 0%, the entire module; and
 - ii. Be entitled to reassessment.
 - c. Where the student is registered for a Level 7 or Level 8 postgraduate programme, the student shall:
 - i. Fail, with a mark of 0%, the entire module; and
 - ii. Be entitled to reassessment.
- 7.7 The outcome shall be communicated to the Chair of the relevant Module Assessment Board and the Deputy Registrar, or their nominees, who shall be responsible for ensuring that the penalty is applied.
- 7.8 Where the Subgroup cannot satisfy itself in relation to the points listed at (7.5), it shall determine whether the case has not been proven and should be dismissed or whether it should be referred to a hearing of the University Academic Malpractice Panel.
- 7.9 The decision of the Subgroup on Academic Malpractice Penalties shall be communicated to the student via their University of Chester email account normally within 10 working days of the decision being made.

8. University Academic Malpractice Panel

- 8.1 Cases referred to the University Academic Malpractice Panel (the Panel) will normally be scheduled for the next meeting. However, cases may need to be scheduled out of order, for example to avoid a conflict of interest with Panel members.
- 8.2 The student shall be informed of the date of the hearing as soon as reasonably practical and will normally be given no less than 7 days' notice.

- 8.3 The student shall be informed of their right to appear before the Panel and/or submit a further written statement beyond that already made to the Chair of the Module Assessment Board, or nominee.
- 8.4 No less than 2 days prior to the meeting of the Panel, the student against whom the allegation has been made will be provided with a copy of the case file (described at 4.4.f.ii, 4.5.e or 5.5). 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. Where this happens, the student must be provided with a copy of the additional evidence against them and be given an appropriate amount of time to prepare a defence should they wish to do so.
- 8.5 Both the invitation to attend the Panel and the evidence that is to be presented to the Panel will be communicated to the student via their University of Chester email account only.
- 8.6 If the department considers that the affected portion of the work is particularly significant to the overall piece, and merits a more severe application of penalty than the guidelines would suggest, they may make application to the Panel, before the hearing, providing a written rationale as part of the case file.
- 8.7 Both staff and students have the opportunity to present their case in writing and in person to the Panel. Other than through these channels, neither students, staff nor other individuals may seek to influence the Chair or members of the Panel or in any other way seek to sway the operation of the University's academic malpractice procedures, regarding a case which has been submitted to a Panel, or is expected or proposed to be submitted. Doing so may lead to the case being deferred until a new Panel with a different Chair and members can be convened.
- 8.8 Composition of the Panel
- a. The Panel shall consist of a Chair and two members. The Panel shall be drawn from a pool of the following:
 - i. Chair
Each Faculty may nominate members of academic staff to act as a Chair. Nominees shall normally be either a head or deputy head of department.
 - ii. Members
Each head of department may nominate members of academic staff who have experience of academic malpractice matters, and knowledge of assessment procedures.

- b. At least one of the members of the panel must be independent of the Faculty from which the allegation originates.
 - c. The Panel shall be academically independent of the student and as such it shall not contain anyone who has been involved in the teaching or assessment of the student in the module from which the allegation has arisen. The University reserves the right to involve such other individuals in the hearing as it sees fit.
- 8.9 The Dean of Academic Quality and Enhancement (or nominee) shall appoint a procedural advisor. The panel will be serviced by AQSS. Formal minutes will be taken and kept in AQSS.
- 8.10 The Chair of the Panel will normally request that a member of staff with knowledge of the alleged offence attend the hearing to present the case on behalf of the Chair of the Module Assessment Board, or nominee.

9. Request to Defer a Hearing

- 9.1 The student may request a rescheduling of a hearing on one occasion only, and for good reason. Such reason for a hearing scheduled during term time being, but not exclusively:
- a. a clash with an examination or class test;
 - b. a clash with a field trip or with Work Based Learning;
 - c. a clash with another academic requirement; or
 - d. illness of the student, or someone for whom the student has a caring responsibility.
- 9.2 In all cases a request for a deferral shall be accompanied by appropriate documentary evidence. For example, in the case of clashes with other academic requirements, written confirmation from the programme or module leader would be acceptable. In the case of illness, a valid medical certificate should be supplied.
- 9.3 A request for deferral of a hearing due to a holiday taken during term time will not be permitted.
- 9.4 For hearings during vacation time, requests may be made for the reasons stated above, because of a pre-booked holiday, or because of work commitments.
- 9.5 A request to defer a hearing must be received by AQSS by the deadline stipulated in the invitation to attend.

10. Conduct of the hearing of the University Academic Malpractice Panel

- 10.1 A student may request that the hearing of the University Academic Malpractice Panel goes ahead in their absence.
- 10.2 Where a student fails, by a stipulated deadline, to notify AQSS of their intention to attend, or fails to submit an acceptable deferral request, the hearing will go ahead in their absence. Failure of the student to arrive at the hearing at the time indicated by AQSS will also result in the hearing going ahead in their absence.
- 10.3 An audio recording of the hearing shall normally be made.
- 10.4 At the hearing, the University Academic Malpractice Panel shall consider:
- The case file (described at 4.4.f.ii, 4.5.e or 5.5);
 - Any written representations from the student, not otherwise included in the case file;
 - Any oral representations to the Panel that the student may elect to make in person;
 - Any written or oral representations from any other relevant sources, including any representative of the Chair of the relevant Module Assessment Board, or nominee, who referred the case.
- 10.5 If further evidence has come to light before or during the hearing (as described in 8.4), the student must be provided with a copy of the additional evidence and be given an appropriate amount of time to prepare a defence should they wish to do so. The Chair of the University Academic Malpractice Panel shall adjourn the hearing if necessary to give the student the opportunity to do this.
- 10.6 The student shall have the right to see and comment on any evidence that the University Academic Malpractice Panel intends to take into account and any representations made to the Panel.
- 10.7 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.

- 10.8 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. Further information about the status of the person accompanying the student can be found at appendix 6H.
- 10.9 If a student has previously been found to have committed academic malpractice, this information shall only be shared with the Panel if the student is found guilty in the case under consideration and before moving to consider a penalty.
- 10.10 Where a student is studying at a partner institution abroad, is an overseas student who is no longer resident in the UK, or is a student based in the UK but is overseas as part of their programme, and at the discretion of the Chair, the academic malpractice panel may be conducted via videolink.

11. Decisions of the University Academic Malpractice Panel

- 11.1 At the conclusion of the hearing the student, their accompanier (if any) and the representative of the Chair of the relevant Module Assessment Board, or nominee, shall withdraw.
- 11.2 The Panel's deliberations as to the outcome of the hearing and any subsequent penalty shall be conducted in private.
- 11.3 The decision of the Panel is one of academic judgement.
- 11.4 For each allegation, the Panel shall determine one of the following outcomes:
- the student has not engaged in academic malpractice, and that the assessment marks should therefore be released in the normal way or;
 - the student has engaged in academic malpractice and that the student receives a formal warning as to their future conduct and shall be given an academic penalty.
- 11.5 Where the Panel determines that an academic penalty should be applied, it shall have due regard to the guidelines on penalty (given at Appendix 6E). In all cases, the Panel shall decide to apply one of the following:

That the student:

- a. Should fail (with a mark of 0%) the entire component of assessment within the relevant module; or
- b. Should fail (with a mark of 0%) the entire module.

11.6 Where the Panel finds that the student has engaged in malpractice in multiple pieces of work or in such a way that the Panel deem the case to be exceptionally serious, in addition to the decision at (11.5) it may recommend to the relevant Assessment Board:

That the student:

- a. has marks for all modules at a particular level capped at 40%;
- b. (registered for a Foundation degree) should be barred from receiving a Merit or Distinction;
- c. should have their degree classification lowered;
- d. should fail (with a mark of 0%) the entire level;
- e. (registered for, or existing with, a Level 7 award) shall be barred from being awarded a merit or a distinction;
- f. (registered for, or existing with, a Level 7 award) shall have their programme of study terminated and not be permitted to submit any further work. They may be awarded a qualification up to the level of a Postgraduate Certificate where credits that can be awarded on the basis of all work submitted to date entitle them to such an award;
- g. (registered for, or existing with, a Level 7 award) shall have their programme of study terminated and not be permitted to submit any further work. They may be awarded a qualification up to the level of a Postgraduate Diploma where credits that can be awarded on the basis of all work submitted to date entitle them to such an award; or
- h. shall have their programme of study terminated, shall not be entitled to any award and may not enrol for any other award at the University. Where this penalty is applied, the penalty of a reduction of marks shall also be specified.

11.7 Where appropriate, the Panel shall also make a recommendation about whether reassessment is permissible.

11.8 Where the Panel recommends that reassessment should be permitted, any resultant module mark must be capped at 40% and in the case of Bachelor's degree students at

Level 5 and 6, the capped module mark may not be discounted in the calculation of the final degree classification; in the case of Foundation degree students, the capped module mark may not be discounted in the calculation for determining whether a merit or distinction shall be awarded.

- 11.9 Where the Dean of Academic Quality and Enhancement (or nominee) confirms that a student would ordinarily have been eligible for consideration for a standard penalty had they chosen not to contest the case, the Panel may only recommend a penalty equal to the standard penalty that would have been applied.
- 11.10 The Panel shall act on behalf of the Chair of the relevant Module Assessment Board to give effect to any penalty that it determines in accordance with 11.5. The Panel's decision shall be communicated to the Chair of the relevant Module Assessment Board and the Deputy Registrar, or their nominees, who shall be responsible for ensuring that the penalty is applied.
- 11.11 Where the Panel recommends a further penalty in accordance with 11.6, this shall be communicated to the relevant Assessment Board via the Deputy Registrar, or nominee.
- 11.12 The decision of the Panel shall be communicated to the student via their University of Chester email account normally within 10 working days of the decision being made.

12. The Role of the Assessment Board

- 12.1 The Assessment Board shall ratify the penalty judgement.
- 12.2 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.
- 12.3 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 Governing the Assessment of Students: Assessment Boards*).
- 12.4 The permanent record of the student should record both the findings of the University Academic Malpractice Panel and the penalty imposed.

13. Appeal Against Decisions Regarding Academic Malpractice

- 13.1 The decision of the Chair of the relevant Module Assessment Board, or nominee, or the University 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 the Chair of the relevant Module Assessment Board, or nominee, or the University Academic Malpractice Panel.
- 13.2 For the purposes of an appeal the term 'academic malpractice procedures' shall be taken to mean the procedures and business conducted by an academic department in relation to a case of academic malpractice, or by the Subgroup on Academic Malpractice Penalties, or by the University Academic Malpractice Panel, or any combination of these.
- 13.3 The grounds for appeal and the procedure to be followed is outlined in Handbook F, Section 10.

14. Office of the Independent Adjudicator for Higher Education

- 14.1 Where a student 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 student 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.
- 14.2 Where a student does not have grounds for making an academic appeal against the decision of the Subgroup on Academic Malpractice Penalties or against the recommendations of the University Academic Malpractice Panel, but is nonetheless dissatisfied with the outcome of the hearing, they may request a Completion of Procedures letter from the Dean of Academic Quality and Enhancement.



University of
Chester

Mitigating Circumstances

SECTION

7

Quality and Standards Manual

HANDBOOK F: The Assessment of Students at Levels 3, 4, 5, 6, 7 and Taught Provision at Level 8

2016 – 2017

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SECTION 7: MITIGATING CIRCUMSTANCES

7.1 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 Officers responsible for the co-ordination of all documentation related to mitigating circumstances and associated cases are the Assistant Registrars in the Assessment Team.
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/Progression Assessment Board, who will act as Chair of the Panel
 - Department Assessment Contacts or Heads of Department (or their nominee), the number of which will be determined based on the volume of claims to be considered but will not fall below two

In attendance:

- Dean of Academic Quality and Standards (or their nominee)
 - Deputy Registrar (or their nominee)
 - Student Support Manager (or their nominee)
 - A member of Registry Services who will service the meeting
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 the Assessment Team in Registry Services. In addition to the MC1 form, students must also include the form showing the assessment components they wish to claim for; this form is found on the Student Homepage on the student's e-vision account. Claims should be supported with medical or other evidence (signed by a doctor or other relevant authority). The deadline dates for submission of claims shall be included in the guidance notes. 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 Module 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. The deadline dates provided by students on their forms will be checked by the Assessment Team before the claims are considered by the Mitigating Circumstances Board.
 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. In order to do so, they must tick the relevant components on the form found on the student homepage of e-vision and include this with their submission of form MC1. Claims not including both form MC1 and the form showing the components for which they wish to claim will not be considered. 'Blanket' applications (i.e. applications which seek to claim mitigation across all components of all modules) will not normally be accepted.

6. Other than in exceptional circumstances, the 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
 - (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 Module 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 interruption of studies.
- (e) Where a late work penalty has been applied, to have this penalty revoked and the full mark awarded for the relevant component(s)

The outcome determined by the Mitigating Circumstances Board in respect of each student shall be communicated in identical terms to each Module Assessment Board which has responsibility for the assessment of that student. A Module 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.

7.2 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, 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 on the Registry Services Portal pages) 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 Department (as Chair(s) of the Module Assessment Board(s)) or nominee. The student must obtain the signature of the Head of Department, or nominee, who will make a decision based on the written evidence. (see section 7.4 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 an extension is granted, the mark must be available to the Module Assessment Board.
 - (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 must seek a deferral of assessment. S/he shall complete form DF1 (available on the Registry Services Portal pages). 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 Department (as Chair(s) of the Module Assessment Board(s)), or Deputy Head, for approval (Please see section 7.4 on Acceptable Evidence). The student must obtain the signature of the Head of Department, or Deputy Head, who will make a decision based on the written evidence.

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 Department (as Chair(s) of the Module Assessment Board(s)), or Deputy Head, for approval. The student must obtain the signature of the Head of Department, or Deputy Head, who will make a decision based on the written evidence.

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.

Students submitting assessment having already been granted a deferral to the next assessment point will be deemed to have presented themselves for assessment; in this event the deferral will no longer be valid. Students in this position who feel their performance was adversely affected must submit a claim to the Mitigating Circumstances Board.

7.3 Categories of acceptable mitigating circumstances

The following should also be taken into account by Heads of Department 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).
- Work commitments (part time students and those repeating modules on a part time basis only)
- Difficulties associated with travel, but only where these difficulties are exceptional, impossible to anticipate in advance, not a result of poor planning or time management, and where there is clear independent evidence to substantiate the claim.
- Other factors which may reasonably be deemed to have had an adverse impact comparable with those above.

Where a student submits a claim for mitigating circumstances due to illness or circumstances relating primarily to family or friends, evidence must be submitted demonstrating how the illness or circumstances have affected the student.

The following are unacceptable reasons for mitigation:

- Misreading the timetable resulting in absence from an examination.
- IT failure, including but not limited to computer failure/storage device failure/printer failure.
- Work commitments for full time students
- Problems associated with travelling arrangements/holidays traffic problems or stress caused by travel problems, unless these problems are exceptional, impossible to anticipate in advance, not a result of poor planning or time management, and where there is clear independent evidence to substantiate the claim. 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. In cases of extremis, travel issues may be taken into account for students with disabilities where the combination of unforeseen circumstances and disability related issues impinge on attendance

7.4 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 or have a telephone consultation with 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.

Medical practices will not normally issue certificates for self-limiting illnesses of less than seven days.

Where a student seeks an extension/deferral/mitigating circumstances due to illness or circumstances relating primarily to family or friends, evidence must be submitted demonstrating how the illness or circumstances have affected the student.

Where a student provides medical certification which states that they are suffering from an on-going medical condition which will on an on-going or recurring basis impact on their studies, they will not be expected to provide new date-specific evidence for each assessment period for which they seek extension, deferral or mitigating circumstances.

Work commitments (Part time students and those repeating modules on a part time basis only)

Part time students seeking extension, deferral or mitigating circumstances on the grounds of work commitments should submit a letter from their employer.

Practical problems

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

Disability

The University will take into account issues arising from a combination of disability and wholly exceptional circumstances

Evidence from the University

In exceptional cases, a signed statement from the Head of Student Support, or nominee, 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 Department, the nature of the mitigating circumstances are such that other independent documentary evidence could not reasonably be provided. The Head of

Student Support or nominee are under no obligation to provide a supporting letter and will only do so where strict criteria have been met.

Students will normally be granted an extension 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. Further information may be found in the University's Turnitin guidelines.

7.5 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 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. A statement from a member of University staff who witnesses the condition of the student in or on leaving the assessment, describing the circumstances as witnessed, may be considered by the Mitigating Circumstances Panel as evidence regarding a case where a student leaves an assessment due to the sudden onset of illness.
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 as far as possible in advance of the start of the written examination.
6. Students with a notifiable, communicable disease must not attend examinations and should obtain medical evidence in support of a deferral or claim to the mitigating circumstances board.
7. 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.
8. If a student is unable, through disability, to be assessed by the normal methods specified in the module assessment requirements the Head of Department, in consultation with the External Examiner, may vary the assessment methods as appropriate, bearing in mind those competence standards which inform the learning objectives. Any such alternative assessment shall be approved in advance by the University's Disabilities Coordinator or equivalent. Advice on the types of alternative assessment may be sought from the Dean of AQE.

7.6 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.
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.
6. Late assessed work will be penalised and the penalty incurred will be 5 marks for work submitted up to 24 hours after a deadline and 5 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	60
Work up to 48 hours late	65	55
Work up to 72 hours late and so on, to 0.	65	50

7. Where an assessment component is assessed on a Pass/Fail basis, a fail will be recorded in cases where that component is submitted after the deadline.
8. 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.
9. 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 Module Assessment Board.

7.7 Extensions to a student's period of registration

Students requesting an extension to their period of registration should complete form RP1 (available on the Registry Services Sharepoint Portal pages). Claims will be considered by the relevant Mitigating Circumstances Board or Awards/Progression Assessment Board and must, therefore, be submitted by the stipulated deadline. Extensions to a period of registration will only be granted in exceptional cases where the student is able to provide independent documentary evidence proving they have suffered severe and prolonged mitigating circumstances which have affected their ability to complete within the approved period of registration. If approved, an extension will be granted for a maximum of 12 months in excess of the approved period of registration; further extensions are not normally granted.



University of
Chester

Assessment Boards

SECTION

8

Quality and Standards Manual

HANDBOOK F: The Assessment of Students at Levels 3, 4, 5, 6, 7 and Taught Provision at Level 8

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SECTION 8: ASSESSMENT BOARDS

8.1 Assessment Board Structure and Operation

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

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

The role of the external examiner is as follows:

- External Examiners shall be equal members of Module Assessment Boards, whose role shall involve acting as a specialist academic advisor, and reporting on academic standards and the processes of assessment.
- Awards/Progression 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 Chester Principles and Regulations concerning assessment, and also in accordance with any special Regulations affecting the particular programme of study on which the Board is adjudicating.

Except provisional marks disclosed in the normal course of assignment feedback, only component marks, coursework and/or examination marks, as finally approved by both tiers of Assessment Board, shall be disclosed to students.

Module 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/Progression Assessment Boards shall meet on pre-determined dates and in line with the approved schedule. A Chief External Examiner will normally be present at Awards Assessment Boards, with the right of attendance at Progression Assessment Boards. If, for unavoidable reasons, the Chief External is not present, s/he must be consulted and signal approval of the decisions of the Awards Assessment Board.

8.2 Terms of Reference and Membership

AWARDS/PROGRESSION ASSESSMENT BOARDS

Terms of Reference

To consider the overall profiles of students at Levels 3, 4, 5, 6, 7 and Taught Provision at Level 8.

To determine, on behalf of Senate, the awards for candidates who have completed University of Chester programmes of study.

To determine the candidates who may progress or proceed to the next level or modules of study. To determine the candidates who may be reassessed or deferred in modules. To determine the candidates who shall be offered a third assessment attempt. To determine the candidates who will have failure in assessment compensated.

To determine the candidates whose studies are to be terminated.

External Examiners who are members of subordinate Module 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.

Membership

- **Dean or Associate Dean of Faculty (Chair)**
- **Chief External Examiner**
- **Representative of each Module Assessment Board which is subordinate to the Awards/Progression Assessment Board (normally, the Departmental Assessment Contact or Head of Department). Modules Assessment Boards for professional programmes may be represented by more than one member.**
- **Dean of Academic Quality and Enhancement (or nominee)**
- **One representative of each partner organisation with students under consideration by the board. Partner organisations may be represented by the member of the Module Assessment Board as above**

In attendance

- Deputy Registrar and Head of Student Administration (or nominee)
- Representative of Academic Quality Support Services, who will service the Board

MODULE ASSESSMENT BOARDS

Terms of Reference

To make recommendations on the results of individual modules of study .

Membership

- **Head of Department (Chair; in his/her absence, this may be delegated to the Deputy Head of Department). The Chair must be a member of University of Chester staff.**
- **External Examiner(s)**
- **The module leaders of all modules to be considered by the board.**
- **Departmental Assessment Contact**

In attendance

- A member of University of Chester staff, normally an administrator from an
- academic department, who will service the meeting

8.3 Awards

Foundation Certificate

The award of Foundation Certificate shall involve the accumulation of 120 credit points at Level 3.

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.

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.

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

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).

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

The award of Bachelor's Degree shall involve the accumulation of 360 specific credit points, of which at least 240 credits shall be at Levels 5 and 6 and at least 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 fail to complete all the modules required for the award of the BEd, with recommendation for QTS, but who have accumulated at least 360 credits, of which at least 240 credits must be at Levels 5 and 6 and at least 120 credits must be at

Level 6, may exit with BA (Hons) Education. This award does not include a recommendation for QTS

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.

Professional Graduate Certificate in Education (PrGCE)

The Professional Graduate Certificate in Education shall require the accumulation of 120 credit points at Level 6.

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 shall require the accumulation of 60 specific credit points at Level 7.

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.

Masters Degrees (except the MPhil)

The award of Masters degree shall require the accumulation of 180 specific credit points at Level 7. The Master by Research award comprises 40-80 credits for taught modules and 100-140 credits for a dissertation or equivalent research project subject to research degree regulations.

Students changing their name during their course of study

In circumstances whereby a student's name changes during their programme of study, the University will change the official record, providing acceptable proof of the change of name is provided. Under no circumstances, except where required by law, will the University amend a student's name after the original certificate has been issued. Where the award entitles the student to attend, certificates will be presented at the awards ceremony; where the award does not entitle the student to attend the awards ceremony, certificates will be posted following the appeals deadline and no later than six weeks after the date of the award.

8.4 Module Assessment

Levels 3, 4, 5 and 6

The following percentage marking scale shall be adopted for all academic provision at Levels 3, 4, 5 and 6.

Percentage	Classification for a Bachelor's degree
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.

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.

The formal module 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 and 8

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

Percentage	Classification
70 - 100	Distinction
60 - 69	Merit
40 - 59	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.

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.

The formal module 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.

The University does not classify Postgraduate Certificates.

8.5 Requirements for the conduct of assessment by Module Assessment Boards

1. For purposes of conducting the assessment of all those modules which have been assigned to a given Module 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 Module Assessment Boards (Appendix 8A).
 2. The Module 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 malpracticeAll such changes shall be reported back to the next Module Assessment Board
 3. The Module Assessment Board shall be required to abide by any decision concerning a student which has already been taken by the Mitigating Circumstances Board.
 4. All decisions taken by the Module 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.
 5. In any event, no decision concerning the assessment of a student or students shall be taken by a Module 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.
 6. It is a requirement of University of Chester that the proceedings of a Module Assessment Board shall be minuted by a member of staff of University of Chester in accordance with the guidelines in Appendix 8A.
 7. External Examiners shall sign the confirmed marks cover sheet at the end of the meeting of the Module Assessment Board.
- Further guidance on matters relating to the conduct of Module Assessment Boards is given in Appendix 8A of this Handbook.

8.6 Requirements for the conduct of assessment by Awards/Progression Assessment Boards

1. Compensation of Failure

Level 3

Compensation of failed modules is not permitted at Level 3.

Level 4

In the case of a student who is registered for a minimum of 120 credit points at Level 4, an Awards or Progression Assessment Board, having due regard to the standard of the award, the programme objectives, the programme assessment requirements, and any professional requirements, may allow that student's overall performance to compensate for failure in the assessment of modules up to and including 40 credits at Level 4. In order for compensation to be applied, the student must have a profile (following initial assessment, reassessment or a third assessment attempt) with no more than 40 failed credits and an average mark for the level of study in question (including failed but not deferred modules) of 40% or higher. If these conditions are met, compensation will be applied to those failed module(s) where both the overall module mark falls in the range 30-39% and there is no component mark below 20%. The Board will deem that a student in this position has achieved the credit for the compensated module(s), although the fail marks themselves will stand and will be recorded on the student's transcript.

Level 5

In the case of a student registered for a minimum of 120 credit points at Level 5, an Awards or Progression Assessment Board, having due regard to the standard of the award, the programme objectives, the programme assessment requirements, and any professional requirements, may allow that student's overall performance to compensate for failure in the assessment of modules up to and including 20 credits at Level 5. In order for this to apply, the student must have a profile (following initial assessment, reassessment or a third assessment attempt) with no more than 20 failed credits and an average mark for the level of study in question (including failed but not deferred modules) of 40% or higher. If these conditions are met, compensation will be applied to those failed module(s) where both the overall module mark falls in the range 30-39% and there is no component mark below 20%. The Board will deem that a student in this position has achieved the credit for the compensated module(s), although the fail marks themselves will stand and will be recorded on the student's transcript.

Level 6

In the case of a student registered for a minimum of 120 credit points at Level 6, an Awards or Progression Assessment Board, having due regard to the standard of the award, the programme objectives, the programme assessment requirements, and any professional requirements, may allow that student's overall performance to

compensate for failure in the assessment of modules up to and including 20 credits at Level 6. In order for this to apply, the student must have a profile (following initial assessment, reassessment or a third assessment attempt) with no more than 20 failed credits and an average mark for the level of study in question (including failed but not deferred modules) of 40% or higher. If these conditions are met, compensation will be applied to those failed module(s) where both the overall module mark falls in the range 30-39% and there is no component mark below 20%. The Board will deem that a student in this position has achieved the credit for the compensated module(s), although the fail marks themselves will stand and will be recorded on the student's transcript.

Compensation may not be applied to a module that, for professional reasons, has been granted formal derogation from the regulations.

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.

Compensation may be applied to part time students before they have completed all the modules at the level; providing they have failed no more than the maximum number of credits for which compensation is permitted at the level and that their average mark for the level of study in question (including failed but not deferred modules) is 40% or higher, compensation will be applied to those failed module(s) where both the overall module mark falls in the range 30-39% and there is no component mark below 20%.

For compensation information regarding students on 15 credit modules please refer to Section F4.3 of the Principles and Regulations

2. Progression: Level 3 to Level 4, Level 4 to Level 5 and Level 5 to Level 6

In order to progress from one level of study to the next, a full time 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. However, a student with no more than 20 credits of reassessment, third assessment attempt or deferral will be allowed to progress conditionally to the next level of study.

A student with more than 20 credits but no more than 40 credits of reassessment or deferral at first or second attempt, with no third attempts, may, at the discretion of the Awards/Progression Assessment Board, be allowed to progress conditionally to the next level of study. In these cases the Awards Assessment Board shall take into consideration the student's ability to cope with the additional assessment burden. Such assessment must be completed within the academic session following the initial assessment.

Students granted an opportunity for conditional progression may not cite the additional workload as a mitigating circumstance for purposes of requesting an extension, deferral or academic appeal.

Students who have more than 40 credits outstanding, or who have more than 20 credits outstanding at third assessment attempt, shall not be eligible for progression, but must satisfactorily complete all reassessments before progression is permitted. In no circumstances shall a student be permitted to commence Level 6 study until they have successfully completed all required credits at Level 4.

Conditional progression is not permitted between levels 3 and 4.

Part time students may register for modules at different levels during the same academic year. However, where a third assessment attempt has been granted in more than 20 credits, a part time student is not permitted to register for any further modules at the higher level until the third assessment attempt has been successfully completed. Under no circumstances will a student be permitted to register for modules at Level 6 until they have successfully completed all required credits at Level 4.

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 until they have successfully completed all modules at Level 4.

In cases where a student on an accelerated programme has been allowed to conditionally progress to the next level of study, the outstanding reassessment and/or deferrals from the lower level of study shall be assessed in the next assessment session, regardless of whether other students are taking these assessments in that session. If a student fails to complete the reassessment and/or deferrals and is offered a third attempt in more than 20 credits, their study at the higher level must cease.

Students undertaking a third attempt should normally attend the module again; where this is not possible they must attend a programme of scheduled tutorial support.

Where programmes are validated to include requirements for progression and completion which do not contribute to the credits 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.

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

- (a) These requirements are sequential and shall be applied in order.

- (b) Module 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/Progression Assessment Board in relation to a recommended honours degree classification. A Module Assessment Board is not empowered to make recommendations concerning awards or classifications.
- (c) 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 exist for between 100 and 120 credits at the relevant level, the calculation will be based on the highest 100 credit marks at that level. Where numerical marks exist for in excess of 120 credits at the relevant level, the lowest 20 credit mark will be deducted from the calculation. In cases where numerical marks exist for fewer than 100 credits at the relevant level, all marks will be used. These averages will then be combined with a weighting of one-third for the Level 5 mark and two-thirds for the Level 6 mark. Figures used for this calculation shall not be rounded but will be expressed to two decimal places.
- (d) 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. In cases where numerical marks exist for between 100 and 120 credits at Level 6, the calculation will be based on the highest 100 credit marks. Where numerical marks exist for in excess of 120 credits at Level 6, the lowest 20 credit mark will be deducted from the calculation. In cases where numerical marks exist for fewer than 100 credits at Level 6, all marks will be used.
- (e) The average for Level 5 will only be used for degree classification purposes if there are numerical marks for 50% or more of the required Level 5 credits.
- (f) 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 |
- (g) 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.

- (h) 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

- (i) 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 Level 6 credits for which numerical marks are available in the higher class, that student shall be placed in the higher class.

- (j) The Academic Malpractice Panel may make a recommendation on the calculation of the student's average mark or degree classification.

4. Procedure for the award of the Foundation Degree with Distinction or Merit

- a) These requirements are sequential and shall be applied in order.
- b) Students who have fulfilled the credit requirements for the award of a Foundation Degree will be awarded the classification on the basis of Level 5 module marks only. Level 4 modules must be passed or compensated but the marks do not contribute to the average upon which the classification is based.
- c) The number of Level 5 credits used to determine the average is dependent upon the number of Level 5 credits for which numerical marks exist. In cases where numerical marks exist for between 100 and 120 credits, the best 100 credits will be used; where numerical marks exist for in excess of 120 credits, the lowest 20 credit mark will be deducted from the calculation. In cases where numerical marks exist for fewer than 100 credits, all marks will be used
- d) A provisional degree class shall be awarded in accordance with the following scale:

70% and above - Distinction

60 - 69.99% - Merit

- e) Students whose average 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 and a Distinction awarded

a mark within the range 59.50 to 59.99 shall be raised to 60 and a Merit awarded

- f) Students whose average mark falls within one of the following ranges shall be reviewed for possible raising of the indicative classification to the next class above, i.e.

67.00 to 69.49 shall be considered for raising to a Distinction

57.00 to 59.49 shall be considered for raising to a Merit

Where a student has an overall total mark within one of those ranges stated above and also has at least half the Level 5 credits for which numerical marks are available in the higher class, that student shall be placed in the higher class.

- g) The Academic Malpractice Panel may make a recommendation on the calculation of the student's average mark or their eligibility to be awarded a Foundation Degree with Distinction or Merit.

5. Procedure for the award of Masters Degrees and Postgraduate Diplomas with Distinction or Merit

In order to be eligible for the conferment of a Distinction, a candidate for a Masters degree or Postgraduate Diploma must attain a mark of 70% or higher in Level 7 and/or Level 8 modules representing at least half the credit for which numerical marks are available. The modules may include the dissertation. In order to be eligible for the conferment of a Merit, a candidate for a Masters degree or Postgraduate Diploma must attain a mark of 60% or higher in Level 7 and/or Level 8 modules representing at least half the credit for which numerical marks are available. The modules may include the dissertation.

The Academic Malpractice Panel may make a recommendation on the student's eligibility to be awarded a Masters Degree or Postgraduate Diploma with Distinction or Merit.

The University does not confer Distinction or Merit on Postgraduate Certificate Awards.

6. Procedure for the determination of interim awards

In circumstances where a student fails to gain the required number of module credits for the granting of the award for which he/she is registered, the Awards Assessment Board shall normally award the highest interim award to which the credits gained entitles them.

7. Powers to act on behalf of an Awards Assessment Board

In accordance with paragraphs F2.5 and F2.6 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/Progression Assessment Board may, in exceptional circumstances, 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. Where an examination committee is required this must be approved by the preceding Awards/Progression Assessment Board. Examination Committees may not make awards. Further guidance is given in Appendix 8E.

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

8. Reassessment

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
- an academic malpractice panel has determined that reassessment is not permitted
- for professional or other reasons, recommended for approval by a validation panel, and ultimately approved by Academic Quality and Enhancement Committee on behalf of Senate, restrictions on reassessment opportunities within the programme should apply,

Full time students at Levels 3, 4, 5 and 6 cannot be offered reassessment until the results have been confirmed by the Awards/Progression Assessment Board and will not be presented to the Awards/Progression Assessment Board until all module results at the level have been confirmed by the Module Assessment Board.

The Awards/Progression Assessment Board shall only offer a third assessment attempt to a student who attempted or deferred **at least one component** for which

reassessment was due. Students failing to attempt or defer **at least one component** for which reassessment was due will not be offered a third assessment attempt and will have their studies terminated. A student with reassessment in only one module will be offered a third assessment attempt, even if they failed to submit any of the components for which reassessment was due.

The final profile of marks will include results from the most recent sitting; marks for failed modules are not carried forward from previous sittings.

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.

A minimum mark of 20% 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. Such module failure cannot be the subject of compensation.

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%.

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.

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

Reassessment must be undertaken at the point determined by the Awards/Progression Assessment Board.

Regardless of the number of credits outstanding, all candidates will normally be reassessed at the first opportunity following initial failure. Undergraduate students with in excess of 60 credits outstanding following an Awards Assessment Board where the next opportunity does not permit repeating attendance will be given the option to undertake outstanding assessment with attendance during the next

academic session. In particular Undergraduate students with in excess of 60 credits outstanding at the July Awards Assessment Board will be given the option to undertake outstanding assessment with attendance during the next academic year. 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). Full time students may not be reassessed until the results of all modules at that level have been confirmed by both tiers of assessment board.

Where a student is registered for study at Level 7 or 8, reassessment at second or third attempt may take place prior to the conclusion of studies. The student shall be offered reassessment in failed modules at the first opportunity, this being determined by the Awards/Progression Board.

A student who is allowed to progress 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 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.

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).

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).

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/Progression Assessment Board shall make appropriate alternative arrangements if necessary.

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.

Further guidance on the availability of reassessment opportunities appears as Appendix 8B



University of
Chester

Requirements for the Disclosure of Assessment Results

SECTION

9

Quality and Standards Manual

HANDBOOK F: The Assessment of Students at Levels 3, 4, 5, 6, 7 and Taught Provision at Level 8

2016 – 2017

Authored by: Registry Services

Date of Approval: June 2016

Version: 1.0

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SECTION 9: REQUIREMENTS FOR THE DISCLOSURE OF ASSESSMENT RESULTS

9.1 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 Module Assessment Board, shall be disclosed to students. Where students are given access to marks that have not been before the relevant Module Assessment Board and Awards/Progression 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.

9.2 Disclosure of assessment results to students

Students will be able to access provisional assessment results via the Portal during the course of the academic year. Final, official assessment results are then issued on the Portal at pre-determined dates (see the Registry Services Portal pages for further details). The official results include text explaining what the Awards/Progression Assessment Board decision means for the student and what is required of them. **It is the student's responsibility to ensure they check confirmed results on the Portal at the relevant times.** 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. Only students who have successfully completed their award, withdrawn or had their studies terminated will receive results via the post

9.3 Requests made before marks are finally determined

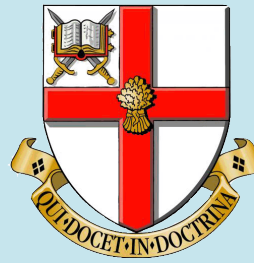
Students shall be advised that marks to date are PROVISIONAL only, subject to confirmation by the Awards/Progression Assessment Board.

9.4 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.

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University of
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Academic Appeals Procedure

SECTION

10

Quality and Standards Manual

HANDBOOK F:

The Assessment of Students
at Levels 3, 4, 5, 6, 7 and Taught
Provision at Level 8

2016 – 2017

Date of Approval: June 2016
Authored By: Academic Quality Support Services (AQSS)
Version: 1.0

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1. Introduction

- 1.1 The academic appeals procedure is intended to allow students of the University of Chester to raise concerns about their academic progress, where there is evidence to suggest that it is reasonable to do so. The procedure is designed to ensure that these concerns are fully considered and that, where appropriate, action is taken to deal with them.
- 1.2 It is in the student's interest to raise concerns formally with the department(s) concerned prior to submitting an academic appeal. This is especially true in cases where the student believes that there is clear evidence of an administrative error which could be corrected without the need to submit a formal appeal.
- 1.3 The academic appeals procedure does not allow students to challenge the marks that they have been awarded for a particular piece of assessment. The decisions made by the Examiners about the academic value of a piece of work are academic judgements and cannot be overturned.
- 1.4 The academic appeals procedure is designed to enable students to raise concerns relating to decisions of the Awards Assessment Board, the Progression Assessment Board, the Postgraduate Research Degree Awards Board, the Progress Review Board, the Mitigating Circumstances Board and, in limited circumstances, the Academic Malpractice Panel or the Subgroup on Academic Malpractice Penalties. Other matters that do not relate directly to these, such as alleged poor teaching, supervision or academic guidance, should be raised at the time through student representation arrangements or via the Complaints Procedure.
- 1.5 When a student or former student of the University submits an appeal they are referred to as 'the appellant'.
- 1.6 The academic appeals procedure is primarily evidence based. It is the appellant's responsibility alone to provide sufficient independent documentary evidence to substantiate the contents of their appeal. An appeal is highly unlikely to succeed if no suitable evidence is provided. The University will publish separate guidance on the type of evidence that appellants may wish to consider submitting.
- 1.7 Throughout these procedures, where reference is made to specific post-holders, the line manager of that post-holder may nominate another person to act instead.

- 1.8 Throughout these procedures, indicative timescales are given in calendar days. However, where a deadline (either for the appellant or the University) falls on a Saturday, Sunday, Bank Holiday or on any other day that the University is closed, the deadline is extended to 2pm the next weekday (i.e. Monday – Friday).

2. Rights and Responsibilities

- 2.1. Any decision that is the subject of an academic appeal remains in force while the appeal is being considered and the appellant must abide by that decision until the academic appeals procedure has been completed. Where an appellant has completed a programme of study, they must not attend any award ceremony until the academic appeal is completed. Attendance at a ceremony will invalidate the appeal and all decisions will stand.
- 2.2. The University undertakes that any student who submits an academic appeal under this procedure will not be academically disadvantaged for having done so. Any student who believes that they have been disadvantaged by submitting an academic appeal at any point should contact the Dean of Academic Quality & Enhancement immediately.
- 2.3. The University accepts that any student who submits an academic appeal under this procedure will do so in good faith and that any statements made in writing or verbally are truthful. However, it reserves the right to investigate the authenticity of any documents submitted in support of an academic appeal. Any student found to have deliberately attempted to deceive, manipulate or in any way interfere with the operation of this procedure will be subject to disciplinary action.
- 2.4. All members of staff who have been involved in the investigation, management or administration of an academic appeal will observe the requirements for confidentiality. The appellant has the right to restrict the extent to which any part of their appeal submission is disclosed outside of Academic Quality Support Services and to the Academic Appeals Board. However, appellants exercising this right must be aware that doing so may impair the full investigation of the case.
- 2.5. As long as the appellant has not had their studies at the University terminated or has otherwise completed their programme of study, they will retain the same rights of access to the resources and support of the University as any other student. Following submission of an appeal, communication which directly relates to the substance of that appeal must be channelled through the Student Affairs team in Academic Quality Support Services.

- 2.6. The University will use its best endeavours to ensure that academic appeals are dealt with in a timely way. If the appellant meets all of the deadlines outlined in these procedures, a decision by the Academic Appeals Board should normally be made within 60 days of the date of submission. Where any delay is caused by the University, the appellant will be kept informed and reasons provided.
- 2.7. To facilitate the swift handling of appeals, communication will be to the appellant's University of Chester email address and may be copied to one other alternate email address specified by the appellant. It is the appellant's responsibility to check their email regularly during the appeals process. The University will regard any email sent to an appellant by 4pm (Monday-Friday) as having been received on the same day. The appellant may indicate that they would like to receive letters by post in addition.
- 2.8. If at any point in the conduct of an appeal under these procedures it appears that other students who may or may not have appealed have been affected by an identified irregularity, this will be reported to the Dean of Academic Quality & Enhancement and the Deputy Registrar who shall be empowered to instruct that appeals are considered on behalf of all students believed to have been affected.
- 2.9. In most cases the outcome of a successful appeal will be to allow the appellant a further opportunity to be assessed. Therefore, the academic judgements made by the Examiners and the marks agreed by them will not be altered unless an administrative error has been identified which warrants such a course of action.
- 2.10. Appellants who are registered for or seeking to return to a professional programme may be referred to the Professional Suitability Procedure where their appeal submission or supporting evidence suggests that it would be prudent to do so. Such a decision may be made by the Dean of Academic Quality & Enhancement, the Academic Appeals Board or the Assessment Review Board.
- 2.11. The University will not be liable for any expenses an appellant might incur arising out of an Academic Appeal, irrespective of whether the appeal is successful or not.
- 2.12. The appellant is permitted to withdraw their appeal at any point until 5pm on the day prior to its hearing by the Academic Appeals Board. After this time, an appeal may not be withdrawn. In the event of the appeal being upheld, the appellant must abide by the decision of the Examiners which shall be determined by the Assessment Review Board.

3. Grounds for Appeal

- 3.1. A student may appeal against a decision of the **Awards Assessment Board** or the **Progression Assessment Board** on the following grounds only:
- 3.1.1. That there were procedural or administrative irregularities in the conduct of the assessment process;
 - 3.1.2. That there were factors which materially affected the appellant's performance, provided that these circumstances were not known by the Examiners **and** there are compelling reasons why the appellant failed to follow the procedures for requesting an extension or deferral or for submitting an application to the Mitigating Circumstances Board;
 - 3.1.3. That the appellant had been assessed as having a specific learning difference during the current academic session, provided that the provisions of section 5 of this procedure has been adhered to.
- 3.2. A student may appeal against a decision of the **Mitigating Circumstances Board** on the following grounds only:
- 3.2.1. That there is evidence of procedural or administrative irregularity in the conduct of the Mitigating Circumstances Board;
 - 3.2.2. That there exists some new evidence which, for compelling reasons, could not be made available prior to the meeting of the Mitigating Circumstances Board.
- 3.3. A student may appeal against a decision of the **Academic Malpractice Panel** or the **Subgroup on Academic Malpractice Penalties** on the following grounds only:
- 3.3.1. That there is evidence of procedural or administrative irregularity in the conduct of the published academic malpractice procedures;
 - 3.3.2. That the appellant, for compelling reasons that can be substantiated, was unable to mount a defence of the allegation of academic malpractice.

4. Submission of an Academic Appeal

- 4.1. A student may only submit an appeal after the formal publication of results by the Awards Assessment Board or the Progression Assessment Board, or after receiving final

notification of the decision of the Mitigating Circumstances Board, the Subgroup on Academic Malpractice Penalties or the Academic Malpractice Panel.

- 4.2. In all cases, appeal submissions must be made using the appropriate form and be received by the University no later than **10 days** after the date of publication of results or notification of outcome.
- 4.3. Academic Appeals may be submitted as email attachments to academicappeals@chester.ac.uk. Where an appellant chooses to submit an appeal by email, it must meet the following requirements:
 - 4.3.1. Documentary evidence provided in support of an appeal (e.g. medical certificates, letters etc.), must be attached to the email as **full colour scans** and preferably as PDF files.
 - 4.3.2. It is the appellant's responsibility to be able to produce the original documents submitted in support of an academic appeal if requested to do so by the University. Failure to produce such original documents will invalidate the appeal.
- 4.4. Academic Appeals may be submitted in hardcopy to one of the following authorised receiving departments:
 - 4.4.1. Academic Quality Support Services (by post only);
 - 4.4.2. Chester Students' Union (in person only);
 - 4.4.3. Student Welfare / Disability Support (located in Student Support and Guidance).
- 4.5. Irrespective of the method chosen to submit, it is the appellant's responsibility to ensure safe receipt of an appeal submission:
 - 4.5.1. If emailed or submitted to the University in person, the appellant should expect to receive an acknowledgement from Student Affairs within 7 days.
 - 4.5.2. Where the appellant chooses to post their appeal submission, they are strongly advised to use a suitable tracking service. The appellant should expect to receive an acknowledgement from Student Affairs within a reasonable amount of time depending upon where the documents were posted from and, in every case, should make contact if no acknowledgement is received within 14 days of posting.
 - 4.5.3. Appellant's submitting appeals from outside the UK are likely to find it more convenient to make their submission via email. However, if this is not possible, the appellant is advised to notify the Student Affairs team to ensure that the submission is not inadvertently considered late.

- 4.6. Where it is not possible to provide all of the supporting documentation with the appeal submission, the appellant must clearly indicate this and undertake to provide it separately, normally within no more than 10 days.
- 4.7. The Senior Assistant Registrar (Student Affairs) will receive appeal submissions.
- 4.8. If an appeal is submitted late it will not normally be considered unless the Senior Assistant Registrar (Student Affairs) determines that this would be unreasonable in the circumstances. An appellant who submits a late appeal must clearly explain why it was not possible to adhere to the relevant deadline.
- 4.9. The appellant may give consent for their appeal to be discussed with a nominated third party by indicating this on the Academic Appeal Form.
- 4.10. Where the appellant supplies supporting evidence that is not in English, it is their responsibility to arrange for translation by a qualified, certified translator with copies appropriately marked.

5. Appeals relating to Specific Learning Differences

- 5.1. If a student wishes to appeal a decision of the **Awards Assessment Board** or the **Progression Assessment Board** on ground 3.1.3 (diagnosis of a Specific Learning Difference in the current academic session *and* not being in receipt of the reasonable adjustments for assessment indicated on the student's Inclusion Plan), the student must contact the Disability Support Service as possible.
- 5.2. The Disability Support Service will notify Academic Quality Support Service of any student wishing to submit an appeal on ground 3.1.3 and the deadline for receipt of the appeal shall automatically be extended to **21 days**.
- 5.3. The Disability Support Service will, in consultation with the appellant, determine whether **all** of the following hold:
 - 5.3.1. The student had been diagnosed in the current academic session, and before the meeting of the relevant Awards Assessment Board or Progression Assessment Board; **and**
 - 5.3.2. The Disability Support Service is in receipt of a report compiled by an Educational Psychologist or other person qualified to diagnose Specific Learning Differences; **and**

- 5.3.3. The student had not been afforded all opportunities agreed in a full Inclusion Plan to support the assessment or examination in question.
- 5.4. If the Disability Support Service is unable to verify that all of the provisions of 5.3 hold, the appellant will be notified and advised of their right to submit an appeal on any of the other grounds listed at 3.1.
- 5.5. If the Disability Support Service verifies that all of the provisions of 5.3 hold, the Academic Appeals Form should be completed in consultation with the appellant and sent to Academic Quality Support Services with the following:
- 5.5.1. Confirmation that the appellant had been diagnosed in accordance with the requirement of 5.3.1. in the current academic session;
- 5.5.2. A copy of the report compiled by an Education Psychologist or other person qualified to diagnose Specific Learning Differences;
- 5.5.3. A copy of the appellant's full Inclusion Plan; and
- 5.5.4. Confirmation that the appellant had not been afforded all opportunities agreed in a full Inclusion Plan in accordance with the requirement of 5.3.2.
- 5.6. On receipt of the Academic Appeals Form and other documentation outlined in 5.5, the Dean of Academic Quality & Enhancement is empowered to grant a deferral of assessment without the need to convene an Appeals Board.
- 5.7. In no circumstances will deferral of assessment be granted in respect of assessments taken in a previous academic session.
- 5.8. Where the Dean of Academic Quality & Enhancement determines that there is doubt about whether the requirements of 5.3. or 5.5. have been fulfilled, the matter shall be sent to the Academic Appeals Board for resolution. Where this happens, both the appellant and the Disability Support Service will be notified.

6. Preliminary Stage

- 6.1. The Senior Assistant Registrar (Student Affairs) will nominate an Officer to receive appeal submissions. The Officer will review the submission and may make some limited investigations, only to the extent of verifying information contained in the appeal.

- 6.2. The Officer will make a recommendation to the Senior Assistant Registrar (Student Affairs) that either:
 - 6.2.1. There are sufficient reasons to accept the submission for further investigation; or
 - 6.2.2. The appeal should be rejected.
- 6.3. A decision to reject the appeal at this stage may be based on any of the following:
 - 6.3.1. The appeal has been submitted outside of the stipulated deadline, the appellant has not given a sufficient explanation for the delay and nothing in the submission gives cause to suspect that it would be unreasonable to declare it ineligible;
 - 6.3.2. The appeal is based wholly on disagreement with academic judgement;
 - 6.3.3. The appeal is not accompanied by appropriate or relevant independent documentary evidence, the appellant has not indicated that this is to follow and/or the appellant has failed to provide documentary evidence requested by the Officer by the stipulated deadline,
 - 6.3.4. The appeal is based wholly on factors which were outside of the University's control and which the appellant might reasonably have been expected to foresee and/or take reasonable steps to avoid.
- 6.4. If the appellant has indicated that further documentary evidence is to follow, it will normally be expected within **10 days** of the appeal submission deadline. Where the appellant cannot meet this deadline, it is their responsibility to notify Academic Quality Support Services (Student Affairs) and suggest a reasonable deadline.
- 6.5. The appellant alone is responsible for the content of their appeal submission and any accompanying documentary evidence. However, where it is reasonable to do so based on the full submission received, the Officer or the Senior Assistant Registrar (Student Affairs) may delay the decision and invite the appellant to provide further documentary evidence. Where this happens the appellant will normally be invited to supply evidence within **10 days**, as set out in 6.5.
- 6.6. The decision of the Senior Assistant Registrar (Student Affairs) will be communicated to the appellant by the Officer, normally within **7 days** of the deadline for the appeal submission. If the appeal had been submitted late, or if the appellant was asked to provide further evidence, the decision will be communicated within **14 days** of the date of the submission or receipt of evidence.

- 6.7. If the decision is to **reject** the appeal at this stage, the Officer will:
- 6.7.1. Write to the appellant giving reasons for the decision to reject the appeal;
 - 6.7.2. Explain any additional information that was requested of the department/service which was the subject of the appeal at the preliminary stage;
 - 6.7.3. Explain whether there might be a different procedure that the appellant can use to pursue the case (for example, the Complaints Procedure);
 - 6.7.4. Explain the review procedure and the grounds upon which an appellant whose appeal has been rejected at the preliminary stage can request a review of that decision;
 - 6.7.5. Explain the procedure for requesting a Completion of Procedures Statement if the appellant does not believe that they have grounds to request a review; and
 - 6.7.6. Offer the opportunity of a telephone conversation or, in some circumstances, a meeting with the appellant within **28 days**. Any such conversation or meeting will be to clarify the reasons why the appeal was rejected and is not an opportunity to have the decision reviewed or overturned.
- 6.8. If the decision is to **accept the appeal for further investigation**, the Officer will:
- 6.8.1. Write to the appellant to explain that the appeal is to be investigated further and give an estimated date when the case might be heard by the Academic Appeals Board (however appellants should note that this date is subject to change to accommodate the prioritisation of cases according to 10.3.);
 - 6.8.2. Explain the possible outcomes if the Academic Appeals Board was to uphold the appeal, where it seems that the appellant's expectations go beyond what the Academic Appeals Board might reasonably be expected to do.
- 6.9. If in the opinion of the Senior Assistant Registrar (Student Affairs) there is clear evidence of an administrative error, the department(s) concerned will be invited to correct the error in accordance with the procedure outlined in section 9.

7. Review of the Preliminary Stage

- 7.1. Following the rejection of an appeal at the preliminary stage, the appellant may request a review of that decision by the Dean of Academic Quality & Enhancement.

- 7.2. A request for a review of the decision at the preliminary stage may only be made on the following grounds:
- 7.2.1. That the preliminary stage was not conducted in accordance with the procedures outlined in section 6; and/or
 - 7.2.2. That new evidence has come to light which could not have been disclosed in time to be considered at the preliminary stage.
- 7.3. An appellant wishing to request a review of the decision at the preliminary stage must do so in writing to the Dean of Academic Quality & Enhancement within **10 days** of receiving the letter outlining the reasons why the appeal was rejected.
- 7.4. If, on receipt of the request for review, the Dean of Academic Quality & Enhancement identifies any potential conflict of interest, a Dean of an Academic Faculty will be asked to undertake the review.
- 7.5. The Dean of Academic Quality & Enhancement will consider the request and determine either:
- 7.5.1. The decision to reject the appeal at the preliminary stage should stand and that a Completion of Procedures Statement should be issued; or
 - 7.5.2. The decision to reject the appeal at the preliminary stage should be overturned and that the case should be accepted for further investigation.
- 7.6. In considering the request, the Dean of Academic Quality & Enhancement will have due regard to whether the decision to dismiss the appeal at the preliminary stage was reasonable in all of the circumstances.
- 7.7. The decision of the Dean of Academic Quality & Enhancement will be communicated to the appellant, normally within **21 days** of the date that the request was received.

8. Investigatory Stage

- 8.1. The Senior Assistant Registrar (Student Affairs) will nominate an Investigating Officer to handle an appeal that has been accepted for investigation. The appellant will receive the name and contact details of the Investigating Officer.

- 8.2. Where necessary, the Investigating Officer will contact the appellant to clarify any aspect of the appeal submission at any point during the investigatory stage.
- 8.3. Where the appeal relates to a decision of the Mitigating Circumstances Board, the Subgroup on Academic Malpractice Penalties or the Academic Malpractice Panel, the Investigating Officer will normally request information from the Secretary of the relevant Board or Panel.
- 8.4. In all other cases the Investigating Officer will, subject to the provisions of 2.4, forward the submission to the department(s) referred to in the appeal with a request to:
 - 8.4.1. Provide a response addressing the central issues of the appeal, including the reasons and justifications that the appellant advances;
 - 8.4.2. Provide details of any additional factors which might have a bearing on the case;
 - 8.4.3. Provide details of any actions undertaken in relation to the appellant and the case;
 - 8.4.4. Provide details of any constraints imposed by any Professional or Statutory Regulatory Body;
 - 8.4.5. Respond to any specific questions which the Investigating Officer feels are pertinent to the appeal.
- 8.5. If the appellant has indicated that some part of their appeal submission or supporting evidence should not be disclosed to the department(s) referred to in the appeal, they may opt to provide a summary instead. The Investigating Officer may consult with the appellant to determine what may be disclosed.
- 8.6. The department(s) referred to in the appeal will be asked to respond within a reasonable amount of time which shall not normally exceed **28 days**. Where additional time is requested, reasons for this will be communicated to the appellant.
 - 8.6.1. If a department fails to respond within a reasonable amount of time, the Academic Appeals Board will be notified. The Board may draw whatever conclusions it wishes from a failure to respond or it may compel the department to respond under powers delegated to it by Senate.
- 8.7. On receipt of the responses from the department(s), the Investigating Officer will review and decide one of the following:

- 8.7.1. The department(s) have accepted that the appeal submission is with merit **and** there would be no detriment to the appellant or other students by seeking a resolution to the case prior to its hearing by the Academic Appeals Board; or
- 8.7.2. The case should be heard by the Academic Appeals Board.
- 8.8. Appeals which relate to decisions of the Mitigating Circumstances Board, the Subgroup on Academic Malpractice Penalties or the Academic Malpractice Panel will normally only be resolved by a hearing of the Academic Appeals Board.
- 8.9. Where the Investigating Officer decides in accordance with 8.7.1., the decision must be ratified by the Senior Assistant Registrar (Student Affairs) and the procedure at Section 9 must be followed.
- 8.10. Where the Investigating Officer decides in accordance with 8.7.2., the response(s) received will be summarised and forwarded to the appellant. The appellant will also be advised of the date that the Academic Appeals Board will hear the case.
- 8.11. Appellants who wish to exercise their right to see the full case file before it is presented to the Academic Appeals Board will be notified that this may cause a delay to the hearing. This is to allow additional time for the file to be checked in order that the confidentiality of others is not inadvertently breached.
- 8.12. If they wish, the appellant may comment in writing on the response received from the department(s) and this will be presented to the Academic Appeals Board. However, the appellant may not introduce new evidence which, in the opinion of the Academic Appeals Board, could have been disclosed with the original submission.

9. Resolution Prior to the Academic Appeals Board

- 9.1. During the course of the investigation, if it becomes clear that the department(s) referred to in the appeal accept that the case is with merit, it might be possible to resolve the matter without it being heard by the Appeals Board. Normally, this will only happen where an administrative error is clearly identified (for example, an incorrect mark having been entered).
- 9.2. The Investigating Officer will present the case to the Dean of Academic Quality & Enhancement who will decide whether or not to permit an attempt at resolution. A decision to allow such an attempt may only be made where the Dean of Academic Quality & Enhancement is satisfied that there would be no detriment to the appellant or

other students by concluding the case without it being heard by the Academic Appeals Board.

- 9.3. On behalf of the Dean of Academic Quality & Enhancement, the Investigating Officer will liaise with the department(s) concerned to determine how the error might be corrected. This will normally entail the department(s) following another procedure, for example, the mark amendment process. A reasonable deadline for resolving the error will be agreed.
- 9.4. The Investigating Officer will write to the appellant to explain the proposed course of action and confirm that the appeal will be suspended while the matter is dealt with.
- 9.5. In very exceptional circumstances, the appellant may challenge the proposed course of action. Where this happens, the appellant must give their reasons in writing. The case will be referred to the Academic Appeals Board and the appellant advised of the date that the case will be heard.
- 9.6. The department(s) concerned will confirm to the Investigating Officer when the agreed course of action has been completed. The Investigating Officer will write to the appellant with details of the outcome.
- 9.7. If any procedure that is initiated does not result in a new assessment outcome, or if the department(s) concerned refuse the suggested resolution, the appeal will be recommenced.
- 9.8. The appellant will have **10 days** in which to reject the outcome and request that the case is heard by the Academic Appeals Board. If the appellant fails to respond within this time, it will be assumed that the resolution has been accepted.

10. Hearings of the Academic Appeals Board

- 10.1. The Academic Appeals Board operates with the full delegated authority of Senate. This means that it has the power to require staff and students of the University to make written submissions, give evidence and answer any questions.
- 10.2. The Academic Appeals Board will meet as frequently as necessary to deal with cases referred to it in a timely way. Normally, it will meet not less than once per calendar month.
- 10.3. Cases will be referred to the Academic Appeals Board according to the following order of priority:

- 10.3.1. Appeals against decisions which have led to the appellant's programme of study being terminated;
- 10.3.2. Appeals against decisions which have led to the appellant being prevented from progressing to the next level of study;
- 10.3.3. Appeals against decisions which have resulted in the appellant's ability to commence (or continue) employment is affected, where this can be confirmed independently by the employer concerned in writing;
- 10.3.4. Appeals against decisions not covered by 10.3.1., 10.3.2. or 10.3.3., but where the appellant has not yet completed their programme of study;
- 10.3.5. Appeals where the effect of a decision to uphold would result in the appellant needing to undertake further assessment;
- 10.3.6. Appeals which do not fall into one of the previous categories;
- 10.3.7. Appeals received late, but which were accepted for investigation.
- 10.4. The members of the Academic Appeals Board will be appointed by Senate for a two year term. Retiring members may be re-nominated.
- 10.5. Each Academic Appeals Board will be composed as follows:
 - 10.5.1. A Chair, who will normally be a Dean or an Associate Dean; and
 - 10.5.2. Normally two members of academic staff.
- 10.6. Wherever possible no member of the Academic Appeals Board should work in the department(s) within which the appellant's programme of study resides. Any member from the appellant's department(s) will be asked to declare any perceived interest which could give rise to conflict at the beginning of the meeting and this will be recorded. If deemed appropriate by the Chair, the member will absent themselves from any relevant areas of discussion.
- 10.7. The Senior Assistant Registrar (Student Affairs), or other nominee of the Dean of Academic Quality & Enhancement will attend the Academic Appeals Board to give regulatory advice and make a record of the hearing, but will not be a member of the Board.
- 10.8. The appellant is not permitted to attend the hearing.

- 10.9. Other than through the presentation of their case via the means explained in this procedure, appellants must not seek to influence the Chair or members of the Academic Appeals Board or in any other way seek to sway the operation of the Academic Appeals Procedure.
- 10.10. For each case, the relevant Investigating Officer will be present to answer any questions about the investigatory stage and will hear the full deliberations and decisions of the Board in order to communicate them fully to the appellant. The Investigating Officer will not offer an opinion on the validity or otherwise of the appeal submission and the academic members of the Board alone will make the decision on whether to uphold or reject the appeal.
- 10.11. Neither the University nor the appellant may be legally represented at meetings of the Academic Appeals Board. However, the Academic Appeals Board may take advice from a member (or members) of staff of the University with appropriate clinical expertise or from others with such expertise relating solely to the interpretation of medical or other evidence supplied in support of an academic appeal. Any such advice is to be requested and received in writing and made available to the appellant.
- 10.12. The Academic Appeals Board will consider each case individually and on its own merits.
- 10.13. The Academic Appeals Board will not be bound by legal rules of evidence nor by previous decisions and in all cases will have due regard to whether a decision that is the subject of an appeal was reasonable in all the circumstances.
- 10.14. For each case, the Academic Appeals Board will receive a file containing the following:
- 10.14.1. A copy of the appellant's original submission with all supporting evidence provided;
 - 10.14.2. A copy of any report or response received during the investigatory stage;
 - 10.14.3. A copy of any further comments made in writing by the appellant following receipt of the responses received during the investigatory stage;
 - 10.14.4. A copy of the appellant's most recent academic results transcript.

11. Outcomes of the Academic Appeals Board

- 11.1. For each case, the Academic Appeals Board will decide either:
- 11.1.1. The appeal should be upheld in part or in full or;
 - 11.1.2. The appeal should be dismissed and the original decision should stand.
- 11.2. Where the Academic Appeals Board decides in accordance with 12.1.1. it will determine a remedy using the procedure at section 13. The appellant will receive a letter from the Investigating Officer within **14 days** of the decision containing the following:
- 11.2.1. Where necessary, the reasons for the decision in relation to each part of the appeal submission; and
 - 11.2.2. Details of the remedy decided upon by the Academic Appeals Board.
- 11.3. Where the Academic Appeals Board decides in accordance with 12.1.2. it will give full reasons for the decision. The appellant will receive a letter from the Investigating Officer within **14 days** of the decision containing the following:
- 11.3.1. The reasons for the decision in relation to each part of the appeal submission;
 - 11.3.2. Advice on whether there might be a different procedure that the appellant can use to pursue the case (for example, the Complaints Procedure);
 - 11.3.3. An explanation of the review procedure and the grounds upon which an appellant whose appeal has been dismissed can request a review of that decision;
 - 11.3.4. An explanation of the procedure for requesting a Completion of Procedures Statement if the appellant does not believe that they have grounds to request a review; and
 - 11.3.5. An offer of a telephone conversation or, in some circumstances, a meeting with the appellant within **28 days**. Any such conversation or meeting will be to clarify the reasons why the appeal was rejected and is not an opportunity to have the decision reviewed or overturned.

12. Powers of the Academic Appeals Board

- 12.1. The Academic Appeals Board operates with the full delegated authority of Senate. Therefore, when it decides to uphold an appeal, it can impose whatever remedy it deems is reasonable to resolve the matter, **except it can never:**
- 12.1.1. Increase (or decrease) the marks awarded by the Examiners;
 - 12.1.2. Alter a degree classification determined by the Awards Assessment Board; or
 - 12.1.3. Quash a decision that there is academic malpractice present in a piece of work.
- 12.2. Where the Academic Appeals Board decides to uphold an appeal against a decision of the **Awards Assessment Board** or the **Progression Assessment Board** it may normally:
- 12.2.1. In the case of mitigating circumstances being established and the Academic Appeals Board being satisfied that there are justifiable reasons for the appellant having not used one of the other procedures available, make a recommendation to the Assessment Review Board that the relevant assessment attempt(s) be set aside or that any late penalty be revoked.
 - 12.2.2. In the case of procedural or administrative error, instruct the department(s) concerned to correct the matter using one of the University's established procedures.
 - 12.2.3. In the case of a Specific Learning Difference diagnosis not resolved under section 5, authorise the Dean of Academic Quality & Enhancement to grant a deferral of the affected assessments.
- 12.3. Where the Academic Appeals Board decides to uphold an appeal against a decision of the **Mitigating Circumstances Board**, a recommendation will be made to the Assessment Review Board that the relevant assessment attempt(s) be set aside or that any late penalty be revoked.
- 12.4. Where the Academic Appeals Board decides to uphold an appeal against a decision of the **Subgroup on Academic Malpractice Penalties** or the **Academic Malpractice Panel**, it will decide whether to refer the case back to the department or require that a new Panel hears the case again.
- 12.5. In very exceptional circumstances, where the Academic Appeals Board does not believe that any of the normal remedies outlined at 13.2., 13.3., or 13.4., are sufficient to resolve

the matter, it may decide on another remedy. Where it does this, the Chair of the Academic Appeals Board must provide a report to Academic Quality & Enhancement Committee.

- 12.6. Where the Academic Appeals Board decides on a remedy that does not involve the Assessment Review Board, the Officer who investigated the case will monitor compliance with the Academic Appeals Board's decision.

13. Assessment Review Board

- 13.1. Where the Academic Appeals Board instructs the Assessment Review Board to reconsider an assessment decision, it will normally provide reasons which must be taken into consideration when determining any amended outcome.
- 13.2. The Deputy Registrar (or nominee) will receive the Academic Appeal Board's decision and, normally within **10 days**, will determine the level of discretion available to the Assessment Review Board to amend the original assessment decision. The Deputy Registrar (or nominee) will then decide either:
 - 13.2.1. The Assessment Review Board would have no discretion and the original decision of the Awards Assessment Board or the Progression Assessment Board must be amended according to the regulations and conventions of the University; or
 - 13.2.2. The Assessment Review Board may have some discretion on matters relating to progression or for any other reasons deemed relevant.
- 13.3. Where the Deputy Registrar (or nominee) decides in accordance with 14.2.1., the Chair of the Assessment Review Board will be invited to authorise an amendment to the original decision of the Awards Assessment Board or the Progression Assessment Board according to advice from the Deputy Registrar (or nominee). Any such amendment will be reported to the next meeting of the Awards Assessment Board.
- 13.4. Notwithstanding the advice of the Deputy Registrar (or nominee) the Chair of the Assessment Review Board may determine that there is sufficient reason for the matter to be considered at a full meeting of the Assessment Review Board.
- 13.5. Where the Deputy Registrar (or nominee) decides in accordance with 14.2.2., the Dean of Academic Quality & Enhancement (or nominee) will be invited to convene a meeting of the Assessment Review Board.

- 13.6. The Assessment Review Board will be composed as follows:
- 13.6.1. A Chair who shall normally also be the Chair of the Awards Assessment Board or Progression Assessment Board; and
 - 13.6.2. Normally two, but no fewer than one, members of academic staff, at least one of whom has some knowledge of the appellant's programme of study.
- 13.7. The Assessment Review Board will be advised by the Deputy Registrar (or nominee).
- 13.8. The Investigating Officer will normally be present to take a record of proceedings.
- 13.9. Where a full meeting of the Assessment Review Board is convened it must meet within a reasonable amount of time to consider the cases referred to it, taking into consideration the reasons advanced by the Academic Appeals Board. The Assessment Review Board must act in a way that is compatible with the decision of the Academic Appeals Board and it is not empowered to overturn any decision of the Academic Appeals Board.
- 13.10. The Assessment Review Board may decide as follows:
- 13.10.1. The original decision of the Awards Assessment Board or Progression Assessment Board shall be overturned and a new recommendation for the relevant assessment(s) is made; or
 - 13.10.2. Exceptionally, the original decision of the Awards Assessment Board shall be upheld and the original recommendation confirmed.
- 13.11. Where the Assessment Review Board decides in accordance with 14.10.1., the Deputy Registrar (or nominee) will write to the appellant and the Investigating Officer to confirm the new outcome. The decision of the Assessment Review Board will be final. If the appellant remains dissatisfied with the outcome, they may request a Completion of Procedures Statement and refer the matter to the Office of the Independent Adjudicator for Higher Education.
- 13.12. Where the Assessment Review Board decides in accordance with 14.10.2., the Chair of the Assessment Review Board will write to the Chair of the Academic Appeals Board giving reasons for the decision. On receipt of this, the Chair of the Academic Appeals Board may decide to refer the matter to the review stage. The Investigating Officer will write to the appellant with further information.

14. Review of the decision of the Academic Appeals Board

- 14.1. At the conclusion of the the process, the appellant may request a review of the academic appeal under the following circumstances:
- 14.1.1. If the Academic Appeals Board decided to dismiss the appeal. Where the appeal was upheld in part, a review may be requested only of those parts which were not upheld; or
 - 14.1.2. If the Academic Appeals Board decided to uphold the appeal (either in full or in part), but the Assessment Review Board declined to amend the relevant assessment outcome, provided that the Chair of the Academic Appeals Board has not already referred the case for review.
- 14.2. In order to request a review of the academic appeal, the appellant must be able to demonstrate one or both of the following:
- 14.2.1. There is evidence of some procedural or administrative irregularity in the operation of the Academic Appeals Procedure;
 - 14.2.2. New evidence has come to light which could not have been disclosed in time to be considered by the Academic Appeals Board.
- 14.3. An appellant wishing to request a review of an academic appeal must do so in writing to the Dean of Academic Quality & Enhancement within **10 days** of receiving the full outcome of the Academic Appeals Board.
- 14.4. If, on receipt of the request for review, the Dean of Academic Quality & Enhancement identifies any potential conflict of interest, a Pro-Vice Chancellor will be asked to undertake the review.
- 14.5. On receipt of the request for a review of an academic appeal, the Dean of Academic Quality & Enhancement will consider only the conduct of the Academic Appeals Procedure and/or the evidence submitted. The review is not an opportunity for the case to be re-heard and consequently the circumstances which lead to the decision that was subject to appeal will not normally be considered.
- 14.6. The Dean of Academic Quality & Enhancement will consider the request and determine either:
- 14.6.1. The decision of the Academic Appeals Board to dismiss the appeal should stand and that a Completion of Procedures Statement should be issued; or

- 14.6.2. The case shall be reconsidered by the Academic Appeals Board;
- 14.7. In considering the request, the Dean of Academic Quality & Enhancement will have due regard to whether the decision to dismiss the appeal in full or in part was reasonable in all of the circumstances.
- 14.8. Where a request for review has been made because the Assessment Review Board has declined to amend the original decision of the Awards Assessment Board despite the recommendation of the Academic Appeals Board, the Dean of Academic Quality & Enhancement will present the case to the Pro-Vice Chancellor (Academic) whose decision will be final.
- 14.9. The decision of the Dean of Academic Quality & Enhancement will be communicated to the appellant, normally within **21 days** of the date that the request was received.
- 14.10. Where the Dean of Academic Quality & Enhancement decides in accordance with 15.5.2., the case will be referred to the next meeting of the Academic Appeals Board.

15. Mark amendments

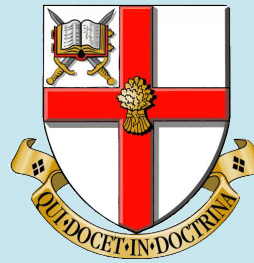
- 15.1. If at any point during the conduct of an appeal, a department agrees to or is required to submit an amendment to a mark previously agreed by the Awards Assessment Board or the Progression Assessment Board, the procedures outlined in this section will be used.
- 15.2. The Chair of the relevant Module Assessment Board, or nominee, will complete a mark amendment form supplied by Registry Services for this purpose. The form will outline the reasons for the amendment, where appropriate, referring to a decision made during the conduct of an appeal.
- 15.3. Where, in the view of the Deputy Registrar, or nominee, the nature and reasons given for the amendment indicate a serious breach of process, or would change an assessment outcome decision to the detriment of a student, the request will be referred to the Dean of Academic Quality & Enhancement.
- 15.4. Where a request for a mark amendment is referred to the Dean of Academic Quality & Enhancement, the nature and extent of the circumstances which led to the request will be determined. The Dean of Academic Quality & Enhancement will authorise any action deemed necessary to avoid a reoccurrence.

16. Office of the Independent Adjudicator for Higher Education

- 16.1. If an appellant remains dissatisfied with the outcome of their appeal, they may ask the Office of the Independent Adjudicator for Higher Education (OIA) to review their case. In order to do this, the appellant must normally have been issued with a Completion of Procedures Statement.
- 16.2. The University will automatically issue a Completion of Procedures Statement when an appellant has exhausted all of the University's internal procedures. Normally, this will only be following a review either of the preliminary stage or following the Academic Appeals Board.
- 16.3. An appellant is entitled to request a Completion of Procedures Statement at an earlier point provided that they confirm their understanding that they do not have grounds to request a review according to these procedures.
- 16.4. Further and specific details about the OIA can be obtained from its website: www.oiahe.org.uk.

17. Enhancement Opportunities

- 17.1. The University will use information gathered throughout the conduct of appeals to determine areas of its practice that might be enhanced.
- 17.2. The outcome of each academic appeal will be communicated to the relevant Head of Department and to the Deputy Registrar (or nominee).
- 17.3. Where the need arises, the Academic Appeals Board will write to the Dean of Academic Quality & Enhancement and, where appropriate, other office holders to draw attention to any specific matters that may require attention or to general issues of policy that the University may wish to reflect on.
- 17.4. Academic Quality Support Services (Student Affairs) will record details of each appeal received, its nature and the outcome. Statistical data will be compiled on an annual basis in order to provide reports to Senate, via Academic Quality & Enhancement Committee. Such reports will not include any personally identifiable information.



University of
Chester

Certification

SECTION

11

Quality and Standards Manual

HANDBOOK F: The Assessment of Students at Levels 3, 4, 5, 6, 7 and Taught Provision at Level 8

2016 – 2017

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SECTION 11: CERTIFICATION OF AWARDS/ACHIEVEMENT

The regulations governing the certification of awards at the University of Chester encompass any printed verification of achievement or award issued by the University. Irrespective of the level of award, all certification produced by the University must conform to institutional guidelines, outlined in this document.

11.1 Certificates

- 11.1.1 The University of Chester issues a number of different types of certificate, dependent upon the type of award or achievement. Full details, including the type of parchment and overt security features used, may be found below as Annex A
- 11.1.2 All parchments are securely stored within Registry Services. In order to ensure quality control, access to the parchments is restricted as detailed in Annex A. Certification for students completing awards with partner organisations remains under the control of University of Chester Registry Services. These access rights are determined and managed by the Deputy Registrar and Head of Student Administration and any queries relating to this should be directed to s.nelson@chester.ac.uk
- 11.1.3 All University certificates incorporate the appropriate level of authentication outlined in Annex A
- 11.1.4 Mandatory wording for each type of certificate is detailed in Annex B. Regardless of the mode, method and location of delivery, the wording of all University certificates is consistent
- 11.1.5 Certification of awards confirmed on or after 1 October 2012 will not include the partner name; the partner's name will appear on the Diploma Supplement, with reference to the existence of the Diploma Supplement included on the certificate in line with QAA guidelines
- 11.1.6 Only certificates for awards including at least 120 credits at Level 6 or above are normally presented at the University Awards Ceremony; certificates for awards which do not allow the recipient to attend the University Awards Ceremony will be dispatched by mail within 4 weeks of the formal confirmation of the award
- 11.1.7 Certificates will not be issued to those in debt to the University
- 11.1.8 Certificates for University of Liverpool Awards are issued by University of Chester Registry Services in accordance with the agreement between the University of Chester and University of Liverpool
- 11.1.9 All certification will be issued in the initial instance without charge. A charge will be made for duplicates

- 11.1.10 Where a request is made to replace a damaged certificate, the original certificate must be returned prior to a replacement being issued
- 11.1.11 Where a request is made to replace a lost, destroyed or stolen certificate, the full circumstances surrounding the request must be made in writing to the Deputy Registrar and Head of Student Administration. Further information may be requested and the University reserves the right to refuse a request for the duplication of a certificate. Duplicate certificates will have the following statement printed on the reverse: 'This document is a duplicate of the original and was reprinted on Day/Month/Year'
- 11.1.12 Where an award is revoked as in Section 1.3(g) of the Principles and Regulations, certification is also revoked and any certificate issued should be returned

11.2 Diploma Supplements/Results Profiles

- 11.2.1 Results remain provisional until they have been confirmed by an Awards Assessment Board or Examination Committee
- 11.2.2 All students are expected to access results online in accordance with the policy set out in Section 8 of the Assessment Handbook. Hard copies of results profiles requested during the course of a student's studies will only be issued when all results displayed have been ratified by an Awards Assessment Board/Examination Committee; provisional results will not be issued on an official results profile
- 11.2.3 Diploma Supplements are issued to all students successfully completing an award of Senate; students leaving their programme having failed to complete an award of Senate are issued with a final profile of results, as are those students successfully completing modules on a free-standing basis

Annex A – Certification Descriptors

Certificate Type	Issued by	Signatories	Parchment	Security Features/Guidelines
Certificate of Attendance	Academic or Support Departments	Head of Department or equivalent	As appropriate	University Logo may be included but not the University Crest or Hologram
Certificate of Credit ¹	Registry Services	Vice-Chancellor	120gsm Cream UV Dull	University Logo and Hologram with offset colour-tint University Crest
Results Profile/Diploma Supplement/ HEAR	Registry Services	Director of Registry Services	120gsm Cream UV Dull	University Logo and Hologram with offset colour-tint University Crest
Awards of Senate	Registry Services	Chancellor and Vice-Chancellor	160gsm Cream UV Dull	University Crest and Hologram, with the Crest also as a central colour-tint. Unique identification number on reverse

¹ Only for modules as approved by Faculty Boards of Study

Annex B – Mandatory Wording

1 *Certificates of Attendance*

This Certificate of Attendance has been issued to

Student's full name

by the Department of of the University of Chester in recognition of

name of activity

Date

This Certificate of Attendance does not constitute academic credit²

2 *Certificates of Credit*

Certificate of Credit

This is to certify that

Student's full name

has been awarded a Certificate of Credit in recognition of studies

Credit Value and Level of Study

Module Code and Title

Award Date

² Must appear on all Certificates of Attendance

3 Awards of Senate

Full Award Title

We hereby certify that

Student's full name

having undertaken University of Chester approved courses of study, and having satisfied the examiners, was admitted by resolution of the University's Senate to the

Full Award Title

Classification (where applicable)

on the (date)

Further information regarding this award can be found on the student's Diploma Supplement³

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³ this statement will appear on the certificates of awards made on or after 1 October 2012



University of
Chester

External Examiners

SECTION 12

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The Assessment of Students
at Levels 3, 4, 5, 6, 7 and Taught
Provision at Level 8

2016 – 2017

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SECTION 12. EXTERNAL EXAMINERS

12.1 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 chapter B7 of the *UK Quality Code for Higher Education*, (QAA, December 2011), the University expects external examiners to provide informative comment and recommendations upon the extent to which:

the institution is maintaining the threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements;

the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the institution's policies and regulations;

the academic standards and the achievements of students are comparable with those in other UK higher education institutions of which the external examiners have experience.

In line with QAA guidance the name, position and institution of the current External Examiner must be included within the relevant Programme Handbook. This is for information only and under no circumstances are students permitted to independently contact an External Examiner; a statement to this effect should be included in the Programme Handbook. Any External Examiner who is independently contacted by a student should inform the Programme Leader and AQSS at the earliest possible opportunity.

Any credit that is awarded by the University must be subject to scrutiny of an external examiner. This includes any free standing modules.

External Moderators

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 with responsibility for writing the annual report for a programme which uses External Moderators is 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 Academic Quality and Enhancement Committee via the External Examiner Approvals Sub-Group.

Chief External Examiners

To each 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. The role is concerned with assessment strategies and their operation, and with the fairness and equitability of the assessment processes.

In addition to the criteria stated 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. A Chief External Examiner should also bring relevant experience of modular schemes and credit accumulation and transfer. The Chief External Examiner shall be a member of the Assessment Review Board (see Section 10 of this Handbook) and shall advise the Assessment Review Board in matters relating to assessment decisions following successful academic appeals.

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.

In the event of a Chief External Examiner unavoidably being prevented from attending an Awards Assessment Board meeting that he/she was due to attend, the Chief External Examiner should notify the relevant Faculty or AQSS (as appropriate) as soon as possible to agree an alternative process. Faculties should seek approval of the alternative arrangements from the Dean of Academic Quality and Enhancement (via AQSS), who will grant permission for the Board to proceed.

Collaborative Provision

External Examiners for programmes delivered in partnership with another organisation are subject to all the requirements and procedures stated within this handbook including policies relating to appointment. Responsibility for providing programme information and details of Module Assessment Board arrangements may be subject to negotiation between the partner organisation and the relevant academic department at the University.

12.2 Rights and Responsibilities of External Examiners

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 Module or Awards or Progression Assessment Boards as appropriate and, in the case of subject Externals, additionally to attend the superordinate Awards or Progression Assessment Board;
- (c) to participate in discussions and confirm decisions on module results, or – in the case of Chief External Examiners-confirm decisions on awards at the Assessment Board. 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;
- (d) expect that the report submitted to the Dean of Academic Quality and Enhancement (on behalf of the Vice-Chancellor, as Chair of the Senate) on the conduct and outcomes of the most recent assessment will 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;
- (e) 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;
- (f) request to meet students at least once during the term of office;
- (g) propose the moderation of marks of a module cohort, where this is deemed to be justified. 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. However, an External Examiner may propose changes to individual marks in the fail category without having seen the work of the complete cohort, providing he/she has seen all the work in the fail category. Any such proposed changes must be confirmed by the Module Assessment Board (further guidance on External Examiners' role in the changing of marks is provided in Section 5 of this Handbook, as Appendix 5G);
- (h) 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;
- (i) where an external examiner has a serious concern relating to systematic failings with the academic standards of a programme or programmes and has exhausted all published applicable internal procedures, including the submission of a confidential report to the head of the institution, he/she may invoke the QAA's concerns scheme or inform the relevant professional, statutory or regulatory body.

Responsibilities

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 Module and/or Awards and/or Progression Assessment Boards at which decisions on module results, or on awards or progression, are made and ensure that those decisions have been reached through agreement and in accordance with the stated regulations and requirements, as well as the norms of practice in higher education and any other issues such as academic irregularities. External Examiners are required to observe the confidentiality of all Assessment Board proceedings;
- (c) in the event of an External Examiner unavoidably being prevented from attending an Assessment Board meeting that he/she was due to attend, the External Examiner should notify the relevant Department as soon as possible to agree an alternative process. The Department should seek approval of the alternative arrangements from the Dean of Academic Quality and Enhancement (via AQSS), who will grant permission for the Board to proceed;
- (d) participate as required in any reviews of decisions about individual students' awards;
- (e) report to the Senate, 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;
- (f) 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;
- (g) 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;
- (h) moderate and provide comments on component and overall module grades achieved by students.
- (i) confirm the award of prior credit for those modules contributing to degree classification;
- (j) review whether in their judgement the assessment process has accorded with the University's regulations and requirements and has been fair;
- (k) report any suspected instances of academic malpractice to the Chair of the Module Assessment Board via the Programme Leader as soon as possible.

Sample size

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 Levels 3 and 4, the sample should be sufficient to enable the External Examiner to confirm all marks in the Fail category and to see a selection from each class, including those at borderlines, in order to be satisfied that each student is fairly placed in relation to the rest of the module cohort. At Level 3 and 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 module, by negotiation.

Volume of work

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.

Other duties

External Examiners should scrutinise and comment in advance upon the assessment tasks, in respect of those modules which are within their jurisdiction. This will include;

- all examination papers;
- all coursework weighted at 50% or more of module assessment;
- 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.

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).

12.3 Appointing an External Examiner

Schedules for the appointment and reappointment of all External Examiners and Chief External Examiners are maintained by Academic Quality Support Services. Departments will be notified via the Faculty Administrator when an appointment needs to be made. Once a programme has been validated and approved to run, steps must be taken immediately to appoint an External Examiner. If the Programme Team are satisfied that the appointee meets the criteria they should complete the relevant nomination form as detailed in this section of the handbook. They should also ensure that the nominee is eligible to work in the UK. Any

conflicts of interest which arise **after** an external examiner has been appointed must be brought to the attention of AQSS.

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 a shorter term initially with an extension to a full, four year, term available on request.

For further criteria relating specifically to the appointment of Chief External Examiners see the section entitled Chief External Examiners on pages 2-3.

The Appointment Process

Programme Leader submits the appropriate pro-forma for approval to the appropriate Board of Studies. They should attach all relevant documentation as detailed in the pro-forma.



If the nomination is approved at the Board of Studies it should then be submitted electronically to the Policy Implementation Officer (External Examiners and Quality Support) in Academic Quality Support Services.



The nomination will then be presented to the External Examiner Approvals Sub-Group, chaired by the Dean of Academic Quality and Enhancement. The paperwork will be considered in detail and a recommendation made regarding the suitability of the nomination.



Following the meeting of Academic Quality and Enhancement Committee the Policy Implementation Officer (External Examiners and Quality Support) will contact the relevant Faculty Administrator to confirm the outcome of the nomination.



Where a nomination is unsuccessful the academic department is responsible for contacting the nominee to advise.



Where a nomination is successful the Policy Implementation Officer (External Examiners and Quality Support) will send a letter of appointment to the External Examiner and the relevant documentation as detailed in section 12.5.

National Criteria for Appointment

(as set out in chapter B7 of the UK Quality Code for Higher Education)

Person Specification

Institutions appoint external examiners who can show appropriate evidence of the following:

- i) knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality
- ii) competence and experience in the fields covered by the programme of study, or parts thereof
- iii) relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate
- iv) competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures
- v) sufficient standing, credibility and breadth of experience within the discipline to command the respect of academic peers and, where appropriate, professional peers
- vi) familiarity with the standard to be expected of students to achieve the award that is to be assessed
- vii) fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements)
- viii) meeting applicable criteria set by professional, statutory or regulatory bodies
- ix) awareness of current developments in the design and delivery of relevant curricula
- x) competence and experience relating to the enhancement of the student learning experience.

Conflicts of Interest

Institutions do not appoint as external examiners anyone in the following categories or circumstances:

- i) a member of a governing body or committee of the appointing institution or one of its collaborative partners, or a current employee of the appointing institution or one of its collaborative partners
- ii) anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study
- iii) anyone required to assess colleagues who are recruited as students to the programme of study
- iv) anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study
- v) anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question

- vi) former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s)
- vii) a reciprocal arrangement involving cognate programmes at another institution
- viii) the succession of an external examiner by a colleague from the examiner's home department and institution
- ix) the appointment of more than one external examiner from the same department of the same institution.

Terms of Office

- i) The duration of an external examiner's appointment will normally be for four years, with an exceptional extension of one year to ensure continuity.
- ii) An external examiner may be reappointed in exceptional circumstances but only after a period of five years or more has elapsed since their last appointment.
- iii) External examiners normally hold no more than two external examiner appointments for taught programmes/modules at any point in time.

General Criteria for Appointment to the University of Chester

- a. 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 UK Quality Code for Higher Education.
- b. 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.
- c. 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 Sub-group why the post cannot suitably be filled by an alternative nominee currently engaged within academia. Examiners appointed under these criteria must, after a two year period, demonstrate continued academic/professional currency and standing to the satisfaction of the External Examiner Approvals Sub-group. Subsequent to this, they should be permitted to complete their tenure.
- d. 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 academic currency to the satisfaction of the External Examiner Approvals Sub-group, they should be permitted to complete their tenure.
- e. 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.

- f. Nominee's should normally have at least five years experience teaching and assessing in higher education.
- g. Where a high proportion of a nominee's teaching experience has been acquired as an honorary appointment, or similar, departments should specifically detail the nature and volume of teaching and assessing actively undertaken.'

Nomination forms and procedures

The following criteria indicate which nomination form should be used and situations where a nomination form is not required:

Full nomination form (Appendix 12A)

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

Abridged nomination form (Appendix 12B)

- For adding another programme, including a WBIS pathway, to an existing External Examiner's duties;
- For adding modules to an existing External Examiner's duties if these modules:
 - are at a higher level than those currently examined;
 - lie outside of the department(s) to which the External Examiner's current programme(s) belong;
 - belong to an unrelated programme within the same department.

Module allocation amendment form

For adding new modules to the programme(s) currently examined, if they do not exceed the level of the External Examiner's current duties and are within the same subject area(s) as the External Examiner's current programmes.

For adding existing modules to the programme(s) currently examined, if they do not exceed the level of the External Examiner's current duties and are within the same subject area(s) as the External Examiner's current programmes.

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.

External moderators

See the the section entitled External Moderators on page 2 of this handbook for further information regarding their appointment.

Procedure for Confirming Eligibility to Work in the UK: UK Border Agency Requirements

The University of Chester is committed to equality of opportunity in its recruitment, selection and employment practices. To prevent discrimination the University treats *all applicants in the same way* and verifies the eligibility of all new staff to work in the UK in accordance with the procedures detailed below.

Employing a worker who is not eligible to work in the UK is a criminal offence that carries substantial financial penalties and can lead to imprisonment. Nobody should commence work at the University until their eligibility to work in the UK has been verified under the procedures listed below.

It has been confirmed by Universities UK and the UK Border Agency that they must be subject to the same checks to confirm eligibility to work in the UK. The University would be liable for the same penalties if it engaged someone as an External Examiner who was not eligible to work in the UK.

The University can engage External Examiners who are UK or EEA nationals, or non-EEA nationals who have been granted indefinite leave to remain in the UK. Some individuals who have been granted visas through the UK's Points Based System may be eligible to undertake work with specific restrictions but any such cases must be checked with HRM Services.

Obtaining Copies of Documentation

The University requires evidence of an External Examiner's right to work in the UK before any work is undertaken. Prior to nomination, the relevant academic department will ask External Examiners to provide photocopies of appropriate documentation. This must be either:

- **their passport, residence permit or national identity card, showing that they are a British citizen or a national of an EEA (European Economic Area) country, or that they are** allowed to stay indefinitely in the UK
- or
- other documents as required by Section 15 of the Immigration, Asylum and Nationality Act 2006. A full list of acceptable documentation can be obtained by contacting the Policy Implementation Officer (External Examiners and Quality Support) in AQSS.

The photocopies should include:

- the front cover
- all the pages which give the potential employee's personal details, including photograph and signature
- if the individual is not a British citizen or EEA national, any visa/endorsement which allow the potential employee to do the type of work they have been offered.

The photocopies should be forwarded to AQSS along with other relevant documentation. AQSS will be unable to confirm an External Examiner's appointment without this evidence of eligibility to work in the UK.

Verifying the Original Documentation

When the External Examiner makes their first visit to the University, Heads of Subject (or administrators/nominee) in the relevant academic department will need to see and take copies of the original documentation as detailed above. If the External Examiner is expected to undertake a significant amount of work before visiting the University, they should be asked to send their original documents by courier/secure delivery so that they can be verified.

The person taking copies of the original documentation should ensure they are satisfied that the External Examiner is the rightful holder of the documents by checking:

- photographs to ensure that they are consistent with the appearance of the External Examiner
- date of birth to ensure that this is consistent with the person's appearance
- expiry dates (passports, visas) to ensure they have not passed.

The photocopies should be signed and dated by the person who has checked the documents and forwarded immediately to AQSS who will keep them on file.

If there are any queries regarding documentation or an individual's eligibility to work in the UK, please contact HRM Services for further guidance.

A copy of all External Examiner's identity documents will be held by AQSS both in hard copy and electronically for a maximum of five years or until the External Examiner has completed their term of office with the University. Any copies held by the academic

department should be securely destroyed as soon as the nomination form has been sent to AQSS.

12.4 Discontinuation and 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 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 Enhancement, or representative, in discussion with relevant members of the academic department. Academic Quality Support Services will inform the External Examiner in writing if their contract is not being renewed.

If an External Examiner wishes to discontinue their appointment, they should notify the Policy Implementation Officer (External Examiners and Quality Support) in writing and in sufficient time for a replacement appointment to be made.

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

12.5 Documentation to be provided to External Examiners

Information to be provided by Academic Quality Support Services

AQSS automatically set up (via LIS) individual Portal accounts for new External Examiners. This takes place upon appointment using the module list provided on the nomination form. If departments wish to make any amendments to the list of modules their external examiner has been appointed to they should use the relevant form indicated in Section 12.3 of this handbook.

Further information regarding External Examiner use of Grademark can be found at the following link;

https://portal.chester.ac.uk/registryservices/SiteAssets/Pages/onlinesubmission/External_examiner_use_of_Grademark.pdf

The following information and documentation is sent to all External Examiners both on appointment and at the start of every academic year:

- the External Examiner section of Handbook F: Requirements Governing the Assessment of Students;
- UK Quality Code for Higher Education: Chapter B7 External Examining;
- fee and expenses schedules and claim form;
- information about the procedure for confirming eligibility to work in the UK;
- username and password to enable external examiners to access SharePoint (through which they are able to access information such as the Principles and Regulations and the full Assessment Handbook);
- 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.

Information to be provided by Programme Teams / University Departments

Programme Teams should provide External Examiners with the following as and when appropriate:

- copies of the relevant Programme Specification(s) and Handbook(s), updated copies of these should be sent as necessary during the External Examiners term of office;
- 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;
- examples of student feedback and responses thereto (for example, the outcomes of, and responses to, module evaluation questionnaires);
- 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 (the response should be approved by a senior member of staff in the academic department prior to being sent to the External Examiner);
- dates of assessment boards should be made available as early as possible and agreed in negotiation with External Examiners where possible

12.6 Induction of New External Examiners

It is University policy that all External Examiners should, where possible, attend an induction during their first year of appointment. Those who are unable to attend on the date specified will be invited to attend a subsequent event. The primary purposes of the induction event 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 External Examiners concerning University-wide policies relating to assessment and the External Examiner role;
- to obtain feedback from External Examiners concerning their perceptions of the role, its responsibilities and their operational delivery, in the light of developments in the wider HE quality agenda.

12.7 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:

- (a) Where possible the incoming External Examiner should be invited to attend the final Module Assessment Board of the previous session, as an observer, and to meet the University examiners and the outgoing External Examiner.
- (b) Dialogue between the outgoing External Examiner and the new appointee should be encouraged.
- (c) The new External Examiner should be provided with the name and contact details 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.
- (d) The Programme Team should provide the new External Examiner with copies of recent Annual Monitoring reports (past three years).
- (e) A mentor must be appointed for External Examiners who have no previous experience of external examining. The mentor should be another External Examiner (normally based within the same department), who has previous experience of external examining. External Examiners who are themselves new to the University of Chester, but have had experience of external examining elsewhere, are eligible to be appointed as mentors.
- (f) Following the appointment of a new External Examiner with a named mentor the Policy Implementation Officer (External Examiners and Quality Support) will contact the relevant Programme Leader via the Faculty Administrator requesting that they initiate contact between the mentor and new appointment.

The University greatly values the willingness of existing External Examiners to offer mentoring and support to colleagues new to the role. AQSS holds a list of new external examiners who are being mentored and the name of their appointed mentor.

The role of the mentor:

- A mentor is someone with previous external examining experience, who is not a member of University of Chester staff, from outside of the institution who can be approached as a 'sounding board' by the new external examiner for any concerns they may have. These may include discussions as to whether an issue is within their remit, whether or not they have the authority to raise an issue and strategies for raising issues in a constructive manner;
- Mentors should be approachable and ensure that the mentee knows they can ask for general guidance in confidence;
- The mentor should be prepared to respond promptly to any queries received from new external examiners.

Mentors should not be expected to:

- Provide subject specific advice;
- Look at scripts (for example if there are concerns about marking);
- Provide advice on University regulations and procedures.

If a mentor is approached about any of these issues they should advise the new external examiner to seek guidance from AQSS or the academic department.

It is the responsibility of the academic department to facilitate an introduction between the new external examiner and their mentor.

12.8 Annual Reports

All External Examiners appointed on the authority delegated to Academic Quality and Enhancement 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 Enhancement 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 (UK Quality Code for Higher Education), 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, particular attention should be paid 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;
- (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.

In addition to the main report form external examiners are also required to complete the External Examiners' Report Checklist which will be appended to the template.

Where External Examiners work as a team the University shall require each Examiner to submit a separate report, according to the guidance provided above. Any report which does not contain enough detail to fulfil the quality requirements of the University will be returned to the External Examiner for additional comment. Further information on the standard required can be obtained from the Policy Implementation Officer: External Examiners and Quality Support.

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 AQSS, which 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.

Academic Quality Support Services also produces two annual overviews of external examiners' reports, one for undergraduate and the other for postgraduate programmes. This is submitted to Academic Quality and Enhancement 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:

SUBMISSION DATE: 7TH JULY 2017

reports for postgraduate programmes with an Assessment Board held in January:

SUBMISSION DATE: 2ND FEBRUARY 2018¹

reports for undergraduate Assessment Boards held after 23rd June, 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.

All fee and expense claims must be submitted within three months of the work it relates to being completed.

All departments must ensure that copies of External Examiner Reports are made available to students. Departments may choose to do this in a number of ways. The method

¹ Please note that this date is for submission of postgraduate reports relating to the 2015-16 cohort. The deadline for postgraduate reports relating to the 2015-2016 cohort is 3rd February 2017.

recommended by AQSS is to make students aware of the following page on Portal: <https://psmd.chester.ac.uk/pos/index.php?th=931> .

Through this facility students are able to search for their programme and view the relevant external examiner report.

Structure and Format of Annual Reports

The External Examiner's report follows the template set out below. The template is available as Appendix 12D.

1. Consistency with requirements of the National Academic Infrastructure (UK Quality Code for Higher Education), institutional requirements and/or industry practice (if applicable)
 - (a) consistency with the QAA Code of Practice (Chapter of the UK Quality Code) 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) extent and quality of feedback to students on their assessed work;
- 5. Level and effectiveness of administrative support (including provision of documentation from both the academic department and central support services)**
- 6. 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.
- 7. Please ensure you complete this section if your role includes the examination of work from a Partner College/Organisation, 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.**
- Your comments will be fed back to the Partner College/Organisation.**
- 8. Shortcomings or specific issues requiring attention or development (programme or specific modules).**
- 9. Examples of good practice (strengths or distinctive or innovative features).**
- 10. 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 (Appendix 12E). A small number of additional questions are added to the template used by External Examiners for Initial Teacher Education programmes located within the Faculty of Education & Children's Services (Appendix 12F).

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>

12.9 Internal Staff as External Examiners

Members of the University who begin or end an external examiner position with another institution must ensure that they inform the relevant Faculty Administrator as soon as possible of the details of the appointment.

Faculty Administrators are responsible for holding a full list of all External Examiner appointments for staff within their Faculty

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Application for Accreditation of Prior Learning

Student Name		Student No.	
Department		Academic Assessor	
Programme of study		Starting level	
Date of Application		Start date	

Application for Accreditation of Prior Credited/Certified Learning (APCL)

Definition: Prior credited learning must be supported by a transcript indicating the number of credits, and the level of the credits, achieved, and the titles of the courses for which they were awarded. Certified learning must be accompanied by the certificate awarded for the qualification. In all cases, these must have been achieved within five years of the date of application. There is no charge for this.

This form should also be used to confirm the transfer of credits from one student record to another. For example, to confirm that credits completed on a free-standing basis can be transferred onto a programme.

Accredited or Certificated Learning achieved more than five years ago, and thus needing its currency demonstrating, may also be included on this form. There will be a charge for this.

Awarding Body	Title of Certificate/ complete award	Credit Claimed		Date of Award
		Level	Credits	
Awarding Body	Module/ Course Titles			

Application for Accreditation of Prior Experiential Learning (APEL)

Definition: Prior experiential learning is achieved outside education or training systems but may be assessed and, if appropriate, recognised for academic purposes.

Details of assessment of evidence submitted.

Indicate the type of assessment(s) undertaken:

Assessment Mode		Second Marking Undertaken (Y/N)	Volume and Level of credit	Codes of specific modules exempted (optional)
Portfolio				
Written Report				
Assignment				
Presentation				
Viva Voce				
Reflective Interview				
Other				

Please enter your comments to support your decision for approval/rejection of the requested APL claim.
 If approved, please indicate by code the University of Chester modules the student may be exempted from through prior achievement.

--

Total Credit Claimed:

Level	APCL	APEL	TOTAL	For University Use:
3				
4				
5				
6				
7				
8				
TOTAL				

Please list module codes with credit rating from which the student will be exempt, stating how credited and experiential learning relates to those modules.

--

Please attach a copy of the certificate/transcript used as evidence for the APCL application.

Faculty Academic Assessor's Name	
Faculty Academic Assessor's Signature	
Faculty Credit Co-ordinator's Name	
Faculty Credit Co-ordinator's Signature	

Administration

The Faculty Credit Co-ordinator should undertake the following steps:

Step One

Copy of this form (if claim approved) to be sent to Registry Services – Student Programmes Team so the student’s record can be amended and so the results will be included on the student’s transcript.

Step Two

Copy of this form (if claim approved) to be sent to Finance (FAO Sian Gee) for information or action. The student may be billed by accounts.

Step Three

If the claim gives exemption from individual modules the relevant Module Assessment Board should be notified of the outcome of the APCL/ APEL claim. The Faculty Credit Co-ordinator should confirm the outcome of claim with the applicant. For successful APEL claims the Faculty Credit Co-ordinator should advise the student to contact the Department for further guidance on their programme of study.

To be completed by finance:

Fees payable for assessing currency of transcript for APCL

£220 per claim

No charge is made when the transcript was issued within the last five years.

Fees payable for modules assessed through APEL

modules X £220 per 20 credits = £

The applicant is liable for this fee

The partner/employer is liable for this fee

(Insert partner/employer name here _____)

The Faculty is liable for this fee

Appendix 2B - Academic Assessor Role

Only members of academic staff are able to undertake the role of academic assessor. The academic assessor must have subject expertise relevant to the specific credit claimed.

In making their judgment whether to approve the APL claim, the academic assessor must ensure that all of the following are considered:

- **Authenticity** – the evidence provided must be genuine and must demonstrably be the work of the applicant
- **Sufficiency** – there must be enough evidence to fully demonstrate both the level and volume of the achievement of the credit being claimed.
- **Relevance and validity** – The evidence must be relevant to the programme of study for which credit exemption is being sought. The applicant must be able to demonstrate that there is an appropriate match in both level and content between their previous studies or experience and the credits/modules for which they are seeking exemption.
- **Currency** – there must be evidence that the learning is current. For APCL claims, if the credit is more than 5 years old the application must be accompanied by a demonstration that the learning has been brought up to date in the workplace, via continuing professional development which is shown to be directly relevant to the new award. If this isn't the case the application must be accompanied by some form of assessment e.g. a reflective portfolio.
- **Volume and level** – there must be sufficient evidence to permit the award of the requisite number of credits at the appropriate level.
- **Regulations on maximum amount of APL** - The volume of APL must not exceed the maximum permitted by the regulations, taking into account any APL which has already been approved.

The Academic Assessor must also ensure that work submitted by the applicant for marking as part of an application for APEL, or in support of the updating of APCL, must be submitted via Turnitin in order to establish that it is the applicant's own work.

Appendix 2C - Faculty Credit Coordinator Role

The Faculty Credit Coordinator is responsible for making sure that that Academic Assessor has carried out his or her role effectively and that the following have been taken into account:

- **Entitlement to assess the claim** - Only members of academic staff are able to undertake the role of academic assessor. The academic assessor must have subject expertise relevant to the specific credit claimed.
- **Authenticity** – the evidence provided must be genuine and must demonstrably be the work of the applicant
- **Sufficiency** – there must be enough evidence to fully demonstrate both the level and volume of the achievement of the credit being claimed.
- **Relevance and validity** – The evidence must be relevant to the programme of study for which credit exemption is being sought. The applicant must be able to demonstrate that there is an appropriate match in both level and content between their previous studies or experience and the credits/modules for which they are seeking exemption.
- **Currency** – there must be evidence that the learning is current. For APCL claims, if the credit is more than 5 years old the application must be accompanied by a demonstration that the learning has been brought up to date in the workplace, via continuing professional development which is shown to be directly relevant to the new award. If this isn't the case the application must be accompanied by some form of assessment e.g. a reflective portfolio.
- **Volume and level** – there must be sufficient evidence to permit the award of the requisite number of credits at the appropriate level.
- **Regulations on maximum amount of APL** - The volume of APL must not exceed the maximum permitted by the regulations, taking into account any APL which has already been approved.

In addition to the above, the Faculty Credit Coordinator should ensure that the following administrative functions are carried out effectively:

1. That signed APL forms are sent to Registry Services and Finance as soon as they have been approved;
2. That the student is notified of the outcome of their claim within four weeks of their application; this may be extended if further information is required from the student
3. That, where applicable, the partner college/organisation is notified of the outcome of the claim;
4. That claims relating to specific module credits are reported back to the next appropriate Module Assessment Board for information

Notes

- an APL form must be submitted in cases where a student seeks to transfer internal University of Chester credit from one programme/record to another; for example, from a free-standing module record to a programme. Credits awarded by the University of Chester do not count towards the maximum APL permitted
- the majority of APL credits are approved at the admissions stage – in cases where students seek advanced entry onto an undergraduate programme the credits must be approved by the University before the student is able to commence studies. It is extremely important that this is communicated to everyone involved in the process, including staff and students at partner colleges/organisations where applicable.
- the approval of APL during the course of a student's studies (eg a nursing student undertaking CPD modules at another University whilst registered on a University of Chester programme) may reduce the amount of time they are permitted to complete the programme. Registry will inform both the student and the academic department if this is the case.

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EXAMPLES OF OPTIONS AVAILABLE TO STUDENTS WITH SPECIFIC NEEDS

Hearing-Impaired Candidates

Hearing-impaired students 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 Differences (e.g. Dyslexia)

The options made available to candidates with specific learning differences (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/or suitability qualified specialist teacher.

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 (sharing with other students who have similar arrangements).
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 4B) 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.
3. Rest breaks with clock stopped up to 10 minutes per hour – student allowed to stretch walk around the room.

Students with Mental Health Conditions or Asperger's Syndrome

1. Accompanied by exam mentor (to assist with reducing anxiety).

Where a computer or amanuensis is used the candidate will take her/his written examination in a separate room with separate invigilation (sharing with other students who have similar arrangements).

Procedures relating to feedback on the assessed work of students with Dyslexia and other related Specific Learning Difficulties appears as Appendix 3B.

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Appendix 3B

Guidelines for Providing Feedback on Assessed Work of Students with Dyslexia and other related Specific Learning Differences (SpLD)

Introduction

This document has been updated to reflect the changes from the Individual Assessment Feedback (IAF) system to the Standard Assessment Feedback Form (SAFF). It contains the following:

- A brief overview of legislation;
- Good practice with regard to assessment;
- Difficulties dyslexic students and students with other SpLDs experience;
- Standard Assessment Feedback Form;
- Guidelines on providing feedback;
- A copy of the Standard Assessment Feedback Form.

Legislation

The Equality Act (2010) replaces previous disability legislation including the Disability Discrimination Act (1995), the Special Educational Needs Discrimination Act (2001), and the Disability Discrimination Act 2005. The EA requires institutions “...*not to discriminate against disabled students by subjecting them to ‘less favourable treatment’ or by failing to make reasonable adjustments to policies, procedures, provision or the physical environment in order to overcome a disadvantage*” (QAA 2010, p.8).

Dyslexia and other specific learning differences (SpLD) meet the definition of disability contained within the Equality Act (2010).

Assessment

Higher Education Institutions (HEIs) are required to ensure that ‘...*disabled students are given the opportunity to demonstrate the achievement of learning outcomes and competence standards*’ (QAA 2010, p.25). In practice this means ‘...*ensuring that assessment methods are flexible and give all students the opportunity to meet the objectives of their programme of study*’ (ibid). Moreover, it is considered good practice for institutions to make assessment criteria and allocation of marks clear and transparent to all students as early as possible (ibid).

Assessors should be assured that the legislation is clear that academic standards cannot be compromised and as such reasonable adjustments may not be applied to competence standards. Reasonable adjustments can however be applied to the process of how the competence standard is assessed (Equality Act Draft Code of Practice Further and Higher Education, 2010). The University of Chester aims to ensure that reasonable adjustments are applied to assessment as outlined in Handbook F. To Accompany the Principles and Regulations The Assessment of Students at Levels 4,5,6,7 and Taught Provision at Level 8. In addition, students with dyslexia and other SpLDs typically have access to reasonable adjustments during their studies such as assistive technology, individual study skills tuition and other support.

Marking should always follow University guidelines, thus maintaining academic rigour, and be clearly related to learning outcomes.

Difficulties students with dyslexia and other SpLDs experience

In discussing the issue of giving feedback to students, Reid describes the need for teaching staff to have an awareness of '*how dyslexia may affect a person's self-esteem*' (Reid 2003, p.273). Furthermore, in order to develop skills for present and future assignments, he considers it essential that students are aware of their own 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. 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 what they want to express more effectively verbally 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.

Standard Assessment Feedback Form (SAFF)

The SAFF is a form that gives guidance on how to provide feedback to students with an identified SpLD. The SAFF will ensure that staff who are involved in the assessment process are provided with standard information relating to generic difficulties that students with an identified SpLD typically experience. This form has been developed by staff within Disability Support, specialist Dyslexia Tutors within Disability Support and in consultation with academic members of staff. The SAFF has been primarily informed by reports produced by educational psychologists and specialist needs assessors.

Disability Support staff will contact all students who have formally notified the University of their SpLD, to explain the new system. Disability Support will send a copy to the student and file a copy the original SAFF. Subsequently, it will be the student's responsibility to ensure that a copy of the SAFF sheet is included with every piece of work submitted for assessment. Examples of a SAFF form can be found at the end of this document.

Guidelines When Providing Feedback

The Standard Feedback Assessment Form gives bullet point guidance; there is further good practice guidance below that you may want to consider when providing feedback on assessed work.

- Provide typed or electronic feedback to students, or verbal feedback as appropriate. If feedback is computer based consider the use of comment boxes or coloured fonts.
- If your marking scheme **does not include marks for spelling and grammar and you do not usually highlight spelling or grammar** then let the student know so that they are aware this has not been checked.
- If you **do** 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.
- 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.
- 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.
- **Avoid marking in red as this has a negative effect;** use different colours to mark and comment:
1 colour for ideas, understanding and knowledge.
1 for comments about grammar, punctuation and spelling.
- 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'.
- Remind all students that it is their responsibility to seek learning support as early as possible.
- In some circumstances (where the student experiences extreme difficulties) it may be necessary to consider whether an alternative method of assessment may be more appropriate to determine the student's subject knowledge. Please contact Disability Support within Student Support & Guidance as soon as possible to discuss any such situations.

Further reading and references:

ADSHE (2004) *Guidance for good practice: institutional marking practices for dyslexic students*. Retrieved April 18th from:
<http://www.adshe.org.uk/docs/Marking%20Guidelines.doc>

Equality and Human Rights Commission (2010) *Equality Act Draft Code of Practice Further and Higher Education*

Pollock, D. (2005). *Dyslexia, the self and higher education*. Stoke-on-Trent: Trentham Books.

Reid, G. (2003). *Dyslexia: a practitioner's handbook*. (3rd 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.

QAA Code of Practice for the assurance of academic quality and standards in higher education Section 3 February 2010 (updated March 2010)

Useful Websites:

British Dyslexia Association
<http://www.bda-dyslexia.org.uk>

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Standard Assessment Feedback Form (SAFF)

Student Assessment Number:

Course:

This form is a standard form for students with a specific learning difference (SpLD). It is part of the University's commitment to providing appropriate feedback for all students.

Students may have difficulty with reading accuracy, comprehension and speed as well as experiencing visual discomfort when reading. Written expression may be adversely affected and this may impede essay structure and planning. Sentences may be overlong and contain irrelevant information. Spelling, grammar and punctuation errors may also be present; these errors may not always be eliminated by spelling and grammar check.

The recommendations below will help make feedback most useful to the student:

- **Structure and sequencing:** Clear examples should be provided to show how to improve the structure and sequencing of the ideas discussed. Please indicate where the student has moved away from the relevant point and, if possible, explain why;
- **Examples of good use of academic language:** 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 and also to develop their academic writing style. Highlight two or three examples in the writing that need development and, where possible, model an accurate alternative;
- **Subject specific spelling errors:** Highlight subject specific spelling errors only so that the student can focus on correcting them; a short comment may be made about spelling. **Please be aware** that spelling and punctuation errors may not always be eliminated by spelling and grammar check.

All feedback should be clear, concise and word processed wherever possible. It is important to avoid ambiguity in feedback as confusion may lead to anxiety.

For draft assignments

- Promote early planning for all students to allow time for techniques of editing and refining later in the process and offer direction on subject specific resources.
- Offer direction (as appropriate) to ensure accuracy in the interpretation of assignment questions/project briefs and provide an explanation glossary of complex phrasing and new vocabulary.

Confidentiality

Disability Support 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 Disability Support,

Voice: 01244 511059 (please state which campus)

Email: disability@chester.ac.uk

All other disability matters should be referred to Disability Support, Student Support & Guidance.

Information on how to use this form can be found below.

Using the Assessment Feedback form

Staff

The student has been advised to seek early support from Disability Support to develop study strategies to support needs.

Draft assignments or outlines

This student is entitled to feedback on draft assignments or outlines (including oral submissions) in accordance with departmental policy. Where departments do not usually provide feedback on draft assignments tutors should provide feedback on a plan to indicate if the student has understood the question and appears to be addressing it appropriately. Feedback may be written or verbal. If feedback is verbal the student should be allowed to record the session as this will enable her/him to make best use of the feedback.

Examinations

This student is entitled to feedback on examinations in accordance with departmental policy. Feedback may be written or verbal. The student should book an appointment and provide a copy of their SAFF form. If feedback is verbal the student should be allowed to record the session as this will enable her/him to make best use of the feedback.

Students

The SAFF system works in conjunction with anonymous marking policies. Therefore failure to attach your SAFF form to your assessed work will mean that the assessor will be unaware of your feedback needs.

Assignments

Copy and paste your SAFF into your assignment immediately after the title page. Submit your work following the e-submission instructions.

Draft assignments or outline

Departments will provide feedback on draft assignments, assignment outlines or a plan (including oral submissions) indicating if you have understood the question and appear to be addressing it appropriately. Feedback policies will differ between departments. Feedback may be written or verbal. If feedback is verbal you should be allowed to record the session. You should submit your SAFF firmly attached to your draft work.

Examinations

You are entitled to feedback on examinations in accordance with departmental policy. Feedback may be written or verbal. You need to book an appointment with the relevant member of staff in your academic department and provide a copy of your SAFF form. If feedback is verbal you should be allowed to record the session.

University of Chester

Turnitin Policy

Introduction

This document sets out the coverage of the University's Turnitin Policy, access to Turnitin and acceptable use of the service. Further practical and operational detail is given on the Registry Assignment Submissions page

<https://portal.chester.ac.uk/registryservices/Pages/submissions.aspx>

Coverage

Students must submit all assessed work which can be handed in electronically to Turnitin for originality checking. This applies to all summative assessments submitted for a University of Chester award at levels Z, 4, 5, 6, 7, and taught provision at level 8.

Access

Access to Turnitin is provided for staff and students on programmes leading to University of Chester awards only. All students on Undergraduate, Masters and taught elements of Professional Doctorate will submit work directly to Turnitin through Moodle. The Graduate School manage a comparable process for the submission and checking of postgraduate theses.

Acceptable use

Turnitin is used as a tool to:

- Help students embarking on a programme of study to understand the concept of academic integrity, and to develop academic writing skills appropriate for their discipline. Students at levels Z, 4 and 7 will have the right to see the Turnitin originality report for one initial assignment, and to discuss it with a tutor, to develop their understanding of academic writing practices. International exchange students and students taking one-off modules for CPD purposes will not have this entitlement.
- Assist academic judgements regarding the originality of work submitted for assessment for University of Chester awards. The use of Turnitin does not replace academic judgement, and decisions about whether a piece of work may be plagiarised should not be based solely, or mainly, on the originality score. Matches should be scrutinised both individually and to see whether they form part of a pattern. Scrutiny must be undertaken by a member of academic staff, normally the first marker.

Staff should use Turnitin as described in the Registry Online Submissions pages for staff (<https://portal.chester.ac.uk/registryservices/Pages/staff-docs.aspx>), to ensure equitable practice across the University.

Students may only use Turnitin to submit their own work for assessments on their own programme of study. Further information and guidance about Turnitin and step by step instructions on submission procedures are provided on the Registry Online Submissions pages for students, <https://portal.chester.ac.uk/registryservices/Pages/students-docs.aspx>

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. Registry Services will provide a USB stick so that a saved backed up copy of the student's answer can be saved (in case the computer should crash). For In-Class Test the Department should provide a USB for work to be saved.

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 Support).
 - 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 backup copy on USB. 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 £10.45 per hour.

If you have any queries regarding any of the above, please do not hesitate in contacting:

Disability Support

Chester Room CBK 101, Binks Building tel 01244 511559

Warrington Martin Building tel 01925 534282

Email 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.

Appendix 4C

Security of Examination Papers

The following guidance seeks to ensure that the security of examination papers is maintained from the point they are written to the point the students sit them. They must therefore be followed by all departments and partner colleges/organisations.

1. Before papers are sent to the external examiner for approval
 - Examination papers must never be sent in the internal mail;
 - All exam papers are checked by a designated member of academic staff prior to being sent to the external examiner; the person checking the paper must be able to comment on the academic content of the paper, in addition to identifying typographical and formatting errors;
 - All exam papers stored electronically must be password protected; in cases where papers are stored on an external device such as a USB pen the device must be encrypted;
 - Any hard copies of exam papers must be stored in a locked cupboard or cabinet and access to the keys must be limited – ie they are not left in open view in the same office.
2. Process of approval by external examiners
 - Wherever possible exam papers should be sent electronically, with this done in a secure manner. It is recommended that the Sharepoint Team sites are used for this purpose as they provide a secure storage facility accessible by both internal and external examiners, with access to the site controlled by the host department. In cases where papers are sent to the external examiner via email, they must be password protected;
 - Where hard copies of the exam papers are sent the method of delivery must guarantee delivery to the individual and the individual must sign to accept delivery;
 - All external examiners should be issued with clear guidelines about the security measures they must adopt when sending, storing or receiving exam papers and that they are informed all examination papers must be deleted/destroyed once they have sent their comments/approval back to the University.
3. Copying the papers once approved by the external examiner
 - Where departments copy their own papers this must be done on a copier students are not able to access; if departments do not have access to their own copier, the papers must be copied by the print unit;
 - Where exam papers are sent to the print unit for copying, the original must be either hand-delivered or, where sent electronically, password protected. It must be made clear to the print unit that the security of the paper must be maintained and that under no circumstances can the original or any copies be left unattended or in a location to which others have access;
 - Papers must be collected by a designated person within the academic department as soon as they have been copied by the print unit;

- Once the copies have been quality checked by the academic department, the papers should be delivered to Registry Services immediately, in order that they can be stored in the most secure manner available.
4. Examinations held at Partner Colleges/Organisations

Registry Services will ensure that information relating to the security of examination papers is provided to partners as part of an annual update. Academic departments must then take steps to ensure the principles outlined above are adhered to by all their partners.

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ANONYMOUS MARKING OF ASSESSED WORK

Anonymous marking of coursework assignments

Principles

The first and second markers mark the assignment and 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. The marks can then be entered 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 are 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). 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.

For dissertations or other assessment where the supervisor is also the first marker, the first marker will know the student's identity when marking the work; this will allow them to use their knowledge of the student's work through their supervision meetings to aid the identification of academic malpractice such as data manipulation/invention and material from other sources.

Unless there are compelling technical reasons which make this impossible, all work must be submitted electronically via the Turnitin integration in Moodle.

Maintaining anonymity for work submitted electronically via the Turnitin integration in Moodle

At the start of the academic year and/or well in advance of the first submission deadline, the module leader will set up a submission box for each electronic submission; when setting up each postbox the module leader enters:

- the date from which the coursework can first be submitted;
- the submission deadline date;
- the date on which the identity of the students will be revealed; this date must be after the final internal mark has been agreed, following first and second marking.

Students submitting their work must include their assessment number (in 2015/16 this will begin with a K and may be found on the student homepage on e-vision) in the header or footer.

Maintaining anonymity for work submitted in hard copy

The student collects a Module Assignment Coversheet from the academic 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 J. The number will be available on the Portal when they enrol at the beginning of the academic session. 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 the Portal. 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.

Dissertations or other assessment where the supervisor is also the first marker

As outlined above, for dissertations or other assessment where the supervisor is also the same marker that first marker will know the student's identity when marking the work.

The second marker must mark the work anonymously in line with the procedures in this handbook.

This may be achieved by the following method:

- The submission box on Moodle is set up as NOT anonymous
- The student submits the work through the Turnitin Moodle integration
- The supervisor (first marker) marks their students' dissertations either on Grademark or otherwise
- The supervisor (first marker) downloads a zip file of their students' dissertations from Turnitin (this will be without comments) and forwards to the second marker. These assignments should have the Assessment Number on them but no other identifier.
- The second marker marks the work without knowing the identity of the students and returns the marks to the first marker
- The first and second marker agree the marks using the Assessment (J) Number identifier
- The first marker then enters the marks on e-vision or forwards to the department administrator as per the department's practice.

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 right-hand section 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 right-hand section, 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 the right-hand section 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 Module Assessment Board who may nominate a third marker if appropriate.

Feedback to Students from Second Markers

Feedback to students must only show the agreed mark following the completion of internal marking and monitoring. It must be made clear to students that this mark is provisional, pending consideration by the external examiner and the decision of the relevant assessment board. Although the internal mark returned to students is that agreed by the first marker and monitor, 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.

MONITORING FORM

Module:		Marking tutor:	
Assignment/Exam:		Monitor:	

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 monitored):

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

1. First marks are the agreed internal marks
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 Module Assessment Board:

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

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

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

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**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 Module 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 Module 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.

The assessment criteria are used to measure student performance: how well you have fulfilled the specific learning outcomes of the module. The learning outcomes at level 3 define the complexity of understanding and skills that you must achieve in that module.

The criteria offer descriptions of standards of achievement relating to four types of learning outcome:

- Knowledge and understanding
- Cognitive skills
- Practical or professional skills
- Communication skills.

There are various descriptors under these headings, describing different aspects of understanding or skill. Assessors use the ones that apply to the particular outcomes you should demonstrate: if the learning outcomes of your module do not require (for example) practical skills, then those criteria do not apply.

Because not all of the criteria will apply to each module, the Foundation School teaching staff may customise these criteria to describe how they apply to your particular area of study or to a particular type of assessment. They may also customise them to show how they interpret and apply them. In these cases, they will publish the criteria for you to see. These discipline-specific, task-specific and level 3-specific criteria will always conform to the institutional level 3 criteria set out here: they will specify, not contradict them.

40% is the pass mark for graded assessments.

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Generic Marking Criteria for Level 3

Appendix 5D

Knowledge and Understanding	90–100	80–89	70–79	60–69	50–59	40–49	30–39	20–29	10–19	0–9
Use of information from variety of sources to be applied to subject knowledge	Exemplary use of information sources and reading; wide coverage of topic integrating a wide range of academic sources.	Comprehensive and extensive use of wide variety of sources and reading, integrating relevant academic sources.	Excellent use of relevant reading; very good selection of variety of sources of information; extensive coverage of the topic;	Wide range of core and background reading effectively used; good knowledge shown,	Good range of reading and investigation done; relevant references but without wide variety of sources;	Background reading mostly relevant but few sources of information used; adequate knowledge shown.	Insufficient evidence of background reading; issues poorly identified; contains very slight detail	Information used is hardly relevant in content; weak or inaccurate knowledge base	No evidence of subject reading; content almost entirely irrelevant or erroneous	No use of sources; no evidence of knowledge
Understanding of subject contexts and theory	Outstanding and exemplary extensive subject knowledge with insight, detail and highly relevant use of examples. Work produced could hardly be bettered under parallel conditions.	Outstanding and extensive subject knowledge with detailed and very relevant use of understanding of complexities of theoretical models, concepts and arguments.	Excellent subject knowledge, detailed and focused use of examples. Clear understanding of subject matter and theory; identification of disciplinary relevance.	Very good relevant and detailed information with use of examples. Understanding of subject matter, theory and disciplinary contexts.	Content generally of good standard, relevant and accurate; most issues identified. Satisfactory level of understanding, subject matter and theory and their contextual relevance for the discipline field.	Acceptable level of detail; not all aspects addressed. Adequate understanding of subject matter and context, core concepts and relevant issues; sufficient reference to theory.	Insufficient understanding of subject matter, context, ideas and issues; misreading and/or misinterpretation of question.	Significant weaknesses and gaps in understanding of subject matter, context, ideas and issues; misunderstanding of question.	Negligible understanding of subject matter, context, ideas and issues; fail to address the question.	No understanding evident; response to question virtually nil.
Cognitive Skills	90–100	80–89	70–79	60–69	50–59	40–49	30–39	20–29	10–19	0–9
Structure, method and reasoning	Exemplary organisation of ideas; exemplary structure; consistently excellent reasoning or application of method.	Outstanding organisation of ideas; very good structure; thoughtful and coherent reasoning or application of method.	Excellent organisation of ideas; coherent structure; strong and coherent reasoning or application of method.	Very good organisation of ideas; logical structure; well-reasoned discussion; clear reasoning or application of method.	Good organisation of ideas; comprehensive structure; capable reasoning or application of method.	Adequate organisation of ideas; basic principles of structure evident; adequate reasoning or application of method.	Insufficient organisation of ideas; muddled structure; weak reasoning or application of method.	Poor organisation of ideas; confused or incomplete structure; limited reasoning or application of method.	Disorganised presentation of ideas; very unclear structure; very little evidence of reasoning or application of method.	No organisation of ideas; no recognisable structure; no evidence of reasoning or application of method.

Generic Marking Criteria for Level 3

Appendix 5D

Selection and use of information	Exemplary drawing together of information with excellent use of relevant references.	Outstanding use of information. Substantial use of relevant references.	Excellent use of information; good breadth of materials selected. Significant use of references closely linked and integrated.	Robust use of relevant information and breadth of material; Good integration of references.	Good evidence of drawing together information; limited consideration of alternative views or perspectives.	Satisfactory use of material; superficial information with some integrated references.	Insufficient use of correct material or information; few references used.	Incorrect information or material used; few references.	Little or no use of material or information.	Little or no use of material or information. No references used.
Practical and Professional Skills	90–100	80–89	70–79	60–69	50–59	40–49	30–39	20–29	10–19	0–9
Technical/scientific skills	Evidence of exemplary practical competence. Links between theory and practice from external sources and course material discussed. Relevant application to real world situations.	Evidence of outstanding practical competence throughout all activities with outstanding links between theory and practice from external sources and course materials. Some application to real world situations.	Evidence of excellent levels of practical competence and understanding of links between theory and practice discussed with reference to external sources and course material.	Evidence of very good practical skills. Links between theory and practice discussed with reference to course material and external sources identified.	Evidence of good practical and theoretical competence, a good understanding of the links between theory and practice made from course material and discussed.	Evidence of satisfactory practical competence. Some links made between theory and practice from course material and understanding of basic instructions and procedures.	Insufficient evidence of practical and theoretical competence. Engagement with basic processes but limited ability to follow some instructions and procedures.	Little evidence of practical competence, engagement with process and theory as well as the ability to follow basic instructions and procedures.	Minimal evidence of practical and theoretical competency, engagement with process or ability to follow basic instructions.	No evidence of any practical or theoretical competency, engagement with process or ability to follow basic instructions
Practical/Creative skills	Outstanding and exemplary engagement with a variety of creative processes and sources, excellent creative skillset with the ability to talk confidently about work and its context in a reflective manner.	Extensive and sustained engagement with a variety of creative processes and sources, a strong creative skillset with the ability to talk confidently and in detail about work and its context.	Sustained engagement with a variety of creative processes and sources, development of creative skillset with the ability to talk in detail about work and its context.	Very good, clear evidence of engagement with relevant creative processes and sources, development of creative skillset with the ability to talk about work.	Evidence of engagement with relevant creative processes, collation of sources and attempts made towards the development of individual creative skillset.	Adequate evidence of engagement in necessary processes and applications and collation of relevant sources.	Insufficient evidence of engagement in necessary processes and applications but limited collation of relevant sources.	Little evidence of engagement in necessary processes and applications. No collation of relevant sources.	Minimal evidence of effort to engage with creative processes or relevant arts and media applications and sources.	No evidence of engagement with creative processes or relevant arts and media applications and sources.

Generic Marking Criteria for Level 3

Appendix 5D

Reflective practice	Sophisticated reflection on personal and professional practice. Exemplary insight demonstrated.	Sophisticated reflection on personal and professional practice.	Clear and insightful reflection on personal and professional practice.	Clear understanding, reflection and evaluation of implications for personal and professional practice.	Good reflection on personal and professional practice.	Adequate reflection on personal and professional practice issues.	Insufficient reflection on personal and professional practice issues.	Little reflection or reference to personal and professional practice.	Minimal reflection or reference to personal and professional practice.	No reflection or reference to personal and professional practice.
Communication Skills	90–100	80–89	70–79	60–69	50–59	40–49	30–39	20–29	10–19	0–9
Written vocabulary and using academic English.	Logically and coherently structured using exemplary academic language skills.	Logically and coherently structured using outstanding academic language skills.	Logically and coherently structured using excellent academic language skills.	Clearly presented using very good academic language skills.	Clearly presented with some unstructured areas and good writing skills.	Reasonably clear but lacks fluency and sophistication. Demonstrates basic writing skills.	Limited coherency with little use of academic language.	Lack of clarity with limited use of appropriate academic language. Demonstrates poor writing skills.	Extremely unclear work with no use of academic language. Very poor writing skills.	Incoherent and incomplete work.
Referencing	All sources acknowledged and meticulously presented.	All sources acknowledged and meticulously presented.	All sources acknowledged and accurately presented.	Most sources acknowledged and accurately presented.	Sources acknowledged and referencing mostly accurate.	Sources acknowledged; references not always correctly cited/presented.	Referencing incomplete or inaccurate.	Referencing inaccurate or absent.	No attempt at referencing.	No attempt at referencing.
Spelling, punctuation and syntax	Exemplary spelling, punctuation and arrangement of words and phrases throughout.	Outstanding accuracy with spelling, punctuation and arrangement of words and phrases throughout.	Excellent spelling, punctuation and arrangement of words and phrases for the majority of the work.	Very good standard of spelling, punctuation and arrangement of words and phrases for the majority of the work.	Overall competence in spelling, punctuation and arrangement of words and phrases.	Satisfactory spelling, punctuation and arrangement of words and phrases that do not generally interfere with meaning.	Many errors in spelling, punctuation and arrangement of words and phrases that compromise meaning.	Many serious errors in spelling, punctuation and arrangement of words and phrases that take away meaning.	Many serious and basic errors in spelling, punctuation and arrangement of words and phrases. All meaning is lost.	Heavily inaccurate and inappropriate use of language.
Oral communication	Exemplary standard of oral communication using disciplinary terminology with the highest level of accuracy.	Outstanding standard of oral communication using disciplinary terminology with a high level of accuracy.	Excellent standard of oral communication using disciplinary terminology with confidence.	Very good standard of oral communication with examples of application of disciplinary terminology.	Good standard of oral communication demonstrating an understanding of disciplinary terminology.	Satisfactory standard of oral communication but limited number of examples of disciplinary terminology.	Insufficient standard of oral communication with little use of disciplinary terminology.	Poor standard of oral communication; lack of clarity and little relevance.	Extremely unclear oral communication.	Incoherent and incomplete work.

Generic Marking Criteria for levels 4, 5 and 6

APPENDIX 5E

The assessment criteria are used to measure student performance: how well you have fulfilled the specific learning outcomes of the module. The same criteria can apply to each level, because the learning outcomes are graduated by level. The learning outcomes at different levels define the complexity of understanding and skills that you must achieve in that module.

The criteria offer descriptions of standards of achievement relating to four types of learning outcome, and four separate charts of these appear below:

- Knowledge and understanding
- Cognitive skills
- Practical or professional skills
- Communication skills.

There are various descriptors under these headings, describing different aspects of understanding or skill. Assessors use the ones that apply to the particular outcomes you should demonstrate: if the learning outcomes of your module do not require (for example) practical skills, then those criteria do not apply.

Because not all of the criteria will apply to each module, different departments and faculties in the University may customise these criteria to describe how they apply to your particular area of study or to a particular type of assessment. They may also customise them to show how they interpret and apply them at different levels (4–6). In these cases, they will publish the criteria for you to see. These discipline-specific, task-specific and level-specific criteria will always conform to the institutional criteria set out here: they will specify, not contradict them.

The University classifies Honours Degrees and awards Foundation Degrees (FD) with Distinction and Merit. A brief summary of the broad characteristics of each class is given here, but you should consult the full grids below to fill out the detail and full range of descriptors. Classifications are made at the point of award, using a formula set out in the Principles and Regulations. Further details and examples may be found on the Registry Services Portal pages.

Honours Degrees	1 st	2.1	2.2	3 rd	Fail
Foundation Degrees	Distinction	Merit	Pass	Pass	Fail
Knowledge and understanding	Excellent command of highly relevant, extensively-researched material; very sound understanding of complexities.	Clear, sound understanding of subject matter; breadth and depth of material, accurate and relevant.	Basic knowledge sound but may be patchy; reasonable range of source material.	Limited consistency of depth and accuracy of detail; background material relevant but over-reliant on few sources.	Content may be thin or irrelevant; scant evidence of background investigation.
Cognitive skills	Convincing ability to synthesise a range of views or information and integrate references sophisticated perception, critical insight & interpretation; logical, cogent development of argument.	Ability to synthesise a range of views or information and incorporate references; perceptive, thoughtful interpretation; well-reasoned discussion; coherent argument.	Evidence of drawing information together; ideas tend to be stated rather than developed; attempt made to argue logically with supporting evidence, although some claims may be unsubstantiated.	Limited perspective or consideration of alternative views largely descriptive; some ability to construct an argument but may lack clarity or conviction, with unsupported assertion.	Superficial use of information; explanations may be muddled at times; poorly structured, little logic; may have unsubstantiated conclusions based on generalisation.
Practical or professional skills	Expert demonstration, and accomplished and innovative application of specialist skills; very high level of professional competence.	Good performance; capable and confident application of specialist skills; substantial level of professional competence.	Mostly competent and informed application of specialist skills; sound level of professional competence.	Sufficient evidence of developing specialist skills; satisfactory level of professional competence.	Little evidence of skill development or application; questionable level of professional competence.
Communication skills	Very clear, fluent, sophisticated and confident expression; highly effective vocabulary and style; near perfect spelling, punctuation and syntax.	Clear, fluent, confident expression; appropriate vocabulary and style; high standard of accuracy in spelling, punctuation and syntax.	Clearly written, coherent expression; reasonable range of vocabulary and adequate style; overall competence in spelling, punctuation and syntax.	Expression, vocabulary and style reasonably clear but lack sophistication; inaccuracies in spelling, syntax and punctuation do not usually interfere with meaning.	Expression of ideas insufficient to convey clear meaning; inaccurate or unprofessional terminology; many errors in spelling, punctuation and syntax.

Generic Marking Criteria for levels 4, 5 and 6

APPENDIX 5E

KNOWLEDGE & UNDERSTANDING	90–100 (1 st class/FD Distinction)	80–89 (1 st class/ FD Distinction)	70–79 (1 st class/FD Distinction)	60–69 (upper second/FD Merit)	50–59 (lower second/FD Pass)	40–49 (third class/FD Pass)	30–39 (Fail/FD Fail)	20–29 (Fail/FD Fail)	10–19 (Fail/FD Fail)	0–9 (Fail/FD Fail)
Range and relevance of reading and research	Far-reaching investigation and insight	Comprehensive research and coverage of topic integrating wide range of academic sources	Excellent command of highly relevant, extensively-researched material	Wide range of core and background reading, effectively used	Reasonable range of reading; references to relevant but not wide variety of sources	Background reading mostly relevant but over-reliant on few sources	Scant evidence of background reading; weak investigation	No evidence of relevant reading	No evidence of reading	No use of sources
Breadth and depth of knowledge	Develops new knowledge or novel perspective going beyond the literature	Extensive subject knowledge with detailed insight into and understanding of relevant theory	Extensive, thorough coverage of topic, focused use of detail and examples	Breadth and depth of coverage, accurate and relevant in detail and example	Content generally relevant and accurate, most central issues identified; basic knowledge sound but may be patchy	Fairly basic knowledge, limited consistency of depth and accuracy of detail; not all aspects addressed, some omissions	Contains very slight detail; content may be thin or irrelevant; issues poorly identified	Little relevance of content; unacceptably weak or inaccurate knowledge base	Knowledge base extremely weak; content almost entirely irrelevant or erroneous	Material not relevant or correct; no evidence of knowledge
Understanding of subject matter and theory	Work produced could hardly be bettered when produced under parallel conditions	Sophisticated understanding of complexities of key theoretical models, concepts and arguments	Excellent, very sound understanding of complexities of key theoretical models, concepts and arguments	Clear, sound understanding of subject matter, theory, issues and debate	Reasonable level of understanding of subject matter, theory and ideas; main issues satisfactorily understood	Partial understanding of subject matter, core concepts and relevant issues; basic reference to theory	Very little understanding of subject matter, ideas and issues; may be issue of misreading/ misinterpretation of question	Significant weaknesses and gaps in understanding of subject matter, ideas and issues; misunderstanding of question	Devoid of understanding of subject matter, ideas and issues	No relevant understanding evident; response to question virtually nil
Textual studies	Outstanding engagement with text	Sophisticated engagement with text	Excellent, consistent engagement with text	Good, careful engagement with text	Reasonably good ability to respond to text	Some ability to respond to the text	Inadequate familiarity with the text	Little awareness of text	Misunderstanding of text	No reference to text
Contextual studies	Outstanding understanding of artistic or critical context	Sophisticated understanding of artistic or critical context	Comprehensive understanding of artistic or critical context	Good understanding of artistic or critical context	Sound, but may be limited, understanding of artistic or critical context	Adequate but partial understanding of artistic or critical context	Weak understanding of artistic or critical context	Lack of understanding of artistic or critical context	Inaccurate reference to artistic or critical context	No awareness demonstrated of artistic or critical context

Generic Marking Criteria for levels 4, 5 and 6

APPENDIX 5E

COGNITIVE SKILLS	90–100 (1 st class/FD Distinction)	80–89 (1 st class/FD Distinction)	70–79 (1 st class/FD Distinction)	60–69 (upper second/FD Merit)	50–59 (lower second/FD Pass)	40–49 (third class/FD Pass)	30–39 (Fail/FD Fail)	20–29 (Fail/FD Fail)	10–19 (Fail/FD Fail)	0–9 (Fail/FD Fail)
Selection and use of information	Outstanding level of original synthesis, analysis, argument and evaluation	Creative, innovative synthesis of ideas	Convincing ability to synthesise a range of views or information and integrate references	Ability to synthesise a range of views or information and incorporate references	Evidence of drawing information together	Little discrimination in use of material; limited perspective or consideration of alternative views	Superficial use of information, minimal association; references not integrated	Incorrect use of material or information	Little or no use of material or information	Little or no use of material or information
Interpretation of information	Work produced could hardly be bettered when produced under parallel conditions	Sophisticated perception, critical insight and interpretation	Excellent perception, critical insight and interpretation	Perceptive, thoughtful interpretation	Sound explanation; this may be partly descriptive and factual; ideas tend to be stated rather than developed	Some interpretation or insight; may be largely descriptive, or superficial; over-reliance on narrative or anecdote for explanation	Little attempt to interpret material, or merely descriptive; explanations may be muddled at times	Purely descriptive; very limited discussion	Any attempt at discussion limited to personal view; no discernible insight	No interpretation of information
Critical analysis using theory	Work produced could hardly be bettered when produced under parallel conditions	Challenging, comprehensive critical analysis sustained throughout	Very good depth and breadth of critical analysis; sustained, thorough questioning informed by theory	Consistent development of critical analysis and questioning, using theory	Some attempt at critical analysis using theory; may be limited and lack consistency or conviction	Some evidence of rationale; minimal attempt to examine strengths and weaknesses of an argument	Limited breadth and depth of analysis, inadequate critical skills; shallow and superficial	Lacking or erroneous analysis; negligible evidence of thought	Isolated statements indicating lack of thought	Isolated statements indicating lack of thought
Structure and argument	Work produced could hardly be bettered when produced under parallel conditions	Authoritative and persuasive argument	Excellent organisation of ideas; clear, coherent structure and logical, cogent development of argument	Logically structured; good organisation of ideas; well-reasoned discussion; coherent argument	Reasonable structure; organisation may lack some logical progression; attempt made to argue logically with supporting evidence, although some claims may be unsubstantiated	Basic structure; may be some repetition or deviation; some ability to construct an argument but may lack clarity or conviction, with unsupported assertion	Poorly structured, little logic; may have unsubstantiated conclusions based on generalisation	Structure confused or incomplete; poor if any relationship between introduction, middle and conclusion; lack of evidence to support views expressed	Lack of recognisable structure or reference to argument; no related evidence or conclusions	Lack of evidence of reasoning
Awareness of self-development, and /or personal engagement	Thorough and sophisticated appreciation of learning gained and impact on self; pertinent personal analysis;	Thorough and sophisticated appreciation of learning gained and impact on self; pertinent personal analysis;	Thorough appreciation of learning gained and impact on self; pertinent personal analysis; imaginative, insightful, creative	Good awareness of learning and self-development; pertinent personal comment; some freshness of insight, some	Reasonable awareness of learning and self-development; may show a little indication of originality or	Some awareness of learning and self-development; personal engagement only very slight	Little or muddled awareness of learning and self-development; minimal appraisal	Discussion of own learning and development incoherent ; issues are not appraised	Very little evidence of self-awareness	No evidence of self-awareness

Generic Marking Criteria for levels 4, 5 and 6

APPENDIX 5E

	imaginative, insightful, creative	imaginative, insightful, creative		creative thinking and imagination	personal engagement					
PRACTICAL OR PROFESSIONAL SKILLS	90–100 <i>(1st class/FD Distinction)</i>	80–89 <i>(1st class/FD Distinction)</i>	70–79 <i>(1st class/FD Distinction)</i>	60–69 <i>(upper second/FD Merit)</i>	50–59 <i>(lower second/FD Pass)</i>	40–49 <i>(third class/FD Pass)</i>	30–39 <i>(Fail/FD Fail)</i>	20–29 <i>(Fail/FD Fail)</i>	10–19 <i>(Fail/FD Fail)</i>	0–9 <i>(Fail/FD Fail)</i>
Specialist skills	Outstanding expertise and flair in the application of specialist skills	Sophisticated expertise and flair in the application of specialist skills	Expert demonstration, accomplished and innovative application of specialist skills	Good performance; capable and confident application of specialist skills	Mostly competent and informed application of specialist skills	Sufficient evidence of developing specialist skills	Little evidence of skill development or application	Very little evidence of specialist skill development	Minimal evidence of specialist skill development	No evidence of skill development
Integration of theory and practice	Skilled integration of theory and practice	Skilled integration of theory and practice	Skilled integration of theory and practice	Useful links drawn between theory and practice	Consideration of related theory and practice	Consideration of both theory and practice, which may be uneven	Uneven balance between theory and practice	Little appreciation of theory in practice	Relationship between theory and practice not evident	No awareness of theory in practice evident
Professional competence	Extremely high level of professional competence	Extremely high level of professional competence	Very high level of professional competence	Substantial level of professional competence	Sound level of professional competence	Satisfactory level of professional competence	Questionable level of professional competence, e.g. may be some evidence of unsafe practice	Lack of professional competence	Serious lack of professional competence	Professional incompetence
Reflective practice	Sophisticated reflection on personal and professional practice	Sophisticated reflection on personal and professional practice	Clear and insightful reflection on personal and professional practice	Clear understanding, reflection and evaluation of implications for personal and professional practice	Sound reflection on personal and professional practice	Adequate but limited reflection on personal and professional practice issues	Inadequate reflection on personal and professional practice issues	Slight, if any, reflection or reference to personal and professional practice	Slight, if any, reflection or reference to personal and professional practice	Slight, if any, reflection or reference to personal and professional practice
Technical understanding and use of materials	Excellent technical understanding and judgement; work produced could hardly be bettered when produced under parallel conditions	Excellent technical understanding and judgement; exceptional level of competence in use of materials and appropriate application of working processes and techniques	Thorough technical understanding and judgement; excellent level of competence in use of materials and appropriate application of working processes and techniques	Accurate technical understanding and judgement; good level of competence in use of materials and appropriate application of working processes and techniques	Mostly accurate technical understanding and judgement; satisfactory level of competence in use of materials and appropriate application of working processes and techniques	Adequate though only partially accurate technical understanding and judgement; adequate level of competence in use of materials and application of working processes and techniques	Slight technical understanding and judgement, with inaccuracies; lack of competence in use of materials and erroneous application of working processes and techniques	Feeble technical understanding and judgement; incompetence in use of materials and erroneous application of working processes and techniques	Almost no technical understanding or judgement; serious incompetence in use of materials and erroneous application of working processes and techniques	No technical understanding or judgement; uninformed and arbitrary use of material, methods, processes and techniques
Relationship between content, form and technique	Work produced could hardly be bettered when produced under parallel conditions	Excellent design and sophisticated relationship between content, form & technique	Excellent design; strong relationship between content, form & technique	Good design; meaningful relationship between content, form & technique	Fair design; generally sound relationship between content, form & technique	Adequate evidence of some relationship between content, form & technique	Limited or unresolved relationship between content, form & technique	Very limited relationship between content, form & technique	Minimal evidence of understanding of relationship between content, form & technique	No evidence of understanding of the relationship between content, form & technique
Analysis of performance	Outstanding critical analysis of performance	Sophisticated critical analysis of performance	Strong and thorough critical analysis of performance	Good critical analysis of performance	Sound analysis of performance	Adequate analysis of performance	Limited information about performance	Very limited information about performance	Insufficient evidence of knowledge of performance	No evidence of knowledge of performance

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Generic Marking Criteria for levels 4, 5 and 6

APPENDIX 5E

COMMUNICATION SKILLS	90–100 (1 st class/FD Distinction)	80–89 (1 st class/FD Distinction)	70–79 (1 st class/FD Distinction)	60–69 (upper second/FD Merit)	50–59 (lower second/FD Pass)	40–49 (third class/FD Pass)	30–39 (Fail/FD Fail)	20–29 (Fail/FD Fail)	10–19 (Fail/FD Fail)	0–9 (Fail/FD Fail)
Written vocabulary and style	Exceptional clarity and coherence; highly sophisticated expression; work produced could hardly be bettered when produced under parallel conditions	Extremely well-written, with accuracy and flair; Highly sophisticated, fluent and persuasive expression of ideas	Very clear, fluent, sophisticated and confident expression; highly effective vocabulary and style	Clear, fluent, confident expression; appropriate vocabulary and style	Clearly written, coherent expression; reasonable range of vocabulary and adequate style	Expression, vocabulary and style reasonably clear but lack sophistication	Expression of ideas insufficient to convey clear meaning; inaccurate or unprofessional terminology	Lack of clarity, very poor expression; style inappropriate, terminology inadequate and inappropriate	Inaccuracies of expression and vocabulary render meaning of written work extremely unclear	Incoherent expression
Spelling, punctuation and syntax	Near perfect spelling, punctuation and syntax	Near perfect spelling, punctuation and syntax	Near perfect spelling, punctuation and syntax	High standard of accuracy in spelling, punctuation and syntax	Overall competence in spelling, punctuation and syntax, although there may be some errors	Inaccuracies in spelling, punctuation and syntax do not usually interfere with meaning	Many errors in spelling, punctuation and syntax	Many serious errors of spelling, punctuation and syntax	Many serious errors of even basic spelling, punctuation and syntax	Heavily inaccurate; inappropriate use of language
Referencing	All sources acknowledged and meticulously presented	All sources acknowledged and meticulously presented	All sources acknowledged and meticulously presented	Sources acknowledged and accurately presented	Sources acknowledged and referencing mostly accurate	Sources acknowledged; references not always correctly cited/presented	Referencing incomplete or inaccurate	Referencing inaccurate or absent	No attempt at referencing	No attempt at referencing
Presentation skills	Complete accuracy in presentation; highly autonomous, thorough and well-managed approach	Great clarity and maturity of presentation; independence in extensive planning and preparation	High standard of presentation; evidence of thorough planning, preparation and organisation	Good standard of presentation; well-organised; relevant planning and preparation	Presentation generally sound, maybe some weaknesses; fairly good organisation, planning and preparation	Some confidence in presentation, with some lapses; adequate organisation, planning and preparation	Few presentation skills; weaknesses of organisation, planning and preparation	Ineffective presentation skills; serious deficiency in organisation, planning and preparation	Inadequate presentation skills; almost no evidence of organisation, planning or preparation	Presentation totally ineffective; no evidence of organisation, planning or preparation
Dialogic skills	Outstanding ability to stimulate and enable discussion	Excellent ability to stimulate and enable discussion	Excellent ability to stimulate and enable discussion	Clear evidence of ability to stimulate and facilitate discussion	Capable attempts at participation in discussion	Adequate participation in discussion	Little constructive participation in discussion	Inadequate attention given to discussion	No attention given to discussion	No attention given to discussion

	Distinction 70%+ Evidence of...	Merit 60-69% Evidence of...	Pass (strong) 50-59% Evidence of...	Pass (threshold +) 40-49% Evidence of...	Fail 20-39% Evidence of...	Fail 0-19% Evidence of...
<p>KNOWLEDGE & UNDERSTANDING</p> <p>of the academic discipline, field of study, or area of professional practice</p>	<p>as 60-69 &</p> <ul style="list-style-type: none"> • excellent coverage, offering sophisticated or original insights; • a synthesis, possibly, of disparate material. 	<p>as 50- 59 &</p> <ul style="list-style-type: none"> • an awareness of problems and insights much of which is at, or informed by, the forefront of the discipline/practice. 	<p>as 40-49 &</p> <ul style="list-style-type: none"> • a systematic understanding of relevant knowledge; • good identification, selection and sound understanding of key issues; • awareness of current problems and/or new insights; • accuracy in detail. 	<ul style="list-style-type: none"> • adequate understanding of relevant knowledge; • identification, selection and moderate understanding of key issues; • some conceptual awareness enabling critical analysis; • response is appropriate to the question and adequately addresses the range of learning outcomes; • accurate knowledge, but may lack sustained depth or detail. 	<ul style="list-style-type: none"> • poor coverage of relevant issues with limited understanding; • identification of some underpinning issues. 	<ul style="list-style-type: none"> • paucity of relevant material in support of response
<p>RESEARCH I: READING & USE OF OTHER APPROPRIATE RESOURCES</p>	<p>as 60-69 &</p> <ul style="list-style-type: none"> • extensive, well-referenced research both in breadth & depth. 	<p>as 50- 59 &</p> <ul style="list-style-type: none"> • a range in breadth or depth of well-referenced research 	<p>as 40-49 &</p> <ul style="list-style-type: none"> • a good range of reading, beyond core and basic texts and including reasonably wide reference to current research at the leading edge of the discipline, with sources appropriately acknowledged according to academic conventions of referencing. 	<ul style="list-style-type: none"> • a range of reading, beyond core and basic texts and including some reference to current research in the discipline, with sources appropriately acknowledged according to academic conventions of referencing. 	<ul style="list-style-type: none"> • the range of reading is limited to core and basic texts; • sources not always explicitly or accurately acknowledged. 	<ul style="list-style-type: none"> • inadequate resourcing and/or sources insufficiently acknowledged
<p>Where relevant to LOs</p> <p>RESEARCH II: METHODOLOGY</p>	<p>as 60-69 &</p> <ul style="list-style-type: none"> • sophisticated use and evaluation of possibilities and limitations of the methodologies used by the student. 	<p>as 50- 59 &</p> <ul style="list-style-type: none"> • a critical use and interpretation of methodologies and methods applicable to the student's own research. 	<p>as 40-49 &</p> <ul style="list-style-type: none"> • comprehensive understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; • research work planned in scale and scope so that robust and appropriate evidence can be gathered. 	<ul style="list-style-type: none"> • a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; • research work planned in scale and scope so that adequate and appropriate evidence can be gathered. 	<ul style="list-style-type: none"> • some demonstrated understanding of methodologies used but these may have been applied ineffectively 	<ul style="list-style-type: none"> • very limited understanding of methodologies which are used inappropriately or erroneously.
<p>CRITICAL ANALYSIS & INTERPRETATION</p>	<p>as 60-69 &</p> <ul style="list-style-type: none"> • imaginative, insightful, original or creative interpretations; • impressive, sustained level of analysis and evaluation; 	<p>as 50- 59 &</p> <ul style="list-style-type: none"> • a convincing command of accepted critical positions; • conceptual understanding that enables the student to propose new hypotheses. 	<p>as 40-49 &</p> <ul style="list-style-type: none"> • an ability to deal with complex issues both systematically and creatively, and make sound judgements; • consistent analysis and critical evaluation of current research and advanced scholarship in the discipline; 	<ul style="list-style-type: none"> • some ability to deal with complex issues both systematically and creatively, and to make sound judgements; • whilst the analysis may be inconsistent, there is adequate critical evaluation of current research and advanced scholarship in the discipline; 	<ul style="list-style-type: none"> • a lack of ability to deal with complex issues; • judgements not all well substantiated; • some evaluation of research and scholarship; 	<ul style="list-style-type: none"> • analysis is very limited, deriving from limited sources and/or too limited to a single perspective;

	<ul style="list-style-type: none"> • a cogent argument with awareness of limitations. 		<ul style="list-style-type: none"> • ability to devise and sustain a coherent argument supported by evidence. 	<ul style="list-style-type: none"> • ability to devise a coherent argument is supported by evidence. 	<ul style="list-style-type: none"> • the ability to construct an argument is limited. 	<ul style="list-style-type: none"> • argument or position not made clear; • self-contradiction or confusion.
COMMUNICATION SKILLS & PRESENTATION	<i>as 60-69 &</i> <ul style="list-style-type: none"> • authoritative, articulate communication demonstrating a balance of enthusiasm and control 	<i>as 50- 59 &</i> <ul style="list-style-type: none"> • persuasive communication skills; the academic form largely matches that expected in published work 	<i>as 40-49 &</i> <ul style="list-style-type: none"> • clear expression, observing academic form; • (in written work) accurate in spelling and grammar; • conclusions communicated clearly for specialist and non-specialist audiences as appropriate. 	<ul style="list-style-type: none"> • adequate expression, observing academic form; • (in written work) predominantly accurate in spelling and grammar; • conclusions communicated satisfactorily for specialist and non-specialist audiences as appropriate. 	<ul style="list-style-type: none"> • Some errors in academic form and/or (in written work) spelling and grammar. 	<ul style="list-style-type: none"> • very poor observation of academic conventions; • repeated deficiencies in spelling and grammar.
Where relevant to LOs CRITICAL REFLECTION: PERSONAL &/OR PROFESSIONAL APPLICATION & EVALUATION	<i>as 60-69 &</i> <ul style="list-style-type: none"> • a very sophisticated critical self-evaluation; • new insights informing practical situations. 	<i>as 50- 59 &</i> <ul style="list-style-type: none"> • demonstrated decision-making in complex situations; • originality in addressing needs or specifications, and /or solving problems. 	<i>as 40-49 &</i> <ul style="list-style-type: none"> • collaborative or individual problem-solving, and planning and implementing of tasks appropriate to a professional context; • the independent learning ability and self-evaluation required to continue to advance the student's knowledge and understanding, and to develop new skills appropriate to a professional context. 	<ul style="list-style-type: none"> • Some collaborative or individual problem-solving, and planning and implementing of tasks appropriate to a professional context; • the independent learning ability and self-evaluation required to continue to advance the student's knowledge and understanding, but limited ability to develop new skills appropriate to a professional context. 	<ul style="list-style-type: none"> • minimal initiative and personal or professional responsibility but a limited self-evaluation 	<ul style="list-style-type: none"> • clear weakness in independent learning, decision-making and/or self-evaluation.

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Generic Feedback Criteria for Level 8

	Strong Pass	Pass	Fail
Creation and interpretation of new knowledge	All of the qualities of pass with the addition of: clear evidence of original research and/or advanced scholarship; potentially extending the forefront of the discipline; and with the potential to be published.	Meets key learning outcomes in all respects, with some evidence of originality. Demonstrates a good grasp of key ideas, debates and methods within the discipline. Evidence of good conceptual awareness and sound academic scholarship.	An overall lack of knowledge and understanding, showing significant gaps and/or errors in scholarship. A tendency to express unsupported assertions with limited critical analysis and interpretation.
Systematic acquisition and understanding of a substantial body of knowledge	Demonstrates a level of understanding and knowledge which is at the forefront of an academic discipline or area of professional practice.	Rigorous and appropriate methodology; evidence of clear understanding, with scope for further research.	Inappropriate and/or unsystematic collation of data, with no evidence of a clear understanding of a body of knowledge.
Ability to conceptualise, design and implement a project for the generation of new knowledge/applications or understanding.	Demonstrates a creatively inspired and exceptionally well- designed project, appropriate for implementation and application, and with requisite flexibility to accommodate unforeseen problems.	A well-conceived and well-designed project, appropriate for implementation and application.	Poorly conceived and/or poorly designed. Inappropriate for implementation and/or application.
Understanding of applicable techniques for research and advanced academic enquiry.	A very detailed understanding of the appropriate methods and methodologies in relation to the academic enquiry. Demonstrating an ability to manage any complex issues arising.	A competent understanding of the appropriate methods and methodologies in relation to the academic enquiry.	Poor understanding and/or inappropriate methods and methodologies with little relationship to the academic enquiry.

GUIDANCE TO EXTERNAL EXAMINERS ON CHANGING MARKS

The Handbook on Assessment, Section 12, 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 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. 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. However, an External Examiner may propose changes to individual marks in the fail category without having seen the work of the complete cohort, providing he/she has seen all the work in the fail category.
2. In circumstances where an External Examiner has reservations about the agreed internal mark awarded to an individual student 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. While internal markers will wish to heed the External Examiner’s advice, responsibility for determining a student’s mark ultimately rests with the Module 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 Enhancement and/or the Vice Chancellor.

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 agreed internal mark (which must be indicated as provisional pending the meeting of the relevant Module and Awards/Progression 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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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 Module 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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Initial letter from the Chair of the Module Assessment Board

<<Date>>

<<Student Name>>
<<Address 1>>
<<Address 2>>
<<Address 3>>
<<Postcode>>

Dear <<Name>>,

It has been brought to my attention that the tutors responsible for marking your assessed work have identified that some of it may contain academic malpractice. I have enclosed a form that explains the piece of work that this relates to and details of the malpractice that is suspected.

You should take some time to read all of the information enclosed with this letter, then:

- A meeting has been arranged for you with <<me/nominee>> at <<Time>> on <<Date>> in <<Room/building>>.
- You might find it helpful to write to me (by post or email) before this meeting with your initial response.

The purpose of this meeting is to discuss the allegation and your response to it. This will help <<me/nominee>> to decide whether malpractice has occurred and, if so, to talk about the reasons why it might have happened. It is also an opportunity for you to explain anything that you think is relevant and for the rest of the process to be explained to you.

You have the right to be accompanied to this meeting by a friend, who must be a member of the University community, for example, a fellow student or officer of the Students' Union. If you wish to be accompanied to the meeting, you should advise me beforehand so that I can confirm the identity of that person.

Documents included with this letter

I have enclosed some other documents, which you should pay careful attention to:

- A form that gives details of the piece of work suspected of containing elements of academic malpractice and a description of it
- A copy of the piece of work suspected of containing elements of academic malpractice, with the relevant sections highlighted and details relevant to those sections
- A leaflet from Chester Student's Union explaining the support available to you from them
- A brief guide outlining the procedure and the outcomes

The University's Academic Malpractice Procedure is governed by the regulations in Section 6 of Part F of the Quality and Standards Manual. You can access this through Portal at <http://tinyurl.com/cstr-malpractice>. If you have difficulty in downloading this document, or if you need it in an accessible format, please contact academicmalpractice@chester.ac.uk. You are strongly advised to access this information as soon as possible.

Initial letter from the Chair of the Module Assessment Board

The suspected finding of academic malpractice is a serious matter. Therefore, I urge you to respond.

If anything in this letter or any of the enclosed documents is unclear, you should contact me straight away.

Yours sincerely,

Chair of Module Assessment Board

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Module Assessment Board Allegation of academic malpractice

This form should be used to notify a student of suspected academic malpractice in coursework assignments and should be included with a letter inviting the student to a meeting with the Chair of the Module Assessment Board (or nominee) to discuss the allegation.

SECTION A: Student details	
Student name:	
Student number:	
Level:	
Programme of study:	
Faculty:	
Department:	
Partner institution:	

SECTION B: Assessment details	
Module code:	
Module title:	
Credit value:	
Assessment title:	
Weighting of assessment:	
Attempt number:	
Submission deadline:	

SECTION C: Brief details of the malpractice	
Please indicate type of academic malpractice suspected:	
Plagiarism <input type="checkbox"/>	What type of evidence has been gathered (e.g. Turnitin, source material)?
Incorporating material previously submitted <input type="checkbox"/>	What type of evidence has been gathered (e.g. Turnitin, source material)?
Collusion <input type="checkbox"/>	Who is the student alleged to have colluded with?
Other <input type="checkbox"/>	State the allegation being made: (refer to the list in Handbook F): Choose an item.
Please provide a clear and concise description of the alleged malpractice and how it relates to the whole piece of work:	

SECTION D: Student support to avoid academic malpractice

In respect of all students undertaking the module listed in section B, please comment on the following:

When and how are referencing skills taught?	
What information about academic malpractice is provided?	

SECTION E: Declaration

I have invited the student to attend a meeting with me to discuss this matter further

Date of meeting:	
Chair of Module Assessment Board Signature:	
Name:	
Date:	

Notes:

1. The student must be advised of their right to provide a written response to the allegation contained on this form.
2. The meeting with the Chair of the Module Assessment Board or their nominee should normally take place no earlier than 7 days and no more than 21 days after this form is sent to the student.
3. The student must be advised of their right to be accompanied to that meeting.
4. **The student should be advised that further correspondence regarding this matter may be sent to their University of Chester email account only. It is the student's responsibility to check their account regularly.**



Module Assessment Board Determination of academic malpractice

This form should be used to record a department's decision on the existence of academic malpractice in a piece of assessment submitted by a student. It is to be completed *after* the student has had the allegation put to them and been given the opportunity to respond in writing and at a meeting with the Chair of the Module Assessment Board (or nominee).

NOT FOR FIRST OFFENCES AT LEVELS 3 OR 4. USE AM-2a INSTEAD

SECTION A: Student details	
Student name:	
Student number:	
Level:	
Programme of study:	
Partner institution:	

SECTION B: Assessment details	
Module code:	
Module title:	
Credit value:	
Assessment title:	
Weighting of assessment:	
Attempt number:	
Submission deadline:	

SECTION C: Details of meeting with the student		
Date of the meeting that the student was asked to attend:		
Did the student submit a written response? (If yes, please include a copy of the response)	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Did the student attend the meeting?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
All of the evidence presented was discussed with the student	YES <input type="checkbox"/>	NO <input type="checkbox"/>
The assignment brief was discussed in relation to the evidence of malpractice presented	YES <input type="checkbox"/>	NO <input type="checkbox"/>
The support and teaching available to students to avoid malpractice was discussed	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Brief details of any other relevant points discussed:		

SECTION D: Confirmation of malpractice

On the basis of the evidence provided, and having provided the student with an opportunity to respond, please indicate whether, in your academic judgement:

There is academic malpractice evident in the piece of work detailed in section B and there exists sufficient evidence to justify this finding*:	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Confirm the type of academic malpractice identified (i.e. plagiarism, collusion etc.)		
In your academic judgment, please give an opinion on the extent of the malpractice identified (tick one box)	The academic malpractice identified impacts less than half of the overall piece of work <input type="checkbox"/>	The academic malpractice identified impacts more than half of the overall piece of work <input type="checkbox"/>
Chair of Module Assessment Board/nominee signature:		
Name:		
Date:		

* If the Chair of the MAB (or nominee) finds that the case has not been proven, this form should still be signed and a copy given to the student. However, there is no need for a copy to be sent to AQSS.

If the case is to be considered by either the Subgroup on Academic Malpractice Penalties or the Academic Malpractice Panel, the outcome will be communicated to the person named in Section D. This can be copied to one administrative contact in the Faculty/Department. Please indicate the name of the person to be copied in or the generic email address to be used:

--

Having completed sections A-D a copy of this form:

- If the student has attended the meeting, they should be asked to complete Section E before they leave. A scanned copy must then be sent to AQSS, along with the case file as detailed in *Academic Malpractice Procedures: Guidance for Departments*. The student must be provided with a copy of the full form and the department should retain a copy for their records.
- If the student has not attended the meeting, Section E should be left blank and a copy of the form must be sent to the student. A scanned copy must then be sent to AQSS, along with the case file as detailed in *Academic Malpractice Procedures: Guidance for Departments*. The department should retain a copy for their records.

SECTION E: TO BE COMPLETED BY THE STUDENT

If the Chair of the Module Assessment Board or their nominee has decided that there is academic malpractice in the piece of work detailed in Section B of this form, then you should respond to that decision by completing Section E of this form. You should tick one of the following statements. **However, please note that you have 7 days from the date of the meeting with the Chair of the Module Assessment Board to change your mind.**

I **accept the finding** of academic malpractice. I agree that the information on this form is a fair and accurate record. I understand that the matter will now be passed to AQSS and that I will receive an email to my University account regarding the next steps in the process. I understand that I have the right to change my mind about accepting this finding, and/or to provide a written statement by emailing academicmalpractice@chester.ac.uk within 7 days.

I **do not accept the finding** of academic malpractice. I understand that the matter will now be passed to AQSS and that I will receive an email to my University account, inviting me to attend a hearing of the Academic Malpractice Panel. I understand that I have the right to change my mind about not accepting this finding, and/or to provide a written statement by emailing academicmalpractice@chester.ac.uk within 7 days.

I **do not wish to respond to the finding** of academic malpractice at this time. I understand that the matter will now be passed to AQSS and that I have 7 days to make a formal response by emailing academicmalpractice@chester.ac.uk. I understand that if I do not respond within that time it will be assumed that I have accepted the finding and that I will receive an email to my University account regarding the next steps in the process.

Student signature:

Name:

Date:

IMPORTANT NOTE

Where required, AQSS will send all letters and documents regarding this case to your University email account only. This will include any invitations to attend the Academic Malpractice Panel if this is required in your case. If you have difficulty in accessing your email account, please contact the LIS Helpdesk on 01244 511234 or lis.helpdesk@chester.ac.uk.

If you would like copies sent in the post and/or in an alternative format, you must contact academicmalpractice@chester.ac.uk.



Module Assessment Board Determination of academic malpractice (Level 3 / Level 4)

This form should be used to record a department's decision on the existence of academic malpractice in a piece of assessment submitted by a student at Level 3 or Level 4 who has not previously been found guilty of an offence of academic malpractice. It is to be completed *after* the student has had the allegation put to them and been given the opportunity to respond in writing and at a meeting with the Chair of the Module Assessment Board (or nominee).

**THIS FORM IS FOR LEVEL 3 OR LEVEL 4 FIRST OFFENCES ONLY
USE FORM AM-2 FOR ALL OTHER STUDENTS**

SECTION A: Student details	
Student name:	
Student number:	
Level:	
Programme of study:	
Partner institution:	

SECTION B: Assessment details	
Module code:	
Module title:	
Credit value:	
Assessment title:	
Weighting of assessment:	
Attempt number:	
Submission deadline:	

SECTION C: Details of meeting with the student		
Date of the meeting that the student was asked to attend:		
Did the student submit a written response? (If yes, please include a copy of the response)	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Did the student attend the meeting?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
All of the evidence presented was discussed with the student	YES <input type="checkbox"/>	NO <input type="checkbox"/>
The assignment brief was discussed in relation to the evidence of malpractice presented	YES <input type="checkbox"/>	NO <input type="checkbox"/>
The support and teaching available to students to avoid malpractice was discussed	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Brief details of any other relevant points discussed:

SECTION D: Confirmation of malpractice

On the basis of the evidence provided, and having provided the student with an opportunity to respond, please indicate whether, in your academic judgement:

There is academic malpractice evident in the piece of work detailed in section B and there exists sufficient evidence to justify this finding*:	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Confirm the type of academic malpractice identified (i.e. plagiarism, collusion etc.)		

* If the Chair of the MAB (or nominee) finds that the case has not been proven, this form should still be signed and a copy given to the student. However, there is no need for a copy to be sent to AQSS.

SECTION E: Decision on penalty (if academic malpractice has occurred)

Departments are entitled to impose a penalty on a Level 3 or Level 4 student who has been found to have engaged in academic malpractice for the **first time only**. The University's guidance suggests that where less than 10% of the full text is involved, a warning of bad practice should be given. Where more than 10% of the full text is involved, it is recommended that the student should fail (with a mark of 0%) the work in question.

No penalty to be imposed	<input type="checkbox"/>
The student is warned to take care to avoid poor practice in future and to seek advice and guidance on good academic writing.	<input type="checkbox"/>
The student shall fail (with a mark of 0%) the piece of work in question. Reassessment is permitted if this would normally be the case.	<input type="checkbox"/>
Chair of Module Assessment Board/nominee signature:	
Name:	
Date:	

Having completed sections A-D a copy of this form:

- If the student has attended the meeting, they should be asked to complete Section F before they leave. A scanned copy must then be sent to AQSS, along with the case file as detailed in *Academic Malpractice Procedures: Guidance for Departments*. The student must be provided with a copy of the full form and the department should retain a copy for their records.
- If the student has not attended the meeting, Section F should be left blank and a copy of the form must be sent to the student. A scanned copy must then be sent to AQSS, along with the case file as detailed in *Academic Malpractice Procedures: Guidance for Departments*. The department should retain a copy for their records.

SECTION F: TO BE COMPLETED BY THE STUDENT

If the Chair of the Module Assessment Board or their nominee has decided that there is academic malpractice in the piece of work detailed in Section B of this form, then you should respond to that decision by completing Section F of this form. You should tick one of the following statements.

However, please note that you have 7 days from the date of the meeting with the Chair of the Module Assessment Board to change your mind.

I **accept the finding** of academic malpractice and the penalty imposed by the Chair of the Module Assessment Board. I agree that the information on this form is a fair and accurate record.

I **do not accept the finding** of academic malpractice or the penalty imposed by the Chair of the Module Assessment Board. I understand that the matter will now be passed to AQSS and that I will be invited to attend a hearing of the Academic Malpractice Panel. I understand that I have the right to change my mind about not accepting this finding, and/or to provide a written statement by emailing academicmalpractice@chester.ac.uk within 7 days.

I **do not wish to respond to the finding** of academic malpractice at this time. I have 7 days to inform the Chair of the Module Assessment Board of whether or not I wish to accept the finding and the penalty.

Student signature:

Name:

Date:

IMPORTANT NOTE

Where required, AQSS will send all letters and documents regarding this case to your University email account only. This will include any invitations to attend the Academic Malpractice Panel if this is required in your case. If you have difficulty in accessing your email account, please contact the LIS Helpdesk on 01244 511234 or lis.helpdesk@chester.ac.uk.

If you would like copies sent in the post and/or in an alternative format, you must contact academicmalpractice@chester.ac.uk.



Guidance on Penalties for Academic Malpractice

Where the University Academic Malpractice Panel finds that a student has engaged in academic malpractice, it acts on behalf of the relevant Chair of the Module Assessment Board to impose a penalty. When undertaking this task, the Panel may wish to consider the following guidance.

1. First offences at Level 3 or Level 4 only (dealt with by the academic department)

- 1.1 If less than 10% of the work is affected, the student should normally be given a written warning of poor practice.
- 1.2 If 10%-100% of the work is affected, the student should normally fail, with a mark of 0%, the work in question.

2. Standing Subgroup on Academic Malpractice Penalties

If the Panel receives a case where, ordinarily, the student would have been eligible for consideration of a standard penalty, the Panel may only impose a penalty equal to the standard penalty that would have been applied.

3. First offences by any student registered for an undergraduate programme

- 3.1 Where the department recommends that less than half of the work is affected by academic malpractice, and the Panel accepts that recommendation, consider imposing the penalty given in section 11.5.a.
- 3.2 Where the department recommends that more than half of the work is affected by academic malpractice, and the Panel accepts that recommendation, consider the imposing the penalty given in section 11.5.b.
- 3.3 The Panel has discretion in imposing either of the penalties given in section 11.5. and/or imposing an additional penalty given in section 11.6. for a first offence, where it determines that the seriousness of the case requires it.

4. First offences by any student registered for a Level 7 or Level 8 taught programme

- 4.1 The Panel should consider the imposing the penalty given in section 11.5.b.

5. Definition of second or subsequent offences by all students.

- 5.1 In the case of students at Level 3 or Level 4, all cases will be regarded as concurrent, until formal written feedback about academic malpractice has been given to the student. Any further allegations of malpractice after this point should normally be regarded as a subsequent offence.
- 5.2 In the case of students at Level 5 and above, where multiple allegations are presented and the student has not previously been found guilty of academic malpractice, the Panel should normally consider all offences as first offences if it judges that there was insufficient time for the student to benefit from appropriate academic guidance between the identification of academic malpractice in one piece of work and the submission of another.

6. Second and subsequent offences

6.1 In the case of students at Level 3, 4, 5 and 6, where the Panel judges that the student has committed a second or subsequent offence, it should normally impose at least the penalty given in section 11.5.b and consider 11.6.a-11.6.g. Depending on the number of allegations and the gravity of the offences, the Panel may wish to consider imposing one of the penalties given in 11.6.a-11.6.d for second/third offences and 11.6.h for third/fourth offences.

6.2 In the case of students at Level 7 and 8 where the Panel judges that the student has committed a second offence, it should normally impose at least the penalty given in section 11.5.b and consider 11.6.a, 11.6.d or 11.6.e. Where the Panel judges that the student has committed a third offence, it should normally impose at least the penalty given in section 11.5.b and consider 11.6.f-11.6.h which would have the effect of terminating the student's programme of study.

7. Reassessment

7.1 In all cases, the imposition of a penalty given in section 11.5.a or 11.5.b must be accompanied by a decision on whether the student shall be permitted a reassessment opportunity.

7.2 *Academic malpractice at the first assessment attempt*

The Panel shall normally permit reassessment, except where the penalty has the effect of terminating the student's studies.

7.3 *Academic malpractice at the second assessment attempt*

At its discretion, the Panel may permit a third assessment attempt in the following circumstances:

- It is the student's first offence
- The offence is one of plagiarism, incorporating material previously submitted for assessment or collusion
- The academic malpractice is in one piece of work only
- The department recommends that less than half of the work is affected by academic malpractice, and the Panel accepts that recommendation
- The student is not otherwise barred from a third attempt due to professional body requirements or due to the non-submission of reassessment in other modules.

All of the above criteria must normally apply. Where the Panel decides, notwithstanding the above criteria, to allow a third assessment attempt, the reasons for doing so must be clearly documented in the record.

7.4 The University does not permit fourth assessment attempts.

8. Academic malpractice other than plagiarism, incorporating material previously submitted for assessment or collusion

8.1 When considering academic malpractice that does not meet the definitions of plagiarism or collusion, the Panel may use whatever criteria it sees fit to determine an appropriate penalty, but shall have due regard to the following:

- The student's Level of study
- The seriousness of the offence
- Whether it is a first or subsequent offence
- Precedent
- Any other pertinent issues raised by the case.



Guidance on 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 the original source of work suspected of not being the student's own. If such sources are found, the case may proceed to the Chair of the Module Assessment Board (or nominee) for action in the normal way.

If no sources are located but there remains reasonable suspicion that the student may have engaged in academic malpractice, the Chair of the MAB should be consulted about whether to conduct a *viva voce* examination.

The purpose of the *viva voce* examination is to assess the student's knowledge and understanding of the piece of work that has been submitted. It is not the purpose of the *viva voce* examination to investigate whether the student has engaged in academic malpractice; although the outcome of the examination may inform any such investigation.

Before the *viva voce* examination

The student should receive a letter advising them that there are grounds to suspect that they may not be the author of the work in question. The letter should require them to attend a *viva voce* examination. The student should be informed that the examination is a continuation of the assessment, but that the outcome of the examination may be used to assist the Chair of the Module Assessment Board in deciding whether or not to put a formal allegation of academic malpractice.

The student should be informed in writing of the date, time, place, and the names of members of staff conducting the *viva voce* examination. The department must be willing to alter these arrangements, where the student presents valid reasons for doing so.

The student should be advised that they may bring in any supporting evidence that they may have gathered during the preparation or production of the piece of work. This may be notes they may have made in the course of researching the assignment, textbooks, lab books etc.

The *viva voce* examination

Preparation

Questions, the purpose of which should be to investigate whether the student is the author of the piece of work in question should be prepared beforehand. A copy of these questions should be retained and added to any case file that is prepared following the examination.

The questions should be confined to the area of work pertinent to the module/assignment. They should have the primary purpose of testing the student's knowledge and understanding of the piece of work under suspicion.

Conduct of the *viva voce* examination

The *viva voce* examination is part of the assessment of the piece of work in question, and as such, the student may not normally be accompanied.

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

It should be remembered that the examination is not, in itself, an investigation of academic malpractice and care should be taken not to directly question the student's academic integrity. The examination should be conducted in a professional and courteous way that implies no pre-judging of the outcome. Similarly, the student should be advised not to infer anything from the discussions held during the examination.

At the end of the examination, the student should be advised that the outcome will be conveyed in writing in a timely way. It might be added what the possible outcomes are (see below).

Following the *viva voce* examination

If, in the opinion of the examiners, the student has exhibited a sufficient knowledge and understanding of the piece of work to demonstrate that they are the author and that no other academic malpractice practice has occurred, a mark should be agreed and released in the normal way. A note should be kept that a *viva voce* examination was conducted.

If, in the opinion of the examiners, the student has not exhibited a sufficient knowledge and understanding of the piece of work to demonstrate that they are the author, a report shall be made to the Chair of the Module Assessment Board (or nominee). The Chair of the MAB will then determine whether to initiate the academic malpractice procedures.

Deliberations of the University Academic Malpractice Panel

If the Chair of the Module Assessment Board determines that the student has engaged in academic malpractice, the matter shall be referred to the University Academic Malpractice Panel. The Panel will normally expect to see, at a minimum, the work in question and the report from the *viva voce* examination. It would be helpful if one of the members of staff who conducted the examination also presented the case to the Panel.

As a minimum, the Panel will wish to satisfy itself that:

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

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

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

Letter instructing a student to attend a *viva voce* examination

<<Date>>

<<Student Name>>

<<Address 1>>

<<Address 2>>

<<Address 3>>

<<Postcode>>

Dear <<Name>>,

The markers for <<Module Code>> <<Module Title>> are concerned that the <<Assignment>> which you have submitted may not be your own work or may be plagiarised for an unknown source, or data may have been falsified. It has been decided that, in accordance with the University's regulations, a *viva voce* examination should be held.

The examination has been scheduled for <<Date>>, at <<Time>> in <<Venue>>.

If you have pre-arranged commitments which make this time and date inconvenient, please let me know as soon as possible and I will consider whether it can be rescheduled.

Two members of academic staff will be present to conduct the examination and to take minutes. They are <<Names and Titles>>.

During the examination, we will ask you questions about the assignment that you have submitted and you will have the opportunity to say whatever you wish in response. As the examination is a continuation of the assessment process, you are not permitted to be accompanied to this meeting.

Following the examination, a report will be submitted to me so that I can make a decision on whether or not I think that academic malpractice has occurred. If I decide that it has, you will receive a further letter from me and you will be invited to a meeting to discuss the matter further and you will be permitted to be accompanied at that meeting.

If you fail to attend the examination without notifying me, I may conclude that academic malpractice has occurred and I will put the allegation to you formally.

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

Yours sincerely,

Chair of Module Assessment Board



Guidance on the role of the student accompanier

The University's procedures on academic malpractice makes provision for two formal meetings at which students may attend to discuss an allegation of academic malpractice made against them:

- A student will be invited to discuss the allegation with the Chair of the relevant Module Assessment Board, or nominee, in the case of offences defined in section 1.4.a to 1.4.i and 1.4.p to 1.4.s. If the case is then referred to a hearing of the University Academic Malpractice Panel, the student will also be invited to attend a hearing.
- In the case of allegations defined in section 1.4.j to 1.4.o, a student will only be invited to attend a hearing of the University Academic Malpractice Panel.

The University recognises that a formal hearing can be daunting, and students may need support. Therefore where a student elects to attend one or other of the meetings outlined above, 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.

In exceptional circumstances the 'friend' may be a member of the University of Chester Staff who shall be a member of Student Support and Guidance. A request for such a member of staff to act in this way must be at the express request of a senior member of that department and must have the prior consent of the Chair of the relevant Module Assessment Board, or nominee, or the Chair of the University Academic Malpractice Panel as appropriate.

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

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 either a meeting with the Chair of the relevant Module Assessment Board, or nominee, or the University Academic Malpractice Panel is to support the student against whom the allegation has been made:

- 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; and
- At the discretion of the Chair of the relevant Module Assessment Board, or nominee, or the Chair of the University Academic Malpractice panel, the 'friend' may be invited to make a statement.



Guidelines for hearings of the University Academic Malpractice Panel

1. Before consideration of the case begins

- 1.1 The panel shall have an opportunity before the start of the hearing to discuss any matters arising from the written submissions, but shall make no judgement as to the outcome.
- 1.2 Where a student has requested that the hearing be deferred, but the Senior Assistant Registrar (Student Affairs) has not agreed on executive action to the deferral, the case for deferral shall be considered.
- 1.3 The panel will satisfy themselves that the clarity of the documentation is sufficient for a fair consideration of the case.
- 1.4 The Panel will satisfy themselves that every effort has been made to ensure that the student has had fair notice of the hearing, and that all available evidence has been provided to the student in good time.
- 1.5 Where more than one student is suspected of being involved in a single case of alleged academic malpractice, the Chair will decide:
 - a. Whether to hold an initial meeting with the departmental representative, to gain an overview of the case being presented;
 - b. Whether to hold an initial meeting with each student separately in order to gain independent evidence from each student;
 - c. Whether it is appropriate for all students involved in a single case of alleged academic malpractice to be present at the hearing.

2. Audio recording of the hearing

- 2.1 AQSS will normally arrange for the hearing to be recorded. The recording shall include the hearing of all evidence by the departmental representative and by the student. It shall also include the questioning of the departmental representative and of the student.
- 2.2 The audio recording shall not include any private discussions held by the Panel prior to the hearing, nor the Panel's deliberations on the outcome and any recommendation on penalty.
- 2.3 At the commencement of the hearing all those present shall be advised that the proceedings are to be recorded. The date of the Panel, the case number and the student number shall be read into the record prior to introductions being made by the Chair.
- 2.4 A digital copy of the audio recording will be held by AQSS and referred to in the minutes. However, the recording will not be routinely transcribed unless this becomes necessary at a later stage.

3. Consideration of the case

- 3.1 All evidence which is to be considered in the case shall be available to all parties. Where there is concern that all of the evidence may not have been disclosed, the Chair shall decide whether to adjourn.
- 3.2 The Chair shall introduce themselves, to be followed by introduction and role by the rest of the Panel and officers.
- 3.3 Any person present who is not a member of the Panel should clarify the purpose of their being present and the Chair should indicate if they may be permitted to ask questions or take part in the decision making.
- 3.4 The Chair shall invite the departmental representative to outline the case and the student to present a defence and/or to comment on the allegations and evidence. The Chair shall decide the order in which these take place and the point at which to invite the Panel to ask questions.
- 3.5 Where there is no departmental representative present, the Chair shall outline the case for the student.
- 3.6 Where there is no student present, the Chair and the Panel shall not make any inference from this, but shall ask whatever questions of the departmental representative they deem necessary to test the case and the evidence.
- 3.7 At the conclusion of the hearing, the Chair shall invite the student to make any final statement. The student shall be advised that the outcome will be communicated to them via email to the University email account within 10 working days.
- 3.8 The Chair may adjourn the hearing before proceeding to deliberations if further investigation is warranted, or if additional evidence is produced during or before the meeting, which either party has not had sufficient time to consider. The length of the adjournment shall be at the discretion of the Chair.

4. Deliberations and outcome

- 4.1 The departmental representative and the student shall withdraw and the Panel shall deliberate in private.
- 4.2 The Panel shall determine the outcome based solely on the written evidence and the oral representations (if any) made during the hearing. The Panel may reach one of the following conclusions:
 - a. That the case has not been proven and should be dismissed. The Panel should then decide whether or not the student should receive a warning as to their future conduct.
 - b. That the case has not been proven and should be returned to the department. This outcome should be used sparingly and only in instances when the Panel believes that the department have erred procedurally.
 - c. That the student is not guilty of academic malpractice.
 - d. That the student is guilty of academic malpractice.

- 4.3 If the Panel decides that the student is guilty of academic malpractice, it shall determine and appropriate penalty in line with section 11 and having due regard for the guidance on penalties at Appendix 6E.

The University Academic Malpractice Panel will normally conduct hearings as outlined above. The Chair will be responsible for the conduct of the hearing and will have regard to the suggested format. Notwithstanding this, the Chair will conduct the hearing as they believe appropriate, so long as the format adopted provides a fair and impartial process and is outlined, insofar as is possible, to all parties at the beginning of the hearing.

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APPENDIX 7A

LATE WORK AND REQUEST FOR EXTENSION: NOTES OF GUIDANCE FOR STUDENTS

These notes of guidance should be read in conjunction with Section 7.6 of Handbook F: The Assessment of Students at Levels Z, 4, 5, 6, 7 and Taught Provision at Level 8.

- The Late Work Requirements will be in the module handbook.
- The deadline date and time will be stated in the module handbook.
- 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 automatically when the submission has been through the Turnitin integration on Moodle; only when this is complete will the work be recorded as having been submitted; students should therefore ensure that they commence the submission process in sufficient time to allow this to happen before the deadline. .
- 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 on the Registry Services Portal pages.
- Requests for an extension are considered by the Head of Department 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 Department 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 **5 marks for anything up to 24 hours after a deadline and 5 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	60
Work up to 48 hours late	65	55
Work up to 72 hours late	65	50

- Non-submission of assessed work will result in zero (0%) being awarded for that component of assessed work; non-submission at second or third attempt will lead to a termination of studies.
- Where an assessment component is assessed on a Pass/Fail basis, a fail will be recorded in cases where that component is submitted after the deadline

APPENDIX 7B

LATE WORK AND REQUEST FOR EXTENSION: NOTES OF GUIDANCE FOR STAFF

These notes of guidance should be read in conjunction with Section 7.6 of Handbook F: The Assessment of Students at Levels Z, 4, 5, 6, 7 and Taught Provision at Level 8.

- The Late Work Rules of Procedure must be in the module handbook.
- The deadline date and time 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 will be recorded automatically when the submission has been through the Turnitin integration on Moodle.
- 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 on the Registry Services Portal pages.
- 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 Department or Deputy Head, who will make a decision based on the written evidence.
- If an extension means the mark will not be available to the next relevant Module Assessment Board the student should seek deferral of 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 **5 marks for anything up to 24 hours after a deadline and 5 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	60
Work up to 48 hours late	65	55
Work up to 72 hours late	65	50

- The lowest mark that can be awarded to a piece of LATE assessed work is zero (0%).
- Where an assessment component is assessed on a Pass/Fail basis, a fail will be recorded in cases where that component is submitted after the deadline
- Non submission of coursework will result in zero (0%) being awarded for that component of assessed work.

MITIGATING CIRCUMSTANCES: NOTES OF GUIDANCE FOR STUDENTS

These notes of guidance should be read in conjunction with the Handbook of Requirements Governing Assessment.

All forms, with guidance notes attached, are available on the Registry Services Portal pages.

Mitigating circumstances applications must be submitted to Registry Services before the deadlines published on Registry's Portal pages. **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 Module Assessment Board has met

What should I do if I have mitigating circumstances affecting coursework?

If you know in advance that you will be unable to meet the submission deadline you should apply for an extension to the submission date by completing the Request for Extension Form (EX1). If the agreed submission date means the mark will not be available to the relevant Module Assessment Board (your academic department will be able to tell you if this is the case) you should complete the Request for Deferral Form (DF1). In both cases you must seek the approval, by signature, of the Head or Deputy Head of Department.

If you have a deferral to the next assessment period approved and then decide to submit the work, the deferral will be set aside and the mark will stand.

If you have missed a submission deadline, or if you have already attempted the assessment and handed in the work but feel your performance was adversely affected, you should complete a Mitigating Circumstances Form (MC1) before the published mitigating circumstances deadline date. Your application will be considered by the Mitigating Circumstances Board. If you submitted the work and your claim is deemed valid the original mark for that component will be set aside and you will be deferred without penalty to the next assessment period. The mark gained for this subsequent attempt 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. If, when you took the assessment again you were awarded 49 for the component, the mark of 49 would stand.

If you submitted the work late due to mitigating circumstances you should complete a Mitigating Circumstances Form (MC1) before the published mitigating circumstances deadline date. Your application will be considered by the Mitigating Circumstances Board. You must make clear on the form that you are requesting that the late work penalty be waived.

What should I do if I have mitigating circumstances affecting examinations?

If you know in advance that you will be unable to sit an examination due to valid mitigating circumstances you should complete the Request for Deferral Form (DF1) and seek the approval by signature of the Head or Deputy Head of Department.

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 be deferred without penalty to the next assessment period.

If you sit the examinations but have mitigating circumstances you should complete a Mitigating Circumstances Form (MC1) before the relevant deadline date. Your application will be considered by the Mitigating Circumstances Board. If your claim is deemed valid you will be deferred without penalty to the next assessment period. The mark gained for this subsequent attempt 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. If, when you took the examination again you were awarded 49 for the examination, the mark of 49 would stand.

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APPENDIX 8A

CONDUCT OF MODULE ASSESSMENT BOARDS

Those responsible for the conduct of a Module Assessment Board (MAB) 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; in cases where this cannot be established the results of the relevant modules must not be confirmed by the MAB. Following the MAB the chair must immediately seek advice from the Deputy Registrar;
- in advance of the MAB, all module leaders must check the Infoview reports and confirm they are satisfied that the results to be presented to the board are accurate;
- 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;
- Module marks must be presented on the approved University Module Assessment Board reports available via Infoview. This is in order to ensure the marks presented are those entered onto e-vision.
- the presentation of module marks to the Board makes clear the pattern and weighting of assessment;
- 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;
- The Chair and External Examiners sign the confirmed marks coversheet at the end of the meeting;

The terms of reference of a Module Assessment Board appear in section 8.2. In all cases, these shall include the determination of recommendations on the results of individual modules of study. The membership of a Module Assessment Board also appears in section 8.2.

Presentation of Marks on-line

To ensure that any meeting of a Module Assessment Board is not disrupted by network or other technical issues please observe the following:

- the marks presented on-line must be the Module Assessment Board reports available via Infoview. The reports should be saved as PDF files and presented to the MAB via a local drive or storage device, not via the network.
- hard copies of all the marks to be presented to the Module Assessment Board must be made available to the Chair, External Examiners, Departmental Assessment Contact(s) and the Secretary.
- Following confirmation of the marks by the MAB the saved PDF files of the marks should be deleted.

Guidance on the conduct of Module Assessment Boards where members of the board are not all in the same location

In addition to the guidelines outlined above, in cases where board members are not all in the same location, with the board conducted via video conference or equivalent, the Chair must ensure the following;

- In advance of the MAB, the reports from Infoview must be circulated to all module leaders in order that the accuracy of the data entered on e-vision may be checked thoroughly in advance of the meeting; it is recommended that the Sharepoint Team sites are used for this purpose;
- Board members at all locations must have identical copies of the MAB reports;
- Extra care must be taken under agenda item 3 (below) to confirm the terms of reference and the method by which results will be confirmed;
- It must be made clear to all Board members that any errors in the results presented on the Infoview reports must be clearly identified during the meeting and that any such amendments are specifically confirmed by the Chair and included in the minutes.

1. Agenda for a Module Assessment Board (MAB)

The following agenda must be used for all Module Assessment Boards

1. Welcome and introductions
2. Apologies for unavoidable absence and confirmation of the board member representing each absentee
3. Receipt of the terms of reference and confirmation the meeting is quorate
4. Declarations of interest with regards to the results
5. Summary of responses to the most recent External Examiner(s) report(s)
6. Minutes of the previous Module Assessment Board(s)
7. Report of chair's actions taken since the previous Module Assessment Board(s)

8. Other matters arising from the minutes
9. Receipt of a report listing approved claims for APCL/APEL relating to modules assigned to the board
10. Consideration of results for modules assigned to the board, including confirmation of all late work and excess word count penalties
11. Confirmation of the deadline for submission of reassessed and deferred components
12. External Examiner(s) comments
13. Responses to points raised by the External Examiner(s)
14. Authorisation that the Chair may sign off mark amendments
15. Issues raised at the Module Assessment Board which need to be brought to the attention of the Faculty Board of Studies
16. Date of next meeting
17. Any Other Business

Module Assessment Boards – how to minute agenda item 10

The Module Assessment Board (MAB) marksheets generated from Infoview must be retained by the academic department; these marksheets are the full formal record of decisions on component and module results taken by the MAB. This means it is not necessary to minute outcomes for those students with standard results and outcomes (55% Pass, 22% Fail etc).

However, the following types of outcome must be either minuted on an individual basis, in the way prescribed below, or clearly noted in lists appended to the minutes, with reference made to the appendices in the minutes:

Late work penalties

EX4001 – Introduction to University Studies

Lucy Jones (12345678/1) 5 mark late work penalty imposed for component 1 (50% coursework)

Excess word count penalties

EX4001 – Introduction to University Studies

Lucy Jones (12345678/1) 5 mark excess word count penalty imposed for component 1 (50% coursework)

Pending academic malpractice cases

EX4001 – Introduction to University Studies

Lucy Jones (12345678/1) Academic malpractice investigation in progress for component 2 (75% examination)

Malpractice investigation outcomes

EX4001 – Introduction to University Studies

Lucy Jones (12345678/1)	Found guilty of academic malpractice for component 2 (75% examination). Fails the component with a mark of zero
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It is also necessary to minute any discussions relating to the results of individual students, components or modules; for example, if an external examiner, having seen the work of the full cohort, proposes changes to marks, the discussions arising from this should be minuted, along with the final decision.

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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 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.

Regardless of the number of credits outstanding, all candidates will normally be reassessed at the first opportunity following initial failure. Undergraduate students with in excess of 60 credits outstanding following an Awards/Progression Assessment Board where the next opportunity does not permit repeating attendance will be given the option to undertake outstanding assessment with attendance during the next academic session. In particular Undergraduate students with in excess of 60 credits outstanding at the July Awards/Progression Assessment Board will be given the option to undertake outstanding assessment with attendance during the next academic year.

Where more than one component within a module requires reassessment, those components shall be reassessed in the same assessment period in order that the results of all components can be confirmed at the same Module Assessment Board unless valid mitigating circumstances apply. The date of reassessment will be determined by the Awards/Progression Assessment Board.

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 (see 8.6 of Handbook F for further details). 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 reassessment, 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 (examination) that does not have to be reassessed.

Reassessment (second attempt)

Written assignment (67%): 39%
Examination (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)

Written assignment (67%): (carried forward from first attempt): 60%
Examination (33%): 20%

Total for module: 47%

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

Where a **third assessment attempt** at assessment is permitted, 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).

Third assessment attempt

Written assignment (33%: carried forward from reassessment): 41%
Examination (34%): 37%
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%
Oral presentation (33%: carried forward from first attempt): 46%
Examination (34%): 19%

Total for module: 35%

Student fails the module, module mark is 35%; must be reassessed in written assignment and examination

Third assessment attempt

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

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 ATTEMPTS: REGULATIONS FOR AWARDS/PROGRESSION ASSESSMENT BOARDS

A student who has been granted a further reassessment (third assessment attempt) by the Awards/Progression Assessment Board following failure in reassessment shall be offered that third assessment attempt at the next available opportunity. The Awards/Progression Assessment Board shall only offer a third assessment attempt to a student who attempted or deferred **at least one component** for which reassessment was due. Students failing to attempt or defer **at least one component** for which reassessment was due will not be offered a third assessment attempt and will have their studies terminated. A student with reassessment in only one module will be offered a third assessment attempt, even if they failed to submit any of the components for which reassessment was due.

A third attempt will not be offered to a student whose registration period has expired.

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University of
Chester

**DEPARTMENT OF
XXXXXX**

**MODULE ASSESSMENT BOARD
for**

XXXXXXXXXXXX
(Title of Department or Programme(s))

Levels XXXX (7, 6, 5, 4 etc)

DATE / MONTH / 2015

External Examiner(s):

External's signature

Date: _____

Print External's name

External's signature

Date: _____

Print External's name

External's signature

Date: _____

Print External's name

Chair:

Signature

Date: _____

Print name

GUIDANCE ON SUBMISSION OF LATE OR CORRECTED MARKS

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/PAB 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 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/PAB. 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 Module Assessment Board, should be given to the senior Registry officer in attendance at the AAB/PAB 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/PAB. In such circumstances, it is the duty of the Departmental Assessment Contact to draw this to the attention of the meeting, so that the Awards/Progression Assessment Board may take a decision on the basis of the correct marks. A Mark Amendment Form must be submitted to Registry Services immediately after the AAB/PAB.
5. Where no pre-meeting of an AAB/PAB is held, these procedures should still be followed if an error is identified in the interval between a Module Assessment Board and the relevant Awards/Progression Assessment Board.

**EXAMINATION COMMITTEE:
NOTES OF GUIDANCE**

Under the Principles and Regulations decisions on reassessment are taken by an Awards/Progression Assessment Board. However, in certain exceptional circumstances and mainly to facilitate timely professional registration, decisions on deferral and reassessment are required at a specific point, which may fall between scheduled Awards/Progression Assessment Boards.

In recognition of this scenario, the Principles and Regulations allow an Awards/Progression Assessment Board to appoint an **Examination Committee**, to which the Awards/Progression Board delegates its authority (F2.5). An External Examiner must be a member of this committee.

Where an Examination Committee is required this must be approved by the preceding Awards/Progression Assessment Board.

Membership of Examination Committee

- Dean or Associate Dean of Faculty (Chair)
- External Examiner(s)
- Representative of each Module Assessment Board which is subordinate to the Awards/Progression Board (normally the Departmental Assessment Contact or Head of Department. Modules Assessment Boards for professional programmes may be represented by more than one member.
- One representative of each partner organisation with students under consideration by the board. Partner organisations may be represented by the member of the Module Assessment Board as above

In attendance

- A member of University of Chester staff, normally an administrator from an academic department, who will service the meeting
- Deputy Registrar and Head of Student Administration (or nominee)

Minutes from the Examination Committee must be forwarded to Registry Services and AQSS.

The decisions of the Examination Committee must be forwarded to the Assessment Team in Registry Services who will then notify the students. Official results and decisions on deferrals or reassessments must come from 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 next Awards/Progression Assessment Board.

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. Welcome and Introductions
2. Apologies for absence
3. Declarations of interest with regard to consideration of results
4. To receive notes of guidance for Examination Committees
5. Confirmation by academic departments that all module results displayed on the results schedules have been confirmed by the appropriate Module Assessment Board.
6. Consideration of results
 - I. To receive guidance on regulatory information, and on the format of the results schedules.
 - II. To make recommendations concerning progression and opportunities for module reassessment and third attempts, and to note those students who are proceeding on their programme or who have deferred assessment.
7. Late results: to authorise action
8. Confirmation by academic departments that assessment deadlines will be communicated to all students with reassessment and/or deferrals to complete, and that consideration has been given to the Awards Assessment Board or Progression Assessment Board at which the results of this assessment will be confirmed.
9. Confirmation of date for release of results to students
10. Any other business
11. Signing of results schedules

APPENDIX 8F

University of Chester – Registry Services

Assessment Administration Schedule 2016/17

October 2016

Wednesday 5 th	University Mitigating Circumstances Board
Thursday 6 th (1pm)	E-vision and MAB deadline for October University PAB
Thursday 13 th (1.30pm)	University Progression Assessment Board (PAB)
Friday 14 th	Results released (October PAB)
w/c 31 st October	Module Assessments to be generated and made available on e-vision

November 2016

Wednesday 9 th	University Mitigating Circumstances Board
Thursday 10 th (1pm)	E-vision and MAB deadline for November University PAB
Thursday 17 th (1.30pm)	University Progression Assessment Board (PAB)
Friday 18 th	Results released (November PAB)

December 2016

Wednesday 7 th	University Mitigating Circumstances Board
Thursday 8 th (1pm)	E-vision and MAB deadline for December University PAB
Wednesday 14 th	Pre-meeting - Health and Social Care AAB
Thursday 15 th (1.30pm)	University Progression Assessment Board
Friday 16 th	Health and Social Care AAB
Monday 19 th	Results released (Health and Social Care AAB)
Monday 19 th	Results released (December University PAB)

January 2017

Wednesday 11 th	University Mitigating Circumstances Board
Wed 11 th (1pm)	E-vision and MAB deadline for January University AAB
Wednesday 18 th (1pm)	Pre-meeting – University Awards Assessment Board
Friday 20 th (1.30pm)	University Awards Assessment Board (AAB)
Monday 23 rd	Results released (January AAB)

February 2017

Thursday 2 nd (1pm)	Initial Teacher Education (ITE) AAB
Friday 3 rd	Results released (ITE AAB)
Wednesday 8 th	University Mitigating Circumstances Board
Thursday 9 th (1pm)	E-vision and MAB deadline for February University PAB
Monday 13 th	Publication of Level 5 Examination timetable
Thursday 16 th (1.30pm)	University Progression Assessment Board (PAB)
Friday 17 th	Results released (February PAB)
Tues 21 st	Pre-Meeting Health and Social Care AAB (Pre-Registration Nurses)
Thursday 23 rd	Health and Social Care AAB (Pre-Registration Nurses)
Friday 24 th	Results released (Pre-registration Nurses)
Monday 27 th	Publication of Levels 4/6 Examination timetable

March 2017

Wednesday 8 th	University Mitigating Circumstances Board
Thursday 9 th (1pm)	E-vision and MAB deadline for March University PAB
Friday 10 th	All copied Level 5 exam papers to be received by Registry.
Monday 13 th	Pre-meeting – Health and Social Care AAB
Wednesday 15 th	Health and Social Care AAB
Thursday 16 th (1.30pm)	University Progression Assessment Board (PAB)
Friday 17 th	Results released – (March University PAB)
Friday 17 th	Results released - Health and Social Care AAB)
Friday 31 st	Undergraduate Results removed from e-vision

Monday 27th March – Friday 7th April 2017 – Level 5 Examination Period

April 2017

Wednesday 5 th	University Mitigating Circumstances Board
Thursday 6 th (1pm)	E-vision and MAB deadline for April University AAB
Tuesday 18 th (1.30pm)	University Awards Assessment Board (AAB)
Wednesday 19 th	Results released (April AAB)

May 2017

Wednesday 3 rd	University Mitigating Circumstances Board
Thursday 4 th (1pm)	E-vision and MAB deadline for May University PAB
Friday 5 th	All copied Levels 4 and 6 exam papers to be received by Registry
Thursday 11 th (1.30pm)	University Progression Assessment Board (PAB)
Friday 12 th	Results released (May PAB)
Tuesday 16 th	Pre-meeting – Health and Social Care AAB
Thursday 18 th	Health and Social Care AAB
Friday 19 th	Results released (Health and Social Care AAB)
Wednesday 31 st	University Mitigating Circumstances Board

Monday 22nd May – Friday 9th June 2017 – Levels 4 and 6 Examination Period

June 2017

Thursday 1 st (1pm)	E-vision and MAB deadline for June University PAB
Thursday 8 th (1.30pm)	University Progression Assessment Board (PAB)
Friday 9 th	Results released (June University PAB)
Wednesday 14 th	University Mitigating Circumstances Board
Friday 23 rd (1pm)	E-vision and MAB deadline for July University AAB

July 2017

Wednesday 5 th (10.30am)	Pre-meeting - University Awards Assessment Board
Friday 7 th (1.30pm)	University Awards Assessment Board (AAB)
Monday 10 th	Results released (July AAB Undergraduate Finalists)
Tuesday 11 th	Results released (July AAB Continuing Undergraduate)
Tuesday 11 th	Pre-meeting – Health and Social Care AAB
Thursday 13 th	E-vision mark entry deadline for programmes going to the Initial Teacher Education AAB
Thursday 13 th	Health and Social Care AAB
Friday 14 th	Results released (Health and Social Care AAB)
Friday 14 th	Results released (Postgraduate students from University AAB)
by Friday 14 th	Re-assessment/defer information made available to Departments via Infoview
Wednesday 19 th (1pm)	Pre-meeting Initial Teacher Education AAB
by Friday 21 st	All coursework re-assess/defer info to have been made available to students
Friday 21 st (1pm)	Initial Teacher Education AAB
Monday 24 th	Initial Teacher Education results released
Monday 31 st	Re-assessment/defer exam timetable published

August 2017

Wednesday 2 nd	University Mitigating Circumstances Board
Thursday 3 rd (1pm)	E-vision and MAB deadline for August University PAB
Friday 4 th	All copied Re-assess/Defer exam papers to be submitted to Registry
Thursday 10 th (1.30pm)	University Progression Assessment Board (PAB)
Friday 11 th	Results released (August University PAB)
Thursday 31 st	University Mitigating Circumstances Board

Monday 14th August – Friday 25th August 2017 - Reassessment and Deferral Examination/In-class test period for all Undergraduate Levels. Week commencing 14th August will only be used if required.

Monday 21st (12 noon) Deadline for submission of deferred/reassessed coursework

September 2017

Tuesday 5 th (1pm)	E-vision and MAB deadline for September University AAB
Tuesday 5 th (10am)	E-vision and MAB deadline for programmes going to the Initial Teacher Education AAB
Thursday 7 th (1pm)	Pre-meeting Initial Teacher Education AAB
Friday 8 th (1pm)	Initial Teacher Education AAB
Monday 11 th (10.30am)	Pre-meeting - University Awards Assessment Board
Tuesday 12 th	Pre-meeting – Health and Social Care AAB
Wednesday 13 th (1.30pm)	University Awards Assessment Board
Thursday 14 th	Release of results (September AAB Undergraduate continuing students)
Friday 15 th	Health and Social Care AAB
Friday 15 th	Release of results (September AAB Undergraduate finalists and all Postgraduate students)
Friday 15 th	Release of results (Health and Social Care AAB)

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2015/16

Honours Degree Classifications (360 credits) – Summary sheet and examples

- All modules must be passed or compensated in order to complete the award
- The classification is based on a weighted average of Level 5 (one-third) and Level 6 (two-thirds). This average is expressed to 2 decimal places
- The lowest mark (to the value of 20 credits) is discarded from the calculation at both levels 5 and 6. However, this discard only occurs where numerical marks are available for all 120 credits at the level in question. For example, a student with 20 credits of APL at Level 5 would not have any Level 5 marks discarded from the classification calculation
- Module credit values are taken into account in the calculation of the average percentage mark; a 40 credit module has double the worth of a 20 credit module, for example.
- Level 4 marks do not contribute to the classification, although the modules must be passed or compensated for the award to be made

The following criteria are applied:

1. Average Mark

70%+	First class honours
60 – 69.99%	Upper second class honours (2.1)
50 – 59.99%	Lower second class honours (2.2)
40 – 49.99%	Third class honours
0 – 39.99%	Fail

However, where the average mark falls within 0.5% of the classification boundary, the classification will be raised:

69.5% is raised to 70% and a 1st is awarded
 59.5% is raised to 60% and a 2.1 is awarded
 49.5% is raised to 50% and a 2.2 is awarded

2. Average mark and profile

Where the student's average percentage mark is no more than 3% from the classification boundary (displayed in the table above), they will be awarded the higher class where half their Level 6 credits are at the required level:

67 – 69.49% may be considered for a 1st
 57 - 59.49% may be considered for a 2.1
 47 – 49.49% may be considered for a 2.2

The following examples are based on the University's standard 20 credit module size; hence there are 6 marks at each level (a 40 credit module mark would appear twice in order to reflect its weighting). Marks in bold are discarded from the calculation.

Example 1

Level 5						Level 6					
1	2	3	4	5	6	1	2	3	4	5	6
72	69	59	59	58	55	68	60	56	54	52	40

The average in Example 1 is 59.8%. This would be raised to 60% and a 2.1 would be awarded

Example 2

Level 5						Level 6					
1	2	3	4	5	6	1	2	3	4	5	6
72	69	59	59	58	55	68	60	60	45	43	40

The average in Example 2 is 57.93%. As the average is within 3% of the 2.1 classification boundary **and** half the Level 6 credits are at the 2.1 level, a classification of 2.1 would be awarded

Example 3

Level 5						Level 6					
1	2	3	4	5	6	1	2	3	4	5	6
72	69	59	59	58	55	68	60	58	47	43	40

The average in Example 3 is 57.93% (as in Example 2). However, on this occasion a 2.1 would not be awarded as less than half the Level 6 credits are at the 2.1 level. The classification in Example 3 would be a 2.2

Example 4

Level 5						Level 6					
1	2	3	4	5	6	1	2	3	4	5	6
72	69	59	59	58	55	61	60	60	44	41	40

In Example 4, although half the Level 6 credits are at the 2.1 level, a 2.1 would not be awarded as the average is only 56.6%, and does not, therefore, fall within 3% of the classification boundary. The classification would be a 2.2

2015/16

Honours Degree Classifications – Direct Entrants to Level 6

- All modules must be passed or compensated in order to complete the award
- The classification of the honours degree is based on Level 6 marks only; the marks from previous programmes of study (eg the Foundation Degree) are not included in the calculation of the average percentage mark.
- Where numerical marks are available for all 120 credits at Level 6, the marks of the lowest 20 credits will be discarded from the calculation of the average percentage mark upon which the classification is determined
- Module credit values are taken into account in the calculation of the average percentage mark; a 40 credit module has double the worth of a 20 credit module, for example.

The following criteria are applied:

1. Average Mark

70%+	First class honours
60 – 69.99%	Upper second class honours (2.1)
50 – 59.99%	Lower second class honours (2.2)
40 – 49.99%	Third class honours
0 – 39.99%	Fail

However, where the average mark falls within 0.5% of the classification boundary, the classification will be raised:

69.5% is raised to 70% and a 1st is awarded
 59.5% is raised to 60% and a 2.1 is awarded
 49.5% is raised to 50% and a 2.2 is awarded

2. Average mark and profile

Where the student's average percentage mark is no more than 3% from the classification boundary (displayed in the table above), they will be awarded the higher class where half their Level 6 credits are at the required level:

67 – 69.49% may be considered for a 1st
 57 - 59.49% may be considered for a 2.1
 47 – 49.49% may be considered for a 2.2

The following examples are based on the University's standard 20 credit module size; hence there are 6 marks at Level 6 (a 40 credit module mark would appear twice in order to reflect its weighting). In each example, the

lowest mark (highlighted in bold) is discarded from the calculation of the average percentage mark:

Example 1

1	2	3	4	5	6
65	63	60	58	53	40

In Example 1, the average is 59.8%. This would be raised to 60% and a 2.1 would be awarded.

Example 2

1	2	3	4	5	6
65	63	60	55	47	40

In Example 2, the average is 58%. As the average is within 3% of the 2.1 classification boundary **and** half the Level 6 credits are at the 2.1 level, a classification of 2.1 would be awarded.

Example 3

1	2	3	4	5	6
65	63	59	56	47	40

In Example 3, the average is 58% (as in Example 2). However, on this occasion a 2.1 would not be awarded as half the Level 6 credits are not at the 2.1 level. The classification in Example 3 would be a 2.2.

Example 4

1	2	3	4	5	6
65	63	60	44	42	40

In Example 4, although half the Level 6 credits are at the 2.1 level, a 2.1 would not be awarded as the average is only 54.8%, not within 3% of the classification boundary. The classification would be a 2.2.

Steve Nelson
July 2014

Postgraduate Classifications – 2015/16

- All modules must be passed in order for the award to be made
- Postgraduate Certificates are not classified

Modules are assessed on the following basis:

Percentage	Classification
70-100	Distinction
60-69	Merit
40-59	Pass
0-39	Fail

In order to be eligible for a Distinction, a candidate for a Masters Degree or Postgraduate Diploma must attain a mark of 70% or higher in Level 7 modules representing at least half the credits for which numerical marks are available. The modules may include the dissertation. The same classification rules apply to the award of Merit, with the threshold being module marks of 60%+. The average percentage mark across all modules is not considered in classification calculation.

Example 1 – Masters Degree

Module	Credit Value	Mark	Classification
EX7000	20	72	Distinction
EX7001	20	65	Merit
EX7002	20	69	Merit
EX7003	20	70	Distinction
EX7004	20	62	Merit
EX7005	20	64	Merit
EX7006 (Dissertation)	60	70	Distinction

In Example 1, the student has 100 of the 180 credits required for the award of the Masters Degree at Distinction level and would therefore be awarded a Distinction. The fact the overall average (68%) is not at Distinction level is not considered

Example 2 – Masters Degree

Module	Credit Value	Mark	Classification
EX7000	20	69	Merit
EX7001	20	68	Merit
EX7002	20	69	Merit
EX7003	20	79	Distinction
EX7004	20	67	Merit
EX7005	20	68	Merit
EX7006 (Dissertation)	60	78	Distinction

In Example 2, although the student has an overall average percentage mark of 72.67%, a Distinction would not be awarded as only 80 of the 180 credits are at the Distinction level. The student would be awarded a Merit.

Example 3 – Masters Degree

Module	Credit Value	Mark	Classification
EX7000	20	70	Distinction
EX7001	20	72	Distinction
EX7002	20	74	Distinction
EX7003	20	78	Distinction
EX7004	20	43	Pass
EX7005	20	71	Distinction
EX7006 (Dissertation)	60	65	Merit

In Example 3, although the dissertation is not at the Distinction level, a Distinction would be awarded as the student has 100 of the 180 credits at the Distinction level.

The same principles apply to Postgraduate Diplomas.

Example 4

Module	Credit Value	Mark	Classification
EX7001	20	70	Distinction
EX7002	20	70	Distinction
EX7003	20	42	Pass
EX7004	20	72	Distinction
EX7005	20	50	Pass
EX7006	20	61	Merit

In Example 4, the student would be awarded a Distinction as 60 of the 120 credits required for the award of the Postgraduate Diploma are at the Distinction level.

Example 5

Module	Credit Value	Mark	Classification
EX7001	20	79	Distinction
EX7002	20	60	Merit
EX7003	20	76	Distinction
EX7004	20	57	Pass
EX7005	20	58	Pass
EX7006	20	59	Pass

In Example 5, the student does not qualify for a Distinction as only 40 of the 120 credits required for the award of the Postgraduate Diploma are at the Distinction level; however, as 60 of the 120 credits are at the Merit level or above, a Merit would be awarded.

Steve Nelson
July 2014

2015/16
Foundation Degree Classifications

- All modules must be passed or compensated in order to complete the award
- The classification of the Foundation Degree is based on Level 5 marks only; Level 4 modules must be passed or compensated but are not included in the calculation of the average percentage mark upon which the classification is based.
- Where numerical marks are available for all 120 credits at Level 5, the marks of the lowest 20 credits will be discarded from the calculation of the average percentage mark upon which the classification is based
- Module credit values are taken into account in the calculation of the average percentage mark; a 40 credit module has double the worth of a 20 credit module, for example.

The following criteria are applied:

1. Average Mark

70%+ 60 – 69.99%	Distinction Merit
---------------------	----------------------

However, where the average mark falls within 0.5% of the classification boundary, the classification will be raised:

69.5% is raised to 70% and a Distinction is awarded
59.5% is raised to 60% and a Merit is awarded

2. Average mark and profile

Where the student's average percentage mark is no more than 3% from the classification boundary (displayed in the table above), they will be awarded the higher class where half their Level 5 credits are at the required level:

67 – 69.49% may be considered for a Distinction
57 - 59.49% may be considered for a Merit

The following examples are based on the University's standard 20 credit module size; hence there are 6 marks at Level 5 (a 40 credit module mark would appear twice in order to reflect its weighting). In each example, the lowest mark (highlighted in bold) is discarded from the calculation of the average percentage mark:

Example 1

1	2	3	4	5	6
75	73	70	68	63	40

In Example 1, the average is 69.8%. This would be raised to 70% and a Distinction would be awarded.

Example 2

1	2	3	4	5	6
75	73	70	65	57	40

In Example 2, the average is 68%. As the average is within 3% of the Distinction classification boundary **and** half the Level 5 credits are at the Distinction level, a classification of Distinction would be awarded

Example 3

1	2	3	4	5	6
75	73	69	66	57	40

In Example 3, the average is 68% (as in Example 2). However, on this occasion a Distinction would not be awarded as half the Level 5 credits are not at the Distinction level. The classification in Example 3 would be a Merit

Example 4

1	2	3	4	5	6
75	73	70	54	52	40

In Example 4, although half the Level 5 credits are at the Distinction level, a Distinction would not be awarded as the average is only 64.8%, not within 3% of the classification boundary. The classification would be a Merit

Steve Nelson
July 2014

2015/2016

Compensation of failure in assessment

Under certain circumstances (detailed below), failure in particular modules may be compensated. Students compensated in a module would not be required to resubmit work. The module would be treated as a pass, with a CM code appearing on the transcript of results. However, the original fail mark would still appear on the transcript and be included in the classification calculation where appropriate.

Compensation shall 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. This means that compensation is not applied to many of the programmes in the Faculties of Health and Social Care and Education and Children's Services.

Compensation of failed modules is not permitted at Level 3.

Undergraduate students may be compensated in:

40 credits at Level 4
20 credits at Level 5
20 credits at Level 6

However, certain criteria apply:

1. The module mark may not fall below 30%
2. The mark for any component may not fall below 20%
3. The average percentage mark for the level must be at least 40%

Where the student has an overall module mark of 40%+ but has component marks of less than 20%, a mark of 39% will be recorded.

Levels 5 and 6

The student will only be compensated (in modules totalling no more than 20 credits) if they have successfully completed all other modules at that level and have an overall average for the level of at least 40%

Example 1

Module	Credits	Mark
EX5001	20	55
EX5002	20	61
EX5003	20	46
EX5004	20	48
EX5005	20	52
EX5006	20	32

On the assumption that no component mark for module EX5006 falls below 20%, the module would be compensated as all other modules have been passed and the overall average for the level is 49%

Example 2

Module	Credits	Mark
EX5001	20	40
EX5002	20	41
EX5003	20	40
EX5004	20	40
EX5005	20	40
EX5006	20	30

In Example 2, EX5006 would not be compensated as, although all other modules have been passed, the average for the level is 38.5%

Level 4

The student will only be compensated where no more than 40 credits have been failed. The Board will compensate both modules where the criteria outlined above have been met. Where only one of the failed modules falls within the compensatable band, this module will only be compensated where the criteria outlined above have been met.

Example 3

Module	Credits	Mark
EX4001	20	59
EX4002	20	43
EX4003	20	45
EX4004	20	50
EX4005	40	35

In Example 3, EX4005 would be compensated (assuming no component mark falls below 20%) as all other modules have been passed and the overall average for the level is 44.5%

Example 4

Module	Credits	Mark
EX4001	20	59
EX4002	20	67
EX4003	20	38
EX4004	20	28
EX4005	40	60

In Example 4, EX4003 would be compensated (assuming no component mark falls below 20%), as there are only 40 credits of failure and the average for

the level is 52%. Reassessment would be required in module EX4004 as the module mark falls below 30% and may not therefore be compensated.

Example 5

Module	Credits	Mark
EX4001	20	38
EX4002	20	67
EX4003	20	38
EX4004	20	36
EX4005	40	60

In Example 5, although all failed modules have marks above 30%, and the overall average is 49.83%, no compensation would be applied as in excess of 40 credits have been failed.

Steve Nelson
December 2015

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Academic Appeal

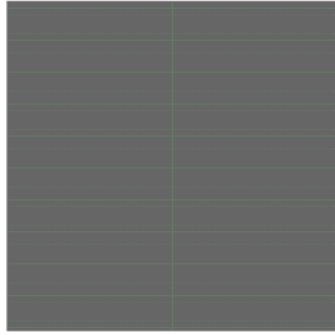


University of
Chester

(AA-1) Taught Programmes

This form is for students at Level 3, 4, 5, 6, 7 and 8 who wish to appeal against a decision of one of the following:

- Awards / Progression Assessment Board
- Mitigating Circumstances Board
- Academic Malpractice Panel
- Subgroup on Academic Malpractice Penalties



University of
Chester

Introduction

The University of Chester's Academic Appeal procedure is set out in section 10 of Handbook F of the Quality & Standards Manual. It is available to staff and students of the University on Portal.

If you need help to put your appeal together, you should contact the Chester Students' Union who can give confidential and impartial advice.

For guidance on the Academic Appeal Procedure, you can contact the Student Affairs team in Academic Quality Support Services by email at academicappeals@chester.ac.uk.

If you have a disability (whether or not you have previously disclosed it) and need further help, you should contact Student Support & Guidance.

In all cases, appeals must be submitted within **10 days** of the decision that you are

appealing against. Failure to meet this deadline might mean that your appeal cannot be considered.

If you are submitting your appeal late, please use the blank space on page 16 to explain why. You should also provide additional evidence to show why you could not submit your appeal on time.

The University will try to deal with your appeal as quickly as possible, whilst ensuring that it is properly considered. It can take up to **60 days** for a decision to be made by the Appeals Board. We will keep you updated throughout the process.

Whilst you are waiting for the Academic Appeals Board to hear your case, **the decision you are appealing against still stands.**

**Part A:
About you**

Use this section to give us details about you

Student number:							
Programme of study:							
Title:	Mr	Mrs	Miss	Ms	Mx	Dr	Other
Surname/Family name:							
First/Given name(s):							
Postal address:							
Post code:					Country:		
Landline:			Mobile:				
Email:							

We will use your University of Chester email address to keep you informed about progress with your appeal, but if you provide us with a private email address, we will copy any messages to it. **If we send you a message before 4pm Monday – Friday, we will assume that you have received it on the same day.**

If you would also like us to send letters to your postal address, please tick this box:	<input type="checkbox"/>
---	--------------------------

To help us direct your appeal appropriately, please answer the following questions:

	YES	NO
Have your studies at the University been terminated?		
If your studies have not been terminated, have you been prevented from progressing to the next level of study?		
Have you been sponsored by the University for a Tier 4 student visa?		

Use this section to tell us who you want us to discuss your appeal with

We will handle the information you provide on this form in accordance with our Confidentiality Statement. To ensure that you have access to appropriate support throughout the process, you might find it helpful to allow us to discuss your case with others. In this section, you can state whether you give your permission for us to do this.

		YES	NO
Have you previously disclosed a disability to the University and/or been issued with an inclusion plan? If you tick 'yes' we will automatically contact the Disability Support Service for details.			
If you contact the Chester Students' Union for support with your appeal, can we discuss your case with them? If you tick 'yes' we will only discuss details of your case with the SU if you ask them to contact us on your behalf.			
Do you give permission for us to discuss the details of your case with a third party? If you want to give permission for us to talk to a friend or relative on your behalf you should tick 'yes' and give their details below.			
Title:	Mr Mrs Miss Ms Mx Dr Other		
Surname/Family name:			
First/Given name(s):			
Relationship to you:			

When your appeal is received by Academic Quality Support Services, you will receive an acknowledgement by email. This acknowledgement will contain a unique reference number for your case. If you have given permission for us to discuss your case with a third party, **it is your responsibility to ensure that they have your student number and the reference number of your case.**

**Part C:
Assessments
to be appealed**

Use this section to tell us which decisions you want to appeal against

Your appeal must relate to the outcomes of the assessment components in each of the modules that you are registered for. **You must include all of the information requested in the table below.** If you don't, it is likely that your form will be returned to you.

The first line in the table is completed for you as an example. There are spaces for 12 different assessment components on this page. If you need more space, use the blank pages at the end of this form. The deadline you give must be *your* deadline. For example, if you had an extension or deferral, your deadline will be different from the one given in the module handbook or on Moodle.

Module Code	Module Title	Component Title	Attempt Number	Deadline for submission
CD4291	Colours of the Rainbow	Assessment 2: Essay on Primary Colours	1	20/04/15

Use this section to tell us about the grounds for your appeal

Using this form, you can appeal against three types of decision:

1. Decisions of the Awards or Progression Assessment Board (box 1)
2. Decisions of the Mitigating Circumstances Board (box 2)
3. Decisions of the Academic Malpractice Panel or Subgroup on Academic Malpractice Penalties (box 3)

Normally you will only appeal one type of decision at a time.

You **must** give the date that the decision was made. You will find this on the letter notifying you of the decision. You should also send us a copy of the letter with your appeal.

1	AWARDS OR PROGRESSION ASSESSMENT BOARD	
3.1.1.	There were procedural or administrative irregularities in the conduct of the assessment process. [You will need to complete Part E of this form]	
3.1.2.	You were suffering from illness or had other personal circumstances which materially affected your performance, provided that these were not known to the Examiners and there are compelling reasons why you did not request an extension, a deferral or did not apply to the Mitigating Circumstances Board. [You will need to complete Part F and G of this form]	
Please give the date of the decision:		
You can also appeal on the grounds that you were diagnosed as having a Specific Learning Difficulty during the course of the year if you did not have the reasonable adjustments you are entitled to. Please contact the Disability Support Service as soon as possible to do this.		

2	MITIGATING CIRCUMSTANCES BOARD	
3.4.1.	There were procedural or administrative irregularities in the conduct of the Mitigating Circumstances Board. [You will need to complete Part E of this form]	
3.4.2.	That there is new evidence which, for compelling reasons, could not be made available to the Mitigating Circumstances Board. [You will need to complete Part H of this form]	
Please give the date of the decision:		

3	ACADEMIC MALPRACTICE PANEL / SUBGROUP ON ACADEMIC MALPRACTICE PENALTIES	
3.5.1.	There were procedural or administrative irregularities in the conduct of the published academic malpractice procedures. [You will need to complete Part E of this form]	
3.5.2.	That there are compelling reasons, which can be substantiated, to explain why you were unable to mount a defence to the allegation of academic malpractice. [You will need to complete Part F of this form]	
Please give the date of the decision:		

- **The instruction shown next to the ground(s) you have ticked in one of the boxes above tells you which sections of the form you now need to complete from E – H.**
- **If you are typing information into this form, each section is limited to 3,100 characters (around 460 words). However, if you need more space, there are some blank pages at the back of the form.**
- **Clear and concise appeals are easier to investigate and easier for the Academic Appeals Board to understand than ones that contain lots of irrelevant detail. Follow the guidance given at the top of each of the sections that you need to complete.**
- **When you have completed the sections that apply to you, go to Part I and continue to fill in the rest of the form.**

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**Part E:
Procedural or
administrative
irregularity**

If you think something has gone wrong either procedurally or administratively that might have affected the decision you are appealing against, use this section to tell us about it. **Try to explain your point as clearly and as briefly as possible. Try to explain things in the order in which they occurred. Explain what evidence you are providing to support your point and how you feel this problem affected you.**

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The information you provide in this section will be shared with the department(s) concerned.

**Part F:
Personal
circumstances**

If you have been ill or had other personal circumstances which you think have affected the decision you are appealing against, use this section to tell us about it. **Try to explain your point as clearly and as briefly as possible. Try to explain things in the order in which they occurred. Explain what evidence you are providing to support your point and how you feel this problem affected you.**

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To help investigate your case thoroughly, we will share the information you include in this section with the department(s) concerned, unless you choose to restrict access to this in Part I of this form.

**Part G:
Use of other
procedures**

The University expects that students who have been ill or had other personal circumstances will request an extension or a deferral or submit a claim for mitigating circumstances at the time that an assessment was due to be submitted. You should use this section to explain why you did not do this. **Try to explain your point as clearly and as briefly as possible.**

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To help investigate your case thoroughly, we will share the information you include in this section with the department(s) concerned, unless you choose to restrict access to this in Part I of this form.

**Part H:
New evidence**

If you are appealing against a decision of the Mitigating Circumstances Board to reject your application, but you have new evidence, use this section to tell us about it. **Try to explain your point as clearly and as briefly as possible. Explain what the new evidence that you are providing is and why it could not have been made available to the Mitigating Circumstances Board when you submitted your application.**

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Information provided in this section will normally only be shared with the Academic Appeals Board.

Use this section to give details about how we can use your information

Only complete this section if you want to restrict access to information in your appeal. Otherwise, continue to Part J.

Normally, the contents of your appeal will be disclosed to the relevant Head of Department for a response. They might ask others to provide information as part of that response. Anyone who receives information relating to your appeal must abide by the University's rules on confidentiality.

In some cases, you can restrict who has access to the information you have provided. **If you choose to do this, you must be aware that this might limit our ability to thoroughly investigate your case.**

You cannot restrict access to information provided on this form if your appeal relates to a procedural or administrative irregularity. Under the provisions of the Data Protection Act (Schedule 3) if you disclose a disability to any member of University staff, we have to take notice of this information and we will inform the Disability Support Service accordingly.

You must tell us what information we may share by completing the following:

I wish to restrict access to the information provided in Parts F & G. I understand that by doing so, it may not be possible for the University to investigate my case thoroughly.			
Tick all those that apply and give dates where appropriate:		From	To
<input type="checkbox"/>	I was suffering from illness/other personal circumstances which affected my performance in assessment between these dates:		
<input type="checkbox"/>	I disclosed information to the department around the following dates:		
<input type="checkbox"/>	I did not disclose information to the department		
<input type="checkbox"/>	I requested an extension/deferral around the following dates:		
<input type="checkbox"/>	I requested/was given advice on the procedure for requesting an extension or deferral of assessment.		

In order that the department can provide some response to your appeal, it would be helpful if you could provide a summary of the factors that were affecting you that you would be happy to share. **You may do this now, or after speaking with an Investigating Officer if your appeal is accepted for investigation.**

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**Part J:
Supporting
evidence**

Use this section to tell us about the evidence your are providing

It is important that you provide appropriate documentary evidence to support your appeal. Please use the table below to tell us what pieces of evidence you are providing. **Please remember that you must submit original evidence as photocopies cannot be accepted.** We will return the original copies to you as soon as possible.

The first line of the table is completed as an example. There are spaces for 8 pieces of evidence. Please label your evidence A-H etc. clearly. If you need more space, use the blank pages at the end of this form.

Label	Description of evidence	Date of evidence
	GP letter from Garden Lane Medical Centre	03/11/2015
A		
B		
C		
D		
E		
F		
G		
H		

If you are unable to provide evidence at the time you are submitting this form, you must give an explanation in the box below and an expected date by which you will be able to supply the evidence (this must normally be within 10 days)

You must complete and sign this section before submitting your appeal

Please go through the checklist below carefully and make sure that you have addressed all of the points. If you need help to compile your appeal, you should contact the Chester Students' Union. We will acknowledge receipt of your appeal normally within 7 days of the deadline for appeal submissions.

<p>Have you read the Academic Appeal Procedure and Notes for Guidance? These documents explain how the University will deal with your appeal. If anything is unclear you can ask for assistance from the Chester Students' Union.</p>	
<p>Have you completed all of the relevant sections of this form? The appeals form is long, but this is so that we can gather all of the information necessary to consider your case. Please make sure that you have completed all of the sections that are relevant to you.</p>	
<p>If you have restricted access to the information contained in your appeal, are you sure that you want to do this? If you have completed Part I of this form, you have restricted who we can share information with. This will limit the amount of investigation we can undertake. You are advised only to do this in exceptional circumstances.</p>	
<p>Have you included evidence to support your appeal? The Appeals Procedure is primarily evidence based. Although we will accept that any statements you make are truthful, you should provide solid evidence to support what you say in your appeal. In particular, you must make sure that evidence relates specifically to you.</p>	
<p>Are your contact details correct? It can take up to 60 days for the Appeals Board to hear and decide your case and you must ensure that we can contact you throughout this period of time.</p>	
<p>Remember that the decision you are appealing against stands while a decision is being made. This means that you must abide by the original decision until you receive confirmation that the decision has been changed. International students <u>must</u> also comply with any instruction from the visa compliance team and the Home Office.</p>	
<p>Declaration to be signed by the student</p>	
<p>I confirm that I have read and understood the Academic Appeal Procedure. I confirm that I am the student making the appeal, I agree to be bound by the terms of the Academic Appeal Procedure and confirm that I believe the facts stated in my appeal submission are true.</p>	
<p>Signature:</p>	<p>Date:</p>

You should save a copy of this form and retain a copy for your records. Details of how to submit your form and accompanying evidence are given on the back page.

**Further
information**

If you need further space for any part of your appeal, please use this page.

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How to submit your completed form and evidence

Once you have completed this form, you should submit it to Academic Quality Support Services. You can do this in three ways:

1. By email

If you submit your appeal by email, you must ensure that the documentary evidence you provide is attached as a full-colour scan. The University reserves the right to require original copies of any documents that you provide in support of your appeal. Failure to produce the originals, if requested, will result in your appeal being invalidated.

You should send your completed form and evidence as attachments to academicappeals@chester.ac.uk. You are strongly advised to send your form from your University of Chester email account. If you are unable to do this, you should ensure that your email message contains your student ID number, the full title of the programme that you are registered on and your date of birth for verification purposes.

2. In person to either Chester Students' Union or Student Welfare

Chester Students' Union

Take your form and evidence to the Students' Union building on either the Parkgate Road campus in Chester or on the Warrington campus. Please remember that the Students' Union can also offer you confidential and impartial advice about your appeal.

Student Welfare

Take your form and evidence to the Student Welfare Office in the Binks building (room CBK-113) on the Parkgate Road campus in Chester or to the Martin building (room WMA-012) on the Warrington Campus.

If you submit your form in person, it will be recorded as having been received on that date. However, it might take a day or two to reach Academic Quality Support Services. If you have not received an acknowledgement within 72 hours of submitting your form, you should contact academicappeals@chester.ac.uk

How to submit your completed form and evidence

3. By post

You post to the following address:

Academic Quality Support Services (Appeals)
University of Chester
Parkgate Road
Chester
CH1 4BJ

If you post your form, you are strongly advised to use an appropriate tracking service.

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Academic Appeal



University of
Chester

(AA-2) Appeals relating to Specific Learning Differences

This form is for students at Level Z, 4, 5, 6, 7 and 8 (taught provision only) who wish to appeal against a decision of the Awards / Progression Assessment Board on the basis of being diagnosed with an SpLD, but who have not had the additional arrangements they are entitled to.



University of
Chester

Introduction

The University of Chester's Academic Appeal procedure is set out in section 10 of Handbook F of the Quality & Standards Manual. It is available to staff and students of the University on Portal.

This form is specifically for students who wish to appeal on the ground 3.1.1.

The appellant had been assessed as having a specific learning difficulty during the current academic session, provided that the provisions of section 5 [of the Academic Appeal Procedure] have been adhered to.

Students wishing to appeal on this ground are advised to contact Disability Support as soon as possible. This form should be completed by Disability Support, in conjunction with the student.

In the event that Disability Support is unable to confirm that all of the necessary

paperwork is in place for a student to appeal on these grounds, they should be advised to submit an appeal on other grounds using the form AA-1, which is available on Portal.

Advice regarding completion of this form can be obtained by contacting the Student Affairs team in AQSS at academicappeals@chester.ac.uk.

AQSS should be notified when a student contacts Disability Support regarding an appeal on these grounds. The deadline for submitting this form will then be extended to 21 days from the date of the decision being appealed against.

**Part A:
About you**

Use this section to give us details about you

Student number:							
Programme of study:							
Title:	Mr	Mrs	Miss	Ms	Mx	Dr	Other
Surname/Family name:							
First/Given name(s):							
Postal address:							
Post code:					Country:		
Landline:			Mobile:				
Email:							

We will use your University of Chester email address to keep you informed about progress with your appeal, but if you provide us with a private email address, we will copy any messages to it. **If we send you a message before 4pm Monday – Friday, we will assume that you have received it on the same day.**

If you would also like us to send letters to your postal address, please tick this box:	<input type="checkbox"/>
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To help us direct your appeal appropriately, please answer the following questions:

	YES	NO
Have your studies at the University been terminated?		
If your studies have not been terminated, have you been prevented from progressing to the next level of study?		
Have you been sponsored by the University for a Tier 4 student visa?		

Use this section to tell us who you want us to discuss your appeal with

We will handle the information you provide on this form in accordance with our Confidentiality Statement. To ensure that you have access to appropriate support throughout the process, you might find it helpful to allow us to discuss your case with others. In this section, you can state whether you give your permission for us to do this.

		YES	NO
If you contact the Chester Students' Union for support with your appeal, can we discuss your case with them? If you tick 'yes' we will only discuss details of your case with the SU if you ask them to contact us on your behalf.			
Do you give permission for us to discuss the details of your case with a third party? If you want to give permission for us to talk to a friend or relative on your behalf you should tick 'yes' and give their details below.			
Title:	<input type="checkbox"/> Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Miss <input checked="" type="checkbox"/> Ms <input type="checkbox"/> Mx <input type="checkbox"/> Dr <input type="checkbox"/> Other		
Surname/Family name:			
First/Given name(s):			
Relationship to you:			

When your appeal is received by Academic Quality Support Services, you will receive an acknowledgement by email. This acknowledgement will contain a unique reference number for your case. If you have given permission for us to discuss your case with a third party, **it is your responsibility to ensure that they have your student number and the reference number of your case.**

**Part C:
Assessments
to be appealed**

Use this section to tell us which decisions you want to appeal against

Your appeal must relate to the outcomes of the assessment components in each of the modules that you are registered for. **You must include all of the information requested in the table below.** If you don't, it is likely that your form will be returned to you.

The first line in the table is completed for you as an example. There are spaces for 12 different assessment components on this page. If you need more space, use the blank pages at the end of this form. The deadline you give must be *your* deadline. For example, if you had an extension or deferral, your deadline will be different from the one given in the module handbook or on Moodle.

Module Code	Module Title	Component Title	Attempt Number	Deadline for submission
CD4291	Colours of the Rainbow	Assessment 2: Essay on Primary Colours	1	20/04/15

**Part D:
Confirmation
of Specific
Learning
Difference**

**This section is to be completed by the
Disability Support Service**

In order to be admissible, an appeal on the ground of an in-year diagnosis of a SpLD where the student was not in receipt of alternative arrangements must be supported by Disability Support and be accompanied by the appropriate documentation. Confirmation of this should be given in this section.

Name of the person completing this section:			
Job title:			
		YES	NO
5.3.1.	The student had been diagnosed in the current academic session, and before the meeting of the relevant Awards Assessment Board or Progression Board.		
5.3.2.	The Disability Support Service is in receipt of a report compiled by an Education Psychologist or other person qualified to diagnose Specific Learning Difficulties.		
5.3.3.	The student had not been afforded all opportunities agreed in a full Inclusion Plan to support the assessment or examination in question.		

- **If you have ticked 'No' to any of the statements above, an appeal on the ground of having an in-year diagnosis of a SpLD is not permissible. However, the remainder of this form should still be completed and sent to AQSS.**
- **Where this happens, the appellant should be advised that if they still wish to appeal, they will have to do so on the basis of another ground, using the AA-1 form available on Portal.**
- **Students who wish to continue with an appeal on other grounds should be advised to contact Chester Students' Union for assistance.**

**Part E:
Other details**

Please provide any further details that either Disability Support or the student feel is relevant to this case. **It is especially important to give further information if Disability Support is unable to support the student's appeal on these grounds.**

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Supporting documentation and student declaration

The documentation requested below must be sent to AQSS along with this form.

The Disability Support Service confirms that:

This student had been diagnosed in the current academic session.		
A copy of a report by an Educational Psychologist or other person qualified to diagnose Specific Learning Difficulties has been received for this student and that a copy is appended to this form.		
This student has been given a full Inclusion Plan and that a copy is appended to this form.		
This student was not afforded all of the opportunities agreed in their Inclusion Plan to support the assessments in question.		
Declaration to be signed on behalf of the Disability Support Service		
I confirm that I believe the declarations made on this form on behalf of the Disability Support Service are true.		
Signature:		Date:

Declaration to be signed by the student		
I confirm that I have read and understood the Academic Appeal Procedure. I confirm that I am the student making the appeal, I agree to be bound by the terms of the Academic Appeal Procedure and confirm that I believe the facts stated in my appeal submission are true.		
Signature:		Date:

A copy of this form should be given to the student

Academic Appeal



University of
Chester

(AA-3) Postgraduate Research Degrees

This form is for students at Level 8 who wish to appeal against a decision of one of the following:

- Postgraduate Research Degree Awards Board
- Progress Review Board

Students on an MRes or Professional Doctorate programme who wish to appeal the outcome of one or more of the taught modules they have been registered for should use form AA-1 instead.



University of
Chester

Introduction

The University of Chester's Academic Appeal procedure is set out in section 10 of Handbook F of the Quality & Standards Manual. It is available to staff and students of the University on Portal.

If you need help to put your appeal together, you should contact the Chester Students' Union who can give confidential and impartial advice.

For guidance on the Academic Appeal Procedure, you can contact the Student Affairs team in Academic Quality Support Services by email at academicappeals@chester.ac.uk.

If you have a disability (whether or not you have previously disclosed it) and need further help, you should contact Student Support & Guidance.

In all cases, appeals must be submitted within **10 days** of the decision that you are

appealing against. Failure to meet this deadline might mean that your appeal cannot be considered.

If you are submitting your appeal late, please use the blank space on page 12 to explain why. You should also provide additional evidence to show why you could not submit your appeal on time.

The University will try to deal with your appeal as quickly as possible, whilst ensuring that it is properly considered. It can take up to **60 days** for a decision to be made by the Appeals Board. We will keep you updated throughout the process.

Whilst you are waiting for the Academic Appeals Board to hear your case, **the decision you are appealing against still stands.**

**Part A:
About you**

Use this section to give us details about you

Student number:							
Programme of study:							
Title:	Mr	Mrs	Miss	Ms	Mx	Dr	Other
Surname/Family name:							
First/Given name(s):							
Postal address:							
Post code:				Country:			
Landline:			Mobile:				
Email:							

We will use your University of Chester email address to keep you informed about progress with your appeal, but if you provide us with a private email address, we will copy any messages to it. **If we send you a message before 4pm Monday – Friday, we will assume that you have received it on the same day.**

If you would also like us to send letters to your postal address, please tick this box:	<input type="checkbox"/>
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To help us direct your appeal appropriately, please answer the following questions:

	YES	NO
Have your studies at the University been terminated?		
Have you been sponsored by the University for a Tier 4 student visa?		

**Part B:
Talking to
others**

Use this section to tell us who you want us to discuss your appeal with

We will handle the information you provide on this form in accordance with our Confidentiality Statement. To ensure that you have access to appropriate support throughout the process, you might find it helpful to allow us to discuss your case with others. In this section, you can state whether you give your permission for us to do this.

		YES	NO
Have you previously disclosed a disability to the University and/or been issued with an inclusion plan? If you tick 'yes' we will automatically contact the Disability Support Service for details.			
If you contact the Chester Students' Union for support with your appeal, can we discuss your case with them? If you tick 'yes' we will only discuss details of your case with the SU if you ask them to contact us on your behalf.			
Do you give permission for us to discuss the details of your case with a third party? If you want to give permission for us to talk to a friend or relative on your behalf you should tick 'yes' and give their details below.			
Title:	Mr Mrs Miss Ms Mx Dr Other		
Surname/Family name:			
First/Given name(s):			
Relationship to you:			

When your appeal is received by Academic Quality Support Services, you will receive an acknowledgement by email. This acknowledgement will contain a unique reference number for your case. If you have given permission for us to discuss your case with a third party, **it is your responsibility to ensure that they have your student number and the reference number of your case.**

Use this section to tell us about the grounds for your appeal

Using this form, you can appeal against five types of decision:

1. Decisions of the Postgraduate Research Degree Awards Board (box 1)
2. Decisions of the Progress Review Board (box 2)
3. Decisions of the University PGR Progress Panel (box 2)
4. Decisions of the PGR Academic Malpractice Panel (box 3)
5. Termination of Studies for non-engagement (box 4)

Normally you may only appeal one type of decision at a time.

You must give the date that the decision was made. You will find this on the letter notifying you of the decision. You should also send us a copy of the letter with your appeal.

1	POSTGRADUATE RESEARCH DEGREES AWARDS & PROGRESSION BOARD	
3.2.1.	There were procedural or administrative irregularities in the conduct of the examination process. [You will need to complete Part D of this form]	
3.2.2.	There is evidence of bias or unlawful discrimination on the part of one or more of the Examiners. [You will need to complete Part D of this form]	
3.2.2.	You were suffering from illness or had other personal circumstances which materially affected your performance, provided that these were not known to the Examiners and there are compelling reasons why you did not notify the Examiners beforehand. [You will need to complete Part E of this form]	
Please give the date of the decision:		

2	INDEPENDENT PROGRESS ASSESSMENT PANEL / UNIVERSITY PGR PROGRESS PANEL	
3.1.1	There were procedural or administrative irregularities in the conduct of the Annual Progress Monitoring process generally or the Independent Progress Assessment Panel or University PGR Progress Panel specifically. [You will need to complete Part D of this form]	
3.1.2.	There is evidence of bias or unlawful discrimination on the part of one or more of the Examiners. [You will need to complete Part D of this form]	

3.1.3.	There is some new evidence of satisfactory progress which, for compelling reasons, could not have been made available to the Independent Progress Review Panel or University PGR Progress Panel at an earlier stage. [You will need to complete Part F of this form]	
3.1.4.	That you were suffering from illness or had other personal circumstances which materially affected your performance, provided that these were not known to the Independent Progress Assessment Panel or University PGR Progress Panel beforehand. [You will need to complete Part E of this form]	
Please give the date of the decision:		

3	PGR ACADEMIC MALPRACTICE PANEL	
3.3.1	There were procedural or administrative irregularities in the conduct of the published PGR Misconduct in Research and Academic Malpractice Procedures. [You will need to complete Part D of this form]	
3.1.2.	That, for compelling reasons that can be substantiated, you were unable to mount a defence of the allegation of misconduct in research or academic malpractice. [You will need to complete Part E of this form]	
Please give the date of the decision:		

4	TERMINATION OF STUDIES FOR NON-ENGAGEMENT	
3.4.1	There were procedural or administrative irregularities in the conduct of the procedure for the termination of studies for non-engagement as published in Handbook G of the Quality and Standards Manual. [You will need to complete Part D of this form]	
3.1.2.	That you were suffering from illness or had other personal circumstances which materially affected your ability to engage, provided that these circumstances were not known to the Pro-Vice-Chancellor (Academic) at the time of the decision and there are compelling reasons why you did not notify the University beforehand. [You will need to complete Part E of this form]	
Please give the date of the decision:		

- **The instruction shown next to the ground(s) you have ticked in one of the boxes above tells you which sections of the form you now need to complete from D – F.**
- **If you are typing information into this form, each section is limited to 3,100 characters (around 460 words). However, if you need more space, there are some blank pages at the back of the form.**

- **Clear and concise appeals are easier to investigate and easier for the Academic Appeals Board to understand than ones that contain lots of irrelevant detail. Follow the guidance given at the top of each of the sections that you need to complete.**
- **When you have completed the sections that apply to you, go to Part G and continue to fill in the rest of the form.**

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**Part D:
Procedural or
administrative
irregularity**

If you think something has gone wrong either procedurally or administratively that might have affected the decision you are appealing against, use this section to tell us about it. **Try to explain your point as clearly and as briefly as possible. Try to explain things in the order in which they occurred. Explain what evidence you are providing to support your point and how you feel this problem affected you.**

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**Part E:
Personal
circumstances**

If you have been ill or had other personal circumstances which you think have affected the decision you are appealing against, use this section to tell us about it. **Try to explain your point as clearly and as briefly as possible. Try to explain things in the order in which they occurred. Explain what evidence you are providing to support your point and how you feel this problem affected you.**

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**Part F:
New evidence**

If you are appealing against a decision of the Progress Review Board, and you have new evidence that was not previously considered, use this section to tell us about it. **Try to explain your point as clearly and as briefly as possible. Explain what the new evidence that you are providing is and why it could not have been made available to the Progress Review Board when you submitted your application.**

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DO NOT USE

**Part G:
Supporting
evidence**

Use this section to tell us about any supporting evidence your are providing

Please use the table below to list any supporting evidence you are providing.

The first line of the table is completed as an example. There are spaces for 8 pieces of evidence. Please label your evidence A-H etc. clearly. If you need more space, use the blank pages at the end of this form.

Label	Description of evidence	Date of evidence
	GP letter from Garden Lane Medical Centre	03/11/2015
A		
B		
C		
D		
E		
F		
G		
H		

If you are unable to provide evidence at the time you are submitting this form, but intend to do so, please use the box below to state what evidence you intend to provide and give a date by which you expect to be able to submit it.

You must complete and sign this section before submitting your appeal

Please go through the checklist below carefully and make sure that you have addressed all of the points. If you need help to compile your appeal, you should contact the Chester Students' Union. We will acknowledge receipt of your appeal normally within 7 days of the deadline for appeal submissions.

Have you read the Academic Appeal Procedure and Notes for Guidance? These documents explain how the University will deal with your appeal. If anything is unclear you can ask for assistance from the Chester Students' Union.		
Have you completed all of the relevant sections of this form? Please make sure that you have completed all of the sections that are relevant to you.		
Are your contact details correct? It can take up to 60 days for the Appeals Board to hear and decide your case and you must ensure that we can contact you throughout this period of time.		
Remember that the decision you are appealing against stands while a decision is being made. This means that you must abide by the original decision until you receive confirmation that the decision has been changed. International students <u>must</u> also comply with any instruction from the visa compliance team and the Home Office.		
Declaration to be signed by the student		
I confirm that I have read and understood the Academic Appeal Procedure. I confirm that I am the student making the appeal, I agree to be bound by the terms of the Academic Appeal Procedure and confirm that I believe the facts stated in my appeal submission are true.		
Signature:		Date:

You should save a copy of this form and retain a copy for your records. Details of how to submit your form and accompanying evidence are given on the back page.

**Further
information**

If you need further space for any part of your appeal, please use this page.

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How to submit your completed form and evidence

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How to submit your completed form and evidence

3. By post

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Academic Quality Support Services (Appeals)
University of Chester
Parkgate Road
Chester
CH1 4BJ

If you post your form, you are strongly advised to use an appropriate tracking service.

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Mark Amendment Request

This form should be used to request that the Dean of Academic Quality & Enhancement consider a request to amend a mark that has been approved by the Progression or Awards Assessment Board.

SECTION A: Student details	
Student name:	
Student number:	
Level:	
Programme of study:	
Partner institution:	

SECTION B: Module details	
Module code:	
Module title:	
Credit value:	
Current overall mark:	

SECTION C: Component details (as described on e-vision)			
Component title	Weighting	Original Mark	Amended Mark

SECTION D: Reason for amendment			
Signature: (Head of Department)		Date:	

SECTION E: Decision			
Approve: <input type="checkbox"/> Decline: <input type="checkbox"/>			
Signature: (Dean of AQE)		Date:	

Procedures governing the approval and award of a Certificate of Credit

In response to a number of requests from academic departments, the University has now approved the award of a Certificate of Credit for students successfully completing a specified module or modules outside of one of our currently validated awards.

Certificates of Credit will only be awarded where a request has been formally approved by the Faculty Board of Study. Requests must include a clear rationale for the award as they will only be approved where it is clearly demonstrated that there is a genuine requirement.

The award of the Certificate of Credit may be made by at the Module Assessment Board. Registry Services will issue the award upon notification from the academic department that the awards have been formally confirmed by the Module Assessment Board.

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University of
Chester

Certificate of Credit

This is to certify that

John Smith

has been awarded a Certificate of Credit in recognition of
studies successfully completed as detailed below

30 HE Credit Points at level 4
in Professionalism in Decision Making and Appeals
(Work Based and Integrative Studies)

January 2010

Professor T J Wheeler
Vice Chancellor



EXTERNAL EXAMINER NOMINATION FORM

Full details of appointment criteria and process including an electronic version of this nomination form can be found in the External Examiners section of Handbook F: Requirements Governing the Assessment of Students

Proposed External Examiner – Personal Details
Name and Title
Position
Institution
Contact address
Email address
Highest level of academic qualification
Previous external examining experience of taught programmes?
<input type="checkbox"/> Yes (please provide further details including any current commitments)
<input type="checkbox"/> No (a mentor must be identified)
<i>Use this space to provide dates and locations of previous and current external examining commitments <u>or</u> where this is a first appointment identify a mentor</i>

Programme Information
Programme(s) of study (including award):
Modules:
Academic department

All Sites of Delivery
Academic Partner(s) (where appropriate)

Appointment and Report Details
Proposed Period of Appointment (month/year – month/year)
<i>This should usually run for 4 years from 1st October</i>
Name of External Examiner being replaced
Home Institution of External Examiner being replaced
Annual Report Submission
<i>This should usually be summer 20XX for undergraduate reports and spring 20XX for postgraduate reports. Please indicate if the annual report is due outside of this submission cycle.</i>

<p>Please complete the tick box to confirm that the nominee:</p> <p><input type="checkbox"/> has the right to work in the UK and holds a UK bank account</p> <p><input type="checkbox"/> is not currently employed, or has not been employed within the last 5 years, by the University of Chester</p> <p><input type="checkbox"/> has not been a student of the University of Chester within the last 5 years</p> <p><input type="checkbox"/> is not from an institution at which an internal examiner in the programme(s) in question is also an External Examiner</p> <p>has been made fully aware of the expense schedule relating to the</p> <p><input type="checkbox"/> University's External Examiners and will not incur excessive travel expenses</p>

Please answer all questions and refer to the National Criteria for Appointment (attached) and External Examiner section of the Assessment Handbook.

1. Fully describe the nominee's previous experience teaching and assessing in HE as an internal examiner in the relevant academic discipline(s).

This should normally be at least five years and the nominee should currently hold an academic post. Please refer to Handbook F12, Section 12.3, 'General Criteria for Appointment to the University of Chester' (c) for the policy on appointing External Examiners who do not currently hold an academic post.

Include reference to specific dates and job roles.

2. Fully describe the nominee's relevant experience and knowledge of the subject area and/or modular degree programmes and/or programme of study management and assessment.

3. List below the institutions from which other external examiners within the academic department are drawn.

4. Where appropriate, describe how this appointment would secure and maintain an appropriate balance and mixture of professional experience within the external examiners for this course.

5. Where this is a joint appointment with professional or other validating body, clearly describe how the proposed examiner will be acceptable to that body.

6. Appointments are normally for four years – if this is a fifth year 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.

7. Please use this box to add any further information you believe to be relevant to the nomination.

I confirm that:

the appointment will not result in a conflict of interest as detailed in section b of the appended National Criteria for Appointment

there are no other grounds for concern over this appointment

a full, up-to-date CV and a photocopy of relevant documents as detailed in the 'Procedure for External Examiner Identity Checks' is attached to this pro-forma

I understand that if any fields are invalid or blank this form will be returned for completion which may result in a delay in the nomination being considered

Approved by Programme Leader

Name (please print)

Signature Date

Approved by Head(s) of subject

Name (please print)

Signature Date

Approved by Board of Studies

Minute number

Name (please print)
(Dean of Faculty)

I confirm that the appropriate documentation, regarding the nominee's eligibility to work in the UK, is attached to this proforma.

Signature Date

Approved by Academic Quality and Enhancement Committee

Minute number

Signature Date

Dr Chris Haslam
Pro Vice Chancellor (Student Experience and Corporate Performance)

National Criteria for Appointment

Person Specification

- a. Institutions appoint external examiners who can show appropriate evidence of the following:
 - i) knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality
 - ii) competence and experience in the fields covered by the programme of study, or parts thereof
 - iii) relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate
 - iv) competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures
 - v) sufficient standing, credibility and breadth of experience within the discipline to command the respect of academic peers and, where appropriate, professional peers
 - vi) familiarity with the standard to be expected of students to achieve the award that is to be assessed
 - vii) fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements)
 - viii) meeting applicable criteria set by professional, statutory or regulatory bodies
 - ix) awareness of current developments in the design and delivery of relevant curricula
 - x) competence and experience relating to the enhancement of the student learning experience.

Conflicts of Interest

- b. Institutions do not appoint as external examiners anyone in the following categories or circumstances:
 - i) a member of a governing body or committee of the appointing institution or one of its collaborative partners, or a current employee of the appointing institution or one of its collaborative partners
 - ii) anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study
 - iii) anyone required to assess colleagues who are recruited as students to the programme of study
 - iv) anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study
 - v) anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question

- vi) former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s)
- vii) a reciprocal arrangement involving cognate programmes at another institution
- viii) the succession of an external examiner by a colleague from the examiner's home department and institution
- ix) the appointment of more than one external examiner from the same department of the same institution.

Terms of Office

- c. The duration of an external examiner's appointment will normally be for four years, with an exceptional extension of one year to ensure continuity.
 - d. An external examiner may be reappointed in exceptional circumstances but only after a period of five years or more has elapsed since their last appointment.
 - e. External examiners normally hold no more than two external examiner appointments for taught programmes/modules at any point in time.
-

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APPENDIX 12B

**PROFORMA FOR INCREASING THE RANGE OF ACADEMIC PROVISION
WITHIN AN EXISTING EXTERNAL EXAMINER'S DUTIES**

Full details of appointment criteria and process including an electronic version of this nomination form can be found in the External Examiners section of Handbook F: Requirements Governing the Assessment of Students

External Examiner – Personal Details
Name and Title
Position
Institution
Contact address
Email address
Highest level of academic qualification
Name of External Examiner being replaced (if appropriate):
Year of original appointment:
Current Programme(s) of Study examined:

Programme Information
Proposed programme(s) of study (including award) to be added to External Examiners allocation:
Modules:
Academic department
All Sites of Delivery

Academic Partner(s) (where appropriate)
Appointment to commence:
Proposed period of appointment:
<i>This should usually run from 1st October – 30th September</i>
<i>(Please note: University policy is that an External Examiner's term of appointment with the University is normally four years. If an existing Examiner is later appointed to examine a second programme, the term of appointment for <u>both</u> programmes would normally finish at the end of the fourth year of the Examiner's association with the University.)</i>

A full and up-to-date CV must be attached to this pro-forma

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Criteria for Appointment – **please provide full answers to all 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.

--

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Approved by Programme Leader

Name (please print)

Signature Date

Approved by Head(s) of subject

Name (please print)

Signature Date

Approved by Board of Studies

Minute number

Name (please print)
(Dean of Faculty)

Signature Date

Approved by Academic Quality and Enhancement Committee

Minute number

Signature Date

Dr Chris Haslam
Pro Vice Chancellor (Student Experience and Corporate Performance)



External Examiner/Assessor Annual Report Form

(for internal use only – not for publication)

Academic Year:			
Name of External Examiner:			
Home Institution of External Examiner (or professional standing)			
Programme of Study:			
Modules examined: (where entire programme not examined)			
Subject Department:			
Head of Subject:			
Programme Leader(s):			
Site of Delivery:			
Mode of Delivery (delete as appropriate)	(i) classroom/laboratory (ii) distance learning	(iii) residential/open (iv) work-based	
Mode of Study (full-time, part-time or both)			
Date(s) of Module Assessment Boards attended:	Date(s) of Awards/ Progression Assessment Boards attended: (where applicable)		
Number of years completed as examiner for this programme:			

Notes:

- The form should be completed in the format laid out overleaf by providing details in the comment sections.
- Comments should be provided for all questions, industry based externals should give a particularly detailed response to section 3 of the report form.
- Please **DO NOT** make comments on or name individual students or members of staff.
- Reports will be made available for students to view.
- An external examiner is entitled to write in confidence to the Vice Chancellor, University of Chester, should there be a matter which s/he does not wish to address within their report.
- **Please reference your comments as far as possible to specific modules/programmes where your report covers more than one programme.**

Please complete this Annual Report Form and e-mail a copy to the AQSS department at aqss.extexam@chester.ac.uk and also to the relevant Programme Leader.

The submission date for undergraduate reports is **7 July 2017**; for Undergraduate Assessment Boards held after that date, the submission date is 2 weeks after the date of the Board. The submission date for reports for postgraduate programmes with an Assessment Board held in January is **2 February 2018**; for Postgraduate Assessment Boards held at other points in the academic year, the submission date is 2 weeks after the date of the Board.

Please return your fee/expenses claim form in hard copy to the Policy Implementation Officer: External Examiners and Quality Support. Payment of your annual fee will be authorised on receipt of your report.

The examiner should clearly identify where any comments are specific to a particular site/partner, where a report covers provision delivered at more than one site OR at more than one partner institution OR at the University and a partner institution.

1 CONSISTENCY WITH REQUIREMENTS OF NATIONAL ACADEMIC INFRASTRUCTURE, INSTITUTIONAL REQUIREMENTS AND/OR INDUSTRY PRACTICE (IF APPLICABLE)

(a) consistency with the QAA UK Quality Code and adherence to the University assessment regulations and requirements.

Comments:

(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).

Comments:

2 STANDARD OF STUDENT PERFORMANCE (in the case of Foundation Degrees please pay particular attention to the distinctive characteristics of the FD qualification)

(a) in relation to the specified learning outcomes for modules.

Comments:

(b) in comparison with similar provision at other HE institutions.

Comments:

3 MODULES/PROGRAMMES 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.

Comments:

(b) learning and teaching methods used to support programme aims and intended outcomes (if external examiner has evidence of this).

Comments:

(c) if applicable, please 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.

Comments:

(d) Please comment on any aspects of provision relating to individual modules or specific programmes (e.g. Single and Combined Honours in the same subject)

Comments:

(e) Please comment on the currency of the curriculum for the programme(s) of study and/or, where appropriate, the content of individual modules.

Comments:

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 (please also comment on use made of formative assessment).

Comments:

(b) extent and quality of staff feedback to students in relation to their assessed work.

Comments:

5 LEVEL AND EFFECTIVENESS OF ADMINISTRATIVE SUPPORT (including provision of documentation from both the academic department and central support services)

Comments:

6 EVALUATION AND REVIEW PROCESSES

(a) formal methods of monitoring and evaluation to enhance quality, including the use made of student feedback on their experience

Comments:

(b) Programme Team's responsiveness to issues raised in previous external examiner's report(s).

Comments:

7 COLLABORATIVE PROVISION

Please ensure you complete this section if your role includes the examination of work from a Partner College/Organisation, 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.

Your comments will be fed back to the Partner College/Organisation.

Comments:

8 SHORTCOMINGS OR SPECIFIC ISSUES REQUIRING ATTENTION OR DEVELOPMENT (PROGRAMME OR SPECIFIC MODULES)

Comments:

9 EXAMPLES OF GOOD PRACTICE: STRENGTHS, OR DISTINCTIVE OR INNOVATIVE FEATURES

Comments:

10 IF THIS IS YOUR LAST YEAR OF APPOINTMENT PLEASE PROVIDE A BRIEF OVERVIEW OF YOUR TERM OF OFFICE

Comments:

External Examiner's signature

Date report sent

External Examiners Report Checklist

Programme Materials

Did you receive:

Yes No N/A

- a. Programme handbook(s)?
- b. Programme regulations?*
- c. Module descriptors and programme specifications?*
- d. Assessment briefs/marketing criteria?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* these may be in the programme handbook

Draft Examination Papers

Yes No N/A

- a. Did you receive all the draft papers?
- b. (i) Was the nature and level of the questions appropriate?
(ii) If not, were suitable arrangements made to consider your comments?
- c. Were suitable arrangements made to consider your comments?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Marking Examination Scripts

Yes No N/A

- a. (i) Did you receive a sufficient number of scripts?
(ii) If you did not receive all the scripts, was the method of selection satisfactory?
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dissertations/Project Reports

Yes No N/A

- a. Was the choice of subjects for dissertations appropriate?
- b. Was the method and standard of assessment appropriate?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coursework/Continuously Assessed Work

Yes No N/A

- a. Was sufficient coursework made available to you for assessment?
- b. Was the method and general standard of marking and consistency satisfactory?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered 'no' to any of the questions listed please add further details in the box at the end of the form.

External Examiners Report Checklist

Oral/Performances/Recitals/Appropriate Professional Placements

Yes No N/A

- a. Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Module/Awards/Progression Assessment Boards

Yes No N/A

- a. Were you able to attend the meeting of the assessment board?
b. Was the meeting conducted to your satisfaction?
c. Were you satisfied with the recommendations of the assessment board?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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If you answered 'no' to any of the questions listed please add further details in the box at the end of the form.

External Examiners Report Checklist – Comments

Please use this section to add further detail if you answered 'no' to any of the questions listed above. You may also add any general comments in this section.

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External Examiner/Assessor Annual Report Form

(for internal use only – not for publication)

Academic Year:			
Name of External Examiner:			
Home Institution of External Examiner (or professional standing)			
Programme of Study:			
Modules examined: (where entire programme not examined)			
Subject Department:			
Head of Subject:			
Programme Leader(s):			
Site of Delivery:			
Mode of Delivery (delete as appropriate)	(i) classroom/laboratory (ii) distance learning	(iii) residential/open (iv) work-based	
Mode of Study (full-time, part-time or both)			
Date(s) of Module Assessment Boards attended:	Date(s) of Awards/ Progression Assessment Boards attended: (where applicable)		
Number of years completed as examiner for this programme:			

Notes:

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Comments:

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External Examiner's signature

Date report sent

External Examiners Report Checklist

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- b. Programme regulations?*
- c. Module descriptors and programme specifications?*
- d. Assessment briefs/marketing criteria?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- a. Did you receive all the draft papers?
- b. (i) Was the nature and level of the questions appropriate?
(ii) If not, were suitable arrangements made to consider your comments?
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Marking Examination Scripts

Yes No N/A

- a. (i) Did you receive a sufficient number of scripts?
(ii) If you did not receive all the scripts, was the method of selection satisfactory?
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dissertations/Project Reports

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- a. Was the choice of subjects for dissertations appropriate?
- b. Was the method and standard of assessment appropriate?

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coursework/Continuously Assessed Work

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- a. Was sufficient coursework made available to you for assessment?
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered 'no' to any of the questions listed please add further details in the box at the end of the form.

External Examiners Report Checklist

Oral/Performances/Recitals/Appropriate Professional Placements

Yes No N/A

- a. Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Module/Awards/Progression Assessment Boards

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- a. Were you able to attend the meeting of the assessment board?
b. Was the meeting conducted to your satisfaction?
c. Were you satisfied with the recommendations of the assessment board?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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If you answered 'no' to any of the questions listed please add further details in the box at the end of the form.

External Examiners Report Checklist – Comments

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External Examiner/Assessor Annual Report Form

(for internal use only – not for publication)

Academic Year:			
Name of External Examiner:			
Home Institution of External Examiner (or professional standing):			
Programme of Study:			
Modules examined (where entire programme not examined):			
Subject Department:	Education & Children's Services		
Head of Subject:			
Programme Leader(s):			
Site of Delivery:			
Mode of Delivery (delete as appropriate)	(i) classroom/laboratory	(iii) residential/open	
	(ii) distance learning	(iv) work-based	
Mode of Study (full-time, part-time or both)			
Date(s) of Module Assessment Boards attended:		Date(s) of Awards/ Progression Assessment Boards attended: (where applicable)	
Number of years completed as examiner for this programme:			

Notes:

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(a) consistency with the QAA UK Quality Code and adherence to the University assessment regulations and requirements.

Comments:

(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).

Comments:

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Comments:

2 STANDARD OF STUDENT PERFORMANCE (in the case of Foundation Degrees please pay particular attention to the distinctive characteristics of the FD qualification)

(a) in relation to the specified learning outcomes for modules.

Comments:

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Comments:

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Comments:

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Comments:

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Comments:

(c) if applicable, please 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.

Comments:

(d) Please comment on any aspects of provision relating to individual modules or specific programmes (e.g. Single and Combined Honours in the same subject)

Comments:

(e) Please comment on the currency of the curriculum for the programme(s) of study and/or, where appropriate, the content of individual modules.

Comments:

(f) the extent to which all elements of the programme (University and school-based) combine to ensure a coherent training programme for all students.

Comments:

(g) the level of commitment and involvement displayed by all members of the Partnership.

Comments:

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 (please also comment on use made of formative assessment).

Comments:

(b) extent and quality of staff feedback to students in relation to their assessed work.

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(b) Programme Team's responsiveness to issues raised in previous external examiner's report(s).

Comments:

(c) the extent to which resource-based issues are addressed.

Comments:

(d) the extent to which a range of internal and external data is used to inform both student outcomes and action planning.

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Comments:

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Comments:

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Comments:

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Comments:

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Comments:

External Examiner's signature

Date report sent

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External Examiners Report Checklist

Programme Materials

Did you receive:

Yes No N/A

- a. Programme handbook(s)?
- b. Programme regulations?*
- c. Module descriptors and programme specifications?*
- d. Assessment briefs/marketing criteria?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* these may be in the programme handbook

Draft Examination Papers

Yes No N/A

- a. Did you receive all the draft papers?
- b. (i) Was the nature and level of the questions appropriate?
(ii) If not, were suitable arrangements made to consider your comments?
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Marking Examination Scripts

Yes No N/A

- a. (i) Did you receive a sufficient number of scripts?
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- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dissertations/Project Reports

Yes No N/A

- a. Was the choice of subjects for dissertations appropriate?
- b. Was the method and standard of assessment appropriate?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coursework/Continuously Assessed Work

Yes No N/A

- a. Was sufficient coursework made available to you for assessment?
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Yes No N/A

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Module/Awards/Progression Assessment Boards

Yes No N/A

- a. Were you able to attend the meeting?
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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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External Examiner/Assessor Annual Report Form

(for internal use only – not for publication)

Academic Year:			
Name of External Examiner:			
Home Institution of External Examiner (or professional standing):			
Programme of Study:			
Modules examined (where entire programme not examined):			
Subject Department:	Education & Children's Services		
Head of Subject:			
Programme Leader(s):			
Site of Delivery:			
Mode of Delivery (delete as appropriate)	(i) classroom/laboratory	(iii) residential/open	
	(ii) distance learning	(iv) work-based	
Mode of Study (full-time, part-time or both)			
Date(s) of Module Assessment Boards attended:		Date(s) of Awards/ Progression Assessment Boards attended: (where applicable)	
Number of years completed as examiner for this programme:			

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