



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

2018 – 2019

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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.

During the 2018/19 academic year, the majority of responsibilities held by the Dean of Academic Quality & Enhancement will be discharged to the Head of Academic Quality and Standards, Ian Britton. For further information, please contact i.britton@chester.ac.uk

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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	

Important Note for Postgraduate Students

Accreditation of Prior Learning will affect your eligibility for a Postgraduate Student Loan. If you are applying for a loan, please seek advice from Registry Services by emailing spenquiries@chester.ac.uk prior to submitting an application.

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

D/deaf, Hard of Hearing /Hearing-Impaired Candidates

D/deaf, Hard of Hearing/Hearing-impaired students should be allowed fifteen minutes reading time immediately before the examination to go through the question paper. For pre-lingually 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 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 and Students with Asperger's Syndrome /Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder

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).

2. Prompter to support with concentration/ or students who need to move onto the next question.

This list is not exhaustive, further advice may be sought from Disability & Inclusion (Student Futures).

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

Appendix 3B

Guidelines for Providing Feedback on Assessed Work of Students with a Specific Learning Difference (SpLD, including dyslexia)

Introduction

This document has been created to provide staff with guidance regarding assessing the work of a student with a SpLD identified through the Standard Assessment Feedback Form (SAFF). It contains the following information:

- A brief overview of the Equality Act 2010;
- Equality duties with regard to assessment for students with a SpLD;
- Challenges experienced by students with a SpLD;
- Standard Assessment Feedback Form statement ;
- Guidelines on providing feedback;
- A copy of a 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 such as, dyspraxia/ Development Co-ordination Disorder, Attention Deficit (with and without) Hyperactivity Disorder, Autism, Asperger’s 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 Section 3 - Requirements for Reasonable Adjustments to Assessments Appendix 3A and 3B which accompanies the Principles and Regulations of The Assessment of Students at Levels 4,5,6,7 and Taught Provision at Level 8 document. In addition, students with a SpLD (including dyslexia) are also entitled to reasonable adjustments to teaching and learning identified in their Inclusion Plan and, with a student’s consent, this is disseminated to the

department's Disability Link Tutor who is then responsible for communicating this information to relevant colleagues.

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

Challenges students with a SpLD (including dyslexia) often experience

In discussing the issue of providing 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 student with dyslexia may experience challenges in working memory, causing reading and word recall difficulties, and slower than average handwriting speed. There may also be a tendency to misinterpret complex written and spoken information, all of which may impact upon the writing process. These issues occur as part of a wider and more persistent pattern of language processing difficulties. This may include slower than average information processing speeds and a lack of flexibility in manipulating language, together with difficulties in organising information and a tendency to experience information overload. A student can often explain and express their thoughts more effectively verbally rather than through the written code. For further information regarding challenges faced by students with a SpLD please click on the following link <https://portal.chester.ac.uk/studentsupportandguidance/Pages/inclusion-menu.aspx>

Students with dyslexia will typically:

- Spend hours reading and processing complex information before writing;
- Experience challenges formulating and transcribing sentences as quickly as other students;
- Make more spelling errors, even in word processed work as a pc does not correct homophones such as, whether and weather, which and witch ;
- Tend to use familiar words they can spell, rather than more academic terms that they verbally use;
- Have challenges 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) statement

The following SAFF statement listed below is used by the University of Chester, it is **the student's responsibility** to ensure that the statement is pasted onto every piece of work submitted for assessment, with the intention of alerting a marker that a student has disclosed that they have been formally identified as experiencing a SpLD. The link provides a member of staff with guidance on how to provide feedback to students with an identified SpLD which ensures that the University is meeting its equality duties in terms of implementing reasonable adjustments to assessment processes.

'In accordance with my inclusion plan (IP) I have a Standard Assessment Feedback form (SAFF). Please click on the link below for the SAFF policy on how to provide feedback to me (Appendix 3B)

<https://portal.chester.ac.uk/aqss/Pages/aqss-Handbook-F-Section-3.aspx>

The SAFF document contained at the end of this guidance ensures that staff who are involved in the assessment process have standard information relating to generic difficulties that students with an identified SpLD typically experience. This form has been developed by staff within Disability Support, including specialist Dyslexia Tutors, and in consultation with academic members of staff.

The SAFF has been primarily informed by reports produced by educational psychologists and specialist needs assessors.

Guidelines When Providing Feedback

Here is further good practice guidance 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.
- **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 they are entitled to access academic development support and attend seminars delivered by study skills advisors from the Learning and Teaching Institute <https://portal.chester.ac.uk/lti/Pages/study-skills-for-students.aspx>
- 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 and inclusive to determine the student's subject knowledge.

Please contact Disability Support within Student Support & Guidance if you would like to consider how to make your practice and assessment more inclusive.

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
<https://www.bdadyslexia.org.uk/>

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Standard Assessment Feedback Form (SAFF)

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

This form is produced 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.

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 the statement below to each piece of assessed work will mean that the assessor will be unaware of your feedback needs:

'In accordance with my inclusion plan (IP) I have a Standard Assessment Feedback form (SAFF) Please click on the link below for the SAFF policy on how to provide feedback to me (Appendix 3B)

<https://portal.chester.ac.uk/aqss/Pages/aqss-Handbook-F-Section-3.aspx>

Assignments

Copy and paste your SAFF statement onto 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 ask them to look at Appendix 3B (<https://portal.chester.ac.uk/aqss/Pages/aqss-Handbook-F-Section-3.aspx>) to view information about Spld challenges and appropriate feedback. 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/students-docs.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/information-for-staff.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 & INCLUSION

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 & inclusion).
 - 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 & inclusion.
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 & inclusion and should be returned there.

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

Disability & inclusion

Chester Room CBK 101, Binks Building tel 01244 511559

Warrington Martin Building tel 01925 534282

Email disability@chester.ac.uk

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 misconduct 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.

Generic Marking Criteria for Level 3

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

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

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

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

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

KNOWLEDGE & UNDERSTANDING	90–100 (1st class/FD Distinction)	80–89 (1st class/ FD Distinction)	70–79 (1st 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

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; imaginative, insightful, creative	Thorough and sophisticated appreciation of learning gained and impact on self; pertinent personal analysis; imaginative, insightful, creative	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 creative thinking and imagination	Reasonable awareness of learning and self-development; may show a little indication of originality or personal engagement	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
PRACTICAL OR PROFESSIONAL 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)

Generic Marking Criteria for levels 4, 5 and

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

Generic Marking Criteria for levels 4, 5 and

COMMUNICATION SKILLS	90–100 (1st class/FD Distinction)	80–89 (1st class/FD Distinction)	70–79 (1st 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

GENERIC MARKING CRITERIA: LEVEL 7 (Revised January 2013)

	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 FEEDBACK TO STUDENTS

General principles

Students should be offered feedback on all forms of assessed work.

Feedback may take a variety of forms and need not necessarily be limited to individualised written commentary.

Students should be given information about who to contact for clarification or additional feedback and advice on a given piece of work. This information can either be provided within the feedback, or elsewhere (e.g. on Moodle or in a module handbook) if logical to do so.

Equal consideration should be given to the content of feedback and how the students will be encouraged to meaningfully engage with it.

Where an assessment is taken by students from a wide range of programme and module combinations, particular emphasis should be given to providing a means for students to use previous feedback to inform their current and future work.

All feedback should:

- Incorporate sufficient commentary on the work submitted for the student to understand the assessor's academic judgements
- Make students aware of their strengths and any aspects of their work they might improve in future submissions, irrespective of the quality of the work submitted
- Include an element of feed-forward, and have a developmental emphasis, even for very good work
- Aim to develop students' abilities to evaluate the quality of their own work

And in addition, feedback on summative coursework assessment should:

- Draw on marking criteria which are derived from the University generic documents, tailored appropriately to each assignment set and made known to the students in advance
- Make meaningful connections between the work submitted, the marking criteria and the learning outcomes assessed
- Not be hand-written, if a written feedback format is chosen
- Always include some feedback given in a format that the student can keep and revisit
- Always include some commentary specific to the piece of work submitted. Use of generic commentary should be limited and appropriate

Feedback on summative exams should:

- Be offered in some format to all students sitting the exam
- Communicate to students how high marks were achieved, and conversely, point out common difficulties, errors or aspects of weaker performance, indicating improvements
- Incorporate some developmental commentary on exam technique, where it is likely students will take similar exams in the future.

Formative feedback should:

- May be offered in a wide variety of formats and in a range of learning contexts
- Be offered equitably across a cohort
- Avoid giving indications or assurances about a likely final mark or outcome
- Always stop short of editing, revising, or fully proof-reading a whole assignment on the student's behalf

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

1. All departments should review their assessment strategies, including analysis of methods and rationales across each programme in a co-ordinated manner on an annual basis. This should occur prior to the production of programme handbooks. There should be consideration of the organisation, suitability of assessments, spread of coursework, assessment deadlines and feedback on coursework throughout the academic year / across programmes where appropriate.
2. Staff should communicate with students at the start of the academic year, information about their programme including their assessments and the timing of these assessments. This will raise awareness of assessment requirements and assist students in planning.
3. Departments will communicate to students' detailed information about assessment and feedback. This should include how and when a module will be assessed and when feedback will be available. This should form part of the standard published information at module level. Standard information should include an assessment brief, marking criteria and module learning outcomes as a minimum. Departments will provide feedback to students within the four term-time (working) weeks as prescribed by the University.
4. If in exceptional circumstances work is not to be returned to students within the prescribed period, 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 their first term and should receive feedback on all forms of assessment, including formative assessments and examinations.
6. Cohorts / students undertaking examinations can have access to cohort feedback outlining common themes and individual feedback if requested. Students can request access to their examination script, by applying to the department that is responsible for that module. The department should either allow the student to see their script under supervision or provide a copy of the examiners' comments on the student's performance.
7. Feedback should be detailed, clear and legible so that students can understand how they have performed. Staff should consult the guidance on feedback document to ensure that feedback is effective.

Standards in Organisation and Management at the University of Chester:

1. Programme information should be reviewed, enhanced / modified and finalised for production in module / programme documents to be accessed online.
2. Programme information is provided to all students at the start of each cohort academic cycle. Staff indicate to students the importance of such information and highlight key issues to students.
3. Moodle baselines minimums should be adhered to, in order to provide module information to all students at the start of the module and this will include clear and appropriate information for the management of the student experience. Details of Moodle baseline minimums can be found in appendix E, handbook I.
4. When changes to published information is occasionally required then these should be communicated quickly and clearly to students via the University of Chester App. If changes occur within the last 48 hours before a scheduled event, departments should 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.
5. To receive, evaluate and respond to all appropriate students on actions taken in response to evaluations.
6. 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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GUIDANCE ON ASSESSMENT BRIEFS

The University does not have a standardised assessment brief document. However, assessment briefs should be provided for each piece of submitted assessment and are expected under the University's requirements to make explicit reference to:

- Assessment weighting within the module
- Description of the assessment task and what is required
- Word count/equivalence limit*
- The format of the submission
- Deadline for submission
- Expected date of return of marks and feedback
- Learning outcomes assessed
- Marking criteria
- Guidance on how to obtain further advice
- Guidance on the requirement for an assignment title and inclusion of a student assessment number

*With regards to word count equivalence, the type of assessment should be taken into consideration and a consistent departmental approach adopted. The assessment brief should also make reference to the location of the university word count policy, but it should not be reproduced in the brief.

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Academic Integrity Policy

Guidance for completing form AI-1

This document contains:

- Guidance notes for completing form AI-1
- The AI-1 form
- A covering letter to be sent with the form, if the student is asked to attend a meeting
- A student guide to the Academic Integrity Policy and process
- An information leaflet from the Chester Students' Union

When should form AI-1 be used?

This form should be used to report to the Chair of the Module Assessment Board (or nominee) a suspected breach of the Academic Integrity Policy in all work at Level 5 or higher. At Level 3 and Level 4, only cases of suspected academic misconduct should be reported using this form.

Why is form AI-1 necessary?

Breaches of the Academic Integrity Policy are a serious threat to the University's academic standards and, if unsanctioned, would devalue the awards made to all students. The Academic Integrity Policy tries to strike a balance between being supportive and assisting students to develop good academic practice and protecting the interests of all other students. Investigating possible breaches of the Academic Integrity Policy is a formal process and the University must be able to provide an audit trail which demonstrates adherence to this process. The AI-1 form is the first part of this audit trail.

Who should complete form AI-1?

The first marker is responsible for completing sections A to D of the form. It must then be sent to the Chair of the Module Assessment Board (or nominee) who decides whether or not to investigate further. They are responsible for completing section E.

- If further investigation is required, the Chair of the Module Assessment Board (or nominee) is responsible for arranging a meeting with the student.
- If the Chair of the Module Assessment Board (or nominee) decides that there is no case to answer, they must give reasons to the marker who is then responsible for marking the entirety of the submission.

Who should I contact for queries?

The AQSS Portal page contains information about the University's Academic Integrity Policy. Alternatively, you can email academicintegrity@chester.ac.uk or call ext. 2932 / 2940 / 2934 for further assistance.

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without affecting the order of the pages

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Suspected Breach of the Academic Integrity Policy

This form should be used to report a suspected breach of the Academic Integrity Policy to the Chair of the Module Assessment Board (or nominee). If the Chair of the Module Assessment Board decides to investigate the matter further, the student must be given a copy of this form.

This form is to be used for all modules at Level 5 and higher and suspected cases of academic misconduct in Level 3 or Level 4 modules. For cases of unacceptable academic practice in a Level 3 or Level 4 module, use form AI-X

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

SECTION B: Assessment details	
Module code:	
Module title:	
Assessment title:	
Weighting of assessment:	
Submission deadline:	

SECTION C: Details of the suspected breach of the Academic Integrity Policy	
Please provide a clear and concise description of the alleged breach of academic integrity and how it relates to the whole piece of work:	
Name of marker:	

SECTION D: Support for adhering to academic integrity

In respect of all students undertaking the module listed in section B, please give brief details of:

- How students are made aware of the Academic Integrity Policy
- When/how referencing skills are taught (if applicable to this case)
- What information is provided about academic integrity

SECTION E: Decision (Chair of the Module Assessment Board or nominee)

Select one of the following:

A <input type="checkbox"/>	<p>I have decided to investigate the matter further. The student has been invited to attend a meeting to discuss this report and the accompanying evidence at the time and date given below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Date of meeting:</td> <td style="width: 25%;"></td> <td style="width: 25%;">Time of meeting:</td> <td style="width: 25%;"></td> </tr> <tr> <td></td> <td></td> <td>Room:</td> <td></td> </tr> </table>	Date of meeting:		Time of meeting:				Room:	
Date of meeting:		Time of meeting:							
		Room:							
B <input type="checkbox"/>	<p>I have decided not to investigate the matter further for the reasons given below (this form should be returned to the tutor responsible for marking the work and destroyed once the assessment has been completed)</p>								
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.**

<<Date>>

<<Student Name>>

<<Address 1>>

<<Address 2>>

<<Address 3>>

<<Postcode>>

Dear <<Name>>,

I have been informed that the tutors responsible for marking your assessments have identified some elements of the work that might be in breach of the University's Academic Integrity Policy. I have considered this information and decided to investigate further.

To help to explain this further, there are a number of documents <<included with this letter / that have been sent to your University of Chester email account>>. These are:

- A form (AI-1) which gives details of the piece of work suspected of breaching the Academic Integrity Policy and an explanation of why the work appears to be problematic.
- A copy of the piece of work suspected of breaching the Academic Integrity Policy, with the relevant sections highlighted.
- A brief guide which outlines the process for investigating suspected breaches of the Academic Integrity Policy.
- A leaflet outlining support available from the Chester Students' Union.

Next steps

Please take some time to read all of the information carefully. Then, to assist in investigating this case, a meeting has been arranged for you with <<me/nominee>> at <<Time>> on <<Date>> in <<Room/building>>.

The purpose of this meeting will be to discuss the matter and to give you an opportunity to respond to it. This will help me to consider whether a breach of academic integrity might have occurred. It is also an opportunity for you to explain anything that you think might be relevant and so that the rest of the process can be explained to you. If you think it would be helpful, you might want to put some of your thoughts down in writing before the meeting so that we can discuss these.

You have the right to be accompanied to this meeting if you would like. Anyone who accompanies you must be a member of the University community, for example a fellow student or officer of the Students' Union. If you choose to be accompanied to the meeting, please let me know beforehand.

More information about the Academic Integrity Policy, including the full wording of the procedure, can be found on Portal by going to <https://portal.chester.ac.uk/aqss/> and clicking on 'Academic Integrity'. If you have difficulty in accessing this information, or if you need it in an accessible format, please contact academicintegrity@chester.ac.uk. You can also obtain impartial and confidential advice about the University's procedures by contacting the Chester Student's Union (www.chestersu.com).

I realise that you will be disappointed to receive this letter, but at this stage it is strongly in your interests to engage with us so that we reach an outcome that is fair and reasonable.

Finally, please be aware that any future communication about this matter may be sent to your University of Chester email account only. It is your responsibility to check your account regularly.

Yours sincerely,

Chair of Module Assessment Board

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Academic Integrity Procedures

Guidance for Students

Your department has made an allegation that a piece of work you have submitted for assessment is in breach of the Academic Integrity Policy. **The University takes breaches of the Academic Integrity Policy very seriously and you should now try to engage with us positively to resolve the matter.**

This guide briefly explains what happens now and what the possible outcomes might be. However, for the full detail of the process, you should take a moment to read the Academic Integrity Policy and the associated procedure available on Portal (go to <http://portal.chester.ac.uk/aqss> and click on 'Academic Integrity').

Stage 1: Allegation

You will have received a letter from your department inviting you to a meeting to discuss the work that has been submitted. Along with the letter, you will have received a form which gives details of the allegation and a copy of all of the evidence that the department has considered when deciding to make that allegation. **You must read all of the information carefully.** If you do not understand anything, you should ask the department to clarify.

Stage 2: Meeting with the Department

The meeting is part of an investigation that the department must carry out to decide if the allegation should go further. It gives the department an opportunity to explain the allegation to you and for you to say anything that you feel is relevant. You might also want to make a written response to the allegation that can be discussed during the meeting. You have the right to be accompanied to the meeting by a friend (as long as they are also a member of the University). The Students' Union can also give you advice if you need it and you may want to speak to them after the meeting, before you make a formal response to the allegation.

Stage 3: Outcome of the Department Investigation

At the end of the meeting, the department representative will decide, based on the evidence available and your response, whether there is a case to answer for a breach of the Academic Integrity Policy. If they decide that there is sufficient evidence, the department representative will make a recommendation about how they believe your work breaches the policy. Possible breaches of the policy are categorised in one of two ways:

Unacceptable academic practice	Academic misconduct
Includes (but is not limited to): Plagiarism Reuse of previously submitted material Collusion	Includes (but is not limited to): Commissioning Falsification Research misconduct Dishonesty/cheating

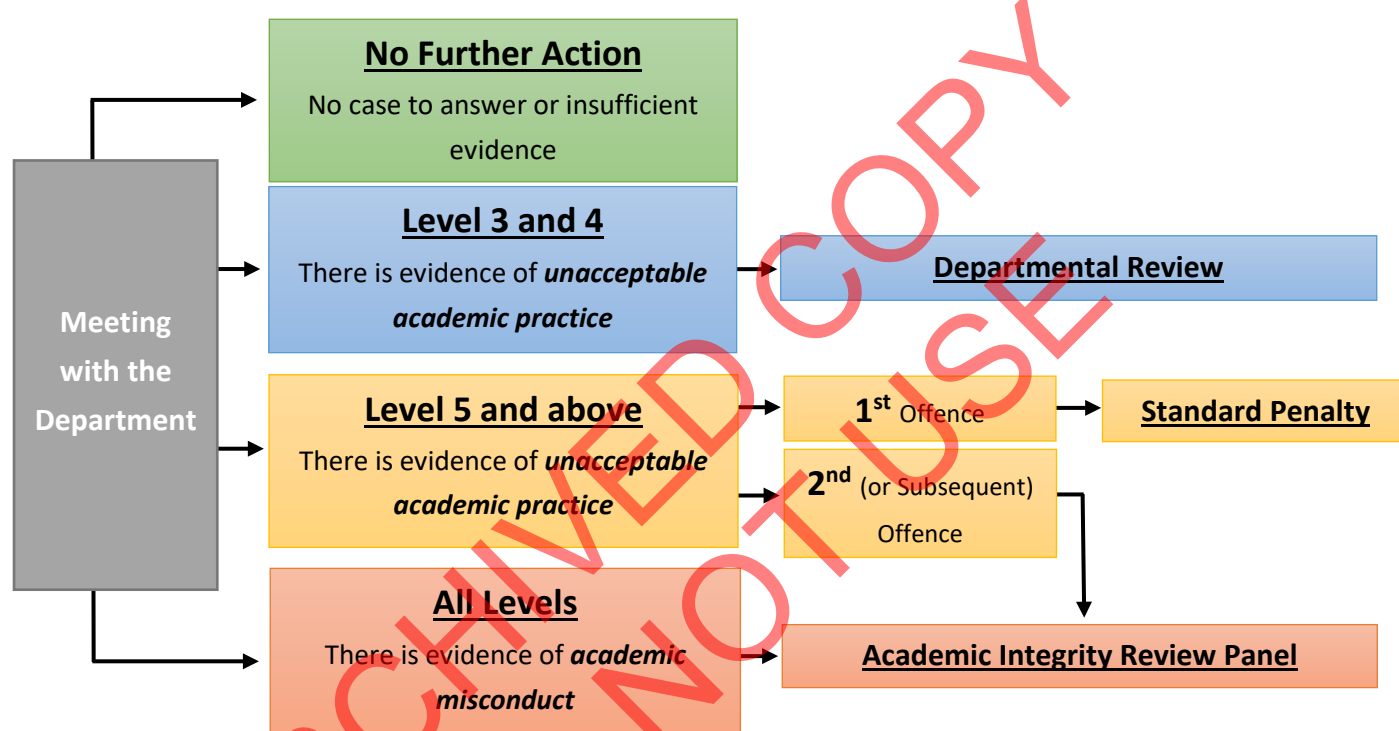
You will have the opportunity to state whether you accept the outcome of the department's investigation, disagree with the findings or if you want more time to think about your decision. The decision you make at this point helps to determine what the next steps will be.

If you do not attend the meeting with the department, or if you want more time to think about whether or not to accept the department's finding, you will have 7 days following the date of the meeting in which to do this. If you fail to respond, it might be assumed that you are accepting the finding and any subsequent penalty.

Next Steps

If the department representative decides that there is no case to answer, the matter will end. No further action will be taken and you will be given a provisional mark in the normal way. However, if the department decides that there is a case to answer, what happens next depends on your level of study, the type of breach of the Academic Integrity Policy that has been alleged (either unacceptable academic practice or academic misconduct), your response to the department's investigation and whether you have been found to have breached the Academic Integrity Policy in the past.

The diagram below shows the possible outcomes following your meeting with the department. Which of these outcomes will apply in your case will depend on a number of factors which are explained later in this guidance.



Departmental Review (Level 3 or 4 only)

If the department decide that there is sufficient evidence to show that your work breaches the Academic Integrity Policy by means of unacceptable academic practice, you will still be entitled to a mark. However, the marker will disregard all of the elements of your work that are in breach of the Academic Integrity Policy and the provisional mark you receive will be based only on the remainder. Therefore, you should expect the mark to be much lower than it would otherwise have been.

If you disagree with the department's findings, you might be able to request an independent review. To do this, you must normally have attended the meeting with the department to discuss the allegation and you must have good reason for disagreeing; it is not acceptable to say that the department were mistaken without having a compelling reason. You should contact the Student Affairs team in AQSS by emailing academicintegrity@chester.ac.uk if you want to request an independent review.

Standard Penalty (Level 5 and above)

If the department finds that there is evidence to show that you have breached the Academic Integrity Policy at **Level 5 or above**, to be eligible for a **standard penalty**:

1. The suspected breach of the Academic Integrity Policy must be one of **unacceptable academic practice only**.
2. You must have accepted the outcome of the department's investigation;
3. You must not have previously breached the Academic Integrity Policy at Level 5 or higher; and
4. The piece of work in question must either be your first or second attempt at assessment.

If any of these do not apply or if there is any doubt, the case must be heard by an Academic Integrity Review Panel.

If you are eligible, your case will be considered by a subgroup of the Academic Integrity Review Panel and you will not be required to attend a hearing. If the subgroup confirms that your work does breach the Academic Integrity Policy, you will be given the opportunity to complete the online **Academic Integrity Course** within 21 days. You will receive an email to your University of Chester account with further details.

If you successfully complete and pass the test at the end of the Academic Integrity Course, you will be entitled to a provisional mark for the work you have submitted. However, the marker will disregard all of the elements of your work that are in breach of the Academic Integrity Policy and the provisional mark you receive will be based only on the remainder. Therefore, you should expect the mark to be much lower than it would otherwise have been.

It will always be in your best interests to engage with the Academic Integrity Course and attempt the test. Failure to either successfully complete or engage with the course would result in you receiving a mark of zero for the piece of work or entire module respectively.

Academic Integrity Review Panel (All Levels)

If the matter cannot be resolved through a departmental review, standard penalty or if there is an allegation of **academic misconduct**, it will be referred to a hearing of the Academic Integrity Review Panel.

If this happens, AQSS will write to you to give you the date and time of the hearing and you will be invited to attend and/or make a written submission.

If you would normally have been eligible for a standard penalty, but you want to contest the allegation, the case will need to be heard by an Academic Integrity Review Panel. However, if the case is proven, the maximum penalty available will still be the standard penalty (see above).

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CSUADVICE

CSUADVICE@CHESTER.AC.UK
01244 513397

LOCATED IN CHESTER AND WARRINGTON SU BUILDINGS

Chester
Students'
Union



ADVICE AND REPRESENTATION CENTRE

ACADEMIC INTEGRITY

STAGE 1

ALLEGATION LETTER INVITING YOU TO A MEETING WITH YOUR DEPARTMENT

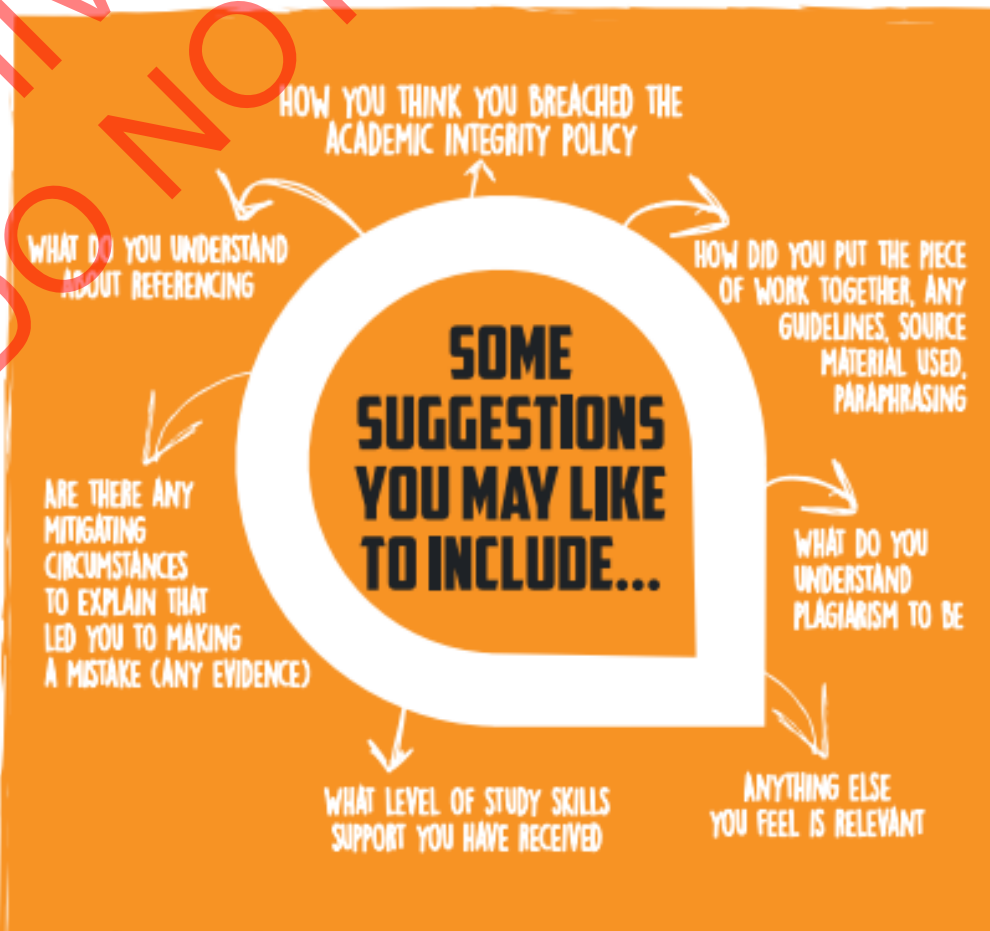
HOW CAN THE STUDENT UNION HELP?:

TALK YOU THROUGH THE PROCESS

HELP YOU PREPARE A WRITTEN RESPONSE TO THE ALLEGATIONS

DURING THE INITIAL MEETING AND PROVIDING A WRITTEN RESPONSE:

- DURING THE MEETING, YOU WILL BE ADVISED HOW YOUR WORK BREACHES THE ACADEMIC INTEGRITY POLICY AND GUIDED TOWARDS TO SUPPORT TO HELP PREVENT FUTURE BREACHES.
- A WRITTEN RESPONSE TO THE ALLEGATIONS CAN BE DISCUSSED AT THIS TIME AS WELL.



FOR MORE INFO AND POSSIBLE PENALTIES PLEASE VISIT...

[HTTPS://PORTAL.CHESTER.AC.UK/AQSS/DOCUMENTS/INTEGRITY/STUDENT%20QUICK%20GUIDE.PDF](https://portal.chester.ac.uk/aqss/documents/integrity/student%20quick%20guide.pdf)

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01244 513397

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ADVICE AND REPRESENTATION CENTRE



AFTER YOUR INITIAL MEETING YOU MAY BE INVITED TO AN ACADEMIC INTEGRITY REVIEW PANEL. THIS WOULD HAPPEN IF YOUR CASE DOES NOT MEET THE CRITERIA FOR A STANDARD PENALTY BY AQSS, OR IF YOU HAVE DISPUTED THE ALLEGATIONS AFTER THE INITIAL DEPARTMENT MEETING.

STAGE 2

REVIEW PANEL MEETING

HOW CAN THE STUDENT UNION HELP?:

- HELP YOU PREPARE FOR THE REVIEW PANEL MEETING
- ATTEND THE MEETING WITH YOU

PLEASE EMAIL, CALL OR MAKE AN APPOINTMENT TO SEE US FOR HELP WITH THE ABOVE. IT WILL BE IMPORTANT TO PROVIDE US WITH A COPY OF THE ALLEGATION LETTER AND ALL THE EVIDENCE.

IT IS IMPORTANT TO NOTE THAT THE UNIVERSITY'S PROCEDURES DON'T TAKE INTO ACCOUNT INTENTION/LACK OF INTENTION WHEN MAKING A DECISION AS TO WHETHER OR NOT THERE HAS BEEN A BREACH IN ACADEMIC INTEGRITY. THEREFORE, REGARDLESS OF WHETHER OR NOT YOU INTENDED TO INCORRECTLY REFERENCE, IT WILL STILL BE SEEN AS A BREACH OF ACADEMIC INTEGRITY.

<<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 elements might be in breach of the University's Academic Integrity Policy. I have enclosed a form that explains the piece of work that this relates to and details of the breach of academic integrity 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 consider whether a breach of academic integrity might have 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 breaching the Academic Integrity Policy and a description of that suspected breach

- A copy of the piece of work suspected of containing a breach of academic integrity, 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 Integrity Policy and the procedure for dealing with suspected breaches of that policy is set out in Handbook F, Section 6 of the Quality and Standards Manual. You can access this through Portal at <https://portal.chester.ac.uk/aqss/> and clicking on 'Academic Integrity'. If you have difficulty in accessing this document, or if you need it in an accessible format, please contact academicintegrity@chester.ac.uk. You are strongly advised to access this information as soon as possible.

The suspected finding of a breach of the Academic Integrity Policy 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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Academic Integrity Policy Guidance for completing form AI-2

This document contains:

- Guidance notes for completing form AI-2
- The AI-2 form

When should form AI-2 be used?

This form should be used by the Chair of the Module Assessment Board or their nominee to record details of their investigation into an allegation of a breach of the Academic Integrity Policy. Form AI-2 must be completed every time a student has been sent an AI-1 form, irrespective of whether or not the student attends the meeting.

Why is form AI-2 necessary?

The investigation of possible breaches of the Academic Integrity Policy is a formal process and the University must be able to provide an audit trail which demonstrates adherence to this process. The AI-2 form serves as confirmation that the department has discharged its responsibilities in accordance with the published procedure.

Who should complete form AI-2?

The Chair of the Module Assessment Board or their nominee must complete sections A to D of this form. The student must be given an opportunity to complete section E. **However, if the student did not attend the meeting, the department should not delay sending the form to AQSS.**

- If further investigation is required, the Chair of the Module Assessment Board (or nominee) is responsible for arranging a meeting with the student.
- If the Chair of the Module Assessment Board (or nominee) decides that there is no case to answer, they must give reasons to the marker who is then responsible for marking the entirety of the submission.

What are the possible outcomes when completing form AI-2?

The Chair of the Module Assessment Board or their nominee must decide if there is reasonable suspicion that a student's work breaches the Academic Integrity Policy. If there is, they must then make a recommendation as to the nature of that suspected breach. They **do not** have the final determination and **must not** suggest what the final outcome should or is likely to be.

What actions constitute a breach of the Academic Integrity Policy?

The various types of breaches are outlined in section D of the form. They are split into two broad categories: unacceptable academic practice and academic misconduct. The precise definitions that the University uses for each offence are given in the Academic Integrity Policy. However, the following brief guides may be helpful:

- Plagiarism is the incorporation of unacknowledged material, thoughts or ideas, of another person in the student's work. This will normally be material taken from a published or publically available source.
- Reuse of previously submitted material is the recycling of the student's *own* work from a previous assessment submitted either at this University or another higher education institution.
- Collusion must involve two or more students. Those students must have submitted work for the same assignment, in the same module at the same time. In other words, all students alleged to have colluded must be members of the same cohort.
 - A student who has had access to the work of a student who has previously submitted for the assignment in a former cohort may not be accused of collusion. However, they may be accused of falsification if there is evidence which suggests that they have incorporated all or some of the work of a student who completed the assessment in a previous cohort, into their work and submitted it as if it was their own.
 - Where the Chair of the MAB (or nominee) is sure, on the balance of probabilities, that student A has taken the work of student B and submitted it as their own **and** that student B could not reasonably have known that student A would act in this way, they might allege falsification against student A and take no action against student B.
- Falsification is the presentation of fictitious data, records or other material. It also includes the submission of another student's work.

The other types of breach listed are largely self-explanatory, but advice is available in the event that there is uncertainty.

Who should I contact for queries?

The AQSS Portal page contains information about the University's Academic Integrity Policy. Alternatively, you can email academicintegrity@chester.ac.uk or call ext. 2932 / 2940 / 2934 for further assistance.



Academic Integrity Record of Departmental Investigation

This form should be used to record the outcome of the departmental investigation into a suspected breach of the Academic Integrity Policy. The outcome is a report to the Academic Integrity Review Panel. It is **NOT** definitive confirmation that the student has breached the Academic Integrity Policy.

Only use at Level 3 or Level 4 if considering a suspected case of academic misconduct

SECTION A: Student details	
Student name:	
Student number:	

SECTION B: Assessment details	
Module code:	
Module title:	
Assessment title:	
Attempt number:	
No of attempts permitted: <small>(if less than 3)</small>	

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? <small>(If yes, please include a copy of the response)</small>	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 supporting the suspected breach of the academic integrity policy	YES <input type="checkbox"/>	NO <input type="checkbox"/>
The support and teaching available to students about the principles of academic integrity was discussed	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Brief details of any other relevant points discussed:

SECTION D: Recommendation (Chair of Module Assessment Board or nominee)

On the basis of the evidence provided, and having provided the student with an opportunity to respond, please indicate the outcome of your investigation:

There is reasonable suspicion that the student has submitted work that breaches the Academic Integrity Policy and there is sufficient evidence to support this*:	YES <input type="checkbox"/>	NO <input type="checkbox"/>
---	---------------------------------	--------------------------------

If yes, please indicate the type of breach of the Academic Integrity Policy suspected. **Note this is a recommendation only. The final decision rests with the Academic Integrity Review Panel.**

Unacceptable Academic Practice		Academic Misconduct	
Plagiarism	<input type="checkbox"/>	Falsification	<input type="checkbox"/>
Reuse of previously submitted material	<input type="checkbox"/>	Research misconduct	<input type="checkbox"/>
Collusion	<input type="checkbox"/>	Commissioning	<input type="checkbox"/>
Other (state here):		Cheating	<input type="checkbox"/>
		Other (state here):	

Chair of Module Assessment Board 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 the Academic Integrity Review Panel or its subgroup, 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 Integrity Policy: Guidance for Departments*. The student must be provided with a copy of the full form and the department should retain a copy for its 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 Integrity Policy: Guidance for Departments*. The department should retain a copy for its records.

SECTION E: TO BE COMPLETED BY THE STUDENT

If the investigation by Chair of the Module Assessment Board or their nominee has concluded that your work might be in breach of the Academic Integrity Policy, then you should respond to that decision by completing Section E of this form. **Before you do so, please note:**

- The decision of the Chair of the Module Assessment Board (or nominee) is not final. It is a recommendation to the Academic Integrity Review Panel or its subgroup, which will make the final decision.
- You will have 7 days following the date of the meeting with the Chair of the Module Assessment Board to change your mind about the response you give here. You can do that by emailing academicintegrity@chester.ac.uk.
- If you are unsure about how your response might affect your case, you should contact the Chester Students' Union for confidential and impartial advice.

I **do not wish to respond to the findings** of the Chair of the Module Assessment Board at this time. I understand that the case will now be referred to AQSS and that I have 7 days to make a response. I understand that if I do not make a response within that time it will be assumed that I have accepted the findings and that I will receive an email to my University account regarding the next steps in the process.

I **disagree with the findings** of the Chair of the Module Assessment Board. I understand that the case will now be referred to AQSS and that I will receive an email to my University account, inviting me to attend a hearing of the Academic Integrity Review Panel.

I **accept the findings** of the Chair of the Module Assessment Board. I agree that the information on this form is a fair and accurate record. I understand that the case will now be referred to AQSS and that I will receive an email to my University account regarding the next steps in the process.

Student signature:

Name:

Date:

Students are reminded that any further communication about this will be sent to their University of Chester email account only. It is the student's responsibility ensure that they check their University email regularly.



Academic Integrity Policy

Guidance for completing form AI-X

This document contains:

- Guidance notes for completing form AI-X
- The AI-X form
- A covering letter to be sent with the form, if the student is asked to attend a meeting

When should form AI-X be used?

This form should be used to report to the Chair of the Module Assessment Board (or nominee) cases of plagiarism, re-use of previously submitted material or collusion in **Level 3 or Level 4 modules only**. If a marker suspects any other type of academic offence (e.g. falsifying work, cheating in an exam or class test etc.), or if the assessment relates to a module at Level 5 or higher, they must use form AI-1 instead.

Why is form AI-X necessary?

Work that contains unacceptable academic practice at Level 3 or Level 4 is still entitled to a mark. That mark must be based on the balance of the work remaining in the assessment once the unacceptable academic practice, or any elements of the work impacted by it, have been discounted. The student must then be invited to attend a supportive meeting to highlight the problems with their work to encourage them to improve their practice. The AI-X form is the means by which the University monitors this process.

Who should complete form AI-X?

The first marker is responsible for completing sections A and B of the form. It must then be sent to the Chair of the Module Assessment Board (or nominee) who decides whether or not the work does contain unacceptable academic practice, and completes sections C and E.

- If the work does contain unacceptable academic practice, the Chair of the Module Assessment Board (or nominee) acts as monitor to decide a provisional mark. They also invite the student to attend a supportive meeting.
- If the work does not contain unacceptable academic practice, the Chair of the Module Assessment Board (or nominee), must give reasons to the marker who is then responsible for marking the entirety of the submission.

Who should I contact for queries?

The AQSS Portal page contains information about the University's Academic Integrity Policy. Alternatively, you can email academicintegrity@chester.ac.uk or call ext. 2932 / 2940 / 2934 for further assistance.

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Level 3 or Level 4 Unacceptable Academic Practice

This form is to be used for cases of plagiarism, re-use of previously submitted material or collusion in Level 3 or Level 4 modules only. For other breaches of academic integrity, or for modules at Level 5 or higher, use form AI-1

In the process of marking your work, it has become clear that elements of it breach the University's Academic Integrity Policy. This policy is designed to protect the University's academic standards by ensuring that students do not gain an unfair advantage in assessment. The details relevant to this case are given below:

SECTION A: Student details	
Student name:	
Student number:	
If the work is still anonymised, make a note of the assessment number or the Turnitin paper ID. If the student is to be called to a meeting, contact AQSS and request that the work is de-anonymised.	
Level:	
Programme of study:	
Faculty:	
Department:	
Partner institution:	
Name of marker:	

SECTION B: Details of work that breaches the Academic Integrity Policy			
Module code:			
Module title:			
Assessment component:			
Nature of the breach:	Plagiarism <input type="checkbox"/>	Re-use of previous submitted material <input type="checkbox"/>	Collusion <input type="checkbox"/>
Brief description			

Having completed sections A and B, the marker should send this form to the Chair of the Module Assessment Board or Nominee, giving an indication of your suggested provisional mark

SECTION C: Meeting with department

The covering letter which accompanies this form gives details of a meeting that has been arranged for you. The purpose of this meeting is to discuss the problems with the work that you have submitted and to provide you with help and guidance to improve your academic practice. Please make a note of the time and date of the meeting. If you have any queries please contact:

Name of contact person:

Whilst you are working towards developing better academic practice, you will be entitled to a mark for those parts of your work which did not breach the Academic Integrity Policy. Details of this provisional mark, and the elements which have been disregarded will be confirmed following the meeting.

It is important that you are aware that further breaches of the Academic Integrity Policy may make it difficult for you to progress to the next level of study. Any future breaches of academic integrity at higher levels are dealt with differently and the penalties can be very severe.

SECTION D: Confirmation of outcome (completed after meeting)

Provisional mark:

Signature
(Chair of MAB/Nominee)

Name:

Date:

SECTION E: Student response

After you have had the opportunity to meet with a tutor in the department, please tick one of the responses below and sign the form. If you do not attend the meeting, we will assume that you have accepted the department's decision and you will not be able to request a review.

I accept the decision of the department

I do not accept the decision of the department and request an independent review

Student did not attend the meeting

Student signature:

Name:

Date:

Once completed, please email this form to academicintegrity@chester.ac.uk

<<Date>>

<<Student Name>>

<<Address 1>>

<<Address 2>>

<<Address 3>>

<<Postcode>>

Dear <<Name>>,

While marking some of your work recently, it has been noticed that you might be having difficulties with your writing. The problems that have been identified mean that some parts of your work have breached the University's Academic Integrity Policy.

At this stage, our focus is on providing you with the support that you need to improve your writing. In order to do this, a meeting has been arranged for you with <<me/nominee>> at <<Time>> on <<Date>> in <<Room/building>>.

The purpose of this meeting will be to review the work with you, explain where you might be going wrong and to support you in developing better academic practice for your future assessments. To help with this, I've enclosed a copy of your work, along with a form which explains why your tutor believes that you need some additional support.

I want to stress that this meeting is supportive and intended to help you improve your work. However, as it is a matter that falls under the University's Academic Integrity Policy, I have to let you know that you have the right to be accompanied. If you want to bring someone else with you, they must be a member of the University community. This can be a fellow student or an officer of the Students' Union. I would be grateful if you could let me know beforehand if you are going to be accompanied to the meeting.

The work that you have submitted can still be marked, but those parts of it which are problematic will be excluded from the assessment. This means that the mark you will be awarded for the work is inevitably lower than it otherwise would have been. I also need to make you aware that the mark you will be awarded is provisional until it has been ratified by an Assessment Board.

There are no other penalties relating to the Academic Integrity Policy that will be applied at this stage and I do hope that you will come to the meeting that has been arranged so that we can explain where we believe you have gone wrong and what you can do to improve in future. However, if, after attending the meeting, you disagree that your work does breach the Academic Integrity Policy, you will be entitled to request an independent review of that decision.

More information about the Academic Integrity Policy can be found on Portal by going to <https://portal.chester.ac.uk/aqss/> and clicking on 'Academic Integrity'. You can also obtain impartial and confidential advice about the University's procedures by contacting the Chester Student's Union (www.chestersu.com).

I realise that you will be disappointed to receive this letter, but I hope that you will engage with us so that we can support you to improve your writing practice which will help you in your future assessments.

Yours sincerely,

Chair of Module Assessment Board

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Academic Integrity Policy Guidance for completing form AI-0

This document contains:

- Guidance notes for completing form AI-0
- The AI-0 form

When should form AI-0 be used?

This form should only be completed when AQSS have advised that a student is eligible for a standard penalty for breaching the Academic Integrity Policy.

Why is form AI-0 necessary?

All work that is found to be in breach of the Academic Integrity Policy, but which is eligible for a standard penalty must be marked and moderated to ensure an appropriate mark which is arrived at in a fair and consistent way.

Who should complete form AI-0?

The Chair of the Module Assessment Board is responsible for arranging for the work to be double marked.

How should the work be marked?

The markers must disregard any elements of the work they consider to be in breach of the Academic Integrity Policy and any part of the work that has been impacted by such a breach. The mark they should award must be based on the **remaining** portion of the work in relation to the assessment criteria.

To be clear, the marks awarded are for work that the student has produced by fair means only.

Who should I contact for queries?

The AQSS Portal page contains information about the University's Academic Integrity Policy. Alternatively, you can email academicintegrity@chester.ac.uk or call ext. 2932 / 2940 / 2934 for further assistance.

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Marking of Work in Breach of the Academic Integrity Policy

All work found to be in breach of the Academic Integrity Policy but which is nevertheless still entitled to a mark, must be monitored. The marker and monitor should agree the provisional mark. In the event of any disagreement this will be resolved by the Chair of the Module Assessment Board, who may nominate a third marker. **This form must not be shared with the student,** however please remember that Freedom of Information legislation does give the student the legal right to see comments made about them.

SECTION A: Student details and assessment details	
Student name:	
Student number:	
Programme of study:	
Module code:	
Module title:	
Assessment title:	
First marker:	
Second marker:	

SECTION B: First marker's comments	
The work must be marked with reference to the relevant marking criteria. Those elements of the work found to be in breach of the Academic Integrity Policy must be disregarded, with the mark awarded based on the balance of the submission.	
Suggested mark:	
First marker's signature:	

SECTION C: Monitor's comments	
The work must be reviewed with reference to the first marker's comments. The monitor should ensure that the relevant marking criteria have been appropriately applied and that those elements of the work found to be in breach of the Academic Integrity Policy have been disregarded.	
I agree with the suggested mark <input type="checkbox"/>	
I disagree with the suggested mark <input type="checkbox"/> (please give reasons and refer to Chair of MAB)	
Monitor's signature:	

SECTION D: Reconciliation

Any significant areas of disagreement and how they have been resolved should be documented here. If a third marker has been appointed by the Chair of the MAB this should be stated.

Name of third marker:

Third marker's signature (if required):

SECTION E: Chair of the Module Assessment Board

If required, any further comments by the Chair of the Module Assessment Board should be added here:

Agreed provisional mark:

Chair of Module Assessment Board Signature:

Name:

Date:

Notes

1. Once the Chair of the Module Assessment Board has signed this form a copy should be returned to AQSS at academicintegrity@chester.ac.uk. A copy must also be made available to the external examiner.
2. Students at Level 3 or Level 4 should be informed of the provisional mark they are to be awarded at an appropriate point in the process.
3. Students at Level 5 or higher will be informed of the provisional mark they are to be awarded by AQSS only if they become entitled to it. **Academic departments must not disclose the mark to the student.**
4. On occasion, where the agreed provisional mark is below 40, it may be necessary to ask the subject external examiner to confirm all fail marks outside of the normal assessment cycle. Where this is necessary AQSS and Registry will liaise with the Chair of the Module Assessment Board.



Conduct of a *viva voce* examination

A *viva voce* (oral) examination can be used for a variety of purposes as part of the assessment process. The details in this guidance refer to the conduct of a *viva voce* where there is concern that a student's work might be in breach of the Academic Integrity Policy.

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 should be used to form a credible judgment about whether, on the balance of probabilities, the student is the sole author of the work submitted for assessment.

Steps to be followed

1. If there is reasonable doubt about the authorship about all or some of the submitted work, the marking tutor should initially make all reasonable attempts to locate the original source of work.
2. If no matching sources can be identified, but concern still exists, the marking tutor should apply to the Chair of the Module Assessment Board to conduct a *viva voce* examination.
3. The *viva voce* examination is a continuation of the assessment process, designed to assess the student's knowledge and understanding of the work that has been submitted. **It is not appropriate to introduce nor investigate suspicion of a breach of the Academic Integrity Policy during the *viva voce* examination and staff should take care not to do this.**
4. A record of the *viva voce* examination must be made and kept by the department, irrespective of the outcome.

Notifying the student

1. The Chair of the MAB should write to the student to advise them that they are required to attend a *viva voce* in order to determine an appropriate mark for the work that has been submitted. The letter must explain the following:
 - a. The *viva voce* is a **continuation** of the assessment. This means that the student must attend it.
 - b. That the purpose of the *viva voce* will be to test the student's knowledge and understanding of the work that has been submitted.
 - c. That they **are permitted** to have a copy of the work that they have submitted with them.

- d. The names of the people who will be involved in conducting the *viva voce*.
This should include:
- i. An independent Chair who is the nominee of the Chair of the Module Assessment Board who is responsible for ensuring that the *viva voce* is conducted according to process.
 - ii. Normally two Examiners who have knowledge of the work that has been submitted.
 - iii. A secretary who will make a record of the *viva voce*.
- e. Confirmation that an audio recording of the *viva voce* may be made.
- f. Details of the proposed time, date and location when the *viva voce* will take place and who to contact to confirm their attendance or to direct any queries.

Arranging the *viva voce*

The *viva voce* should be held as soon as reasonably practical after the Chair of the MAB has given authorisation. The student should be given at least seven and, normally, not more than 14 days' notice. It is good practice to advise the student that they may postpone the *viva voce* on one occasion only, and for good cause. Where the student claims to be incapacitated through illness or other personal circumstances, the department should request to see evidence before postponing on these grounds.

The department must not allow a *viva voce* to be postponed indefinitely as this may compromise the purpose of the exercise and may be detrimental to the student. Unless the student is able to provide unambiguous evidence declaring them unfit for assessment, the department may set a final date for the conduct of a *viva voce* and note the consequences of failing to attend.

Questioning

The Examiners should determine ahead of time what questions will be put to the student. The Chair should remind the Examiners that the purpose of the *viva voce* is to gather evidence to be considered by the Chair of the MAB and that no allegation of a breach of the Academic Integrity Policy may be put during or immediately after.

Overall, the aim of the *viva* is to provide evidence for the Chair of the MAB to reach a decision about whether, on the balance of probabilities, the student is the sole author of the work that has been submitted. Therefore questioning should focus on the student's methods of constructing the work and on their understanding of what is written, rather than seeking any expansion on thoughts, ideas or themes contained in the work. For example:

1. Can you explain how you went about your research for this work?

2. Explain the process you go through when preparing work for assessment: do you work on multiple drafts, do you amend a single document etc.?
3. How did you choose which sources would be most appropriate to help you to write this piece?
4. (Selecting a particular topic/theme/argument in the work) can you explain this in more detail and why you chose to include it in your work?
5. (Selecting material that has been referenced) at what point did you read the work of 'x'? Can you tell me a little more about what you read in their article/chapter/book?
6. (Choosing a term or concept specific to the discipline from the work) can you explain what this term/concept means?

Reporting

Once the *viva voce* has been concluded, the student should be informed that a report will be made to the Chair of the MAB and they should expect to hear further information by a specified date.

The Examiners should make a written statement for the Chair of the MAB which outlines their assessment of the student's performance and their conclusions as to the veracity of the student's work. This statement must be accompanied by either a verbatim transcript of the *viva voce* or by an audio recording if one was made.

Outcomes

The Chair of the MAB should consider the evidence and decide either:

- a. To take no further action and require the Examiners to mark the work in accordance with the normal procedures. The student should be informed formally of the decision and given a likely date for the release of a provisional mark; or
- b. To make an allegation of a breach of the Academic Integrity Policy in accordance with the published procedure.



Academic Integrity and Examinations

This appendix sets out how invigilators should deal with a suspected breach of the Academic Integrity Policy in the course of an examination. The Academic Integrity Policy states that failure to comply with the examination regulations (as set out in Section 4 of Handbook F of the Quality and Standards Manual) constitutes a breach of academic integrity. Therefore, the following should be reported:

- Possession of unauthorised material in the examination venue, whether being used or not and whether pertinent to the examination or not.
- Possession (on the person) of an unauthorised electronic device (i.e. a device that has not been stored in accordance with the examination regulations), whether being used or not.
- Conduct which disturbs, or has the potential to disturb, other students or which otherwise disrupts the smooth progress of an examination.
- Unauthorised communication with another person, inside or outside the examination venue.
- Copying or gaining information from any unauthorised source from either inside or outside the examination venue.
- Being part to impersonation in an examination.
- Any other practice which has the potential to result in the student gaining an unfair advantage in the examination or disadvantages other students.

Where an invigilator suspects a breach of the Academic Integrity Policy they should follow the procedure set out in Part D, Section 6 of Handbook F, clause 12. Briefly, this requires:

1. Another invigilator will be required to act as a witness.
2. Where practical, any unauthorised material should be removed.
 - a. If this is not practice, the student's examination should be terminated.
3. The examination script (or similar) will be endorsed at the point that the suspected breach came to light.
 - a. In practical examinations, a record must be kept of the point when the suspected breach occurred.

4. If the student's conduct is not causing a disturbance, they should be permitted to continue with the examination. They must be required to report to the chief invigilator at the conclusion of the examination.
 - a. If the student's conduct is causing a disturbance, their examination should be terminated. The chief invigilator should then extend the examination by an appropriate length of time to compensate.
5. Contact must be made with either the Deputy Registrar or the Chair of the Module Assessment Board as soon as is practical who must immediately appoint an independent Examinations Officer who will be responsible for securing evidence.
6. At the end of the examination, the Examinations Officer will isolate the student's script from others and will endorse the front cover.
7. In the presence of the invigilators and the student, the Examinations Officer will make a brief written record of the circumstances and retain relevant materials.
 - a. If relevant materials cannot be retained, appropriate notes should be made by the Examinations Officer.
 - b. If possible, without breaching the dignity of any person involved, photographic evidence may also be gathered.
8. The invigilators must submit a written report to the Examinations Officer within three days.
9. On receipt of the invigilators report, the Examinations Officer will complete form AI-EX (appended to this document) and submit it, along with the report and any retained materials, to the relevant Chair of the Module Assessment Board.



Suspected Breach of the Academic Integrity Policy in an Examination

This form should be used to report a suspected breach of the Academic Integrity Policy in an examination to the Chair of the Module Assessment Board (or nominee). The Examinations Officer is responsible for securing all relevant evidence and completing this form.

SECTION A: Student details	
Student name:	
Student number:	
Department:	
Partner institution:	

SECTION B: Examination details	
Module code:	
Module title:	
Time and date of examination:	
Examination venue:	
Name of invigilator(s):	

SECTION C: Details of the suspected breach of the Academic Integrity Policy
Please provide a clear and concise description of the circumstances surrounding the alleged breach of the Academic Integrity Policy in an examination, including any statements the student made.
<p style="text-align: center; color: red; font-size: 2em; opacity: 0.5;">ARCHIVED COPY DO NOT USE</p>

SECTION D: Declaration	
I confirm that I have received a written statement from the invigilator(s) named in Section B (appended to this document). I confirm that the information contained in this report is a true and accurate reflection of the incident reported to me.	
Examinations Officer signature:	
Name:	
Date:	



Academic Integrity Course (Standard Penalty)

A student who is issued with a standard penalty for a proven breach of the Academic Integrity Policy will be offered the opportunity to mitigate that penalty by successfully completing a test connected to the Academic Integrity Course.

Successful completion of the test does not confer academic credit and therefore the University's assessment regulations do not apply. Rather, the procedure governing the Academic Integrity Course and the engagement of students with it are covered in this document.

1. Following the authorisation from the Academic Integrity Review Panel or its subgroup for the issuing of a standard penalty, the student will receive an email to their University of Chester email account outlining what is required of them.
2. The Academic Integrity Course is hosted on Moodle. Access to the course is managed by the Student Affairs team in AQSS.
3. The student will have access to the course content for a continuous period of 21 **calendar** days from the day on which they are notified of the standard penalty.
4. Within that period, the student will be able to access the timed test component (the test) on **one** occasion only.
5. By accessing the test, the student will be deemed to have attempted the Academic Integrity Course.
6. If the student does not access the test within the 21 day period, they will be deemed not to have attempted the Academic Integrity Course. This is irrespective of whether they have engaged with any of the learning material provided as part of the course.
7. By accessing the test, the student will be declaring that they are fit to undertake it. No subsequent request to defer or re-take the test will be accepted.
8. A request to extend the deadline for completion of the test can be made to the Dean of Academic Quality and Enhancement. A request can only be made prior to the student accessing the test and must be made within the 21 day period. Such a request will only be granted on the production of a medical certificate which clearly states that the student was or will be unfit for work for at least 10 consecutive days within the 21 day period.

9. Any period of extension permitted will be at the sole discretion of the Dean of Academic Quality and Enhancement, but will be commensurate with the number of days that the student is declared unfit for work.
10. Where the medical evidence provided indicates that the student is unfit for work for the full 21-day period (or the remaining balance thereof), the student's access to the Academic Integrity Course will be suspended. A further 21-day period will commence on the date that the medical evidence expires.
11. The test will be comprised of 20 questions covering the learning material provided as part of the course. The normal time allocated to complete the test will be 45 minutes. In recognition that some students will be entitled to reasonable adjustments detailed on an inclusion plan, a further 30 minutes will be allowed as standard.
12. The pass mark for the test will be 80% (16 out of 20) and will be automatically graded on Moodle.
13. Verification of the outcome of the student's attempt (or non-engagement) at the Academic Integrity Course will be the responsibility of the Senior Assistant Registrar (Student Affairs), who may delegate that responsibility to a Policy Implementation Officer.
14. Notification of the outcome will be sent to the student's University of Chester email account.
15. The content of the Academic Integrity Course and the question bank available to populate the test is the responsibility of the Senior University Teaching Fellows, overseen by the Learning and Teaching Subcommittee.



Transitional Arrangements

This appendix sets out the transitional arrangements between the University of Chester's former *Procedures Governing the Occurrence of Academic Malpractice by Students During the Course of Assessment* ("the former procedure") and its *Academic Integrity Policy* and associated procedure (Quality and Standards Manual, Handbook F, Section 6, first approved in April 2017).

1. The Academic Integrity Policy and associated procedure applies to all assessments where the deadline for submission falls on or after 1 September 2017.
2. Penalties applied under the former procedure stand and will not be amended.
3. A student, penalised under the former procedure, who is subsequently found to have breached the Academic Integrity Policy will have their case considered by the Academic Integrity Review Panel (the Panel). Part F of Handbook F, Section 6 will apply, but the Panel will have regard to the provisions of this appendix.
4. Where a student, penalised under the former procedure, is found to have breached the Academic Integrity Policy by means of unacceptable academic practice:
 - 4.1. Any penalties applied for work at Level 3 and/or Level 4 will be regarded as spent offences. This means they will not be considered as factors when determining an appropriate penalty where the student is at Level 5 or higher.
 - 4.2. A previous standard penalty applied at Level 5 or higher will initially be regarded as an unspent offence. However, where this is the only previous penalty recorded against the student, the Panel has discretion to consider a penalty in group A or group B as it sees fit, depending on the circumstances of the case.
 - 4.3. Where a student has had multiple penalties applied under the former procedure, the Panel has discretion to consider a penalty in any of group A, B or C as it sees fit, depending on the circumstances of the case.
5. Where a student, penalised under the former procedure, is found to have breached the Academic Integrity Policy by means of academic misconduct, the Panel will have regard to the number and nature of previous offences and penalties and determine a penalty for the case under consideration in accordance with clause 22.

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.

Appendix 7D

Guidance on Medical Notes in Support of Mitigating Circumstances requests, extensions and deferrals of assessment

The University of Chester has a mitigating circumstances process, encompassing extensions and deferrals, to ensure that students are not disadvantaged when their ability to complete assessment to the best of their abilities is affected by circumstances outside of their control.

In the interests of fairness, the University of Chester can only approve extensions to submission deadlines or deferrals of assessment to the next submission point in cases where the student's request is corroborated by independent documentary evidence. Where the student makes such a request on medical grounds they are expected to provide evidence from a qualified medical practitioner¹. In order for the University to approve a request on medical grounds the evidence provided must:

- provide a clear diagnosis of illness or medical condition which would affect the student's ability to undertake assessment or to perform to the best of their ability. Evidence stating that, for example, '**the student informs me** that they suffered from a virus.....' is not acceptable;
- provide the specific dates or a date range in which the student's performance or ability to undertake assessment would have been impaired. In cases where the nature of the illness or condition would have a significant and prolonged impact this must be clearly stated as students often submit claims for assessments due at different points in the academic year;
- be signed and dated by the medical practitioner and on headed paper which clearly details the name, address and contact details of the practice;
- be in English. Where the original documentation is in another language a certified translation must be provided
- in situations where the student has been affected by circumstances relating primarily to a third party (death or serious illness, for example) any medical evidence provided should relate to the impact on the student rather than on the third party.

¹ The University does not accept evidence from practitioners of alternative medicine.

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 misconduct cases

EX4001 – Introduction to University Studies

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

Misconduct investigation outcomes

EX4001 – Introduction to University Studies

Lucy Jones (12345678/1)	Found guilty of academic misconduct for component 2 (75% examination). Fails the component with a mark of zero
----------------------------	--

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

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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 automatically 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 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 student whose studies are terminated on the grounds stated above will, via their online results letter, be offered the opportunity to resume their programme to undertake third attempts in the failed components of the failed modules. In order to accept this offer they must complete and submit the appropriate form to the Assessment Team in Registry Services within 14 calendar days of official publication of results.

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



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 / 2018

External Examiner(s):

External's signature

Print External's name

Date: _____

External's signature

Print External's name

Date: _____

External's signature

Print External's name

Date: _____

Chair:

Signature

Print name

Date: _____

MARK AMENDMENT PROCESS AND FORMS

1. It is an expectation that all marks and grades are confirmed by the Module Assessment Board, which must meet before the published MAB and e-vision deadlines. In the rare cases where an amendment to the mark and/or grade agreed by the Module Assessment Board is required, the module mark amendment form found as Annex A must be completed, signed by the Head of Department, and sent to Registry Services
2. Although results profiles will have been checked thoroughly before the AAB/PAB there may still be a very small number of instances where members of the board notice an error or anomaly relating to an individual student during the course of an AAB/PAB. In such circumstances, the member of the board must 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.
3. Where, in the view of the Deputy Registrar (or nominee) the reasons given for an amendment indicate a potentially 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 and Enhancement. In these cases, the mark amendment form found as Annex B should be completed by the academic department following confirmation by the Deputy Registrar that the mark amendment form found as Annex A is not sufficient.

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Annex A - MARK AMENDMENT NOTIFICATION SHEET

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

SECTION B: Module details	
Module code:	
Module title:	
Credit value:	
Overall mark and grade agreed by MAB:	
New overall mark and grade:	

SECTION C: Component details (as described on e-vision)			
Component title	Weighting	Original Mark/Grade	Amended Mark/Grade

SECTION D: Reason for amendment			
Signature: (Chair of MAB)		Date:	

Registry Use Only
Processed by:..... Date: Action Required:

Annex B - Mark Amendment Request – Dean of AQE

This form should be used when the Deputy Registrar (or nominee) has determined that the request to amend a mark or grade should be referred to the Dean of Academic Quality & Enhancement.

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

SECTION B: Module details	
Module code:	
Module title:	
Credit value:	
Overall mark and grade agreed by MAB:	
New overall mark and grade:	

SECTION C: Component details (as described on e-visit)			
Component title	Weighting	Original Mark/Grade	Amended Mark/Grade

SECTION D: Reason for amendment			
Signature: (Chair of MAB)		Date:	

SECTION E: Decision			
Approve: <input type="checkbox"/> Decline: <input type="checkbox"/>			
Comments:			
Signature: (Dean of AQE)		Date:	
Registry Use Only			
Processed by:..... Date:			
Action Required:			

**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

2018/19 EXAMINATION SCHEDULE

December

Send Exam Data to Departments for checking.
(2 week deadline to check and return to assessment team).

January:

Start work on exam timetables.

February:

Send Level 5 draft timetable to Departments for checking.
(2 week deadline to check and return to assessment team).

Send May/June draft exam timetable to Departments to check
(2 week deadline to check and return to assessment team).

February 25th Publication of Level 5 Examination Timetable

March:

Mon 4th March Publication of May/June Examination Timetable.

Request Sports Hall invigilation and separate room invigilation details from departments (Level 5).
(2 week deadline to return names to assessment team)

Issue Departments with cover sheets for exam envelopes (Level 5).

Thursday 28th March Deadline for receipt of exam papers in Registry
(Level 5).

April:

Send out guidelines and named invigilation lists to Departments to forward to all invigilators (Level 5).

Request Sports Hall and separate room Invigilation details from departments (May/June Exams).
(2 week deadline to return names to assessment team).

Issue Departments with cover sheets for exam envelopes (May/June Exams).

Level 5 exams – Monday 15th April to Monday 29th April 2019

May:

Friday 3rd May Deadline for receipt of exam papers in Registry (May/June Exams).

Send out guidelines and named invigilation lists to Departments to forward to all invigilators (May/June Exams).

May/June Exam Period - Monday 20th May to Friday 7th June 2019.

July:

Send Reassessment Timetable draft to Departments for checking. (1 week deadline to check and return to the Assessment Team).

Request Sports Hall and separate room invigilation details from departments (Reassessment Exams). (1 week deadline to check and return to the Assessment Team).

Issue Departments with cover sheets for exam envelopes (Reassessment Exams).

Mon 29th July Publication of Reassessment Examination timetables.

August:

Friday 2nd August Deadline for receipt of exam papers in Registry (Reassessment Exams).

Send out guidelines and named invigilation lists to Departments to forward to all invigilators (Reassessment Exams).

Reassessment Examinations: Monday 19th August to Friday 23rd August 2019. Extra reassessment week if needed Monday 12th August to Friday 16th August 2019.

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

Steve Nelson
August 2014

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



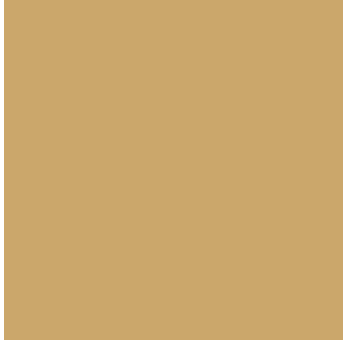
University of
Chester

(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 Integrity Review Panel

This form is provided as PDF document which you can type into, save and print by downloading the file and opening it in Adobe Reader. You should not attempt to fill out this form in your web browser.



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 Futures (disability@chester.ac.uk).

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 17 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. We aim for a decision to be made by the Appeals Board within **60 days**. 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.**

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.**

	YES	NO
Are you studying at a Partner college of the University of Chester?		
If yes, please state which college:		

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 privacy statement. A copy of this is available on Portal and on the University's website. 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	Not applicable	
If you have previously disclosed a disability to the University, do you consent to us obtaining data that Student Futures might hold about you?							
If your appeal is about a decision of the Mitigating Circumstances Board, do you consent to us obtaining data that Registry hold about your original application?							
If you contact the Chester Students' Union for support with your appeal, do you consent to us sharing data and discussing your case with them?							
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 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 page 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 Integrity Review Panel (box 3)

You can 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 Parts E and I 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 Parts F, G and I 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 Student Futures 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 Parts E and I 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 Parts H and I of this form]	
Please give the date of the decision:		

3	ACADEMIC INTEGRITY REVIEW PANEL	
3.5.1.	There were procedural or administrative irregularities in the conduct of the published academic integrity procedures. [You will need to complete Parts E and I 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 a breach of academic integrity. [You will need to complete Parts F and I 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 – I.**
- **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 is a blank page 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 J 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 normally 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 J 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 J of this form.

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 tell us about the outcome you are seeking

The Academic Appeals Board can **never** have work re-marked, nor can it add marks to your work. This means that the usual outcome of a successful appeal is the opportunity to submit the work again. However, if you have received a late work penalty, you can ask for that to be removed instead of doing the work again.

An exception to this is if the Academic Appeals Board decide that there is evidence of a procedural or administrative irregularity in the assessment process, where the decision of the Examiners is not correctly shown on your results transcript. In these circumstances, the Appeals Board can instruct that action is taken to correct the mistake.

If your appeal is against a decision of the Academic Integrity Review Panel, the usual outcome (if the appeal is upheld) is for the case to be considered again.

Carefully read the information at the top of this page and then explain the outcome you are seeking:	
I want the opportunity to submit the assessment components listed in part C again	
I want to have late penalties removed for all of the assessment components listed in part C	
I want a different outcome (please use the space below to explain)	

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

We understand that when you submit an appeal, you might include information and data that is sensitive and personal to you. Our privacy statement explains how we collect, use, share and keep information about you. A copy is available on Portal and on the University's website. You can also ask us for a copy by emailing academicappeals@chester.ac.uk.

On this page, you are asked to tell us how we can handle your information and who we can share it with.

Please choose one of the following:

<p>I give my consent for the information I have provided on this form and any supporting documents I have provided to be shared with members of staff who can assist in the investigation of my appeal.</p> <p>I understand that Academic Quality Support Services and the University of Chester will process my personal information in accordance with its academic appeals privacy statement and that I can withdraw consent for my personal information to be processed at any time, but that this might result in my appeal being withdrawn.</p>	
<p>I wish to restrict access to my appeal form and any supporting documents I have provided to Academic Quality Support Services and the Academic Appeals Board only.</p> <p>I understand that by restricting access to my personal information, the University of Chester may be limited in the amount of investigation it may be able to complete. I understand that my personal information will be processed in accordance with the academic appeals privacy statement and that I can withdraw consent for my personal information to be processed at any time, but that this might result in my appeal being withdrawn.</p>	

Important note about evidence that does not relate to you

Appeals are normally only successful where there is evidence that relates specifically to you. Even if your appeal is based around the illness or personal circumstances of another person, you must still provide evidence to demonstrate the impact on you. Where you provide the personal information of a third party (relative, friend etc.), this cannot normally be considered as part of the academic appeals process. **We ask you not to send us evidence that isn't specifically about you.** If you do send us the personal information of a third party, we will normally erase it and inform you that it cannot be taken into account.

Guidance about the types of evidence that you might consider submitting to support your appeal is available on Portal and on the University's website. You can also ask us for a copy by emailing us.

If you have chosen to restrict access to your appeal, it would be helpful if you could use this box to give a summary of anything 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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Use this section to tell us about the evidence you 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. If you are emailing your appeal to us, please attach **full-colour scans** of your documents. We reserve the right to request the original copies of any evidence you provide in support of your appeal and failure to provide them will result in your appeal being invalidated.

You must read the note about the use of third party evidence given in Part J of this form. We cannot accept evidence that contains the personal information of another person. There is advice and guidance about the types of evidence that are acceptable on Portal and on the University's website.

The first line of the table is completed as an example. There are spaces for 6 pieces of evidence. Please label your evidence A-F 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		

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 restricted access to your appeal, it might limit the amount of investigation we can complete. Think about what information you are willing to share and ensure you have told us in part J of this form.</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 have read the academic appeal privacy statement and I am aware of how the University will process my personal information. 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 retain it for your records. Details of how to submit your form and accompanying evidence are given on the back page.

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 to Academic Quality Support Services. You can do this in three ways:

1. **By email (preferred)**

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 procedure 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 or at University Centre Shrewsbury. 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, please contact us.

3. **By post**

You can post your appeal and evidence to the following address:

Academic Quality Support Services (Appeals)
University of Chester
Parkgate Road
Chester
CH2 4BJ

If you post your form, you are strongly advised to use an appropriate tracking service.

Academic Appeal



University of
Chester

(AA-2) Appeals relating to Specific Learning Differences

This form is for students at Level 3, 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.

This form is provided as PDF document which you can type into, save and print by downloading the file and opening it in Adobe Reader. You should not attempt to fill out this form in your web browser.



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 Student Futures as soon as possible. This form should be completed by Student Futures, in conjunction with the student.

In the event that Student Futures 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 Student Futures 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.

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.**

	YES	NO
Are you studying at a Partner college of the University of Chester?		
If yes, please state which college:		

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 privacy statement. A copy of this is available on Portal and on the University's website. 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	Not applicable
If your appeal is about a decision of the Mitigating Circumstances Board, do you consent to us obtaining data that Registry hold about your original application?							
If you contact the Chester Students' Union for support with your appeal, do you consent to us sharing data and discussing your case with them?							
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 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

This section is to be completed by Student Futures

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.	Student Futures 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.

Please provide any further details that either Student Futures or the student feel is relevant to this case. **It is especially important to give further information if Student Futures 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.

Student Futures 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 Student Futures		
I confirm that I believe the declarations made on this form on behalf of Student Futures are true.		
Signature:		Date:

Declaration to be signed by the student		
I confirm that I have read and understood the Academic Appeal Procedure. I have read the academic appeal privacy statement and I am aware of how the University will process my personal information. 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.

A further copy should be emailed to academicappeals@chester.ac.uk with any supporting documents attached as PDF files.

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
- University PGR Progress Panel
- PGR Academic Integrity Review Panel

Students on an MRes or Professional Doctorate programme wishing to appeal the outcome of one or more taught modules should use form AA-1 instead.

This form is provided as PDF document which you can type into, save and print by downloading the file and opening it in Adobe Reader. You should not attempt to fill out this form in your web browser.



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 Disability Support (disability@chester.ac.uk)

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 13 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 **90 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.**

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.**

	YES	NO
Are you studying at a Partner college of the University of Chester?		
If yes, please state which college:		

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?		

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 privacy statement. A copy of this is available on Portal and on the University's website. 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	Not applicable
If you have previously disclosed a disability to the University, do you consent to us obtaining data that Student Futures might hold about you?							
If you contact the Chester Students' Union for support with your appeal, do you consent to us sharing data and discussing your case with them?							
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 two types of decision:

1. Decisions of the Postgraduate Research Degree Awards Board (box 1)
2. Decisions of the Independent Progress Assessment Panel or University PGR Progress Panel (box 2)
3. Decisions of the PGR Academic Integrity Review Panel (box 3)

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 DEGREE AWARDS BOARD	
3.2.1. & 3.2.2.	There were procedural or administrative irregularities the conduct of the examination process. (This may include evidence of bias or unlawful discrimination on the part of one or more of the Examiners) [You will need to complete Parts D and G of this form]	
3.2.3.	There were factors 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 Parts E and G of this form]	
Please give the date of the decision:		

2	PROGRESS PANEL	
3.1.1. & 3.1.2.	There were procedural or administrative irregularities in the conduct of the progress assessment process. (This may include evidence of bias or unlawful discrimination on the part of one or more of the Examiners) [You will need to complete Parts D and G of this form]	
3.1.3.	That there is new evidence which, for compelling reasons, could not be made available to the Progress Review Board. [You will need to complete Parts F and G of this form]	
3.1.4.	There were factors which materially affected your performance, provided that these were not known to the assessors and there are compelling reasons why you did not notify the assessors beforehand [You will need to complete Parts E and G of this form]	
Please give the date of the decision:		

3	PGR ACADEMIC INTEGRITY REVIEW PANEL	
3.3.1.	There were procedural or administrative irregularities in the conduct of the published PGR academic and research integrity procedure [You will need to complete Parts D and G of this form]	
3.3.3.	You were, for compelling reasons that can substantiated, unable to mount a defence of the allegation of a breach of academic or research integrity [You will need to completes Part E and G 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 – G.**
- **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 H and continue to fill in the rest of the form.**

**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, but 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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Use this section to tell us about the outcome you are seeking

The PGR Academic Appeals Board can **never** overturn the academic judgment of either the Examiners or progress assessors. Therefore no outcome will be overturned without you needing to submit further work. An exception to this is if the PGR Academic Appeals Board decide that there is evidence that the Examiners' decisions have been incorrectly recorded. In these circumstances, the Academic Appeals Board can instruct that action is taken to correct the mistake.

Carefully read the information at the top of this page and then explain the outcome you are seeking.

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

We understand that when you submit an appeal, you might include information and data that is sensitive and personal to you. Our privacy statement explains how we collect, use, share and keep information about you. A copy is available on Portal and on the University's website. You can also ask us for a copy by emailing academicappeals@chester.ac.uk.

On this page, you are asked to tell us how we can handle your information and who we can share it with.

Please choose one of the following:

<p>I give my consent for the information I have provided on this form and any supporting documents I have provided to be shared with members of staff who can assist in the investigation of my appeal.</p> <p>I understand that Academic Quality Support Services and the University of Chester will process my personal information in accordance with its academic appeals privacy statement and that I can withdraw consent for my personal information to be processed at any time, but that this might result in my appeal being withdrawn.</p>	
<p>I wish to restrict access to my appeal form and any supporting documents I have provided to Academic Quality Support Services and the Academic Appeals Board only.</p> <p>I understand that by restricting access to my personal information, the University of Chester may be limited in the amount of investigation it may be able to complete. I understand that my personal information will be processed in accordance with the academic appeals privacy statement and that I can withdraw consent for my personal information to be processed at any time, but that this might result in my appeal being withdrawn.</p>	

Important note about evidence that does not relate to you

Appeals are normally only successful where there is evidence that relates specifically to you. Even if your appeal is based around the illness or personal circumstances of another person, you must still provide evidence to demonstrate the impact on you. Where you provide the personal information of a third party (relative, friend etc.), this cannot normally be considered as part of the academic appeals process. **We ask you not to send us evidence that isn't specifically about you.** If you do send us the personal information of a third party, we will normally erase it and inform you that it cannot be taken into account.

Guidance about the types of evidence that you might consider submitting to support your appeal is available on Portal and on the University's website. You can also ask us for a copy by emailing us.

If you have chosen to restrict access to your appeal, it would be helpful if you could use this box to give a summary of anything 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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Use this section to tell us about any supporting evidence you 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. If you are emailing your appeal to us, please attach **full-colour scans** of your documents. We reserve the right to request the original copies of any evidence you provide in support of your appeal and failure to provide them will result in your appeal being invalidated.

We cannot accept evidence that contains the personal information of another person. There is advice and guidance about the types of evidence that are acceptable on Portal and on the University's website.

The first line of the table is completed as an example. There are spaces for 6 pieces of evidence. Please label your evidence A-F 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		

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 90 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 have read the academic appeal privacy statement and I am aware of how the University will process my personal information. 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.

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 to Academic Quality Support Services. You can do this in three ways:

1. **By email (preferred)**

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 procedure 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 or at University Centre Shrewsbury. 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, please contact us.

3. **By post**

You can post your appeal and evidence to the following address:

Academic Quality Support Services (Appeals)
University of Chester
Parkgate Road
Chester
CH2 4BJ

If you post your form, you are strongly advised to use an appropriate tracking service.

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
Where relevant please confirm details of any professional registrations or memberships including registration number/PIN
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 level, dates and locations of previous and current external examining commitments <u>or</u> where this is a first appointment identify a mentor including details of their current status</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>

Please complete the tick box to confirm that the nominee:

has the right to work in the UK and holds a UK bank account

is not currently employed, or has not been employed within the last 5 years, by the University of Chester

has not been a student of the University of Chester within the last 5 years

is not from an institution at which an internal examiner in the programme(s) in question is also an External Examiner

has been made fully aware of the expense schedule relating to the University's External Examiners and will not incur excessive travel expenses

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 Department

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
Senior Pro Vice Chancellor (Academic, Recruitment, Quality and Student Experience)

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 Department

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
Senior Pro Vice Chancellor (Academic, Recruitment, Quality and Student
Experience)



EXTERNAL EXAMINER NOMINATION FORM
MASTER BY RESEARCH DISSERTATIONS

Proposed External Examiner – Personal Details
Name and Title
Position
Institution
Contact address
Email address
Fully describe the nominee’s previous experience of research degree examining and supervision (including MRes)
Please provide a rationale for the appointment if the nominee:
<ul style="list-style-type: none"> • is below Senior Lecturer/Principal Lecturer grade • is not an employee of a University • has not acted as an examiner previously
Are you nominating this External Examiner for a single student only?
<input type="checkbox"/> Yes (please complete the 'Student Information' section) <input type="checkbox"/> No (please ignore the 'Student Information' section)
If you answered ‘no’ to the section above please outline the specialised competence of the nominee and provide a rationale for their proposed appointment to examine the work of multiple students

Student Information
Full Name
Department
Degree sought
Title of Dissertation
Dissertation Supervisor(s)
Please outline the specialised competence of the nominee and how this matches up with the content of the candidate's dissertation.

Please complete the tick box to confirm that:

- the nominee has the right to work in the UK and holds a UK bank account

- the nominee has been made fully aware of the expense schedule relating to the University's External Examiners and will not incur excessive travel expenses

- 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 Dissertation Supervisor

Name (please print)

Signature Date

Approved by Head of Department

Name (please print)

Signature Date

Approved by Senior Faculty PGR Tutor

Name (please print)

I confirm that the appropriate documentation, regarding the nominee's eligibility to work in the UK, is attached to this proforma.

Signature Date

PLEASE ENSURE A COPY OF THIS FORM AND APPROPRIATE DOCUMENTATION IS FORWARDED TO: aqss.extexam@chester.ac.uk



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 **5 July 2019**; 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 November is **12 December 2019**; 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:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

(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:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

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:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

(b) in comparison with similar provision at other HE institutions.

Comments:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

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:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

- (b) learning and teaching methods used to support programme aims and intended outcomes (if external examiner has evidence of this).**

Comments:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

- (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:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

- (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:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

- (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:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

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:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

(b) extent and quality of staff feedback to students in relation to their assessed work.

Comments:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

5 LEVEL AND EFFECTIVENESS OF ADMINISTRATIVE SUPPORT (including provision of documentation from both the academic department and central support services)

Comments:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

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:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

(b) Programme Team's responsiveness to issues raised in previous external examiner's report(s).

Comments:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

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:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

8 SHORTCOMINGS OR SPECIFIC ISSUES REQUIRING ATTENTION OR DEVELOPMENT (PROGRAMME OR SPECIFIC MODULES)

Comments:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

9 EXAMPLES OF GOOD PRACTICE, STRENGTHS, OR DISTINCTIVE OR INNOVATIVE FEATURES

Comments:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

10 IF THIS IS YOUR LAST YEAR OF APPOINTMENT PLEASE PROVIDE A BRIEF OVERVIEW OF YOUR TERM OF OFFICE

Comments:

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

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"/>

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"/>
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Module/Awards/Progression Assessment Boards

- a. Were you able to attend the meeting of the assessment board, or make any other relevant visit to the University or partner, during the academic year?
- b. Was the meeting conducted to your satisfaction?
- c. Were you satisfied with the recommendations of the assessment board?

Yes No N/A

<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.

If you are responsible for a module delivered on more than one programme/site of delivery, please ensure that it is clear which programme/site of delivery your comments relate to.

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Chief External Examiner Annual Report Form

Academic Year:	
Name of Chief External Examiner:	
University of Chester Faculty (if appropriate):	
Date(s) of Awards/Progression Assessment Boards attended:	
Number of years now completed as a Chief External Examiner	

Notes:

- Please complete this annual report form and return an electronic copy to AQSS at aqss.extexam@chester.ac.uk
- 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.**
- Please **DO NOT** make comments on or name individual students or members of staff.
- The submission date for reports is 4 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.

1. CONSISTENCY WITH REQUIREMENTS OF NATIONAL ACADEMIC INFRASTRUCTURE AND INSTITUTIONAL REGULATIONS/ REQUIREMENTS

Comments:

2. OPERATION OF AWARDS/PROGRESSION ASSESSMENT BOARD

Comments:

3. EFFECTIVENESS OF ADMINISTRATIVE ARRANGEMENTS

Comments:

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4 RESPONSIVENESS TO ISSUES RAISED IN PREVIOUS CHIEF EXTERNAL EXAMINER'S REPORTS (If applicable)

Comments:

5. ENHANCEMENT OF PROCESS (suggestions for adjustments / improvements in future)

Comments:

6. ANY OTHER COMMENTS

Comments:

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Chief External Examiner's Signature _____

Date: _____



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:

- 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 **5 July 2019**; 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 November is **13 December 2019**; 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:

(c) appropriateness of standards and assessment with reference to the Teachers' Standards and the Ofsted Framework for Inspection.

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:

(c) in relation to the Teachers' Standards and Ofsted's Initial Teacher Education Inspection Handbook as appropriate.

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:

(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.

Comments:

(c) the extent to which assessment has consistently high but realistic expectations of all students.

Comments:

5 LEVEL AND EFFECTIVENESS OF:

(a) administrative support (including provision of documentation from both the academic department and central support services).

Comments:

(b) programme management.

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:

(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.

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 EQUAL OPPORTUNITIES

The extent to which training promotes equality of opportunities, values diversity and eliminates harassment and discrimination.

Comments:

11 MANAGEMENT OF CHANGE

The extent to which there is evidence of an awareness of, and capacity to, drive change and to respond to local and national initiatives.

Comments:

12 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

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External Examiners Report Checklist

Programme Materials

Did you receive:

- a. Programme handbook(s)?
- b. Programme regulations?*
- c. Module descriptors and programme specifications?*
- d. Assessment briefs/marketing criteria?

Yes	No	N/A
<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

- 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?

Yes	No	N/A
<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

- 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?

Yes	No	N/A
<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

- a. Was the choice of subjects for dissertations appropriate?
- b. Was the method and standard of assessment appropriate?

Yes	No	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coursework/Continuously Assessed Work

- a. Was sufficient coursework made available to you for assessment?
- b. Was the method and general standard of marking and consistency satisfactory?

Yes	No	N/A
<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

- a. Were you able to attend the meeting of the assessment board, or make any other relevant visit to the University or partner, during the academic year?
- b. Was the meeting conducted to your satisfaction?
- c. Were you satisfied with the recommendations of the assessment board?

Yes No N/A

<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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