

**ASSESSMENT REGULATIONS**

**AND**

**ASSOCIATED PROCEDURES**

**Session 2010-2011**

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## ASSESSMENT REGULATIONS AND ASSOCIATED PROCEDURES

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## **INTRODUCTION**

**1** This booklet provides guidance on assessment procedures for all staff involved in the assessment process and in particular for Heads of Department, Chairs of Boards of Examiners, Departmental Examinations Officers and Departmental Administrators.

**2** 'Assessment' is the generic term covering all forms of examination associated with a Programme of Study. There is an annual cycle of assessment during which students are required to undertake a variety of assessments. Written examination papers are normally taken in the Summer Term, although deferred assessments and late summer retakes will both take place in late summer. Coursework, reports, dissertations, and portfolios are submitted at specified times throughout the academic session in accordance with Programme Regulations and Departmental timetables.

**3** For brevity, this booklet uses detailed examples of undergraduate assessment procedures to illustrate how any given policy should operate in practice. It should be noted, however, that assessment policy applies equally to all taught programmes irrespective of their level. Where procedures differ for Undergraduate Certificates and Diplomas, for Postgraduate Certificates, and Diplomas and for Masters Awards, these exceptions shall be noted.

**4** This booklet is divided into three sections. Section I details the formal assessment framework, Section II describes detailed procedure within a broad chronology and Section III details the regulations relating to examination offences.

**5** For any further information regarding information in this document please contact Susan English, Head of Assessments in the first instance.

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## **Section I - REGULATIONS FOR MEETINGS OF BOARDS OF EXAMINERS**

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### Boards of Examiners

**6** The following regulations concerning Boards of Examiners shall be considered to include matters relating to Joint Honours Programmes Boards of Examiners unless stated explicitly to the contrary.

**7** Boards of Examiners are responsible for overseeing assessment procedures for programmes of study within the policy framework determined by Academic Board. They are responsible for recommending interim and final results for candidates to the Academic Board, and thence to the University of London.

**8** Results of students studying Joint Honours Programmes will be considered by both Departmental Boards of Examiners. The Single Honours Board for the larger subject area will consider the marks from both areas for joint honours students and make a recommendation to the second subject area's Single Honours Board. The external examiner/s from the first subject area will be present.

**9** A candidate's entire marks profile should be available for consideration each time his/her case is considered at a meeting of the appropriate Board.

**10** An appropriate person designated by the first department (Examinations Officer, Programme Convenor/Leader or other) from the first Single Honours Board will take the recommendation from the first area Board and will make the recommendation and any comments to the second Single Honours Board at which the external examiner/s for the second subject area will be present

**11** The second Single Honours Board will also consider all marks from both subject areas and the recommendation and any comments from the first area Single Honours Board and make the final decision about the degree classification or progression decision. The mark sheets shall be generated by this second Single Honours Board

**12** At postgraduate level the Joint Board assumes responsibility for all aspects of the assessment if there are no single Boards.

### Composition of Boards of Examiners

**13** Each Board shall include among its members its own Chair, at least one External Examiner and all Internal Examiners for the programme(s) of study concerned, appointed annually by the Head of Department on behalf of the Departmental Board. Assessors may attend meetings of Boards of Examiners by invitation but do not have voting rights.

**14** Chairs of Boards of Examiners shall normally be employed at Senior Lecturer level or above. They should normally not be either a Head of Department, or a Programme Leader (or equivalent) for the programme(s) of study concerned.

### Duties of Boards of Examiners

**15** The Duties of each Board shall be:

- (i) to be responsible for the setting and marking of all written examination papers.
- (ii) to be responsible for the assessment of all courses examined by methods of assessment other than written examination papers.
- (iii) to assess the performance of candidates registered on the programme(s) of study concerned.
- (iv) to determine interim results and to report final recommendations to the Academic Board.

**16** The Mark Sheet Cover for each programme of study shall be signed by the External Examiners present at the meeting of the Board. If (in accordance with regulation 25) no External Examiner can be present at a meeting they must submit their views in writing to the Chair before the meeting, if possible.

### Meetings of the Boards of Examiners

**17** A schedule of meetings of Single Honours Boards of Examiners shall be drawn up by the Head of Assessments annually.

**18** Each undergraduate Board shall normally meet during June in order to determine all interim results for continuing students and to recommend all final results to the Academic Board.

**19** All taught Masters Boards of Examiners shall meet during the Autumn Term to make recommendations to the Academic Board on final year students. All meetings should be completed by November 1st.

**20** Where appropriate taught Masters, and undergraduate and postgraduate Certificate and Diploma Boards shall meet during the summer to consider the performance of each candidate where progression rules apply, and to make recommendations about progression (these Boards are referred to as Part- in- Advance Boards). Where Chairs wish to offer late summer retakes to students with failed units, which may prevent students from progressing or graduating, such students results must be considered at a Part-in Advance or interim Board in June.

**21** Each undergraduate and postgraduate Certificate and Diploma Board shall meet following the conclusion of each programme to consider the performance of each candidate taking a Certificate or Diploma and to make recommendations to the Academic Board.

**22** Any recommendations of a Board of Examiners which would require a suspension of the regulations must be approved by the Pro-Warden, appointed by the Warden, **prior to confirmation**.

**23** The recommendations for awards from meetings of Boards of Examiners shall be confirmed by the Academic Board. In practice, this will normally be delegated to the Head of Assessments, who will refer any matters of concern to a Pro-Warden appointed by the Warden.

**24** It shall be a requirement that an External Examiner shall normally be present whenever a Board of Examiners meets for the purpose of recommending an award of the College or of the University. No qualification shall be awarded without participation in the examining process by at least one External Examiner. However, finalists taking re-examinations in August/September may be recommended for award without a separate meeting of the Board of Examiners concerned so long as the prior approval of the External Examiner(s) has been obtained.

**25** From time to time, unavoidably and at short notice, it is possible that no External Examiner will be able to attend in person a meeting of a Board of Examiners where students are to be recommended for an award. However, dates of meetings should normally be fixed a year in advance, and hence Regulation 16 should apply only exceptionally and at short notice.

**26** Where no External Examiner is able to attend a meeting:-

- (i) he/she should be asked to be available at the time of the meeting by telephone if required.

If this is not possible, the meeting may proceed if all of the following conditions are met:-

- (ii) the External Examiner has completed all moderating duties
- (iii) he/she has presented a written report by the time of the start of the meeting
- (iv) he/she has agreed that the meeting may proceed with these conditions in his/her absence
- (v) any decision which would, in the presence of the External Examiner, have been referred to him/her, should be deferred to Chair's action to enable the Chair to speak with the External Examiner at a later point.
- (vi) a senior member of the Assessments Office, or their appointed representative will be present at the meeting in order to provide procedural guidance if necessary.

#### Duties of Heads of Departments

**27** Heads of Departments will be responsible for ensuring that arrangements are in place for assuring the academic standards of programmes and awards in their department in accordance with these regulations.

**28** Each Head of Department will arrange for an annual report on the assessments process to be prepared at the end of the assessment cycle for consideration by the Standards Scrutiny Sub-Committee on behalf of the Academic Board.

**29** Additionally, Heads of Departments should ensure that staff are available for consultation following the publication of results, to deal with arrangements for the late summer re-examinations, including marking and progression and to respond swiftly to requests for information concerning possible academic appeals.

#### Duties of Chairs of Boards of Examiners

**30** The Chair of each Board of Examiners is responsible to the Head of Department for all aspects of assessment associated with the work of the Single Honours Board and also responsible for all aspects of assessment associated with the work of the Board within their area for Joint Honours Programmes. These duties include:

- (i) briefing External Examiners on the programme regulations;
- (ii) ensuring that any sample scripts sent to External Examiners are sent by Recorded Delivery;
- (iii) overseeing the inputting of marks on to the computerised system and amending marks as appropriate in accordance with decisions taken by the Examiners at a pre-meet;
- (iv) arranging for the mark sheets to be printed for the meeting of the Board of Examiners and for ensuring the accuracy of those marks;
- (v) determining whether a student has complied with the programme requirements (including determining whether a student has made a valid attempt at a written paper
- (vi) making arrangements for assessment of all courses examined by methods of assessment other than by written examination papers;
- (vii) the preparation of examination papers and the setting of coursework questions;
- (viii) arranging scrutiny meetings;
- (ix) making arrangements for assessment and marking of all written examinations papers[
- (x) applying for suspensions of regulations, if identified, as required at the Board of Examiners.

**31** Chairs of Boards of Examiners may delegate any or all of the above duties, normally to the Departmental Examinations Officer.

**32** Chairs of Boards are responsible to the Head of Department for sending draft examination papers to the External Examiner(s) for approval.

**33** Chairs of Boards of Examiners shall ensure that the camera ready examination papers are submitted **by hand** to the Head of Assessments, in the Assessments Office, by the date required.

**34** Chairs of Boards of Examiners shall ensure that dates for meetings are arranged, normally on the occasion of the previous year's meeting, and that External Examiners are informed of the time and date of meetings.

**35** Chairs of Boards of Examiners shall ensure that an appropriately-qualified member of staff (normally the Departmental Administrator or equivalent) is allocated to act as Secretary to the Board.

#### Duties of Secretaries of Boards of Examiners

**36** The Head of Assessments will provide support and training for Secretaries of Boards of Examiners

**37** Secretaries of Boards of Examiners are responsible for:

- (i) booking rooms for meetings of Boards of Examiners;
- (ii) arranging for sufficient mark sheets to be available for each member of the Board of Examiners;
- (iii) preparing attendance sheets, ensuring these are signed by all members attending the Board. Preparing mark sheet covers and ensuring that these are countersigned by the Chair and External Examiner(s)

- (iv) writing the report of the meeting, obtaining the signature of the Chair and ensuring this is forwarded with the relevant mark sheets to the Head of Assessments as soon as possible after the meeting.

#### Duties of the Student Services Representative

**38** The Head of Assessments will maintain a list of senior staff authorised to attend meetings of Boards of Examiners in the capacity of the Student Services Representative. These shall normally be appropriate academic-related staff in Student Services, Quality Planning and Academic Governance Department, or Departmental Administrators or equivalent. Such a Representative of the Member of the administrative staff appointed by the Director of Student Services must be present at any meeting of a Board of Examiners where an award of the College or of the University is to be recommended.

**39** The Head of Assessments will provide training for Student Services Representatives, in order to ensure that their knowledge of regulations, procedures, etc is current at all times.

**40** The Student Services Representative is responsible for advising the chair on whether decisions are in accordance with College Assessment Regulations, and with precedents which might reasonably be expected to influence the Board's decision-making.

#### Formats and Contents of Boards of Examiners' Records

**41** Board of Examiners' reports shall include:

- (i) relevant information pertaining to individual students particularly where mitigation has been considered and where issues are contentious;
- (ii) clear reports of any decisions where the recommendation on the mark has been amended in light of discussion at the meeting and any other information that might later be relevant;
- (iii) clear reports of any decisions made concerning students at the borderlines between classes of honours;
- (iii) notification of failed candidates and any relevant background information;
- (iv) comments made by External Examiners on the assessment process as a whole citing the nature of statistical information to which reference was made.

**42** Standard formats for Board of Examiners' reports shall be provided by the Head of Assessments. (see appendix 3)

#### Internal Examiners

**43** An Internal Examiner shall be a member of the academic staff holding a full-time or part-time post equivalent to 0.5 fte or more in the Departments responsible for teaching and/or examining the specific courses of the degree, certificate or diploma

**44** The prime duties of an Internal Examiner are:

- (i) to participate in the setting and marking of the examination papers;
- (ii) to participate in the assessment of courses examined by methods of assessment other than examination papers, as appropriate;
- (iii) to be available for the invigilation of written examinations;
- (iv) to attend, as required, all meetings convened to assess the performance of candidates for the award of the qualification concerned.

**45** Internal Examiners who are first markers for a paper are responsible for collecting the scripts from the Examination Hall as soon as possible after the conclusion of the examination.

**46** First markers are responsible for passing the marked scripts to the second marker.

**47** Internal Examiners are expected to carry out their examining duties in a professional manner and in particular to ensure:



- (i) the absolute secrecy of examination papers at all stages until the papers have actually been used by the candidates. The contents must not be disclosed to any persons other than to members of the Board of Examiners, or to officers of the College who are specially appointed to deal with papers, except where the College has specifically approved the disclosure to candidates of the topic to be covered in advance of the examination. Failure to observe these instructions by an examiner or any other person having knowledge of the actual or probable content of an examination paper shall constitute an examination offence and may lead to action being taken under the College disciplinary regulations.
- (ii) that impartiality is shown at all times;
- (iii) that where there is or has been any familial, sexual or other potentially compromising relationship between a candidate and an Examiner involved in the examining process, the Examiner so involved does not take part in any assessment of the candidate concerned. The Examiner shall be required to declare his/her interest to the member of the administrative staff designated for this purpose by the Registrar and Secretary, who shall take appropriate steps to make alternative examination arrangements. Failure to declare an interest shall be a disciplinary offence.

[Note: the person currently designated by the Registrar and Secretary to receive declarations of this kind is the Director of Student Services]

#### Assessors

**48** Assessors are those involved in the assessment processes that do not hold full-time or part-time posts in the College equivalent to 0.5.

**49** Assessors may be appointed to assist Boards of Examiners in the setting of papers and the marking of scripts. Assessors shall not be members of Boards of Examiners but may be invited to attend in order to inform the decisions of the Board.

**50** However, it is at the discretion of a Pro-Warden appointed by the Warden in appropriate cases to permit a member of staff to be a full examiner.

**51** The same expectation as for Internal Examiners regarding professional behaviour applies equally to assessors.

#### **EXTERNAL EXAMINERS**

**52** The following procedures for the appointment and duties of External Examiners shall apply in the case of all Boards of Examiners appointed by the Academic Board for the examination of all award bearing programmes of study other than those leading to the award of MPhil/PhD.

**53** External Examiners may be:

1. an Intercollegiate Examiner who is a member of the academic staff of a College of the University, provided no students from that College are being examined with the Goldsmiths' College cohort.
2. an External Examiner who is an Examiner from outside the University who is neither a member of staff of any College of the University or a Recognised Teacher of the University.

#### Formal Requirements

**54** No qualification shall be awarded without participation in the examining process by at least one External Examiner external to the College who shall be a full member of the relevant Board of Examiners.

#### Schedule for Appointment of External Examiners

**55** Nominations for the appointment of External Examiners shall normally be submitted for approval by Academic Board in the Autumn Term prior to the meeting of the Board of Examiners held in the Summer Term or in the following Autumn Term.

**56** Nominations shall be submitted on the standard form provided by the Head of Academic Services.

#### Criteria for the Suitability of External Examiners

**57** In nominating External Examiners consideration shall be given to the balance of the expertise of the members of the Board of Examiners.

**58** An External Examiner may hold more than one appointment within the College provided the appointments are simultaneous and to the same level of programme (e.g. all at masters level).

**59** Only persons of sufficient seniority and experience to be able to command authority in the discipline(s) to be examined shall be appointed; this may include a person from outside the higher education system, if appropriate. A nominee from an academic background shall have prior experience of assessment as an internal examiner on programmes of comparable level elsewhere in the United Kingdom. Where a nominee does not have this experience a special case shall be made by the Department.

**60** A diversity of background and experience is essential to an examining team and therefore:

1. normally not more than one External Examiner per programme of study shall be drawn from one organisation or institution within a six year period;
2. attention shall be given to the desirability of the inclusion of at least one Intercollegiate Examiner alongside an External Examiner at each Board of Examiners for postgraduate degrees, diplomas and certificates.

**61** Demonstrable independence of judgement is central to the role of an External Examiner and any current or previous substantial private or professional connection between the nominee and the members of the Board of Examiners shall be declared on the nomination form. This will include the declaration of any External Examiner ships held by members of Goldsmiths' College staff on the relevant Boards of Examiners at the nominee's home institution, and any other formal association with the nominee's employer organisation.

**62** Enrolled students of the College shall not be invited to become External Examiners and former members of staff shall not be invited to become External Examiners before a lapse of at least three years has elapsed or sufficient time has passed for students taught by that member of staff to have passed through the system, whichever is the longer.

**63** There shall be a formal limit of up to three consecutive years of service to the College, regardless of the number of appointments to programmes, with the possibility of re-appointment for one additional year. Thereafter at least two years shall elapse before re-appointment (see paragraph 66 below).

**64** Exemptions from the criteria will only be approved where exceptional circumstances have been demonstrated.

#### Approval of Nominations

**65** Nominations shall be submitted to the Head of Academic Services. While a Head of Department shall seek the nominee's agreement in order to put his/her name forward, under no circumstances shall a commitment to an appointment be made by the Department in advance of the decision of the Academic Board or of its Chair on its behalf.

#### Applications for Extensions

**66** Applications for extensions of appointments shall only be agreed in exceptional circumstances and then only for a period of one further year following the initial three year period. For example if a programme of study were to discontinue it may be inappropriate to make a new appointment for one year only.

**67** Applications for extensions shall be made on the standard nomination form and shall include a fully argued statement from the Head of Department.

#### Briefing of External Examiners

**68** Approved nominees shall receive a letter of appointment from the Head of Academic Services, accompanied by the following information:

1. The role and duties of the Board of Examiners.
2. Regulations and Code of Practice governing the appointment and duties of External Examiners, and their role in moderation
3. General regulations and specific regulations for the programme each External Examiner examines, including marking schemes where appropriate.

4. Annual report form.
5. Travel expenses claim form.

**69** It shall be the responsibility of the Chairs of Boards of Examiners to ensure that all External Examiners are briefed fully on the regulations for the specific programme(s) covered by the Board of Examiners to which they have been appointed and their role in relation to the internal examiners and the assessment process.

**70** Chairs of Boards of Examiners shall be responsible for providing:

1. A full and detailed briefing on the regulations for the programme covered by the Board that the External Examiner is appointed to
2. A full and detailed briefing of the External Examiners role in relation to the internal examiners and the assessment process.
3. The dates, times and the venues where the meetings of the Board of Examiners will take place.

#### Duties of External Examiners

**71** The College considers its arrangements for external examining to be an integral and important part of its quality assurance system and is committed to ensuring the presence of at least one independent and appropriately qualified external representative on each of its Examination Boards.

**72** The College requires its external examiners to assist in ensuring and enhancing the academic integrity, inherent fairness and currency of awards made in its name and seeks to facilitate this process by enabling external examiners to comment freely, and in detail, on all issues associated with the assessment processes which determine who shall receive awards.

**73** External Examiners shall seek to ensure that qualifications awarded by the College are, notwithstanding variations in course content, strictly comparable in standard to those awarded in similar subjects at similar levels elsewhere in the United Kingdom.

**74** The primary role of the External Examiner shall be the confirmation of standards in assessment. Comments which may contribute to the enhancement of student experience shall also be welcomed. As syllabuses are regularly updated views of appropriate subject specialists, including current External Examiners, shall be sought as part of the process of approval for minor modifications to taught courses and programmes.

**75** External Examiners shall be asked to give advice on all modes of assessment that count towards an award, specifically including approval of the form and content of examination papers, to ensure that all students are assessed fairly in relation to the syllabus and assessment regulations.

**76** External Examiners shall have the right to see all assessed work. Their primary role, however, shall be to attest to the general standards of work achieved as represented by each classification.

**77** A selection of assessed work shall be made available to the External Examiner. This should include Firsts/ Distinctions, borderlines and fails.

**78** It shall be emphasised that External Examiners must not be used to second mark but shall be asked to provide an independent overview of the consistency of approaches to assessment. As such the standards of Internal Examiners' marking shall be of more concern than the individual marks attained by each student. If an External Examiner considers that there is any inappropriate marking for a particular unit, she/he may request that the marks for each student should all be reconsidered and the marks for individual students may not be amended other than in the context of such a reconsideration of the entire unit.

**79** The Chair of the Board of Examiners for a subject area shall determine the distribution of duties between External Examiners.

#### Reports

**80** External Examiners shall be required to make annual reports which should be submitted electronically. They shall be free to make any comments they wish, including observations on teaching, course structure and course content. External Examiners should be aware that comments they write in these reports, may be disclosed in the event of a Data Subject Access request by a candidate; and are routinely made available to

student representatives on departmental boards and can be viewed electronically and on the V.L.E. External Examiners are therefore advised against mentioning individual students by name in reports, or including any other comments from which individual candidates are likely to be identifiable. In particular they will be asked to report on:

- i. Whether the academic standards set for the awards, or part thereof, are appropriate;
- ii. The extent to which the assessment processes are rigorous, ensure equity of treatment for students and have been fairly conducted within the regulations and guidance
- iii. The standards of student performance in the programmes or parts of programmes which they have been appointed to examine;
- iv. Where appropriate, the comparability of the standards and student achievements with those in some other higher education institutions;
- v. Good practice they have identified.

Reports at the conclusion of a period of office shall be copied to an incoming External Examiner.

**81** Reports shall be addressed to the Warden and sent care of the Head of Academic Services. Such reports normally shall be made available for wide discussion within the College.

**82** Should they so wish, External Examiners may send a separate, confidential report direct to the Warden.

External Examiners shall not be paid any expenses, other than travelling expenses, prior to the receipt of the annual report.

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## **Section II - THE ANNUAL ASSESSMENT CYCLE**

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**83** The remainder of this document describes detailed procedures. As far as possible these have been arranged in chronological order within an assessment cycle. It is essential that changes to assessment which are to take effect in a given session are planned well in advance in order that they can be approved, at the latest, by the summer Academic Board of the previous session.

**84** As the College may need to communicate with candidates at various times throughout the assessment process, departments are urged to emphasise to students that they **MUST** keep the Enrolment and Records Office informed of their current contact address and telephone details.

### **ACTIVITIES UNDERTAKEN BEFORE THE COMMENCEMENT OF AN ASSESSMENT CYCLE**

#### Approval and amendment of courses and associated assessments

**85** Departments should have submitted all courses and associated assessments for approval by Academic Board by the beginning of the annual assessment cycle. All proposals for new courses should have been submitted on Course Proposal Forms attached to a Programme Approval Form (if they are part of a new programme approval). Individual courses which are approved or amended for existing programmes of study should have been submitted on Course Proposal Forms with a covering memo explaining the rationale for the changes by the appropriate deadline date. All course and programme proposals must be submitted in the first instance to the Assistant Registrar (Curriculum), who will forward these for consideration and approval by Academic Board.

#### Timetable for the collection of continuing students' courses and assessments

**86** The monthly dates in the following schedule are approximate and may vary slightly from year to year but the sequence of events will remain the same:

**87** January - In preparation for the coming academic session Quality Planning & Academic Governance checks against the Programme Regulations that all approved core courses and associated assessments are correctly allocated to each programme of study. N.B After this annual check any further changes to Regulations and associated assessment approved at the Spring or Summer Academic Board will be taken into account.

**88** February - Departments are sent lists of the core courses and associated assessment for their programmes of study. These are checked by Departments for accuracy so that any necessary amendments can be approved by Academic Board at its spring or summer meeting (see paragraph 85 above).

**89** June / July – The Assessments Office requests lists of units for continuing students to be submitted by their Departments at the beginning of September.

**90** July - The Enrolments and Records Office progress on the student record system all continuing students who are eligible to proceed to their next year of study. This process automatically creates records of associated core courses. All optional courses and associated assessments, as detailed on the proformas previously completed by Departments, are also entered onto the student record system in October. Any courses/course units failed are also entered on to the record of continuing students. The records for students permitted late summer re-sits are kept pending until the result is known. Departments are sent Regulations to confirm or update.

### **ACTIVITIES UNDERTAKEN WITHIN THE ASSESSMENT CYCLE**

**91** The monthly dates in the following schedule are approximate and may vary slightly from year to year but the sequence of events will remain the same.

#### Registration for new and continuing students

**92** Registration is the formal process undertaken to ensure students are entered for all courses and associated assessments and takes place at the beginning of each academic session.

**93** September – Departments are asked to submit lists of first year undergraduates and all postgraduate students in order that they can inform Assessments Office of the optional courses students intend to take in the current session. These proformas must be returned to the Assessments Office by early October.`

**94** Student elements must be entered onto the Student Record System, by early November.

#### Assessment Misconduct

**95** Details (including Regulations) of Assessment Misconduct can be found in the Assessment Handbook distributed to students via the web (For details see Section III). This includes information on plagiarism.

**96** November – the Misconduct Form is written on the reverse of the Assessment Confirmation Form. All students must sign this form to confirm that they have fully understood the College Regulations in respect of Misconduct. Once signed these should be returned to the Head of Assessments. The text of the Misconduct statement is in Appendix I at the end of this Section. Students will also be required to sign confirming the work is their own on each piece of assessed coursework submitted.

#### Arrangement for reasonable assessment adjustments for students with disabilities or special difficulties

**97** September onwards –It is important that Departmental Senior Tutors ensure that the Assessments Office is informed of any that students might need adjustments as early as possible within the academic session. Students requesting assessment adjustments must contact the Disability Co-Coordinator to complete the application form and if appropriate, be considered by the Assessment Adjustments Panel. All applications must be submitted two weeks before the end of the Spring Term.

**98** The Disabilities Co-ordinator will send the application to the Departmental Senior Tutor for approval and confirmation that the requested assessment adjustments are academically necessary. If an application for a student with dyslexia is granted after he/she had submitted work during the current academic year this work should be looked at again taking in to account the student's disability. (in order for Departments to be aware of the arrangements and in a position to look at the work again a copy of the letter sent to the student will be sent to the DST).

**99** The Head of Assessments is responsible for arrangements for students sitting separately and for assessment adjustments in conjunction with the Disabilities Co-ordinator.

**100** In the event of unforeseen circumstances assessment adjustments may still be made for the student to sit the examination e.g. a student breaking her/his arm the day before the examination may be eligible to have the use of an amanuensis. Departments should contact the Head of Assessments as soon as possible to discuss arrangements. Students who do not meet the deadline or are diagnosed later may, if they undertake late summer re-sits, have assessment arrangements granted.

#### Assessment Confirmation Form

**101** This process ensures that choices made by students have been correctly input onto the student record system, that each student's assessment diet is accurate and a valid programme of study. At the same time students are asked to confirm that the home address entered on the Student Record System is correct or to provide an address to which results and Diplomas (in the case of finalists) are to be sent.

**102** Mid November - Students are sent, via their Departments, Assessment Confirmation Forms (ACF) containing all assessment data and are asked to verify this information. It is important that students indicate omission of any assessment which they know they must undertake in the session, including any re-entries. The designated member of staff in the department should ensure that the courses chosen by each student are correct and constitute a valid programme of study and that any required re-entries are shown. Once verification of this information is received, any amendments processed and analysed, the timetabling process can begin.

**103** This procedure also gives students a further opportunity to declare a disability if they have not already done so. Students indicating a disability for the first time on their form are written to by the Head of Assessments urging them to contact the Departmental Senior Tutor/Disabilities Team in order to discuss reasonable assessment adjustments.

**104** Students who are not in attendance but re-taking assessments are sent their ACF by the Assessments Office to their home address in order for them to register as a student and verify the details are correct. For students not in attendance a Departmental signature is not required.

#### Methods of assessment

**105** Students are assessed by a variety of assessment methods considered through the approval process to ensure that the learning outcomes for the individual courses and programmes overall have been successfully met.

**106** Assessment methods may include seen or unseen written examinations, coursework, oral examinations, practical examinations, presentations, portfolios, exhibitions, performances, professional practice.

**107** Overall responsibility for approval of the content of written examination-papers shall be vested in the relevant Board of Examiners. The written examination papers shall reflect the balance between the various parts of the course covered, shall be deemed to be at the appropriate standard, shall give candidates the element of choice and or be so designed to be completed during the allotted time.

#### Oral Examinations

**108** When oral examinations are part of programme regulations and comprise more than 20% of the overall assessment, this element shall be conducted by not less than two Examiners (or with one assessor in the stead of an examiner). Where an oral examination is 20% or less of the overall assessment and it is conducted by one examiner, a recorded copy of the work must be made available for the External or second examiner to scrutinise.

#### Written Assessments

**109** Written assessments includes all assessable elements of a course which forms part of the requirement of the programme of study other than practical and written examinations i.e. essays, reports, dissertations, projects and portfolios.

**110** The following are common forms of written assessments:

Essay, Report, Dissertation and Portfolio

Other forms of assessment may include:

Oral Examinations (*viva voce*), Practical or Performances Examinations, Presentation, Studio Presentation, Exhibition and Professional Practice

**111** Where coursework forms part of the formal assessment of a programme of study, this shall be clearly stated in the Departmental Handbook. Details of the work required, and the date and time of submission, shall be communicated in writing to the students by the relevant Department at the beginning of the academic year.

**112** The Departmental Handbook should also include a warning against using materials already submitted for assessment. However this does not mean that students cannot discuss the same issues across assessments, rather it means they must not use the same material to support it.

**113** Departments shall ensure that the heading for Assessed Coursework Requirements includes the following:

“You are reminded that you may not present substantially the same material in any two pieces of work submitted for assessment, regardless of the form of assessment. For instance, you may not repeat substantially the same material in a formal written examination or in a dissertation if it has already formed part of an essay submitted for assessment. This does not prevent you from referring to the same text, examples or case studies as appropriate, provided you do not merely duplicate the same material.”

#### Submission of assessed coursework

**114** It is the responsibility of Departments:

- (a) To publish deadlines for the submission of all assessed coursework prior to the beginning of session and to ensure that students retaking not in attendance are aware of the deadlines;
- (b) Ensure students sign a statement which confirms they have read the misconduct regulations every time they submit a piece of assessed work;
- (c) Issue receipts to students.

**115** Departments may require students to submit coursework electronically, in which event, one printed copy of the submission should also be submitted.

**116** Where Departments wish to be responsible for the collection of coursework appropriate arrangements for its submission, the issuing of receipts and collection of signed statements must be made and correct records maintained.

**117** If Departments wish assessed coursework to be submitted centrally, the Head of Assessments shall book space as appropriate in the College and employ temporary staff to collect it. Clear and comprehensive lists of students, work to be submitted and prepared receipts, together with boxes for transporting the submissions to departments must be supplied to the Assessments Office well in advance. Cover sheets, misconduct statements to be supplied by the Department to the students, blank documentation will not be available at the venue. Late submissions shall not be permitted (see 238). Any student submitting work late will be referred to their Department.

#### Written Examination Papers

**118** Formal written examination papers are normally taken in May/June although some programmes have other dates. There will be a late summer period for students who are permitted retakes or, in the cases of illness, deferred assessments.

#### *Types of written examination papers*

**119** The following types of written examination papers are used within Goldsmiths' College

1. Unseen written examination papers in which no materials are permitted in the Examination Halls.
2. Unseen written examination papers in which candidates are permitted to refer to a specified book or books, or to use calculators in the Examination Halls.
3. Written examination papers which have been read by the candidates in advance of the examination. These are sent to candidates by the academic department one week or two weeks in advance of the examination depending on the instruction/directions of the examiners.
4. Takeaway papers which are given to candidates by the academic department on a specified date, to be completed and returned by a specified date (it should be noted that students write the answers to these papers away from the examination hall) .

#### *Preparation of written examination papers*

**120** The Chair of the Board of Examiners or his/her nominee (usually the Departmental Examinations Officer) shall ensure that the final camera-ready copy of his/her examination paper reaches the Head of Assessments by the published date (**papers must be delivered by hand – the internal post must not be used**). If an examination paper contains material requiring copyright permission, the Chair of the Board of Examiners or their nominee must ensure that the required permission is obtained before the paper is submitted to the Head of Assessments (see paragraph 128 below). With the introduction of late summer re-sits it is suggested that two different papers are prepared, one to be securely stored to be used in August or if unused at that time, in the following session.

**121** The rubric at the head of the examination papers must be clear and unambiguous and contain the name and code of the paper. The time allowed for the completion of the paper and any specific instructions to the candidates, such as 'this paper may not be retained or removed from this venue', if available, the date and time of the examination must be stated.

**122** The Head of Assessments is responsible for ensuring that sufficient numbers of copies of each paper are ordered and are available for the examination.

**123** If there are any special materials not held in the Assessments Office (such as statistics tables) that candidates need in examinations, departments shall ensure that they are taken directly to the Hall by the Invigilators and additional supplies made available to the Assessments Office for students sitting separately.

**124** After the examination period the departments shall ensure that an electronic copy of each examination paper, after the removal of any attachments, is forwarded to the Library.

**125** In the case of a student required to re-sit a written examination paper, a special examination paper based on the former syllabus, must be set if the syllabus has been changed. Departments are advised to prepare two copies of each examination paper in March as a second one may be required for the late summer retake session.

#### *Security of written examination papers*

**126** Strict security is essential in the preparation of examination papers and other material for unseen examinations. The papers shall not normally be held on the hard drive but stored on flash drives and secured.



Examiners are required to preserve absolutely the secrecy of examination papers at all stages until the papers have actually been taken by the candidates. The contents must not be disclosed to any persons other than to members of the Board of Examiners or to officials of the College who are specially appointed to deal with papers, except where the College has specifically approved the disclosure to candidates of the topics to be covered in advance of the examination. Failure to observe these instructions by an Examiner or any other persons having knowledge of the actual or probable content of an examination paper will constitute an examination offence and may lead to action being taken under the College Disciplinary Regulations.

**127** At any meeting at which the content of any examination paper is to be discussed the Chair shall specifically draw the attention of all persons present to the above paragraph.

#### *Copyright of written examination papers*

**128** It is a condition of the appointment of every Examiner and Assessor that the College shall, without payment, be licensed to reproduce copies of examination papers (or material contained therein) prepared by that Examiner for the College, either alone or in collaboration with others, for the purpose of conducting the examination. The College shall also have the exclusive licence thereafter to publish the paper(s) as a whole provided that the College shall not assign or transfer this exclusive licence in any way to any other person.

**129** If there are attachments to the examination paper that come under the Copyright Act this exact source of the attachments must be quoted in the examination paper. The source needs to be clear because any attachments must be removed before the examination paper is forwarded to the Library.

#### *Use of source materials and other aides during written examinations*

**130** Board of Examiners are authorised to determine precisely which source materials candidates shall be permitted to introduce or which shall be provided for candidates in the examination halls subject to the provisions of the regulations for the relevant degree/diploma of higher education. **Such materials may not include dictionaries** for the specific purpose of enabling students to overcome any deficiency in their command of the English language.

**131** A Pro-Warden appointed by the Warden must be consulted, by the relevant Chair of the Board of Examiners, regarding any potential financial expenditure that might be incurred in providing students with any particular materials associated with examination papers.

**132** Boards of Examiners are permitted to determine if candidates may take into examination halls and use their own electronic calculators. Where the use of calculators is permitted Examiners shall ensure that:

1. Candidates using electronic calculators shall not have an unfair advantage over candidates not using them.
2. Candidates shall be required to state clearly on their scripts the name and type of electronic calculator used.
3. Only calculators of the hand-held type, quiet in operation and compact and with their own power supply, are permitted.
4. Candidates are entirely responsible for ensuring that their machines are in working order for the examinations and, in the event of the calculator failing during the examinations, ensure that they have an alternative method of calculation.
5. Boards of Examiners shall only permit the introduction of materials by candidates if it can reasonably be expected that students will have access to such materials.
6. The rubric on the Examination paper states that the use of electronic hand held calculators is permitted.

**133** No materials other than those specifically authorised shall be introduced into an examination hall.

#### Timetable for written papers

**134** Production of the timetables for written examination papers

1. During the Autumn Term the Head of Assessments, who is responsible for the production of the Examinations Timetable, will ask Departments to supply any information/special requests relating to the timetable of written papers.
2. Student assessment information for preparing the examination timetables is taken from students' ACFs. Following receipt of this information the Head of Assessments will produce a draft version of the timetables in February, which will, where possible, take into account any special requests made by Departments.
3. Departments will be sent the draft timetable for consideration and comment. Once the timetable is finalised it will be included in the relevant Examinations booklet which will be available on the web, a limited number of the printed version will also be available.
4. The Assessments Office will send a limited amount of the appropriate printed booklet to Departments. Departments should inform students to check the booklet on the web.
5. The Assessments Office will send the booklet to students who are registered for examination attendance only.

#### Written examination period

**135** The following provides details of the relative responsibilities of the Head of Assessments and the Departmental Examinations Officers in relation to the written examination period.

#### Responsibilities of the Head of Assessments

**136** The Head of Assessments is responsible for booking and allocating the examination venues.

**137** The Head of Assessments shall produce a timetable which also shows where each formal written paper will be taken. This information is sent to Departmental Examinations Officers at least 3 weeks before the commencement of the examinations, and from the information provided the Departmental Examinations Officers will arrange for the invigilation of all papers for which the Department is responsible.

**138** The Head of Assessments shall ensure that enough examination papers are printed for each examination and that they are kept under secure conditions and shall ensure that all necessary examination material is available and that an attendant is employed for each examination session. In cases where more than one examination is taking place at the same time in the same hall a general seating plan shall also be supplied.

#### Responsibilities of the Departmental Examinations Officer in relation to written examinations

**139** Each Departmental Examinations Officer shall ensure that the Head of Assessments is informed by the end of the Autumn term of any special requirements regarding the timing of formal written examinations.

**140** Departmental Examinations Officers are responsible for allocating staff to invigilation duties as necessary working from an approximate ratio of one Invigilator per 40 students. This ratio shall vary only if there are several simultaneous examinations per Department when more Invigilators may be needed. Departmental Examinations Officers must ensure that sufficient staff are allocated to each venue to guarantee the integrity of the examination.

**141** Departmental Examinations Officers shall submit lists of Invigilators to the Head of Assessments for information.

**142** Where delegated authority has been given by the Chair of the relevant Board of Examiners, the Departmental Examinations Officer shall be responsible for the first draft and final accuracy of each examination paper and resit paper and for ensuring that the examination papers and coursework questions correspond with the syllabus as set out in the Regulations.

**143** Departmental Examinations Officers must submit camera ready papers which have been agreed by the External Examiner to the Head of Assessments by the specified date (normally at the beginning of March). Examination papers must be taken to the Examinations Office in sealed envelopes. **They must NOT be sent through internal post.** Each examination paper will be accompanied by a proforma which will give sufficient detail to enable the Head of Assessments to order the papers correctly for the examinations. Any special requirements e.g. seen in advance etc, must be noted on the proforma.

## Invigilation

**144** Departmental staff; acting as invigilators, assisted by examination attendants, are required to undertake a range of duties. As well as ensuring that the practical logistics of seating students, issuing papers, timing the examination etc, invigilation is the principal means by which the security of the written examination process is assured. The invigilation arrangements for the late summer resits are dealt with by the Head of Assessments.

### *Numbers of Invigilators and assistants required*

**145** Each examination shall have a sufficient number of Invigilators to ensure the security of the examination. There must be a minimum of 1 Invigilator per 40 students (for number of special assessment Invigilators see paragraph 173).

**146** The Head of Assessments shall allocate at least one attendant to each Hall, and for larger venues, where possible more attendants.

### *Duties of Invigilators*

**147** It is the duty of staff nominated by their Department for invigilation duties to carry out these duties in strict accordance with these instructions and the rubric of the relevant written examinations. New staff should seek information on invigilation training from the Head of Assessments.

### *Setting up the Examination Hall*

**148** Invigilators shall report to the Hall allocated **45 minutes prior to the commencement** of the examination (i.e. 9.15 am or 1.45 pm for examinations commencing at 10.00 am or 2.30 pm respectively). Upon arrival invigilators should, after consulting the seating plan (if appropriate), set out the desk tickets (in alpha order), the examination paper and other appropriate stationery, maintaining security of answer books.

**149** The responsibility for the smooth running of the examinations in their charge lies with the Invigilators. They must ensure that correct procedures are observed and that silence is maintained throughout the examination. The attendant is employed only for escort duties and general help in the Hall and not for setting up the hall except under the direction of the invigilator. Since students may not leave the Hall in the first half hour of the examinations, Invigilators may, if appropriate, permit the attendant a short break during that time (attendants who work at both morning and afternoon examinations often have very little time for a break).

**150** The attendant shall be supplied with the following material for each examination held in the Hall:

1. General instructions for invigilators
2. Blank Examinations Scripts and Blank Supplementary Books where the examination is held in a venue without a locked cupboard.
3. Question papers, register, desk tickets, script covers, absentee slips, a clock.
4. A general seating plan if there is more than one written examination per venue.
5. Starting and finishing notices to be read out to candidates.
6. Plastic bags for candidates personal items.
7. Incident forms.
8. Attendants' Log.

**151** Invigilators are responsible for setting up the Hall in accordance with the general seating plan supplied by the Head of Assessments and shall lay out the question papers, scripts and desk tickets. Invigilators shall ensure that each candidate in his/her charge has on the desk a numbered desk card, a blank script or scripts, according to the rubric, and an examination paper to be placed **face up**, and any other necessary authorised materials.

### *Starting and overseeing the examination*

**152** The candidates shall be admitted to the smaller venues 10 minutes in advance of the start of the examination, 15 minutes earlier in the Great Hall. At the entrance the attendants will be issuing candidates with small transparent plastic bags for safe keeping of small personal items. Therefore if there is more than one door please ensure that students only enter by doors being staffed.

**153** If it is a larger venue the Senior Invigilator (decided in advance) shall read out the announcement on the starting instructions which shall be supplied by the Head of Assessments.

**154** During the examination Invigilators shall concentrate exclusively on invigilation and shall undertake the following:

- (a) The invigilator must ensure that no noisy activities are taking place nearby which would disturb the candidates and that a clock is clearly visible in all parts of the hall.
- (b) Invigilators must check that the photograph on the ID card corresponds to the candidate. If a candidate's face is obscured he/she should have, in advance, been seen by the Head of Assessments, in private and will have a signed note confirming this. Candidates wearing any other form of headgear (caps etc) should also be asked to temporarily remove the hat for inspection.
- (c) Registers shall be completed and signed after 30 minutes showing those present and absent. When a candidate is absent an absentee slip shall be put in place of a script.
- (d) Invigilators should regularly move their vantage point within the room, keeping the noise to a minimum, to prevent cheating.
- (e) When a candidate requests to go to the toilet, before the attendant takes him/her, the invigilator shall note, on the answer book, the time the candidate leaves. The attendant will also keep a record of the times.
- (f) Reporting of any unusual incidents or problems that arise during the course of the examination on the form supplied.

**155** A candidate who asks to leave the examination room during the course of the examination with the intention of returning must be accompanied by an authorised person (normally the attendant). The Invigilator must note on the answer book the time the candidate leaves.

**156** If a candidate wishes to leave before the end of the examination the Invigilator shall, in the candidate's presence, mark the time of leaving in the script. Except in case of emergency no candidate may leave the Hall during the first 30 minutes or the last 15 minutes of the examination.

**157** In the event of a candidate being taken ill, or if a similar emergency occurs, the Invigilator shall take any necessary action, and then send for a member of the Assessments Staff. A full written report shall be made on the incident form.

**158** In no circumstances must an Invigilator attempt to elucidate or interpret an examination paper. If it is thought that a misprint has been discovered the Invigilator shall ask for a message to be conveyed to the relevant Examiner and any correction conveyed to all relevant students in the most effective manner possible. This shall be in the form of an announcement (if only students taking that paper are in the room) or a blackboard notice or written sheet given to each candidate (if there are other examinations also taking place). Invigilators should ensure students sitting separately are also informed. Any such misprint shall be reported to the Head of Assessments for forwarding to the Board of Examiners.

**159** If a student arrives whose name and number are not shown on the register, the Invigilator shall ask the attendant to take the candidate immediately to the Assessments Office where the Head of Assessments shall make arrangements, if appropriate, for the candidate to take the examination at the scheduled time.

#### *Late Arrivals*

**160** Students who arrive within the first 30 minutes may be permitted to sit.

**161** Students who arrive 30 minutes after the commencement of the examination must be escorted to the Head of Assessments by the examination attendant. If the Head of Assessments decides the candidate is allowed to sit and can make the appropriate arrangements, he/she shall be warned that the paper will only be accepted at the discretion of the Chair of the Board of Examiners. At the end of the examination, the student shall be required to write a detailed statement of why he/she was late, accounting for all her/his movements up to the time of arrival at the examination.

### *Finishing the Examination*

**162** Before the end of the examination all material for absent candidates shall be cleared and replaced by an absentee slip.

**163** Ten minutes prior to the end of the examination, the Senior Invigilator shall so notify the candidates.

**164** At the end of the examination, the Senior Invigilator shall stop the examination and read out the finishing instructions which shall be supplied by the Head of Assessments.

**165** Each Invigilator shall collect all the scripts for his/her Department before the candidates are permitted to leave the Hall. When all the scripts have been collected the candidates may leave.

**166** The Invigilator shall check the scripts against the Register, placing absentee slips in place of scripts for absent students. Each Invigilator is responsible for collecting and checking the appropriate scripts, and for ensuring that two copies of the examination paper and a completed signed cover sheet is tied in with each batch.

**167** The Invigilator shall ensure that the annotated and signed Registers, seating slips and all spare materials are handed to the attendant for return to the Assessments Office. That unused scripts or answer books are secured in the lockable cupboard or returned to the Assessments Office. The Invigilator shall ensure that the scripts are handed to the first marker as soon as possible.

### *Suspected irregularities during written examinations*

**168** If an Invigilator suspects a candidate is contravening examination regulations he/she shall inform that candidate that he/she will be reported for the alleged offence. The Invigilator shall write in the answer book a short description of the circumstances, together with his/her initials and a note of the time. The candidate may then be permitted to proceed, in a new book if necessary and a note of the situation should be made on the incident form. Any unauthorised materials shall be removed and kept until after the investigation of the offence. The Invigilator shall immediately make a full report of the incident to the Head of Assessments for submission to the appropriate Chair of the Board of Examiners, who shall conduct an investigation in to the offence. Action to be taken under the Regulations Governing Misconduct in Assessment, as appropriate. (see section III).

### *Emergencies*

**169** In the event of a fire alarm or similar emergency, should it be necessary to stop the examination and evacuate the Hall, the Invigilators shall ensure that they are aware of the following procedures:

1. It shall be the responsibility of each Invigilator to ensure that the students for whom he/she is responsible leave the Hall in an orderly manner, leaving all examination materials on their desks. The candidates shall be instructed to reassemble in a specified area and not to discuss the paper.
2. The Invigilator who made the announcements shall in this instance act as Senior Invigilator, and be the last to leave, ensuring that the Hall is cleared, and if possible, secured. A careful note shall be taken of the time the examination stopped. The Departmental Invigilators shall take a copy of the Register and, when the candidates have re-assembled, check the names off to ensure all candidates are accounted for.
3. As soon as possible after the emergency is over, and the Hall is available again, the Invigilators, depending on the time, and the length of the delay, shall decide in consultation with the Head of Assessments whether or not the examination shall continue. If it is agreed that it is possible to recommence the students shall be allowed back in the Hall and continue for the time outstanding when the examination had to be stopped.
4. The Invigilators shall submit full reports to the Head of Assessments for forwarding to the Chair of the Board of Examiners.

**170** If the recommencement is delayed so that the examinations cannot be completed, the Invigilators shall inform the students, collect the scripts and distribute them in the normal way. The Head of Assessments in consultation with the Chair of the relevant Board of Examiners shall then consider the position in the light of the reports submitted by the Invigilators and, if appropriate, the Pro-Warden appointed by the Warden. It then shall be determined whether:

1. to accept the scripts as completed as a reliable means of assessing the students for the relevant course.

2. to accept the scripts as completed as part of the result and to set as a means towards assessment an appropriate additional assessment and/or viva voce examination.
3. to declare the examination void and set another paper to be taken within the same examination period.
4. there is scope within the regulations to discount the examination and assess the students on work submitted during the year.

#### Invigilation for students with Disabilities and Special Difficulties

**171** The arrangements for the invigilation of students sitting with assessment adjustments shall be made by the Head of Assessments. (see paragraph 100 for eligibility for consideration for reasonable adjustments to assessments).

**172** As noted above there are two categories of students requiring special invigilation: those who have made an application in advance due to known difficulties, and those who present with difficulties around or on the day of the examination.

**173** The Head of Assessments calculates the number of Invigilators required for students with assessment adjustments for each day of the examinations. This will be based on the number of known cases (and on an estimate of the number of cases which might present on the day). In advance of the written examinations period, the Head of Assessments informs Departmental Examinations Officers of the numbers of invigilators required from their Department.

**174** The Departmental Examinations Officers shall inform the Head of Assessments of the names of staff allocated to invigilate students with assessment adjustments. The Departmental Examinations Officers should also supply the internal telephone extension so that the named members of staff might be reached in the event that they are needed for special invigilation, where students present with difficulties on the day. The nature of this process is such that it may not be possible to give advance notification that staff will actually be required during the slots in which they have been allocated. It is imperative however that staff allocated to special cases invigilation duties shall be available in College, on the internal telephone extension number given by the Departmental Examinations Officer.

**175** Where the need for invigilation for students with assessment adjustments is already known prior to examination the Head of Assessments shall inform the relevant members of staff in advance that they will be required and will provide the details.

**176** If for any reason any member of staff is unable to fulfil the allocated duty, he/she should immediately contact the Departmental Examinations Officer in the first instance.

**177** Staff allocated to invigilate students with assessment adjustments should be aware that they may be required to invigilate for longer than the normal examination times.

#### Marking

##### *Marking Schemes and Grading Criteria – See Appendices*

**178** Every programme of study shall have a marking scheme which shall be approved by Learning and Teaching Committee and subsequently lodged with the Head of Academic Services. Marking schemes for different awards may vary although standard marking schemes apply for certain categories of awards. For example undergraduate degrees are governed by a classification scheme entitled 'Formula for the Final Weighted Average Mark' for college undergraduate degrees, the associated 'Assessment for Honours for Course Unit Degrees' and the Assessment for Honours for Credit Framework Degrees', which are based on a percentage scale as appropriate. Degree classifications of students registered after 2005 are calculated using the new Goldsmiths' College formula (G1). Schemes of Marking for Masters awards are individual to each programme but are all subject to the requirement that the award is made on a fail/pass, merit or distinction basis. Marking schemes for undergraduate Certificates and Diplomas are individual and are awarded on a pass/fail basis, some programmes have introduced a merit or distinction on an individual basis as set out in the programme specification.

The following are the agreed College-wide grading criteria for **course unit undergraduate degrees**, for students who registered **before 2010**

<b>Mark</b>	<b>Descriptor</b>	<b>Generic grading criteria</b>	<b>Specific Grading Criteria (Marking Criteria)</b>
0%	Non submission or plagiarised assessment	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment	n/a
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non valid attempt and unit must be re-sat)	n/a
10-24%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes (shall be deemed a valid attempt and not necessarily required to be retaken)	Departments are encouraged to continue to list specific grading criteria in each generic grading band in order to allow an assessment of the level of achievement of the appropriate learning outcomes
25-34%	Fail	Represents an overall failure to achieve the appropriate learning outcomes.	As above
35-39%	Threshold	Represents the overall achievement of the appropriate learning outcomes a threshold level	As above
40-49%	Satisfactory	Represents the overall achievement of the appropriate learning outcomes to a satisfactory level	As above
50-59%	Good	Represents the overall achievement of the appropriate learning outcomes to a good level.	As above
60-69%	Very good	Represents the overall achievement of the appropriate learning outcomes to a very good level.	As above
70-79%	Excellent	Represents the overall achievement of the appropriate learning outcomes to an excellent level.	As above
80-89%	Outstanding	Represents the overall achievement of the appropriate learning outcomes to an outstanding level.	As above
90-100%	Exceptional	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.	As above

The following are the agreed College-wide grading criteria for undergraduate degrees assessed **under the credit framework**, for students who first registered in 2010

<b><u>Mark</u></b>	<b><u>Descriptor</u></b>	<b><u>Generic grading Criteria</u></b>	<b><u>Specific Grading Criteria (Marking Criteria)</u></b>
0%	Non submission or plagiarised assessment	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment	n/a
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non valid attempt and course must be re-sat).	n/a
10-24%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes (shall be deemed a valid attempt and must be resat unless all three permitted attempts have been used ).	Departments should still continue to list specific grading criteria in each generic grading band in order to allow an assessment of the level of achievement of the appropriate learning outcomes.
<b><u>25-39%</u></b>	<b><u>Fail</u></b>	<b><u>Represents an overall failure to achieve the appropriate learning outcomes. (must be resat unless all three permitted attempts have been used ).</u></b>	<b><u>As above</u></b>
40-49%	Threshold	Represents the overall achievement of the appropriate learning outcomes to a threshold level (honours)	As above
50-59%	Good	Represents the overall achievement of the appropriate learning outcomes to a good level.	As above
60-69%	Very good	Represents the overall achievement of the appropriate learning outcomes to a very good level.	As above
70- 79%	Excellent	Represents the overall achievement of the appropriate learning outcomes to an excellent level.	As above
80 - 89%	Outstanding	Represents the overall achievement of the appropriate learning outcomes to an outstanding level.	As above
90- 100%	Exceptional	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.	As above



For Masters degrees

<u>Generic Grading and Specific Grading Criteria (marking criteria)</u>				
<u>Mark</u>	<u>Grade</u>	<u>Descriptor</u>	<u>Generic Grading Descriptors</u>	<u>Specific Grading Criteria (Marking Criteria)</u>
0%		Non submission or plagiarised assessment	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment	n/a
1-9%	F	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non valid attempt and unit must be re-sat).	n/a
10- 29%	E	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes	<i>Departments should still continue to list specific grading criteria in each generic grading band in order to allow an assessment of the level of achievement of the appropriate learning outcomes.</i>
30-49%	D	Fail	Represents an overall failure to achieve the appropriate learning outcomes.	As above
50-59%	C	Pass	Represents the overall achievement of the appropriate learning outcomes to a threshold level	As above
60-69%	B	Good (merit threshold)	Represents the overall achievement of the appropriate learning outcomes to a good level.	As above
70- 79%	A	Excellent (distinction threshold)	Represents the overall achievement of the appropriate learning outcomes to an excellent level.	As above
80 -100%	A+	Exceptional	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.	As above

Modelled Specific Grading Criteria

The following is an attempt to in part model how existing specific grading criteria might be adapted to fit proposed generic descriptors. The example is taken from a recent submission to PARSC for an MA Artist-Teachers and Contemporary Practices.

<b>Generic Grading and Specific Grading Criteria (marking criteria)</b>				
<b>Mark</b>	<b>Grade</b>	<b>Descriptor</b>	<b>Generic Grading Descriptors</b>	<b>Specific Grading Criteria (Marking Criteria)</b>
0%		Non submission or plagiarised assessment	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment	n/a
1-9%	F	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non valid attempt and unit must be re-sat).	n/a
10- 29%	E	Bad fail	Represents a significant overall failure to achieve <i>the appropriate learning</i> outcomes	<p><b>Overall</b> the work may not be without merit but not Masters standard. The concept is realised inappropriately or under developed.</p> <p><b>Research:</b> Range of sources is very limited; little interpretation or analysis; lacking breadth or awareness of contextual framework.</p> <p><b>Studio practice:</b> Materials and processes do not demonstrate a level of expertise commensurate with that necessary for the coherent articulation of the visual idea/concept. The work may have merits but is not at Masters level. Variable presentation/display with errors and inconsistencies. Little evidence of technical competence.</p> <p><b>Text-based:</b> Weak organisational structure lacking in discussion and commentary; unfocused or lacking coherent argument; incorrect scholarly procedures employed.</p>
30-49%	D	Fail	Represents an overall failure to achieve the appropriate learning outcomes.	<p><b>Overall</b> inadequate level of response to the set task; the realisation of the concept does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent.</p> <p><b>Research</b> shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed.</p> <p><b>Studio</b> realisation: the visual/conceptual coherency of the work/project is inadequate and ideas are not fully researched or deployed sufficiently; contextual frameworks not well established; appropriate visual and</p>

				<p>aesthetic codes have not been explored.</p> <p><u>Text-based</u> work is lacking structure and/or a sound argument; the focus is not clear; incorrect scholarly procedures, inaccurate references.</p>
50-59%	C		Represents the overall achievement of the appropriate learning outcomes to a threshold level	<p><b>Overall</b> mainly adequate level of response to the set task; the conceptual coherency of the work/project is largely adequate and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework.</p> <p><b>Research</b> shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed.</p> <p><b>Studio</b> realisation utilises a limited range of processes and materials in a technically adequate manner; appropriate visual and aesthetic codes have been explored and employed inconsistently. The brief has been researched but limited evidence of a process of contextualisation and critical analysis.</p> <p><b>Text-based</b> work is structured around an argument although the focus is not always clear; largely correct scholarly procedures employed.</p>
60-69%	B	Good (merit threshold)	Represents the overall achievement of the appropriate learning outcomes to a good level.	<p><b>Overall</b> evidence of good analytical research in the conceptualisation of the project; a very good level of response to the set tasks; the conceptual coherency of the work/project is good and ideas are researched and deployed within a defined contextual framework.</p> <p><b>Research</b> shows evidence of sustained academic enquiry; the work draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks</p> <p><b>Studio</b> realisation is coherent and displays material and technical cohesion appropriate to the idea; good technical competence utilising a range of processes and materials with confidence; the brief has been well researched with clear evidence of contextualisation and critical analysis; appropriate visual and aesthetic codes have been successfully explored and employed.</p> <p><i>Text-based work is well organised, with sound underlying structure and ideas are articulated</i></p>

				<i>clearly. Correct scholarly procedures employed throughout with accuracy.</i>
70- 79%	A	Excellent (distinction threshold)	Represents the overall achievement of the appropriate learning outcomes to an excellent level.	<p><b>Overall</b> the work shows evidence of rigorous analytical research in its conceptualisation of the project; an excellent level of response to the set tasks; the conceptual coherency of the work/project is strong and ideas are researched and deployed within a clearly defined contextual framework</p> <p><b>Research</b> shows ample evidence of sustained academic enquiry; the work draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks;</p> <p><b>Studio</b> realisation has been researched thoroughly and a process of contextualisation and critical analysis is much in evidence; abundant evidence of high technical competence utilising a range of processes and materials with confidence; appropriate visual and aesthetic codes well explored and employed incisively; work displays excellent material/technical cohesion appropriate to the idea/theme.</p> <p><i>Text-based work is extremely well structured and ideas are articulated and synthesised clearly through a cogent argument. Correct scholarly procedures employed throughout with care and accuracy.</i></p>
80- 100%	A+	Exceptional	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.	Department would need to define this

**179** Detailed guidance on the formulation of marking schemes should be sought from the Head of Academic Services at the point at which Programmes of Study are presented for approval to Learning and Teaching Committee.

**180** Numerical marking schemes for awards can now be published to students on undergraduate degrees and the formula for the 'Calculation of the final weighted average mark' for undergraduate degrees may be divulged.

#### Conventions for Marking

**181** All scripts shall be marked by two Examiners or by one Examiner and one Assessor, or by at least one Examiner/Assessor with a second Examiner/Assessor moderating the work. The second Examiner/Assessor must mark all firsts/distinctions, borderlines and fails and a sample of other scripts totalling at least twenty per cent of the cohort. It is the responsibility of the Departmental Examinations Officer to ensure that the final mark recorded for each paper is an accurate sum of the marks for all the component questions and sections.

**182** All other forms of assessments contributing to the award shall be marked by either two Examiners or by one Examiner and one Assessor, or by at least one Examiner/Assessor with a second Examiner having at least an overview of the work.

**183** If significant differences of opinion emerge, markers should not merely average the two marks but should seek to agree a final mark by reference to the original work and if appropriate by employing an internal moderator.

**184** Where a candidate is absent from a written paper or fails to submit any work for assessment (without acceptable cause) a mark of zero (failed) should be recorded. A student enrolled on an undergraduate programme who fails a course shall be subject to penalty upon re-entering. Please see 7.2 of Appendix 2 for information on Marking Students with Assessment Adjustments at the end of Section II.

#### **185** Non-Valid Attempt

The following constitute non-valid attempt:

- (a) A non-submission or a plagiarised assessment, where a mark of 0% must be awarded.
- (b) A very bad fail.
- (c) A submission that does not even attempt to address the specific learning outcomes marks between 1% and 9% must be awarded.

**186** For non-valid attempts and very bad fails the unit must be re-sat. The following should be noted:

- (a) A proven instance of plagiarism cannot constitute a 'valid' attempt;
- (b) A late summer re-sit should not be permitted for a student who has not made a 'valid' attempt at a course (including, therefore, one where plagiarism has been committed);
- (c) An award should not be made to a student who has not completed twelve course units, or in the case of a student registered under the credit framework, 360 credits. 'Completed' here implies 'made a valid attempt at'. This will prevent an award being made, for example, to a student who has successfully completed the minimum requirements for an award but who has been found guilty of plagiarism in, or has otherwise failed to make a valid attempt in, one of the other courses/course units.

#### Legibility

**187** It is the responsibility of candidates to ensure that work submitted for assessment is legible and coherent. Students are informed, within the appropriate Examination Information booklet, that normally they will only receive marks for work that can be read.

**188** If Examiners have difficulty in reading a candidate's work, they should discuss this with the Head of Assessments who may be able to arrange for work to be transcribed. Under no circumstances should candidates be informed of the possibility in advance. If it is necessary for the work to be transcribed, any costs involved shall be charged to the candidate.

**189** If a work has to be transcribed the candidate will dictate the completed work to a typist, or amanuensis under supervision. This typed (or hand-written) version should correspond line for line and page for page with the original and both the original work and the transcription shall then be returned to the Examiners for marking.

#### Recording of Marks

**190** Chairs of Boards of Examiners are formally accountable for all aspects of the assessment of candidates within the remit of the Boards of Examiners (see paragraph 30- On duties of Chairs of Board of Examiners)

**191** However the following may be delegated to the Departmental Examinations Officer:

1. making arrangements for marking of all written examinations papers;
2. overseeing the inputting of marks on to the computerised system and amending marks as appropriate in accordance with decisions taken by the Examiners at a pre-meet;
3. arranging for the mark sheets to be printed for the meeting of the Board of Examiners **and for ensuring the accuracy of those marks;**

### Inputting Examination Results.

**192** As soon as marks are available a designated Departmental Officer starts to input the marks that have been finalised. Each Department has dedicated PC's that can be used to access the student record system. When all marks have been entered the final marks sheets are printed ready for duplication for use by the Board of Examiners. Following any changes made at the Board of Examiners, the Board of Examiners report and notes are submitted to the Assessments Office. Amendments made at the Board of Examiners to the results will be input on to the Student Record System by the Assessments Office and not by any other member of staff unless agreed with the Head of Assessments.

### Protocol for the meetings of Boards of Examiners

**193** Departments shall hold meetings prior to the Board of Examiners. These meetings attended by the Senior Tutors, Departmental Examination Officers and possibly one or two other staff as appropriate should consider mitigating evidence to be drawn to the attention of the Board of Examiners, there is a proforma for listing mitigating evidence considered and the action that has been taken for individuals following a recommendation by the Office of the Independent Adjudicators. Please make sure that this listing is submitted with the Board notes to the Head of Assessments. The pre-meet may also consider overall profiles and identification of areas where further communication is required with co-host Departments.

**194** Each Board of Examiners meets on a previously agreed date to review student profiles, to make recommendations for final classifications and to consider mitigating circumstances.

**195** The practice of anonymity is an important part of the maintenance of integrity and fairness of the marking system. Anonymity should be maintained during the deliberations of the Board of Examiners. However it is recognised that for some programmes it is sometimes necessary to break anonymity but this should occur when absolutely necessary and appropriate.

**196** Decisions made at a Board of Examiners can have a very serious impact on students' futures, and members should at all times ensure that **decisions are consistent, are fair, and are objectively justifiable** in the event of a challenge. The Chair should remind members at the commencement of each meeting that the discussions of the Board of Examiners are confidential and should not be discussed with anyone outside the meeting. He/she shall also remind members that the College Policy on Conflicts of Interest (published on the Goldsmiths' College policies website) is applicable to the conduct of a Board of Examiners.

The Chair should provide information and guidance, but the decisions are taken by the Board of Examiners as a whole. If there is a controversial issue, the different viewpoints should be heard, and if necessary a vote taken, in which external examiners shall each have a single vote, along with all other voting members. The Chair has a casting vote. If External Examiners wish to comment during the course of a Board of Examiners, they should always be allowed to do so, but in any event they should be invited to make comments at the end, and thanked for their work.

**197** All written examined work should be available to meetings of assessment panels and Board of Examiners.

**198** Mitigating circumstances should only be taken into account in border-line marks, **and only if they have not been considered previously.**

**199** Boards of Examiners shall take special care in circumstances where a student has been granted a period of 'interruption of studies' prior to the meeting. In these circumstances, it will usually not be appropriate to consider the student's profile at all, and a decision shall normally be deferred until the first meeting of the Board of Examiners following the student's return to studies. No decision regarding the student's progression status shall be made at the Board of Examiners, since this will have been determined at the point of approval of the interruption of studies.

**200** A formal report of the meeting must be kept. Any special circumstances relating to individual students should be clearly noted, since the notes of the meeting may be open to scrutiny in the event of an appeal or similar. It is particularly important that clear reasons are stated where two students with superficially-similar profiles have been treated differently, where precedents have not been followed, or where the examiners' discretion has been used, etc. (See Appendix III at the end of this section for a sample report).

**201** At the conclusion of the meeting the Chair and External Examiners sign the appropriate documentation.

## Results Procedures

**202** Boards of Examiners are responsible for assessing the performance of candidates according to their terms of reference, and considering the mark sheets for continuing and final year candidates. The following section details the agreed coding conventions to be employed by Boards of Examiners and Chairs Meetings for annotating mark sheets. These codes indicate results at both course and programme level.

### Codes for individual courses

**203** In the case of a candidate who has failed an assessment or has otherwise failed to complete a course to satisfaction of the Examiners, one of the following result codes is to be entered on the College Mark Sheet:

Course Result (and transcript text)	Code	Explanation of the Code
Fail	F	Course/course unit failed. Re-entry either not required, or is not possible because candidates are not permitted further attempts.
Fail – must re-enter without penalty	G	<p>Course/course unit failed and must re-enter on the next possible occasion – no penalty.</p> <p>This code is used in the case of all undergraduate Certificates and Diplomas and Masters awards in which all courses must be passed.</p> <p>This code is used where extenuating circumstances have been deemed acceptable but where a pass is compulsory, or the course is a pre-requisite or it is considered to be on the best interests of the candidate to re-enter.</p>
Fail – must re-enter with penalty	H	<p>Course/Course unit failed including through absence. Must re-enter next year with penalty applied (undergraduate degrees only).</p> <p>This code is used where a pass is compulsory for a course/course unit or where a candidate has not passed sufficient credits/units to proceed or where in the opinion of the Board of Examiners it is in the best interests of the candidate to re-enter</p>
Fail – advised to re-enter – without penalty	J	<p>Course unit failed. <b>Advised</b> to re-enter next year with no penalty applied. This code is used if the candidate has submitted acceptable extenuating circumstances and the Board considers that it is in the candidate's interest to re-enter in order to secure the best chance of achieving the highest classification possible (course unit degrees only).</p> <p><b>NOT appropriate for students examined under credit framework regulations. Compensation may only be applied after students have used all three permitted attempts and to courses totalling a maximum of 60 credits only.</b></p>
Fail – advised to re-enter – penalty applied	K	<p>Course unit failed. <b>Advised</b> to re-enter in the following session with penalty applied (course unit degrees only). This code is used where a candidate has passed sufficient course units to proceed but, in the opinion of the Board of Examiners, it is in the best interests of the candidate to re-enter in order to ensure that sufficient course units will have been passed by the final year in order for the candidate to be classified.</p> <p><b>NOT appropriate for students examined under credit framework regulations. Compensation may only be applied after students have used all three permitted attempts and to courses totalling a maximum of 60 credits only.</b></p>

Fail re-entry - not required	L	Course unit failed – re-entry not required ( <b>course unit degrees only</b> ); This code is used where a candidate has passed sufficient courses to proceed but, in the opinion of the Board of Examiners, it is not in the best interests of the student to re-enter. e.g. if a candidate failed an option course in another Department.  <b>NOT appropriate for students examined under credit framework regulations unless they have used all three permitted attempts and are being granted compensation to courses totalling a maximum of 60 credits only.</b>
Absent (ABM) – with medical or other acceptable extenuating circumstances	A	Absence with acceptable extenuating circumstances; permitted to take the examination or to submit the coursework (as for the first time) in the late summer of the same year.
Absent (ABM) – with medical or other acceptable extenuating circumstances	D(ef)	Absence with acceptable extenuating circumstances; permitted to take examination or submit coursework (as for the first time) during the following session.
Absent (ABS) – No mitigating evidence submitted, non submission or failure to attend a written examination	H  G	Course/Course unit failed including through absence. Must re-enter next year with penalty applied (undergraduate degrees only).  <i>Course/Course unit failed including through absence. Must re-enter next year with penalty applied (Masters and UG Certs and Dips only).</i>
Late summer re-entry	S	Course/course unit failed – must re-take in same session
Late summer re-entry	T	Course/course unit failed – must re-take with penalty in same session
Late summer re-entry	U	Course unit failed – <b>advised</b> to re-take in same session. <b>NOT appropriate for students examined under credit framework regulations</b>
Late summer re-entry	V	Course unit failed – <b>advised</b> to re-take with penalty in same session. <b>NOT appropriate for students examined under credit framework regulations</b>
Withdrawn from assessment	W	Only applies to course/course units where a candidate is advised but not compelled to re-enter by the Board of Examiners in a previous year but then subsequently decides not to re-enter the examination/assessment and withdraws from it

#### Codes for overall year result

**204** The following codes shall be used in conjunction with the codes for individual marks and shall denote the overall result for any given year e.g. whether a student may proceed to the following year with or without any conditions or has achieved the award



Overall Year Result (transcript text)	CODE	EXPLANATION OF THE CODE
Progress to next year/level	P	Sufficient courses passed as detailed in programme regulations to allow to candidate to proceed to the following year (please note the requirement for the number of courses to be passed for eligibility to proceed varies between different types of programmes).
Progress with conditions	PC3	Sufficient courses passed to allow candidate to proceed to next year of the programme. Must re-enter or is advised to re-enter failed courses, as will be specified on the candidate's annual transcript. But Examiners have expressed concern at level of attainment or attendance.
Permitted deferred assessments (late summer )	DA	Missed examination(s)/assessments because of illness or death of a near relative or due to another cause acceptable to the Board of Examiners. Offered the opportunity of Deferred Assessment at such a time determined by the College but normally in late summer.
Late summer re-take, can proceed without further attainment	PS	Missed or failed examination(s). Opportunity to re-take in late summer; however student can progress without further attainment.
Permitted to re-enter in late summer	S	Failed courses but a valid attempt was made during the year, therefore student permitted to re-enter assessments in late summer to allow the possibility of progression.
Repeat in full-time attendance (to study courses to the value of 3.5 course units (105 credits) or more)	R2	Insufficient courses/course units passed to allow a candidate to proceed to the next year or in final year to complete the programme. Board of Examiners recommends that the candidate re-takes the year as a full-time student (students are not <i>obliged</i> to re-attend and may decide to re-enter examinations/assessment not in attendance).
Repeat in part-time attendance (to study courses to the value of 3 course units (90 credits) or less)	R3	Insufficient courses/course units passed to allow candidates to proceed to the next year or in final year to complete the programme. Boards of Examiners recommends that the student re-takes the year on a part-time basis (Home and EU students only, although (except in certain cases) students are not <i>obliged</i> to re-attend and may decide to re-enter examinations/assessment not in attendance).
Repeat not in attendance	R4	Insufficient courses/course units passed to allow candidates to proceed to the next year or in the final year to complete the programme. Student required to re-enter failed assessments the following session without attending College.
Repeat - including practical element	R5	Failed practical element (such as teaching practice). Must re-take in attendance.
Candidate ill at point of assessment	D	Missed examinations/assessment because of illness – to retake at next occasion with no penalty.
Skills test outstanding	DS	Deferred skills test
Dismissal all permitted attempts used	F1	Student dismissed because he/she has not passed sufficient courses/course units to proceed or be awarded a degree and the regulations did not permit any further re-entries.

Outright Academic Failure	F2	Student dismissed because of extreme academic failure and/or insufficient attendance.
Withdrawn from Programme	W	Student has formally withdrawn, completed appropriate documentation and did not complete examinations
Late Summer Retake	S	September re-sit – cannot proceed without further attainment
Proceed to Dissertation	T1	Taught units passed, can proceed to submit dissertation in September
Pending	X1	Progression decision pending – <b>(student results are pending result of assessment misconduct)</b>

#### Determination and publication of results

**205** The following details the process by which interim and final results are determined and published.

**206** Departmental Examination Officers can amend examination marks onto the Main Student Record System up until the meeting of the Board of Examiners. This will include recommendations for late summer re-sits. Thereafter any further amendments to a candidate's profile must only be entered directly onto the student record system by the Assessments Office. It is important therefore that any amendments made at the Boards of Examiners are entered immediately onto the student record system by the Assessments Office.

**207** Following submission of Boards of Examiners reports and notes by Departmental Examinations Officers the Assessments Office assumes responsibility for the remainder of the process and shall ensure that:

1. Decisions made by Boards of Examiners concerning student progression (including resits) are recorded on the main student record system by means of inputting progression codes recorded on the mark sheet;
2. Amendments to individual marks or to final classifications made at Boards of Examiners are entered onto the main student record system.
3. Any decisions made after the meeting of the Board of Examiners or amendments to decisions already made, must be communicated to the Head of Assessments on a memo signed by the Chair of the Board of Examiners. It should be noted that finalists retaking assessments in late summer may be recommended for award without a meeting of the Board of Examiners providing the prior approval of the external examiners has been obtained at the June meeting.

#### *Publication of Results*

**208** Results for undergraduate degrees shall be published by 1<sup>st</sup> July through the agency of the Head of Assessments. Numbered lists indicating those eligible to proceed from one year to the next and numbered lists of classifications for final year students are posted on the Assessments Notice Board and on the College Website. Numbered lists are provisional and confirmed overall results are issued individually in writing, normally by the beginning of August.

**209** All candidates, excluding those finalists in debt, shall be provided with a complete transcript including the mark awarded for each course taken and the final mark and classification (see paragraph 214 below).

#### *Pass list*

**210** Copies of Final Named Pass Lists detailing classification order shall be printed from the system. Those relating to DipHEs, undergraduate degrees, PGCE and Masters awards are sent to the University where the final Diploma is produced and sent direct to students. Diplomas are sent to the home address recorded on the student record system.

#### *Students in Debt*

**211** Final year students who are in debt to the College or University when the results are sent out shall not be included on pass lists. They shall instead be sent a letter reminding them of their debt and informing them that they shall not be issued with formal notification of their results either until the debt is cleared or an arrangement to discharge the debt has been approved by the Head of Fees. Continuing students who are in debt will be sent their results but reminded they may not enrol for the next session until their debt is cleared.

**212** Students in debt, offered either a re-sit or deferred assessment will be permitted to take assessment but thereafter not allowed that result if a finalist or to re-enrol if a continuing student.

#### *Issuing of Official Certification (Diplomas)*

**213** Successful candidates on DipHE, Undergraduate degree, PGCE, and Masters awards shall be sent their final Diploma direct from the University. The date of the award shall be that listed in programme regulations which for most awards shall normally be 1 August. Depending on the final date of submission, Taught Masters degrees shall be awarded on one of the following dates: 1 March, 1 August, 1 November, and 31 December. PGCE students who complete after 1<sup>st</sup> August will be awarded on the 1<sup>st</sup> of the month following completion of their final assessment.

**214** Final Year Students who are in debt to the College or University when the results are published will be sent a letter reminding them of their debt. On submission of a formal data access request from a student to the Head of Assessments, a simple statement of results on plain paper can be provided.

#### Late and Non-Submission of Coursework and Absence from Examinations

**215** The following section details the effect on students' assessment profile when written examinations are missed or coursework is handed in late or not submitted. Students may offer mitigation for their absence from examinations or for late or non-submission of coursework. Consideration of extenuating circumstances may result in an amendment to an individual mark, amendments to a profile of marks or the offer of deferred assessment. The same considerations apply when considering an application for an extension for a deadline for submission of assessed work. If a student's submits work late with mitigation and that work is accepted, good practice dictates that the decision is conveyed to the student as quickly as possible.

#### Extenuating circumstances

**216** The object of summative assessment is to measure achievement, not potential: what a candidate has done, not what she/he might have the potential to do (however where candidates submit acceptable extenuating circumstances potential may be considered) (see paragraph 232 below);

NB each candidate is responsible for submitting assessed coursework, portfolios, dissertations, etc., by the deadline published by the department(s), for presenting him/herself for written examinations at the published time and place, and for submitting information on extenuating circumstances.

**217** The only extenuating circumstances which should be the concern of the Board of Examiners in relation to assessment or classification for Honours are those that might be considered to have brought into question the validity of a particular assessment as a measure of a candidate's achievement, and are outside the candidate's control.

**218** The following shall normally be considered acceptable extenuating circumstances in accordance with these procedures where it can be seen to have been current at the time of the assessment concerned:

1. evidence of medical problems
2. evidence that the student has been the victim of a crime or similar action
3. evidence that the student has been the victim of a natural disaster or similar
4. evidence of severe adverse personal circumstances that have been such as to lead the student to seek professional advice about dealing with the consequences.

The following shall NOT normally be considered acceptable extenuating circumstances:

1. circumstances which have had no direct bearing upon the assessment
2. circumstances which may have affected the assessment, but which are clearly the candidate's responsibility e.g.:
  - (i) the normal pressures of paid employment
  - (ii) financial difficulties
  - (iii) misjudging how much time is needed in order to meet the deadline for submission published by the department

- (iv) misjudging how much preparation is necessary for a written examination
- (v) misreading the timetable
- (vi) underestimating the time necessary to travel from home to the examination hall
- (vii) delays due to failures on the part of computers or other similar equipment, regardless of the ownership of such equipment
- (viii) transport difficulties
- (ix) failure to make alternative travel plans when disruptions are known in advance.

Boards of Examiners should also ignore special pleading based on the timetabling of a candidate's examinations in close succession: this problem is bound to occur given the number of examinations which have to be timetabled over a short period of time.

Chairs of Board of Examiners should ask to see originals of medical certificates, etc. and should feel able to seek further confirmation of the circumstances claimed by the student where there is reason for doubt. Falsification of evidence submitted in support of extenuating circumstances will render a student liable to disciplinary action.

**219** Extenuating circumstances must be submitted in writing by the candidate as soon as possible after the assessment. **Students must normally submit mitigating evidence no later than seven days after the deadline for submission of coursework or the date of the written examination.** Submissions by staff or by other students on behalf of a candidate who has not presented a written case him/herself must not be accepted. Submission must be supported by documentary evidence; retrospective medical certificates and notes submitted seven days after the deadline will not normally be considered.

**220** Medical certificates/notes to support extenuating circumstances must:

- Relate specifically to the dates and duration of the illness
- Contain a clear medical diagnosis or opinion and not merely report a student's claim to feel unwell. It may therefore be difficult for students to obtain a medical certificate where one is requested from a doctor after the illness is over.

Students should be aware that:

- Doctors are entitled to charge for any medical certificates or notes they provide
- Doctors do not always provide certificates for short periods of illness
- Doctors might not provide certificates after illness has ended, because after the student has recovered it might be impossible to know that he/she had been ill

Documentary evidence used to support extenuating circumstances are College's property to archive and must be stored on file by the Secretary of the Board of Examiners.

#### Process in Considering Extenuating Circumstances

**221** The assessment must be marked without allowance being made for extenuating circumstances by the Examiners, and the mark (moderated by an External Examiner) reported to the Board of Examiners.

**222** The Board must decide whether any allowance for extenuating circumstances should be made. In the first instance the Chair should consider extenuating circumstances in the light of the marks awarded, and

- (a) Identify and reject any submissions which do not fall into the category of bringing into question the validity of a particular assessment as a measure of a candidate's achievement, and are outside the candidate's control (as indicated above) and so need not be referred to the Board;
- (b) Identify those which might have affected the validity of the assessment, and should therefore be considered by the Board.

**223** In reaching his/her decision, the Chair will need to consider the submission from the candidate, the supporting evidence, the provisional mark for the course concerned, the performance of the candidate in other

units of assessment, the comments of the candidate's personal tutor, etc. A record should be kept of all such submissions, and the decision taken by the Chair in each case.

**224** When the Board of Examiners is considering the extenuating circumstances referred to it by the Chair, the Chair may request comments from individual Examiners. The Chair should rule out of order any special circumstances raised by members of the Board which have not been properly documented.

**225** In reaching its decision, the Board of Examiners must bear in mind:

- (a) The effect the extenuating circumstances might have had upon the validity of the candidate's assessment(s), and
- (b) The possible cumulative effect of the extenuating circumstances upon the candidate's progression or classification for Honours.

**226** However, the candidate's performance must always be seen in the context of the performance of the student cohort as a whole (see below).

#### Circumstances affecting Individual Units of Assessment

**227** The Chair of the Board of Examiners should consider the extenuating circumstances, and make one of the following recommendations to the Board of Examiners in each case:

- (a) The circumstances appear to have had little or no effect upon the candidate's performance, and the mark for the unit of assessment can therefore be confirmed;
- (b) The circumstances appear to have affected the candidate's performance (as evidenced by his/her performance in the particular unit of assessment when compared to his/her performance in other equivalent units of assessment).
- (c) The circumstances appear to have been so significant as to bring into question the validity of the assessment as a measure of the candidate's achievement in the particular unit of assessment.

**228** In the first case, no further action is necessary.

**229** In the second case, if the marks awarded to the candidate for other units of assessment suggest that performance in the unit(s) of assessment deemed to have been affected by the extenuating circumstances is an aberration, the Board of Examiners, with the agreement of the External examiners, may decide that the candidate should be awarded additional marks.

**230** In the third case, where the Board of Examiners is satisfied that a candidate's performance has been so affected by the extenuating circumstances that the assessment is not a valid measure of the student's achievement, it may permit the candidate to set aside the performance, and allow the candidate to take the assessment at the next available opportunity, as if for the first time.

**231** The above examples all relate to individual extenuating circumstances. Where the assessment of a whole group of students has been affected by extenuating circumstances (for example, when an examination has been disrupted by a fire alarm), the Pro-Warden appointed by the Warden should be consulted as to the options available to the Board of Examiners.

#### Matters affecting a Candidate's Overall Degree Classification

**232** If a candidate's extenuating circumstances have been considered in the context of individual units of assessment, there should be no outstanding issues for the Board of Examiners to resolve. Chairs of Boards of Examiners should take care not to 'double count' extenuating circumstances, i.e. by compensating the candidate by raising the mark for an individual unit of assessment, and then by compensating the candidate a second time when determining which degree classification to award. If the candidate's final weighted average mark for undergraduate degrees falls within the discretionary range between two classes of degree or on the pass/fail borderline, the Board of Examiners may take into account the candidate's unfulfilled potential if this is deemed to have been affected by extenuating circumstances during the course of the programme of study, provided that this is clearly evidenced by the candidate's performance in the majority of units of assessment, **but only where that unfulfilled potential has not already been compensated for elsewhere.**

Failure through absence or non-submission where extenuating circumstances have not been submitted or deemed acceptable

**233** Candidates who do not submit acceptable evidence of mitigating circumstances in respect of an absence from examination or late submission of coursework (irrespective of the extent of the lateness) will be deemed to have made an attempt and be assigned a result of ABS, for that element of the assessment.

**234** Candidates, who fail a course because of absence from examination or as a result of the non-submission of work for the assessment of that course, or element thereof, shall be required to re-enter the whole examination or assessment for the course on the next following occasion. The re-entry mark for students on undergraduate degree programmes shall be subject to the re-entry penalty (i.e. the mean of the actual mark obtained in the re-entry and the course/course unit pass mark).

**235** The following provides detailed advice for Chairs of Board of Examiners on how to determine whether students who have failed to submit elements of assessment are required to re-enter.

1. Where a candidate is absent from the assessment for a course which is examinable solely by formal written examination or written assessments (without acceptable cause) a mark of '0' should be awarded and the candidate shall be required to re-sit that examination at the next available opportunity in the following session. For all other programmes than undergraduate degrees the re-entry mark recorded is the mark achieved. The re-entry mark for students on undergraduate degree programmes shall be subject to the re-entry penalty (see paragraph 234 above).
2. Where the assessment for a course comprises two or more elements (i.e. a written examination and a piece of coursework) and the relative weightings of the elements of assessment are 50% and 50%, Where the resulting average mark is over the pass mark, (35% for course unit degrees, 40% credit framework degrees), then the candidate shall be deemed to have passed the course overall. The maximum mark achievable in these circumstances would be 50%.
3. If the resulting average mark is not over the pass mark, then the candidate shall be required to be re-examined in both elements of assessment. Notwithstanding this, coursework which achieves a pass mark could be re-submitted for assessment in the following year provided that the coursework requirement for the course remained the same. The re-entry mark for students on undergraduate degrees shall be subject to the re-entry penalty for the whole unit. Candidates should be advised to take this into account in deciding to re-submit the same coursework.
4. Candidates who attempt to "play the system" by taking calculated risks in not submitting elements of assessment knowing that they still might achieve an overall pass mark for the course should be placed on probation. A condition of fulfilling the terms of the probation might be the submission of elements of outstanding coursework.
5. All work shall be marked whether or not it is submitted by the deadline published by the Department in case evidence presented in mitigation is subsequently deemed to be acceptable.
6. Students on undergraduate degrees who do not submit for assessment for a course or an element thereof in their final year of study (thereby failing the course) but who have passed sufficient courses to be awarded a classified degree shall not be deemed to 'have completed to the satisfaction of the College courses valued at a minimum of twelve course-units' and therefore cannot graduate.

Process by which students apply for extenuating circumstances to be taken into account by Boards of Examiners

**236** The following paragraphs detail in what circumstances candidates might wish to submit evidence of extenuating circumstances, who it should be submitted to, and what effect, if deemed acceptable, will it have on their assessment profile.

**237** Any candidate who is prevented from attending any examinations or from submitting work for assessment by the published deadline may, if they deem it appropriate, submit evidence of extenuating circumstances to explain their absence/non-submission. A student should submit evidence of extenuating circumstances to the Chair of the relevant Board of Examiners via the Head of Assessments. The Board of Examiners is empowered to consider this evidence and may determine what effect, if any, these extenuating circumstances will have on the candidate's assessment profile (see 229 above).

**238** Candidates may submit details of their extenuating circumstances at any time of the year. Where the submission involves a request for an extension to a deadline for the handing in of coursework, the Chair of the Board of Examiners may make a decision on the Board of Examiners' advice, taking advice from other members

as he/she considers necessary. The outcome of such an application should be notified to the Departmental Examinations Officer who will advise the student as quickly as is possible. Candidates should be advised that they should ensure as far as possible that all written assessment is submitted by the required deadlines and that all written papers are taken, as there is no guarantee that evidence will be deemed to be acceptable.

**239** Written assessments submitted after the deadline set by the Departments shall be marked in case evidence presented in mitigation is subsequently deemed to be acceptable. If the evidence is not accepted or is not submitted the result is ABS.

**240** Where students do not submit written assessments by the deadline set by the Department and evidence of extenuating circumstances is subsequently deemed acceptable the assessed work will be deemed to have been submitted by required deadline. In effect the student has retrospectively been granted a short-term deferral.

#### Deferrals

**241** Where a student fails to submit any written assessment or fails to sit an examination and evidence of extenuating circumstances is subsequently accepted, a student may be offered the opportunity of submitting/sitting the assessment at a later date (also as if for the first time). The timing of such deferred assessments will depend on the nature of the student's individual circumstances and the type of assessment missed.

**242** In all cases of the deferred assessments the written assessment or written paper should normally be sat or submitted in late August /early September. If students fail to do so, they must provide further mitigating evidence to cover the August/September period or be noted as absent. If evidence is provided the assessment/s should be submitted/taken at the next time when the assessment is normally submitted/taken.

**243** Deferred assessment should be in the same format as the original assessment.

#### Re-entry

**244** Candidates enrolled on undergraduate degree programmes are permitted a maximum of two re-entries per course; candidates enrolled on Certificates, Diplomas and Masters awards are permitted one re-entry per course.

**245** All re-entries must be made as directed by the examiners, as a late summer retake, or at the next normal occasion when the assessment is held i.e. in the following session.

**246** If an overseas student fails a written paper it may be possible to arrange for the re-sit to take place abroad, normally under the aegis of the British Council.

#### Re-entries for students on undergraduate course unit degrees

**247** If a candidate submits for all elements of assessment for a course but does not achieve an overall pass mark of 35%, he/she will be required automatically to re-enter the course if he/she has passed enough course units to continue or to be classified.

**248** Whether the candidate is required to re-enter will be determined by the Board of Examiners based on consideration of whether the failed course unit is a core course unit, a pre-requisite or for other reasons as determined by the Board of Examiners.

**249** If a candidate re-enters for a failed course unit, he/she shall be required to re-enter the whole assessment for that course, even if it consists of a number of parts that may already have been passed. Notwithstanding this, elements of coursework that a candidate has already passed could be re-submitted for assessment in the following year provided that the course work requirement remained the same. (i.e. candidates must always re-sit written papers).

**250** Unless acceptable extenuating circumstances are established, the mark awarded on the re-entry shall be subject to the re-entry penalty for the whole unit, which is the mean of the actual mark attained and the pass mark.

**251** Candidates who are required to re-enter failed courses must re-enter the failed courses as directed by the examiners, as a late summer retake or at the next occasion, when the course would normally be examined. The format of the assessment for re-entries should be in the same format as the original assessment. Retakes will count as one of three attempts (see Appendix 4 for Rules Governing Resits at the end of this section).

**252** Candidates failing a unit of a course unit degree may be required to resubmit work or re-sit an examination even where they have technically been assessed in all required elements. However if the Board of Examiners

deems that a student has not made a valid attempt at any assessment it may require a student to re-enter for all elements (see 184).

**253** Exceptions:

- (a) Except in the instance detailed below, at the discretion of the examiners candidates who achieve a satisfactory standard in all but one examination at Level II may be permitted to proceed to Level III and must re-enter the failed Level II examination at the same time as their first entry to Level III examinations.
- (b) Re-entry students on BA Art Practice, BA Fine Art and BA Textiles who fail Studio Practice may not proceed to Level III.

**254** For Level III students, all examinations must be passed in order to be eligible for the award of a degree. Candidates failing to complete are , on their first entry, required to re-enter all examinations except those examined other than by means of written papers or essays and completed on the first occasion to the satisfaction of the Examiners. At any subsequent re-entry all examinations will be re-entered without exception

Re-entries on undergraduate credit framework degrees

**255** If a candidate submits for all elements of assessment for a course but does not achieve an overall pass mark of 40%, he/she will be required automatically to re-enter the course even if he/she has passed enough courses to continue.

**256** A candidate must have used all 3 permitted attempts before a failed course can be compensated. That is, in certain circumstances, credit may be awarded for a failed course where the failure is compensated by achievement in other courses. (See criteria for awarding compensation, appendix 6 ).

**257** If a candidate re-enters for a failed course, he/she shall be required to re-enter the whole assessment for that course, even if it consists of a number of parts that may already have been passed. Notwithstanding this, elements of coursework that a candidate has already passed could be re-submitted for assessment in the following year provided that the course work requirement remained the same. (i.e. candidates must always re-sit written papers).

**258** Unless acceptable extenuating circumstances are established, the mark awarded on the re-entry shall be subject to the re-entry penalty for the whole course, which is the mean of the actual mark attained and the pass mark.

**259** Candidates who are required to re-enter failed courses must re-enter the failed courses as directed by the examiners, as a late summer retake or at the next occasion, when the course would normally be examined. The format of the assessment for re-entries should be in the same format as the original assessment. Retakes will count as one of three attempts (see Appendix 4 for Rules Governing Resits at the end of this section). .

**260** Candidates failing a course in the credit framework degree may be required to resubmit work or re-sit an examination even where they have technically been assessed in all required elements. However if the Board of Examiners deems that a student has not made a valid attempt at any assessment it may require a student to re-enter for all elements (see 184).

**261** Exceptions:

- (a) Except in the instance detailed below, at the discretion of the examiners candidates who achieve a satisfactory standard in all but 30 credits at Level 5, may be permitted to proceed to Level 6 and must re-enter the failed Level 5 examination at the same time as their first entry to Level 6 examinations.
- (b) Re-entry students on BA Art Practice, BA Fine Art and BA Textiles who fail Studio Practice may not proceed to Level 6.

**262** For Level 6 students, all examinations must be passed in order to be eligible for the award of a degree. Candidates failing to complete are, on their first entry, required to re-enter **all** examinations except those examined **other** than by means of written papers or essays and completed on the first occasion to the satisfaction of the Examiners. At any subsequent re-entry all examinations will be re-entered without exception.



*Re-entry for Certificates, Diplomas and Masters*

**263** If a candidate fails or does not submit for a course for which he/she has entered, the examiners may determine that he/she on re-entry will not be required to repeat other courses which he/she may have already passed.

**264** A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the Head of Department when such re-entry would involve further attendance at the College, re-enter that examination on **one** occasion. Re-entry will be as directed by the examiners as a late summer retake or at the next following examination except when the College has granted permission for a candidate to defer re-entry until the examination in a subsequent year.

Aegrotat Provisions – Course Unit Degrees

**265** Where a student has completed his/her full period of study but is absent from examinations during his/her final year, through illness or other cause judged sufficient by a Pro-Warden appointed by the Warden, such as death of a near relative, he or she may be considered under the Aegrotat Provisions. Consideration for an award under these provisions must be supported by a medical certificate or other statement on the ground for mitigation which must be submitted as soon as possible and, in any case, within six weeks from the last date of the examination(s) in question.

**266** The examiners shall recommend the award of the degree with a Pass or Honours classification and shall not consider the candidate for the award of an Aegrotat degree if:

- (a) A student has completed the taught element of courses valued at 12 course units;
- (b) And has passed courses to a value of at least 10 course units, at least two of which must have been passed in the final year except that the examiners may, exceptionally and on the approval of a Pro-Warden appointed by the Warden, consider for the award of a degree a candidate who passed in courses to a value of at least nine course units.

**267** The examiners shall not recommend the award of a class of degree higher than the overall level that the student has achieved in the work actually presented. The examiners shall inform the student that he/she may either:

- (a) Accept the award of the classified degree under the Aegrotat provisions; or
- (b) Not accept but re-enter course unit examinations for which he/she is eligible.

**268** A student who has been considered by the examiners as above shall be considered for the award of an Aegrotat degree only if the examiners have been unable to recommend the award of a degree with a Pass or Honours classification. In such a case the examiners, having considered the work which the student has submitted at the examination or in such part of the examination as he/she has attended, if any, records of the student's performance during the period of study, and assessment provided by the student's teachers, shall determine whether evidence has been shown to their satisfaction that, had he/she completed the examination in normal circumstances, the student should clearly have reached a standard (and completed the necessary course units) which would have qualified him/her for the award of the degree. Where the examiners are so satisfied the student shall be informed that he/she may either:

- (a) Accept the award of the Aegrotat degree; or
- (b) Not accept the Aegrotat degree but re-enter course unit examinations for which he/she is eligible with a view to completing the requirements for the award of a degree.

**269** Upon accepting an Aegrotat degree in writing to the Head of Assessments a student shall be informed that the degree has been conferred.

**270** A student who has accepted the award of an Aegrotat degree shall not be eligible thereafter to re-enter for the examination for a classified degree.

**271** A student who chooses not to accept the award of the Aegrotat degree and chooses to re-enter, shall no longer be eligible for the award of the Aegrotat degree.

**272** Aegrotat degrees shall be awarded without distinction or class.

**273** Holders of Aegrotat degrees may not subsequently be considered for Honours, except that they may apply to register *de novo* for a degree under these regulations.

#### Aegrotat Provisions – Credit Framework Degrees

**274** Where a student has completed his/her full period of study but is absent from examinations during his/her final year, through illness or other cause judged sufficient by a Pro-Warden appointed by the Warden, such as death of a near relative, he or she may be considered under the Aegrotat Provisions. Consideration for an award under these provisions must be supported by a medical certificate or other statement on the ground for mitigation which must be submitted as soon as possible and, in any case, within six weeks from the last date of the examination(s) in question.

**275** The examiners shall recommend the award of the degree with a Pass and shall not consider the candidate for the award of an Aegrotat degree if:

- (a) A student has completed the taught element of courses valued at least 300 credits, at least 60 of which must have been passed at level 6.

**276** The examiners shall not recommend the award of a class of degree higher than the overall level that the student has achieved in the work actually presented. The examiners shall inform the student that he/she may either:

- (a) Accept the award of the pass degree under the Aegrotat provisions; or
- (b) Not accept but re-enter course assessments for which he/she is eligible.

**277** A student who has been considered by the examiners as above shall be considered for the award of an Aegrotat degree only if the examiners have been unable to recommend the award of a degree with a Pass classification. In such a case the examiners, having considered the work which the student has submitted at the examination or in such part of the examination as he/she has attended, if any, records of the student's performance during the period of study, and assessment provided by the student's teachers, shall determine whether evidence has been shown to their satisfaction that, had he/she completed the examination in normal circumstances, the student should clearly have reached a standard (and achieved the necessary course credits) which would have qualified him/her for the award of the degree. Where the examiners are so satisfied the student shall be informed that he/she may either:

- (a) Accept the award of the Aegrotat degree; or
- (b) Not accept the Aegrotat degree but re-enter course assessments for which he/she is eligible with a view to completing the requirements for the award of a degree.

**278** Upon accepting an Aegrotat degree in writing to the Head of Assessments a student shall be informed that the degree has been conferred.

**279** A student who has accepted the award of an Aegrotat degree shall not be eligible thereafter to re-enter for the examination for a classified degree.

**280** A student who chooses not to accept the award of the Aegrotat degree and chooses to re-enter, shall no longer be eligible for the award of the Aegrotat degree.

**281** Aegrotat degrees shall be awarded without distinction or class.

**282** Holders of Aegrotat degrees may not subsequently be considered for Honours, except that they may apply to register *de novo* for a degree under these regulations.

#### Late Summer Assessments

**283** The main examination period occurs in the summer of each year. However there is another examination period held in late August/early September to allow candidates under certain circumstances to re-enter failed or to enter deferred courses to allow them to proceed to the next year level of study or to graduate. Most of the procedures for May/June examinations are applicable to the late summer period.

**284** Late Summer assessments are provided for candidates, on any programme, who have failed examinations suffered ill health or other reasons acceptable to the Board of Examiners or, have been given permission to defer assessment until late Summer.

**285** Candidates permitted to defer assessment or to re-enter in late summer, will be informed by the Head of Assessments enclosing further information and the appropriate entry form for those students retaking not deferring. Each student is sent a copy of the timetable and relevant information at least 2 weeks prior to the examinations.

**286** The Head of Assessments organises invigilation and attendant cover for the duration of the examinations. Completed scripts and submitted coursework will be held in the Assessments Office. Departments are required to collect scripts and arrange for marking as quickly as possible. This applies to coursework as well as formal written examinations. Mark sheets will be produced by the Head of Assessments for those students who have indicated that they wish to be assessed. The agreed marks together with progression decisions for each candidate must be submitted to the Assessments Office on the formal mark sheet, duly signed, by the deadline date specified by the Head of Assessments. Finalist classifications will be calculated by the Head of Assessments and confirmed in liaison with the Chair of the Board of Examiners.

**287** The Assessments Office will inform candidates of their results and progression, and where appropriate the degree classifications.

**288** The Enrolments and Records Office will send students appropriate enrolment information to continuing students.

#### Interruptions of Programmes of Study

**289** Candidates may need to interrupt their programme of study for a variety of reasons and various points in the year not usually after the end of the spring term. The following paragraphs detail how temporary withdrawal impacts on a candidate's assessment profile.

**290** Students may temporarily withdraw up to a maximum of two years and only with the permission of their Departments, who are advised to discuss the situation fully with the student before confirming any withdrawal. They must complete a temporary withdrawal form which must be signed by the Head of Department(s)/Senior Tutor(s). HoD/ST must return the completed Form to the Student Enrolment and Records Office in order that the student's record can be amended on the student record system.

**291** Where a student has submitted assessed coursework by the required date prior to interrupting a programme of study, the mark shall be held on file pending the return of the student and normally shall stand. If a student's temporary withdrawal has been due to certified medical grounds, Board of Examiners and Joint Chairs Meetings must determine whether marks already gained prior to withdrawal shall stand or whether the student on return to programme will be allowed to submit for assessment as if for the first time.

**292** Where a student who has failed to submit assessed coursework by the deadline set by the Department subsequently interrupts his/her programme of study, the circumstances surrounding the interruption will be considered. If medical certification relating to a student's temporary withdrawal has been submitted/is available the Chair of the Board of Examiners must determine whether the student, on returning to his/her programme will be permitted to submit the required coursework, or whether the submission will be deemed a second attempt and therefore, for undergraduate degrees, subject to penalty.

**293** It will be necessary for Departmental Examinations Officers to keep detailed records of temporary withdrawals, the grounds on which they have been permitted, and the assessments taken or not taken prior to the withdrawal, in order for the Chairs of Boards of Examiners to be able to determine candidates' assessment requirements upon return their programme.

#### Representations from candidates and academic feedback

##### *Representations from candidates*

**294** Chairs and Examiners must not communicate with candidates on behalf of the Board of Examiners about their performance in the examination. Any representation (i.e. any form of query or complaint) which a candidate may make in connection with his/her examination must be referred to the Head of Assessments.

**295** Except as provided in paragraph 296 below, no decision of the Board of Examiners or Joint Chairs Meeting, acting in accordance with these regulations and any other relevant Instructions for the Conduct of Examinations, may be modified.

**296** Board of Examiners, may, at its discretion, reconsider its decision only in the following circumstances:

- (a) If there is clear evidence produced by the candidate or any other person of administrative error or that the examination was not conducted in accordance with the instructions/regulations.

- (b) If a student produces severe extenuating evidence for the relevant period and has a sufficiently serious reason for not submitting that evidence within the required seven days of the date of the submission of coursework or written examination.

#### Academic feedback to candidates

**297** Departments must give academic feedback throughout the programme of study so as to inform candidates of their academic progress. In accordance with good practice, such feedback is diagnostic only and indicative marks awarded are provisional and subject to change until ratified by the Board of Examiners.

**298** Departments may advise candidates on their performance in an assessment following the publication of results. Such advice may be given by staff in their capacity as tutors NOT AS EXAMINERS (see paragraph 294 above). Such advice given for pedagogical reasons is in addition to the legal rights of students to access all marks, and other written information about their performance in assessment, under the Data Protection Act. (See the sections on *Informal Access to Personal Files and on Examinations*, within the Data Protection Policy). Final year students in debt to the College may only access their marks by making a Data Subject Access request and paying to the Assessments Office the appropriate fee indicated in the College Data Protection Policy.

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### Section III - REGULATIONS GOVERNING MISCONDUCT IN ASSESSMENTS

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#### Introduction

**299** This section of the regulations outlines the College's definition of misconduct in assessment. It also outlines procedures to determine whether misconduct has occurred and what sanctions may be imposed where misconduct has been established. These regulations seek to protect the academic standing and integrity of the awards of Goldsmiths' College.

#### Academic Integrity and Responsibilities

**300** Core values of academic integrity (honesty and trust) lie at the heart of our academic enterprise, and they underpin all activities within Goldsmiths' College. The College values a culture of honesty and mutual trust, and expects all members of the College (staff and students) to respect and uphold these core values at all times.

**301** One of the most frequent forms of misconduct in assessment is the act of plagiarism. For the purposes of these Regulations, **Plagiarism** is defined as the representation of another person's work, without acknowledgement of the source, as the student's own for the purposes of satisfying formal assessment requirements. Some students who plagiarise do so deliberately, with intent to deceive. This conscious, pre-meditated form of cheating is regarded as a particularly serious breach of the core values of academic integrity and one of the worst forms of cheating. Other students may plagiarise inadvertently as they do not fully understand the conventions of academic referencing and citation.

**302** However, ignorance of proper procedures or good practice in academic writing is no excuse, particularly if a student has previously been accused of plagiarism, advised to seek study skills help, and fails to learn the lessons.

**303** It is essential therefore that all students:

- (a) *Familiarise themselves with these regulations;*
- (b) *Familiarise themselves with the academic conventions and practices applicable to the programme on which they are enrolled.*

**304** Plagiarism is literary theft as well as breach of copyright. It yields a false grade to the students who plagiarise and prevents them from knowing how well they have performed. It also effectively penalises and can demoralise those students who do not plagiarise.

**Any student in doubt about what might constitute plagiarism or any form of academic misconduct MUST seek clarification from an academic member of staff, the Head of Assessments, or should seek specialist study skills assistance through the College Language Studies Centre.**

#### Definitions of Academic Misconduct

**305** Academic misconduct is defined by Goldsmiths' College as any attempt by a student to gain an unfair advantage in any assessment. The term academic misconduct includes all forms of cheating, plagiarism, and collusion.

**306** The following is an indicative list of forms of misconduct but should not be considered exhaustive:

- **Aiding and abetting** a student in any form of dishonest practice.
- **Bribery** is paying or offering inducements to another person to obtain an advance copy of an unseen examination or test paper or to obtain a copy of a coursework assignment in advance of its distribution to the students concerned.
- **Collusion** is where two or more students collaborate to produce a piece of work which is then submitted as though it was an individual student's own work. Where students in a class are instructed or encouraged to work together in the pursuit of an assignment, such a group activity is regarded as approved collaboration. Where there is a requirement for the submitted work to be solely that of the individual, collaboration is not permitted. Students who improperly work collectively in these circumstances will be regarded as being guilty of collusion.

- **Commissioning** another person or persons to complete an assignment, which is then submitted as your own work? This includes the use of the services of 'ghost-writing' agencies (for example in the preparation of essays or reports). Professional word processing services, which offer 'correction/improvement of English', should not be used. (Candidates are strongly advised to retain copies of any drafts produced while preparing assessed work, as this will be of assistance in demonstrating that the work is their own).
- **Computer fraud** is the use of the material of another person located on the internet or stored on a hard or floppy disk as if it were your own (also see **plagiarism**).
- **Duplication** is the inclusion of coursework of any material, which is identical or similar to material, which has already been submitted for any other assessment within the University or elsewhere e.g. submitting the same piece of coursework for two different modules.
- **False declarations** in order to receive special consideration by Examination Boards.
- **Falsification of data** is the presentation of data in projects, laboratory reports etc. based on work purported to have been carried out by the students which have been invented by the student or altered or copied or obtained by other unfair means.
- **Misconduct in examinations or tests such as:**
  - taking crib notes or other unauthorised material concealed in any manner into an examination or test;
  - *taking into an examination or test an unauthorised computer disk containing pre-coded data;*
  - *the use of an unauthorised dictionary;*
  - the use of unauthorised material stored in the memory of a pre-programmable calculator, watch, organiser, mobile telephone or pager;
  - obtaining or attempting to obtain an advance copy of an 'unseen' written examination or test paper;
  - attempting to persuade another member of the University (staff, student or invigilator) to participate in any way in actions that would breach the College assessment regulations;
  - communicating or trying to communicate in any way with another student during an examination or test
  - copying or attempting to copy from another student sitting the same examination or test
  - being party to impersonation where another person sits an examination or test in the place of the actual student or a student is knowingly impersonated by another
  - *leaving the examination or test venue to refer to concealed notes*
  - taking rough notes, stationery, scripts or examination or test papers which indicate that they are not to be removed from the examination or test venue
  - failure to follow instructions of the Invigilators or other designated College officers.
- **Plagiarism** is an attempt (deliberate or inadvertent) to gain advantage by the representation of another person's work, without acknowledgement of the source, as the student's own for the purposes of satisfying formal assessment requirements.

Recognised forms of plagiarism include:

- the use in a student's own work of more than a single phrase from another person's work without the use of quotation marks and acknowledgement of the source;
- the summarising of another person's work by simply changing a few words or altering the order of presentation, without acknowledgement;
- the use of ideas or intellectual data of another person without acknowledgement of the source, or the submission or presentation of work as if it were the student's own, which are substantially the ideas or intellectual data of another person;
- copying the work of another person;
- the submission of work, as if it were the student's own, which has been obtained from the internet or any other form of information technology;
- the submission of coursework making significant use of unattributed digital images such as graphs, tables, photographs, etc. taken from books/articles, the internet or from the work of another person;
- the submission of a piece of work which has previously been assessed for a different award or module or at a different institution as if it were new work;

- a student who allows or is involved in allowing, either knowingly or unknowingly, another student to copy another's work including physical or digital images would be deemed to be guilty of plagiarism.

**307** If plagiarism is suspected students will be required to supply an electronic copy of the work in question so that it may be subjected to electronic plagiarism detection testing. Therefore students are required to keep work electronically until after they receive their results as electronic detection may be part of the investigative process.

### **Detailed procedures for the identification of incidences of academic misconduct and associated penalties**

#### Introduction

**308** The remainder of these regulations set out how the College undertakes an investigation of an alleged case of academic misconduct.

**309** These regulations apply to candidates registered for undergraduate and taught postgraduate degrees and for diplomas and certificates at Goldsmiths' College.

**310** Candidates taking any examination, or subject to any academic assessment conducted by the College or the University of London, are required to abide by the relevant general and specific regulations issued from time to time by the Head of Academic Services and to observe all instructions given to them by the Examiners, Invigilators or Officers of the College responsible for the conduct of examinations or academic assessments.

**311** Any failure to observe any of the regulations or instructions mentioned in the above paragraph shall constitute misconduct in assessment and shall be dealt with in accordance with these regulations, as will any case of alleged cheating, plagiarism or other similar examination or assessment irregularity, including conduct affecting the security of an examination.

**312** In the interpretation of these regulations, unless the context otherwise requires, words and phrases which appear in the Statutes shall have the meaning assigned to them in the Statutes. Any dispute as to the interpretation of these regulations shall be referred to the Warden of the College, whose decision in the matter shall be final.

**313** In these regulations, reference to the Chair of the Board of Examiners may be taken to refer to the Deputy Chair of the Board of Examiners where the Chair is the Examiner who suspects a candidate of an assessment misconduct, or where the Chair is indisposed or otherwise unable to act.

**314** All communications from the College to the person accused of an examination offence shall be sent by first class mail and recorded delivery to his or her last known term time and/or home address as notified by the student to the Enrolments and Records Office.

**315** Should a student against whom an allegation of assessment misconduct is lodged fail to respond, within a period of 14 days following notification of the allegation, the proceedings under these regulations shall continue and shall not be invalidated thereby.

**316** Heads of Department shall be kept informed, in respect of students in their Department, at all stages of procedures under these regulations

#### Presumption of Innocence

**317** In any proceedings under these regulations the person against whom allegations have been made shall be presumed to be innocent until the contrary is established beyond all reasonable doubt.

**318** In the event that an allegation of assessment misconduct by a student is under consideration and has not been resolved when a Board of Examiners meets to consider the result(s) of that student, the Board of Examiners, shall not consider that student's results until the allegation has been upheld or dismissed. When the allegation has been investigated in accordance with these regulations, the Board of Examiners, in consultation with the appropriate External examiners(s), will determine how to proceed.

Where misconduct is suspected – See Appendix VII – Flow Chart

**319** If a member of staff suspects that assessment misconduct has been committed, he/she shall immediately inform the Chair of the relevant Board of Examiners. (In the case of postgraduate research, the examiner/s shall immediately inform the Chair of the Departmental Postgraduate Research Committee who shall assume the role of the Chair of the Board of Examiners). The member of staff is required to submit a written report of the incident to the Chair of the Board of Examiners. The Chair of the Board of Examiners shall arrange for the allegation to be investigated as soon as possible. Initially the Chair of the Board of Examiners, as part of the investigation, shall provide the candidate with a written statement of the allegation making it clear what type of misconduct is alleged and shall give the candidate an opportunity to make a response to it. The candidate will be given 14 days to respond. If the response is satisfactory and the Chair of the Board of Examiners investigation concludes that there is no case to answer; he/she shall notify the candidate in writing that the matter is closed and shall send a copy of that letter to the Head of Assessments. If the candidate fails to respond, the Chair of the Board of Examiners proceeds with the investigation. Candidates should be made aware that as a part of any such investigation, a viva-voce examination may be arranged for the purpose of establishing the original source of any work submitted. Failure to attend a viva voce, without giving adequate reason, shall be treated as non-completion of the assessment, and will be classified as a failure

**320** Where the investigation reveals prima facie evidence of an offence of a minor or technical nature that would not, in the opinion of the Chair of the Board of Examiners, warrant any of the penalties set out in (6) below, the Chair of the Board of Examiners, after consultation with the Head of Assessments, may decide that no further action shall be taken. The candidate shall be notified in writing by the Chair of the Board of Examiners that no further action is to be taken with regard to this specific case. The Chair of the Board of Examiners shall, however, send a record of the facts of the investigation to the Head of Assessments who shall place the record on the candidate's file stored in the Enrolments and Records Office and who shall notify the candidate that it could be taken into consideration in the event of a future offence. If the candidate wishes to contest the evidence he or she may supply a written statement to the Head of Assessments and provide evidence to refute the allegation, which shall be kept together with the Chair of the Board of Examiners report of the matter. The candidate shall be supplied with a copy of the relevant record.

**321** Where the investigation reveals prima facie evidence of an assessment misconduct, that would, in the opinion of the Chair of the Board of Examiners, warrant any of the penalties set out in regulation 5 below, the Chair of the Board of Examiners shall proceed to deal with the matter and inform the Head of Assessments.

- 1 The Chair of the Board of Examiners shall give the candidate a written statement of the allegation and an opportunity to respond to the allegation and to present any evidence at a Hearing. Mitigating circumstances e.g. (medical) are not normally considered to be an acceptable excuse for assessment misconduct.
- 2 If a candidate fails to attend a Hearing other than for a reason acceptable to the Chair of the Board of Examiners, notified in advance, its proceedings shall not be invalidated thereby. A candidate unable to attend a Hearing for good reason may seek a postponement of that Hearing.
- 3 The candidate may be accompanied by a member of staff or a student of the College; a candidate who is so accompanied must submit to the Chair of the Board of Examiners, not less than two days before the date appointed for the Hearing, the name, address and description of the person concerned. A full written record of the hearing must be made.
- 4 A senior member of the academic staff of the relevant Department shall attend at the Hearing and the member of staff who has reported the alleged offence shall also be present. However if that member of staff has left the institution and cannot attend the Hearing, another member of staff in that field of study, who has been fully briefed, can deputise and attend the Hearing.
- 5 Following the Hearing the Chair of the Board of Examiners shall impose one of the following penalties: The penalty should be based on grid shown.



Tariff for those awarding penalties for students found guilty of plagiarism:-

1. a requirement that the candidate re-submit the relevant piece(s) of work by a specific deadline, or
2. the minimum pass mark for the relevant piece(s) of work may be assigned, or
3. a mark of '0' for the relevant piece(s) of work may be assigned, or
4. a mark of '0' for all coursework components of the relevant course may be assigned.
5. (For undergraduates only) Degree class to be reduced by one class (unless by doing so a 'pass' would be turned into a 'fail')
6. Degree class to be 'capped' at a certain level
7. Suspension from the College for a period of not more than two years
8. Dismissal from College

ii) Circumstances of offence and 'default' penalty suggested. The figure in each cell on the grid refers to the default penalty from the list above:-

<b>YEAR ONE</b>	INTENT DEMONSTRATED	INTENT DEMONSTRATED	POOR ACADEMIC PRACTICE	POOR ACADEMIC PRACTICE
	FIRST OFFENCE	REPEATED OFFENCE	FIRST OFFENCE	REPEATED OFFENCE
MINOR	3	4	1	3
MODERATE	3	4	2	3
EXTENSIVE	4	7	3	4

<b>YEAR TWO</b>	INTENT DEMONSTRATED	INTENT DEMONSTRATED	POOR ACADEMIC PRACTICE	POOR ACADEMIC PRACTICE
	FIRST OFFENCE	REPEATED OFFENCE	FIRST OFFENCE	REPEATED OFFENCE
MINOR	3	4	1	3
MODERATE	4	5	3	4
EXTENSIVE	4	8	3	4

<b>YEAR THREE</b>	INTENT DEMONSTRATED	INTENT DEMONSTRATED	POOR ACADEMIC PRACTICE	POOR ACADEMIC PRACTICE
	FIRST OFFENCE	REPEATED OFFENCE	FIRST OFFENCE	REPEATED OFFENCE
MINOR	4	5	3	4
MODERATE	6	8	4	6
EXTENSIVE	8	8	4	6

PGT	INTENT DEMONSTRATED	INTENT DEMONSTRATED	POOR ACADEMIC PRACTICE	POOR ACADEMIC PRACTICE
	FIRST OFFENCE	REPEATED OFFENCE	FIRST OFFENCE	REPEATED OFFENCE
MINOR	4	7	3	4
MODERATE	4	8	3	4
EXTENSIVE	8	8	3	4

PGR	INTENT DEMONSTRATED	INTENT DEMONSTRATED	POOR ACADEMIC PRACTICE	POOR ACADEMIC PRACTICE
	FIRST OFFENCE	REPEATED OFFENCE	FIRST OFFENCE	REPEATED OFFENCE
MINOR	7	7	) “final	7
MODERATE	7	8	) warning”	7
EXTENSIVE	8	8	)	7

- 7 A written note of the penalty shall be sent to the candidate by the Chair of the Board of Examiners with a copy to the Head of Assessments. The note shall include a statement that the candidate may challenge the decision of the Chair of the Board of Examiners within fourteen days of notification of that decision.

#### Challenges to a penalty imposed by the Chair of a Board of Examiners

**322** A candidate shall have the right to challenge a penalty imposed by the Chair of a Board of Examiners following a Hearing on one or more of the following grounds:

- That the proceedings of the Hearing conducted by the Chair of the Board of Examiners were not carried out in accordance with the regulations;
- That relevant fresh evidence can be presented which was not, or could not reasonably have been, made available to the Hearing conducted by the Chair of the Board of Examiners; **NB: Mitigating circumstances e.g. (Medical) are not normally considered as grounds for a challenge.**
- That there is evidence of prejudice or bias on the part of the person conducting the hearing.

Any such challenge shall be made in writing to the Head of Assessments within fourteen days of notification of the decision of the Chair of the Board of Examiners and shall set out the grounds for challenge and be accompanied by copies of any documentary evidence in support of the challenge.

Where the challenge is based on the presentation of fresh evidence, the student shall normally forward the evidence in question or a summary of it, to the Head of Assessments with the challenge.

A Pro-Warden appointed by the Warden shall hear the challenge together with up to two members of the academic staff who have not previously been involved with the case and who are not from the same Department as the appellant.

The Head of Assessments shall be responsible for providing a Pro-Warden appointed by the Warden with a factual statement of the case together with relevant documentation, as appropriate.

The Director of Student services or his/her nominee shall act as secretary for the Hearing.

The Hearing shall be conducted on the basis of a procedure which will be sent to the student in advance.

The student who has submitted the challenge shall be given at least ten days' notice of the date of the Hearing.

The student may be accompanied at any such Hearing by a member of staff or a student of the College. The name, address and description of this person shall be submitted in writing to the Head of Assessments not less than two days before the date appointed for the Hearing.

The Head of Assessments shall provide the appellant, at least five days before the date of the Hearing, with a copy of the statement referred to above.

The student may make an oral statement in support of his/her challenge at the Hearing.

The student may, at the discretion of a Pro-Warden appointed by the Warden, call witnesses to attend the Hearing if this is necessary to support the contention that fresh evidence exists which was not available to the Chair of the Board of Examiners.

A Pro-Warden appointed by the Warden shall normally request a written statement from the Chair of the Board of Examiners whose decision is the subject of the challenge, and the Chair of the relevant Board of Examiners shall normally be given an opportunity to appear at the Hearing.

The Hearing shall decide whether or not the challenge is to be upheld, and if upheld, the action to be taken. If the challenge is not upheld the panel shall confirm the penalty imposed by the Chair of the Board of Examiners and if in the opinion of the panel, the challenge was without merit, shall have power to order any additional penalty it considers appropriate, including the imposition of a financial penalty not exceeding £200.

The decision of the Hearing shall be the final decision of the College.

#### Reports

The Head of Assessments shall report to the Academic Board on all cases considered under these Regulations.

You are required under College Regulations to read carefully and sign this Assessment Misconduct Form. The Examinations Handbook details what the College considers to constitute misconduct in assessment and you must acquaint yourself with this information. You are also required to confirm the courses you will be assessed for, by checking and signing the Assessment Confirmation Form overleaf. **PLEASE ENSURE THAT YOU SIGN BOTH SIDES OF THIS FORM.**

### SUBMISSION OF COURSEWORK EXAMINATION IRREGULARITIES

During the course of the year you will be submitting work for assessment. You are reminded that all work submitted, as part of the requirements for any examination of the University of London must be expressed in your own words and incorporate your own ideas and judgements. Each time you submit, you will be required to sign to confirm that you have read and understood the following. Plagiarism – this is the presentation of another person's thoughts or words as though they were your own – must be avoided, with particular care in course-work and essays and reports written in your own time. Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in the proper form. Remember that a series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as a single unacknowledged long quotation from a single source. 'Unconscious plagiarism' or 'unintentional plagiarism' – including an unattributed quotation in your essay is as much an examination offence as deliberate plagiarism and will be dealt with in the same way as any other examination offence. Equally, if you summarise another person's ideas or judgements, you must refer to that person in your text, and include the work referred to in your bibliography. Unless specifically agreed and deemed as a collaborative project by all parties sharing work with other students will be regarded as plagiarism on the part of both the recipient and the originator. Failure to observe these rules may result in an allegation of cheating. You should therefore consult your tutor or course director if you are in any doubt about what is permissible. Recourse to the services of 'ghost-writing' agencies (for example in the preparation of essays or reports is strictly forbidden, and students who make use of the services of such agencies render themselves liable for an academic penalty. Professional word-processing services, which offer 'correction or improvement of English', should not be used. You should be aware that your work may be submitted to JISC or other available electronic tools for detection in accordance with Definition 28 of the Examinations regulations. **IF IT IS PROVED THAT YOU HAVE PLAGIARISED AT THE VERY LEAST YOU WILL RECEIVE A MARK OF ZERO.**

You are reminded that you may not present substantially the same material in any two pieces of work submitted for assessment, regardless of the form of assessment. For instance, you may not repeat substantially the same material in a formal written examination or in a dissertation if it has already formed part of an essay submitted for assessment. This does not prevent you referring to the same texts; examples or case studies as appropriate, provided you do not merely duplicate the same material.

I acknowledge that I have read the above and I understand that any form of plagiarism is an infringement of University Regulations and that all sources must be correctly acknowledged and referenced. I understand that all course work and essays will be entirely my own work.

I also understand that by signing below I am indicating my agreement for my personal data to be used by the JISC service for the purposes and according to the processes outlined in the Examinations Handbook. If under Goldsmiths' College existing Intellectual Property Rights policies I am the rights holder for the academic work I submit during my course of studies, I am signing to indicate my permission for an electronic copy of my work to be held on a database and used for the purposes outlined in the Examinations Handbook.

Please confirm your acceptance of the above terms, which are governed by English Law, by signing below;

Signed:..... Date: .....

### **Guidelines for tutors supporting students with Specific Learning Difficulties (Dyslexia, Dyspraxia and Attention Deficit Disorder)**

1. Introduction
2. Definitions of Dyslexia
3. Common Characteristics of Dyslexia
4. Information on Dyspraxia and ADD
5. Information on Attention deficit Disorder (ADD)
6. Identifying traits of specific learning difficulties in students
7. Making adjustments for students with specific learning difficulties
8. Examination and Assessment procedures
9. Referral to Student Services
10. Relevant Contacts

#### **1. Introduction**

Support for students with specific learning difficulties (dyslexia, dyspraxia, dyscalculia, attention deficit disorder) at Goldsmiths' College is reviewed by the Disability Team in Student Services with reference to national guidance.

These guidelines have been written for Personal and Academic Tutors, including those marking examinations and assessed coursework with the aim of raising awareness and knowledge of relevant issues.

Since 2007 dyslexia has been confirmed as a 'qualifying' impairment under the Disability Discrimination Act (1995) definition of disability. Higher education institutions are required to be compliant with the Part IV of the Act, implemented in September 2002.

This means that universities must not discriminate and should make reasonable adjustments to ensure equal access to all aspects of the university experience. Guidance states that if a student declares a disability, either on an application form or directly to any member of staff, the university is deemed to be aware of the disability and liable to make provision (despite any confidentiality policies).

It is therefore important that you read these guidelines and make yourself familiar with Goldsmith's recommended procedures, so that you are in a position to advise students and applicants appropriately.

#### **2. Definitions of Dyslexia**

There is no such thing as a typical dyslexic person. Therefore it would be impossible to write guidelines telling you exactly how to deal with each student. However, it is important that you have a general understanding of dyslexia and the learning difficulties associated with it.

Dyslexia is generally recognised as a difficulty in processing information, linked to deficiencies in short-term memory and visual co-ordination. The main issues are usually with reading, writing, spelling, numeracy, personal organisation and time keeping. The range and severity of dyslexia varies widely and it follows that the need for support varies from individual to individual.

Here are some definitions to help you see the contrasting ways dyslexia has been categorised:

The British Dyslexia Association (BDA) definition of dyslexia:

<http://www.bdadyslexia.org.uk/whatisdyslexia.html>

Dyslexia is a specific learning difficulty which mainly affects the development of literacy and language related skills.

It is likely to be present at birth and to be lifelong in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities.

It tends to be resistant to conventional teaching methods, but its effects can be mitigated by appropriately specific intervention, including the application of information technology and supportive counselling.

BDA also cite the definition recommended by the Research Group of Developmental Dyslexia of the World Federation of Neurology in 1968:

"A disorder manifested by a difficulty in learning to read despite conventional instruction, adequate intelligence and socio-cultural opportunity. It is dependent upon fundamental cognitive difficulties which are frequently of a constitutional character."

Dyslexia Action defines it as follows:

<http://www.dyslexiaaction.org.uk/>

The word 'dyslexia' comes from the Greek and means 'difficulty with words'.

Dyslexia is a specific learning difficulty that mainly affects reading and spelling. Dyslexia is characterised by difficulties in processing word-sounds and by weaknesses in short-term verbal memory; its effects may be seen in spoken language as well as written language. The current evidence suggests that these difficulties arise from inefficiencies in language-processing areas in the left hemisphere of the brain which, in turn, appear to be linked to genetic differences.

Dyslexia is life-long, but its effects can be minimised by targeted literacy intervention, technological support and adaptations to ways of working and learning. Dyslexia is not related to intelligence, race or social background. Dyslexia varies in severity and often occurs alongside other specific learning difficulties, such as Dyspraxia or Attention Deficit Disorder, resulting in variation in the degree and nature of individuals' strengths and weaknesses.

### 3. Common Characteristics of Dyslexia

Dyslexia can therefore be viewed in a variety of ways. Some characteristics are shown below, but it is most unlikely that all these characteristics will be evident in one person.

- a noticeable disparity between the student's ability to use words and his/her level of intelligence
- verbal skills and performance in practical problem-solving are much stronger than academic achievement
- written work is untidy and includes poor spelling and punctuation
- reluctance to commit ideas to paper and when required to do so an inability to think what to write
- endings of words are often missed in reading and spelling
- some words are missed or not seen when reading and writing sentences
- books take an extremely long time to read and understand
- information is easily forgotten
- note-taking is difficult
- sequences are difficult to identify and remember
- figures or letters are often reversed or left out
- difficulty remembering tables
- difficulty with mental arithmetic
- telephone messages are difficult to remember
- time-management and self-organisation is difficult
- confusion over directional words, e.g. left and right, up and down, in and out

Dyslexia Action Key Facts:

Dyslexia is a specific learning difficulty, mainly affecting reading and spelling. About 10% of the population is affected by dyslexia to some degree.

Dyslexia tends to run in families; it is known that there are several genes that contribute to a genetic risk of dyslexia. Brain scanning studies suggest that, in dyslexic people, the connections between different language areas of the brain do not work as efficiently as they should. However, these differences are not linked to intelligence, and there is evidence that many people with dyslexia have strengths and abilities in tasks that involve creative and visually-based thinking.

People with dyslexia usually find it difficult to analyse and work with the sounds of spoken words, and many have difficulties with short-term memory, sequencing and organisation. This means that it is more difficult for them to learn how spoken sounds map onto letters, which affects the ability to spell and the ability to decode or 'sound out' words. Although many can learn to use phonic, decoding, skills they typically need a great deal of instruction, and they often never reach a stage where these skills are fully automatic.

Dyslexia is not the same as a problem with reading. Many people with dyslexia learn to read, but have continuing difficulties with spelling, writing, memory and organisation. There are also people whose difficulties with reading are not caused by dyslexia. Dyslexia often causes problems in maths: many people with dyslexia have difficulties with arithmetic and with learning and recalling number facts.

If you do encounter a student you think may have a specific learning difficulty see the referral process below (9.)

#### 4. Information on Dyspraxia (Dyspraxia Foundation <http://www.dyspraxiafoundation.org.uk>)

Dyspraxia is an impairment of the organisation of movement that is often accompanied by problems with language, perception and thought. The pattern of difficulties in dyspraxia (or developmental coordination disorder) may vary widely from person to person as with dyslexia. In many ways dyspraxia and dyslexia overlap and often co-exist in the same person.

A student with dyspraxia may have difficulties with: -

- Handwriting: They tend to write laboriously slowly and/or untidily and illegibly. Accurate copying can be difficult.
- Organisation and thought: They may operate in a muddled way, having little sense of direction, time or weight. They may constantly miss appointments and hand in assignments late because they find it difficult to organise themselves and their work. They may find it difficult to express themselves.
- Language: They may find it difficult to pronounce some words and some may stutter.
- Concentration: They may take a long time to complete a task and find it difficult to do more than one thing at a time.
- Short-term memory and sequencing tasks: They may find it hard to make sense of information when listening or reading instructions, taking notes from books and lectures, and dealing with maps and charts.
- Planning their movements and being aware of the space around them: They may bump into and trip over things.
- Perception: They find it difficult to judge heights and distances; making them appear to be clumsier.
- Co-ordinating different parts of the body: They may find it hard to catch, throw and balance, as well as moving the different parts of their body without looking.
- Laterality: It may be difficult to work out right from left without a reminder.
- Manual and practical work: They may find it difficult to handle keyboards, tools, cars, bandages, laboratory and cooking equipment etc.

All the above can lead to emotional problems, low self-esteem etc. They can find it difficult to relate to others and read social cues. These difficulties will become more apparent in times of stress such as during and before exams and when embarking on a new project.

Suggested strategies:

- Formal tuition in the planning and organisation of work, both practical and academic. Give examples of essays, reports and projects. Break down processes to steps with an opportunity for feedback to check understanding
- Strategies to compensate for poor memory and organisational skills, e.g. the use of mnemonics; work timetables, flow charts and mind maps, hand-outs, word processors.
- Training in relaxation techniques, assertiveness and confidence building.
- Extra time for course work and exams and have access to either a word processor or note taker if

necessary.

Further Reading:

Living with Dyspraxia, A guide for adults with Developmental Dyspraxia by Mary Colley & the Dyspraxia Foundation Adult Support Group, 2000

Information on Dyspraxia drawn from The Dyspraxia Foundation's guidelines, Dyspraxia Foundation, 8 West Alley, Hitchin, Herts SG51EG Tel:01462 454986 (Helpline) Tel 01462 455016 (Admin) Website: [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

## 5. Information on Attention Deficit Disorder (ADD)

Information from:

David Grant, PhD., Chartered Psychologist

e-mail: [david.grant6@virgin.net](mailto:david.grant6@virgin.net)

Inattention:

- often fails to give close attention to details or makes mistakes in schoolwork, work or other activities
- often has difficulty sustaining attention in tasks or play activities
- often does not listen when spoken to directly
- often does not follow through on instructions and fails to finish schoolwork, chores or duties in the workplace [not due to failure to understand instructions]
- often has difficulty organising tasks and activities
- often loses things necessary for tasks or activities [e.g. pens, books or tools]
- is often forgetful in daily activities

Hyperactivity:

- often fidgets with hands or feet, or squirms in seat
- often leaves seat in classroom or other situations in which remaining seated is expected
- is often on the go or often acts as if driven by a motor
- often talks excessively

Impulsivity:

- often blurts out answers before questions have been completed
- often has difficulty awaiting turn
- often interrupts or intrudes on others

How you can help:

- Be prepared to meet the student before the course starts to discuss needs.
- Provide clear, detailed information (oral and written) about structure of course, practical arrangements, assessment requirements and deadlines.
- Be consistent in approach and keep variations to a minimum.
- If a change (e.g. in timetable, room, lecturer) is inevitable give clear, specific information as far ahead as possible.
- Give explicit instructions and make intentions explicitly clear.
- Discuss with the student whether he/she wants other students to be made aware of her/his condition.
- Present material in a structured way.
- If broken into small steps, show how these come together as a whole.
- Avoid or explain metaphors, irony etc and interpret what others say.
- Provide subject word lists, glossaries of terms and acronyms.



## 6. Identifying traits of specific learning difficulties in students

Many adults who have not been identified at school do not realise that they are dyslexic or dyspraxic and often have areas of strength which they rely on. They may not have realised that their weaknesses form a specific learning difficulty. Added to this, they may attempt to hide their weaknesses due to low confidence and self-esteem.

As a tutor you are the main observer of a student's performance. If you notice a student is having problems related to the above factors then please suggest he/she contacts the Disability Team in Student Services (see 9. below).

However, please recognise that there can be varying responses to being told that you could be dyslexic / dyspraxic. If possible try stressing that dyslexia is not a deficiency in general intelligence and many dyslexic adults have strong abilities in areas other than language skills. They are often creative and original lateral thinkers.

It is important to emphasise that with support and determination they can manage their learning difficulty effectively and can achieve equally as well as other students.

## 7. Making adjustments for students with specific learning difficulties

It is important that personal tutors show an understanding of the difficulties that students with specific learning difficulties encounter. The personal tutor may have the most opportunity to inform students about the help that they can receive from Goldsmiths' College and other support networks. The student may not have seen posters and other leaflets provided by the Disability Team.

It may be helpful for you to read the student's Educational Psychologist assessment of specific learning difficulty. The document is confidential and the student is not obliged to share it with you, but if they agree to you seeing it, it could help you to understand their particular needs. If such reports are difficult to analyse please contact the Disability Team (see 9. below for guidance).

Course Design:

According to the National Working Party on Dyslexia in Higher Education, (Dyslexia in Higher Education: policy, provision and practice. National Working Party on Dyslexia in Higher Education: 1999, p144) the best way to help dyslexic students is to look at the course itself:

"Having clear course aims and objectives helps to clarify what methods of examination and assessment would be most appropriate."

They go on to say that course aims should state the relative importance in the course of:

- learning facts, concepts, theories and procedures
- applying such learning to show understanding and the ability to solve problems
- using argument and criticism
- use of written language
- use of oral language
- use of non-verbal skills, such as practical competencies and production of diagrams.

They conclude that examination and assessment system should refer to these course aims.

"When addressing the problem in this manner - by first analysing course aims and objectives - we inevitably find ourselves confronted with the question: what are the most appropriate methods of assessment on this course for all students? Perhaps a written examination is not the most appropriate but continues to be used only because it is traditional and also convenient." (Ibid)

Tutors need to consider what is the most appropriate way to assess the learning outcomes for each course or programme. Through discussion and debate about course design issues, linked to the provision of a strong student support network, it is intended that learning and teaching at Goldsmiths' College will become more dyslexia friendly.

Course Information:

It is helpful to clearly define dates for coursework and to explain verbally and via handouts / course handbooks what is expected.

When you give out information it is important to remember that less is more, and that quality of written information, not quantity, is best for students with dyslexia. Written notes are most accessible when they are broken into short sections; bullet points are good.

Students who have been awarded the Disabled Students Allowance (DSA) are likely to have funding to enable them to purchase recommended text books (those on reading lists that are non-core books). It would be helpful if book lists could be further broken down into lists of the most important books.

Marking:

The following guidelines are the recommendations of the Dyslexia in Higher Education National Working Party (1999): -

Markers might find it easier to skim the assignment quickly first before a closer reading. This may allow the ideas the student is presenting to come through.

Mark for ideas and knowledge, rather than presentation. As far as possible, discount errors in spelling, grammar and punctuation and instead mark for content and ideas and critical acumen. Allowances should also be made for unorthodox narratives and for problems with structure / organisation but only where these do not hinder understanding of the content. You are not expected to give marks for what is not there or what is so unclear that no sense can be made of it.

Some students with dyslexia/dyspraxia have such difficulty with written expression that understanding their work is extremely difficult. In such cases, lecturers should give some detailed feedback and guidance for improvement.

Feedback:

Comments will be most effective if there are clear explanations of what is wrong and guidance given on how it could be improved. Students with specific learning difficulties appreciate getting explicit guidance on what is good in the essay as well as what is poor. Such students are unlikely to find general statements such as 'a point needs developing' as helpful (due to their disability).

Academic Standards:

It is recognised that accurate spelling, grammar, punctuation and structure (i.e. Standard English) may form explicit parts of the assessment. It is likely that most programmes will require students to demonstrate the use of Standard English as implicit 'programme' learning outcome. This should, however, be stated explicitly in programme specifications. If you are unsure whether the use of 'standard English' is a requirement in the assessment you are marking, you should seek advice from your department.

Whilst departments may utilise explicit marking criteria for the use of 'Standard English' for coursework, it may not be a requirement for take home papers, exams etc). If the use of 'standard English' has not been cited within the marking criteria for the assessment you are marking you should follow the guidance above.

Extensions / Mitigating Circumstances:

Under College Regulations, a student cannot apply for an extension before missing a deadline. Any student who wishes to plead mitigating circumstances for late submission of work should present their coursework as soon as possible and include, at the same time, supporting documentation. A student cannot claim that dyslexia is itself an unforeseen mitigating circumstance.

## 8. Examination and Assessment procedures

Full details are in the paper - Guidelines for Departmental Examination Officers.

All students who appear on the College record system as having declared a disability will be written to directly by the Assessments Office when the information is on Unit-e (usually in November). Students will be asked to book an appointment with the Disability Team in order to discuss any adjustments required. The student will be asked to provide supporting evidence which will be held in the Disability Office for inspection by Departmental Senior Tutors or relevant members of the Assessments Office if necessary.

The Assessments Office will send academic departments a list of students, both new and continuing, who may be eligible for reasonable adjustments. Departmental Senior Tutors will be asked to approach these students, asking them if they would like to apply for reasonable adjustments. In the case of students who have previously had adjustments, departments will be asked to confirm with these students that they are happy with their provision. Departments should inform the Assessments Office of any students returning from an interruption of study or who have recently had a disability / specific learning difficulty identified, who may be eligible for reasonable adjustments. In these cases the students should be advised to contact the Disability Team so that arrangements can be made.

Continuing students who have previously received adjustments will be written to by the Assessments Office asking them to confirm that they are happy to continue with the same level of support. If so this will be arranged by the Assessments Office. If students needs have changed they will be asked to arrange to see the Disability Team to make a new application.

Students who have chosen not to declare their disability previously, and those who have been diagnosed since enrolment, will be able to let the Assessments Office know they have a disability by ticking the box on the 'Assessment Confirmation Form1. If students tick this box they will be contacted directly by the Assessments Office.

#### Application Procedure:

Students must apply no less than six weeks before the date of their first exam. In exceptional circumstances late applications may be accepted. These would include last-minute injuries, late diagnosis, or where students have not previously been able to obtain supporting evidence despite requesting it in a timely manner.

It is unlikely that even in an exceptional case, reasonable adjustments could be put in place if the application is made less than two weeks prior to the examination.

The Disability Team together with the student will complete and sign an Assessments Reasonable Adjustments (ARA) form. This form will then be sent to the Assessments Office and in turn to the Departmental Senior Tutor for agreement.

The Assessments Office will normally write to the student no less than four weeks before the student's first examination to confirm the arrangements that have been agreed. The Assessments Office will deal with any appeals should the student wish to dispute the provision.

#### Supporting evidence:

Students who are applying for reasonable adjustments as a result of specific learning difficulties (dyslexia, dyspraxia, AD[H]D etc.) are required to provide an educational psychologist's report carried out at least 16 years of age. Students who do not have a report should contact the Disability Office as soon as possible to organise an up-to-date assessment.

#### Adjustments that may be offered:

Where the student's ability to write is impaired, either by physical impairment or injury or due to specific learning difficulty, the student will normally be allowed 15 minutes per hour additional time (25%) and will sit in a separate venue away from the main examination hall

Students with specific learning difficulties (dyslexia / dyspraxia etc.) will be allowed to indicate this to the marker, through the use of an Assessment Cover Sheet attached to their script (this replaces the Dyslexia Alert Stickers used in previous years). The Assessment Cover Sheet gives advice on marking the work of dyslexic / dyspraxic students. Further guidelines on marking practices for students with specific learning difficulties can be obtained from the Disability Team in Student Services).

Candidates who are unable to write or those for whom writing is extremely difficult an amanuensis may be required. The Disability Team can assist the department in ensuring that a suitably qualified person is recruited to carry out the work.

Alternatively the student may be able to use a PC to word process the exam. A memory stick will be given to the student to store the script. The Assessments Office will ensure the PC is not logged onto the general system or has internet access.

Students requiring assistive technology to take examinations, utilising reasonable adjustments, will usually sit the exams in the Assistive Technology Centre (ATC) in the Library.

## 9. Referral to Student Support Services

Disability Team:

The Disability Co-ordinator and Disability Adviser act as a first point of contact for new applicants, current students and Goldsmiths' College staff on any matter relating to disability.

The Disability Team can advise on the types of adjustments and support a student could expect and assist in implementation if appropriate. The Disability Team assists students with applications for the Disabled Students' Allowance (DSA).

Contact (for tutors):

Barry Hayward

Disability Coordinator

Tel. 020 7717 7510

Email. [b.hayward@gold.ac.uk](mailto:b.hayward@gold.ac.uk)

Contact for students:

Student Services

Room 125 Richard Hoggart Building

Tel no: 020 7717 2292

Email [disability@gold.ac.uk](mailto:disability@gold.ac.uk)

Further information is also available at: <http://www.Goldsmiths' College.ac.uk/disability/>

Establishing if a student is dyslexic (or other learning difficulty):

The Disability Team assists students seeking to establish whether they may have dyslexia (or similar difficulty). For home students we utilise the Access to Learning Fund (ALF) to pay for assessments to establish a diagnosis. EU/International students will be advised on how a test may be obtained privately.

A Drop-In advice session is held each Wednesday (between 2pm and 4pm) in room 124 RHB for students seeking a dyslexia test. Students need to bring an ID card and evidence of fees paid.

Other support:

The Counselling Service at Goldsmiths' College also provides help and support for dyslexic students on request. Counselling can provide students with a supportive, non-judgmental and confidential environment in which to explore any emotional, psychological or study problems they may be encountering.

Learning is an emotional as well as a cognitive process. Counselling can help by exploring how the two interconnect. Students with dyslexia, especially those whose dyslexia was not picked up sufficiently early at school, may suffer from low self esteem and an exaggerated fear of failure. Counselling can enable students to explore their personal experience of dyslexia including, if appropriate, the emotional and social impact of coping with this disability. Students will be provided with a non-judgmental environment in which they can develop self-confidence and self-belief. They are then enabled to use their resources and abilities to develop their own learning styles and strategies.

Students can make appointments at the Counselling Service 20 Laurie Grove. Tel: 020 7919 7472.

At Goldsmiths' College we are also able to offer equal access for all students to library facilities including computers housed within the library building. Staff will assist students who may be having difficulty locating

material and can be given their own individual induction and support. The library can also arrange for extensions on book loans for dyslexic students if this is needed.

Anyone wishing to discuss existing or potential problems in their use of Library Facilities, please contact Sheila Turley: ext 7299 or email [s.turley@gold.ac.uk](mailto:s.turley@gold.ac.uk)

#### 10. Relevant contacts

Barry Hayward

Disability Coordinator

Tel. 020 7717 2292

Email [b.hayward@gold.ac.uk](mailto:b.hayward@gold.ac.uk)

Sue English

Head of Assessments

Tel. 020 7919 7521

Email [s.english@gold.ac.uk](mailto:s.english@gold.ac.uk)

Counselling Service

20 Laurie Grove.

Tel. 020 7919 7472

Email [counselling-service@gold.ac.uk](mailto:counselling-service@gold.ac.uk)

**GOLDSMITHS' COLLEGE**  
University of London

**Report of the meeting of the Board of Examiners for BA Sanskrit  
held on 9 June 2010**

Present:	Professor Yan Sen (Chair) Professor Sen Yan (External Examiner) Dr Joan Young Dr Peter Falk
Apologies:	Dr Mark Smith
In attendance:	Mr John Johnson (Head of Assessments) Ms Hilary White (Departmental Administrator)

**1.1 OPENING ANNOUNCEMENTS**

Standing Order 12

Noted	1	That, except as noted below all final year students were being considered under the G1 formula.
	2	That candidate number 2217933 (Ms Jade Smith) had been direct entrant into year 2 and therefore could only be considered on years 2 and 3.
	3	That there were no declarations of interest

**1.2 FINAL YEAR STUDENTS FOR CONSIDERATION**

Noted	1	That there were 49 students.
	2	That 22747474 (Mr Ray Yong) was not under consideration because of outstanding plagiarism investigations.
	3	That 227214172 (Ms Petra Smith) has had serious medical problems at the time of the examinations.
	4	That 22445478 (Mr Chen Day) had, because of a road accident missed SK4243
	5	That 2219978 (Ms Daisy Jones) had submitted a late medical certificate relating to one written paper.
	6	That 22121212 (Mr John Smiths) had failed SK2122 for a third time.
	7	That, because of medical evidence 22425792 (Jane Maddins) had been given an extra week to submit an essay.
Agreed	1	That 22445478 (Mr Chen Day) be permitted deferred assessment to the late summer examinations.
	2	That, after consideration, that the medical evidence submitted by 2219978 (Ms Daisy Jones) was not sufficient to have affected her result.
	3	That as he had used up all resit opportunities 22121212 (Mr John Smiths) be dismissed.
Recommended	1	<b>That 22721472 (Ms Petra Smith) because of mitigating circumstances, be awarded a Second Class Honours (Upper</b>

Division) degree despite only having three units in the upper range.

- 2 That all other successful students shown on the Mark Sheet (Appendix 1) be awarded the classification as shown.

### 1.3

#### CONTINUING STUDENTS

Noted

- 1 The following students, because of acceptable mitigating evidence be offered deferred assessment in late August for the units noted:  
22131256 (James Tule) SK 1072  
22908866 (Peter Sams) SK 1072, SK 1073  
22889998 (Rite Wong) SK 2208
- 2 That, because of mitigating reason, the following students who had failed units, not be penalised:  
22458877 (James Johns) SK102  
22778660 (Paul Sing) SK102
- 3 That the following students, who had not achieved enough units to proceed, be permitted to retake not in attendance  
22998874 (Robert Wang)  
22899876 (Kim Walters)
- 4 That the following student, who had failed all units and had not attended much of the year, be dismissed because of extreme academic failure. It was confirmed that the student has been warned on several occasions and there was paperwork in the file as verification that all the procedures that had been followed correctly  
2222286 (Robert Homewood)
- 5 That the following students be offered late summer retakes as noted on Mark Sheet. Cannot proceed with further attainment – the fall back position is noted in brackets  
33744482 (Jayne Dawkins ) (R3)  
33644281 (Huw Morgan ) (R4)  
32618749 (Errol Flynn) (R3X)
- Can proceed without further attainment  
26252492 (Peter Patel)

### 1.4

#### CONSIDERATION OF CLASSIFICATIONS

Received

Statistics of previous and current final classifications

Noted

- 1 That the percentage of Second Class Honours had risen year on year but that there had been an increase this year of failure in students taking SK2208.
- 2 That the Co-ordinator for SK2208 had been on sick leave and that the Department had to take urgent measures to appoint a replacement.

### 1.5

#### EXTERNAL EXAMINER

Received from the External Examiner an oral report which included the following points:

\*that the internal Examiners were still not using the full range of marks

\* that the standard of some of the dissertations were of a very high standard

that he was concerned that some students did not appear to be able to reference properly

### Guidance on the Implementation of Late Summer Retakes

#### Who can resit?

1. All students who cannot progress or graduate without further attainment, at all levels of programme, will be permitted a retake of the assessment in the late summer of the same session following a failure earlier in that session. Students who can progress without further attainment will not be offered retakes as the majority in this situation choose not to sit in the late summer and much effort is being expended in making arrangements, where they are not required. However they will have the right to apply to retake in late summer, but must contact the Assessments Office via email, by the deadline date in July and arrangements will be put in place.
2. In order to qualify for a late summer retake the student must have:
  - failed a course;
  - been deemed by the Board of Examiners to have made a valid attempt (see definition on page 27) at the original assessment. Any suspicion of a cynical attempt on behalf of a student to 'play the game' and secure an assessment opportunity later in the year will result in a forfeiture of the right to a late summer retake.

#### Must retake

3. First year students on the credit framework in session 2010/11 are required to use all three permitted attempts to try and pass a course. Students MUST retake failed first or second attempts of the course and therefore cannot be advised to do so.
4. Where award regulations for course unit degrees permit students (years 2 and 3 in session 2010/11) to graduate without having passed all constituent courses Board of Examiners will need to consider whether students will be required to retake or merely advised to retake.
  - if the course has been designated a core course (i.e. must pass it) then if a student fails this on first or second attempt they MUST retake the unit;
  - if a student fails a unit in one year which is a pre-requisite or co-requisite of a unit in the following year the student MUST retake the unit before being able to take the preferred unit or alternatively can be allowed to proceed if they have the required number of units and take an alternative unit which has no pre or co-requisite;
  - if a student has not passed sufficient units to proceed to the following year the student must retake. The number and precise detail should be determined after considering the above.

#### Advised to Retake

4. Boards of Examiners may only advise students on course unit degrees to retake in this way and such advice must always be based on academic judgement but in making recommendations Boards of Examiners will be mindful of the following:
  - the level of failure;
  - whether the student has missed a large proportion of the taught elements of the course.

#### Retake following year

5. Where students have abjectly failed in any one session e.g. failed 3 out of 4 units or 2 units with very low marks, Boards of Examiners should advise students NOT to attempt to retake in the same session. Particularly if there is nothing that has changed or is likely to change in the students' circumstances between the first failure and a late summer retake. Students should be advised to retake the assessments in the next session either in part-time attendance or in examination attendance only. Students would, however, have the right to reject this advice and retake in late summer if they so wished. In the case of Masters students, if they chose to retake in late summer and subsequently failed at that second and final attempt, they would fail the Masters programme entirely.
6. If a student is advised or required to retake they do not HAVE to do this in late summer. Although late summer retakes will be offered students will still be offered, the opportunity to retake in the following session if that is what they would prefer.



**COURSE UNIT DEGREES**

- 1 Students are normally required to make a valid attempt at a total of 12 course units overall. Full time students taking 4 cu each year and part time students not less than 1½ and not more than 3 cu each year.
- 2 Full time students are required to have passed in courses to a minimum of 3 cu before proceeding. Part time students normally must pass in new courses to a minimum value of 1½ cu before proceeding to the next year.
- 3 (students first registered before September 2005 only). When a student has to interrupt because of failure he/she will be required to have passed in courses to a total of at least 3½cu before proceeding to the second year and at least 6½ cu before proceeding to the third year.
- 4 Care should be taken to ensure that appropriate prerequisites have been successfully completed, i.e., that students have passed particular unit(s) before proceeding. This **must** be in the Programme Regulations and not just something Departments would like to apply.
- 5 In the cases of failure the Board of Examiners must make a decision as to whether or not a student is required to re-take a particular unit. If there is course work involved in retaking the implications of attending or not must be considered (see list of letters to be applied).
- 6 The pass mark for course unit degrees is 35%.
- 7 In order to graduate students normally must have successfully completed at least ten course units (9 course units for students commencing before 2005) of which at least 3 must be passed in the final year.
- 8 Guidelines for assessment of Honours are shown in appendix 7.
9. Formulaes are employed to calculate the Final Weighted Average for all degrees.

**CREDIT FRAMEWORK DEGREES**

1. Students are normally required to make a valid attempt at courses which total of 360 credits overall. Full time students taking 120 credits each year and part time students not less than 45 credits and not more than 90 credits each year.
2. Full time students are required to have passed in courses to a minimum of 90 credits before proceeding. Part time students normally must pass in new courses to a minimum value of 45 credits before proceeding to the next year.
3. Care should be taken to ensure that appropriate prerequisites have been successfully completed, i.e., that students have passed particular courses before proceeding. This **must** be in the Programme Regulations and not just something Departments would like to apply.
5. In the cases of failure the Board of Examiners must make a decision as to whether or not a student may be offered a late summer retakes or be required to retake in the next session. If there is course work involved in retaking the implications of attending or not must be considered (see list of retake codes to select appropriate instruction to the student).
6. The pass mark for credit framework degree courses is 40%.
7. In order to graduate students normally must have successfully completed 360 credits, of which at least 90 credits must be passed in the final year. However where courses have been failed and all three permitted attempts have been used, a student may be awarded a maximum of 60 compensated credits.
8. To qualify for compensation of a course,:
  - o a student's failed mark must be between 35-39%
  - o The averaged mark of other courses in her/his profile, at the same level, must be at least 45%
9. Guidelines for assessment of Honours are shown in appendix 8.
10. Formulae are employed to calculate the Final Weighted Average for all degrees.

### Assessment of Honours for Course Unit Degrees

1. All assessed work should be marked on a percentage scale and the scheme of classification should be as follows:  
  
70%-100% = First  
  
60%- = Upper second  
  
50%- = Lower second  
  
40%- = Third  
  
35%- = Pass  
  
below 35% = Fail
2. The assessment of a candidate for Honours should be determined from the above scale, the candidate's final weighted average being the first consideration in the classification of the degree, with appropriate weighting for **3** course units from Level I, and **7** course units from Levels II and III. For the purposes of the calculation of the final weighted average mark, the mark on **ONE** Level I course unit in a European language taken by a candidate in his or her second or final year may count as one of the best 7 course units from Levels 2 and 3.
3. In addition to the final weighted average, a candidate's entire profile of marks -including those excluded from the calculation of the final weighted average - will be available to Examiners to assist in the classification of the degree.
4. Candidates whose final weighted average falls within 2% below the borderline **either** between two classes of Honours **or** the borderline between an Honours or a Pass degree **or** the borderline between a Pass degree and failure shall be considered, and who have obtained marks in the higher classification in courses totalling **at least 4** course units in value **at Levels II and III, must be awarded** the higher classification.
5. Where a student meets the conditions specified in paragraph 4 but has only obtained marks in the higher classification in three course units in value at Levels II and III, the Board of Examiners **may consider mitigating circumstances not previously taken into account by examiners**, in respect of the student's profile, the higher classification may be awarded.

### Assessment of Honours for Credit Framework Degrees - (Not in use until June 2013)

1. All assessed work should be marked on a percentage scale and the scheme of classification should be as follows  
  
70% - 100% = First  
  
60% = Upper second  
  
50% = Lower second  
  
40% = Third  
  
35% = Fail
2. The assessment of a candidate for Honours should be determined from the above scale, the candidate's final weighted average being the first consideration in the classification of the degree, with appropriate weighting for 90 credits from Level 4, and 210 credits from Levels 5 and 6. For the purposes of the calculation of the final overall average mark.
3. In addition to the final weighted average, a candidate's entire profile of marks – including those excluded from the calculation of the final weighted average – will be available to Examiners to assist in the classification of the degree.
4. Candidates whose final weighted average falls within 2% below the borderline between two classes of Honours or the borderline between a classification and a fail degree shall be considered, and those who have obtained marks in the higher classification in courses totalling **at least 120 credits** in value **at Levels 5 and 6**, must be awarded the higher classification.
5. Where a student meets the conditions specified in paragraph 4 but has only obtained marks in the higher classification in 90credits in value at Levels 5 and 6, the Board of Examiners **may consider mitigating circumstances not previously taken into account by examiners**, in respect of the student's profile, the higher classification may be awarded.

## Procedures for Allegations of Misconduct

## APPENDIX 9

### BE – Board of Examiners

