



University of  
Chester

# Introduction

SECTION

1

Quality and Standards Manual

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

2021 – 2022

Authored by: Registry Services/AQS

Date of Approval: June 2021

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## 1. INTRODUCTION

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

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

In order for these requirements to be applied with complete equity to all students, it is of paramount importance for examiners and assessors to discharge their duties disinterestedly. Consequently, it is a requirement of University of Chester that any member of staff, academic or administrative, whose ability to engage in the assessment of students may be influenced by a personal relationship relating to any student who is subject to assessment, shall declare such an interest in advance to the Chair of the Module or Awards Assessment Board as appropriate. When such a declaration has been made, it is incumbent upon that Chair, in conjunction with the Deputy Registrar and Head of Student Administration, to take such steps as are necessary to safeguard the integrity and equity of the assessment process. Measures available to the Chair of the Module or Awards Assessment Board shall include requiring the member of staff in question to absent himself or herself from and/or withhold himself or herself from participation in a stage or stages of the assessment process.

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

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

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



University of  
Chester

# Accreditation of Prior Learning (APL)

SECTION

2

Quality and Standards Manual

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

2021 – 2022

Authored by: Registry Services

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- 2C Faculty Credit Coordinator Role Descriptor

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## SECTION 2: ACCREDITATION OF PRIOR LEARNING (APL)

1. The University recognises, in partial fulfilment of its own requirements, qualification and experience gained elsewhere. Students wishing to apply for accreditation of prior credited/ certified or prior experiential learning (APCL/ APEL) may apply for exemption from parts of a programme for up to the maximum credit value allowed. Application for recognition of credit already achieved shall normally be made immediately upon registration for the student's programme of study. In all cases where entry to a full time undergraduate programme incorporating study across levels is sought at anything other than the lowest level (eg in cases where entry to a Bachelors Degree is sought at level 5 or 6) the APL must be approved before the student is allowed to enrol or commence their studies.
2. APCL and APEL are defined as follows:
  - **APCL** is demonstrated on an academic record (certificate or transcript) and there is no charge for it, provided its 'age' is within the stated time limits.
  - **APEL** is non-certificated, has to be assessed by the University and carries a charge.
3. The accreditation of credited or certified (APCL) and uncertified (APEL) learning may only be awarded where evidence of achievement is provided and it has been assessed in relation to module and level equivalence.
4. There are no limits on the use of credit previously awarded by University of Chester for either a lower level qualification, or on a free-standing basis, which corresponds to modules within the new award. With regard to 'external' credit, accreditation may be granted for up to two-thirds (66.67%) of the amount required for an award, providing that a minimum of 40 credits are awarded by the University of Chester
 

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

The marks gained for any University of Chester modules undertaken within five years of the date of registration on the new award shall be included in the calculation of the final award classification. Students granted Accreditation of Prior Learning cannot, under any circumstances, use these module marks to replace marks for modules for which they were previously registered on an award-bearing programme. Module marks attained as part of a Foundation Degree shall not be included in the calculation of the final award classification of an Honours Degree.
5. The maximum age of credit shall be five years, unless:
  - (a) The application to use 'older' credit is accompanied by a demonstration that the learning has been brought up to date in the workplace, via continuing

professional development which is shown to be directly relevant to the new award

OR

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

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

### Master's Degree

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

### Bachelor's Degree

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

### Foundation Degree

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

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

## *Application for Accreditation of Prior Learning*

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

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

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

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

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

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

### **Application for Accreditation of Prior Experiential Learning (APEL)**

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

***Details of assessment of evidence submitted.***

Indicate the type of assessment(s) undertaken:

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

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

--

**Total Credit Claimed:**

Level	APCL	APEL	TOTAL	For University Use:
3				
4				
5				
6				
7				
8				
<b>TOTAL</b>				

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

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

<b>Faculty Academic Assessor's Name</b>	
<b>Faculty Academic Assessor's Signature</b>	
<b>Faculty Credit Co-ordinator's Name</b>	
<b>Faculty Credit Co-ordinator's Signature</b>	

## Important Note for Postgraduate Students

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

### Administration

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

#### **Step One**

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

#### **Step Two**

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

#### **Step Three**

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

#### **To be completed by finance:**

#### ***Fees payable for assessing currency of transcript for APCL***

£220 per claim

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

#### ***Fees payable for modules assessed through APEL***

modules X £220 per 20 credits = £

The applicant is liable for this fee

The partner/employer is liable for this fee

(Insert partner/employer name here \_\_\_\_\_)

The Faculty is liable for this fee

## Appendix 2B - Academic Assessor Role

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

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

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

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

## Appendix 2C - Faculty Credit Coordinator Role

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

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

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

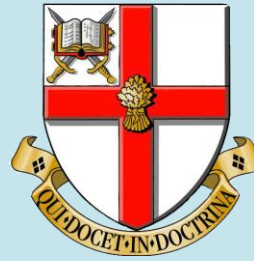
1. That signed APL forms are sent to Registry Services and Finance as soon as they have been approved;
2. That the student is notified of the outcome of their claim within four weeks of their application; this may be extended if further information is required from the student
3. That, where applicable,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



## Notes

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

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Transfer to Chester Scheme

SECTION

2a

Quality and Standards Manual

# HANDBOOK F:

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

2021 – 2022

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### **Appendices**

CTS-(1)      Individual Learning Agreement Template – *to follow*

## SECTION 2a – Transfer to Chester Scheme

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The University of Chester welcomes students who have the aptitude and ability to succeed in higher education. We recognise that some students, already registered for a degree programme at another institution may, for a variety of reasons, choose to move to another institution to complete their studies. In these circumstances, our aim is that the University of Chester is viewed as a welcoming and facilitative institution, enabling students to join us, at any point in the year, through a smooth and supported transition process.

### PART A: OVERVIEW OF THE SCHEME

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#### 1. Introduction

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- 1.1. The Transfer to Chester Scheme (the Scheme) is designed to enable a smooth transition for prospective students entering the University outside of the standard entry points, whilst rigorously maintaining our academic standards and the credibility of our awards. The Scheme is available to prospective students who:
  - 1.1.1. Are currently registered with another higher education provider, regardless of whether or not they have had academic credit awarded;
  - 1.1.2. Wish to transfer to the University of Chester outside of a standard entry point (normally 4 weeks from the commencement of teaching at any given level);
  - 1.1.3. Can demonstrate reasonable engagement with study at the FHEQ level that they seek to transfer into;
  - 1.1.4. Wish to transfer into a University of Chester programme that broadly maps onto their studies at their current higher education provider; and
  - 1.1.5. In the academic opinion of the University have a reasonable opportunity to successfully complete the programme in a timely way.
- 1.2. The University will start from the position that it wishes to facilitate the transfer in of any prospective student who matches the eligibility criteria listed above. The criteria will be applied sympathetically, considering each prospective student's individual circumstances and their academic record to date.

#### 2. Roles and Responsibilities

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- 2.1. In order to meet the University's aim of facilitating a smooth and swift transfer into the institution, enquiries and initial applications will be coordinated by a member of staff from Marketing, Recruitment and Admissions (MRA). They will be responsible liaising with the University's Transfer Team to consider each application to the Scheme, to be comprised as follows:
  - 2.1.1. **Academic Transfer Coordinator:** each Academic Department is to appoint

one member of staff to act as the nominee of the Head of Department with responsibility for making academic judgements about the suitability of an applicant and, upon acceptance, managing the development of the student's academic programme in accordance with the procedures set out in this document.

- 2.1.2. **Wellbeing Coordinator:** Student Services is to appoint one member of staff to act as the nominee of the Director of Student Services with responsibility for providing induction support to students admitted under this scheme. They will also act as a liaison with relevant colleagues should the student have any welfare or disability support needs.
  - 2.1.3. **Accommodation Coordinator:** the Accommodation Office is to appoint one member of staff to help if the prospective student requires University accommodation to facilitate their transfer.
  - 2.1.4. **Finance Coordinator:** the Finance Department is to appoint one member of staff to assist with any student finance matters relating to their transfer.
- 2.2. In addition, the Academic Transfer Coordinator may obtain additional support to assist in the discharge of their duties from:
- 2.2.1. **Head of Academic Quality and Standards (or nominee):** to advise on the mapping of the prospective student's current programme of study and/or on the development of a bespoke package of studies for the remainder of the level that the prospective student is transferring into.
  - 2.2.2. **Deputy Registrar and Head of Student Administration:** to advise on the structure and assessment records requirements following admission of the student.

### 3. Stages of the Transfer Process

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- 3.1. Whilst, from the point of view of the prospective student, the aim is for the transfer process to be swift and seamless there are, necessarily, a number of stages to be completed for it to be successful. These are:
  - 3.1.1. **Admissions stage:** this encompasses receipt and academic consideration of the application and the decision on whether or not to permit the student to transfer into the University; thereafter, if the decision is to admit the student:
  - 3.1.2. **Practical arrangements stage:** make the necessary practical arrangements, such as accommodation, individual induction, finance, welfare and disability support etc. so that the student is equipped to begin studying as soon as possible and;
  - 3.1.3. **Academic development stage:** formulate the bespoke programme of study that the student will complete during the remainder of the academic year.
- 3.2. In practice, the transfer process is not linear and elements of these stages may need to be conducted in tandem with others. For example, the availability of accommodation may be central to the application proceeding or not. Therefore, it will be for the coordinating officer in MRA to manage the team outlined in 2.1. as they see fit.

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## PART B: ADMISSIONS STAGE

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### 4. Admissions Principles

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- 4.1. The provisions of this scheme will only apply where a prospective student seeks to transfer into the University beyond the point at which it would be impossible make up the time lost since the beginning of teaching for the given level of study (normally four weeks after the start). Prior to this point, a transfer under the standing APL arrangements (Handbook F, Section 2) can be completed, thus enabling the prospective student to follow the programme in the same way as others in their cohort.
- 4.2. Where this scheme is to be used, the University aims to complete the process of assessing their eligibility to transfer, using the eligibility criteria at 1.1. normally within 3 working days. From the point of application to the point of offer. Where appropriate, an offer may be made to a student without first going through UCAS.
- 4.3. When applying the eligibility criteria, the Academic Transfer Coordinator must be mindful of the following:
- 4.3.1. Where a prospective student seeks to transfer into Level 4, less emphasis may be placed on subject and course-specific content than is the case at higher levels of study and greater flexibility should be shown in respect of cases where a student's current programme does not directly map onto the University's programme<sup>1</sup>. Such flexibility may extend to cases where a student is seeking to transfer into a different subject area entirely.
- 4.3.2. Where a prospective student seeks to transfer into any level, the assessment of their previous studies must be mapped against programme learning outcomes rather than individual module learning outcomes. This is because students admitted under this scheme will have a bespoke academic programme for the remainder of the year in which they are admitted.
- 4.4. Where a prospective student is seeking to transfer in at Level 5 or Level 6, the credits obtained from the lower level(s) of study will be considered for APCL in the normal way in accordance with Handbook F, Section 2. However, the rules in relation to conditional progression will apply:
- 4.4.1. The prospective student may transfer into Level 5 or Level 6 with the equivalent of no more than 20 credits outstanding from the preceding level.
- 4.4.2. Where a student has credit at a lower level outstanding at the point of admission, this must be accounted for in the academic development stage. This will normally require additional tutorial support as attainment of such credit is essential to the completion of the programme.

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<sup>1</sup> It is recognised that the ability to do this in respect of professionally regulated or accredited programmes may be constrained.

## 5. Applications

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- 5.1 Full-time undergraduate students wishing to transfer into the University at the start of Level 5 or Level 6 (from other universities or colleges) will be required to apply through UCAS.
- 5.2 Prospective students wishing to transfer outside of the normal arrangements (and after the end of the UCAS admissions cycle) should contact the Undergraduate Admissions Team for an application form (Transfer Approval Form). All applications to transfer must include information on the course/module title, the credit value and level of each module taken, the date each module was taken, and the results of each module.
- 5.3 Once all essential information has been received, applications and supporting papers will be referred to the relevant Academic Content Co-ordinator for consideration. For combined courses, two Co-ordinators may be involved.
- 5.4 Following approval to transfer the MRA Co-ordinator will provide written confirmation to the applicant.
- 5.5 Applicants will be required to provide an original transcript or evidence of results and a suitable reference from their previous university or college prior to enrolment.

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## PART C: PRACTICAL ARRANGEMENTS STAGE

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### 6. Accommodation requirements

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- 6.1. At the point of application to the scheme, a prospective student may indicate that they require University accommodation for the remainder of the academic year. In these circumstances, the MRA Coordinator will alert the Accommodation Office as soon as is practical.
- 6.2. Confirmation of the availability of University accommodation must be provided to the MRA Coordinator within 3 working days of the application being received. This is to coincide with the academic decision on admittance.
- 6.3. In order to provide the prospective student with comprehensive details upon which to base their decision to accept an offer, the following must also be provided:
  - 6.3.1. Details of the type of accommodation available;
  - 6.3.2. The cost of the different accommodation types (where applicable);
  - 6.3.3. Any date restrictions on the availability of accommodation;
  - 6.3.4. Other relevant pre-contractual information in relation to the accommodation offer.

### 7. Welfare and disability support

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- 7.1. At the point of application to the scheme, a prospective student may indicate that they have additional welfare and or disability support needs. In these circumstances, the MRA Coordinator will alert Student Services as soon as is practical.
- 7.2. Where a prospective student indicates that they require specific support, further discussions may be required, but this should not delay the offer making process which is predominately concerned with academic considerations and the eligibility criteria set out in section 1.1.
- 7.3. In the event that a prospective student discloses a disability, at an appropriate point following admission, the Wellbeing Coordinator will liaise with colleagues on the process for supporting the student to obtain an inclusion plan. Where a student had similar support arrangements at their previous institution, it would be helpful to match these as far as possible.

### 8. Induction requirements

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- 8.1. Students admitted to the University under this scheme are entitled to a bespoke induction process. This will consist in two parts:



- 8.1.1. Part one will be a general induction to the University, delivered in person or online as requirements dictate and will be coordinated by Student Services. The Wellbeing Coordinator identified as part of the formation of the transfer team is responsible for ensuring that the student has access to such an induction.
  
- 8.1.2. Part two will be an academic induction to the Faculty and Department. This should be overseen by the student's Personal Academic Tutor (PAT) and cover the same topics that feature in the normal induction programme delivered to students at the beginning of each academic session. The Academic Transfer Coordinator is responsible for ensuring the allocation of an appropriate PAT and that the academic induction takes place.

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## PART D: ACADEMIC DEVELOPMENT STAGE

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### 9. Academic principles

- 9.1. The scheme is designed to facilitate student transfer into the University beyond the point when it is feasible for them to be registered and complete the standard suite of modules for a given programme. Consequently, a student admitted in this way will require a bespoke schedule of work that considers:
- 9.1.1. The previous academic experience of the student, including any work that they have completed and for which academic credit has already been awarded;
  - 9.1.2. The amount of work, assessed or otherwise, that the student has completed at their previous institution and the extent to which this aligns with the programme learning outcomes; and
  - 9.1.3. The time available to verify the learning that the student has already done and complete additional teaching and assessment activities at the level that they are transferring into.
- 9.2. The development of a bespoke schedule of work will necessarily be a detailed exercise, best conducted in partnership with the student. Consequently, this stage is separate from the point at which a decision is made on the student's eligibility to transfer under the Scheme based on the criteria outlined in section 1.1.

### 10. Programme structure

- 10.1. In order to develop a coherent academic programme for a student transferring into the University under this scheme, there are four elements that will be combined in differing proportions:
- 10.1.1. **Accreditation of Prior Learning (APL) credits:** recognition of academic credit awarded by another Higher Education Institution, applied to the student record on a 1:1 basis and which does not require any further assessment.
  - 10.1.2. **Learning Reflection Credit (LRC):** University of Chester credits awarded for academic reflections, of an appropriate length, in relation to learning and assessment that a student has completed at their former institution, but for which no formal academic credit has been awarded. Such credits can be awarded in multiples of 5.
  - 10.1.3. **Credit Accumulation Block (CAB):** University of Chester credits awarded for successful achievement of a prescribed schedule of learning and assessment, appropriately aligned to the programme learning outcomes for the course of study that the student has been admitted into. Such credits can be awarded in multiples of 5.
  - 10.1.4. **Individual Learning Agreement (ILA):** The detailed underpinning of the student's admission to the University. This consists in two parts; part one describes the learning that the student has completed prior to admission (APL and LRC). Part two describes the learning and assessment that the student will complete in order to achieve University of Chester credits.

- 10.2. The APL credits and Learning Reflection Credits relate to learning and assessment that has been completed at another institution and consequently demonstrate only threshold achievement. In the case of APL, the award of these credits reduces the volume of learning, teaching and assessment that must be completed by the student. In the case of LRC, the award of these credits is based on the verification of prior learning that has not been certified by the student's previous institution.
- 10.3. APL credits carry no mark and LRC is awarded on a pass/fail basis only. Consequently, these mechanisms do not enable the student to demonstrate achievement beyond the threshold standard. For this reason, the maximum amount of APL/LRC available for the level of study into which the student has been admitted is capped at 80. This does not preclude students from bringing in full years of APL (e.g. a student admitting part-way through Level 5 may still import 120 credits at Level 4).
- 10.4. The credits awarded by successful completion of one or more Credit Accumulation Blocks, described in an Individual Learning Agreement, are based wholly on learning and assessment completed at the University and consequently are capable of demonstrating achievement beyond the threshold standard. The marks awarded in relation to these credits will therefore determine a student's overall award classification in accordance with the mechanism set out in the University's Principles and Regulations.

## 11. Accreditation of Prior Learning

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- 11.1. Where a student provides evidence of certificated learning which has resulted in the conferment of academic credit, this can be imported, in whole, to the University's student record. The admitting department will conduct a mapping exercise against the relevant programme learning outcomes. APL may be awarded for full and/or partially completed levels.
- 11.2. The process for the award of APL and the maximum number of APL credits that are permitted for each award are described in Handbook F, Section 2.
- 11.3. APL credits are awarded without a mark.

## 12. Learning Reflection Credit

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- 12.1. A student being admitted to the University via the Scheme is likely to have completed some learning and assessment at the level that they are being admitted into, but this may not necessarily have led to the conferment of academic credit at the point of transfer. Learning Reflection Credit (LRC) aims to take account of this prior exposure to level-appropriate learning in a way that is fair to the student and allows the University to meet its Quality Code obligations.
- 12.2. Following the admission decision, when developing the bespoke schedule of work, the Academic Transfer Coordinator should work with the student to obtain as much

evidence as possible of the learning and assessment that they have successfully completed. This may include, for example:

- 12.2.1. Interim transcript of results.
  - 12.2.2. Copies of marked work with feedback showing any provision or indicative marks.
  - 12.2.3. Copies of relevant module descriptors and/or programme specifications.
  - 12.2.4. Copies of relevant module handbooks.
  - 12.2.5. Copies of relevant assignment briefs.
- 12.3. On the basis of this evidence, the Academic Transfer Coordinator will make a reasonable interpretation of those programme learning outcomes that the student has already successfully completed and the volume of their engagement in terms of academic credit. They will then set an appropriate learning reflection task, the length of which will be related to the number of credits being applied for. This will be recorded in part one of the Individual Learning Agreement.
- 12.4. The precise nature of the task set for the student to obtain the LRC will be at the discretion of the Academic Transfer Coordinator but, as a minimum, it must enable the student to demonstrate level-appropriate reflection of the learning that they undertook at their previous institution in relation to the programme learning outcomes being claimed.
- 12.5. The outcome of an assessment task set for LRC will be pass/fail only.

### 13. Credit Accumulation Block

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- 13.1. For the remaining credits that cannot be awarded via either APL or LRC, the Academic Transfer Coordinator will complete part two of the Individual Learning Agreement with details of the Credit Accumulation Blocks (CAB) that the student will be registered for.
- 13.2. CABs have a minimum credit value of 5 and are available in multiples of 5 credits. This is to enable close tailoring of a programme depending on the factors outlined in 9.1.
- 13.3. CABs take the place of modules for the remainder of the level of study into which the student has been admitted. They must be aligned to the relevant programme learning outcomes in such a way as to enable engagement with those that the student has not demonstrated threshold achievement of via another method. In addition, the assessment activity undertaken in a CAB must be sufficient to allow the student to demonstrate achievement beyond the threshold of those programme learning outcomes, even where these have already been mapped against APL/LRC.
- 13.4. The learning, teaching and assessment activities assigned to each CAB are at the discretion of the Academic Transfer Coordinator, but normally will, in combination:
- 13.4.1. Overlap with one or more module being studied by the rest of the cohort in such a way as to facilitate the student's broad engagement with their peers;

- 13.4.2. Recognise the need for additional tutorial support that may be required, the volume of which will depend on the point that the transfer takes place;
- 13.4.3. Enable the student to engage with appropriate learning and teaching activities to support their successful completion of assessment;
- 13.4.4. Broadly replicate the assessment activities that the rest of the cohort are completing.

## 14. Individual Learning Agreement

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- 14.1. The Individual Learning Agreement (ILA) is created by the Academic Transfer Coordinator in close collaboration with the student. A template for the ILA is provided and is comprised of two parts:
  - 14.1.1. Part two records details of the APL credits that the admitting department is accepting in lieu of further assessment in relation to one or more of the programme learning outcomes. It also provides details of any LRC credits being applied for and the assessment task that has been set; and
  - 14.1.2. Part two is the definitive description of the learning and assessment with which the student is required to engage for the remainder of the level of study into which they have been admitted.
- 14.2. There will be a single ILA, unless the student is admitting onto a combined honours route, when there will be one per subject.
- 14.3. The second part of the ILA must detail the following:
  - 14.3.1. The learning outcomes (mapped in relation to the programme learning outcomes) that the student is expected to achieve on successful completion of the schedule of work in relation to each CAB;
  - 14.3.2. The timetabled learning events that the student is required to attend. These may align with one or more timetabled sessions being delivered by the admitting department in the current academic year;
  - 14.3.3. Any individual tutorials, online learning or other teaching events with which the student is required to engage;
  - 14.3.4. The assessments that the student will be required to complete and the deadlines for these; and
  - 14.3.5. Details of the student's PAT and other key contacts to support them through their learning.
- 14.4. The University expects that a completed ILA will be provided to the student and Registry Services within no more than 14 days following receipt of the student's acceptance of the offer made at the admissions stage.



# Requirements for Reasonable Adjustments to Assessment

SECTION

3

Quality and Standards Manual

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

2021 – 2022

Authored by: Registry Services  
Date of Approval: June 2021  
Version: 1.0

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### *Appendices*

- 3A Examples of Options Available to Students with Specific Needs
- 3B Standard Assessment Feedback

We use the Equality Act definition of disability, this is any condition which has significant, adverse and long term effect on a person's ability to carry out normal day to day activities please see a Disability & Inclusion Officer to discuss further.

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## SECTION 3: REQUIREMENTS FOR REASONABLE ADJUSTMENTS TO ASSESSMENT

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

### Procedures for Approval of Reasonable Adjustments for Assessment

2. A student who wishes to access reasonable adjustments for assessments will be required to contact Disability & Inclusion. They will need to provide written evidence of their disability or medical condition by an appropriate professional; where evidence is unclear the student may be asked for further evidence. Students with specific learning difficulties (SpLD e.g. dyslexia) must provide a statement from an educational psychologist/suitably qualified specialist teacher confirming their condition and indicating their requirements.
3. The likely requirements of the student will then be assessed by the Disability & Inclusion Officer, students with non-standard requirements will have a discussion and agree requirements with a Disability Support Officer. These will depend on the student's disability or condition, on the format and duration of the assessment and on recommendations made by educational psychologists/suitably qualified specialist teacher or similar advisers. Guidance may also be sought from RNIB, Action On Hearing Loss, Occupational Health or one of the National Federation of Access Centres. A decision will then be made by the Disability & Inclusion Officer on what reasonable adjustments are appropriate to meet the student's needs.
4. Having identified the student's requirements as either standard or non-standard (with standard being 25% extra time in the main examination venue, and non-standard being anything additional to this such as the provision of a reader) the Disability & Inclusion Officer will complete an Inclusion Plan (IP) & Specific Needs form (SN1) and process these documents, the latter of which is provided to our Registry Services (Assessment Team). The student receives a copy of the IP and a summary of their appointment confirming agreed exam arrangements. The student shall be informed, in writing, by Registry Services (Assessment Team) of the agreed specific assessment arrangements.



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

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5. In recognition of the significant timeframes involved in the process outlined above, students who, as an outcome of screening (such as a Dyslexia Assessment Screening Tool DAST, Form 8 or equivalent) and have been referred for a psychological assessment will be granted 25% additional time in both formal examinations and in- class tests. This measure seeks to minimise disruption to their studies and avoid a backlog of assessments. However, this arrangement will only remain in place for one set of examinations (or in-class tests until the first set of examinations). Students shall not be entitled to additional time in any further examinations until the educational psychologist's/suitably qualified specialist teachers report has been received and approved. In exceptional circumstances, where it is not possible to obtain an educational psychologist's/suitably qualified specialist teacher's assessment, the Disability Services Manager (or nominee) will confirm to Registry Services that additional time may be granted for further assessment periods.
6. Students receiving the additional time shall not be eligible to appeal on the grounds of mitigating circumstances unless the educational psychologist's/suitably qualified teachers report subsequently recommends that modifications in addition to 25% extra time are appropriate. In such cases the appeal shall only be considered in relation to assessment undertaken in the current academic session; under no circumstances will appeals be considered in relation to assessment undertaken in previous academic sessions.
7. For practical reasons, students screened 2 weeks or less in advance of an assessment period shall not be offered the additional time. They shall be eligible to seek deferral of assessment pending the outcome of their educational psychology assessment.
8. Once a student is referred for a psychological assessment, Disability & Inclusion will send a temporary SN1 form to the student's academic department(s) and Registry in order to alert them that the student is entitled to additional time.

## Alternative Forms of Assessment

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9. If a student is unable, for reasons relating to their disability, to be assessed by the normal methods specified in the module assessment requirements the Head of Department, in consultation with the External Examiner, may vary the assessment methods as appropriate, bearing in mind the objectives of the academic provision in question and the need to assess the student on equal terms with other students. The suitability of any such alternative assessment in meeting the needs of the student's disability shall be approved in advance by the University's Disability Services Manager or equivalent. Advice on alternative forms of assessment may be sought from Disability & Inclusion and the Head of Academic Quality and Standards (or nominee).
10. Guidance on options available to students with specific needs appears in Appendix 3A.

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

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

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

1. Adjustments/modifications should be made according to the severity of the deafness and the individual needs of the student.
2. Assessment by oral presentation may require the services of a signer/interpreter or an alternative mode of assessment could be considered.

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

The options made available to candidates with specific learning differences (e.g. dyslexia) will depend on the severity of the condition and will only be offered if recommended by the student's educational psychologist/or suitability qualified specialist teacher.

Examples might include:

1. 25% extra time in written examinations.
2. 50% extra time in written examinations.
3. Use of a computer with spell checker enabled. Time taken at the end of the written examination to print the answer paper should not be taken from the student's examination allowance. The use of the computer will require the student to be examined in a separate room or shared spacious room if available.
4. An amanuensis to write the student's dictated answers.
5. A reader for unseen written examinations which require long essays.
6. Oral assessment where appropriate.

### Visually-Impaired Candidates

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

1. 25% extra time in written examinations.
2. 50% extra time in written examinations.
3. 100% extra time in written examinations. If as a result of the additional time an examination exceeds 3 hours in length, then it may be suitable for a student to complete an alternative assessment.
4. An amanuensis with additional checking time at the end of the written assessment.
5. Provision of papers in large print e.g. Arial N18 or greater.
6. All written examination papers transcribed into Braille and the provision of a Braille computer with Braille keypad.

7. Written examination papers produced on tape and the provision of a Braille typewriter. Oral examination recorded onto tape or video as appropriate.

### Physically Disabled Candidates

Depending upon the degree of disability, available options include:

1. 25% extra time in written examinations.
2. An amanuensis (see Appendix 4B) or
3. Use of a computer and additional checking time at the end of a written examination.
4. Rest breaks with clock stopped up to 10 minutes per hour – student allowed to stretch or walk around the room.

### Students with Mental Health Conditions and Students with Asperger's Syndrome /Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder

1. 25% extra time in written examinations.
2. Accompanied by exam mentor (to assist with reducing anxiety).
3. Prompter to support with concentration/ or students who need to move onto the next question.

Where an amanuensis or Prompter is used the candidate will take their written examination in a separate room with separate invigilation.

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

**Procedures relating to feedback on the assessed work of students with Specific Learning Differences (SpLD) or similar appears as Appendix 3B.**

## Appendix 3B

**Best practice guidelines for providing feedback on assessed work of students with Specific Learning Differences (SpLDS) such as dyslexia, or medical conditions which impact on the student's working memory and cognitive processing skills.**

### Introduction

This document has been produced to support staff in providing constructive feedback for students that have disclosed a SpLD and are in receipt of an Inclusion Plan (IP). These guidelines are based upon best practice across the sector and from professional SpLD organisations.

It contains the following information:

- Typical challenges experienced by dyslexic students and students with other SpLDs.
- The Standard Assessment Feedback Statement.
- Best practice guidelines for providing feedback to students with SpLDs.

Assessors should be assured that the legislation is clear that academic standards cannot be compromised (Equality Act Draft Code of Practice Further and Higher Education, 2010). The University of Chester aims to ensure that reasonable adjustments are applied to assessment as outlined in Handbook F: The Assessment of Students at Levels 4,5,6,7 and Taught Provision at Level 8, and reflect also the Expectations of the UK Quality Code for Higher Education. (Collectively, these handbooks are referred to as the Quality and Standards Manual).

### Typical challenges experienced by dyslexic students

A dyslexic student may experience limitations in working memory, causing reading and word recall challenges and slowness in handwriting. There may also be a tendency to misinterpret complex written and spoken information, all of which impacts upon the writing process. These issues occur as part of a wider and more persistent pattern of language processing challenges. This may include slowness and lack of flexibility in manipulating language, together with difficulties in sorting information, and a tendency to experience information overload. The student can often explain what they want to express more effectively verbally than they can on paper.

Students with dyslexia will typically:

- Spend hours reading and processing complex information before writing.
- Experience challenges in formulating and transcribing sentences as quickly as other students.
- Make more spelling errors, even in word processed work.
- Tend to use familiar words they can spell, rather than more academic terms.
- Experience challenges with punctuation and grammar.
- Insert, omit or repeat small function words or word endings.
- Produce written assignments which may lack the 'polish' demonstrated by their peers.

### Standard Assessment Feedback Statement (SAF)

The Standard Assessment Feedback Statement (SAF) can be found on the front page of all work submitted for assessment by students who have been agreed this as a reasonable adjustment

within Inclusion Plan. The best practice guidelines on how to offer constructive feedback to students with an identified SpLD can be accessed through the attached link.

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**In accordance with my Inclusion Plan, I am eligible to receive Standard Assessment Feedback (SAF).** Please click [here](#) for the SAF policy on how to provide feedback to me (Appendix 3B).

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The SAF ensures that staff who are involved in the assessment process are provided with standard information relating to typical challenges that students with an identified SpLD experience. Departments may opt to provide this type of feedback to all students as an Inclusive approach to Teaching and Learning.

**Nb: it is the student's responsibility to ensure that a copy of the SAF statement is attached to every piece of work submitted for assessment.**

### **Best practice guidelines for providing feedback to students with SpLDs.**

If feedback is computer based consider the use of **comment boxes or coloured fonts** to highlight a point to aid the academic development of particular skills e.g. this sentence is descriptive or this is a good example of analytical writing. **Avoid marking in red as this may have a negative effect.** Use different colours for comments, e.g., **1 colour for ideas, understanding and knowledge. 1 for comments about grammar, punctuation and spelling, 1 for critical analysis and 1 for descriptive writing.**

**Nb: All feedback should be clear and and explicit, avoiding complex sentences. It is important to avoid ambiguity in feedback as students with an SpLD find it difficult to 'read between the lines' and confusion may lead to anxiety.**

### **For draft assignments**

- It is important that a student is provided with clear and specific information regarding a course's specific marking criteria.
- Promote early planning for all students to allow time for techniques of editing and refining later in the process and offer direction on subject specific resources.
- Offer direction (as appropriate) to ensure accuracy in the interpretation of assignment questions/project briefs and provide an explanation glossary of complex phrasing and new vocabulary.
- Please remind all students that it is their responsibility to seek study skills support as early as possible.

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

### **Structure and sequencing:**

- Clear examples should be provided to show how to improve the structure and sequencing of the ideas discussed. Please indicate where the student has moved away from the relevant point and, if possible, explain why.
- Only correct a small number of errors, or focus on a paragraph, giving clear guidance about what is incorrect and how it can be improved.

**Examples of good use of academic language:**

- Provide concrete examples of effective use of academic language. Students with a SpLD often require models and/or examples of effective sentence structure that can be replicated to support the development of academic writing style.
- Highlight two or three examples in the writing that require development and, where possible, model an accurate alternative.
- If a mistake is highlighted the student may be unable to improve a particular skill without an explanation of the nature of the mistake and feedback on how this can be corrected.

### Spelling errors:

- Highlight subject specific spelling errors only so that the student can focus on correcting them; a short comment may be made about spelling.
- If you **do** highlight spelling or grammar then select the most common or major errors for comment, indicating clearly how a particular aspect of the work can be improved.
- If your marking scheme **does not include marks for spelling and grammar and you do not usually highlight spelling or grammar** then the student should be explicitly made aware of the marking scheme, as some students may assume that their writing is acceptable.
- Certain subject areas (e.g. languages) may be explicitly assessing competence with grammar, spelling and written expression. There may also be professional considerations in some areas, such as law, education, medicine and allied subjects, where accrediting bodies external to the institution have expectations as to standards and formats of written expression. If this is the case, then students should be explicitly informed of the accepted standards of the discipline.
- It is suggested that each programme needs to have clear aims and objectives, taking into consideration professional considerations. These aims and objectives should then give weighting as to the importance of written language skills. This will allow programmes to consider the extent to which dyslexia, and any other disability, can be taken into consideration and the type of accommodation that can be allowed. The marking criteria need to be made explicit to all applicants to the course or programme.

Please be aware that spelling and punctuation errors may not always be eliminated by spelling and grammar check.



University of  
Chester

Examinations

SECTION

4

Quality and Standards Manual

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

2021 – 2022

Authored By: Registry Services

Date of Approval: June 2021

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## SECTION 4: EXAMINATIONS

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### 4.1 Written Examinations: Rules for Examinees

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1. Except where prevented by illness or by other sufficient cause (please refer to mitigating circumstances procedures), a student who fails to present herself/himself for written examination in a module at the time and place indicated in the published timetable shall be deemed to have failed in that part of the assessment. Misreading of the timetable will not be regarded as 'sufficient cause'.
2. Students must not take unauthorised material into the examination venue. If a student is found with unauthorised material they will be deemed to have used it. If a student finds that they have inadvertently brought unauthorised material into the examination they must raise their hands and inform an invigilator immediately.

Unless specified in the rubric of the examination, the following are considered to be unauthorised material:

- Revision or course notes
- Books or dictionaries
- Calculators

Except on religious or medical grounds students are not permitted to wear headgear. Students are only permitted to wear ear plugs on medical grounds and with prior approval granted by the Deputy Registrar.

3. Wherever possible, students should avoid taking mobile phones or other electronic devices into the examination venue; where such devices are taken into the venue, students will be provided with a clear box or bag in which to place the items. The items must be switched off and the box/bag must be stored under the examination desk. All items are introduced into the venue at the owner's risk. Items which must be placed in the box/bag and which must not be found on the student's person or desk include:

- mobile phones
- tablets such as ipad
- smart watches or any other device capable of storing information or accessing the internet or other external information source

4. All bags, cases and coats etc must be placed at the front of the examination room as instructed by the invigilator. Any such items found at the exam desk will be classed as unauthorised materials.
5. All gangways should remain clear of obstruction.
6. Strict silence must be observed at all times in the examination room. The examination is deemed to be in progress from the time students enter the room until all scripts have been collected. Students must not indulge in any behaviour which in the opinion of the invigilator may disturb other students or in any form of conduct which may disrupt the smooth progress of an examination. Any irregularities of conduct within the examination room shall be in breach of regulations and dealt with in accordance with section 6 of this Handbook (Academic Integrity).
7. Students are forbidden to communicate with each other in the examination room. All enquiries must be addressed to an invigilator by raising a hand.
8. No student shall be permitted to enter the examination room after the lapse of half an hour from the commencement of the written examination, and no student shall be allowed to leave the examination room until after the expiration of half-an-hour from the commencement of the examination, irrespective of the length of the examination paper.
9. No additional time shall be allowed to students who arrive at the examination room after the commencement of the examination.
10. Students should complete the assessment attendance slip before the commencement of the examination.
11. Students should place their student ID card on the desk so that it can be seen by an invigilator.
12. Identification checks on female students opting to cover their face will be conducted with discretion by a female member of staff. Female students who for reasons of faith require the presence of other females in the examination venue should alert both Registry Services and their academic department(s) at the beginning of the academic year.

13. The impersonation of assessment students is prohibited and students must not allow themselves to be impersonated.
14. Students should complete the front of the examination answer book and seal down the right hand section. A student who fails to do so will forfeit the right to have her/his paper marked anonymously.
15. Students are not permitted to write in the examination answer books during any allocated reading time.
16. Unless specified in the rubric of the examination paper, students are not permitted to use calculators. Where it is permitted, calculators should be silent in operation and not have an alphabetic keyboard. The calculator's memory must be cleared of all user-defined programmes and functions. Calculators that permit the symbolic manipulations of equations and formulae are forbidden. University of Chester shall not be responsible for the provision of (i) calculators in the event of a breakdown, (ii) power for their operation, or (iii) spare batteries.
17. The use of English Language and/or translation dictionaries is prohibited unless specified in the rubric of the examination. Other books may only be taken into the examination room if specified on the rubric of the paper.
18. The use of scrap paper is not permitted and all rough work must be done in the answer books provided.
19. It is the responsibility of the student to ensure that any loose or separate sheets are securely fixed within the examination answer book using the tags provided.
20. When time is called at the conclusion to the examination all writing must cease immediately.
21. No student is normally permitted to leave the examination room in the last fifteen minutes of the written examination. Students who complete their work during the last fifteen minutes should remain quietly seated until an invigilator announces the end of the written examination.
22. Students must not leave the examination room until all their written work has been collected and they have been given permission by the chief invigilator to do so. Students must not remove from the examination room any answer books (whether used or unused), mathematical tables or other data provided for use or other items of stationery.

23. If the fire alarm sounds or if there is another reason why the venue needs to be evacuated during the assessment, students must follow the instructions of the chief invigilator. Students must leave the room in silence and must not take any papers or materials from the room. They must not communicate with each other, except in cases of urgent necessity, prior to their return to the examination room.
24. Students are expected to ensure the entire contents of their exam script are legible; in cases where anyone involved in the marking of the work is unable to read the full script, the department will offer the option of the formal transcription of the paper by a scribe designated by the University, with the student translating their original script. The student must pay the transcription fee directly to the service provider. In order to avoid delays with the processing of results, the student will be given seven days from original notification to make themselves available for the transcription session. Upon completion of the transcription, the student must sign a statement confirming that the transcription represents precisely the contents of the original script. Any alteration from the original may be considered academic misconduct. Should the student fail to make themselves available within the specified period, the illegible section of the script will not be marked and the final mark will be derived from the legible sections.
25. Except where a foreign language is the subject of the assessment, papers should normally be set and answered in English.
26. Formal examinations are always held in accessible locations. Department organised assessments should also take place in locations accessible to all students due to undertake the assessment.

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

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

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

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

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

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

Students must complete Form OE1 for every examination period in which they request permission to undertake assessment overseas.

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

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

## 4.2 Written Examinations: Procedures for Examiners

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1. In the case of undergraduate exams taking place in the formal assessment periods, Registry Services will be responsible for delivering the question papers and attendance sheets to the examination room.

2. Any examination run by both a Partner Organisation and the University, and any examination taken at different campuses or sites of the University, must take place simultaneously at all locations, unless separate papers are set.
3. At least one of the invigilators will normally be a member of academic staff who is knowledgeable about the contents of the question paper; where this isn't the case they must be present in the examination room for at least ten minutes before the examination is due to begin and for at least five minutes after the start of the examination, in order to check the content of the paper and to answer any queries from students. Before leaving the examination venue they should ensure the chief invigilator is made aware of their contact details during the duration of the examination.
4. All invigilators must be present in the examination room to which they have been appointed, from at least fifteen minutes before the commencement of the examination, until all answer books have been removed from the examination room after the conclusion of the examination.
5. Invigilators are responsible for the distribution of question papers before the commencement of each examination, for the collection of answer books from each student, for checking attendance sheets provided and noting absentees.
6. Identification checks on female students choosing to cover their face must be conducted with discretion by a female member of staff
7. Students may sit at any desk within the room/rows to which they have been allocated under the direction of the chief invigilator and should be seated in such a way that no student can overlook the papers of another student.
8. Under normal circumstances, at least two invigilators must remain in the examination room throughout the examination except when their invigilation duties require them to leave. No examination may be left without an invigilator.
9. At the time scheduled for the start of the examination the chief invigilator shall:
  - make an announcement to the effect that students must satisfy themselves that they are in possession of the correct paper;
  - ask students to study carefully the instructions at the head of the examination paper;
  - make all other necessary announcements.

10. Invigilators shall check that all students listed on the relevant attendance sheets are present and note the names of any students who are absent. In the case of undergraduate examinations taking place during the formal assessment periods attendance sheets shall be collected by a member of Registry Services staff at the end of the examination. In all other cases the department must ensure that attendance slips are retained in order to allow queries relating to a student's attendance to be verified
11. An invigilator shall require a student to leave the examination if, in the opinion of the invigilator, her/his conduct is disturbing other students or is disrupting the smooth progress of the examination. Any irregularities of conduct within the examination room shall be reported to the Student and Programmes Administration Manager, who shall have the power to exclude the student from the examination room and shall report the matter to the Chair of the Module Assessment Board for investigation.
12. Invigilators who suspect that breaches of this policy have occurred shall inform the Chair of the relevant Module Assessment Board in writing. Invigilators shall warn a student that such a report will be made, but the student shall normally be permitted to complete the written examination. The Student and Programmes Administration Manager shall also be notified that such a breach has been observed.
13. Students wishing to make a temporary withdrawal from the examination room for personal reasons must be accompanied by an invigilator or by a person authorised by the chief invigilator to ensure against any possibility of academic misconduct.
14. In certain special cases, students shall be allowed additional time for completion of their examination. Such students will have been identified by Registry Services in advance of the paper and may be sitting separately. It is the responsibility of the invigilators to complete the full invigilation of all students assigned to them.
15. It is the responsibility of subject departments to provide any special requirements for specific examinations. Guidance for amanuenses appears in Appendix 4B.
16. Registry Services shall be responsible for providing examination answer books and graph paper for each examination room. Large envelopes for transporting completed scripts shall be available in each room. The chief invigilator shall be responsible for ensuring that a copy of the relevant question paper is placed in the appropriate envelope, together with the completed scripts for marking purposes.
17. Invigilators shall be responsible for ensuring that completed scripts are delivered to the relevant department(s) for marking purposes.



18. Any changes to the original invigilation list shall be notified to Registry Services in advance of the assessment date. It is the responsibility of the Departmental Assessment Contact to find replacement invigilators.
19. The invigilators shall inform the Student and Programmes Administration Manager (or her/his representative) immediately of any unsatisfactory conditions or activities which they consider detrimental to the conduct of examinations.
20. In the event of a fire alarm or other emergency requiring the evacuation of the examination venue the chief invigilator shall note the time the assessment was interrupted and shall instruct the students to cease writing and to leave all materials, including question papers and examination answer books, on their desk. Students must leave the room in silence and must not take any papers or materials from the room. They must not communicate with each other, except in cases of urgent necessity, prior to their return to the examination room. The invigilator shall check all names in order to ensure that all students are accounted for. On return to the examination room, students shall be allowed additional time to compensate for time lost .
21. In all cases of emergency, invigilators should contact Registry Services on extension 3582 (Chester); 4396 or 4234 (Warrington).
22. In cases where students complain of feeling unwell and leave the venue temporarily, they will be permitted to return to the examination room provided that they have been accompanied during their absence by a person authorised to do so by the chief invigilator. In cases where a student cannot continue the exam in the scheduled room, every effort will be made for the written examination to be continued in a separate room provided that the students has been accompanied during her/his absence by a person authorised to do so by the chief invigilator.
23. In all cases where a student reports an illness the invigilator should ensure this is noted on the exam incident report form. A statement from a member of University staff who witnesses the condition of the student in or on leaving the assessment, describing the circumstances as witnessed, may be considered by the University Mitigating Circumstances Board as evidence.
24. In cases described under (28), the chief invigilator will be required to enter in the student's answer book and on the attendance sheet the time of departure and, where appropriate, subsequent return and to sign against these entries.
25. Departmental Assessment Contacts will be asked to provide names of invigilators for each session at which a written paper is being offered by that department.



Taking into account the requirement for there to be at least two invigilators present in the venue, invigilation ratios per department are as follows:

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

### 4.3 Oral assessment and presentations

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

1. Students shall be informed as to what materials, if any, they are permitted to use and the format of the assessment.
2. A student who does not attend an oral assessment or presentation within the time period allocated will be awarded a mark of 0 for that assessment, unless there are valid mitigating circumstances. (See section 7 of this Handbook) If a student arrives late, but within the period allocated for the oral assessment, s/he shall normally be allowed such time as remains, without any adjustment of marks.

### 4.4 Open book assessment and advanced publication of papers

1. Methods of assessment are specified in the module descriptor as validated, but reference to an 'examination' without further qualification is taken to mean a 'closed' 'unseen' written examination, i.e. one in which students have not seen the paper in advance and are not permitted to take materials into the examination room except as in 4.1 above. Where an 'Open Book' assessment is specified, the Department concerned shall be required to inform the students in writing of the following:
  - the paper title of the 'Open Book' assessment;
  - the precise nature of the material which can be taken into the examination room;
  - that such material is for the student's personal use only;

- that, apart from the students being allowed the use of certain specified material, the assessment will be conducted in all other aspects in accordance with the Operational Requirements to be observed by examiners and examinees.
2. Where the module assessment requires a written paper to be published in advance of the date of an assessment, the Department concerned shall be required to inform the students in writing of the following:
- the title of the paper for advance publication;
  - the date on which the paper will be available to students;
  - the method by which the paper will be made available to the students.

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

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# University of Chester

## Turnitin Policy

### Introduction

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

<https://portal.chester.ac.uk/registryservices/Pages/students-docs.aspx>

### Coverage

Students must submit all assessed work which can be handed in electronically to Turnitin for originality checking. This applies to all summative assessments submitted for a University of Chester award at levels 3, 4, 5, 6, 7, and taught provision at level 8.

### Access

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

### Acceptable use

Turnitin is used as a tool to:

- Help students embarking on a programme of study to understand the concept of academic integrity, and to develop academic writing skills appropriate for their discipline. All students have the right to see the Turnitin originality report for one draft assignment each calendar year (1 August – 31 July), and to discuss it with a tutor, to develop their understanding of academic writing practices. Draft submissions can be made by accessing the *Referencing Skills* Moodle site, available in the 'training and skills' area of Portal.
- Assist academic judgements regarding the originality of work submitted for assessment for University of Chester awards. The use of Turnitin does not replace academic judgement, and decisions about whether a piece of work may breach the Academic Integrity Policy should not be based solely, or mainly, on the originality score. Matches should be scrutinised both individually and to see whether they form part of a pattern. Scrutiny must be undertaken by a member of academic staff, normally the first marker.

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

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

## **DISABILITY & INCLUSION**

### **Guidelines for Amanuenses**

As professionals working for students at the University of Chester, it is important that you adhere to the following guidelines, which should ensure your professional status and afford appropriate respect for all parties involved. These guidelines should be read in conjunction with the document, 'Instructions to Invigilators', since an amanuensis may also have responsibility to act as invigilator.

#### **General Information**

You will be assigned a student or students for whom you will act as a scribe. We try to allocate the student the same scribe for all of their exams; however this is not always possible.

Some students require their amanuensis to type their answer. If so, you will be informed of this beforehand and a computer will be provided. Registry Services will provide a USB stick so that a saved backed up copy of the student's answer can be saved (in case the computer should crash). For In-Class Test the Department should provide a USB for work to be saved.

Any students using an amanuensis take their examinations in a separate room, normally in their department. Additional time is allowed and the amount varies according to the individual needs of the student. If you are not sure of the end time of the exam, you should ask the departmental office for confirmation of this.

If there are any problems during the examination which require an immediate response (e.g. a query to do with the paper), please go with the student to the departmental office for advice.

You should keep all information between yourself and the student(s) with whom you work strictly confidential.

#### **Before the Examination**

1. The following negotiations should be made with the student before the examination:
  - How are notes to be made? By you on the script, or, where a limited amount of writing is possible, by the student on a separate sheet of paper?
  - Punctuation and spelling. Does the student want to give only the main punctuation breaks, leaving the rest to you, or would they rather dictate every punctuation mark? Are there any unusual or technical terms which will be used? If so, will the student be able to spell these to you in the exam or would they like to give you a list of these beforehand so that you can familiarise yourself with them (n.b. this glossary is to aid preparation and should not usually be taken into the examination, unless prior agreement has been obtained from Disability & inclusion).
  - What if you can't grasp a word? Should you ask the student to repeat it there and then, or would the student prefer you to come back to it later?
2. Arrive in good time (no later than 10 minutes before the start of the exam). Know where you are collecting the examination question paper from and where the exam is taking place (or where you are meeting the student).
3. Make sure that you have a selection of blue or black pens, a pencil and an eraser (in case you have to draw diagrams).
4. Amanuenses who are typing the examination should note that a desktop computer with Microsoft Word will be provided. The computer should be ready for you to use. Please

save the document frequently during the exam and also save a backup copy on USB. At the end of the examination, the paper will need printing out and inserting into the answer booklet. If there are any problems with the computer in the examination you should report this to a member of staff in the department.

### **During the Examination**

5. You must write / type the answers exactly as they are dictated, and draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions.
6. There may be some sections of the exam that the student wishes to complete independently, and you should include these sections in the appropriate place in the finished script.
7. Some students may wish to read and check the exam script themselves, but some may need, or prefer, you to read the script aloud to them for checking.
8. You must never give factual help to the candidate, nor indicate by any word or action that you think they have made a mistake. If the student asks you to provide them with factual information or makes any other requests which you consider to be unfair, you should explain that this is not in keeping with your role and is against University policy. If they continue to make such requests you should report this to the departmental office or Disability & inclusion.
9. You should generally speak only when spoken to, leaving the student in charge of the exam. However, there are certain circumstances when this 'rule of silence' has to be broken. For example, if you are unable to keep up with the speed of dictation or if you need to ask the candidate to repeat something you did not hear well.
10. You must present the exam answers in the usual format; this includes filling in the student's details on the front of the answer book, placing papers in the correct order, etc.

### **After the Examination**

11. Completed paper should be taken to the departmental office
12. To arrange payment for your work you should fill in and submit a University Claim Form. Forms can be collected from Disability & inclusion and should be returned there.

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

#### **Disability & inclusion**

**Chester** Room CBK 101, Binks Building tel 01244 511559

**Warrington** Martin Building tel 01925 534282

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

## Appendix 4C

### Security of Examination Papers

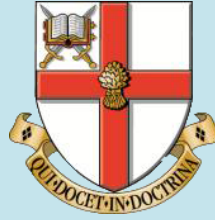
The following guidance seeks to ensure that the security of examination papers is maintained from the point they are written to the point the students sit them. They must therefore be followed by all departments and partner colleges/organisations.

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

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

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

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University of  
Chester

Requirements for the Marking of Assessed  
Work

SECTION

5

Quality and Standards Manual

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

2021 – 2022

Authored by: Registry Services

Date of Approval: June 2021

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- 5F Generic Marking Criteria at Level 7
- 5G Generic Feedback Criteria for Level 8
- 5H Guidance on feedback to students
- 5I Standards on Assessment, Feedback and Organisation and Management
- 5J Guidance on assessment briefs

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## SECTION 5: REQUIREMENTS FOR THE MARKING OF ASSESSED WORK

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

The work presented by a student shall be assessed by University of Chester internal assessors in such a way as to preserve the anonymity of the student. Guidance for the conduct of anonymous marking is given in Appendix 5A of this Handbook.

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

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

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

Additional information on the role of the External Examiner, including the role descriptor, may be found in Handbook F12

## 5.1 External approval of examination and coursework questions

---

The External Examiner will be required to confirm, in advance of publication to students, the comparability and appropriateness of academic standards of assessment tasks at Level 5 and above. The external examiner may review either all assessment tasks in advance or a representative sample of their choosing, in order to satisfy themselves that the standard is appropriate and that the intended learning outcomes are adequately assessed. This may include the general nature of tasks rather than specific questions, as appropriate.

## 5.2 Composition of samples

---

A sample of a given batch of assessments shall be fully second-marked by the monitor. The sample shall include: (a) all assessments first-marked at 40% (50% at Levels 7 and 8) or below, and (b) at least five others selected from the remainder, representative of different classes (or all the remainder if less than five).

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

In cases where there is more than one first-marker, the statements set out above shall apply to each first-marker in order that both the internal monitor and the External Examiner see a sufficient number of assessments to be able to satisfy themselves that the marking of all first-markers is both consistent and at the appropriate level. However, when an assessment has a very large number of markers marking a small number of pieces of work each, such that sampling 6 from each would lead to a disproportionate amount of the whole cohort being monitored, then the number per marker may be reduced to a minimum of 3 with the agreement of the Deputy Registrar. The monitoring arrangements need to be clearly the responsibility of an individual co-ordinating the monitoring process.

The department must ensure that the external examiner has access to an appropriate sample of work for each completed assessment component. Where work is freely accessible online, the external examiner may review whichever pieces of work they choose as long as they satisfy themselves that they have seen a representative sample. Where work is not available online, the department will supply an appropriate sample in consultation with the external examiner. The external examiner must ensure that they review a sufficient amount of work at each level to assure themselves that marking and moderation are appropriate, fair and consistent on the programme.

### 5.3 Changes to marks

---

Having seen all the work in this category, the monitor may propose changes to the marks of individual assessments first-marked at 40% and below (50% and below for Levels 7 and 8), but in all such cases the changes shall be discussed between the first-marker and monitor so that an agreed internal mark can be recorded. In cases where first-marker and monitor cannot agree, the Chair of the relevant Module Assessment Board shall arbitrate, with recourse as necessary to a third internal marker.

The monitor shall not propose changes to the marks of individual assessments first-marked at 41% or above (51% or above for Levels 7 and 8), but shall comment on the overall standard and consistency of first-marking in a Monitoring Form, and shall have the right to propose the moderation of the entire cohort up or down or to propose the re-marking of the entire cohort. An assessment the mark for which moves into the category of 40% and below (50% and below for Levels 7 and 8) as a result of moderation of the cohort up or down shall be considered individually as in the previous paragraph above. Accordingly, monitors may find it helpful to address the issue of whether the marks for an entire cohort require moderation up or down, before considering individual assessments first-marked at 40% or below (50% or below for Levels 7 and 8).

In cases where there is more than one first-marker, the monitor shall have the right to propose the moderation of all assessments marked by any individual first-marker up or down, or to propose the re-marking of all assessments marked by any of the first-markers. Marks returned to students as feedback must (a) be the agreed marks following completion of internal first marking and monitoring, not the marks of the first marker and the monitor individually; (b) be clearly indicated to students as provisional, pending confirmation by the relevant assessment board.

External examiners are not to be regarded as third markers and must not be involved with the raising or lowering of individual marks. Where there is concern over the appropriateness of marks in the sample, the external examiner may recommend a review of the whole cohort. However, such a recommendation is not binding and requires the approval of the full Module Assessment Board, nor does the external examiner have the right to take a final decision on any proposed adjustment.

### 5.4 Monitoring Form

---

It is not necessary for monitors to signal agreement of the marks for individual assignments (whether inside or outside the selected sample) on scripts or assessment feedback forms, provided that the Monitoring Form is completed.

The Monitoring Form shall:

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

- (iii) record the total number of assessments passed to the monitor, and the names (or numbers) of students whose assessments were in the sample monitored, as evidence that procedures have been followed;
- (iv) record all cases in which changes have been proposed to marks of 40% and below (50% and below for Levels 7 and 8), together with the agreed internal marks;
- (v) on completion, be made available to the Departmental Assessment Contact, or other designated person, who shall ensure it is made available to the External Examiner.

## 5.5 Double-marking

---

All work of an individual nature where the supervisor is also the first marker, such as Level 6 and Level 7 dissertations, performances and exhibitions, must be 100% double-marked, with the comments of both markers, and agreed internal marks, recorded [see also the guidance on good practice in Appendix 5B]. The Chair of the Module Assessment Board has discretion to apply double-marking to other modules in consultation with the External Examiner. Where 100% double-marking has taken place, the monitor may propose changes to any individual mark; where the two markers cannot agree a mark, the Chair of the Module Assessment Board shall arbitrate as set out above.

## 5.6 New first-markers

---

In cases where the first marker is new to University of Chester, either, (a) all work for such new tutors shall be 100% double-marked, or (b) an enhanced sample comprising at least 20 scripts drawn from different classes shall be initially double-marked to verify the marking standard. If the double-marker does not agree with the marking standard a meeting shall take place with the Chair of the Module Assessment Board in order to agree the internal mark. The Chair of the Module Assessment Board shall ensure that these procedures apply at least for the first assessment in which such new tutors are involved and shall determine the point at which the double marking or enhanced monitoring is no longer required.

## 5.7 Oral assessments

---

Oral assessments (presentations, dialogues, debates, etc.) shall, as far as practicable, have two markers present to determine the marks awarded. Where this is not practicable and only one marker is present, arrangements to assure the consistent standard of marking (such as appropriate staff development and the observation of every marker on at least one occasion) shall be agreed with the External Examiner. These arrangements should, where possible, include the submission of evidence of each student's performance, for example via recordings, copies of PowerPoint slides, or a written script. Where recordings are made, all students undertaking an assessment must be recorded in order to ensure consistency of practice; a monitor will sample the recordings and a Monitoring Form will be completed in the manner set out for written work in paragraph 5.4 above. For work at Level 3 or Level 4 and for work weighted at 10% or less of total module assessment, only one marker need be present and the procedures set out above need not apply. These requirements shall also apply to the assessment of 'live' performances, subject to the agreement of the External Examiner.

## 5.8 Practical work

Practical work (other than written work arising therefrom) shall be subject to monitoring according to established professional procedures, and/or as agreed with External Examiners and approved by validation panels. No student shall be recorded as having failed without a second opinion having been obtained. Written assessments arising from practical work shall be subject to the normal procedures set out in paragraphs 5.2 to 5.4 above.

## 5.9 Viva Voce examination

---

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

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

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

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

## 5.10 Complaints about provisional marks

---

A student who wishes to complain about a provisional mark should submit a case in writing to the Departmental Assessment Contact, who shall investigate whether there has been a procedural or administrative irregularity and notify the student accordingly, in writing. Any such irregularity shall be reported to the Module Assessment Board and, in exceptional cases, to the Awards Assessment Board. A student who wishes to complain about a mark following the final Awards Assessment Board of the academic session should follow the University's Academic Appeals procedure (see Handbook F10). Complaints and appeals against academic judgment are not permitted.

## 5.11 Feedback on assessed work

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Written feedback on coursework (other than for final-year dissertations) shall normally be available to students in good time to be of assistance in preparation for the next assignment (where applicable) and within 20 working days of the submission deadline. Feedback shall show the agreed internal mark following the monitoring process. In cases where, for good reason, the 20 working day schedule cannot be adhered to, students shall be notified by the relevant Subject Department with an accompanying rationale and a revised schedule. (Notification may be through letters, e-mails or an announcement on the Portal, as appropriate).



Feedback on dissertations may be deferred until after the relevant Module Assessment Board has met, but students shall be informed of departmental practice on this matter. In a case of a suspected breach of academic integrity, the initial letter of accusation to the student shall stand in place of the normal feedback.

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

Departments and Programme Teams shall not return examination scripts to students but shall offer feedback in some format to all students sitting the exam. This will be done without prejudice to the outcome of any reassessment. Departments wishing to provide individual written feedback to students on exam performance, including the disclosure of provisionally-agreed marks for each answer, may do so but must ensure that such feedback is given to all students who took the exam in question. A clear rationale must also be provided to students in cases where there is written feedback on some exams for which a Department is responsible, but not all. Boards of Studies shall approve the rationale and the means by which it is communicated to students.

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

### 5.12 Reassessed/Deferred work

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When marking reassessed or deferred work, in circumstances in which the total number of scripts is often very small, the requirements for monitoring shall be interpreted flexibly within the spirit of paragraphs 5.2 to 5.4 above. All work proposed (before adjustment for reassessment) for a mark of 40% or below (50% or below for Levels 7 and 8) shall be monitored, plus a representative sample of work proposed for higher marks (prior to any adjustment to 40%/50%). All work subject to monitoring shall be recorded on the Monitoring Form in the standard fashion, with a sample made available to the External Examiner, whose rights and responsibilities are as set out both above and in Handbook F12. Paragraphs 5.5 to 5.8 shall be observed without modification.

### 5.13 Staff development

Every Faculty or department shall hold staff development in relation to assessment, such as a marking exercise, in advance of a major assessment period at least once a year.

### 5.14 Retention of student work

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

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

## 5.15 Requirements for Excess Word Count

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

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

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

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

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

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

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

Guidelines on this requirement are in Appendix 5C.

## **ANONYMOUS MARKING OF ASSESSED WORK**

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

#### **Principles**

The first and second markers mark the assignment and agree University internal marks without knowing the identity of the candidates.

Only when these University internal marks have been determined – if necessary by recourse to a third internal marker – shall the names of candidates be revealed. The marks can then be entered onto e-vision.

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

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

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

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

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

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

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

Students submitting their work must include their assessment number in the header or footer.

## **Maintaining anonymity for work submitted in hard copy**

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

The student will use a unique Assessment Number for all anonymous assignments and exams. This number will be different from the Student Number and will start with a J. The number will be available on the Portal when they enrol at the beginning of the academic session. Normally only the student and Registry will have access to the Assessment Number. If a student does not know their number or has forgotten it, they can check via the Portal. Students will be issued with a new number for every academic session.

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

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

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

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

This may be achieved by the following method:

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

## Anonymous Marking of Examinations

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

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

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

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

## **SECOND MARKING PRACTICE**

Please see Monitoring Form overleaf.

### **Blind Double Marking**

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

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

Feedback to students must only show the agreed mark following the completion of internal marking and monitoring. It must be made clear to students that this mark is provisional, pending consideration by the external examiner and the decision of the relevant assessment board. Although the internal mark returned to students is that agreed by the first marker and monitor, or by two independent markers in the case of double marking, the comments returned to students will normally be those of the first marker alone. However, all markers should bear in mind that under the FOI Act students do have a right to access comments made about them.

## MONITORING FORM

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

Total number of assignments passed to Monitor:

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

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

**Monitor's comments (based on sample monitored):**

**Monitor's recommendations for scripts other than those first marked at 40% and below (Levels 3-6 and Level 7 modules registered before 2019/20) or 50% (Level 7 modules registered in or after 2019/20) (circle no.)**

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

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

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

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

**Any further comments by Chair of Module Assessment Board:**

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

Monitor may suggest an alternative mark for those first marked at 40% and below (Levels 3-6 and Level 7 modules registered before 2019/20) or 50% and below (Level 7 modules registered in or after 2019/20), but should tick all others to indicate that they have been read.

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





### **EXCESS WORD COUNT: NOTES OF GUIDANCE TO STAFF AND STUDENTS**

#### **Notes of Guidance to Staff**

- The principal justifications for penalising excessive word count are (a) that students who significantly over-run the stated count are producing work which departs from the original intention of the assignment, and (b) that such students have an opportunity to include additional material which those who keep within the limits may have to omit, and they must not be allowed any advantage as a result.
- University policy should be interpreted to allow a 10% over-run without penalty (e.g. 1000-word assignment is allowed 1100 words, 2000-word assignment is allowed 2200 words, and so on.) Permissible word count excludes student's name, title of module and assignment, references to sources, bibliography, graphs, tables, maps, diagrams, captions and appendices. These lie outside the stated word limit. Quotations inserted into the text and facts/arguments inserted into footnote/endnotes (beyond essential referencing) are normally included. These may, however, also be excluded from the word count at the discretion of the relevant Module Assessment Board, but students must be notified via the module handbook of the Assessment Board's practice on this matter.
- Students should normally submit written coursework word-processed using Arial font size 11 (unless they have permission in writing from the relevant programme leader not to do so) and should insert word-counts on coversheets or at the end of coursework assignments; however, markers should not assume that these counts are invariably accurate. Markers are not expected to count every word in every assignment, but the use of standard font and font size should assist in estimating overall word count. In a case where a marker suspects that the limit has been exceeded, the marker should ascertain the approximate number of words on a sample page and use that as a guide to estimate the total.
- If, on the basis of sampling-and-estimating, a marker is certain that the word count has been exceeded, the student should be penalised 5 marks per 1000 words excess (e.g. if a 1000-word assignment, 5 marks deducted for 1101-2100 words, 10 marks deducted for 2101-3100 words, and so on). This penalty should be drawn to the attention of the second marker, who should check that it has been correctly imposed as part of the second-marking process.
- Since it is unrealistic to expect all marginal cases of excessive word count to be detected, the policy can only be implemented in a context in which it is accepted that students will receive the 'benefit of the doubt'. This is justifiable, since a student who exceeds permitted word count only marginally is unlikely to be departing significantly from the original intention of the assignment.
- Guidelines should be issued to students by Faculties or Departments at the beginning of the academic year, and students should always be informed if a word-count penalty has been imposed. Suggested guidelines to students are on the accompanying sheet, but Faculties / Departments are free to issue their own versions provided that they are consistent with what is set out here.

- All cases of the imposition of word-count penalties shall be recorded in the minutes of Module Assessment Boards.

### **Notes of Guidance to Students**

The University implements a standard policy for the penalising of excessive word count in written coursework assignments. The main reasons for imposing these penalties are:

- (i) that students who significantly over-run the stated count are producing work which departs from the original intention of the assignment;
- (ii) that such students are taking an unfair advantage over those who strive to keep within the stated word limits.

#### ***Students should therefore observe the following points:***

- Permissible word count excludes the student's name, title of module and assignment, references to sources, bibliography, graphs, tables, maps, diagrams, captions and appendices. These lie outside the stated word limit. Quotations inserted into the text and facts/arguments inserted into footnote/endnotes (beyond essential referencing) are normally included. If these are to be excluded, the academic department will notify students via the module handbook or other appropriate method.
- It is permissible to exceed the stated word limit by up to 10%, without penalty. Thus, a 1000-word assignment is allowed to run to 1100 words, a 2000-word assignment to 2200 words, and so on.
- Assignments which exceed these limits are liable to be penalised by the deduction of 5 marks per 1000 words excess (e.g. if a 1000-word assignment, 5 marks off for 1101-2100 words, 10 marks off for 2101-3100 words, and so on).
- Students should normally submit all written coursework word processed using Arial font size 11 (unless they have written permission from the programme leader not to do so) and should, wherever possible, include a word count on assignment coversheets or at the end of their assignments, derived from the electronic wordcount facility. They will be notified through the feedback process if a penalty has been deducted for excess word count.

## Generic Marking Criteria for Level 3

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

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

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

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

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

**40% is the pass mark for graded assessments.**

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### Generic Marking Criteria for Level 3

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

### Generic Marking Criteria for Level 3

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

### Generic Marking Criteria for Level 3

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

## Generic Marking Criteria for levels 4, 5 and 6

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

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

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

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

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

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

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

### Generic Marking Criteria for levels 4, 5 and 6

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



### Generic Marking Criteria for levels 4, 5 and 6

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

### Generic Marking Criteria for levels 4, 5 and 6

<b>Specialist skills</b>	Outstanding expertise and flair in the application of specialist skills	Sophisticated expertise and flair in the application of specialist skills	Expert demonstration, accomplished and innovative application of specialist skills	Good performance; capable and confident application of specialist skills	Mostly competent and informed application of specialist skills	Sufficient evidence of developing specialist skills	Little evidence of skill development or application	Very little evidence of specialist skill development	Minimal evidence of specialist skill development	No evidence of skill development
<b>Integration of theory and practice</b>	Skilled integration of theory and practice	Skilled integration of theory and practice	Skilled integration of theory and practice	Useful links drawn between theory and practice	Consideration of related theory and practice	Consideration of both theory and practice, which may be uneven	Uneven balance between theory and practice	Little appreciation of theory in practice	Relationship between theory and practice not evident	No awareness of theory in practice evident
<b>Professional competence</b>	Extremely high level of professional competence	Extremely high level of professional competence	Very high level of professional competence	Substantial level of professional competence	Sound level of professional competence	Satisfactory level of professional competence	Questionable level of professional competence, e.g. may be some evidence of unsafe practice	Lack of professional competence	Serious lack of professional competence	Professional incompetence
<b>Reflective practice</b>	Sophisticated reflection on personal and professional practice	Sophisticated reflection on personal and professional practice	Clear and insightful reflection on personal and professional practice	Clear understanding, reflection and evaluation of implications for personal and professional practice	Sound reflection on personal and professional practice	Adequate but limited reflection on personal and professional practice issues	Inadequate reflection on personal and professional practice issues	Slight, if any, reflection or reference to personal and professional practice	Slight, if any, reflection or reference to personal and professional practice	Slight, if any, reflection or reference to personal and professional practice
<b>Technical understanding and use of materials</b>	Excellent technical understanding and judgement; work produced could hardly be bettered when produced under parallel conditions	Excellent technical understanding and judgement; exceptional level of competence in use of materials and appropriate application of working processes and techniques	Thorough technical understanding and judgement; excellent level of competence in use of materials and appropriate application of working processes and techniques	Accurate technical understanding and judgement; good level of competence in use of materials and appropriate application of working processes and techniques	Mostly accurate technical understanding and judgement; satisfactory level of competence in use of materials and appropriate application of working processes and techniques	Adequate though only partially accurate technical understanding and judgement; adequate level of competence in use of materials and application of working processes and techniques	Slight technical understanding and judgement, with inaccuracies; lack of competence in use of materials and erroneous application of working processes and techniques	Feeble technical understanding and judgement; incompetence in use of materials and erroneous application of working processes and techniques	Almost no technical understanding or judgement; serious incompetence in use of materials and erroneous application of working processes and techniques	No technical understanding or judgement; uninformed and arbitrary use of material, methods, processes and techniques
<b>Relationship between content, form and technique</b>	Work produced could hardly be bettered when produced under parallel conditions	Excellent design and sophisticated relationship between content, form & technique	Excellent design; strong relationship between content, form & technique	Good design; meaningful relationship between content, form & technique	Fair design; generally sound relationship between content, form & technique	Adequate evidence of some relationship between content, form & technique	Limited or unresolved relationship between content, form & technique	Very limited relationship between content, form & technique	Minimal evidence of understanding of relationship between content, form & technique	No evidence of understanding of the relationship between content, form & technique
<b>Analysis of performance</b>	Outstanding critical analysis of performance	Sophisticated critical analysis of performance	Strong and thorough critical analysis of performance	Good critical analysis of performance	Sound analysis of performance	Adequate analysis of performance	Limited information about performance	Very limited information about performance	Insufficient evidence of knowledge of performance	No evidence of knowledge of performance

### Generic Marking Criteria for levels 4, 5 and 6

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

## Generic Marking Criteria for Level 7

### Explanatory Notes

The University classifies Level 7 Postgraduate Degrees with Distinction, Merit and Pass. Classifications are made at the point of award, using a formula set out in the Principles and Regulations. Further details and examples may be found on the Registry Services Portal pages.

The criteria offer descriptions of standards of achievement relating to six types of learning outcomes:

1. Knowledge and Understanding of the academic discipline, field of study, or area of professional practice
2. Research 1. Reading and Use of Appropriate Sources
3. Research 2. Methodology
4. Critical Analysis & Interpretation
5. Communication Skills: Creative, Written & Presented
6. Reflection: Critical Reflection and/or Personal and Professional Application

There are various descriptors under these headings, describing different aspects of understanding or skill and in marking bands of 0-100%. Assessors use the ones that apply to the particular outcomes you should demonstrate: if the learning outcomes of your module do not require (for example) critical self-reflection and professional skills, then those criteria do not apply.

	<b>Distinction</b> 90–100% <i>Evidence of...</i>	<b>Distinction</b> 80-89% <i>Evidence of...</i>	<b>Distinction</b> 70-79% <i>Evidence of...</i>	<b>Merit</b> 60-69% <i>Evidence of...</i>	<b>Pass</b> 50-59% <i>Evidence of...</i>	<b>Fail</b> 40-49% <i>Evidence of...</i>	<b>Fail</b> 30-39% <i>Evidence of...</i>	<b>Fail</b> 20-29% <i>Evidence of...</i>	<b>Fail</b> 10-19% <i>Evidence of...</i>	<b>Fail</b> 0-9% <i>Evidence of...</i>
<p><b>Knowledge</b></p> <p>Knowledge and understanding of the academic discipline, field of study, or area of professional practice.</p> <p>SCOPE: critical engagement with the primary and secondary sources used to answer the question.</p>	<p>Insightful and sophisticated engagement with research and/or practice pertaining to field(s) and disciplines of study;</p> <p>Sophisticated demonstration and application of knowledge, offering innovative and/or original insights, possibly unparalleled in their application;</p> <p>A sophisticated degree of synthesis, quite likely of complex and disparate material.</p>	<p>Advanced engagement with research and/or practice pertaining to the field(s) and disciplines of study;</p> <p>Accomplished demonstration of knowledge, contributing towards innovative and/or original insights;</p> <p>Extremely high degree of synthesis of research material.</p>	<p>A high degree of engagement with research and/or practice pertaining to field(s) and disciplines of study;</p> <p>Excellent demonstration of knowledge, with the possibility for new insights;</p> <p>A high degree of synthesis relating to research material.</p>	<p>Sustained engagement with research and/or practice pertaining to disciplines of study;</p> <p>An assured understanding of current problems, supported by critical analysis with the potential for new insights;</p> <p>A sustained application and depth of research material and accuracy in detail.</p>	<p>Engagement with relevant knowledge pertaining to discipline and key issues;</p> <p>Satisfactory understanding and conceptual awareness enabling critical analysis;</p> <p>Response is appropriate and addresses the range of learning outcomes; where the knowledge is accurate. Work may lack sustained depth.</p>	<p>Unsatisfactory engagement with relevant knowledge pertaining to discipline and key issues;</p> <p>Insufficient understanding and conceptual awareness of knowledge(s) pertaining to the field;</p> <p>Response does not address the full range of learning outcomes, inaccurate and/or missing knowledge at times.</p>	<p>Inadequate coverage of relevant issues, inconsistent understanding shown;</p> <p>Inadequate understanding of underpinning issues, weak and underdeveloped analysis;</p> <p>Response does not address learning outcomes, inaccurate and missing knowledge.</p>	<p>Lack of relevant research and little understanding shown;</p> <p>Very weak understanding of key issues, work lacks critical oversight;</p> <p>Substandard engagement with research material, misunderstanding evident.</p>	<p>Severely lacking in relevant research and underpinning knowledge;</p> <p>Slight understanding of key issues, little attempt at critical analysis;</p> <p>Slight engagement with research material, inaccurate knowledge and misunderstanding throughout.</p>	<p>Negligible understanding of key issues, which is likely to show no critical analysis or engagement with the learning brief;</p> <p>No engagement with research tasks.</p>

	<b>Distinction</b> 90–100% <i>Evidence of...</i>	<b>Distinction</b> 80-89% <i>Evidence of...</i>	<b>Distinction</b> 70-79% <i>Evidence of...</i>	<b>Merit</b> 60-69% <i>Evidence of...</i>	<b>Pass</b> 50-59% <i>Evidence of...</i>	<b>Fail</b> 40-49% <i>Evidence of...</i>	<b>Fail</b> 30-39% <i>Evidence of...</i>	<b>Fail</b> 20-29% <i>Evidence of...</i>	<b>Fail</b> 10-19% <i>Evidence of...</i>	<b>Fail</b> 0-9% <i>Evidence of...</i>
<p><b>Sources</b></p> <p>Reading and use of appropriate sources.</p> <p>SCOPE: accurate and consistent acknowledgment and referencing of sources.</p>	<p>Extensive range and sophisticated use of appropriate sources;</p> <p>Unparalleled standard of research both in breadth and depth, which demonstrates a very high intellectual engagement and rigor.</p>	<p>Extensive range and use of appropriate sources;</p> <p>Extremely well referenced research both in breadth and depth, which demonstrates high intellectual engagement and rigor.</p>	<p>Substantial range and sophisticated use of sources;</p> <p>Well-referenced research both in breadth and depth, which demonstrates clear intellectual rigor.</p>	<p>An assured range of reading, with sustained reference to key and core texts. The work may include current research at the leading edge of the discipline;</p> <p>Very good referencing in breadth and/or depth, which shows a very good level of intellectual rigor;</p> <p>Sources acknowledged appropriately according to academic conventions of referencing.</p>	<p>A satisfactory range of core and basic texts, which references current research in the discipline;</p> <p>Sources acknowledged appropriately according to academic conventions of referencing. The work may contain minor errors and be limited in breadth, depth and intellectual rigor.</p>	<p>Insufficient range of source reading of core and basic texts;</p> <p>Sources not acknowledged in line with academic conventions of referencing.</p>	<p>Reading material is inadequate and may not include core and basic texts;</p> <p>Sources inaccurately referenced.</p>	<p>Very weak engagement with source reading of core and basic texts;</p> <p>Inconsistent and/or limited referencing of sources.</p>	<p>Severely lacking source reading;</p> <p>Sources either not present and/or not referenced.</p>	<p>Negligible attempt to identify source material;</p> <p>No indication of source reading.</p>
<p><b>Methodology</b></p> <p>SCOPE: critical engagement with methodologies underpinning original research or current developments in the discipline.</p>	<p>Insightful and sophisticated interpretation, application and evaluation of the possibilities and limitations of the methodologies used by the student and key scholars/practitioners pertaining to the field(s) of study;</p> <p>Methods used offer new insights and contributions to knowledge.</p>	<p>Advanced interpretation, application and evaluation of the possibilities and limitations of the methodologies used by the student and key scholars/practitioners pertaining to the field(s) of study;</p> <p>Methods used contribute towards new insights to knowledge.</p>	<p>Excellent interpretation, application and evaluation of the possibilities and limitations of the methodologies used by the student and key scholars/practitioners pertaining to the field(s) of study;</p> <p>Methods used may offer new insights or contributions to knowledge.</p>	<p>A comprehensive understanding shown and a sustained application of established methodologies and methods applicable to the student's own research;</p> <p>Research work planned in scale and scope so that robust and appropriate evidence can be gathered and articulated.</p>	<p>A satisfactory application of research techniques and enquiry that are used to create and interpret knowledge in the discipline;</p> <p>Research work planned systematically in scale and scope so that appropriate evidence can be gathered.</p>	<p>Unsatisfactory application of research techniques pertaining to the discipline;</p> <p>Unsatisfactory research undertaken, resulting in underdeveloped and poorly executed work.</p>	<p>An underdeveloped understanding of established methodologies and those used by the student;</p> <p>Research work is weak and executed inaccurately.</p>	<p>Very weak understanding of established methodologies and those used by student;</p> <p>Substandard research, methods mainly erroneous.</p>	<p>Research works show very little planning and understanding;</p> <p>Erroneous use of methods to explain the work.</p>	<p>Negligible understanding of established research methods and those used by the student;</p> <p>No research methods evident.</p>

	<b>Distinction</b> 90–100% <i>Evidence of...</i>	<b>Distinction</b> 80-89% <i>Evidence of...</i>	<b>Distinction</b> 70-79% <i>Evidence of...</i>	<b>Merit</b> 60-69% <i>Evidence of...</i>	<b>Pass</b> 50-59% <i>Evidence of...</i>	<b>Fail</b> 40-49% <i>Evidence of...</i>	<b>Fail</b> 30-39% <i>Evidence of...</i>	<b>Fail</b> 20-29% <i>Evidence of...</i>	<b>Fail</b> 10-19% <i>Evidence of...</i>	<b>Fail</b> 0-9% <i>Evidence of...</i>
<p><b>Analysis</b></p> <p>Critical analysis and interpretation.</p> <p>SCOPE: appropriate analytical discussion and interpretation of source material.</p>	<p>A sophisticated command of imaginative, insightful, original or creative interpretations;</p> <p>An unparalleled level of analysis and evaluation;</p> <p>A sophisticated cogent argument offering new and original contributions to knowledge.</p>	<p>Advanced command of imaginative, insightful, original or creative interpretations;</p> <p>Accomplished level of analysis and evaluation;</p> <p>A highly developed cogent argument with the potential to bring new and original contributions to knowledge.</p>	<p>An excellent command of imaginative, original or creative interpretations;</p> <p>A high degree of analysis and evaluation;</p> <p>A sustained argument with the possibility for new insights to knowledge.</p>	<p>A convincing and sustained command of accepted critical positions;</p> <p>A developed conceptual understanding that enables the student to find new meanings in established hypotheses;</p> <p>A developed and sustained argument with the possibility for new insights to knowledge.</p>	<p>An ability to deal with complex issues both systematically and creatively;</p> <p>A satisfactory evaluation of current research and critical scholarship in the discipline;</p> <p>Ability to devise a coherent critical/ analytical argument is supported with evidence.</p>	<p>A lack of ability to deal with complex issues;</p> <p>Judgements not fully substantiated and understood;</p> <p>The ability to construct an argument is underdeveloped and not supported fully with evidence.</p>	<p>A lack of ability to deal with complex issues;</p> <p>Judgements are not substantiated or understood and the critical position is not made clear;</p> <p>Weak interpretation of research and work is not supported with evidence.</p>	<p>Very weak analysis, possibly limited to a single perspective;</p> <p>Substandard argument, work lacks scholarly analysis and interpretation;</p> <p>Episodes of self-contradiction and/or confusion.</p>	<p>Slight indication of ability to deal with key issues;</p> <p>Slight analytical engagement and reflection, work lacks criticality throughout;</p> <p>Lacks evidence, work shows self-contradiction and confusion.</p>	<p>Negligible coverage of learning outcomes;</p> <p>No attempt to interpret research material.</p>
<p><b>Communication</b></p> <p>Communication skills: creative, written and presented.</p> <p>SCOPE: communication of intent, adherence to academic subject discipline protocols.</p>	<p>A sophisticated response, the academic form matches that expected in published and professional work;</p> <p>Mastery and command of specialist skills pertaining to the academic form;</p> <p>Idiomatic and highly coherent, scholarly expression.</p>	<p>Persuasive articulation, where the academic form largely matches that expected in published work;</p> <p>Accomplished command of specialist skills pertaining to the academic form, discipline and context(s);</p>	<p>A high degree of skill, the academic form shows exceptional standards of presentation or delivery;</p> <p>A high command of specialist skills pertaining to the academic form, discipline and context(s).</p>	<p>Secure and sustained expression, observing appropriate academic form;</p> <p>Fluent and persuasive expression of ideas, work shows flair;</p> <p>Assured interpretation of the style and genre, content, form and technique for specialist and non-specialist audiences as appropriate.</p>	<p>Good expression, observing appropriate academic form;</p> <p>Predominantly accurate in spelling and grammar, ideas communicated appropriately and satisfactorily;</p> <p>Satisfactory application of specialist skills with effective technical control.</p>	<p>Unsatisfactory demonstration and application of key communication skills;</p> <p>Recurring errors in spelling and grammar, ideas limited and underdeveloped, possibly poor paraphrasing;</p> <p>Skills demonstrated are insufficient for the task and work may lack technical judgement.</p>	<p>Significant errors evident in the academic form;</p> <p>Weaknesses in spelling and grammar, lacks coherence and structure, possibly poor paraphrasing;</p> <p>Work lacks technical judgement.</p>	<p>Very weak observation of academic conventions;</p> <p>Severe deficiencies in spelling and grammar and expression undermines meaning, possibly poor paraphrasing;</p> <p>Substandard relationship between content, form and technique.</p>	<p>Slight observation of academic conventions;</p> <p>Weak expression, mostly incoherent and fails to secure meaning, poor paraphrasing;</p> <p>Slight engagement with the work.</p>	<p>Negligible observation of academic conventions;</p> <p>Incoherent and confused expression, poor paraphrasing;</p> <p>No discernible demonstration of key skills (pertaining to the discipline);</p> <p>No engagement with the work.</p>

	<b>Distinction</b> 90–100% <i>Evidence of...</i>	<b>Distinction</b> 80-89% <i>Evidence of...</i>	<b>Distinction</b> 70-79% <i>Evidence of...</i>	<b>Merit</b> 60-69% <i>Evidence of...</i>	<b>Pass</b> 50-59% <i>Evidence of...</i>	<b>Fail</b> 40-49% <i>Evidence of...</i>	<b>Fail</b> 30-39% <i>Evidence of...</i>	<b>Fail</b> 20-29% <i>Evidence of...</i>	<b>Fail</b> 10-19% <i>Evidence of...</i>	<b>Fail</b> 0-9% <i>Evidence of...</i>
<p><b>Reflection</b></p> <p>Critical reflection and/or personal and professional application.</p> <p>SCOPE: Intellectual engagement with the processes by which the work is realised.</p>	<p>Insightful response to critical self-evaluation, reflecting exemplary professional and/or personal standards of engagement and conduct throughout;</p> <p>Sophisticated application of new insights (or highly advanced application of established ways of working pertaining to the discipline).</p>	<p>Advanced level of critical self-evaluation, reflecting professional and/or personal standards of engagement and conduct throughout;</p> <p>Accomplished application of new insights (or advanced application of established ways of working pertaining to the discipline).</p>	<p>A high degree of critical self-evaluation, reflecting professional and/or personal standards of engagement and conduct;</p> <p>Excellent application of new insights (or a highly skilled application of established ways of working pertaining to the discipline).</p>	<p>An assured level of self-evaluation, reflecting sustained professional and/or personal standards of engagement and conduct;</p> <p>Assured application of new or established ways of working;</p> <p>Work evidences thorough independent planning and execution of key tasks.</p>	<p>A satisfactory self evaluation, reflecting appropriate standards of professional and/or personal engagement and conduct;</p> <p>Satisfactory engagement with established ways of working pertaining to the discipline;</p> <p>Independent planning and execution.</p>	<p>Unsatisfactory self-evaluation of professional and/or personal engagement and conduct;</p> <p>Unsatisfactory engagement with established ways of working pertaining to the discipline;</p> <p>Insufficient planning, work not executed in full.</p>	<p>Weak self-evaluation of professional and/or personal engagement and conduct;</p> <p>Weak engagement with established ways of working pertaining to the discipline;</p> <p>Inadequate planning.</p>	<p>Very weak self-evaluation of professional and/or personal engagement and conduct;</p> <p>Substandard engagement with established ways of working;</p> <p>Inappropriate execution of work.</p>	<p>Slight evidence of self-evaluation of professional and/or personal engagement and conduct;</p> <p>Inappropriate execution of key tasks and work may be a cause for concern.</p>	<p>Negligible evidence of self-evaluation of professional and/or personal engagement and conduct;</p> <p>No engagement with established ways of working;</p> <p>In professional or equivalent contexts the work will be cause for concern.</p>

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### Generic Feedback Criteria for Level 8

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



## GUIDANCE ON FEEDBACK TO STUDENTS

### General principles

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

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

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

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

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

### All feedback should:

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

### And in addition, feedback on summative coursework assessment should:

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

### Feedback on summative exams should:

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

### Formative feedback should:

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

## STANDARDS ON ASSESSMENT, FEEDBACK, AND THE ORGANISATION AND MANAGEMENT OF STUDENTS' LEARNING EXPERIENCE

At the University of Chester all academic departments work hard to manage student expectations at all levels and in all aspects of their academic experience. Good communication and the application of the following standards are among the ways in which a high quality student experience is ensured.

### Standards in Assessment and Feedback

1. All departments should review their assessment strategies, including analysis of methods and rationales across each programme in a co-ordinated manner on an annual basis. This should occur prior to the production of programme handbooks. There should be consideration of the organisation, suitability of assessments, spread of coursework, assessment deadlines and feedback on coursework throughout the academic year / across programmes where appropriate.
2. Staff should communicate with students at the start of the academic year, information about their programme including their assessments and the timing of these assessments. This will raise awareness of assessment requirements and assist students in planning.
3. Departments will communicate to students' detailed information about assessment and feedback. This should include how and when a module will be assessed and when feedback will be available. This should form part of the standard published information at module level. Standard information should include an assessment brief, marking criteria and module learning outcomes as a minimum. Departments will provide feedback to students within 20 working days as prescribed by the University.
4. If in exceptional circumstances work is not to be returned to students within the prescribed period, then students are notified at the earliest opportunity and given an explanation and a revised date when they will receive feedback.
5. Students receive formal feedback on an item of formative or summative assessment before the end of their first term and should receive feedback on all forms of assessment, including formative assessments and examinations.
6. Cohorts / students undertaking examinations can have access to cohort feedback outlining common themes and individual feedback if requested. Students can request access to their examination script, by applying to the department that is responsible for that module. The department should either allow the student to see their script under supervision or provide a copy of the examiners' comments on the student's performance.
7. Feedback should be detailed, clear and legible so that students can understand how they have performed. Staff should consult the guidance on feedback document to ensure that feedback is effective.

### Standards in Organisation and Management at the University of Chester:

1. Programme information should be reviewed, enhanced / modified and finalised for production in module / programme documents to be accessed online.
2. Programme information is provided to all students at the start of each cohort academic cycle. Staff indicate to students the importance of such information and highlight key issues to students.
3. Moodle baselines minimums should be adhered to, in order to provide module information to all students at the start of the module and this will include clear and appropriate information for the management of the student experience. Details of Moodle baseline minimums can be found in Appendix E, Handbook I.
4. When changes to published information is occasionally required then these should be communicated quickly and clearly to students via the University of Chester App. If changes occur within the last 48 hours before a scheduled event, departments should take all reasonable steps to make students aware of any changes including, for example: the tutor giving advanced notice whenever possible; an email being sent to all students affected by any change; notices being posted in the relevant buildings and on doors; the relevant administrative staff being fully briefed about the change.
5. To receive, evaluate and respond to all appropriate students on actions taken in response to evaluations.
6. Departments have robust processes for Staff Student Liaison Meetings, to ensure that communication of issues is maximised. Feedback to students on actions taken in response to meetings are communicated back to students in a timely manner.

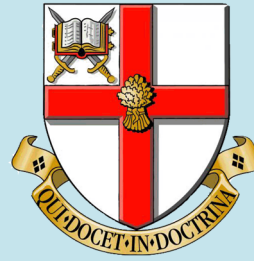
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## GUIDANCE ON ASSESSMENT BRIEFS

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

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

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



University of  
Chester

Academic Integrity

SECTION

6

Quality and Standards Manual

# HANDBOOK F:

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

**2021 – 2022**

Date of Approval: September 2021  
Authored By: Academic Quality & Standards  
Version: (AQS) 1.0

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- 6D Conduct of a *viva voce* examination
- 6E Academic integrity and examinations (inc. form AI-EX)
- 6F Academic Integrity Course (Standard Penalty)
- 6G Transitional arrangements

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## SECTION 6 – ACADEMIC INTEGRITY

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The University of Chester values its students' contribution to the necessary quality of its academic standards and awards by adhering to the principles of academic integrity and fair play in assessment. These standards are upheld when students, completing work for assessment, act honestly and take responsibility for the fair presentation of the contents of any work they produce for assessment. This means that students will do nothing that has the potential for them to gain an unfair advantage in assessment.

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### PART A: ACADEMIC INTEGRITY POLICY

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#### 1. Maintaining Academic Integrity

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In order to adhere to the University's definition of academic integrity, students are expected to abide by the following conventions when completing work for assessment:

- 1.1.1. Acknowledge all sources of information, knowledge and ideas used when completing work for assessment by consistently and correctly using an acceptable referencing system;
- 1.1.2. Produce work that is the product of their own, individual efforts. An exception to this is where an assignment brief specifically requires a single piece of work be submitted on behalf of a group of students.
- 1.1.3. Declare when they have used work before in a previous assessment (whether successful or not) using an acceptable referencing system;
- 1.1.4. Present accurate information and data that has been obtained appropriately and which is a fair representation of their own endeavours, knowledge and understanding;
- 1.1.5. Adhere to and comply with all applicable regulatory, legal and professional obligations and ethical requirements therein.

The University will make information on how to maintain academic integrity available to students in ways that are appropriate and accessible. However, at all times, it is the sole responsibility of the student to act in a way that is consistent with the Academic Integrity Policy and to seek advice and guidance if they are unclear.

#### 2. Breaches of Academic Integrity

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A student will be regarded as being in breach of the Academic Integrity Policy if they act or behave in a manner that is inconsistent with the University's general definition of academic integrity or the specific statements given in 1.1.



A breach of the Academic Integrity Policy may occur when a student knowingly acts in a way that is contrary to the policy or does so inadvertently by means of careless scholarship. Inexperience, intention, lack of intention or unfamiliarity with the Academic Integrity Policy will not be regarded as a defence in the event that the policy is breached.

Any breach of the Academic Integrity Policy will be categorised as either unacceptable academic practice or academic misconduct. These are dealt with in different ways according to the published procedure described in Part B onwards.

Examples of unacceptable academic practice:

- 2.1.1. **Plagiarism:** the use of ideas, intellectual property or work of others without acknowledgement or, where relevant, permission.
- 2.1.2. **Reuse of previously submitted material:** the use of work, without appropriate referencing, that has been submitted for assessment, whether successful or not, by the same student in this University or any other institution. This will not apply where a student is making a resubmission for the same assessment component in the same module, unless specifically prohibited in the assessment information.
- 2.1.3. **Collusion:** the unauthorised collaboration between two or more students resulting in the submission of work that is unreasonably similar, but which is submitted as being the product of the submitting student's individual efforts.

Examples of academic misconduct include:

- 2.1.4. **Commissioning (Contract Cheating):** engaging another person or organisation to complete or undertake an assessment, whether a financial transaction has taken place or not.
- 2.1.5. **Falsification:** the presentation of fictitious or distorted documents, data, evidence or any other material, including submitting the work of another person as if it is their own. This includes the submission of false evidence in an application to the Mitigating Circumstances Board or to the Academic Appeals Board.
- 2.1.6. **Research misconduct:** failure to obtain ethical approval for a research project or failure to comply with regulatory, legal and professional obligations for research projects.
- 2.1.7. **Cheating:** any action before, during or after an assessment or examination which has the potential for the student to gain an unfair advantage in assessment or assists another student to do so. This includes failure to adhere to the examination regulations.

These lists are not exhaustive and the Academic Integrity Policy might be breached in ways not specifically referred to here.

The University will take steps to detect potential breaches of the Academic Integrity Policy which might not be immediately apparent when work is marked anonymously. Following completion of the marking process, once marks have been de-anonymised, the Chair of the Module Assessment Board might authorise a *viva voce*. The purpose of this will be to confirm the authenticity of the work that has been submitted.

Suspected breaches of the Academic Integrity Policy will be initially investigated by the relevant Chair of the Module Assessment Board in accordance with the published procedure described in Part B onwards.

Except in the case of unacceptable academic practice by students studying at Level 3 or Level 4, a breach of the Academic Integrity Policy can only be confirmed by the Academic Integrity Review Panel or its subgroup.

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## PART B: OVERVIEW OF PROCEDURE

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### 3. Introduction

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- 3.1. The University of Chester expects that when completing work for assessment, students will act honestly and take responsibility for the contents of the work that they produce. This means that students must adhere to the University's Academic Integrity Policy and do nothing that has the potential for them to gain an unfair advantage in assessment.
- 3.2. Where a tutor responsible for marking work suspects that a student has produced work that breaches the Academic Integrity Policy, they have an obligation to report it for investigation. This ensures that:
  - 3.2.1. Marks and academic credit are awarded for work which accurately demonstrates the true efforts and abilities of the student;
  - 3.2.2. The efforts of students who have not breached the Academic Integrity Policy are recognised by ensuring that those who have produced work by unfair means are not advantaged for doing so; and
  - 3.2.3. Employers and members of the public can have confidence that everyone who holds a University of Chester award has undergone a rigorous assessment process and has achieved an award that reflects their true knowledge and ability.
- 3.3. Throughout this procedure, where reference is made to a specific post-holder, the line manager of that post-holder may nominate another person to act instead.
- 3.4. Throughout this procedure, where reference is made to a particular timescale, it is given in calendar days. Where communications are sent via email no later than 4pm Monday-Friday, they will be deemed to have been received the same day.

### 4. Roles, Rights and Responsibilities

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- 4.1. The University accepts that when a student is accused of submitting work that breaches the Academic Integrity Policy, they might find the process stressful. The University undertakes to minimise any distress caused to the student by:
  - 4.1.1. Dealing with the matter as quickly as possible, whilst ensuring that this procedure is followed correctly;
  - 4.1.2. At every stage, giving clear information about the procedure and the role that the student is expected to take;
  - 4.1.3. Recognising that breaches of academic integrity relate to pieces of assessment and are not judgements about the character of the individual student involved; and
  - 4.1.4. Arriving at an outcome that is just, proportionate and, where appropriate, takes into account the individual circumstances of the student.

- 4.2. To ensure that each case is dealt with fairly, different people will be involved at each stage. These are referred to throughout the procedure. Some of the key figures involved are:
  - 4.2.1. The Examiner: this is the tutor who is responsible for marking assessment submissions;
  - 4.2.2. The Monitor: this is another tutor who will review the assessment submission and agree a mark to be released, if the student is eligible to receive a mark at the end of the procedure.
  - 4.2.3. Chair of the Module Assessment Board: this is usually the Head of Department (or equivalent) who is responsible for making an allegation, conducting a meeting with the student and choosing whether to refer the matter on. The Chair of the Module Assessment Board can also nominate other members of academic staff to undertake this role for them. Reference in this procedure to the Chair of the Module Assessment Board should be taken to refer to their nominee where another person is appointed to act instead.
  - 4.2.4. Academic Quality & Standards (AQS): the Academic Standards team in AQS is responsible for administering this procedure once allegations are sent from departments.
- 4.3. In some cases, for students at Level 3 or Level 4, the Chair of the Module Assessment Board is able to make a decision that a piece of work is in breach of the Academic Integrity Policy without the matter being considered by the Academic Integrity Review Panel. However, a student is allowed to ask for a review of that decision if they have good reason to do so.
- 4.4. For students at Level 5 or higher, only the Academic Integrity Review Panel or its subgroup is able to make a decision that a piece of work is in breach of the Academic Integrity Policy. Before this happens, the student will have the right to present a defence.
- 4.5. To ensure that the procedure is handled as efficiently as possible, after an initial allegation has been made, all other communication will normally be sent to the student's University of Chester email address only. It is the responsibility of each student to check their email account regularly.
- 4.6. When determining whether or not a piece of work is in breach of the Academic Integrity Policy, the University does not take into consideration whether or not the student concerned acted deliberately.
- 4.7. Where a piece of work found to be in breach of the Academic Integrity Policy is nevertheless eligible for marking, it is the responsibility of the Chair of the Module Assessment Board to ensure that this is done so in accordance with Handbook F, Section 5 of the Quality and Standards Manual.
- 4.8. In all circumstances, where an allegation of a breach of the Academic Integrity Policy is found to have been proven, the student shall not normally be permitted a deferral of the assessment component.
- 4.9. At the point of submitting an application to the Mitigating Circumstances Board, students will be advised that a proven breach of the Academic Integrity Policy in the

assessment component(s) for which they are claiming mitigation will normally override any decision of the Mitigating Circumstances Board to approve the claim.

## 5. Categorisation and Recording Breaches of the Academic Integrity Policy

- 5.1. In order to deal appropriately with the different ways in which the Academic Integrity Policy might be breached, each allegation will be provisionally categorised. The assigned category will be determined by the nature of the suspected breach.
- 5.2. The following will normally be categorised as **unacceptable academic practice**:
  - 5.2.1. Plagiarism
  - 5.2.2. Reuse of previously submitted work
  - 5.2.3. Collusion
- 5.3. The following will normally be categorised as **academic misconduct**:
  - 5.3.1. Commissioning (Contract Cheating)
  - 5.3.2. Falsification
  - 5.3.3. Research misconduct
  - 5.3.4. Failure to abide by the examination regulations
  - 5.3.5. Cheating or other types of dishonesty
- 5.4. Other acts, not specifically listed here, might also be regarded as breaches of the Academic Integrity Policy. Where this happens, the Chair of the Module Assessment Board may take advice from the Quality Manager (Academic Standards) before making a decision about the provisional category.
- 5.5. In the case of students registered at Level 3 or Level 4, the Chair of the Module Assessment Board can decide that a student has breached the Academic Integrity Policy by means of unacceptable academic practice only. In all other cases, although advised by the provisional categorisation, the final decision rests with the Academic Integrity Review Panel.
- 5.6. Allegations of breaches of the Academic Integrity Policy that are confirmed proven will be recorded as academic offences. Details of allegations and recorded offences will be held electronically by AQS. Registry will hold details of recorded offences and any penalties applied.
- 5.7. In the event that a student has multiple cases brought against them at Level 5 or higher, any previous offences of unacceptable academic practice will be considered as either spent or unspent for the purposes of determining an appropriate penalty. Offences that are spent will not be considered as factors when determining a penalty for any further breaches of the Academic Integrity Policy by means of unacceptable academic practice.

- 5.7.1. Offences of unacceptable academic practice relating to assessments at Level 3 or Level 4 will be regarded as spent when the student starts study at Level 5.
  - 5.7.2. One initial offence of unacceptable academic practice at Level 5 or higher, where the student was eligible for a standard penalty, will be regarded as spent if the student successfully completes the Academic Integrity Course (see clause 15).
  - 5.7.3. All other offences will be considered unspent.
- 5.8. If a student withdraws from the University, or signals their intention to withdraw, before an allegation of a breach of the Academic Integrity Policy has been resolved, the matter will continue to be investigated in accordance with this procedure. The purpose of this will be to determine what, if any mark, should appear on the former student's transcript for the assessment concerned.

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## PART C: ACADEMIC DEPARTMENT PROCEDURE (COURSEWORK)

### 6. Identifying a Suspected Breach of the Academic Integrity Policy

- 6.1. This clause does not apply where work submitted for a Level 3 or Level 4 module is suspected of breaching the Academic Integrity Policy by means of unacceptable academic practice (plagiarism, reuse of previously submitted material or collusion only). In these cases, clauses 8 and 9 apply.**
- 6.2. Where the examiner believes that there is evidence that a piece of work is in breach of the Academic Integrity Policy, they will make a report to the Chair of the Module Assessment Board by submitting form AI-1 *Suspected Breach of the Academic Integrity Policy* at appendix 6a(i). This will detail the suspected breach and be accompanied by evidence.
- 6.3. If the examiner suspects that the student may have submitted work that has been completed by someone else, but where there is no documentary evidence to substantiate this, the examiner should consult with the Chair of the Module Assessment Board. Where necessary, the student may be required to attend a *viva voce* (see clause 7).
- 6.4. If the Chair of the Mitigating Circumstances Board, the Deputy Registrar or nominee or the Quality Manager (Academic Standards) suspects that documents submitted in support of an application for mitigating circumstances or an Academic Appeal may have been falsified or fabricated, they may make some limited investigations in order to verify the authenticity of those documents. If, having undertaken these investigations, they suspect that the student might be in breach of the Academic Integrity Policy, using form AI-1 they will make a report to the relevant Chair of the Module Assessment Board who will deal with the matter as if a suspected breach had been referred by the examiner.
- 6.5. No mark will be disclosed to the student. However, if the suspicion arises after a provisional mark has been disclosed, this will not constitute a procedural irregularity. Where provisional marks have been entered onto electronic student systems, they should normally be removed while the matter is investigated.
- 6.6. The Chair of the Module Assessment Board will review the report from the examiner and decide whether to investigate the matter further.
- 6.7. If the Chair of the Module Assessment Board decides that there is no case to answer, they will give reasons to the examiner. The examiner will then complete the assessment according to the normal process.
- 6.8. If the Chair of the Module Assessment Board decides that the matter should be investigated further they will:
- 6.8.1.** Write to the student (by email), to notify them of the allegation and give an opportunity for the student to request a meeting to discuss it. A template for this purpose is given at appendix 6a(ii).



- 6.8.1.1. The time and date of the meeting will be at the discretion of the Chair of the Module Assessment Board but will normally take place no sooner than 7 days after the allegation has been sent and no later than 21 days after.
  - 6.8.1.2. The letter inviting the student to the meeting will be accompanied by a copy of the AI-1 form and the evidence being relied upon.
  - 6.8.1.3. The student can attend the meeting with another registered student of the University or by an officer of Chester Students' Union if they wish.
- 6.9. The purpose of the meeting will be to assist the Chair of the Module Assessment Board in their investigation to establish whether it is reasonable to suspect that the student's work breaches the Academic Integrity Policy. Where appropriate, it may also be taken as an opportunity to talk to the student about approaches to good academic practice.
- 6.10. If the student does not attend the meeting, it should not be delayed. Instead the Chair of the Module Assessment Board should decide on an outcome to their investigation in the student's absence.

## 7. Use of a *Viva Voce*

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- 7.1. If the examiner suspects that a student may have submitted work that has been completed by someone else, but there is no documentary evidence, they may ask the Chair of the Module Assessment Board to authorise a *viva voce*. This is similar to an oral examination and gives the examiner the opportunity to talk to the student about the contents of the work.
- 7.2. If a *viva voce* is required, it is regarded as a continuation of the assessment. Its only purpose will be to help to decide whether, on the balance of probabilities, the student is the author of the work that they have submitted.
- 7.3. The *viva voce* will be conducted in accordance with the procedure set out at appendix 6d.
- 7.4. Under no circumstances will an allegation of a breach of the Academic Integrity Policy be put formally to a student during or immediately following the conduct of a *viva voce*. Instead, a report of the *viva voce* must be sent to the Chair of the Module Assessment Board, who will decide whether to conduct an investigation into a possible breach of the Academic Integrity Policy and follow the procedure set out in clause 6.
- 7.5. If the student fails to attend a *viva voce* the Chair of the Module Assessment Board may draw any conclusion from this that they wish when deciding whether to conduct an investigation.

## 8. Unacceptable academic practice at Level 3 and Level 4 only

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- 8.1. If the examiner believes that work submitted for a Level 3 or Level 4 module breaches the Academic Integrity Policy by means of unacceptable academic practice (plagiarism, reuse of previously submitted material or collusion), they should continue to mark the work, but shall disregard those elements that they believe constitute the breach. The provisional mark will be based on the remainder of the work, which the



- examiner believes to have been produced by fair means, and with reference to the applicable marking criteria.
- 8.2. The examiner should markup the submission to show which parts of it have been disregarded and give feedback as appropriate.
  - 8.3. The examiner must complete form *AI-X Level 3 or Level 4 unacceptable academic practice*. This form confirms that the mark has been affected by a breach of the Academic Integrity Policy and gives a brief description of the suspected breach.
  - 8.4. The AI-X form should be submitted to the Chair of the Module Assessment Board with a copy of the work and any other evidence required to substantiate the breach of the Academic Integrity Policy.
  - 8.5. The Chair of the Module Assessment Board will act as monitor and decide either:
    - 8.5.1. That the submission **does** breach the Academic Integrity Policy by means of unacceptable practice and that they should be warned as to their future conduct; or
    - 8.5.2. That the submission breaches the Academic Integrity Policy, but suspects academic misconduct; or
    - 8.5.3. That the submission **does not** breach the Academic Integrity Policy.
  - 8.6. Where the Chair of the Module Assessment Board decides that the submission **does** breach the Academic Integrity Policy by means of unacceptable academic practice, they will:
    - 8.6.1. Make provision for the student to have a meeting with a member of staff from the department to discuss the case and support to aid their development of good academic practice;
    - 8.6.2. Send a copy of the AI-X form to the student which shall act as a warning as to their future conduct and invite them to a meeting;
    - 8.6.3. Act to agree an appropriate provisional mark that should be awarded for the work; and
    - 8.6.4. Following the date of the meeting with the student, send a copy of the AI-X form to AQS for statistical monitoring.
  - 8.7. Where the Chair of the Module Assessment Board suspects that the submission breaches the Academic Integrity Policy, but by means of academic misconduct, they will follow the procedure set out in clauses 6, 7 and 10 as applicable.
  - 8.8. Where the Chair of the Module Assessment Board decides that the submission **does not** breach the Academic Integrity Policy, they should give reasons to the examiner and instruct that the work is marked in its entirety in the normal way. All paperwork relating to the case will be destroyed.

## 9. Independent Review Mechanism (Level 3 or Level 4 only)

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- 9.1. In the case of a student registered at Level 3 or Level 4, the Chair of the Module Assessment Board can decide that the Academic Integrity Policy has been breached by means of unacceptable academic practice without the matter being referred to the Academic Integrity Review Panel. However, the student may request an independent review of that decision.
- 9.2. Within 7 days of the date that the AI-X form was signed by the Chair of the Module Assessment Board, a student who wishes to dispute the decision may email [academicintegrity@chester.ac.uk](mailto:academicintegrity@chester.ac.uk) to request a review. Such a request will only be considered if, in the opinion of the Head of Academic Quality and Standards or nominee, the following criteria have been met:
  - 9.2.1. The student attended a meeting with the Chair of the Module Assessment Board arranged to discuss the matter; and
  - 9.2.2. The student advances a reasonable case for their disagreement with the finding. Statements that the Chair of the Module Assessment Board was simply mistaken in their decision without a compelling explanation will not be admissible.
- 9.3. Where the Head of Academic Quality and Standards or nominee is satisfied that the criteria to request a review have been met, the case file (all forms and evidence) will be sent to a Chair of the Academic Integrity Review Panel who has had no involvement in the case and who is independent of any department hosting the student's programme of study.
- 9.4. The Chair of the Academic Integrity Review Panel may, if they wish, interview the student, the Chair of the Module Assessment Board and/or the referring examiner.
- 9.5. The decision of the Chair of the Academic Integrity Review Panel will be final and binding on all parties. It will be communicated in writing normally no later than 28 days following the request for a review.

## 10. Departmental Meeting with Students

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- 10.1. During the meeting the Chair of the Module Assessment Board will complete form AI-2 *Record of Departmental Investigation* at appendix 6b(i). If the student does not attend the meeting, this form should be completed in their absence and sent to the student via their University of Chester email address.
- 10.2. If the outcome of the investigation by the Chair of the Module Assessment Board is that the student's work does not breach the Academic Integrity Policy:
  - 10.2.1. The form AI-2 will be completed and a copy provided to the student;
  - 10.2.2. The examiner will be informed and given a reason for the decision. The examiner will then complete the assessment according to the normal process; and
  - 10.2.3. All paperwork relating to the case will be destroyed.
- 10.3. If the outcome of the investigation by the Chair of the Module Assessment Board is that the student's work might be in breach of the Academic Integrity Policy:

- 10.3.1. The form AI-2 will be completed and a copy provided to the student; and
- 10.3.2. A copy of forms AI-1 and AI-2 and the accompanying evidence will be sent to Academic Quality & Standards and the case will be referred to the Academic Integrity Review Panel (see parts E and F).

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## PART D: ACADEMIC DEPARTMENT PROCEDURE (EXAMINATIONS)

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### 11. Definition of an Examination

- 11.1. For the purpose of this procedure, an examination will be regarded as a timed assessment which students are expected to undergo at a specific time and place, notified beforehand, and conducted in accordance with the rules set out in Handbook F, Section 4. This may include class tests.
- 11.2. Notwithstanding 11.1., other assessments may be regarded as an examination, depending on the context of a specific discipline. Where it may not be immediately clear that an assessment is an examination, the Chair of the Module Assessment Board will, if required, take advice from the Quality Manager (Academic Standards) and determine whether Part C or Part D of this procedure will apply.

### 12. Suspecting a Breach of the Academic Integrity Policy

- 12.1. If an invigilator suspects that a candidate may be in breach of the Academic Integrity Policy during an examination they will:
  - 12.1.1. (If no other candidates are being disturbed) permit the candidate to continue with the examination. However, they will immediately require another invigilator to act as a witness. Where unauthorised materials are identified, they will be removed if possible. The script (or equivalent) will be endorsed by the invigilator at the point that the suspected breach is believed to have occurred. The front cover of the script (or equivalent) will also be endorsed. In a practical examination, the point at which the breach was suspected will be noted.
  - 12.1.2. (If other candidates are being, or may be, disturbed) the candidate will be required to withdraw from the examination room. The script (or equivalent) will be endorsed and it will be noted that the candidate's examination was terminated. The chief invigilator should extend the examination by a length of time equivalent to deal with the disturbance. At the conclusion of the examination, the matter should be reported to the Deputy Registrar.
- 12.2. The invigilator will require the candidate to report to them at the end of the examination when there will be a meeting with an individual appointed by the Deputy Registrar or the Chair of the Module Assessment Board for this purpose and who will be known as the Examinations Officer.
- 12.3. The Examinations Officer will make a written record of the circumstances and retain any relevant materials. They will require the invigilator to make a written report, normally within three days.
- 12.4. Where it is not practical to retain any relevant materials, appropriate notes detailing their nature and reasons why they could not be retained should be made. If possible and appropriate, photographic evidence may also be gathered.
- 12.5. Normally within four days of receiving the invigilator's report, the Examinations Officer will complete form AI-EX at appendix 6e and submit it, with the invigilator's

report and any retained materials to the relevant Chair of the Module Assessment Board.

- 12.6. Normally within ten days of receiving the Examination Officer's submission, the Chair of the Module Assessment Board will determine whether there exists, *prima facie*, evidence that the candidate might have breached the Academic Integrity Policy. They may, if they wish, choose to interview the candidate and/or the invigilator before making such a determination.
- 12.7. If the Chair of the Module Assessment Board determines that there is insufficient evidence, they will decide that no breach of the Academic Integrity Policy has occurred. In this situation, they will instruct either:
  - 12.7.1. That the candidate's script is marked in accordance with the relevant procedures; or
  - 12.7.2. That the candidate's assessment is deferred.
- 12.8. If the Chair of the Module Assessment Board determines that there is *prima facie* evidence that the candidate might have breached the Academic Integrity Policy they will refer the matter to AQS. They will prepare the following case file:
  - 12.8.1. A brief report, outlining the reasons for the decision and a request that the matter be considered by the Academic Integrity Review Panel;
  - 12.8.2. The full submission received from the Examinations Officer; and
  - 12.8.3. Any relevant correspondence between the candidate and the department in relation to the matter.
- 12.9. All suspected breaches of the Academic Integrity Policy arising from an examination will be provisionally regarded as academic misconduct.
- 12.10. Where a student submits an application for mitigating circumstances or makes an Academic Appeal in relation to an examination and there is suspicion that documents submitted in support of this may have been falsified or fabricated, clause 6.3. of this procedure applies.

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## PART E: STANDARD PENALTY

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### 13. Determination of Eligibility for a Standard Penalty

- 13.1. Once the case file has been received by AQS, the Quality Manager (Academic Standards), or nominee, will decide whether the student is eligible for consideration of a standard penalty. Eligibility will be confirmed where **all** of the following criteria are met:
- 13.1.1. The provisional categorisation of the suspected breach of the Academic Integrity Policy is by unacceptable academic practice only;
  - 13.1.2. The student has not previously been found to have breached the Academic Integrity Policy, in either category, at Level 5 or higher;
  - 13.1.3. The student has indicated that they accept the outcome of the investigation by the Chair of the Module Assessment Board, or they failed to respond within 7 days of the date given on the AI-2 form; and
  - 13.1.4. If required, the student would normally be entitled to a further attempt at the assessment.
- 13.2. Where all of the criteria at 13.1. apply, the case will be referred to a subgroup of the Academic Integrity Review Panel for consideration.
- 13.3. Where one, or more, of the criteria at 13.1. do not apply, the case will be referred to a full hearing of the Academic Integrity Review Panel for consideration and part F of this procedure will apply.

### 14. Subgroup of the Academic Integrity Review Panel

- 14.1. A subgroup of the Academic Integrity Review Panel will meet to consider cases which meet all of the criteria given at 13.1.
- 14.2. The subgroup will consist of a Chair of the Academic Integrity Review Panel and the Head of Academic Quality and Standards or nominee. The Quality Manager (Academic Standards) or nominee will act as procedural advisor.
- 14.3. If a member of the subgroup has had any prior involvement in a case presented, this must be declared and the case will be deferred to the next meeting.
- 14.4. A student whose case has been referred to the subgroup will not have the right to attend the meeting.
- 14.5. The subgroup will review the case file and the recommendation that the student is eligible for consideration of a standard penalty and satisfy itself that:
- 14.5.1. Sufficient evidence has been presented which demonstrates that the student has breached the Academic Integrity Policy by means of unacceptable academic practice; and
  - 14.5.2. The recommendation that the student is eligible for consideration of a standard penalty is correct.

- 14.6. Where the subgroup satisfies itself in relation to the points at 14.5. it will act on behalf of the Chair of the Module Assessment Board and authorise the issuing of a standard penalty in accordance with the provisions of section 15.
- 14.7. Where the subgroup cannot satisfy itself in relation to the points at 14.5. it will refer the matter to a full hearing of the Academic Integrity Review Panel and part F of this procedure will apply.
- 14.8. The decision of the subgroup will be communicated to the student via their University of Chester email address, and to the Chair of the Module Assessment Board, normally within 14 days.

## 15. Application of a Standard Penalty

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- 15.1. Once the subgroup has authorised the issuing of a standard penalty, AQS will email the student to explain that they are required to complete the Academic Integrity Course within 14 days in accordance with appendix 6f of this procedure.
- 15.2. Following notification to the student, AQS will email the Chair of the Module Assessment Board who will be asked to ensure that a mark, based on those elements which the examiner decides have been produced by fair means, is determined. The work must be marked and moderated in accordance with the requirements of Handbook F, Section 5 and a provisional mark sent to AQS using form AI-0. AQS will state a deadline for the return of the form.
- 15.3. If the student successfully completes the Academic Integrity Course, they will be notified of the mark for the assessment as given on the AI-0 form, which will be provisional until ratified by the Module Assessment Board. The offence will be considered spent in the event of any future proven breaches of the Academic Integrity Policy by means of unacceptable academic practice.
- 15.4. If the student fails to successfully complete the Academic Integrity Course, they will fail, with a mark of zero, the assessment component concerned. The offence will be considered unspent in the event of any future proven breaches of the Academic Integrity Policy.
- 15.5. If the student fails to attempt the Academic Integrity Course by the stipulated deadline, they will fail, with a mark of zero, all assessment components in the module concerned. The student will be entitled to one reassessment opportunity. If a third assessment attempt is required, this will be at the discretion of the relevant Assessment Board. The offence will be considered unspent in the event of any future proven breaches of the Academic Integrity Policy.
- 15.6. For the avoidance of doubt, a student will be deemed to have attempted the Academic Integrity Course once they have accessed the timed test component.
- 15.7. If the student successfully completes the Academic Integrity Course after the Module Assessment Board has met, the Chair of the Module Assessment Board will be responsible for ensuring that the correct assessment procedures are adhered to in order to confirm the mark to be awarded.



## PART F: ACADEMIC INTEGRITY REVIEW PANEL

### 16. Scope and Composition of the Academic Integrity Review Panel

- 16.1. The Academic Integrity Review Panel (the Panel) will meet to hear all allegations which cannot be resolved by the subgroup. This will include:
- 16.1.1. Allegations of breaches of the Academic Integrity Policy provisionally categorised as academic misconduct.
  - 16.1.2. Allegations of breaches of the Academic Integrity Policy categorised as unacceptable academic practice, where the student has any previous offences recorded against them.
  - 16.1.3. Allegations which are disputed by the student, irrespective of the provisional categorisation.
- 16.2. The Panel will consist of a Chair and two members drawn from a pool and in accordance with the following:
- 16.2.1. **Chairs of the Panel** will be nominated by Faculty Deans and nominations approved by the Head of Academic Quality and Standards on behalf of Academic Quality and Enhancement Committee. Nominees will normally be at the level of either head or deputy head of department.
  - 16.2.2. **Members of the Panel** will be nominated by Heads of Department and nominations approved by the Head of Academic Quality and Standards on behalf of Academic Quality and Enhancement Committee. Nominees must be members of academic staff who possess relevant experience and expertise.
- 16.3. The Quality Manager (Academic Standards) will appoint a procedural advisor to the Panel. In addition to giving regulatory advice, the advisor will be responsible for maintaining an accurate record of the meeting.
- 16.4. The Chair of the Module Assessment Board or nominee who referred the allegation for consideration will normally be asked to attend the hearing to present the case.
- 16.5. The University reserves the right to involve such other individuals in the hearing as it sees fit.
- 16.6. When convening the Panel, the Quality Manager (Academic Standards) will try to ensure, as far as possible, that it is academically independent of the student whose case is to be heard. This will normally be achieved by the following:
- 16.6.1. At least one of the Panel members will be independent of the Faculty from which the allegation originates; and
  - 16.6.2. The Panel will not contain anyone who has been involved in the teaching or assessment of the student in the module to which the allegation refers.
- 16.7. Staff and students have the opportunity to present their case in writing and in person to the Panel. Other than through these channels, neither students, staff nor any other individual may seek to influence the Panel or in any other way seek to sway the



operation of these procedures in relation to a case that has been submitted or which may be submitted in future. Doing so is likely to lead to the deferral of the case and a report being made to the Head of Academic Quality and Standards for further action.

## 17. Scheduling and Notification

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- 17.1. As far as possible, cases identified for hearing by the Panel will be scheduled for the next available meeting, whilst making sure that the provisions of 16.6. are adhered to.
- 17.2. AQS will send the student an invitation to attend the hearing at least 7 days before it takes place. The invitation will include the date, time and location of the hearing. This will be sent to the student's University email account only.
- 17.3. The invitation letter from AQS will tell the student about their right to attend the hearing. It will also explain that the student has the right to submit a written statement if they want to.
- 17.4. The invitation letter from AQS will explain that the student can bring someone with them to the hearing if they want. That person must be a student of the University of Chester: it can be another student or an officer of Chester Students' Union. If the student is under 18, they can also be accompanied by a parent or guardian.
- 17.5. If a copy of the evidence for the case was not sent with the invitation from AQS, the student will receive it at least 2 days before the hearing. The evidence will be exactly what was sent to AQS by the Chair of the Module Assessment Board.
- 17.6. If any more evidence is presented within 48 hours of the hearing to the student, or if it becomes available during the hearing, the University will still consider it as part of the case. However, if this happens, the student will be given the option to continue with the hearing or request the hearing is deferred to a later date.

## 18. Requests to Defer a Hearing

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- 18.1. In order to resolve cases as quickly as possible, the Panel may be convened to hear cases at any point in the year, including during vacation periods. Where a hearing has been scheduled during term time a student can request a deferral of their case on one occasion only, for one of the following reasons:
  - 18.1.1. A clash with a scheduled teaching session or assessment.
  - 18.1.2. A clash with a scheduled field trip or with work placement.
  - 18.1.3. A clash with another academic requirement.
  - 18.1.4. Illness of the student, or someone for whom the student has a caring responsibility.
  - 18.1.5. Work commitments (unless the student is part-time, this can only be cited outside of term time weeks).
- 18.2. In the case of 18.1.1 – 18.1.3. the request must be made no less than 3 days prior to the hearing and be accompanied by written confirmation from an appropriate member of academic staff.

- 18.3. In the case of 18.1.4. where the student cannot give notice in advance, a request for a deferral must be made as soon as possible following the hearing and, in every case, within no more than 3 days. It must also be accompanied by a valid medical certificate.
- 18.4. If the Panel meets on a date outside of term time weeks, in addition to the reasons listed in 18.1., a deferral may also be requested on the grounds of a pre-booked holiday.
- 18.5. Requests to defer a hearing should be made by email to the Quality Manager (Academic Standards). The process for doing this will be given in the invitation letter.

## 19. Conduct of Hearings of the Academic Integrity Review Panel

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- 19.1. If the student fails to arrive at the hearing by the time given in their invitation letter, and they have not had a request to defer the hearing approved, the hearing will go ahead in their absence.
- 19.2. Prior to the hearing, the members of the Panel will have received a copy of the case file submitted to AQS by the Chair of the Module Assessment Board or nominee. In addition, the Panel may take into consideration the following when deciding an appropriate outcome:
  - 19.2.1. Any written statements from the student which were not included in the case file;
  - 19.2.2. Any oral statements that the student wishes to make to the Panel at the hearing and any oral statements made by anyone who accompanies the student to the hearing; and
  - 19.2.3. Any oral statements from any other relevant sources, including the Chair of the Module Assessment Board who referred the case.
- 19.3. No one else is allowed to attend the hearing on the student's behalf. However, where the student is accompanied to the hearing, the Chair of the Panel may invite that person to make a statement. That statement must be limited to general support of the student and their circumstances. The person accompanying the student is not permitted to answer questions posed to the student by the Panel.
- 19.4. The hearing will be conducted in two parts:
  - 19.4.1. In the first part the student, anyone accompanying them and the Chair of the Module Assessment Board or nominee will be present. The purpose of this part of the hearing will be to present the evidence to the student, to hear the student's response and any requests for mitigation. This part of the hearing will normally be audio recorded.
  - 19.4.2. The second part of the hearing will be conducted in private with only the Panel members and the procedural advisor present. The purpose of this part will be for the Panel to review the evidence presented both in writing and during the first part of the hearing and to consider an appropriate outcome. A written record of this part of the hearing will be made.

## 20. Decisions of the Academic Integrity Review Panel

- 20.1. The outcome of the hearing will consist of:
- 20.1.1. A decision about whether the student's work has breached the Academic Integrity Policy; and, if the Panel decides that a breach of the policy has occurred:
  - 20.1.2. Whether that breach of the Academic Integrity Policy is by means of unacceptable academic practice or academic misconduct; and
  - 20.1.3. What penalty should be applied.
- 20.2. If the Panel decides that the student's work does not breach the Academic Integrity Policy, the matter will be referred back to the Chair of the Module Assessment Board who will instruct the examiner to complete the assessment in accordance with the normal procedures.

## 21. Penalties for Unacceptable Academic Practice

- 21.1. If the Panel determines that the student's work has breached the Academic Integrity Policy by means of unacceptable academic practice, the procedural advisor will inform the Panel of any previous offences in either category and whether they are spent or unspent (see 5.7.).
- 21.2. If the student would be entitled to a reassessment opportunity:
- 21.2.1. Where the student has **no** unspent offences recorded against them, the Panel should refer to penalty group A.
  - 21.2.2. Where the student has **one** unspent offence recorded against them:
    - 21.2.2.1. If the current case contains no more than one proven allegation, the Panel should refer to penalty group B; or
    - 21.2.2.2. If the current case contains two or more proven allegations, the Panel should refer to penalty group C.
  - 21.2.3. Where the student has **two or more** unspent offences recorded against them, the case should be considered in penalty group C.
- 21.3. If the student would not be entitled to a reassessment opportunity, the case must be considered in penalty group C. However, if the student has no unspent offences recorded against them, the provisions at 21.6. apply.
- 21.4. Where the procedural advisor confirms that a student would ordinarily have been eligible for consideration for a standard penalty had they chosen not to contest the case, the Panel may apply 21.8.1. only.
- 21.5. Notwithstanding the provisions of 21.2. the Panel may choose to consider the case in a different penalty stage than the applicable criteria would suggest if it deems that the circumstances of the case warrant it. Where this happens, reasons for doing so will be documented in the record of the hearing. Such reasons may include, but will not be limited to, the following:

- 21.5.1. Where the student has previously found to have breached the Academic Integrity Policy by means of academic misconduct, the Panel may wish to consider the case in a higher penalty group; or
- 21.5.2. If there are particular extenuating circumstances either relating to the individual student, the nature of the allegation(s) and/or the presentation of the case, the Panel may, if it chooses, consider the case in a lesser penalty group.
- 21.6. Where a student is found to have breached the Academic Integrity Policy for the first time at Level 5 or higher and that breach has occurred in the final assessment attempt allowed by the University, the Panel will decide whether it should be considered in penalty group A or penalty group C. The following normally applies:
- 21.6.1. The Panel may choose to consider the case in penalty group A if **all** of the following criteria hold:
- 21.6.1.1. The module to which the offence relates permits internal compensation of marks; and
  - 21.6.1.2. The moderated mark recorded on form AI-0 is compensable (i.e. 20 or higher); and
  - 21.6.1.3. Based on information available to the Panel, there is a mathematical chance that the student can pass the module overall if the moderated mark can be awarded.
- 21.6.2. The Panel must consider the case in penalty group C if **any** of the following criteria hold:
- 21.6.2.1. The module to which the offence relates does not permit internal compensation of marks; and/or
  - 21.6.2.2. The moderated mark recorded on form AI-0 is not compensable (i.e. 19 or lower); and/or
  - 21.6.2.3. Based on information available to the Panel, there is no mathematical chance that the student can pass the module overall even if the moderated mark can be awarded.
- 21.7. As far as possible, AQS will attempt to identify cases that might cause 21.6. to come into effect prior to the hearing. Where this happens, AQS will liaise with the Chair of the Module Assessment Board to ensure that the correct assessment procedures are adhered to, so that the Panel has access to the information it requires at the hearing.
- 21.8. Penalty group A**
- The Panel should select from one of the following options. However, the Panel should not normally impose the penalty at 21.8.1. if the student has previously been in receipt of a standard penalty in accordance with part E of this procedure:
- 21.8.1. The student will be required to complete the Academic Integrity Course within 14 days in accordance with appendix 6f and the provisions at clause 15. will apply; or

21.8.2. The student will fail, with a mark of zero, the component of assessment in which a breach of the Academic Integrity Policy has been proven; or

21.8.3. The student will fail, with a mark of zero, all components of assessment in the module in which a breach of the Academic Integrity Policy has been proven.

### 21.9. Penalty group B

The student will fail, with a mark of zero, all components of assessment in the module in which a breach of the Academic Integrity Policy has been proven; and

21.9.1. The student's final degree classification will be lowered by one class; or

21.9.2. Marks for modules specified by the Panel will be capped at the pass threshold; or

21.9.3. Marks for modules specified by the Panel will be set to zero. The student will be entitled to a second or third assessment attempt as appropriate.

### 21.10. Penalty group C

The student will fail, with a mark of zero, all components of assessment in the module in which a breach of the Academic Integrity Policy has been proven; and

21.10.1. The student's programme of study is terminated with immediate effect and they are not permitted to submit any further work for assessment. They will be entitled to an exit award if the total number of credits achieved based on all assessments submitted to date entitles them to one; or

21.10.2. The student's programme of study is terminated with immediate effect and they are not permitted to submit any further work for assessment. All marks for modules not yet ratified by an Assessment Board will be set to zero. They will not be entitled to any award and may not re-enrol at the University for any other programme of study.

## 22. Penalties for Academic Misconduct

22.1. If the Panel determines that the student has breached the Academic Integrity Policy by means of academic misconduct, the procedural advisor will inform the Panel of any previous offences in either category.

22.2. The Panel will determine an appropriate penalty, taking into account any previous proven breaches of the Academic Integrity Policy (whether by means of unacceptable academic practice or academic misconduct), the number of proven allegations in the current case, the nature and seriousness of the allegations and any extenuating factors.

22.2.1. The Panel will disregard whether any previous offences are spent or unspent.

22.2.2. Where there are multiple allegations in the case, the Panel will normally consider them consecutively.

22.3. In every case, the student will fail, with a mark of zero, all components of assessment in the module in which a breach of the Academic Integrity Policy has been proven. **In addition** the Panel will consider applying one of the following:

- 22.3.1. The student's marks for assessment components specified by the Panel will be set to zero. The student will be entitled to a second or third assessment attempt as appropriate; or
- 22.3.2. The student's final degree classification will be lowered by one class; or
- 22.3.3. The student's marks for modules specified by the Panel be capped at the pass threshold; or
- 22.3.4. The student's marks for modules specified by the Panel will be set to zero. The student will be entitled to a second or third assessment attempt as appropriate; or
- 22.3.5. The student's programme of study is terminated with immediate effect and they are not permitted to submit any further work for assessment. They will be entitled to an exit award if the total number of credits achieved based on all assessments submitted to date entitles them to one; or
- 22.3.6. The student's programme of study is terminated with immediate effect and they are not permitted to submit any further work for assessment. All marks for modules not yet ratified by an Assessment Board will be set to zero. They will not be entitled to any award and may not re-enrol at the University for any other programme of study.

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## PART G: ADMINISTRATION

### 23. Reporting Outcomes

- 23.1. The decision of the Panel will be communicated to the student via their University of Chester email account and to the Chair of the Module Assessment Board no later than 14 days after the date of the hearing.
- 23.2. Where the Panel has found that the student has submitted work which breaches the Academic Integrity Policy, that decision and the decision on penalty will be reported to the Deputy Registrar or nominee as follows:
- 23.2.1. In the case of a standard penalty, the Deputy Registrar will be notified after the expiry date of the student's eligibility to complete the Academic Integrity Course. AQS will advise the outcome in accordance with the provisions of clause 15.
- 23.2.2. In all other cases, the Deputy Registrar will be notified as soon as possible after the conclusion of the hearing.
- 23.3. Any decision on penalty relating to components of assessment and/or module outcomes made by the Panel are binding on the Module Assessment Board.
- 23.3.1. If the Module Assessment Board has not yet met to ratify the student's marks at the time the decision is made, it is the responsibility of the Chair of the Module Assessment Board to enter the penalty decision on the student's record.
- 23.3.2. If the Module Assessment Board has already met to ratify the student's marks at the time the decision is made, Registry will enter the penalty decision on the student's record.
- 23.4. Any decision on penalty relating to the student's programme of study and/or overall award outcome made by the Panel are recommendations to the relevant Awards/Progression Assessment Board.
- 23.4.1. If the Awards/Progression Assessment Board has not yet met to consider the student's eligibility to progress or for an award at the time the decision is made, the recommendation will be reported by the Deputy Registrar at the appropriate time.
- 23.4.2. If the Awards/Progression Assessment Board had already met to consider the student's eligibility to progress or for an award at the time the decision is made, or where it is appropriate to act prior to the next meeting of that Board, the Deputy Registrar will seek to obtain the consent of the Chair of the Board and, where required, the Chief External Examiner, to implement the recommendation of the Panel.

### 24. Appeals Relating to Breaches of the Academic Integrity Policy

- 24.1. The final decision on whether a piece of work is in breach of the Academic Integrity Policy, whether made by the Chair of the Module Assessment Board (Level 3 or



Level 4) or by the Academic Integrity Review Panel or its subgroup (all Levels) will be regarded as an academic judgment.

- 24.2. A student may not appeal against the final decision that a piece of work is in breach of the Academic Integrity Policy solely on the ground of a disagreement with that decision.
- 24.3. Where a student is entitled to receive a mark for a piece of work found to have breached the Academic Integrity Policy that mark represents an academic judgment and may not be the subject of an appeal.
- 24.4. A student is entitled to appeal on the grounds of a procedural or administrative irregularity in the conduct of this procedure. Appeals must be submitted in accordance with Handbook F, Section 10.

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In recent months, the number of allegations of breaches of the Academic Integrity Policy (the Policy) which require an Academic Integrity Review Panel (the Panel) have increased substantially. In parallel to this, the availability of academic staff required to fulfil the independence requirements of the Panel has decreased. Whilst we hope that this is a short-term problem, in order not to unduly delay students, this new process has been developed. It is intended to preserve the key elements of the Policy, whilst allowing cases to be expedited in specific circumstances.

## 1. Scope

- 1.1. This Annex sets out a time limited amendment to the current Academic Integrity Procedures. In the first instance, it is intended that it shall apply from 1 February 2022 until 31 August 2022.
- 1.2. The Annex amends Part F of the Academic Integrity Procedures alone. However, the consideration of cases and the application of penalties under this annex may alter the meaning of other elements of the procedure. Where this happens, the procedures will be interpreted in such a way as to maintain the consistency of approach.
- 1.3. The Annex provides a Chair of the Panel power to evaluate cases (detailed in 2.1) and decide the outcome on behalf of the Panel in conjunction with advice from AQS.
- 1.4. This Annex does not impact the definitions or penalties of the Academic Integrity Procedure. Nor does this Annex impact the right of a student for their case to be heard at a full Panel.
- 1.5. This Annex provides for the Chair of the Panel to evaluate a case presented by an academic department and, where the student has signalled that they agree with the findings made on behalf of the Chair of the Module Assessment Board, apply an appropriate penalty.

## 2. Determination of Case Eligibility for Chair Evaluation

- 2.1. Once a case file has been received by AQS, the Quality Manager, or nominee, will decide whether the student and case is eligible for consideration by Chair Evaluation. Eligibility will be confirmed where all of the following criteria are met:
  - 2.1.1. The case would normally have been considered by the Panel;
  - 2.1.2. The student has accepted the allegation by signature (or by default);
  - 2.1.3. The case does not contain an allegation of commissioning or cheating in an exam;
  - 2.1.4. The student would have further assessment attempts should a penalty be imposed.
- 2.2. Where one, or more of the criteria in 2.1 are not met, the case will be referred for a full hearing and Part F of the procedure will apply as normal.

## 3. Chair Evaluation of an Academic Integrity Case

- 3.1. The Chair will only consider cases that meet the criteria given in 2.1.
- 3.2. The Chair Evaluation meeting will consist of a Chair of the Panel, and the Quality Manager or nominee present to give procedural advice.

- 3.3. The Chair must declare any conflicts of interest. In the event of a conflict being identified, the case will either be deferred to the next available meeting or scheduled for a hearing by the Panel (whichever is sooner).
  - 3.4. A student whose case has been referred for Chair Evaluation will not have the right to attend the meeting.
  - 3.5. The Chair will review the case file and before deciding an outcome must satisfy itself that:
    - 3.5.1. The allegation that the student's work has breached the Academic Integrity Policy has been proven on the balance of probability through the submission of sufficient evidence; and
    - 3.5.2. There are no further questions required of either the student or department to come to a decision.
  - 3.6. Where the Chair satisfies itself in relation to all of the points in 3.5, it will act on behalf of the Chair of the Module Assessment Board and authorise a penalty in accordance with section 4 of this annex.
  - 3.7. Where the Chair cannot satisfy itself in relation to any of the points in 3.5, it will refer the matter to a full hearing of the Panel and Part F of the procedure will apply as normal.
  - 3.8. Where the recommended penalty would leave the student without any further assessment opportunity, that penalty will not be imposed, and the Chair will refer the case to a full hearing of the Panel.
  - 3.9. Cases that are referred to a full hearing of the Panel, for any reason, will be considered according to Part F of the procedure alone. At the hearing, no reference will be made to any deliberations or provisional findings made during the Chair Evaluation process and nor will any details of the same be disclosed to the Panel at any stage.
  - 3.10. The Chair's decision on whether a piece of work is in breach of the Academic Integrity Policy is an academic judgment.
  - 3.11. The Chair's decision will be communicated to the student via their University of Chester email address, normally within 14 days. The student will receive an explanation for the Chair's decision.
  - 3.12. The Deputy Registrar and the Chair of the Module Assessment Board will be notified as soon as possible, normally within 7 days of the Chair's decision being made.
4. Application of Penalties
    - 4.1. The Chair will have access to all penalties that are available the Panel as set out in Part F of the procedure with the exception of those that result in a student's programme of study at the University being terminated.
    - 4.2. The Chair, having regard to advice from AQS will impose a penalty as per the guidance and regulations given in Part F of the procedures. If they are unable to do so, for any reason, the

case will be referred for a full hearing by the Panel.

- 4.3. The Chair will provide the reason(s) for the penalty imposed to be communicated to the student.
  - 4.4. Where the chosen penalty would leave the student without any further assessment opportunity, the case will be referred to a full hearing of the Panel.
5. Contesting the Outcome of a Chair Evaluation meeting.
- 5.1. A student is entitled to appeal to on the grounds of a procedural or administrative irregularity in the conduct of this procedure. Appeals must be submitted in accordance with Handbook F, Section 10.
  - 5.2. A student may not appeal against the final decision that piece of work is in breach of the Academic Integrity Policy solely on the ground of a disagreement with that decision.
  - 5.3. A student may appeal against the penalty imposed only if they can demonstrate that it is not consistent with the procedure or is otherwise manifestly unreasonable. Appeals based solely on the ground of a disagreement with the penalty decision are unlikely to be admissible.

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<<Date>>

<<Student Name>>

Sent by email only <<Student Email Address>>

Dear <<Name>>,

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

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

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

#### Next steps

Please take some time to read all of the information carefully. Should you want to discuss any of the information on the AI-1 form please contact <<me/nominee>> at <<Staff Email>> within three calendar days of the date on this letter, and a time/date will be arranged.

The department may request you attend the meeting at a specific date and time. In such cases the details are listed in Section E of the AI-1 form below. If you cannot make this time, or do not wish to engage with the meeting please email the department.

You can respond with a written statement instead of attending the meeting. If you wish to do this, please send this response to the email address detailed above within three calendar days of the date on this letter.

If you do not wish to meet with the department an AI-2 form will be completed upon which the decision of my investigation will be recorded. Normally the decision will be to either conclude the matter with no further actions or refer the case to Academic Quality

and Standards (AQS). If the case is referred to AQS you will be emailed the AI-2 form and any accompanying documents at the same time and invited to respond to the allegation.

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

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

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

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

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

Yours sincerely,

Chair of Module Assessment Board

## Academic Integrity Policy

### Guidance for completing form AI-1

This document contains:

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

#### When should form AI-1 be used?

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

#### Why is form AI-1 necessary?

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

#### Who should complete form AI-1?

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

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

#### Who should I contact for queries?

The AQS Portal page contains information about the University's Academic Integrity Policy. Alternatively, you can email [academicintegrity@chester.ac.uk](mailto:academicintegrity@chester.ac.uk) or call ext. 2932 / 2940 for further assistance.

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without affecting the order of the pages

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## Suspected Breach of the Academic Integrity Policy

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

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

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

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

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



**SECTION D: Support for adhering to academic integrity**

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

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

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

Select one of the following:

<b>A</b> <input type="checkbox"/>	I have decided to investigate the matter further and;				
	Option 1 <input type="checkbox"/>	<b>Student has 3 calendar days to state if they wish to attend the meeting to discuss the matter further, or email a written response.</b>			
	Option 2 <input type="checkbox"/>	<b>I wish to meet with the student</b>	Date & Time of meeting:	Room:	
<b>B</b> <input type="checkbox"/>	I have decided <b>not</b> to investigate the matter further for the reasons given below (this form should be returned to the tutor responsible for marking the work and destroyed once the assessment has been completed)				
Chair of Module Assessment Board Signature:					
Name:					
Date:					

Notes:

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

# Academic Integrity Procedures

## Guidance for Students

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

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

### **Stage 1: Allegation**

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

### **Stage 2: Meeting with the Department**

The meeting with the department allows for further consideration as to whether the allegation should go further. It provides the department with the opportunity to further explain the allegation and for you to say anything you feel is relevant. You may wish to provide a written response in place of attending the meeting, you may feel that you do not need to attend the meeting and the process can continue without immediate response from you. You have the right to be accompanied to the meeting by a friend (as long as they are also a member of the University). The Students' Union can also give you advice if you need it and you may want to speak to them after the meeting, before you make a formal response to the allegation.

### **Stage 3: Outcome of the Department Investigation**

At the end of the meeting, the department representative will decide, based on the evidence available and your response, whether there is a case to answer for a breach of the Academic Integrity Policy. If they decide that there is sufficient evidence, the department representative will make a recommendation about how they believe your work breaches the policy. Possible breaches of the policy are categorised in one of two ways, detailed on an AI-2 form:

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

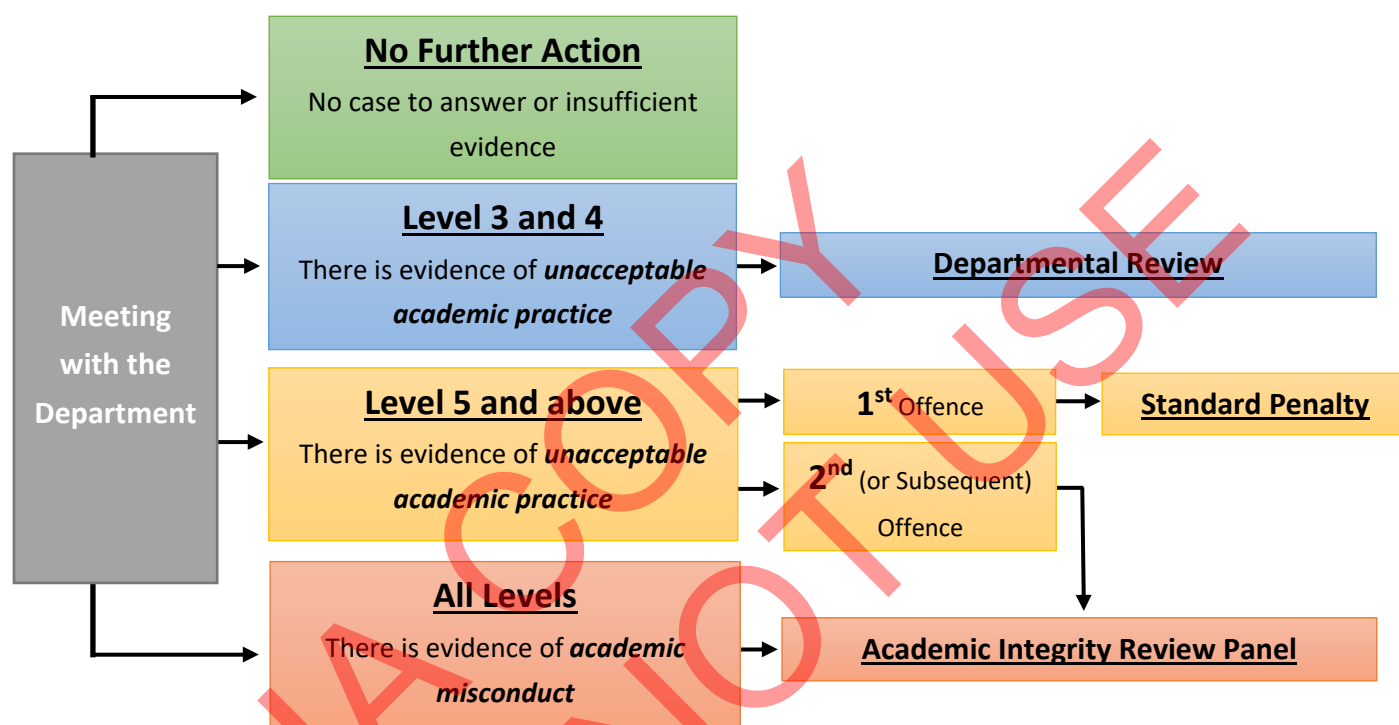
You will have the opportunity to state whether you accept the outcome of the department's investigation, disagree with the findings or if you want more time to think about your decision. The decision you make at this point helps to determine what the next steps will be.

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

## Next Steps

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

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



## Departmental Review (Level 3 or 4 only)

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

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

### **Standard Penalty (Level 5 and above)**

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

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

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

If you are eligible, your case will be considered by a subgroup of the Academic Integrity Review Panel and you will not be required to attend a hearing. If the subgroup confirms that your work does breach the Academic Integrity Policy, you will be given the opportunity to complete the online **Academic Integrity Course** within 14 days. You will receive an email to your University of Chester account with further details.

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

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

### **Academic Integrity Review Panel (All Levels)**

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

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

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

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## Academic Integrity Policy Guidance for completing form AI-2

This document contains:

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

### When should form AI-2 be used?

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

### Why is form AI-2 necessary?

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

### Who should complete form AI-2?

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

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

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

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

### **What actions constitute a breach of the Academic Integrity Policy?**

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

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

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

### **Who should I contact for queries?**

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



## Academic Integrity Record of Departmental Investigation

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

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

SECTION A: Student details	
Student name:	
Student number:	

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

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

<b>Brief details of any other relevant points discussed:</b>		



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

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

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

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

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

Chair of Module Assessment Board Signature:	
Name:	
Date:	

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

If the case is to be considered by the Academic Integrity Review Panel or its subgroup, the outcome will be communicated to the person named in Section D. This can be copied to <u>one</u> administrative contact in the Faculty/Department. Please indicate the name of the person to be copied in or the generic email address to be used:

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

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

**SECTION E: TO BE COMPLETED BY THE STUDENT**

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

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

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

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

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

Student signature:

Name:

Date:

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



## Academic Integrity Policy

### Guidance for completing form AI-X

This document contains:

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

#### When should form AI-X be used?

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

#### Why is form AI-X necessary?

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

#### Who should complete form AI-X?

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

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

#### Who should I contact for queries?

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

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without affecting the order of the pages

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## Level 3 or Level 4 Unacceptable Academic Practice

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

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

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

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

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

**SECTION C: Meeting with department**

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

Name of contact person:

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

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

**SECTION D: Confirmation of outcome (completed after meeting)**

Provisional mark:

Signature  
(Chair of MAB/Nominee)

Name:

Date:

**SECTION E: Student response**

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

I accept the decision of the department

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

Student did not attend the meeting

Student signature:

Name:

Date:

**Once completed, please email this form to [academicintegrity@chester.ac.uk](mailto:academicintegrity@chester.ac.uk)**

<<Date>>

<<Student Name>>

<<Student email>>

Dear <<Name>>,

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

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

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

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

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

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

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

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

Yours sincerely,

Chair of Module Assessment Board

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## Academic Integrity Policy Guidance for completing form AI-0

This document contains:

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

### When should form AI-0 be used?

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

### Why is form AI-0 necessary?

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

### Who should complete form AI-0?

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

### How should the work be marked?

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

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

### Who should I contact for queries?

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

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## Marking of Work in Breach of the Academic Integrity Policy

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

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

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

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

**SECTION D: Reconciliation**

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

Name of third marker:

Third marker's signature (if required):

**SECTION E: Chair of the Module Assessment Board**

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

Agreed provisional mark:

Chair of Module Assessment Board Signature:

Name:

Date:

**Notes**

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



## Conduct of a *viva voce* examination

A *viva voce* (oral) examination can be used for a variety of purposes as part of the assessment process. The details in this guidance refer to the conduct of a *viva voce* where there is concern that a student's work might be in breach of the Academic Integrity Policy. The purpose of the *viva voce* examination is to assess the student's knowledge and understanding of the piece of work that has been submitted. It should be used to form a credible judgment about whether, on the balance of probabilities, the student is the sole author of the work submitted for assessment.

### Steps to be followed

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

### Notifying the student

The Chair of the MAB should write to the student to advise them that they are required to attend a *viva voce* in order to determine an appropriate mark for the work that has been submitted. The letter must explain the following:

- a. The *viva voce* is a **continuation** of the assessment. This means that the student must attend it.
- b. That the purpose of the *viva voce* will be to test the student's knowledge and understanding of the work that has been submitted.
- c. That they **are permitted** to have a copy of the work that they have submitted with them.

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

### **Arranging the *viva voce***

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

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

### **Questioning**

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

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

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

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

### **Reporting**

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

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

### **Outcomes**

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

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



## Academic Integrity and Examinations

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

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

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

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



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



## Suspected Breach of the Academic Integrity Policy in an Examination

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

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

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

SECTION C: Details of the suspected breach of the Academic Integrity Policy
Please provide a clear and concise description of the circumstances surrounding the alleged breach of the Academic Integrity Policy in an examination, including any statements the student made.
<p style="text-align: center; color: red; font-size: 2em; opacity: 0.5;">OIA DONOR USE</p>

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



## Academic Integrity Course (Standard Penalty)

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

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

1. Following the authorisation from the Academic Integrity Review Panel or its subgroup for the issuing of a standard penalty, the student will receive an email to their University of Chester email account outlining what is required of them.
2. The Academic Integrity Course is hosted on Moodle. Access to the course is managed by the Academic Standards team in AQSS.
3. The student will have access to the course content for a continuous period of 14 **calendar** days from the day on which they are notified of the standard penalty.
4. Within that period, the student will be able to access the timed test component (the test) on **one** occasion only.
5. By accessing the test, the student will be deemed to have attempted the Academic Integrity Course.
6. If the student does not access the test within the 14 day period, they will be deemed not to have attempted the Academic Integrity Course. This is irrespective of whether they have engaged with any of the learning material provided as part of the course.
7. By accessing the test, the student will be declaring that they are fit to undertake it. No subsequent request to defer or re-take the test will be accepted.
8. A request to extend the deadline for completion of the test can be made to the Head of Academic Quality and Standards. A request can only be made prior to the student accessing the test and must be made within the 14 day period. Such a request will only be granted on the production of a medical certificate which clearly states that the student was or will be unfit for work for at least 10 consecutive days within the 14 day period.

9. Any period of extension permitted will be at the sole discretion of the Head of Academic Quality and Standards, but will be commensurate with the number of days that the student is declared unfit for work.
10. Where the medical evidence provided indicates that the student is unfit for work for the full 14-day period (or the remaining balance thereof), the student's access to the Academic Integrity Course will be suspended. A further 14-day period will commence on the date that the medical evidence expires.
11. The test will be comprised of 20 questions covering the learning material provided as part of the course. The normal time allocated to complete the test will be 60 minutes. In recognition that some students will be entitled to reasonable adjustments detailed on an inclusion plan, a further 30 minutes will be allowed as standard.
12. The pass mark for the test will be 80% (16 out of 20) and will be automatically graded on Moodle.
13. Verification of the outcome of the student's attempt (or non-engagement) at the Academic Integrity Course will be the responsibility of the Quality Manager (Academic Standards), who may delegate that responsibility to an Assistant Quality Manager or Policy Implementation Officer.
14. Notification of the outcome will be sent to the student's University of Chester email account.
15. The content of the Academic Integrity Course and the question bank available to populate the test is the responsibility of the Senior University Teaching Fellows, overseen by the Learning and Teaching Subcommittee.



## Transitional Arrangements

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

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



University of  
Chester

# Mitigating Circumstances

SECTION

7

Quality and Standards Manual

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

2021 – 2022

Authored by: Registry Services

Date of Approval: June 2021

Version:

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## SECTION 7: MITIGATING CIRCUMSTANCES

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### 7.1 Mitigating Circumstances

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1. Mitigating circumstances is the term used by the University in respect of circumstances which may adversely affect a student's performance in assessment, and in respect of which a student may formally request consideration in the determination of their final result(s) in respect of specific assessment components or their period of registration.
2. The processes which fall under the umbrella term 'Mitigating Circumstances' are as follows:
  - extensions to the submission deadline
  - a deferral of the assessment to the next assessment point
  - the waiving of a late-work penalty
  - an extension to the maximum period of registration

More details on each of these may be found below.

### 7.2 Categories of mitigating circumstances

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Circumstances acceptable under this policy must be exceptional (ie serious and unusual) relative to the normal daily challenges presented by academic study, and unpredictable in that the student could not reasonably have been expected either to avoid them, or to allow for them in planning the assessment work or preparation. The Mitigating Circumstances policy recognises that the assessment process itself can cause students to feel more pressurised than at other times of the academic year, and this should be considered to be one of the normal challenges presented by academic study. Except in a very small number of cases, where the impact is serious and incapacitating, this would not be considered as a valid mitigating circumstance.

There are many different reasons why a student's performance may have been adversely affected by mitigating circumstances, meaning that it is not possible to provide an exhaustive list of everything the University is and is not able to take into account. However, the following are the types of mitigating circumstances the University may consider:

- Exceptional medical circumstances, such as where the student is ill either at the point of assessment or immediately in advance. The University is unable to make allowances for minor illnesses such as headaches, upset stomachs, coughs and colds. These affect everyone and it would not be practical or sensible to take account of them all. Students are expected to plan their work and allow leeway to cope with minor ailments.
- Long term illness/medical conditions



- Disabilities for which reasonable adjustments are not yet in place and where the delay is not the fault of the student
- Bereavement of a close family member, defined here as spouse/partner, parent, grandparent, brother/sister or child/dependent. Step-parent/grandparent/brother/sister/child/dependent are also included
- Victim of a serious crime
- Domestic problems (including divorce, separation, parental divorce).
- Exceptional work commitments (part time students and those repeating modules on a part time basis only)
- Difficulties associated with travel, but only where these difficulties are exceptional, impossible to anticipate in advance, not a result of poor planning or time management, and where there is clear independent evidence to substantiate the claim.
- Legal proceedings requiring attendance
- Other factors which may reasonably be deemed to have had an adverse impact comparable with those above.

The following are not grounds for mitigation:

- Misreading the examination timetable or any other information relating to timed assessments taking place at a particular point in time.
- IT failure, including but not limited to computer failure/storage device failure/printer failure, unless the University's LIS department provide proof that the University was at fault.
- Holidays or events such as weddings
- Submission of an incorrect document (eg a piece of work from another module or an incomplete draft of the assessment)
- Submission of the wrong file type or a corrupted file
- English not being the first language
- Work commitments for full time students
- Problems associated with travelling arrangements/holidays, traffic problems or stress caused by travel problems, unless these problems are exceptional, impossible to anticipate in advance, not a result of poor planning or time management, and where there is clear independent evidence to substantiate the claim. It is the responsibility of the student to make appropriate arrangements to ensure that assignments are submitted on time and/or that they present themselves for an examination on time. This should be borne in mind when

making any plans to return to University after a home visit or when making holiday/travel arrangements. In cases of extremis, travel issues may be taken into account for students with disabilities where the combination of unforeseen circumstances and disability related issues impinge on attendance

### 7.3 Evidence in support of requests for the consideration of mitigating circumstances

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If a student has mitigating circumstances they may self-certify in support of an extension of up to and including 7 calendar days. See section on extensions for more information.

Requests for an extension of more than 7 calendar days, and all requests submitted to the Mitigating Circumstances Board in respect of a deferral, waiving of the late work penalty or extension to the registration period, must be accompanied by independent documentary evidence demonstrating the impact on the student. The following is intended to act as guidance only:

#### Medical

In order for the University to approve a request on medical grounds the evidence provided must:

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

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

The following provides some examples of the types of evidence which may be submitted to support a claim; it is intended to act as a guide and is indicative rather than exhaustive:

<b>Circumstance</b>	<b>Examples of the type of evidence which may be submitted in support of a claim</b>
Close bereavement	A death certificate or confirmation from an independent relevant professional eg solicitor or undertaker, or an order of service from the funeral ceremony. If the student is severely affected by the death of someone not defined as close within this policy, evidence from an independent third party demonstrating the impact on the student would be required.
Work commitments (part time students and those repeating modules on a part time basis only)	A letter from the employer confirming that the student's workload during the period in question has been exceptional
Victim of a serious crime	Documentation from the police demonstrating that the student has reported a crime. An insurance claim or medical report may also be considered.
Disabilities for which reasonable adjustments are not yet in place and where the delay is not the fault of student	A letter or email from Student Services
Exceptional and unforeseeable transport difficulties	Evidence of a major transportation incident, or a letter from the relevant transport company confirming the nature of the delay.

### **Practical problems**

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

### **Disability**

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

### **Evidence in respect of third parties**

The University is not permitted to consider documentation which includes personal information such as health details relating to a third party in support of any request for mitigation.

Where a student has been affected by the illness of a third party such as a family member or close friend, they must provide evidence which demonstrates the impact this had on them, for example via provision of a medical note.

The University is only permitted to consider documentation relating to a third party in the following cases:

- Where the third party is deceased.
- Where the third party is a dependent of the student's under the age of 12.

### **Evidence from the University**

In exceptional cases, a signed statement from the Director of Student Services, or their nominee, may be deemed acceptable evidence. However, this will be limited to those cases where in the view of the Mitigating Circumstances Board or, in the case of extension, the relevant Head of Department, the nature of the mitigating circumstances are such that other independent documentary evidence could not reasonably be provided. The Director of Student Services or nominee are under no obligation to provide a supporting letter and will only do so where they feel this is required by the circumstances.

If a student is ill during an examination or other formal timed assessment, a statement from a member of University staff who witnesses the condition of the student in or on leaving the assessment may be considered by the Mitigating Circumstances Board.

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

## **7.4 Extensions**

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Students unable to complete an assessment on time may apply for an extension to the submission deadline, thereby allowing them to submit the work after the deadline without late-work penalties being imposed. Extensions are normally for relatively short periods of time as in all cases the mark for the work must be available to the Module Assessment Board at which the results of that module or modules are to be confirmed. If an academic department confirms that the length of extension requested by the student means the mark cannot be confirmed by the relevant Module Assessment Board, the student must instead request a deferral of the assessment to the next assessment period (see 7.5).

All extension requests, including those for which a student is self-certifying, must be submitted in advance of the deadline for the assessment for which the extension is sought; requests, including those for which a student self-certifies, submitted after the deadline will not be considered.

By their very nature, an extension is not possible for all types of assessment; it is not possible, for example, to have an extension for an assessment such as an examination or in-class test which takes place at a set time on a set date.

### **Evidence**

Students experiencing mitigating circumstances may self-certify for an extension of up to and including 7 calendar days; all extensions of more than 7 calendar days must be accompanied by independent documentary evidence (see 7.3). In cases where a student

self-certifies for 7 calendar days but then requires additional time, an additional request must be submitted with evidence.

## 7.5 Requests to the Mitigating Circumstances Board

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In cases where an extension is not appropriate, either because the assessment deadline has already passed, the nature of the assessment means an extension is not possible, or where an extension would give insufficient time for the assessment to be completed and marked in advance of the Module Assessment Board, the student should submit a claim to the Mitigating Circumstances Board. A claim can be submitted where the student has failed to submit the assessment, has submitted the assessment late, or where the assessment was submitted but where the student feels their mitigating circumstances meant the assessment was not completed to the best of their abilities.

Other than in the most exceptional circumstances, the outcome of a valid claim for mitigating circumstances shall be one of the following:

- a) to defer the assessment without penalty to the next assessment point. In all cases where the assessment was attempted, an approved deferral will replace any mark attained
- b) to have the late-work penalty revoked or reduced in the case of an assessment submitted after the deadline
- c) Where a student has a chronic condition or her/his circumstances are not improving, the Mitigating Circumstances Board may recommend an interruption of studies.

Under no circumstances will a mark ever be amended as a result of a claim to the Mitigating Circumstances Board.

The outcome determined by the Mitigating Circumstances Board shall be communicated to each Module Assessment Board which has responsibility for the assessment of that student. A Module Assessment Board has no discretion in the matter and must accept the outcome determined by the Mitigating Circumstances Board.

If the claim is rejected by the Mitigating Circumstances Board no action will be taken and the original mark will stand, including the application of late work penalties where appropriate; if the student failed to submit the assessment a non-submission will be recorded.

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

In cases where a request for mitigating circumstances is approved, but the student is found to have breached the University's Academic Integrity Policy, any penalty imposed as a result of the breach of the Academic Integrity Policy will take precedence over the approved mitigating circumstances.

The constitution of the Mitigating Circumstances Board is as follows:

- A Dean, Deputy Dean, Associate Dean or a Head of an Academic Department, who will act as Chair of the Board
- Department Assessment Contacts or other members of staff nominated by their Head of Department or the Registrar, the number of which will be determined based on the volume of claims but will not fall below two

In attendance:

- Deputy Registrar and Head of Student Administration (or their nominee)
- Head of Academic Quality and Standards (or their nominee)
- Director of Student Services (or their nominee)
- A member of Registry Services, who will service the meeting

In order to provide a more timely outcome for the student, claims may be considered in advance of the Mitigating Circumstances Board by staff nominated by the Head of the Academic Department or the Registrar. Those reviewing such claims are authorised to either accept the claim or refer it to the Mitigating Circumstances Board for further consideration; claims cannot be rejected via this pre-board process.

## 7.6 Extensions to a student's period of registration

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The maximum periods of registration for University of Chester awards are set out in Section D of the Principles and Regulations. In exceptional cases, students may apply to the Mitigating Circumstances Board for an extension to their registration period. An extension will only be granted in exceptional cases where the student is able to provide independent documentary evidence proving they have suffered severe and prolonged mitigating circumstances which have affected their ability to complete within the approved period of registration. If approved, an extension will be granted for a period of 12 months in excess of the approved period of registration; further extensions are not normally granted.

Where a request to extend a student's registration period is made on grounds related to disability, as defined by the Equality Act 2010, the extension will be approved where, in all the circumstances related to the student's application, it is deemed reasonable, provided that its approval would not result in the student's registration exceeding the maximum period permitted by the relevant Professional, Statutory Regulatory Body (PSRB).

## 7.7 Application Process

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In respect of all the processes set out in this section of the Handbook, students must submit their applications online. Further specific details about the application process may be found on the Registry Services Portal pages.

## 7.8 Late Work

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1. The following applies to any piece of assessed work for which a submission time and date has been given at the start of a module and where the assessment does not involve the attendance of the student during the assessment (e.g. the

submission of an essay or project but not the presentation of a seminar, a drama performance, a written examination).

- Assessed work submitted late will be penalised and the penalty incurred will be 5 marks for work submitted up to 24 hours after the deadline and 5 marks per day (or part thereof) after this, including weekends, e.g.:

	<i>Intrinsic Merit</i> (% mark awarded by markers)	<i>Mark Following Penalty</i> %
Work up to 24 hours late	50	45
Work up to 48 hours late	50	40
Work up to 72 hours late	50	35
and so on, to 0.		

- The penalty for late work is applied only to the assessment component which was submitted late.
- Where an assessment component is assessed on a Pass/Fail basis, a fail will be recorded in cases where that component is submitted after the deadline.
- Assessed work submitted late should be marked in the usual way so that the student is given feedback on the standard of work achieved.
- In order to ensure that students encountering technical difficulties with an online submission have access to support from LIS, deadlines should not fall on a Friday and must be set for times during the working day. These must be publicised in the appropriate module handbooks or equivalent.
- A record shall be kept by departments of any work penalised for late submission. All such penalties shall be recorded in the minutes of the Module Assessment Board.



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

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

In the interests of fairness, and other than in cases where the student is self-certifying in respect of an extension of up to 7 calendar days, the University of Chester can only approve extensions to submission deadlines or deferrals of assessment to the next submission point in cases where the student's request is corroborated by independent documentary evidence. Where the student makes such a request on medical grounds they are expected to provide evidence from a qualified medical practitioner<sup>1</sup>. In order for the University to approve a request on medical grounds the evidence provided must:

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

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<sup>1</sup> The University does not accept evidence from practitioners of alternative medicine.





University of  
Chester

# Assessment Boards

SECTION

8

Quality and Standards Manual

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

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## SECTION 8: ASSESSMENT BOARDS

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### 8.1 Assessment Board Structure and Operation

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

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

The role of the external examiner is as follows:

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

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

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

Module Assessment Boards shall meet formally at an appropriate time following a student assessment period, which may involve several meetings in each academic session. Unless prevented from doing so by exceptional circumstances, the External

Examiner(s) shall attend at least one of these meetings of the Board each year. Awards Assessment Boards shall meet on pre-determined dates and in line with the approved schedule. A Chief External Examiner has the right to attend any Awards Assessment Boards but will normally attend at least two boards per academic year, by arrangement with the Deputy Registrar and Head of Student Administration.

## 8.2 Terms of Reference and Membership

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### *AWARDS ASSESSMENT BOARDS*

#### Terms of Reference

- To consider the overall profiles of students at Levels 3, 4, 5, 6, 7 and Taught Provision at Level 8.
- To determine, on behalf of Senate, the awards for candidates who have completed University of Chester programmes of study.
- To determine the candidates who may progress or proceed to the next level or modules of study.
- To determine the candidates who may be reassessed or deferred in modules.
- To determine the candidates who shall be offered a third assessment attempt.
- To determine the candidates who will have failure in assessment condoned.
- To determine the candidates whose studies are to be terminated.

#### Membership

- Dean or Associate Dean of Faculty (Chair)
- Chief External Examiner<sup>1</sup>
- Representative of each Module Assessment Board which is subordinate to the Awards Assessment Board (normally, the Departmental Assessment Contact or Head of Department). Module Assessment Boards for professional programmes may be represented by more than one member.
- Head of Academic Quality and Standards (or nominee)
- One representative of each partner organisation with students under consideration by the board. Partner organisations may be represented by the member of the Module Assessment Board as above

In attendance

- Deputy Registrar and Head of Student Administration (or nominee)

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<sup>1</sup> An Awards Assessment Board can take place and decisions can be made without the presence of a Chief External Examiner.

- Representative of Registry Services, who will service the Board

## MODULE ASSESSMENT BOARDS

### Terms of Reference

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

### Membership

- Head of Department (Chair; in his/her absence, this may be delegated to the Deputy Head of Department).<sup>2</sup> The Chair must be a member of University of Chester staff.
- External Examiner(s)
- The module leaders of all modules to be considered by the board.
- Departmental Assessment Contact

In attendance

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

## 8.3 Module Assessment

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### *Levels 3, 4, 5 and 6*

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

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

Except where provision is validated to include modules or components thereof marked on a pass/fail basis, the following requirements shall apply. The minimum aggregate pass mark for each module shall be 40%. Failure in one or more components of the

<sup>2</sup> In the unavoidable absence of both the Head and Deputy Head of Department, the Board may be chaired by the Dean, Deputy Dean or Associate Dean of the relevant Faculty

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

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

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

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

### *Levels 7 and 8*

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

<b>Percentage</b>	<b>Classification</b>
70 - 100	Distinction
60 - 69	Merit
50 - 59	Pass
0 - 49	Fail

The minimum aggregate pass mark for each module to which these regulations apply shall be 50%. Failure in one or more components of the assessment of a given module shall be compensated for by the results in one or more other component within that module, provided that the overall pass mark for the module of 50% is attained and a minimum of 20% is attained for each assessment component within the module. In the event of failure on these grounds, the module mark to be recorded shall be 49% or the arithmetical mark, whichever is the lower. Students reassessed (or subject to third assessment attempt) in previously-failed components of such modules shall be required to attain the same minimum marks as those stipulated for first assessment in order to pass the module overall.

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

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

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

## 8.4 Requirements for the conduct of assessment by Module Assessment Boards

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1. For purposes of conducting the assessment of all those modules which have been assigned to a given Module Assessment Board at the point of validation, all members of that Board must have access to all modular marks, including component marks. Please see notes of guidance on Presentation of Module Assessment Boards (Appendix 8A).
2. The Module Assessment Board must determine the marks of all students being assessed in all modules within its jurisdiction without regard to the ultimate profile of any individual student. Once marks have been determined, for each module within the Board's jurisdiction, changes to individual outcomes may occur for the following reasons only:
  - the identification of an administrative error
  - a successful appeal against a decision of the Board
  - a ruling by the relevant Assessment Board in the light of a student having been found guilty of breaching the academic integrity policy

All such changes shall be reported back to the next Module Assessment Board

3. The Module Assessment Board shall be required to abide by any decision concerning a student which has already been taken by the Mitigating Circumstances Board.

4. All decisions taken by the Module Assessment Board shall be taken in the name of the entire Board, of which the External Examiner(s) is a member. Those decisions must be taken and recorded with all members of the Board present, except for those who, for valid reasons, have been given permission by the Chair of the Board not to attend.
5. In any event, no decision concerning the assessment of a student or students shall be taken by a Module Assessment Board, unless that Board is quorate. A quorum shall be deemed to be 50% of the full-time equivalent staff responsible for assessment within the purview of that Board.
6. It is a requirement of University of Chester that the proceedings of a Module Assessment Board shall be minuted by a member of staff of University of Chester in accordance with the guidelines in Appendix 8A.
7. External Examiners must have signalled their approval of the marks in order for the marks to go forward for consideration at the Awards Assessment Board.

Further guidance on matters relating to the conduct of Module Assessment Boards is given in Appendix 8A of this Handbook.

## 8.5 Requirements for the conduct of assessment by Awards Assessment Boards

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### **Condonement of Failure**

#### **Level 3**

In the case of a student who is registered for a minimum of 120 credit points at Level 3, an Awards or Progression Assessment Board, having due regard to the standard of the award, the programme objectives, the programme assessment requirements, and any professional requirements, may allow condonement of failed modules up to and including 20 credits at Level 3. In order for this to apply, the student must have a profile (following initial assessment, reassessment or a third assessment attempt) with no more than 20 failed credits. If these conditions are met, condonement will be applied to those failed module(s) where both the overall module mark falls in the range 30-39% and there is no component mark below 20%. The Board will deem that a student in this position has achieved the credit for the condoned module(s), although the fail marks themselves will stand and will be recorded on the student's transcript.



#### Level 4

In the case of a student who is registered for a minimum of 120 credit points at Level 4, an Awards or Progression Assessment Board, having due regard to the standard of the award, the programme objectives, the programme assessment requirements, and any professional requirements, may allow condonement of failed modules up to and including 40 credits at Level 4. In order for condonement to be applied, the student must have a profile (following initial assessment, reassessment or a third assessment attempt) with no more than 40 failed credits. If these conditions are met, condonement will be applied to those failed module(s) where both the overall module mark falls in the range 30-39% and there is no component mark below 20%. The Board will deem that a student in this position has achieved the credit for the condoned module(s), although the fail marks themselves will stand and will be recorded on the student's transcript.

#### Level 5

In the case of a student who is registered for a minimum of 120 credit points at Level 5, an Awards or Progression Assessment Board, having due regard to the standard of the award, the programme objectives, the programme assessment requirements, and any professional requirements, may allow condonement of failed modules up to and including 20 credits at Level 5. In order for this to apply, the student must have a profile (following initial assessment, reassessment or a third assessment attempt) with no more than 20 failed credits. If these conditions are met, condonement will be applied to those failed module(s) where both the overall module mark falls in the range 30-39% and there is no component mark below 20%. The Board will deem that a student in this position has achieved the credit for the condoned module(s), although the fail marks themselves will stand and will be recorded on the student's transcript.

#### Level 6

In the case of a student who is registered for a minimum of 120 credit points at Level 6, an Awards or Progression Assessment Board, having due regard to the standard of the award, the programme objectives, the programme assessment requirements, and any professional requirements, may allow condonement of failed modules up to and including 20 credits at Level 6. In order for this to apply, the student must have a profile (following initial assessment, reassessment or a third assessment attempt) with no more than 20 failed credits. If these conditions are met, condonement will be applied to those failed module(s) where both the overall module mark falls in the range 30-39% and there is no component mark below 20%. The Board will deem that a student in this position has achieved the credit for the condoned module(s), although the fail marks themselves will stand and will be recorded on the student's transcript.

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

Condonement may be applied to part time students before they have completed all the modules at the level; providing they have failed no more than the maximum number of credits for which condonement is permitted at the level, condonement will be applied to those failed module(s) where both the overall module mark falls in the range 30-39% and there is no component mark below 20%.

Where, exceptionally, students are registered for programmes based upon a 15-credit modular structure, condonement as stated herein shall apply to up to 15 credits at Level 3, 30 credits at Level 4, 30 credits at Level 5 and 15 credits at Level 6.

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

Full time undergraduate students shall not be allowed to progress to the next level of study until all modules at a given level have been passed or condoned. However, a student with no more than 20 credits outstanding (deferral, reassessment or third assessment attempt) shall be allowed to progress conditionally to the next level of study. A student with more than 20 credits but no more than 40 credits outstanding shall be allowed to progress conditionally to the next level of study where the outstanding component(s) within the outstanding module(s) amount to no more than the equivalent of a full 20 credit module. A student with more than 20 credits but no more than 40 credits of outstanding assessment shall not be allowed to progress conditionally to the next level of study where the outstanding component(s) within the outstanding module(s) amount to more than the equivalent of a full 20 credit module. In both cases the percentage weightings assigned to the assessment components and the credit value of the modules shall be used in this calculation.

A student with more than 40 credits outstanding shall not be allowed to progress to the next level of study.

In no circumstances shall a student be permitted to commence Level 6 study until they have successfully completed all required credits at Levels 3 and 4.

Where a decision on a student who would be allowed to progress conditionally under the criteria set out above could not be taken by the Awards Assessment Board, and is taken more than 4 weeks after the commencement of the next level of study, the student will not normally be permitted to progress until the next occasion on which the level of study is offered. In these cases, the Assessment Review Board shall take into consideration the student's ability to cope with the additional assessment burden and the period of time the student will have already missed.

Students granted an opportunity for conditional progression may not cite the additional workload as a mitigating circumstance for purposes of requesting an extension, deferral or academic appeal. If a student does not wish to take up the offer of conditional progression they should confirm this in writing within the first 4 weeks following commencement of the next level of study.

A student who passes modules at the higher level of study shall be entitled to the credit gained from those modules, but shall not have them taken into account for further progression until the necessary modules at the lower level have been passed. In no circumstances shall a student be permitted to commence Level 6 study until they have successfully completed all modules at Levels 3 and 4.

Part time students may register for modules at different levels during the same academic year. However, where a third assessment attempt has been granted in more than 20 credits, a part time student is not permitted to register for any further modules at the higher level until the third assessment attempt has been successfully completed. Under no circumstances will a student be permitted to register for modules at Level 6 until they have successfully completed all required credits at Levels 3 and 4.

In cases where a student on an accelerated programme has been allowed to conditionally progress to the next level of study, the outstanding reassessment and/or deferrals from the lower level of study shall be assessed in the next assessment session, regardless of whether other students are taking these assessments in that session.

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

Where programmes are validated to include requirements for progression and completion which do not contribute to the credits of the award, such requirements shall be stated within the formal programme documentation. This documentation shall also state the means by which students may retrieve initial failure to meet such requirements.

#### **1. Procedure for the determination of the classification of Bachelor's Degrees with Honours**

- (a) These requirements are sequential and shall be applied in order.
- (b) Module Assessment Boards shall provide moderated module marks for all the students who have been assessed within the purview of those Boards for consideration by the Awards Assessment Board in relation to a recommended honours degree classification. A Module Assessment Board is not empowered to make recommendations concerning awards or classifications.
- (c) Students who have fulfilled the credit requirements for the award of an Honours Degree will be awarded classifications on the basis of a weighted average mark from their study at Level 6 and Level 5. Averages for Level 5 and Level 6 will be calculated, with each module's mark weighted according to its credit value. In cases where numerical marks exist for between 100 and 120 credits at the relevant level, the calculation will be based on the highest 100 credit marks at that level. Where numerical marks exist for in excess of 120 credits at the relevant level, the lowest 20 credit mark will be deducted from the calculation. In cases where numerical marks exist for fewer than 100 credits at the relevant level, all marks will be used. These averages will then be combined with a weighting of one-third for the Level 5 mark and two-thirds for the Level 6 mark. Figures used for this calculation shall not be rounded but will be expressed to two decimal places.
- (d) Where a student has been admitted by direct entry to Level 6, the overall mark total shall be calculated on the basis of the Level 6 marks only. In cases where numerical marks

exist for between 100 and 120 credits at Level 6, the calculation will be based on the highest 100 credit marks. Where numerical marks exist for in excess of 120 credits at Level 6, the lowest 20 credit mark will be deducted from the calculation. In cases where numerical marks exist for fewer than 100 credits at Level 6, all marks will be used.

(e) The average for Level 5 will only be used for degree classification purposes if there are numerical marks for 50% or more of the required Level 5 credits.

(f) A provisional degree class shall be awarded in accordance with the following scale:

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

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

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

a mark within the range 69.50 to 69.99 shall be raised to 70

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

a mark within the range 49.50 to 49.99 shall be raised to 50

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

67.00 to 69.49 shall be considered for raising to the first class

57.00 to 59.49 shall be considered for raising to the upper second class

47.00 to 49.49 shall be considered for raising to the lower second class

Where a student has an overall total mark within one of those ranges stated above and also has at least half the Level 6 credits for which numerical marks are available in the higher class, that student shall be placed in the higher class.

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

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

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

- d) A provisional degree class shall be awarded in accordance with the following scale:

70% and above	- Distinction
60 - 69.99%	- Merit

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

a mark within the range 69.50 to 69.99 shall be raised to 70 and a Distinction awarded

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

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

67.00 to 69.49 shall be considered for raising to a Distinction

57.00 to 59.49 shall be considered for raising to a Merit

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

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

### **3. Procedure for the award of Masters Degrees and Postgraduate Diplomas with Distinction or Merit**

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

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

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

### **4. Procedure for the determination of interim awards**

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

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

In accordance with paragraphs F2.5 and F2.6 of the Principles and Regulations, the Chair of an Awards Assessment Board (or their nominee) may take decisions on granting reassessments (or third assessment attempts), progression and awards, on behalf of the Board.

An Awards Assessment Board may, in exceptional circumstances, also delegate its authority to a subsidiary examination committee. Where an examination committee is required this must be approved by the preceding Awards Assessment Board. Examination Committees may not make awards. Further guidance is given in Appendix 8E.

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

### **6. Reassessment**

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

- the module is the subject of condonement
- an academic integrity panel has determined that reassessment is not permitted



- for professional or other reasons, approved by Education Committee or its Quality and Standards sub-Committee on behalf of Senate, restrictions on reassessment opportunities within the programme should apply
- their registration period has expired

Unless permitted by the in-year reassessment scheme, full time students at Levels 3, 4, 5 and 6 cannot be offered reassessment until the results have been confirmed by the Awards Assessment Board and will not be presented to the Awards Assessment Board until all module results at the level have been confirmed by the Module Assessment Board.

Students on pre-registration programmes, where condonement of failed modules is not permitted, may be presented to the Awards Assessment Board before all module results at the level have been confirmed by the Module Assessment Board.

The Awards Assessment Board shall automatically offer a third assessment attempt to a student who attempted or deferred **at least one component** for which reassessment was due. Students failing to attempt or defer **at least one component** for which reassessment was due will have their studies terminated. A student with reassessment in only one module will be offered a third assessment attempt, even if they failed to submit any of the components for which reassessment was due.

A student whose studies are terminated on the grounds stated above will, via their online results letter, be offered the opportunity to resume their programme to undertake third attempts in the failed components of the failed modules. In order to accept this offer, they must complete and submit the appropriate form to the Assessment Team in Registry Services, by the deadline stipulated in the official results information published online following the Awards Assessment Board at which studies were terminated.

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

The minimum aggregate pass mark for each module to which these regulations apply shall be 40% at Levels 3, 4, 5 and 6 and 50% at Levels 7 and 8. Failure in one or more components of the assessment of a given module shall be compensated for by the results in one or more other component within that module, provided that the overall pass mark for the module is attained and a minimum of 20% is attained for each assessment component within the module.

A minimum mark of 20% must be attained in all assessment components within a given module in order that that module may be passed overall. In the event of failure on these grounds, the module mark to be recorded shall be 39% (levels 3, 4, 5 and 6)/49% (levels 7 and 8), or the arithmetical mark, whichever is the lower. Such module failure cannot be the subject of condonement.

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

At the point of reassessment, those components in which the student has already gained a pass mark shall be brought forward either from first assessment or reassessment as appropriate, and the principle of compensation as between components of assessment shall be applied. Notwithstanding the arithmetical outcome of the calculation of marks at the point of reassessment, the overall module mark which shall be recorded for a student who has succeeded in passing such reassessment shall be 40% (levels 3, 4, 5 and 6) or 50% (levels 7 and 8).

Where a student is required to be reassessed in more than one component of a module, the student shall be required to submit herself or himself for reassessment in those components in the same assessment period.

Where a student has both deferred and failed components within the same module, at the next assessment point they must submit both the deferred component(s) and any failed component(s) where the mark falls below 20%. Where such failed components exist, the module mark will be capped at 40% (levels 3, 4, 5 and 6) or 50% (levels 7 and 8) upon reassessment.

Where a student has both deferred and failed components, but the failed components have marks of 20% and above, at the next assessment point they are expected to submit only the deferred components; should the student feel it is in their best interests to also submit the failed components they may do so but the module mark will then be capped at 40% (levels 3, 4, 5 and 6) or 50% (levels 7 and 8).

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

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

Where a student is registered for study in the part time mode, reassessment may take place prior to the conclusion of his or her studies at a given level. Unless permitted by the in-year reassessment scheme, full time students may not be reassessed until the results of all modules at that level have been confirmed by both tiers of assessment board.

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

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



A student who has been granted a further reassessment (third assessment attempt) following failure in reassessment shall be offered that third assessment attempt normally at the time when the equivalent components of the failed module(s) are being assessed within the next academic session.

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

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

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

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

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

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## APPENDIX 8A

### CONDUCT OF MODULE ASSESSMENT BOARDS

Those responsible for the conduct of a Module Assessment Board (MAB) should ensure that:

- all work associated with the process of assessment prior to the meeting, and the conduct of the meeting itself, is in accordance with the University's Principles and Regulations, and with the requirements contained within this Handbook; in cases where this cannot be established the results of the relevant modules must not be confirmed by the MAB. Following the MAB the chair must immediately seek advice from the Deputy Registrar;
- in advance of the MAB, all module leaders must check the mark sheets and confirm they are satisfied that the results to be presented to the board are accurate;
- a quorum (50% of approved membership) is present and the agenda is consistent with that set out below;
- External Examiners are cognisant of their powers, rights and responsibilities as equal members of the Board.
- Module marks must be presented on the approved University Module Assessment Board reports available via the Registry Services Portal pages. This is in order to ensure the marks presented are those entered onto e-vision.
- the presentation of module marks to the Board makes clear the pattern and weighting of assessment;
- all Board members have access to all module marks, including component marks, so that all members participate in the determination of recommended results;
- component marks presented to the Board will be the actual marks attained; only the overall module mark will be capped (40%) in cases of reassessment or third assessment attempt;
- in determining the recommended marks for modules assigned to the Board, no consideration is given to individual students' profiles of results;
- the permission of the Board is given for any Chair's Action which may be necessary subsequent to the meeting, although such action would normally involve consultation with an External Examiner;
- the Chair and External Examiners confirm the accuracy of the marks by the end of the meeting;

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

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

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

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

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

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

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

### **1. Agenda for a Module Assessment Board (MAB)**

The following agenda must be used for all Module Assessment Boards

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

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

### **Module Assessment Boards – how to minute agenda item 10**

The Module Assessment Board (MAB) marksheets generated from the Registry Services Portal pages must be retained by the academic department; these marksheets are the full formal record of decisions on component and module results taken by the MAB. This means it is not necessary to minute outcomes for those students with standard results and outcomes (55% Pass, 22% Fail etc). However, the following types of outcome must be either minuted on an individual basis, in the way prescribed below, or clearly noted in lists appended to the minutes, with reference made to the appendices in the minutes:

#### **Late work penalties**

EX4001 – Introduction to University Studies

Lucy Jones (12345678/1)	5 mark late work penalty imposed for component 1 (50% coursework)
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#### **Excess word count penalties**

EX4001 – Introduction to University Studies

Lucy Jones (12345678/1)	5 mark excess word count penalty imposed for component 1 (50% coursework)
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#### **Pending academic integrity cases**

EX4001 – Introduction to University Studies

Lucy Jones (12345678/1)	Academic integrity investigation in progress for component 2 (75% examination)
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## Academic Integrity investigation outcomes

EX4001 – Introduction to University Studies

Lucy Jones  
(12345678/1)

Found guilty of breaching the academic integrity policy for component 2 (75% examination). Fails the component with a mark of zero.

It is also necessary to minute any discussions relating to the results of individual students, components or modules; for example, if any changes to marks have been proposed by the External Examiner (see Section 12 for their rights and responsibilities), the discussions arising from this should be minuted, along with the final decision.

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### **REASSESSMENT AND THIRD ASSESSMENT ATTEMPTS**

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

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

The minimum aggregate pass mark for each module is 40% at Levels 3, 4, 5 and 6 and 50% at Levels 7 and 8. Failure in one or more components of the assessment of a given module shall be compensated for by the results in one or more other component within that module, provided that the overall pass mark for the module is attained and a minimum of 20% is attained for each assessment component within the module.<sup>1</sup>

A minimum mark of 20% must be attained in all assessment components within a given module in order that that module may be passed overall. In the event of failure on these grounds, the module mark to be recorded shall be 39% (levels 3, 4, 5 and 6)/49% (levels 7 and 8), or the arithmetical mark, whichever is the lower. Such module failure cannot be the subject of condonement.

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

At the point of reassessment, those components in which the student has already gained a pass mark shall be brought forward either from first assessment or reassessment as appropriate, and the principle of compensation as between components of assessment shall be applied. Notwithstanding the arithmetical outcome of the calculation of marks at the point of reassessment, the overall module mark which shall be recorded for a student who has succeeded in passing such reassessment shall be 40% (levels 3, 4, 5 and 6) or 50% (levels 7 and 8).

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

---

<sup>1</sup> Some professional programmes have derogation and require a student to pass all components.

Examples 1 – 4 relate to Levels 3, 4, 5 and 6 where the module pass mark is 40%.

### **EXAMPLE 1**

#### **First attempt**

Written assignment (67%):	22%
Examination (33%):	44%
Total for module:	29%

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

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

Written assignment (67%):	39%
Examination (33%):	carried forward from first attempt): 44%
Total for module:	41%

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

### **EXAMPLE 2**

#### **First attempt**

Written assignment (67%):	60%
Examination (33%):	19%
Total for module:	46%

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

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

Written assignment (67%):	(carried forward from first attempt): 60%
Examination (33%):	20%
Total for module:	47%

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

Where a **third assessment attempt** at assessment is permitted, the guidance set out above shall apply.

### **EXAMPLE 3**

#### **First attempt**

Written assignment (33%):	23%
Oral presentation (33%):	46%
Examination (34%):	18%
Total for module:	29%

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

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

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

Total for module: 35%

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

#### **Third assessment attempt**

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

Total for module: 41%

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

### **EXAMPLE 4**

#### **First attempt**

Written assignment (33%):	23%
Oral presentation (33%):	46%
Examination (34%):	18%
Total for module:	29%

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



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

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

Total for module: 35%

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

Where a **third assessment attempt** at assessment is permitted, the guidance set out above shall apply.

### **Third assessment attempt**

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

Total for module: 36%

Student fails the module with a mark of 36 %

*(Note that no 'fail' marks are carried forward from reassessment, even though the mark for written assignment was higher at reassessment than at third assessment attempt.) Having failed the module three times this student's studies would be terminated.*

**Examples 5 – 8 relate to levels 7 and 8, where the module pass mark is 50%**

### **EXAMPLE 5**

#### **First attempt**

Written assignment (67%): 22%  
Examination (33%): 54%

Total for module: 33%

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

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

Written assignment (67%): 49%  
Examination (33%: carried forward from first attempt): 54%

Total for module: 51%

*Student passes the module, module mark capped at 50%.*

## **EXAMPLE 6**

### **First attempt**

Written assignment (67%):	80%
Examination (33%):	19%
Total for module:	60%

*Student fails the module, overall module mark is capped at 49%, but has passed one component (written assignment) that does not have to be reassessed.*

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

Written assignment (67%):	(carried forward from first attempt): 80%
Examination (33%):	20%
Total for module:	60%

*Student passes the module, module mark capped at 50%.*

## **EXAMPLE 7**

### **First attempt**

Written assignment (33%):	23%
Oral presentation (33%):	50%
Examination (34%):	18%
Total for module:	30%

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

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

Written assignment (33%):	51%
Oral presentation (33%: carried forward from first attempt):	50%
Examination (34%):	19%
Total for module:	40%

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

### **Third assessment attempt**

Written assignment (33%: carried forward from reassessment): 51%  
Oral presentation (33%: carried forward from first attempt) 50%  
Examination (34%): 65%

Total for module: 55%

*Student passes the module, module mark capped at 50%.*

### **EXAMPLE 8**

#### **First attempt**

Written assignment (33%): 23%  
Oral presentation (33%): 56%  
Examination (34%): 18%

Total for module: 32%

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

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

Written assignment (33%): 39%  
Oral presentation (33%: carried forward from first attempt): 56%  
Examination (34%): 19%

Total for module: 38%

*Student fails the module, module mark is 38%; must be reassessed in written assignment and examination*

#### **Third assessment attempt**

Written assignment (33%): 25%  
Oral presentation (33%: carried forward from first attempt): 56%  
Exam (34%): 37%

Total for module: 39%

Student fails the module with a mark of 39 %

*(Note that no 'fail' marks are carried forward from reassessment, even though the mark for written assignment was higher at reassessment than at third assessment attempt.) Having failed the module three times this student's studies would be terminated.*

**THIRD ASSESSMENT ATTEMPTS:  
REGULATIONS FOR AWARDS ASSESSMENT BOARDS**

A student who has been granted a further reassessment (third assessment attempt) by the Awards Assessment Board following failure in reassessment shall be offered that third assessment attempt at the next available opportunity. The Awards Assessment Board shall automatically offer a third assessment attempt to a student who attempted or deferred **at least one component** for which reassessment was due. Students failing to attempt or defer **at least one component** for which reassessment was due will have their studies terminated. A student with reassessment in only one module will be offered a third assessment attempt, even if they failed to submit any of the components for which reassessment was due.

A student whose studies are terminated on the grounds stated above will, via their online results letter, be offered the opportunity to resume their programme to undertake third attempts in the failed components of the failed modules. In order to accept this offer they must complete and submit the appropriate form to the Assessment Team in Registry Services by the deadline specified in the official results published online following the Awards Assessment Board.

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

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University of  
Chester

**DEPARTMENT OF  
XXXXXX**

**MODULE ASSESSMENT BOARD  
for**

**XXXXXXXXXXXX**  
*(Title of Department or Programme(s))*

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

**DATE / MONTH / YEAR**

**External Examiner(s):**

*External's signature*

**Print External's name**

Date: \_\_\_\_\_

*External's signature*

**Print External's name**

Date: \_\_\_\_\_

*External's signature*

**Print External's name**

Date: \_\_\_\_\_

**Chair:**

*Signature*

**Print name**

Date: \_\_\_\_\_

## **MARK AMENDMENT PROCESS AND FORMS**

1. It is an expectation that all marks and grades are confirmed by the Module Assessment Board, which must meet before the published MAB and e-vision deadlines. In the rare cases where an amendment to the mark and/or grade agreed by the Module Assessment Board is required, the module mark amendment form found as Annex A must be completed, signed by the Head of Department, and sent to Registry Services.
2. Although results profiles will have been checked thoroughly before the Awards Assessment Board there may still be a very small number of instances where members of the board notice an error or anomaly relating to an individual student during the course of the meeting. In such circumstances, the member of the board must draw this to the attention of the meeting, so that the Awards Assessment Board may take a decision on the basis of the correct marks. A Mark Amendment Form must be submitted to Registry Services immediately after the Awards Assessment Board.
3. Where, in the view of the Deputy Registrar (or nominee) the reasons given for an amendment indicate a potentially serious breach of process, or would change an assessment outcome decision to the detriment of a student, the request will be referred to the Registrar. In these cases, the mark amendment form found as Annex B should be completed by the academic department following confirmation by the Deputy Registrar that the mark amendment form found as Annex A is not sufficient.

## ANNEX A - MARK AMENDMENT NOTIFICATION SHEET

### DETAILS

SUBJECT DEPARTMENT: .....

STUDENT NUMBER: .....

STUDENT NAME: .....

MODULE NUMBER & TITLE	ORIGINAL MARK	AMENDED MARK

COMPONENT DETAILS (as described on e-vision)	Did the student submit on or before 20 <sup>th</sup> March 2020 (Enter Y, N or N/A)	ORIGINAL MARK	AMENDED MARK

REASON FOR AMENDMENT

SIGNED: MAB CHAIR

DATE:

## ANNEX B – MARK AMENDMENT REQUEST - REGISTRAR

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

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

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

SECTION C: Component details (as described on e-vision)				
Component title	Weighting	Did student submit on or before 20 <sup>th</sup> March 2020 - Enter Y, N or N/A	Original Mark/Grade	Amended Mark/Grade

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

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



## **EXAMINATION COMMITTEE: NOTES OF GUIDANCE**

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

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

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

### **Membership of Examination Committee**

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

### **In attendance**

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

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

The decisions of the Examination Committee must be forwarded to the Assessment Team in Registry Services who will then notify the students. Official results and decisions on deferrals or reassessments must come from Registry, not academic departments. In many cases students will already have had their provisional marks as it will have formed part of the feedback given to students.

Any Examination Committee decisions must be reported to the next Awards/Progression Assessment Board.

## **AGENDA FOR AN EXAMINATION COMMITTEE**

### **UNIVERSITY OF CHESTER**

**A meeting of an Examination Committee for the  
XXXXXXXXXX programme  
will held on *date* at *time* in *location***

#### **AGENDA**

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



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

- All modules must be passed or condoned in order to complete the award.
- The classification is based on a weighted average of Level 5 (one-third) and Level 6 (two-thirds). This average is rounded to 2 decimal places.
- The marks of the highest 100 credits at Level 5 and the highest 100 credits at Level 6 are used. This means that where marks are available for 120 credits at the level, the marks of the lowest 20 credits are discounted.
- Module credit values are taken into account in the calculation of the average percentage mark; a 40 credit module has double the worth of a 20 credit module, for example.
- Level 4 marks do not contribute to the classification, although the modules must be passed or condoned for the award to be made

The following criteria are applied:

1. Average Mark

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

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

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

2. Average mark and profile

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

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

In each of the following examples the lowest marks (highlighted in bold) at level 5 and 6 are discarded from the calculation of the average percentage mark; if the lowest mark were in a 40 credit module we would discount 20 credits and treat it as a 20 credit modules in order to ensure the same lowest mark discard is applied:

### Example 1

Module Code	Credits	Level	Mark
EX5001	40	5	59
EX5002	20	5	72
EX5003	20	5	69
EX5004	20	5	58
EX5005	20	5	<b>55</b>
EX6001	40	6	53
EX6002	20	6	68
EX6003	20	6	60
EX6004	20	6	56
EX6005	20	6	<b>40</b>

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

### Example 2

Module Code	Credits	Level	Mark
EX5001	40	5	59
EX5002	20	5	72
EX5003	20	5	69
EX5004	20	5	58
EX5005	20	5	<b>55</b>
EX6001	40	6	60
EX6002	20	6	68
EX6003	20	6	45
EX6004	20	6	43
EX6005	20	6	<b>40</b>

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

### Example 3

Module Code	Credits	Level	Mark
EX5001	40	5	59
EX5002	20	5	72
EX5003	20	5	69
EX5004	20	5	58
EX5005	20	5	<b>55</b>
EX6001	40	6	45
EX6002	20	6	68
EX6003	20	6	60
EX6004	20	6	58
EX6005	20	6	<b>40</b>

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

### Example 4

Module Code	Credits	Level	Mark
EX5001	40	5	59
EX5002	20	5	72
EX5003	20	5	69
EX5004	20	5	58
EX5005	20	5	<b>55</b>
EX6001	40	6	60
EX6002	20	6	61
EX6003	20	6	44
EX6004	20	6	41
EX6005	20	6	<b>40</b>

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

Honours Degree Classifications – Direct Entrants to Level 6

- All modules must be passed or condoned in order to complete the award
- The classification of the honours degree is based on Level 6 marks only; the marks from previous programmes of study (eg the Foundation Degree) are not included in the calculation of the average percentage mark.
- The marks of the highest 100 credits at Level 6 are used. This means that where marks are available for 120 credits at the level, the marks of the lowest 20 credits are discounted.
- Module credit values are taken into account in the calculation of the average percentage mark; a 40 credit module has double the worth of a 20 credit module, for example.

The following criteria are applied:

1. Average Mark

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

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

69.5% is raised to 70% and a 1st is awarded

59.5% is raised to 60% and a 2.1 is awarded

49.5% is raised to 50% and a 2.2 is awarded

2. Average mark and profile

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

67 – 69.49% may be considered for a 1st

57 - 59.49% may be considered for a 2.1

47 – 49.49% may be considered for a 2.2

In each of the following examples the lowest mark (highlighted in bold) is discarded from the calculation of the average percentage mark; if the lowest

mark were in a 40 credit module we would discount 20 credits and treat it as a 20 credit module in order to ensure the same lowest mark discard is applied:

### Example 1

Module Code	Credits	Level	Mark
EX6001	40	6	64
EX6002	20	6	60
EX6003	20	6	58
EX6004	20	6	53
EX6005	20	6	<b>40</b>

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

### Example 2

Module Code	Credits	Level	Mark
EX6001	40	6	64
EX6002	20	6	60
EX6003	20	6	55
EX6004	20	6	47
EX6005	20	6	<b>40</b>

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

### Example 3

Module Code	Credits	Level	Mark
EX6001	40	6	64
EX6002	20	6	59
EX6003	20	6	56
EX6004	20	6	47
EX6005	20	6	<b>40</b>

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

#### Example 4

Module Code	Credits	Level	Mark
EX6001	40	6	64
EX6002	20	6	60
EX6003	20	6	44
EX6004	20	6	42
EX6005	20	6	<b>40</b>

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

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### Postgraduate Classifications

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

Modules are assessed on the following basis:

Percentage	Classification
70-100	Distinction
60-69	Merit
50-59 <sup>1</sup>	Pass
0-49	Fail

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

#### Example 1 – Masters Degree

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

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

<sup>1</sup> For modules registered prior to 1 August 2019 the pass mark is 40%

### Example 2 – Masters Degree

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

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

### Example 3 – Masters Degree

Module	Credit Value	Mark	Classification
EX7000	20	70	Distinction
EX7001	20	72	Distinction
EX7002	20	74	Distinction
EX7003	20	78	Distinction
EX7004	20	53	Pass
EX7005	20	71	Distinction
EX7006 (Dissertation)	60	65	Merit

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

The same principles apply to Postgraduate Diplomas.

### Example 4 – Postgraduate Diploma

Module	Credit Value	Mark	Classification
EX7001	20	70	Distinction
EX7002	20	70	Distinction
EX7003	20	52	Pass
EX7004	20	72	Distinction
EX7005	20	50	Pass
EX7006	20	61	Merit

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

### Example 5 – Postgraduate Diploma

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

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

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## Appendix 8I

### Foundation Degree Classifications

- All modules must be passed or condoned (see separate guide on condonement of failure) in order to complete the award
- The classification of the Foundation Degree is based on Level 5 marks only; Level 4 modules must be passed or condoned but are not included in the calculation of the average percentage mark upon which the classification is based.
- The marks from the highest 100 credits at Level 5 will be used. Where numerical marks are available for all 120 credits at Level 5, this means the marks of the lowest 20 credits will be discarded from the calculation of the average percentage mark
- Module credit values are taken into account in the calculation of the average percentage mark; a 40 credit module has double the worth of a 20 credit module, for example.

The following criteria are applied:

#### 1. Average Mark

70%+	Distinction Merit
60 – 69.99%	

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

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

#### 2. Average mark and profile

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

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

In each of the following examples the lowest mark (highlighted in bold) is discarded from the calculation of the average percentage mark; if the lowest mark were in a 40 credit module we would discount 20 credits and treat it as a 20 credit modules in order to ensure the same lowest mark discard is applied:

### Example 1

Module Code	Credits	Level	Mark
EX5001	40	5	74
EX5002	20	5	70
EX5003	20	5	68
EX5004	20	5	63
EX5005	20	5	<b>40</b>

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

### Example 2

Module Code	Credits	Level	Mark
EX5001	40	5	74
EX5002	20	5	70
EX5003	20	5	65
EX5004	20	5	57
EX5005	20	5	<b>40</b>

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

### Example 3

Module Code	Credits	Level	Mark
EX5001	40	5	74
EX5002	20	5	69
EX5003	20	5	66
EX5004	20	5	57
EX5005	20	5	<b>40</b>

In Example 3, the average is 68% (as in Example 2). However, on this occasion a Distinction would not be awarded as only 40 of the 120 level 5 credits (so less than half) are at the Distinction level. The classification in Example 3 would be a Merit

#### Example 4

Module Code	Credits	Level	Mark
EX5001	40	5	74
EX5002	20	5	70
EX5003	20	5	54
EX5004	20	5	52
EX5005	20	5	<b>40</b>

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

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## APPENDIX 8J

### Condonement of failure in assessment

#### 2020/21

Under certain circumstances (detailed below), failure in particular modules may be condoned. Students condoned in a module are awarded the credits and are not required to resubmit work. The original fail mark still appears on the transcript.

The following applies to Bachelors Degrees, Foundation Degrees and Integrated Masters Programmes, although where a programme leads to professional registration and/or accreditation, condonement is often prohibited or limited. This means, for example, that condonement is not applied to many of the programmes in the Faculties of Health and Social Care and Education and Children's Services, with condonement on Engineering programmes limited.

Undergraduate students may be condoned in:

20 credits at Level 3  
40 credits at Level 4  
20 credits at Level 5  
20 credits at Level 6

A limited number of programmes operate on a 15 credit module structure and in these cases students may be condoned in:

15 credits at Level 3  
30 credits at Level 4  
30 credits at Level 5  
15 credits at Level 6

However, regardless of the credit structure, certain criteria apply:

1. There must be at least 120 credits at the level;
2. The module mark may not fall below 30%
3. The mark for any component in the failed module may not fall below 20%

The following examples are based on the University's standard 20 credit structure:

### Levels 3, 5 and 6

The student will only be condoned (in modules totalling no more than 20 credits) if they have no more than 20 failed credits

#### Example 1

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

On the assumption that no component mark for module EX5006 falls below 20%, the module would be condoned as all other modules have been passed.

#### Example 2

Module	Credits	Mark
EX5001	20	62
EX5002	20	81
EX5003	20	68
EX5004	20	75
EX5005	20	35
EX5006	20	30

In Example 2, no modules would be condoned as a total of 40 credits have been failed. Reassessment would be required in failed components of both EX5005 and EX5006.



#### Level 4

Condonement will only be applied where no more than 40 credits have been failed. The Board will condone both modules where the criteria outlined above have been met. Where only one of the failed modules falls within the condonable band, this module will only be condoned where the criteria outlined above have been met.

#### Example 3

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

In Example 3, EX4005 would be condoned (assuming no component mark falls below 20%) as all other modules have been passed

#### Example 4

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

In Example 4, EX4003 would be condoned (assuming no component mark falls below 20%), as there are only 40 credits of failure. Reassessment would be required in the failed components of module EX4004 as the module mark is below 30% and may not therefore be condoned.

#### Example 5

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

In Example 5, although all failed modules have marks above 30%, no condonement would be applied as more than 40 credits have been failed.



University of  
Chester

# Requirements for the Disclosure of Assessment Results

SECTION

9

Quality and Standards Manual

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

2021 – 2022

Authored by: Registry Services  
Date of Approval: June 2021  
Version: 1.0

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## SECTION 9: REQUIREMENTS FOR THE DISCLOSURE OF ASSESSMENT RESULTS

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### 9.1 Categories of marks to be disclosed

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Students will receive the marks/results for individual modules, and for each individual assessment component as set out in the module descriptor.

### 9.2 Disclosure of assessment results to students

---

In cases where marks are released to students by academic departments; for example where marks and feedback are made available on Feedback Studio, these results must be clearly labelled as provision. Final, official assessment results are then issued on e-vision after confirmation by the Awards Assessment Board. These final, official results include text explaining what the Awards Assessment Board decision means for the student and what is required of them. **It is the student's responsibility to ensure they check confirmed results on e-ision at the relevant times. Students will be sent an email informing them when their results have been confirmed and are available on e-ision, with these results available for two weeks following publication.** Students are advised to discuss their results with their Personal Academic Tutor or the relevant module/programme leaders.

On completion of an award, the final results profile will take the form of a Higher Education Achievement Report or Diploma Supplement, which will be issued after the meetings of Awards Assessment Boards, and be sent to each student by post to the home address held on the central student record system. Only students who have successfully completed their award, withdrawn or had their studies terminated will receive results via the post in addition to via e-ision. The volume of Higher Education Achievement Reports/Diploma Supplements issued after each Awards Assessment Board means it can take up to two weeks for results to be posted; during this time students will be able to access their results via e-ision.

### 9.3 Requests made before marks are finally determined

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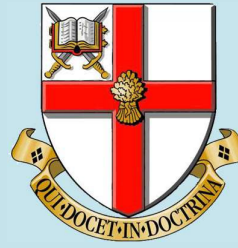
Registry Services will only issue a hard copy of final results which have been confirmed by an Awards Assessment Board; hard copies of provisional results transcripts will not be issued by Registry Services.

### 9.4 Non-disclosure to other persons

---

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

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



University of  
Chester

# Academic Appeals Procedure

SECTION

10

Quality and Standards Manual

## HANDBOOK F:

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

2021 – 2022

Date of Approval: September 2021  
Authored By: Academic Quality & Standards (AQS)  
Version: 1.0

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- 10A Academic Appeal Form AA-1
- 10B Academic Appeal Form AA-2
- 10C Academic Appeal Form AA-3

## 1. Introduction

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The academic appeals procedure is intended to allow students of the University of Chester to raise concerns about their academic progress, where there is evidence to suggest that it is reasonable to do so. The procedure is designed to ensure that these concerns are fully considered and that, where appropriate, action is taken to deal with them.

It is in the student's interest to raise concerns informally with the department(s) concerned prior to submitting an academic appeal. This is especially true in cases where the student believes that there is clear evidence of an administrative error which could be corrected without the need to submit a formal appeal.

The academic appeals procedure does not allow students to challenge the marks that they have been awarded for a particular piece of assessment. The decisions made by the Examiners about the academic value of a piece of work are academic judgements and cannot be overturned.

The academic appeals procedure is designed to enable students to raise concerns relating to decisions of the Awards Assessment Board, the Progression Assessment Board, the Mitigating Circumstances Board and, in limited circumstances, the Academic Integrity Review Panel and its subgroup. Other matters that do not relate directly to these, such as alleged poor teaching, supervision or academic guidance, should be raised at the time through student representation arrangements or via the complaints procedure.

When a student or former student of the University submits an appeal they are referred to as 'the appellant'.

The academic appeals procedure is primarily evidence based. It is the appellant's responsibility alone to provide sufficient independent documentary evidence to substantiate the contents of their appeal. An appeal is highly unlikely to succeed if no suitable evidence is provided. The University will publish separate guidance on the type of evidence that appellants may wish to consider submitting.

Throughout these procedures, where reference is made to specific post-holders, the line manager of that post-holder may nominate another person to act instead.

Throughout these procedures, indicative timescales are given in calendar days. However, where a deadline (either for the appellant or the University) falls on a Saturday, Sunday, Bank Holiday or on any other day that the University is closed, the deadline is extended to 4pm the next weekday (i.e. Monday – Friday).

## 2. Rights and Responsibilities

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- 2.1. Any decision that is the subject of an academic appeal remains in force while the appeal is being considered and the appellant must abide by that decision until the

academic appeals procedure has been completed. Where an appellant has completed a programme of study, they must not attend any award ceremony until the academic appeal is completed. Attendance at a ceremony will invalidate the appeal and all decisions will stand.

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- 2.2. The University undertakes that any student who submits an academic appeal under this procedure will not be academically disadvantaged for having done so. Any student who believes that they have been disadvantaged by submitting an academic appeal at any point should contact the Head of Academic Quality and Standards immediately.
- 2.3. The University accepts that any student who submits an academic appeal under this procedure will do so in good faith and that any statements made in writing or verbally are truthful. However, it reserves the right to investigate the authenticity of any documents submitted in support of an academic appeal. Any student found to have deliberately attempted to deceive, manipulate or in any way interfere with the operation of this procedure will be subject to disciplinary action.
- 2.4. All members of staff who have been involved in the investigation, management or administration of an academic appeal will observe the requirements for confidentiality. The appellant has the right to restrict the extent to which any part of their appeal submission is disclosed outside of Academic Quality & Standards and to the Academic Appeals Board. However, appellants exercising this right must be aware that doing so may impair the full investigation of the case.
- 2.5. As long as the appellant has not had their studies at the University terminated or has otherwise completed their programme of study, they will retain the same rights of access to the resources and support of the University as any other student. Following submission of an appeal, communication which directly relates to the substance of that appeal must be channelled through the Academic Standards team in Academic Quality & Standards.
- 2.6. The University will use its best endeavours to ensure that academic appeals are dealt with in a timely way. If the appellant meets all of the deadlines outlined in these procedures, a decision by the Academic Appeals Board should normally be made within 60 days of the date of submission. Where any delay is caused by the University, the appellant will be kept informed and reasons will be provided.
- 2.7. To facilitate the swift handling of appeals, communication will be to the appellant's University of Chester email address and may be copied to one other alternate email address specified by the appellant. It is the appellant's responsibility to check their email regularly during the appeals process. The University will regard any email sent to an appellant by 4pm (Monday-Friday) as having been received on the same day.
- 2.8. If at any point in the conduct of an appeal under these procedures it appears that other students who may or may not have appealed have been affected by an alleged or identified irregularity, this will be reported to the Head of Academic Quality and Standards and the Deputy Registrar who jointly shall be empowered to instruct that appeals are considered on behalf of all students believed to have been affected.
- 2.9. In most cases the outcome of a successful appeal will be to allow the appellant a further opportunity to be assessed. Therefore, the academic judgements made by the Examiners and the marks agreed by them will not be altered unless an administrative error has been identified which warrants such a course of action.

- 2.10. Appellants who are registered for or seeking to return to a professional programme may be referred to the Professional Suitability Procedure where their appeal submission or supporting evidence suggests that it would be prudent to do so. Such a decision may be made by the Head of Academic Quality and Standards, the Academic Appeals Board or the Assessment Review Board.
- 2.11. The University will not be liable for any expenses an appellant might incur arising out of an Academic Appeal, irrespective of whether the appeal is successful or not.
- 2.12. The appellant is permitted to withdraw their appeal at any point until 5pm on the day prior to its hearing by the Academic Appeals Board. After this time, an appeal may not be withdrawn. In the event of the appeal being upheld, the appellant must abide by the decision of the Examiners which shall be determined by the Assessment Review Board.

### 3. Grounds for Appeal

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

- 3.3.2. That the appellant, for compelling reasons that can be substantiated, was unable to mount a defence of the allegation of a breach of the Academic Integrity Policy.

## 4. Submission of an Academic Appeal

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- 4.1. A student may only submit an appeal after the formal publication of results by the Awards Assessment Board or the Progression Assessment Board, or after receiving final notification of the decision of the Mitigating Circumstances Board, the Academic Integrity Review Panel or its subgroup.
- 4.2. In all cases, appeal submissions must be made using the appropriate form and be received by the University no later than **10 days** after the date of publication of results or notification of outcome.
- 4.3. Academic Appeals may be submitted as email attachments to [academicappeals@chester.ac.uk](mailto:academicappeals@chester.ac.uk). Where an appellant chooses to submit an appeal by email, it must meet the following requirements:
- 4.3.1. Documentary evidence provided in support of an appeal (e.g. medical certificates, letters etc.), must be attached to the email as **full colour scans** and preferably as PDF files.
- 4.3.2. It is the appellant's responsibility to be able to produce the original documents submitted in support of an academic appeal if requested to do so by the University. Failure to produce such original documents will invalidate the appeal.
- 4.4. If the appellant is unable to submit an appeal by email they should contact Academic Appeals for guidance and to discuss provision of alternative arrangements..
- 4.5. Irrespective of the method chosen to submit, it is the appellant's responsibility to ensure safe receipt of an appeal submission:
- 4.5.1. If emailed or submitted to the University in person, the appellant should expect to receive an acknowledgement from Academic Quality & Standards within 7 days.
- 4.5.2. If alternative provision has been made for submission of an appeal, the appellant is strongly advised to use a suitable tracking service. The appellant should expect to receive an acknowledgement from Academic Quality & Standards within a reasonable amount of time depending upon where the documents were posted from and, in every case, should make contact if no acknowledgment is received within 14 days submission.

- 4.5.3. Appellants submitting appeals from outside the UK are likely to find it more convenient to make their submission via email. However, if this is not possible, the appellant is advised to notify Academic Quality & Standards to ensure that the submission is not inadvertently considered late.
- 4.6. Where it is not possible to provide all of the supporting documentation with the appeal submission, the appellant must clearly indicate this and undertake to provide it separately, normally within no more than 10 days.
- 4.7. The Academic Standards team in Academic Quality & Standards will receive appeal submissions.
- 4.8. If an appeal is submitted late it will not normally be considered unless the Quality Manager (Academic Standards) determines that this would be unreasonable in the circumstances. An appellant who submits a late appeal must clearly explain why it was not possible to adhere to the relevant deadline.
- 4.9. The appellant may give consent for their appeal to be discussed with a nominated third party by indicating this on the Academic Appeal Form.
- 4.10. Where the appellant supplies supporting evidence that is not in English, it is their responsibility to arrange for translation by a qualified, certified translator with copies appropriately marked.

## 5. Appeals relating to Specific Learning Differences

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

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

## 6. Preliminary Stage

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- 6.1. The Quality Manager (Academic Standards) will nominate an Officer to initially consider appeal submissions. The Officer will review the submission and may make some limited investigations, only to the extent of verifying information contained in the appeal.
- 6.2. The Officer will make a recommendation to the Quality Manager (Academic Standards) or nominee that either:
  - 6.2.1. There are sufficient reasons to accept the submission for further investigation; or
  - 6.2.2. The appeal should be rejected.
- 6.3. A decision to reject the appeal at this stage may be based on any of the following:

- 6.3.1. The appeal has been submitted outside of the stipulated deadline, the appellant has not given a sufficient explanation for the delay and nothing in the submission gives cause to suspect that it would be unreasonable to declare it ineligible;
  - 6.3.2. The appeal is based wholly on disagreement with academic judgement;
  - 6.3.3. The appeal is not accompanied by appropriate or relevant independent documentary evidence, the appellant has not indicated that this is to follow and/or the appellant has failed to provide documentary evidence requested by the Officer by the stipulated deadline;
  - 6.3.4. The appeal is based wholly on factors which were outside of the University's control and which the appellant might reasonably have been expected to foresee and/or taken reasonable steps to avoid.
- 6.4. If the appellant has indicated that further documentary evidence is to follow, it will normally be expected within **10 days** of the appeal submission deadline. Where the appellant cannot meet this deadline, it is their responsibility to notify Academic Quality & Standards (Academic Standards) and suggest a reasonable deadline.
  - 6.5. The appellant alone is responsible for the content of their appeal submission and any accompanying documentary evidence. However, where it is reasonable to do so based on the full submission received, the Officer or the Quality Manager (Academic Standards) may delay the decision and invite the appellant to provide further documentary evidence. Where this happens, the appellant will normally be invited to supply evidence within a reasonable amount of time (normally no less than 10 and no more than 28 days).
  - 6.6. The decision of the Quality Manager (Academic Standards) will be communicated to the appellant by the Officer, normally within **7 days** of the deadline for the appeal submission. If the appeal had been submitted late, or if the appellant was asked to provide further evidence, the decision will be communicated within **14 days** of the date of the submission or receipt of evidence.
  - 6.7. If the decision is to **reject** the appeal at this stage, the Officer will:
    - 6.7.1. Write to the appellant giving reasons for the decision to reject the appeal;
    - 6.7.2. Explain any additional information that was requested of the department/service which was the subject of the appeal at the preliminary stage;
    - 6.7.3. Explain whether there might be a different procedure that the appellant can use to pursue the case (for example, the Complaints Procedure);
    - 6.7.4. Explain the review procedure and the grounds upon which an appellant whose appeal has been rejected at the preliminary stage can request a review of that decision;

- 6.7.5. Explain the procedure for requesting a Completion of Procedures Statement if the appellant does not believe that they have grounds to request a review; and
  - 6.7.6. Offer the opportunity of a telephone conversation or, in some circumstances, a meeting with the appellant within **28 days**. Any such conversation or meeting will be to clarify the reasons why the appeal was rejected and is not an opportunity to have the decision reviewed or overturned.
- 6.8. If the decision is to **accept the appeal for further investigation**, the Officer will:
- 6.8.1. Write to the appellant to explain that the appeal is to be investigated further and give an estimated date when the case might be heard by the Academic Appeals Board (however appellants should note that this date is subject to change to accommodate the prioritisation of cases according to 10.3.);
  - 6.8.2. Explain the possible outcomes if the Academic Appeals Board was to uphold the appeal, where it seems that the appellant's expectations go beyond what the Academic Appeals Board might reasonably be expected to do.
- 6.9. If in the opinion of the Quality Manager (Academic Standards) there is clear evidence of an administrative error, the department(s) concerned will be invited to correct the error in accordance with the procedure outlined in section 9.

## 7. Review of the Preliminary Stage

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- 7.1. If an appeal is dismissed at the preliminary stage, the appellant may request a review of that decision by the Head of Academic Quality and Standards.
- 7.2. A request for a review of the decision at the preliminary stage may only be made on the following grounds:
  - 7.2.1. That the preliminary stage was not conducted in accordance with the procedures outlined in section 6; and/or
  - 7.2.2. That new evidence has come to light which could not have been disclosed in time to be considered at the preliminary stage.
- 7.3. An appellant wishing to request a review of the decision at the preliminary stage must do so in writing to the Head of Academic Quality and Standards within **10 days** of receiving the letter outlining the reasons why the appeal was dismissed.
- 7.4. If, on receipt of the request for review, the Head of Academic Quality and Standards identifies any potential conflict of interest, a Dean of an Academic Faculty will be asked to undertake the review.

supporting evidence should not be disclosed to the department(s) referred to in the



- 7.5. The Head of Academic Quality and Standards will consider the request and determine either:
- 7.5.1. The decision to reject the appeal at the preliminary stage should stand and that a Completion of Procedures Statement should be issued; or
  - 7.5.2. The decision to reject the appeal at the preliminary stage should be overturned and that the case should be accepted for further investigation.
- 7.6. When considering the request, the Head of Academic Quality and Standards will have due regard to whether the decision to dismiss the appeal at the preliminary stage was reasonable in all of the circumstances.
- 7.7. The decision of the Head of Academic Quality and Standards will be communicated to the appellant, normally within **21 days** of the date that the request was received.

## 8. Investigatory Stage

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- 8.1. The Quality Manager (Academic Standards) will nominate an Investigating Officer to handle an appeal that has been accepted for investigation. The appellant will receive the name and contact details of the Investigating Officer.
- 8.2. Where necessary, the Investigating Officer will contact the appellant to clarify any aspect of the appeal submission at any point during the investigatory stage.
- 8.3. Where the appeal relates to a decision of the Mitigating Circumstances Board, the Academic Integrity Review Panel or its subgroup, the Investigating Officer will normally request information from the Secretary of the relevant Board or Panel.
- 8.4. In all other cases the Investigating Officer will, subject to the provisions of 2.4, forward the submission to the department(s) referred to in the appeal with a request to:
- 8.4.1. Provide a response addressing the central issues of the appeal, including the reasons and justifications that the appellant advances;
  - 8.4.2. Provide details of any additional factors which might have a bearing on the case;
  - 8.4.3. Provide details of any actions undertaken in relation to the appellant and the case;
  - 8.4.4. Provide details of any constraints imposed by any Professional or Statutory Regulatory Body;
  - 8.4.5. Respond to any specific questions which the Investigating Officer feels are pertinent to the appeal.
- 8.5. If the appellant has indicated that some part of their appeal submission or

appeal, they may opt to provide a summary instead. The Investigating Officer may consult with the appellant to determine what may be disclosed.

- 8.6. The department(s) referred to in the appeal will be asked to respond within a reasonable amount of time which shall not normally exceed **28 days**. Where additional time is requested, reasons for this will be communicated to the appellant.
  - 8.6.1. If a department fails to respond within a reasonable amount of time, the Academic Appeals Board will be notified. The Board may draw whatever conclusions it wishes from a failure to respond or it may compel the department to respond under powers delegated to it by Senate.
- 8.7. On receipt of the responses from the department(s), the Investigating Officer will review and decide one of the following:
  - 8.7.1. The department(s) have accepted that the appeal submission is with merit **and** there would be no detriment to the appellant or other students by seeking a resolution to the case prior to its hearing by the Academic Appeals Board; or
  - 8.7.2. The case should be heard by the Academic Appeals Board.
- 8.8. Appeals which relate to decisions of the Mitigating Circumstances Board, the Academic Integrity Review Panel or its subgroup will normally only be resolved by a hearing of the Academic Appeals Board.
- 8.9. Where the Investigating Officer decides in accordance with 8.7.1., the decision must be ratified by the Quality Manager (Academic Standards) and the procedure at Section 9 must be followed.
- 8.10. Where the Investigating Officer decides in accordance with 8.7.2., the response(s) received will be summarised and forwarded to the appellant. The appellant will also be advised of the date that the Academic Appeals Board will hear the case.
- 8.11. Appellants who wish to exercise their right to see the full case file before it is presented to the Academic Appeals Board will be notified that this may cause a delay to the hearing. This is to allow additional time for the file to be checked in order that the confidentiality of others is not inadvertently breached.
- 8.12. If they wish, the appellant may comment in writing on the response received from the department(s) and this will be presented to the Academic Appeals Board. However, the appellant may not introduce new evidence which, in the opinion of the Academic Appeals Board, could have been disclosed with the original submission.

## 9. Resolution Prior to the Academic Appeals Board

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- 9.1. During the course of the investigation, if it becomes clear that the department(s) referred to in the appeal accept that the case is with merit, it might be possible to resolve the matter without it being heard by the Appeals Board. Normally, this will be on a matter of priority.

only happen where an administrative error is clearly identified (for example, an incorrect mark having been entered).

- 9.2. The Investigating Officer will present the case to the Head of Academic Quality and Standards who will decide whether or not to permit an attempt at resolution. A decision to allow such an attempt may only be made where the Head of Academic Quality and Standards is satisfied that there would be no detriment to the appellant or other students by concluding the case without it being heard by the Academic Appeals Board.
- 9.3. On behalf of the Head of Academic Quality and Standards, the Investigating Officer will liaise with the department(s) concerned to determine how the error might be corrected. This will normally entail the department(s) following another procedure, for example, the mark amendment process. A reasonable deadline for resolving the error will be agreed.
- 9.4. The Investigating Officer will write to the appellant to explain the proposed course of action and confirm that the appeal will be suspended while the matter is dealt with.
- 9.5. In very exceptional circumstances, the appellant may challenge the proposed course of action. Where this happens, the appellant must give their reasons in writing. The case will be referred to the Academic Appeals Board and the appellant advised of the date that the case will be heard.
- 9.6. The department(s) concerned will confirm to the Investigating Officer when the agreed course of action has been completed. The Investigating Officer will write to the appellant with details of the outcome.
- 9.7. If any procedure that is initiated does not result in a new assessment outcome, or if the department(s) concerned refuse the suggested resolution, the appeal will be recommenced.
- 9.8. The appellant will have **10 days** in which to reject the outcome and request that the case is heard by the Academic Appeals Board. If the appellant fails to respond within this time, it will be assumed that the resolution has been accepted.

## 10. Hearings of the Academic Appeals Board

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

- 10.3.1. Appeals against decisions which have led to the appellant's programme of study being terminated;
- 10.3.2. Appeals against decisions which have led to the appellant being prevented from progressing to the next level of study;
- 10.3.3. Appeals against decisions which have resulted in the appellant's ability to commence (or continue) employment is affected, where this can be confirmed independently by the employer concerned in writing;
- 10.3.4. Appeals against decisions not covered by 10.3.1., 10.3.2. or 10.3.3., but where the appellant has not yet completed their programme of study;
- 10.3.5. Appeals where the effect of a decision to uphold would result in the appellant needing to undertake further assessment;
- 10.3.6. Appeals which do not fall into one of the previous categories;
- 10.3.7. Appeals received late, but which were accepted for investigation.
- 10.4. The members of the Academic Appeals Board will be appointed by Senate for a two year term. Retiring members may be re-nominated.
- 10.5. Each Academic Appeals Board will be composed as follows:
  - 10.5.1. A Chair, who will normally be a Dean, Associate Dean or a Director of School; and
  - 10.5.2. Normally two members of academic staff.
- 10.6. Wherever possible no member of the Academic Appeals Board should work in the department(s) within which the appellant's programme of study resides. Any member from the appellant's department(s) will be asked to declare any perceived interest which could give rise to conflict at the beginning of the meeting and this will be recorded. If deemed appropriate by the Chair, the member will absent themselves from any relevant areas of discussion.
- 10.7. The Quality Manager (Academic Standards), or other nominee of the Head of Academic Quality and Standards will attend the Academic Appeals Board to give regulatory advice and make a record of the hearing, but will not be a member of the Board.
- 10.8. The appellant is not permitted to attend the hearing.
- 10.9. Other than through the presentation of their case via the means explained in this procedure, appellants must not seek to influence the Chair or members of the Academic Appeals Board or in any other way seek to sway the operation of the Academic Appeals Procedure.
- 10.10. For each case, the relevant Investigating Officer will be present to answer any questions about the investigatory stage and will hear the full deliberations and

decisions of the Board in order to communicate them to the appellant. The

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Investigating Officer will not offer an opinion on the validity or otherwise of the

appeal submission and the academic members of the Board alone will make the decision on whether to uphold or reject the appeal.

- 10.11. Neither the University nor the appellant may be legally represented at meetings of the Academic Appeals Board. However, the Academic Appeals Board may take advice from a member (or members) of staff of the University with appropriate clinical expertise or from others with such expertise relating solely to the interpretation of medical or other evidence supplied in support of an academic appeal. Any such advice is to be requested and received in writing and made available to the appellant.
- 10.12. The Academic Appeals Board will consider each case individually and on its own merits.
- 10.13. The Academic Appeals Board will not be bound by legal rules of evidence nor by previous decisions and in all cases will have due regard to whether a decision that is the subject of an appeal was reasonable in all the circumstances.
- 10.14. For each case, the Academic Appeals Board will receive a file containing the following:
  - 10.14.1. A copy of the appellant's original submission with all supporting evidence provided;
  - 10.14.2. A copy of any report or response received during the investigatory stage;
  - 10.14.3. A copy of any further comments made in writing by the appellant following receipt of the responses received during the investigatory stage;
  - 10.14.4. A copy of the appellant's most recent academic results transcript.

## 11. Outcomes of the Academic Appeals Board

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- 11.1. For each case, the Academic Appeals Board will decide either:
  - 11.1.1. The appeal should be upheld in part or in full or;
  - 11.1.2. The appeal should be dismissed and the original decision should stand.
- 11.2. Where the Academic Appeals Board decides in accordance with 11.1.1. it will determine a remedy using the procedure at section 12. The appellant will receive a letter from the Investigating Officer within **14 days** of the decision containing the following:
  - 11.2.1. Where necessary, the reasons for the decision in relation to each part of the appeal submission; and
  - 11.2.2. Details of the remedy decided upon by the Academic Appeals Board.

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

## 12. Powers of the Academic Appeals Board

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- 12.1. The Academic Appeals Board operates with the full delegated authority of Senate. Therefore, when it decides to uphold an appeal, it can impose whatever remedy it deems is reasonable to resolve the matter, **except it can never:**
- 12.1.1. Increase (or decrease) the marks awarded by the Examiners;
  - 12.1.2. Alter a decision relating to progression by the Awards Assessment Board;
  - 12.1.3. Alter a degree classification determined by the Awards Assessment Board; or
  - 12.1.4. Quash a decision that the student has submitted work which breaches the Academic Integrity Policy.
- 12.2. Where the Academic Appeals Board decides to uphold an appeal against a decision of the **Awards Assessment Board** or the **Progression Assessment Board** it may normally:
- 12.2.1. In the case of mitigating circumstances being established and the Academic Appeals Board being satisfied that there are justifiable reasons for the appellant having not used one of the other procedures available, make a recommendation to the Assessment Review Board that the relevant assessment attempt(s) be set aside or that any late penalty be revoked.
  - 12.2.2. In the case of procedural or administrative error, instruct the department(s) concerned to correct the matter using one of the University's established procedures.

- 12.2.3. In the case of a Specific Learning Difference diagnosis not resolved under section 5, to grant a deferral of the affected assessments.

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- 12.3. Where the Academic Appeals Board decides to uphold an appeal against a decision of the **Mitigating Circumstances Board**, a recommendation will be made to the Assessment Review Board that the relevant assessment attempt(s) be set aside or that any late penalty be revoked.
- 12.4. Where the Academic Appeals Board decides to uphold an appeal against a decision of the **Academic Integrity Review Panel or its subgroup**, it will decide the stage that the case should be referred back to (i.e. department, Panel or subgroup and whether the whole case should be heard again or a review of the penalty decision undertaken). The Board may also specify if the previous Panel which heard the case should be involved or whether a new Panel should be convened.
- 12.5. In very exceptional circumstances, where the Academic Appeals Board does not believe that any of the normal remedies outlined at 12.2., 12.3., or 12.4., are sufficient to resolve the matter, it may decide on another remedy. Where it does this, the Chair of the Academic Appeals Board must provide a report to Academic Quality & Enhancement Committee.
- 12.6. Where the Academic Appeals Board decides on a remedy that does not involve the Assessment Review Board, the Officer who investigated the case will monitor compliance with the Academic Appeals Board's decision.

### 13. Assessment Review Board

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

- 13.4. Notwithstanding the advice of the Deputy Registrar (or nominee) the Chair of the Assessment Review Board may determine that there is sufficient reason for the matter to be considered at a full meeting of the Assessment Review Board.
- 13.5. Where the Deputy Registrar (or nominee) decides in accordance with 13.2.2., the Head of Academic Quality and Standards (or nominee) will be invited to convene a meeting of the Assessment Review Board.
- 13.6. The Assessment Review Board will be composed as follows:
  - 13.6.1. A Chair who shall normally also be the Chair of the Awards Assessment Board or Progression Assessment Board; and
  - 13.6.2. Normally two, but no fewer than one, members of academic staff, at least one of whom has some knowledge of the appellant's programme of study.
- 13.7. The Assessment Review Board will be advised by the Deputy Registrar (or nominee).
- 13.8. The Investigating Officer will normally be present to take a record of proceedings.
- 13.9. Where a full meeting of the Assessment Review Board is convened it must meet within a reasonable amount of time to consider the cases referred to it, taking into consideration the reasons advanced by the Academic Appeals Board. The Assessment Review Board must act in a way that is compatible with the decision of the Academic Appeals Board and it is not empowered to overturn any decision of the Academic Appeals Board.
- 13.10. The Assessment Review Board may decide as follows:
  - 13.10.1. The original decision of the Awards Assessment Board or Progression Assessment Board shall be overturned and a new recommendation for the relevant assessment(s) is made; or
  - 13.10.2. Exceptionally, the original decision of the Awards Assessment Board shall be upheld and the original recommendation confirmed.
- 13.11. Where the Assessment Review Board decides in accordance with 13.10.1., the Deputy Registrar (or nominee) will write to the appellant and the Investigating Officer to confirm the new outcome. The decision of the Assessment Review Board will be final. If the appellant remains dissatisfied with the outcome, they may request a Completion of Procedures Statement and refer the matter to the Office of the Independent Adjudicator for Higher Education.
- 13.12. Where the Assessment Review Board decides in accordance with 13.10.2., the Chair of the Assessment Review Board will write to the Chair of the Academic Appeals Board giving reasons for the decision. On receipt of this, the Chair of the Academic Appeals Board may decide to refer the matter to the review stage. The Investigating Officer will write to the appellant with further information.

## 14. Review of the decision of the Academic Appeals Board

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

- 14.8. Where a request for review has been made because the Assessment Review Board has declined to amend the original decision of the Awards Assessment Board despite the recommendation of the Academic Appeals Board, the Head of Academic Quality and Standards will present the case to the Pro-Vice Chancellor (Academic) whose decision will be final.
- 14.9. The decision of the Head of Academic Quality and Standards will be communicated to the appellant, normally within **21 days** of the date that the request was received.
- 14.10. Where the Head of Academic Quality and Standards decides in accordance with 14.5.2., the case will be referred to the next meeting of the Academic Appeals Board.

## 15. Mark amendments

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

## 16. Office of the Independent Adjudicator for Higher Education

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- 16.1. If an appellant remains dissatisfied with the outcome of their appeal, they may ask the Office of the Independent Adjudicator for Higher Education (OIA) to review their case. In order to do this, the appellant must normally have been issued with a Completion of Procedures Statement.
- 16.2. The University will automatically issue a Completion of Procedures Statement when an appellant has exhausted all of the University's internal procedures. Normally, this will only be following a review either of the preliminary stage or following a review of the decision of the Academic Appeals Board.

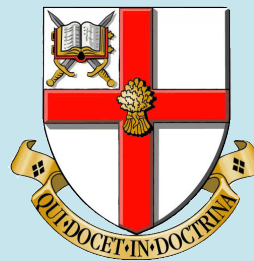
- 16.3. An appellant is entitled to request a Completion of Procedures Statement at an earlier point provided that they confirm their understanding that they do not have grounds to request a review according to these procedures.
- 16.4. Further and specific details about the OIA can be obtained from its website: [www.oiahe.org.uk](http://www.oiahe.org.uk).

## 17. Enhancement Opportunities

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

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## Certification

SECTION

11

Quality and Standards Manual

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

2021 – 2022

Authored by: Registry Services

Date of Approval: June 2021

Version: 1.0

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### *Appendices*

- 11A Procedures governing the approval and award of a Certificate of Credit
- 11B Example of a Certificate of Credit

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## SECTION 11: CERTIFICATION OF AWARDS/ACHIEVEMENT

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

### 11.1 Certificates

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1. The University of Chester issues a number of different types of certificate, dependent upon the type of award or achievement. Full details, including the type of parchment and overt security features used, may be found below as Annex A
2. All parchments are securely stored within Registry Services. In order to ensure quality control, access to the parchments is restricted as detailed in Annex A. Certification for students completing awards with partner organisations remains under the control of University of Chester Registry Services. These access rights are determined and managed by the Deputy Registrar and Head of Student Administration and any queries relating to this should be directed to [s.nelson@chester.ac.uk](mailto:s.nelson@chester.ac.uk)
3. All University certificates incorporate the appropriate level of authentication outlined in Annex A
4. Mandatory wording for each type of certificate is detailed in Annex B. Regardless of the mode, method and location of delivery, the wording of all University certificates is consistent
5. Certification of awards confirmed on or after 1 October 2012 will not include the partner name; the partner's name will appear on the Diploma Supplement, with reference to the existence of the Diploma Supplement included on the certificate in line with QAA guidelines
6. Only certificates for awards including at least 120 credits at Level 6 or above are normally presented at the University Awards Ceremony; certificates for awards which do not allow the recipient to attend the University Awards Ceremony will be dispatched by mail within 4 weeks of the formal confirmation of the award
7. Certificates will not be issued to those in debt to the University



8. Replacement Certificates for University of Liverpool Awards are issued by University of Chester Registry Services in accordance with the agreement between the University of Chester and University of Liverpool. Certificates for awards made prior to 1993 are issued by the University of Liverpool.
9. All certification will be issued in the initial instance without charge. A charge will be made for replacements
10. Only one certificate should be in circulation at any given point. Where a request is made to replace a damaged certificate, the original certificate must be returned prior to a replacement being issued
11. Where a request is made to replace a lost, destroyed or stolen certificate, the full circumstances surrounding the request must be made in writing to the Deputy Registrar and Head of Student Administration. Further information may be requested and the University reserves the right to refuse a request for the replacement of a certificate. Replacement certificates will have the following statement printed on the reverse: 'This document is a duplicate of the original and was reprinted on Day/Month/Year'
12. Where an award is revoked as in Section 1.3(g) of the Principles and Regulations, certification is also revoked and any certificate issued should be returned
13. In circumstances whereby a student's name changes during their programme of study, the University will change the official record, providing acceptable proof of the change of name is provided. Under no circumstances, except where required by law, will the University amend a student's name after the original certificate has been issued.

## 11.2 Diploma Supplements/Higher Education Achievement Reports/Results Profiles

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1. Results remain provisional until they have been confirmed by an Awards Assessment Board, Progression Assessment Board or Examination Committee
2. All students are expected to access results online in accordance with the policy set out in Section 9 of the Assessment Handbook. Hard copies of results profiles requested during the course of a student's studies will only be issued when all results displayed have been ratified by an Awards Assessment Board, Progression Assessment Board or Examination Committee; provisional results will not be issued on an official results profile

3. A Higher Education Achievement Report or Diploma Supplements is issued to all students successfully completing an award of Senate; students leaving their programme having failed to complete an award of Senate are issued with a final profile of results, as are those students successfully completing modules on a free-standing basis.

## Annex A – Certification Descriptors

Certificate Type	Issued by	Signatories	Parchment	Security Features/Guidelines
Certificate of Attendance	Academic or Support Departments	Head of Department or equivalent	As appropriate	University Logo may be included but not the University Crest or Hologram
Certificate of Credit <sup>1</sup>	Registry Services	Vice-Chancellor	120gsm Cream UV Dull	University Logo and Hologram with offset colour-tint University Crest
Final Results Profile/Diploma Supplement/ HEAR	Registry Services	Registrar <sup>2</sup>	120gsm Cream UV Dull	University Logo and Hologram with offset colour-tint University Crest
Awards of Senate	Registry Services	Chancellor and Vice-Chancellor	160gsm Cream UV Dull	University Crest and Hologram, with the Crest also as a central colour-tint. Unique identification number on reverse

<sup>1</sup> Only for modules as approved by Faculty Boards of Study

<sup>2</sup> Diploma Supplement and HEAR only

## Annex B – Mandatory Wording

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### 1 *Certificates of Attendance*

This Certificate of Attendance has been issued to

*Student's full name*

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

*name of activity*

*Date*

This Certificate of Attendance does not constitute academic credit<sup>3</sup>

### 2 *Certificates of Credit*

Certificate of Credit

This is to certify that

*Student's full name*

has been awarded a Certificate of Credit in recognition of studies

*Credit Value and Level of Study*

*Module Code and Title*

*Award Date*

---

<sup>3</sup> Must appear on all Certificates of Attendance

### 3 Awards of Senate

*Full Award Title*

We hereby certify that

*Student's full name*

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

*Full Award Title*

*Classification (where applicable)*

on the (date)

Further information regarding this award can be found on the student's Diploma Supplement or Higher Education Achievement Report<sup>4</sup>

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<sup>4</sup> this statement will appear on the certificates of awards made on or after 1 October 2012

**Procedures governing the approval and award of a Certificate of Credit**

In response to a number of requests from academic departments, the University has now approved the award of a Certificate of Credit for students successfully completing a specified module or modules outside of one of our currently validated awards.

Certificates of Credit will only be awarded where a request has been formally approved by the Faculty Board of Study. Requests must include a clear rationale for the award as they will only be approved where it is clearly demonstrated that there is a genuine requirement.

The award of the Certificate of Credit may be made by at the Module Assessment Board. Registry Services will issue the award upon notification from the academic department that the awards have been formally confirmed by the Module Assessment Board.

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## *Certificate of Credit*

This is to certify that

*John Smith*

has been awarded a Certificate of Credit in recognition of  
studies successfully completed as detailed below

**30 HE Credit Points at level 4**  
**in Professionalism in Decision Making and Appeals**  
***(Work Based and Integrative Studies)***

January 2010

Professor T J Wheeler  
Vice Chancellor



## External Examiners

12

Quality and Standards Manual

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

2021 – 2022

Date of Approval: June 2021

Authored By: Academic Quality and Standards (AQS)

Version: 1.0

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12H	External Examiner Report Template
12I	Chief External Examiner Report Template



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## SECTION 12. EXTERNAL EXAMINERS

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### 12.1 The Role of the External Examiner

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The full External Examiner role descriptor can be found in Appendix 12A.

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

#### **External Moderators**

External Moderators are appointed where appropriate to the specific needs of a programme. They perform the same duties as an External Examiner, and are appointed in the same way, but are not responsible for writing an annual report. The External Examiner with responsibility for writing the annual report for a programme which uses External Moderators is expected to incorporate their views into the report. External Moderators are appointed in the same way as External Examiners.

#### **Chief External Examiners**

The full Chief External Examiner role descriptor can be found in Appendix 12B.

#### **Collaborative Provision**

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

### 12.2 Appointing an External Examiner

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#### **When do I need to appoint an External Examiner?**

- As soon as possible after a programme is approved or if your External Examiner finishes part way through their term of office.
- During the final year of your current External Examiners term of office.

#### **How long are External Examiners approved for?**

The standard term of office for an External Examiner is four years although nominations may be made for a shorter period where appropriate. Either party may choose to end the agreement earlier as detailed in section 12.3 of this handbook.

Extensions for a fifth year will only be approved under the following circumstances:

- The programme has finished, has a small number of students who will finish within the proposed fifth year and no other External Examiner in the department is able to take on the programme.
- A PSRB accreditation or reaccreditation is taking place and the appointment of a new External Examiner would be detrimental to that.

Where an External Examiner leaves academia partway through their term of office they may continue for a further two years or until the end of their term of office whichever is the shorter period.

### **How do I appoint an External Examiner?**

An overview of the approval process can be seen in Appendix 12C. The criteria for appointment of External Examiners and guidance on what may constitute a conflict of interest can be found in Appendix 12D.

#### *Appointment a new External Examiner*

Complete the nomination form (Appendix 12E) and follow the process set out in Appendix 12C.

#### *Extension of an existing External Examiner for a fifth year*

Send a rationale by email to the Head of AQS (via the Policy Implementation Officer: External Examiners) clearly explaining:

- The grounds for the proposed extension.
- Why a new External Examiner is not being appointed.

#### *Extension of an existing External Examiner for any other reason*

Send a rationale by email to the Head of AQS (via the Policy Implementation Officer: External Examiners) clearly explaining:

- The reason for the extension to duties
- The suitability of the nominee for the programme they will be reviewing (including reference to their subject experience, qualifications and prior work at an equivalent level)
- Confirmation that the nominee understands the additional time required for the extra work and is able to undertake this.

### **Appointment of Chief External Examiners**

Nominees for Chief External Examiners are identified and paperwork prepared by AQS for consideration by the Quality and Standards Sub-Committee. The experience of the nominee will be compared against the Chief External Examiner role descriptor to ensure they are capable of fulfilling all aspects of the role with reference to the conflict of interest guidance set out in Appendix 12D.

### **Appointment of MRes External Examiners**

For the taught element of the MRes External Examiners should be appointed in the same way as any other External Examiner. To appoint an External Examiner to the dissertation element only, complete the nomination form (Appendix 12F).

## 12.3 Discontinuation of Appointment

---

Both the External Examiner and the University have the right to discontinue an appointment at any stage.

If an External Examiner wishes to discontinue their appointment, they should notify the Policy Implementation Officer (External Examiners) by email as soon as possible.

Academic Quality and Standards will inform the External Examiner in writing if their appointment is being discontinued.

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

- changes in circumstances or demands, for example workload allocation, within the academic department;
- failure to submit, or where requested resubmit, a report within the agreed time limit;
- if the External Examiner fails to carry out their responsibilities appropriately;
- circumstances where a conflict of interest has arisen during the External Examiner's term of office;
- changes in the relationship between the External Examiner and the department.

The decision to discontinue an appointment will be taken by the Head of Academic Quality and Standards, or representative, in discussion with relevant members of the academic department.

## 12.4 Documentation to be provided to External Examiners

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### **Information to be provided by Academic Quality and Standards**

AQS automatically set up (via LIS) individual Portal accounts for new External Examiners. This takes place upon appointment using the module list provided on the nomination form. If departments wish to make any amendments to the list of modules their External Examiner has been appointed to they should email the Policy Implementation Officer (External Examiners) confirming the module code, number of credits and advising where there are more than 50 students on the module.

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

- the External Examiner section of Handbook F: Requirements Governing the Assessment of Students;
- UK Quality Code for Higher Education: Advice and Guidance – External Expertise;
- fee and expenses schedules and claim form;
- information about the procedure for confirming eligibility to work in the UK;
- username and password to enable External Examiners to access Portal (through which they are able to access information such as the Principles and Regulations and the full Assessment Handbook);
- acceptance form, to be completed and returned by the External Examiner

- confidential details form (distributed on behalf of Payroll).

Additional documentation can be provided on request.

Academic Quality and Standards e-mails a copy of the Annual Report Form Template to all External Examiners at the appropriate time.

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

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

- copies of the relevant Programme Specification(s) and Handbook(s), updated copies of these should be sent as necessary during the External Examiner's term of office;
- assessment briefs/assessment criteria, marking schemes and marking criteria and samples of scripts and profiles of marks as appropriate to enable them to undertake their duties;
- examples of student feedback and responses thereto (for example, the outcomes of, and responses to, module evaluation questionnaires);
- an annual letter from the Programme Leader or Head of Department, detailing action taken in response to the previous year's External Examiner report, and/or the relevant extract from the programme CME addressing this issue (the response should be approved by a senior member of staff in the academic department prior to being sent to the External Examiner);
- dates of assessment boards should be made available as early as possible and agreed in negotiation with External Examiners where possible;
- completed monitoring forms (for further information regarding monitoring forms see Handbook F: Section 5.4).

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## 12.5 Induction of New External Examiners

It is University policy that all External Examiners should, where possible, attend an induction during their first year of appointment. Those who are unable to attend on the date specified will be provided with a link to the recording of the event. The primary purposes of the induction event are:

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

## 12.6 Mentoring system for colleagues new to external examining

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

- (a) Where possible the incoming External Examiner should be invited to attend the final Module Assessment Board of the previous session, as an observer, and to meet the University examiners and the outgoing External Examiner.
- (b) Dialogue between the outgoing External Examiner and the new appointee should be encouraged.
- (c) The new External Examiner should be provided with the name and contact details of an appropriate member of academic staff who will act as a contact point for queries; this person is available to supplement the mentoring provided by an experienced External Examiner.
- (d) The Programme Team should provide the new External Examiner with copies of recent CME reports (past three years).
- (e) A mentor must be appointed for External Examiners who have no previous experience of external examining. The mentor should be another External Examiner (normally based within the same department), who has previous experience of external examining. External Examiners who are themselves new to the University of Chester,

but have had experience of external examining elsewhere, are eligible to be appointed as mentors.

- (f) Following the appointment of a new External Examiner with a named mentor the Policy Implementation Officer (External Examiners) will contact the relevant Programme Leader via the Faculty Administrator requesting that they initiate contact between the mentor and new appointment.

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

### *The role of the mentor:*

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

### *Mentors should not be expected to:*

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

If a mentor is approached about any of these issues they should advise the new External Examiner to seek guidance from AQS or the academic department.

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

## 12.7 Annual Reports

All External Examiners are required to report annually on the conduct of the academic provision within their jurisdiction. Reports are submitted to the Head of Academic Quality and Standards on behalf of the Vice-Chancellor. Where Examiners' responsibilities include Foundation Degrees comments should, where appropriate, reflect the distinctive aspects of the qualification indicated primarily in the QAA's FD Characteristics Statement (QAA, September 2015). This will help provide evidence that the particular characteristics of the Foundation Degree are being demonstrated. Examiners are also requested to reference their comments as far as possible to specific modules/programmes where their report covers more than one programme.

The University particularly welcomes comment on the use made of second marking (monitoring) procedures and on the implementation of anonymous marking of coursework. The purpose of the report is to enable the University to judge the extent to which:

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

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

Examiners should be aware that reports will potentially have a variety of readers serving on University Committees (including student members), internal and external peers, Chief External Examiners, and validating and professional bodies. As a matter of course, all reports are read by programme teams (from whom a letter of response is required), and by AQS. Issues raised inform the action plan(s) in the relevant CME report(s) which are considered by Faculty Boards of Studies. External Examiners' reports must also be made available to students on the programmes in question. Accordingly, reports should not make reference to named students or staff, or allow them to be identified in any way which might be prejudicial to their interests.

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

all undergraduate reports:

**SUBMISSION DATE: 8<sup>th</sup> JULY 2022**

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

**SUBMISSION DATE: 3<sup>rd</sup> FEBRUARY 2023<sup>1</sup>**

reports for undergraduate Assessment Boards held after 24<sup>th</sup> June, or for postgraduate programmes with an Assessment Board which takes place outside the November schedule:

**SUBMISSION DATE: WITHIN 2 WEEKS OF THE ASSESSMENT BOARD MEETING**

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

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

<sup>1</sup> Please note that this date is for submission of postgraduate reports relating to the 2021-22 cohort. The deadline for postgraduate reports relating to the 2020-2021 cohort is 4<sup>th</sup> February 2022.



## 12.8 External Examiners and the Student Voice

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Further information relating to students including the sharing of External Examiner reports can be found on Portal <https://portal1.chester.ac.uk/aqs/Pages/aqss-external-examiners-other.aspx>

## 12.9 Internal Staff as External Examiners

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

Faculty Administrators are responsible for holding a full list of all External Examiner appointments for staff within their Faculty ensuring that, where appropriate, the name of the validating institution is also recorded.

## 12.10 Data Protection

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External Examiners may, during the course of their appointment, have access to personal information about other individuals. External Examiners have responsibilities under Data Protection Act 2018 which incorporates the EU General Data Protection Regulation for any personal data relating to other individuals which may be accessed during their appointment and must treat this in a responsible and professional manner. This responsibility is in addition to any obligations arising from professional ethics or codes of conduct.

Information obtained in the expectation of a duty of confidence should be treated as confidential and generally not disclosed without the subject's consent.

The University takes its data protection responsibilities and obligations to maintain confidentiality seriously and will consider termination of an appointment in the circumstances of a breach.

External Examiners should not identify students or staff by name in their reports. Where an External Examiner identifies a student, the student may have the right under the Data Protection Act 2018 to make a subject access request. Even if a student is not named it may be possible to identify the student through other material, such as a number.

If as part of your duties during appointment you breach data protection or discover such a breach, report it immediately to the University's Data Protection Officer, Mr Rob Dawson [dpo@chester.ac.uk](mailto:dpo@chester.ac.uk) in accordance with the University's breach procedures, available here:

[http://ganymede2.chester.ac.uk/view.php?title\\_id=947005](http://ganymede2.chester.ac.uk/view.php?title_id=947005)



## Role of the External Examiner - Regulations

External examiners perform an essential role in the management and enhancement of academic quality and standards. The University expects its external examiners to provide independent and impartial comment and recommendations in accordance with the UK Quality Code for Higher Education (QAA, November 2018), [https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-external-expertise.pdf?sfvrsn=6f2ac181\\_2](https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-external-expertise.pdf?sfvrsn=6f2ac181_2)

The primary responsibilities of external examiners are:

- To ensure that the standards of the University's awards are credible, secure and comparable with those in other UK universities.
- To ensure that the assessments leading to the University's awards have appropriate academic rigour, align to the threshold standards described in the FHEQ and allow students the opportunity to demonstrate achievement beyond the threshold.
- To ensure the consistent and equitable application of the University's assessment processes and marking criteria to measure student achievement.
- To confirm, in advance of publication to students, the comparability and appropriateness of academic standards of assessment tasks at level 5 and above. The external examiner may review either all assessment tasks in advance or a representative sample of their choosing, in order to satisfy themselves that the standard is appropriate and that the intended learning outcomes are adequately assessed. This may include the general nature of tasks rather than specific questions, as appropriate.
- To ensure that the assessment process, including marking and moderation, is fair and consistent with both the national academic infrastructure and institutional regulations and requirements.
- To provide, as appropriate, advice and suggestions on content, structure and assessment and on the teaching and learning strategies. This will include, amongst other things, consultation on curriculum changes and strategies for enhancement.
- To meet with a representative sample of students at least once during their term of office and to review student feedback.
- To be a member of the relevant Module Assessment Board.
- To complete an annual report. External examiners may make a confidential report on any matters of serious concern or sensitivity. Details of how to do this can be obtained from AQS.

In addition to the above please note the following:

- External examiners are appointed to one or more academic programmes. Where a module is shared between programmes which have different external examiners, the department(s) involved must select the most appropriate programme as the 'home programme' of the module. It is the responsibility of the department to provide external examiners for programmes containing shared modules with clear information about which external examiner has responsibility for which module. Modules may only be reviewed by more than one external examiner where assessment is via dissertation or other negotiated project.
- The department must ensure that the external examiner has access to an appropriate sample of work for each completed assessment component. Where work is freely accessible online,

the external examiner may review whichever pieces of work they choose as long as they satisfy themselves that they have seen a representative sample. Where work is not available online, the department will supply an appropriate sample in consultation with the external examiner. The external examiner must ensure that they review a sufficient amount of work at each level to assure themselves that marking and moderation are appropriate, fair and consistent on the programme.

- External examiners must be provided with appropriate evidence of internal monitoring.
- External examiners are not to be regarded as third markers and must not be involved with the raising or lowering of individual marks. Where there is concern over the appropriateness of marks in the sample, the external examiner may recommend a review. However, such a recommendation is not binding and requires the approval of the full Module Assessment Board, nor does the external examiner have the right to take a final decision on any proposed adjustment.
- External examiners should make one pre-arranged visit to the University or relevant site in each academic year.
- External examiners are entitled to report any serious concerns relating to quality and standards directly to the Vice Chancellor.
- Where an external examiner has a serious concern relating to systemic failings, and not a one-off case of ineffective practice, and has exhausted all internal procedures they are able to raise the matter with the QAA in line with the guidance provided on their website [https://www.qaa.ac.uk/docs/qaa/guidance/qaa-concerns-scheme.pdf?sfvrsn=c13dfd81\\_6](https://www.qaa.ac.uk/docs/qaa/guidance/qaa-concerns-scheme.pdf?sfvrsn=c13dfd81_6)

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## Regulation

The role of Chief External Examiner supplements the role of the University's external examiners, providing independent and impartial comment at an overarching, University-wide level.

The Chief External Examiner has broad authority to review and consider any aspect of the University's assessment processes and to report annually on these to Academic Quality and Enhancement Committee as they see fit. As a minimum, this report must include:

- Assessment of the credibility and security of the standards of the University's awards and their adherence to both the national academic infrastructure and institutional regulations and requirements. Where relevant, comment should be made on student achievement in relation to these standards.
- Commentary on the extent to which they are satisfied with the operation of Awards Assessment Boards (AABs) and other boards as relevant.
- Identification of any innovative practice and opportunities for enhancement.
- Notification of any areas of concern for the University. These may include:
  - inconsistency with established sector practice or prior practice within the University
  - trends in data or practice which may indicate underlying problems
  - any imminent issues in the sector which the University may wish to consider addressing.

The University appoints one Chief External Examiner who will normally attend at least two AABs a year and perform other duties as set out in 'Guidance for Chief External Examiners'.

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## Guidance for Chief External Examiners

The Chief External Examiner is required to:

- Attend at least two assessment boards a year. These will normally include the meetings at which a majority of University awards are conferred in December and June.
- Submit an annual report which addresses, as a minimum, those elements outlined in the regulations.
- Engage with the enhancement of practice in assessment and related student procedures; this may include review of existing processes and commentary on proposals for new procedures.
- Undertake observation and review activities in relation to the conduct of the University's assessment processes to enable them to fulfil the role and responsibilities.

It is the choice of the Chief External Examiner which activities they choose to engage in depending on the particular issues or areas they are keen to review.

These activities may include, for example:

- Reviewing a sample of external examiner reports, Chair's Action forms from AABs and/or any other relevant documentation.
- Attending Module Assessment Boards.

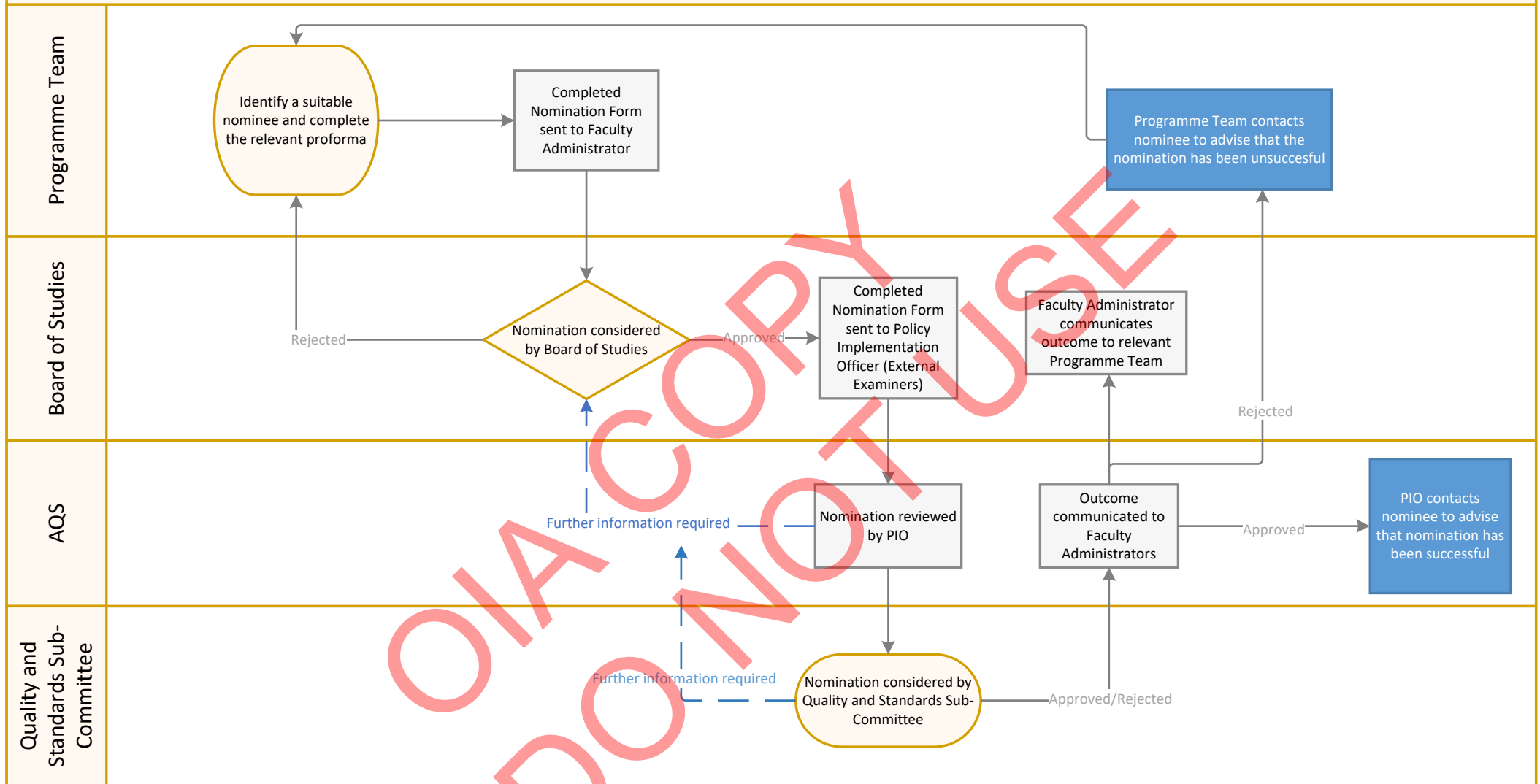
- Attending another meeting of the AAB during the academic year in addition to those at which a majority of University awards are conferred.
- Visiting partner institutions or other University sites.
- Meeting with other members of University staff including, but not limited to, members of AQS, Registry, academic or administrative staff, assessment contacts.
- Meeting with students or reviewing student feedback from departments.
- Any other activities the Chief External Examiner may request and the University is reasonably able to facilitate.

The role of the Chief External Examiner does not include:

- Review of assessment tasks, marking, moderation, feedback or any other similar duties associated with the role of programme external examiners
- Overseeing the role of programme external examiners or commenting on individual judgements or activities (note that where Chief External Examiners review a sample of external examiner reports and attend MABs this is to further their understanding of the University's assessment process rather than assess an individual external examiner, programme or department).

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External Examiner Appointment Process



## Criteria for the Appointment of an External Examiner

### Person Specification

It is an expectation that nominees would normally have:

- ✓ sufficient knowledge and understanding of the UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality.
- ✓ competence and experience of teaching and assessing in the fields covered by the programme of study including designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures.
- ✓ familiarity with the standard to be expected of students to achieve the award that is to be assessed.
- ✓ awareness of current developments in the design and delivery of relevant curricula.
- ✓ competence and experience relating to the enhancement of the student learning experience.
- ✓ relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate.

In addition:

- Where applicable nominees must meet any criteria set by professional, statutory or regulatory bodies.
- An external examiner may be reappointed in exceptional circumstances but only after a period of five years or more has elapsed since their last appointment.
- External examiners normally hold no more than two external examiner appointments for taught programmes/modules at any point in time.
- It is an expectation that external examiner nominees will normally hold a full-time or fractional post within academia or in a related and relevant organisation.

### Conflicts of Interest

The following provide non-exhaustive examples of circumstances which might represent a conflict of interest. If you have any queries or concerns about the specific circumstances of your nominee please contact [externalexaminer@chester.ac.uk](mailto:externalexaminer@chester.ac.uk) for advice:

- a member of a governing body or committee of the appointing institution or one of its collaborative partners, or a current employee of the appointing institution or one of its collaborative partners
- anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study
- anyone required to assess colleagues who are recruited as students to the programme of study

- anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study
- anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question
- former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s)
- a reciprocal arrangement involving cognate programmes at another institution
- the succession of an external examiner by a colleague from the examiner's home department and institution
- the appointment of more than one external examiner from the same department of the same institution.

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**EXTERNAL EXAMINER NOMINATION FORM**

**THIS FORM MUST BE COMPLETED WITH REFERENCE TO APPENDIX 12D CRITERIA FOR APPOINTMENT**

<b>Proposed External Examiner</b>			
<b>Name and Title</b>			
<b>Position</b>			
<b>Institution</b>			
<b>Highest level of academic qualification</b>			
<b>Where relevant please confirm details of any relevant professional registrations, fellowships or memberships including registration number/PIN</b>			
<b>Has the nominee completed the Advance HE Professional Development Course for External Examiners?</b>			
Yes	No	<i>Delete as appropriate</i>	
If 'yes' confirm date and location:			
<b>Previous external examining experience of taught programmes?</b>			
Yes	No	<i>Delete as appropriate</i>	
If 'no' confirm name of mentor:			
If 'yes' complete grid below:			
Date(s)	Institution	Programme	Level

<b>Programme Information</b>
<b>Programme(s) of study (including award):</b>
<b>Academic department</b>
<b>All Sites of Delivery</b>
<b>Academic Partner(s) (where appropriate)</b>



<b>Previous Experience and Suitability for the Role</b>			
<b>The table below should be completed to demonstrate the nominee's experience of teaching and assessing in UK HE <u>including details of their current post.</u></b>			
Date(s)	Job Title	Institution	Level and subject taught (including any other relevant information)

**Please use this box to provide a brief rationale to explain how the nominee meets the criteria for appointment with particular reference to curriculum design, enhancement and, where appropriate, practice settings. The rationale should also contain any criteria not explicitly demonstrated by the nominee's CV.**

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Checklist	
<b>Please confirm that the nominee:</b>	
Has the right to work in the UK and holds a UK bank account	Yes/No
Is not currently employed, or has not been employed within the last 5 years, by the University of Chester	Yes/No
Has not been a student of the University of Chester within the last 5 years	Yes/No
Is not from an institution at which an internal examiner in the programme(s) in question is also an External Examiner	Yes/No
Has been made fully aware of the expense schedule relating to the University's External Examiners and will not incur excessive travel expenses	Yes/No
I confirm that:	
This appointment will not result in a conflict of interest as detailed in Appendix 12D	Confirmed/Not Confirmed
There are no other grounds for concern over this appointment	Confirmed/Not Confirmed
I have attached to this nomination a full up-to-date CV <i>please note this will be checked against the nomination form but not sent to Quality and Standards Sub-Committee you may be contacted by AQS and asked to follow up with the External Examiner if further information is required</i>	Confirmed/Not Confirmed
I have attached a copy of relevant ID document(s) as detailed in Appendix 12G <i>please delete all copies of this documentation once it has been sent to AQS and do not circulate this in</i>	Confirmed/Not Confirmed

Approved by Programme Leader	
Name:	
	(print name)
Signature:	Date:

Approved by Head(s) of Department	
Name:	
	(print name)
Signature:	Date:

Approved by Board of Studies	
Minute Number:	
Name (Dean of Faculty):	
	(print name)
Signature:	Date:

Approved by Quality and Standards Sub-Committee	
Minute Number:	
Signature	Date:
Professor Paul Johnson - Executive Dean of Arts and Humanities	

Additional Information Required by AQS	
PLEASE NOTE THAT THIS DOES NOT FORM PART OF THE NOMINATION PROCESS	
<b>Contact address</b>	
<b>Email address</b>	
Programme Information	
<b>Modules:</b>	
Module Code	Module Title

Appointment and Report Details	
<b>Proposed Period of Appointment (month/year – month/year)</b>	
<i>This should usually run for 4 years from 1<sup>st</sup> September</i>	
<b>Name of External Examiner being replaced</b>	
<b>Home Institution of External Examiner being replaced</b>	
<b>First Report Due</b> <i>(delete as appropriate)</i>	
<b>February 202</b> <u>  </u>	<b>July 202</b> <u>  </u>



**EXTERNAL EXAMINER NOMINATION FORM**  
**MASTER BY RESEARCH DISSERTATIONS**

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

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

**Please complete the tick box to confirm that:**

- the nominee has the right to work in the UK and holds a UK bank account
  
- the nominee has been made fully aware of the expense schedule relating to the University's External Examiners and will not incur excessive travel expenses
  
- there are no other grounds for concern over this appointment
  
- a full, up-to-date CV and a photocopy of relevant documents as detailed in the 'Procedure for External Examiner Identity Checks' is attached to this pro-forma
  
- I understand that if any fields are invalid or blank this form will be returned for completion which may result in a delay in the nomination being considered

**Approved by Dissertation Supervisor**

Name ..... (please print)

Signature ..... Date .....

---

**Approved by Head of Department**

Name ..... (please print)

Signature ..... Date .....

---

**Approved by Senior Faculty PGR Tutor**

Name ..... (please print)

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

Signature ..... Date .....

---

**PLEASE ENSURE A COPY OF THIS FORM AND APPROPRIATE DOCUMENTATION IS FORWARDED TO [externalexaminer@chester.ac.uk](mailto:externalexaminer@chester.ac.uk) FOR FINAL APPROVAL BY THE HEAD OF AQS.**

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This document is currently being updated by HRMS. For further information please contact [externalexaminer@chester.ac.uk](mailto:externalexaminer@chester.ac.uk)

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## External Examiner Annual Report Form

SECTION A: External Examiner Details	
Academic year:	
Name of External Examiner:	
Home institution:	
Programme(s)/modules examined:	
Department:	
Collaborative partner (if applicable):	
Dates of Assessment Board(s) attended:	

- Please complete this form fully and email a copy to Academic Quality and Standards (AQS) at [externalexaminer@chester.ac.uk](mailto:externalexaminer@chester.ac.uk) and to the relevant Programme Leader.
- **Please be aware that this report is not confidential.** It will be shared with staff, students and their representatives. It may also be disclosed under the Freedom of Information Act 2000. By submitting your report, you are providing your consent for such disclosures as the University considers appropriate.
- **Your report must not make comments on or name any student or member of staff.** The University reserves the right to amend reports where individuals are identified.
- You may make a confidential report on any matter of serious concern or sensitivity. Details of how to do this can be obtained from AQS.

SECTION B: Academic Standards		
Based on the material that you have seen, in relation to the programme(s) that you are External Examiner for:		
B1. Are you satisfied that the standards of the University's awards are credible, secure and consistent with relevant national qualifications frameworks, subject benchmark statements and qualification characteristics statements, where appropriate?	Yes	No
B2. Are you satisfied that there is appropriate evidence of student attainment of the intended learning outcomes, based on your knowledge of the relevant modules and programmes and their assessments?	Yes	No
B3. Are you satisfied that the assessment process was conducted in accordance with the University's regulations and conducted fairly?	Yes	No



B4. Where relevant, does the programme effectively meet the requirements of professional and statutory bodies?	Yes	No	N/A
B5. Where relevant, please confirm that you have been engaged with practice experience and assessment.	Yes	No	N/A
B6. Is the standard of student performance reasonably comparable with the standards of similar programmes in other UK higher education institutions with which you are familiar?	Yes	No	
B7. Have the Programme Team responded to <b>previous recommendations</b> made by you or another External Examiner?	Yes	No	
B8. If you have answered 'No' to any of the questions above, please provide a short commentary:			

### SECTION C: Innovation and Enhancement

C1. Based on the material that you have seen, please comment on **excellent and/or innovative** aspects of the student experience. This might include examples of research-informed learning and teaching, notable student achievement, innovations in programme delivery and/or assessment, etc.

C2. Please make **recommendations** on any opportunities you have identified that might lead to the enhancement of the academic experience of students including any areas that you believe require strengthening; highlighting any risks which you perceive need to be addressed in order to maintain standards.

### SECTION D: Curriculum Design and Delivery

Based on the material that you have seen, please comment on **curriculum design** in relation to the following:

- Alignment between programme and module learning outcomes and the extent to which these were achieved.
- Evidence of the involvement of students in the enhancement of the curriculum.

**SECTION E: Assessment and Feedback**

E1. Based on the material that you have seen, please comment on **assessment processes** in relation to the following:

- Range and appropriateness of assessment methods to enable students to achieve threshold standards and demonstrate performance beyond it.
- The clarity of marking criteria to students and the application of those criteria when marking assessments (including the extent to which the criteria were effective in contrasting the different levels of attainment).
- The suitability of the assessment methods in demonstrating attainment of the learning outcomes.

E2. Based on the material that you have seen, please comment on the suitability and quality of **feedback** given to students.

**SECTION F: Report Checklist**

<b>F1. Programme materials:</b> did you have access to:	<b>Yes</b>	<b>No</b>	<b>N/A</b>
---	------------	-----------	------------

Programme handbooks			
Applicable regulations			
Module descriptors			
Assessment briefs and marking criteria			
<b>F2. Assessments</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Did you have access to a sufficient number of coursework/examination scripts?			
Was the general standard of marking and consistency of marking appropriate?			
Were you able to see the reasons for the award of the marks awarded?			
<b>F3. Administration</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Did you receive sufficient information about your role and responsibilities?			
Were the administrative arrangements satisfactory?			
Were the meetings of the Assessment Boards conducted appropriately or, if you did not attend the meetings, did you confirm your satisfaction with the marks ahead of the Assessment Boards?			
If you have answered 'no' to any of the questions above, please provide further details in section H.			

**SECTION G: For External Examiners Responsible for Multiple Cohorts, Sites or More Than One Provider**

If you are responsible for programmes that have multiple cohorts OR are delivered at multiple sites OR are delivered by more than one provider please use this section to make any relevant comments (for example relating to parity of delivery and consistency of student experience).

**SECTION H: Other Comments and Recommendations for the Future**

Please use the space below to comment on any other matters not covered elsewhere on this form. If you are completing your final report for your term of office, please provide an overview of any significant changes or developments during this period and recommendations for the future.

Signature of the External Examiner completing this report:

Date:



## Chief External Examiner Annual Report Form

### SECTION A: Chief External Examiner Details

Academic year:	
Name of Chief External Examiner:	
Home institution:	
Dates of Assessment Board(s) attended/visits:	

- Please complete this form fully and email a copy to Academic Quality and Standards (AQS) at [externalexaminer@chester.ac.uk](mailto:externalexaminer@chester.ac.uk)
- **Please be aware that this report is not confidential.** It will be shared with staff, students and their representatives. It may also be disclosed under the Freedom of Information Act 2000. By submitting your report, you are providing your consent for such disclosures as the University considers appropriate.
- **Your report must not make comments on or name any student or member of staff.** The University reserves the right to amend reports where individuals are identified.
- You may make a confidential report on any matter of serious concern or sensitivity. Details of how to do this can be obtained from AQS.

### SECTION B: Checklist

Based on the material that you have seen, visits you have made and meetings you have had with relevant staff:		
Are you satisfied that the standards of the University's awards are credible, secure and consistent with both the national academic infrastructure and institutional regulations/requirements?	Yes	No
Were you satisfied with the operation of Awards Assessment Boards/Module Assessment Boards (as relevant)?	Yes	No
Has the University responded to <b>previous recommendations</b> made by you or another Chief External Examiner?	Yes	No
If you have answered 'No' to any of the questions above or have any further comments, please provide details in the box below.		

**SECTION C: Observation and Review Activities**

Please provide a brief overview of the observation and review activities you undertook during the academic year (for example meeting with students and/or programme teams, visiting partner sites, reviewing documentation):

--

**SECTION D: Innovative Practice**

Please give details of any areas of innovative practice you have identified:

--

**SECTION E: Opportunities for Enhancement**

Please give details of areas of opportunities for enhancement you have identified:

--

**SECTION F: Areas of Concern**

Please give details of any areas of concern for the University which you have identified:

--

**SECTION G: Other Comments and Recommendations for the Future**

Please use the space below to comment on any other matters not covered elsewhere on this form. If you are completing your final report for your term of office, please provide an overview of any significant changes or developments during this period and recommendations for the future.

--

Signature of the Chief External Examiner completing this report:

--

Date:

--