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YORK  
ST JOHN  
UNIVERSITY

# Code of Practice for Assessment and Academic-related Matters

Assessment and academic-related guidance, policies and procedures for taught programmes and modules

2023-24



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# Section 1 Introduction

## 1.1 Purpose

- 1.1.1 The 'Code of Practice for Assessment and Academic-Related Matters' is designed to bring together all matters related to the process of assessment. This should be read alongside the York St John University [Regulations](#) and [programme specifications](#). Its purpose is to make explicit the University's expectations of conduct and procedures for assessment and other academic-related matters.
- 1.1.2 This code outlines the principles, processes, general rules and conventions relating to assessment and academic-related matters.
- 1.1.3 This code is updated on an annual basis.
- 1.1.4 The Quality and Standards Committee is responsible for approval of changes to this code.

## 1.2 Scope

- 1.2.1 This code applies to all taught modules:
- Whether freestanding modules for credit or as part of a programme of study leading to an award.
  - Whether delivered in whole by the University (on campus provision), or in whole or part by a franchise partner institution (franchise provision), or in whole or part by a partner institution (validated provision).
  - Including taught components that sit within research degrees (Professional Doctorates and Research Masters programmes).
- 1.2.2 Where this code does not apply to collaborative provision it is expressly stated within the text.
- 1.2.3 This code does not apply to research components of research degrees which fall under the scope of the [Code of Practice for Research Degrees](#), except for the following sections which do apply to research components:
- [Section 8](#) Student maternity, paternity, adoption and parental leave
  - [Section 14](#) Contingency plans for staff shortages
  - [Section 58](#) Appeals Policy
- 1.2.4 Students are bound by the University policies and regulations that are in force for the current academic year. This edition of the Code of Practice for Assessment and Academic-Related Matters is the definitive guide to all assessment related policies and replaces all earlier versions.

## 1.3 Audience

- 1.3.1 This code is made available to all university staff, external examiners and students.

## 1.4 Update summary

- 1.4.1 A record of updates is stored in [Appendix C](#).

## Section 2 Governing principles

### 2.1 Language of tuition and assessment

- 2.1.1 The language of instruction and assessment for all taught programmes of study of York St John University is English except where the subject content dictates that a part of the programme is delivered in a language other than English. Where this applies this is stated on the programme specification.

### 2.2 Principles underpinning the assessment of taught awards

- 2.2.1 This section sets out the key principles that underpin the University's programmes of study. More detail on the design principles for programmes at the University can be found in the [Academic Framework](#).
- 2.2.2 From 1 September 2020 the University changed its assessment model and introduced a new 'compensation' assessment scheme (Scheme A) for most students commencing programmes from this date. Students who started their programme before this date will normally complete their studies under the 'condonement' assessment scheme (Scheme B). Full information about which rules apply to which students is found in [section 35](#). Details of the assessment schemes are found in the following sections.
- 2.2.3 The maximum mark that can be achieved for a reassessed module is normally the pass mark, except for modules with qualifying marks where the original module mark is awarded on successful completion of the deficient work (see to [section 36.1.15](#) Scheme A and [section 42.1.14](#) Scheme B).
- 2.2.4 The University marking scales can be found in [section 36](#) Scheme A and [section 42](#) Scheme B.
- 2.2.5 'Generic Assessment Descriptors' have been designed at the University to meet the classification descriptors from the Office for Students (Sector Recognised Standards; Part B) along with student facing materials for self-evaluation. Additional knowledge, skills and competencies are expected to be included within programmes.
- 2.2.6 Marks will be recorded with grade annotators (see [Appendix A](#)).
- 2.2.7 Credits awarded or recognised by the University may count only once for the purpose of progression and award. Work submitted for one module may not be submitted for assessment in another module.
- 2.2.8 Students may not normally take more than the standard credit load for their programme. Any exceptions to this need approval from the Academic Registrar. Where it is approved that extra credits are taken, these are considered freestanding modules and do not contribute to progression or award requirements or to the programme transcript.

### 2.3 Abiding by announced assessment arrangements

- 2.3.1 All students are expected to undertake the assessment as outlined in module specification unless they have been formally notified otherwise by their programme team.
- 2.3.2 Students who complete a programme of study within the standard timeframe should be subject to the broad principles of assessment that were in place at the time they began the programme unless changes are considered and approved through the University's programme amendments procedures. Where students have returned from suspension of studies or have studied part time for part of the programme to retrieve failed modules, the broad principles of assessment may have changed.

### 2.4 Variations to announced assessment arrangements

- 2.4.1 Any variation in the assessment scheme described in module documentation available to students at the time module choices were made constitutes a 'minor' module modification and must be approved by the Programme Amendment Scrutiny Panel (PASP).
- 2.4.2 Requests for such modifications will normally be approved only if the School can provide evidence that no student on the module will be disadvantaged by the change.
- 2.4.3 Requests may have to be considered at a full meeting of the Quality and Standards Committee (QSC) and Schools are asked to allow for the timings of committee meetings if they wish to propose changes of this type.
- 2.4.4 The same principle applies to changes to assessment regulations for a programme of study for an existing cohort of students.

## **2.5 At validation**

- 2.5.1 The University will ensure that each programme has an articulated rationale and strategy for assessment which will:
- a) Be appropriate to the learning outcomes.
  - b) Deploy a range of modes of assessment appropriate to the subject matter.
  - c) Provide an appropriate load and scheduling of assessments to support student attainment.
  - d) Align with those of a professional or statutory body where applicable.
  - e) Be designed to ensure the work can be determined to be the student's own.
- 2.5.2 Information on assessment requirements will be notified to students through the relevant module documentation annually.
- 2.5.3 For each programme a substantial proportion of assessed work will be available to external examiners, whether written or oral, and be available to external examiners, whether written or oral. Consideration must be given for how all forms of assessed work can be made available to external examiners.
- 2.5.4 Assessment criteria for a new programme of study will be in place. These will be aligned to threshold standards and subject benchmarks. They may reflect different modes of assessment. Subject-area and programme assessment criteria will be set with reference to university marking guidelines.

## **2.6 Application of policies**

- 2.6.1 The procedures contained in this Code shall be implemented with due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations. The procedure applies equally to all students irrespective of age, disability, gender identity, pregnancy or maternity, race, religion or belief, sex or sexual orientation.
- 2.6.2 The University is committed to procedures that are fair and transparent, and decisions that are reasonable and have regard to law.

## Section 3 Key dates

### 3.1 Scope

- 3.1.1 Validated partner organisations and franchise partner organisations are expected to adhere to the School Assessment Board timings published by the University to ensure that results and recommendations are presented at the Progress and Award Examination Panel in a timely manner.

### 3.2 Academic dates

- 3.2.1 For key dates for the academic year, examination periods and the semester/term calendar, please visit our [key academic dates page](#).
- 3.2.2 The School Assessment Panel and the School Assessment Board dates and times are finalised annually in consultation with each School by Registry in late autumn. Once finalised the Programme Administration and Support Service (PASS) must issue an online calendar invitation for each meeting to notify all academic staff and external examiners of the dates, times and locations.

### 3.3 Assessment dates

- 3.3.1 Information about the setting and publication of assessment dates is found in [section 11.5](#).

### 3.4 External examiner report dates

- 3.4.1 External examiners are required to submit their annual reports by no later than **1 August** annually for undergraduate reports and by **1 November** for postgraduate reports (see [section 49](#)).

## Section 4 Recognition of prior learning policy

### 4.1 Purpose

- 4.1.1 This policy sets out the position of the University on non-standard qualifications, credit transfer and the recognition of prior learning (RPL), certificated and experiential, for admissions purposes.

### 4.2 Principles

- 4.2.1 The University is committed to removing unnecessary barriers in its admissions selection processes to prospective students currently underrepresented in higher education.
- 4.2.2 The University recognises that some prospective students may not be able to evidence that they meet the University's entry requirements through the accepted qualifications detailed in university publications, but that they are able to provide substantial and relevant alternative evidence that they have the potential to succeed on their chosen programme.

### 4.3 Scope

- 4.3.1 This policy covers non-standard school leaving qualifications and the recognition of prior learning or experience and applies to undergraduate and postgraduate admissions.
- 4.3.2 This policy applies to students enrolled on programmes for assessments delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).
- 4.3.3 The procedure to be followed in relation to programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.

### 4.4 Applications with non-standard school leaving qualifications

- 4.4.1 The University welcomes applications from applicants who do not offer standard school leaving qualifications. Such applicants will normally have been out of full time education for a period of at least 2 years.
- 4.4.2 The normal requirement that a candidate matriculates (i.e., holds passes at least 2 A levels or equivalent together with GCSE grade 4 (or C in the old marking scheme) English Language or equivalent) will not normally be waived for an applicant moving directly from post-16 school or college education.
- 4.4.3 The University will admit applicants without standard qualifications whom it identifies as being capable of benefiting from the chosen programme of study. To do so the admissions officer will seek to establish the applicant holds:
- Appropriate subject knowledge or skills where relevant.
  - Intellectual capacity.
  - Ability in written and oral communication.
  - Where appropriate, numeracy skills.
  - A match between the skills and experience of the applicant and the skills profile and desirable characteristics of the programme.
- 4.4.4 Evidence may be presented by:
- Previous professional experience and/or professional qualification.
  - University alternative entry system.
  - Previous study (e.g., Open University credits, other higher education module(s) taken on a freestanding basis).
  - A portfolio to demonstrate experiential learning.
  - Success in an Access to Higher Education course.
  - Special university admissions tests as recommended by the relevant Head/Dean of School or nominated representative.
- 4.4.5 Other offerings will be considered on their merits.
- 4.4.6 The decision to admit an applicant to a programme without conventional qualifications will be made by the relevant Head/Dean of School or nominated representative, in consultation with the Admissions Office.

## 4.5 Applications for advanced standing

- 4.5.1 The University operates a curriculum which is specified in terms of programme learning outcomes specified within the relevant [programme specifications](#).
- 4.5.2 The University welcomes applications which include requests for advanced standing, and which can be accommodated within the parameters set out by the [University Regulations](#).
- 4.5.3 Applicants may be eligible for consideration under the University's policies and procedures for accreditation of prior experiential learning, and credit accumulation and transfer from study at York St John University or other approved educational establishments. For programmes of study leading to a research award, this is in respect of taught components only.
- 4.5.4 For admission to undergraduate programmes, exemption is not normally granted from those modules which comprise the final level of an undergraduate programme of study or from modules which comprise the statutory qualifying modules for professionally registrable awards.
- 4.5.5 For admission to postgraduate programmes, exemption is not normally granted from those modules which comprise the dissertation or major project of the programme of study or from modules which comprise the statutory qualifying modules for professionally registrable awards.
- 4.5.6 Students who hold credit for modules previously studied elsewhere that meet the learning outcomes for the equivalent credit at the University will normally be exempted from the equivalent modules at the University.
- 4.5.7 The maximum amount of prior credit which a student may claim towards a York St John University award is as follows:

Award	Maximum prior credit or accredited prior experiential learning	Credit that must be studied on a York St John University programme
<b>Professional Doctorate / Doctor of Education</b>	90 credits at Level 8	90 credits at Level 8 Stage 1, plus Stage 2 of the programme
<b>Doctorate of Counselling Psychology</b>	180 credits at Level 8	360 credits at Level 8
<b>Master of Fine Arts (School of Arts)</b>	160 credits at Level 7	80 credits at Level 7
<b>Master's Degree</b>	120 credits	60 credits at Level 7 or above
<b>Master's Degree Occupational Therapy (Pre-registration) *</b>	60 credits	120 credits at Level 7 or above
* Royal College of Occupational Therapists (RCOT) requirement		
<b>Postgraduate Diploma</b>	80 credits	40 credits at Level 7 or above
<b>Postgraduate Certificate</b>	40 credits	20 credits at Level 7 or above
<b>Postgraduate Certificate in Education</b>	0 credits	Full programme
<b>Integrated Master's Degree</b>	240 credits	240 credits at Level 6 and above
<b>Bachelor's Degree with Honours</b>	240 credits	120 credits at Level 6 or above
<b>Bachelor's Degree with Honours (Pre-registration Nursing) *</b>	180 credits (if not a currently registered nurse)	180 credits, including at least 60 credits at Level 5 and 120 credits at Level 6
* Nursing Midwifery Council (NMC) requirement - only registered nurses can RPL more than 50% of the programme	240 credits (if currently a registered nurse)	120 credits at Level 6 or above

<b>Ordinary Bachelor's Degree</b>	200 credits	100 credits, including at least 60 at Level 6 and 40 at Level 5
<b>Graduate Diploma</b>	60 credits	60 credits at Level 6 or above
<b>Graduate Certificate</b>	30 credits	30 credits at Level 6 or above
<b>Professional Graduate Certificate in Education</b>	0 credits	Full programme for exit award
<b>Foundation Degree</b>	120 credits	120 credits at Level 5
<b>Diploma of Higher Education</b>	120 credits	120 credits at Level 5
<b>Certificate of Higher Education</b>	60 credits	60 credits at Level 4
<b>University Diploma</b>	0 credits	Full programme
<b>University Certificate</b>	0 credits	Full programme
<b>Foundation Certificate – International</b>	0 credits	Full programme
<b>Foundation Certificate</b>	0 credits	Full programme

\* This table is provided as a guide, and some programmes with professional body requirements may have limits on the amount of credit that can be transferred into the programme. Please check the programme specification for details

- 4.5.8 The University welcomes applications based on prior certified learning or prior experiential learning.
- 4.5.9 All applications will be required to demonstrate the equivalence of experience or credit offered against which the credit will be offset. This will be in terms of satisfying the learning outcomes and the skills profile specified by the University.

## 4.6 Applications based on transfer of credit

- 4.6.1 Normally, credit imported towards the award of a qualification will have been obtained **no more than 5 years previously** at the time at which the application is made. Consideration will be given to credit which is older than 5 years if a case can be made that the subject matter of the module is still current, and the study skills associated with it are viable.
- 4.6.2 To facilitate the transfer, it may be possible to specify entry to an ad hoc variant of the programme or to specify some additional experience to ensure that learning outcomes are met.
- 4.6.3 Where a York St John University module has been taken on a freestanding basis for the purposes of demonstrating ability to study at the appropriate level, consideration will be given to the transfer of that credit towards an award at the University.
- 4.6.4 Students will need to undertake some study in all the semesters that they are enrolled for in order to satisfy programme registration and attendance requirements. Students should seek advice as to any implications for financial support they receive or for immigration visa compliance if they use credit transfer or prior learning in place of modules on the programme of study and this results in a significantly reduced workload.
- 4.6.5 Application for the transfer of credit will normally be made at the time of application to the University. The University will not normally enter into negotiation for further transfer of credit once students have started their programme of study.

## 4.7 Implications for assessment of credit transfer

- 4.7.1 While recognising imported credit, it is not the University's policy to include marks attached to such credit in degree classification. Only results obtained from York St John University will be used to calculate degree classifications. In certain cases, it may be necessary to propose variations on normal degree classification arrangements, e.g., classification on the final year of results only.
- 4.7.2 **Scheme B students only:** The imported credits can contribute credits towards progression but should not be used to offset failure in any other module. For example, if a student is permitted to import 20 credits into Level 4 of a programme of study and 20 credits can normally be condoned within the regulations, the remaining 100 credits must be passed in the case of terms specified for entry with imported credit.

## 4.8 Implications for exit awards of credit transfer

- 4.8.1 Whilst at admission, students are allowed to transfer external credit towards an award at the University, if they subsequently have their enrolment terminated or withdraw without reaching the full credit required for the intended award, they must meet the next award threshold from that which their imported credit may entitle them to receive.

For example, if a student were to bring 60 credits towards a Master's qualification at admission from an external institution, but subsequently have their enrolment terminated or withdraw without reaching the full credit required for the intended award, they would not be eligible to receive a Postgraduate Certificate using the transferred credit, but must have studied sufficient credit at the University to receive a Postgraduate Diploma as an exit award (refer to [section 4.5.7](#) for credit limits).

## 4.9 Procedures for transfer of credit

- 4.9.1 An applicant who wishes to apply to the University for entry with advanced standing on the basis of transferring credit should contact the Admissions Office or will be referred by the Head/Dean of School or nominated representative concerned.
- 4.9.2 The applicant will be asked to supply details of the credit gained or about to be completed. This will typically be in the form of module or programme specifications and details of assessment requirements (including marking scales used at the institution at which the credit has been or will be obtained). The applicant will also be asked to provide a short explanation as to why they wish to transfer to York St John University as part of the application process, this should include detail of any past or ongoing disciplinary proceedings at their current or former institution.
- 4.9.3 The Head/Dean of School or nominated representative in consultation with admissions staff will decide whether there is sufficient match between the credit proposed for transfer and the programme element(s) from which exemption is sought.
- 4.9.4 If a sufficient match is identified, the application will go forward. For it to go forward, the following conditions must be met:
- An official transcript of results must be supplied to confirm the award of credit. For international students, a certified translation into English must also be supplied.
  - An academic reference may be required in order to support the application in some circumstances. Details of a referee will be requested at the point of application.
- 4.9.5 The 'Application for Admission with Advanced Standing via Accredited or Certificated Learning' form will be completed. This will include the following details:
- Details of the programme for which the candidate is applying.
  - Details of the programme elements from which the exemption is requested.
  - Details of the credit proposed for import together with attached evidence.
  - Details of how the learning outcomes for the University modules being exempted have been met by the imported credit.
  - Details of conditions specified for the transfer of credit.
  - Details of any ad hoc variation of the programme.
- 4.9.6 The application will be authorised by the Admissions Manager, unless a general admissions arrangement for a programme has already been approved by the Quality and Standards Committee.
- 4.9.7 If an articulation agreement has been reached with an external partner and the general admissions arrangement approved by the Quality and Standards Committee, for students to enter with advanced standing from an approved pathway at an approved partner institution, authorisation from the Admissions Manager is not required.

## 4.10 Applications based on recognised prior certificated learning

- 4.10.1 The University recognises that applicants may wish to present certificated learning and training (such as professional development awards or employment-based awards) that has not led to the award of UK Higher Education credit, but which might have been on a comparable level to a university programme of study.
- 4.10.2 The certificated learning or training must have been obtained **no more than 5 years previously** at the time at which the application is made.

- 4.10.3 Applicants seeking to enter the University offering evidence of prior certificated learning should submit all evidence and supporting material to be checked for equivalence on the [Framework for Higher Education Qualifications](#).
- 4.10.4 The Head/Dean of School or nominated representative will consider whether the learning evidenced and not the completion of the activity alone demonstrates sufficiently that the applicant has the knowledge, skills and experience to meet the learning outcomes of the modules to be replaced and to enable the student to successfully undertake the remaining programme of study at the University.
- 4.10.5 If this is evidenced sufficiently, the application will go forward, and the 'Application for Admission with Advanced Standing via Accredited or Certificated Learning' form will be completed.
- 4.10.6 Once completed the form requires approval from the Head/Dean of School or nominated representative.
- 4.10.7 The application will be authorised by the Admissions Manager.

## **4.11 Applications based on recognised prior experiential learning**

- 4.11.1 An applicant may wish to gain credit as part of their university programme of study by recognising relevant prior learning obtained through work experience or non-certificated learning or training.
- 4.11.2 Applicants seeking to enter the University offering evidence of prior experiential learning may be directed to an appropriate portfolio development module.
- 4.11.3 The evidence should be submitted as part of a portfolio detailing non-certificated learning and experiences. All material should be submitted in English and translations must be certified, with original documents available on request. The portfolio must be matched against the learning outcomes for the modules or part of programme for which they are seeking exemption. This will be done by the Head/Dean of School or nominated representative, and the recommendation approved by the relevant School Quality Panel.
- 4.11.4 If the credit for exemption is at Level 5 for undergraduate programmes, or for postgraduate programmes, the external examiner for the programme should be consulted by the relevant Head/Dean of School or nominated representative.
- 4.11.5 The evidence produced should be comparable in scope with the assessment requirements of the module from which remission is sought, and should:
  - a) Demonstrate the match between the experience and the learning outcomes and reflect upon the experience.
  - b) Set the learning in the appropriate academic and theoretical context and demonstrate understanding.
- 4.11.6 If a sufficient match is identified, the application will go forward, and the 'Application for Admissions with Advanced Standing via Recognition of Prior Experiential Learning' form will be completed.
- 4.11.7 The application will be authorised by the Admissions Manager.
- 4.11.8 The applicant will also be required to complete the normal application process either directly to the University or through UCAS, as appropriate.
- 4.11.9 A fee is not normally charged to assess a portfolio submitted by an applicant requesting recognition for prior experiential learning.

### **Degree Apprenticeships**

- 4.11.10 In the case of York St John University Degree Apprenticeships and the recognition of prior experience which is to be considered as fulfilling entry criteria. The admissions processing officer, Initial Needs Assessment (INA) processing team and or the Head/Dean of School, should fully ensure that the Education and Skills Funding Agency Provider Rules are observed, specifically P24:
  - a) Identification and recognition of the individual's prior learning and experience, in the form of a skills-scan, which enables the individual to be assessed against the knowledge, skills and behaviour requirements of the relevant apprenticeship standard.
  - b) If considered relevant by the admissions processing officer, INA processing team and or the Head/Dean of School, or required by the apprenticeship standard, the skills scan or INA should be supplemented with additional diagnostic testing of previous experience or the applicants' stated competences and should be collaborated by the employer of the apprentice where possible.

- 4.11.11 In any evaluation of prior experience and or education, it must clearly identify and document any knowledge, skills and behaviours previously gained from either:
- a) Prior education, training, or associated qualifications in a related subject sector area, including any previous apprenticeship undertaken; *or*
  - b) Learning or competence gained from prior work experience, particularly where the apprentice is an existing employee, or is beginning their apprenticeship after completing another programme with a relevant work placement.
- 4.11.12 The results of the skills scan and any supplemental diagnostic testing must evidence that the individual requires significant new knowledge, skills and behaviours in order to be occupationally competent in their job role, and that the training required meets the funding rules relating to the minimum duration of an apprenticeship.

## Section 5 Change of programme policy and procedure

### 5.1 Scope

- 5.1.1 This policy and procedure apply to students enrolled on programmes for assessments delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).
- 5.1.2 The policy applies to programmes delivered by a validated partner organisation (validated provision). The procedure to be followed will be set out in the programme documentation provided by the validated partner.

### 5.2 Policy

- 5.2.1 Students may apply to change programme but there is no automatic right to do so. Considerations in assessing the application include:
- The University's 'Recognition of Prior Learning Policy' (see [section 4](#)).
  - Entry requirements for the programme to which the student wishes to transfer.
  - Programme requirements, including any non-compensatable modules (Scheme A) or compulsory for award (Scheme B) modules.
  - Resource implications of the change.
  - The programme structure and the timing of modules e.g., yearlong versus semester modules.
  - Visa implications of the change.
  - The capacity of the receiving programme.
- 5.2.2 This policy applies for all types of change of programme, for example:
- Change from full time mode of attendance to part time (or vice versa).<sup>1</sup>
  - Change from BA (QTS) to BA programme without QTS.
  - Change of age range in BA (QTS).
  - Change of type of BA/BSc degree scheme (e.g., joint to specialist).
  - Change from a programme 'with placement' or 'with a year in industry' to a programme without 'placement' or 'year in industry' (or vice versa).
  - Change from a Bachelor's programme to an Integrated Master's programme (or vice versa).
- 5.2.3 Changes should be made at an appropriate point in the academic year (e.g., around the start or end of a semester).
- 5.2.4 Only one programme change will normally be permitted.
- 5.2.5 The change must follow a process of consultation and advice between the student and Programme/Course Leads before the request is submitted through e:Vision, and the request requires the approval of the following before it can be processed:
- Associate Head/Dean or nominated representative – current programme
  - Associate Head/Dean or nominated representative – new programme
  - Registry – for consideration of the regulations

### 5.3 Student visa holders

- 5.3.1 For students-visa holders adding a placement year to a programme will require an in-UK visa extension and therefore the student will need to be prepared to pay the costs associated and make the application in a timely manner.
- 5.3.2 For student-visa holders removing a placement year will be reported to UKVI as a change of circumstances in the first instance, and then when the student has finished the shortened programme, it will be reported to UKVI as 'early completion'.

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<sup>1</sup> Where a student is studying part time to retrieve failed modules (see [section 37.9](#)), this policy does not apply

## 5.4 Programme change procedure

- 5.4.1 A student wishing to change programme must complete the online 'Change of Programme' form through their e:Vision account. The necessary approvals from both the current and new Associate Heads/Deans or their representatives must be obtained. For more information, please visit our [changing course page](#).
- 5.4.2 The Associate Head/Dean, or their representative, for the new programme must confirm the student has met the new programme's entry requirements by demonstrating how the student has met the programme level outcomes for the proposed new programme through modules already completed at the University.
- 5.4.3 Care must be taken to avoid a change of programme where modules are transferred into the new programme, that subsequently mean the programme learning outcomes are not met.
- 5.4.4 The Associate Head/Dean for the new programme, or their representative, must be explicit when completing the online form if any modules from the previous programme are to remain on the student record. This applies if a student has more credit than is required and which cannot remain on the student's record. The student must be made aware of which modules will be removed from their record and so will not be used for progression and award, and that it will not be possible to change these following the change of programme. The information provided on the online form will be used to update the student's record to indicate which modules will be used in progression and award calculations.
- 5.4.5 Whilst the change of programme is being considered students should continue to attend classes and submit assessments for their initial programme. The exception to this is where a student has chosen to suspend their studies.
- 5.4.6 Where the timing of a change of programme results in a student transferring mid-year and this has meant they are unable to complete a non-compensatable module (Scheme A) or compulsory for award module (Scheme B) the School should refer the change of programme to the Special Cases Panel (refer to [section 5.6](#) Variation of Study for an Individual Student).
- 5.4.7 If the change of programme is proposed at the end of the level the modules to be completed during the next level of study must be detailed on the online form. In the event of changing programme mid-level, the modules that must be completed by the student during the remainder of the level must be specified on the online form by the new Associate Head/Dean. Advice should be sought from the Student Records team or Assessment team by the Associate Head/Dean prior to authorising the online form if the student is changing mid-year to or from a programme with yearlong modules.
- 5.4.8 Changing programme or mode of attendance can have implications for a student's funding. Students are required to obtain confirmation from the Student Funding Advice team that they have been informed of the funding implications. It is the sole responsibility of the student to check the funding implications before they confirm this on their change of programme application.
- 5.4.9 The online form must normally be fully completed, authorised and received by the Student Records team in Registry **by the end of the week 2 of the semester in which the programme is taught**.
- 5.4.10 The student and Schools are informed of an approved change of programme by email from the Student Records team in Registry.

## 5.5 Late changes of programme: policy and procedures

- 5.5.1 If it has been agreed with the Associate Heads/Deans, or their representatives, that a change of programme can occur **after week 2** this would be considered a late change of programme. In such circumstances the student must make a declaration on the 'Change of Programme' online form that they understand the implications of this late change.
- 5.5.2 Students must understand and appreciate the implications of changing a programme after the 2-week deadline and accept the academic outcome of doing so. Students **cannot use** this late change of a programme as subsequent grounds for an appeal or exceptional circumstances following poor performance in assessments or for grounds for an extension.
- 5.5.3 Associate Heads/Deans or their representatives for the subject-areas of the programmes concerned will confirm on the Change of Programme online form that the student has received advice and support on meeting assignment deadlines due to the late change of programme. The application for the change will be declined if there will be academic implications of changing programme after the 2-week deadline.
- 5.5.4 The student and Schools are informed of approved change of programme by email from the Student Records team in Registry.

## 5.6 Variation of study for an individual student

- 5.6.1 Variation of study takes place where an individual student varies their modules or study pattern from the published [programme specification](#).
- 5.6.2 In cases where a number of students seek the same variation of study the School Quality Panel (SQP) and Programme/Course Lead are advised to consider a change to the programme structure and requirements that will be applied to all students. Variation from the programme specification that will apply to a whole cohort must be approved by the SQP and the Programme Amendment Scrutiny Panel (PASP) (refer to [section 2.4](#)).
- 5.6.3 Variation from the programme specification for an individual student may be considered in exceptional circumstances. If required, a recommendation from the SQP should be made to the Special Cases Panel (SCP) for consideration.
- 5.6.4 Examples include:
- Following a programme differently to the usual validated pattern, including studying modules out of sequence, particularly if there is a change in level of study.
  - Exemption from non-compensatable modules (scheme A) or compulsory for award modules (scheme B).
- 5.6.5 The SQP can approve the following changes for an individual student without PASP or SCP approval.
- Alternative assessments (refer to [section 16](#))
  - Independent Learning Unit (refer to [section 17](#))
- 5.6.6 When making a recommendation to SCP for a variation for an individual student, the SQP should consider the following:
- a) Equity for all students, in that it is appropriate to make an exception for this student, as other students may also wish to have this arrangement.
  - b) A student should not be given an unfair advantage through the variation over other students enrolled on the programme.
  - c) Professional, Statutory and Regulatory Body (PSRB) compliance.
  - d) Timing of teaching and assessments, and if modules have prerequisite modules that must be taken.
  - e) Student workload.
  - f) That all the programme learning outcomes are still being met.
- 5.6.7 If approved SCP will notify the relevant Registry teams and School to ensure changes to the student's record are recorded e.g., module diets, expected programme end dates, mode of attendance changes,

## Section 6 Module enrolment and module changes policy and procedure

### 6.1 Scope

- 6.1.1 This policy and procedure apply to students enrolled on programmes for assessments delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).
- 6.1.2 The policy applies to programmes delivered by a validated partner organisation (validated provision). The procedure to be followed will be set out in the programme documentation provided by the validated partner.

### 6.2 Policy

- 6.2.1 Heads of School, or nominated representatives, are asked to confirm the diet of modules which will be available in the following academic year in early spring of the previous session. This information is collated by Registry and is used to generate online module registration for enrolling and re-enrolling students.
- 6.2.2 Continuing students will make module choices in Semester 2 of the previous year. Students will be contacted by email when the module choices section is available on e:Vision. This section sets out their possible module choices and allows students to make and submit those choices to Registry.
- 6.2.3 Students will be guided in this process by their Head/Dean of School, or nominated representative, who will be responsible for ensuring the student module choices are made through e:Vision by the agreed date and time.
- 6.2.4 The expected minimum size for a module cohort is normally 10 students (undergraduate) and 5 students (taught postgraduate). These expected minimum module cohort sizes may impact the range of module choices available to students.
- 6.2.5 New students will enrol for modules appropriate to their programme of study in welcome week. For new students the Head/Dean of School, or nominated representative, will ensure students are provided with advice on their first-year module choices during welcome week including information on module content. Students will be able to complete their module choices online through e:Vision. Advice on module content will be provided by members of academic staff.
- 6.2.6 Registry will use information from re-enrolling students to provide provisional module lists as a basis for programme planning and the timetable. In respect of new students, Heads of School or nominated representatives and the Timetable Office will predict provisionally from application data.
- 6.2.7 Returning students can view their module preferences through e:Vision along with their re-enrolment information. Where a student wishes to change a module choice, they must use the 'Request for a Module Change Procedure' set out in [section 6.3](#) below. Students may request a change of module **no later than the end of week 2 of the semester**. Module changes must be reported to Registry by **no later than week 3 of the semester**. There is no guarantee that a request to change a module will be approved. Module changes will only be approved where these do not impact:
- The published timetable, and
  - The ability to meet the expected minimum module cohort sizes.
- 6.2.8 It is essential for Module Directors/Tutors to follow up absences amongst the students on their list and take up the matter either with the Head/Dean of School, or nominated representative, to establish whether a student is incorrectly enrolled or to invoke University attendance procedures, if it is believed that the student is absent without good cause. For more information, please visit our following pages:
- [University Regulations](#)
  - [Attendance monitoring](#)
  - [Report an absence](#)
- 6.2.9 It is essential that a student reports to Registry if they are not on a module attendance list and should be. It is also essential that a student takes responsibility to complete a 'Change of Module' online form, if the student wishes to move from the list of modules agreed at enrolment.

## 6.3 Module change procedure

6.3.1 When a student wishes to change a module, they must complete the 'Request a change of module' online form via e:Vision. A module can only be changed if:

- a) The module is listed as an option on the programme specification for the student's current programme and level; and
- b) The change will not impact the published timetable; and
- c) The change does not impact the ability to meet the expected minimum module cohort sizes.

The online form must be completed showing the module to be removed and the module to be substituted. For more information, please visit our pages:

- [Changing modules](#)
- [Programme specifications](#)

6.3.2 The authorised online form must be submitted to the Student Records team in Registry by the deadline set, where it will be checked and actioned as appropriate. A request to change module will only be approved and actioned if the criteria set out in [section 6.3.1](#) is satisfied.

## 6.4 Late changes of module: policy and procedures

6.4.1 Late changes of module (beyond the end of week 2 of the semester) are not normally allowed. These can only be approved in exceptional circumstances by the Academic Registrar, or nominee, following consultation with the Associate Head/Dean, or nominated representative, and the Timetabling team.

6.4.2 If a late change is approved students may be asked to confirm that they understand the possible implications of a late change and that this cannot be used to mitigate any poor academic performance in that module.

## 6.5 Enrolment for Independent Learning Units (ILUs) and internships

6.5.1 In some cases, 'Validated ILUs' and internships form a prescribed part of a programme of study and enrolment will follow the normal module enrolment pattern. School arrangements will apply for approval of the content of the ILU.

6.5.2 Where a decision is taken in consultation with the Associate Head/Dean or nominated representative to substitute a 'Special ILU' for a normal component of the programme, the module change procedure described above, and the ILU processes must be used to inform Registry. For further information on the approval of 'Special ILUs' refer to [section 17](#).

## 6.6 Freestanding module enrolment

6.6.1 Students enrolled to study modules on a freestanding basis, for example language modules, cannot use the credit to contribute towards their programme of study or to offset failure on their programme.

## Section 7 Suspension of study policy for taught degrees

### 7.1 Overview and criteria

- 7.1.1 This policy and procedure apply to undergraduate, graduate and taught postgraduate students, including professional doctorate students in the taught stage of their studies. The procedure for suspension for research students is set out in the [Code of Practice for Research Degrees](#).
- 7.1.2 The University understands that there are some situations where it may be appropriate for a student to suspend their studies. A suspension of study allows a student to take an authorised break in their studies for a specified period of time. This decision requires the approval of a Registry Panel on behalf of the Academic Registrar and is normally given on the following grounds:
- Medical
  - Compelling personal reasons
  - Academic reasons
  - Compelling financial reasons
  - Pregnancy, maternity and parental leave – for suspensions on these grounds also refer to [section 8](#)
- 7.1.3 Evidence is not normally required if the student's suspension does not recommend repeat teaching and/or module results to be set aside (voided). However, a personal statement must be provided to explain the reasons for suspension.
- 7.1.4 Applications to suspend studies that recommend repeat teaching, placements and/or for module results to be set aside **must** be submitted with relevant supporting evidence.
- a) Evidence includes, but is not limited to: a doctor's note, hospital letter or other qualified health practitioner's letter; a formal letter of explanation and statement from the student's tutor; bank statement/letter; supporting statement from the Disability Support and Inclusion team; funding body correspondence.
  - b) Evidence should relate to the reason selected for the suspension request.
  - c) Supporting evidence should be provided in English. Where the original document is in another language, the student must provide both the original document and a translation into English. Normally this need not be a professional translation – students may provide their own translation. Students can expect the University to check the accuracy of their translation. International students who require Student Visas must supply a professional translation of their evidence as this will be required for visa purposes.
  - d) Applications may be referred to the Special Cases Panel where evidence is required but has not been provided.
- 7.1.5 Students should bear in mind that if they do suspend their studies, the programme to which they return may be different in some respects from their original programme. The University may make changes arising from academic review, staff changes, external requirements or resource constraints (see [section 2.3.2](#)). A programme will not normally be withdrawn at this point, but if it is necessary to do so, the University will make reasonable effort to provide a suitable alternative programme or help students to apply to an alternative programme at another institution.

### 7.2 Temporary authorised absence

- 7.2.1 If a student needs a short period of absence from their studies of **less than 4 weeks** during term-time, the Associate Head/Dean may be able to authorise this. The student and their Associate Head/Dean must agree that the absence will not have any significant impact upon their studies. Students are advised to discuss arrangements relating to teaching sessions and other commitments. Students should refer to the 'Exceptional Circumstances Policy' (see [section 18](#)) regarding their eligibility for applying for extensions for assessments. Typical reasons for authorised absence include short periods of illness and personal difficulties. For further information relating to short periods of maternity/paternity leave refer to [section 8](#).
- 7.2.2 Students who are sponsored by the University under the Student Visa Route must be aware of and adhere to the requirements of their visa and UK immigration rules at all times during their studies. Student Visa holders who need a short period of absence from their studies of **more than 3 days** during term-time must follow the relevant procedure and complete a term-time absence request form. The relevant

Programme Administration and Support Service (PASS) email should be contacted with regard to such absences.

## 7.3 Timing and duration

- 7.3.1 The normal period of suspension of studies is **1 year** in the first instance; and is **limited to a maximum of 2 years** over the programme. In exceptional cases, where the programme structure permits, a suspension may be granted for a shorter period.
- 7.3.2 Including all periods of suspension, students must still complete all study and assessments within **24 months** following the standard period of study for their programme (see [General Regulation 1.15](#)).
- 7.3.3 Where a suspension of studies is for 1 year, the expectation is that the student will return to their programme at the same point in the next academic year.
- 7.3.4 Students will not normally be allowed to repeat periods of study longer than half of a module's teaching, except in exceptional circumstances with approval by the Special Cases Panel, since this may give an unfair advantage over other students. Any requests to repeat more than half of the teaching will need to be supported by evidence that the previous teaching period was damaged by exceptional circumstances prior to suspending.
- 7.3.5 Students may be required to pay internal repeat fees if approval is given to repeat more than half of the module's teaching.
- 7.3.6 Where possible, students should apply to suspend their studies before the proposed absence start date. Where this is unavoidable suspension of study applications should normally be made no more than 1 month after their last date of attendance. Applications that are entirely retrospective will not normally be considered or approved.
- 7.3.7 Students cannot suspend their studies if they have completed all the teaching for the final year of studies. Students who have been unable to complete their programme's final assessments in the normal timescale due to exceptional circumstances may apply for a programme extension (refer to [section 19](#)). Examples where a suspension of studies is not permitted, and a programme extension should be applied for if extra time is required include:
- Students completing reassessments for their final assessments where they need an extension to the resit deadline
  - Postgraduate students within 6 weeks of their expected end date
  - Students whose expected end date has passed

## 7.4 Suspension of studies by the University

- 7.4.1 Under certain circumstances, the University may require a student to suspend their studies.
- a) **Enforced suspension** – The relevant rules are set out regarding enforced suspension in the 'Support to Study' procedure (refer to [section 27](#)), the 'Fitness to Study' procedure (refer to [section 28](#)) and the [Discipline Procedure](#).
  - b) **External resit** – A student may be required to take a suspension of studies if they are required to externally resit assessments out of residence in order to meet their academic progression requirements. If modules are failed that mean a student cannot progress to the next level of their programme, and they still have a resit opportunity left, they may be eligible to resit externally. If eligible, the student's studies would normally be suspended for an academic year while they complete the outstanding reassessments as an external candidate. The student will need to successfully pass the academic progression criteria in order to recommence their studies the following year. Students completing reassessments as external candidates will not be eligible to attend classes and will simply resubmit assignments and/or resit examinations. If studies are suspended, students do not enrol to attend classes during this period, and there are no tuition fees payable.
  - c) **Change of programme and/or restart** – Suspension of study is also granted if a student transfers from one programme to another and/or restarts their programme the following academic year; this would be marked on the student's 'Change of Programme' form or 'Suspension of Studies' form. As part of the suspension of studies application the student should supply a statement of credible commitment to re-engage with study following their return.

For first year students who suspend (either voluntarily or through enforced suspension), a student will be considered as 'restarting' if they need to repeat substantial teaching and assessment. These timeline examples apply even if the student was not in attendance or is to return to another

programme following a transfer. A student may only restart a programme once (refer to [section 38.10](#)).

A suspension with a recommendation to restart the programme, where more than 60 credits have been failed, will be referred to the Special Cases Panel.

- If the student is re-joining the programme at the point where the suspension occurred, repeat teaching and assessment is usually not necessary and so this is not considered a restart (e.g., suspending in January and re-joining the following January).
- If the suspension occurs early in the first semester (defined as before week 7), it would not involve substantial repeat teaching and so this is not considered a restart (e.g., suspending in early November and returning the following September).
- If the suspension occurred in or after week 7 of the student's first semester, it will involve substantial repeat teaching and it will be considered a restart (e.g., started suspension in January and returning the following September).

## 7.5 Last date of attendance

7.5.1 When a voluntary suspension of studies is applied for by a student the last date of attendance is considered:

- The last day the student attended a teaching session.
- Or submitted a piece of work.
- Or showed substantive online engagement with a university academic forum such as Moodle.

7.5.2 The date of a meeting with the School, e.g., a Support to Study meeting, is not used for the last date of attendance for voluntary suspensions.

7.5.3 When an enforced suspension of studies is processed the student's last date of attendance is recorded as detailed in [section 7.5.1](#) above.

7.5.4 The Associate Head/Dean, or nominated representative, checks the last date of attendance provided by the student on the suspension application and comments if this is incorrect.

## 7.6 Fees and finances

7.6.1 Before requesting a suspension of studies, it is important that the student understands the financial implications that this might have. For more information, please refer to our [Financial Implication Factsheets](#) for Suspension of Studies for full time study and part time study.

7.6.2 If students have financial support from Student Finance England, or other funding body, the University will inform the body of the period suspension. Payments from Student Finance England will usually stop during a student's period of absence.

7.6.3 For more advice on accommodation issues please contact the Accommodation Office at [accommodation@yorks.ac.uk](mailto:accommodation@yorks.ac.uk).

7.6.4 While suspending studies, students are still exempt from Council Tax (full time students only).

7.6.5 Please note that suspended students are not normally able to claim any state benefits. For further financial guidance contact the [Student Funding Advice team](#).

7.6.6 Tuition fees paid in advance for a period of suspension will be held by the University to be credited against future fees. Enforced suspension may have to be repeated at a student's own cost.

7.6.7 If approval has been given to repeat more than half of a module's teaching, following return from suspension of studies, internal repeat fees for tuition will normally be charged for the repeated period of study.

7.6.8 For PGCE students – The bursary will be paid for each month that the student is in attendance. If the last date of attendance is backdated to a previous month, the bursary payment will need to be repaid for any months without attendance. Payments will resume when the student returns, for a total of 10 bursary payments. Please contact [finance@yorks.ac.uk](mailto:finance@yorks.ac.uk) to confirm.

## 7.7 Access to University facilities

7.7.1 Students will still have access to some university IT systems and email, but will not have access to library facilities, including online resources, during their period of suspension from the University, unless completing assessments. Access to other university support is not normally required and will therefore be restricted.

7.7.2 Students are not normally expected to study, attend any teaching, or submit assessments during their suspension of studies. The exceptions are:

- a) Students who are externally re-sitting an assessment(s) – under these circumstances, students shall be required to submit summative work and attend examinations; students may seek guidance from tutors in relation to their reassessments but not attend further teaching sessions.
- b) Students who are required to complete an assessment(s) immediately after their return from suspension may seek guidance from tutors in relation to their assessment(s) in the weeks preceding their return from suspension.

7.7.3 Summary of access to facilities while studies are suspended:

Access to	Entitlement	Notes
Teaching	No	
Study advice / supervision	No (except in exceptional circumstances)	Exceptional circumstances include: <ul style="list-style-type: none"> <li>• Externally resitting students</li> <li>• The period of time immediately prior to return where a student has an assessment immediately after return</li> </ul>
Email	Yes	Students are reminded to check their university email account regularly while their studies are suspended
e:Vision	Yes	
Library (online and physical)	No	
Moodle	No (except in exceptional circumstances)	Exceptional circumstances include: <ul style="list-style-type: none"> <li>• Externally resitting students</li> <li>• The period of time immediately prior to return where a student has an assessment immediately after return</li> </ul>
Disability support	No (except in exceptional circumstances)	Exceptional circumstances include: <ul style="list-style-type: none"> <li>• Where this support is a condition of suspension</li> <li>• Where this support is required to facilitate return to study</li> </ul>
Wellbeing support	No (except in exceptional circumstances)	Exceptional circumstances include: <ul style="list-style-type: none"> <li>• Where this support is a condition of suspension</li> <li>• Where this support is required to facilitate return to study</li> </ul>
Students' Union services	Yes	

## 7.8 How to apply

7.8.1 If a student feels that they need to suspend their studies, they should first discuss the matter with their Associate Head/Dean and/or Academic Tutor. Students may also find it useful to discuss the matter with Student Access, Wellbeing and Support. The Students' Union Advice Service can be approached to discuss the process and implications of suspension where students may not yet be ready to approach university staff. There are financial consequences to suspending studies, which students must discuss with the Student Funding Advice team before making the decision to take time out.

7.8.2 Visa holding international students must contact the Visa and Compliance team before applying to discuss the implications of suspending their studies ([visa@yorks.ac.uk](mailto:visa@yorks.ac.uk)).

7.8.3 Following these discussions, if the student decides that suspending their studies is the best option for their circumstances, they should complete the 'Suspension of Studies Application' online form and gather their supporting evidence (where required).

7.8.4 Completed forms, together with supporting evidence (if required), must be submitted online via a student's e:Vision account for authorisation. If students leave their studies without doing this, they may not be re-admitted to the University when they wish to return.

- 7.8.5 The student's Associate Head/Dean, or their representative, will need to authorise the 'Suspension of Studies' online form to support the student's request. The Associate Head/Dean, or their representative, will add a supporting statement to the form, confirm the student's last date of attendance and, where appropriate, provide recommendations regarding repeat teaching and/or repeat assessment. A decision will be taken by a Registry panel on behalf of the Academic Registrar.
- If the School has recommended that existing marks or non-submissions are set aside (voided), for assessments that were due prior to the suspension start date, then the application will be referred to the Special Cases Panel, or a Registry panel acting on behalf of the Committee, for consideration.
  - If the School has recommended that more than 1 semester is repeated then the application will be referred to the Special Cases Panel, or a Registry panel acting on behalf of the Committee, for consideration.
  - If the School has recommended an undergraduate programme restart and the student is eligible then the application would normally not require Special Cases Panel approval and can be recommended as part of the suspension of studies.
- 7.8.6 Where evidence is required – if there is no evidence or insufficient evidence attached and this is not provided in response to a request, the suspension of studies will be considered based on the documents provided. In some cases, this may mean requests for repeat teaching, or the voiding of marks are declined.
- 7.8.7 Students who are applying for a continuation of a current suspension of studies must include recent up to date evidence (if this is required under the policy) and/or a personal statement to support their new suspension of studies request. Refer to [section 7.1.3](#) for further guidance.
- 7.8.8 Any details and evidence supplied are treated in confidence and are for the purpose of giving enough information to consider the request. Evidence and specific details of the grounds for the suspension will not be disclosed to the funding body, although the University notification to funding bodies will include the general grounds i.e., medical/personal/academic/financial.
- 7.8.9 If the request to suspend studies is successful the student will be notified by email, which will confirm the dates of their suspension of studies, any conditions of resumption, and their new programme end date. Registry will communicate with the student's funding body.
- 7.8.10 If an international student on a Student Visa suspends their studies their visa status in the UK may be affected. Suspensions of up to 60 days can be taken without reporting to the UKVI if there is documented evidence in place and the School and Registry panel approve the short suspension. The University will report longer suspensions of studies (above 60 days) to the UKVI and the student will be required to leave the UK as their Student Visa will then be curtailed. For more advice on immigration issues please contact the Visa and Compliance team ([visa@yorks.ac.uk](mailto:visa@yorks.ac.uk)).
- 7.8.11 During a suspension of studies, students may find it helpful to stay in contact with an appropriate person in their School such as their Associate Head/Dean or Academic Tutor. This is not compulsory, but it can offer a good point of contact upon their return. It is the student's responsibility to initiate and maintain this contact.

## 7.9 Returning from suspension

- 7.9.1 The Student Records team will contact students by email approximately **4 weeks** prior to their expected return to university to check their intentions, ensure they can meet any conditions of return and to set enrolment processes in place. For teacher training programmes this is extended to 8 weeks to allow the returning student sufficient time to make a re-application for Disclosure and Barring Service (DBS).
- 7.9.1 Students enrolled on teacher training programmes that have been absent from programme for a period of 6 months or more, will be required to make a new application to the DBS to comply with school placement safeguarding checks.
- 7.9.2 In the case of a suspension of studies on health grounds students are normally asked to provide medical evidence that confirms they are fit to return to their studies. In this case students must supply an appropriate medical certificate to Registry prior to return.
- 7.9.3 International students on a Student Visa will be required to apply for a new visa before their return to studies following a long suspension. For more advice on immigration issues please contact the Visa and Compliance team ([visa@yorks.ac.uk](mailto:visa@yorks.ac.uk)).
- 7.9.4 Prior to return students are advised to contact their Associate Head/Dean and/or Academic Tutor about how they should prepare for returning to their programme and to discuss any potential support arrangements.

7.9.5 When returning students are advised to familiarise themselves with:

- Re-enrolment
- Assessment submission dates and/or examination dates
- Access to Moodle
- Module choices
- Access to their teaching timetable
- Accessing support from the Disability Support and Inclusion team, where appropriate
- Accessing other available support services – Student Access, Wellbeing and Support team, Student Funding Advice team, Study Skills

7.9.6 Students who do not reply to the University email by their expected return date will be assumed that they no longer intend to return to their programme. Students will be withdrawn from their studies at the University. Their enrolment will normally be terminated with effect from their last date of attendance. If the student is eligible for a lower exit award at this point arrangements will be made for this to be ratified at the following Progress and Award Examination Panel.

7.9.7 Students who are unable to return from their current suspension of studies may be able to request a further suspension by submitting another online application with new up to date evidence. Refer to [section 7.3](#) regarding the maximum periods of suspension available to students.

## 7.10 Repeating assessments

7.10.1 Students given permission to repeat assessments should note that they may use their previously submitted work for their own learning and reference, in the same way they would use third-party information, but students may not rework and/or resubmit their previous work for assessment when repeating a module or if the original assessment has been set aside (voided) as part of the suspension. This would be treated as academic misconduct and considered as self-plagiarism. This will be regarded with the same severity as plagiarism in general in submitted work (refer to [section 24](#)).

## Section 8 Student maternity, paternity, adoption and parental leave policy

### 8.1 Overview

- 8.1.1 The University's policy has been harmonised with the Research Councils' framework and clearly differentiates parental leave from suspension of study for medical or disciplinary reasons. For this reason, any suspension of study taken due to parental leave will not count towards the maximum periods of study detailed in the [University Regulations](#). Leave taken under this policy also does not count towards the maximum period of suspension permitted. There is no limit to the number of periods of leave taken under this policy.
- 8.1.2 This policy and procedure apply to undergraduate, postgraduate taught and postgraduate research students.
- 8.1.3 For cases with same sex couples which do not fall under the arrangements for adoption leave set out in [section 8.4](#) below, the student who gives birth to the child will be eligible to take maternity leave while their partner will be eligible to take paternity or shared parental leave.
- 8.1.4 Applications for maternity, extended paternity, shared parental leave or adoption leave should be made on the suspension of studies form, making sure the details of the dates of the leave to be taken are included. The University recognises that these dates may change (e.g., for premature or late births) and will work with the student to adjust dates of suspension in these cases. For undergraduate and taught postgraduate students, please refer to [section 7](#). For postgraduate research students, please refer to section 7 of the [Code of Practice for Research Students](#).

### 8.2 Maternity leave

- 8.2.1 The policy aims to ensure consistent and fair treatment of pregnant students and new mothers and provides new mothers with the right to a protected period of leave after the birth. This includes where a child is stillborn after week 24 of pregnancy, or where a child dies shortly after being born.
- 8.2.2 Students should notify their academic tutor or research supervisor of their pregnancy at least 15 weeks before the expected week of childbirth. Pregnant students can obtain a maternity certificate (MATB1 for students in the UK) from a registered medical practitioner from the twentieth week of pregnancy. For students studying on distance learning or programmes outside the UK, the relevant evidence should be obtained from medical services in the student's home country. This proof of pregnancy will be required to be submitted with the suspension of studies form.
- 8.2.3 Earlier notification may be necessary in some cases, for example where a student may study or work in a potentially hazardous environment, and the student should seek advice from a registered medical practitioner. Environments that involve the following are more likely to present greater risks: physical activity including lifting and carrying; the use of chemicals, including paints and pesticides; radiation; compressed air environments; exposure to infectious disease. The academic tutor or supervisor should carry out a risk assessment as soon as possible to minimise any potential risk. If a student is on placement or studying abroad, a risk assessment will be carried out in conjunction with the placement provider or host institution.
- 8.2.4 For support in pregnancy and maternity with assessment deadlines for undergraduate and taught postgraduate students, please see [section 18.16](#) on 'Exceptional Circumstances Plans'.
- 8.2.5 If a student's studies are affected by pregnancy, the student should notify the University at the time it is impacting on their study. If the pregnancy is not disclosed before any assessment the student believes the pregnancy has impacted, then this cannot be used later as grounds for appeal, unless the student has a good reason to not disclose the pregnancy at the time. Unwillingness to disclose, including for cultural reasons, is not accepted a reason for not disclosing at the time of the impacted assessment.

#### Undergraduate and postgraduate taught students

- 8.2.6 Students who give birth may choose to suspend their studies. This will normally last 1 full year so that the student may return to study at the same point at which they suspended. Where possible the leave period should be timed to take account of the academic requirements of the course (e.g., project work), and should start at the beginning of, rather than partway through, a semester. Maternity leave cannot start later than the date of the child's birth and all new mothers must take a minimum of 2 weeks' leave immediately after the birth. For details on the 'Suspension of study policy and process', please see [section 7](#). Applications should be made on the suspension of studies form.

## Postgraduate research students

- 8.2.7 Students who give birth during their period of registration for a postgraduate research degree are automatically entitled to take a leave of absence from for up to one year of maternity leave. Maternity leave cannot start later than the date of the child's birth and all new mothers must take a minimum of 2 weeks' leave immediately after the birth. The start of maternity leave should be determined with the research supervisor, taking into account the nature of the student's research work. Details on this leave of absence process can be found in section 7 of the [Code of Practice for Research Degrees](#). Applications should be made on the [Postgraduate Researcher Leave of Absence, Suspension and/or Extension Request](#) form.
- 8.2.8 Students who hold Research Council or other sponsoring body awards must align their periods of university and funding body leave. Where there is a conflict of interest between the 2 policies, the sponsoring body's policy will be followed in relation to the area(s) of conflict.

## Funded maternity leave (postgraduate research students)

- 8.2.9 The University aims to provide a limited period of funded maternity leave, and in some cases funded shared parental leave, for the following students:
- Postgraduate research students funded by the University via a scholarship where the expected week of childbirth falls within the period of the award.
  - Postgraduate research students funded by the University via a studentship where the expected week of childbirth falls within the period of the award.
  - Postgraduate research students co-funded by the University via a scholarship where the expected week of childbirth falls within the period of the award.
  - Postgraduate research students co-funded by the University via a studentship where the expected week of childbirth falls within the period of the award.
- 8.2.10 Prior to receiving funded maternity leave or funded shared parental leave from the University, students are required to state their intention to return to their studies after taking the leave. Students who do not return to their studies for at least 3 months after taking funded leave may be required to pay back in full all monies received during the period of leave.
- 8.2.11 Research Council funded students are entitled to receive funded maternity leave. The first 26 weeks would normally be paid at full stipend, the following 13 weeks at a level commensurate with statutory maternity pay and the final 13 weeks unpaid; more details are available from the Research Office. Prior to receiving such funding, students are required to state their intention to return to their studies after taking maternity leave. Students who do not return to their studies for at least 1 semester after taking funded maternity leave may be required to pay back in full all monies received during the period of leave. In some circumstances it may be possible for some of this funded leave to be taken as shared parental leave (see [section 8.6](#) for details of the University's policy in relation to shared funded parental leave).

## 8.3 Paternity leave

### Undergraduate and postgraduate taught students

- 8.3.1 Student fathers (or parents and adopters eligible for paternity leave) may take up to 2 weeks' (10 working days) leave at any time during a partner's pregnancy or within 3 months of the birth (paternity leave). If this leave coincides with an assessment period, examinations will be deferred to the next period and relevant extensions granted for other assignments.
- 8.3.2 Students should notify their academic tutor at least 15 weeks before the expected week of childbirth. Students should complete an Exceptional Circumstances claim on this basis, with supporting evidence of a maternity certificate (MATB1 for students in the UK) accepted in these cases, refer to [section 18](#). For students studying on distance learning or programmes outside the UK, the relevant evidence should be obtained from medical services in the student's home country. Students should apply when they know they want the period of paternity leave to begin.
- 8.3.3 Students will also be eligible for a longer period of suspension, in line with the arrangements made for student mothers. This will normally last 1 full year so that the student may recommence their studies at the same point at which they suspended (extended paternity leave). This will not count towards the maximum periods of study detailed in the [University Regulations](#). For the 'Suspension of study policy and process', please see [section 7](#). Applications should be made on the suspension of studies form, making sure the details of the dates of the leave to be taken are included.

## Postgraduate research students

- 8.3.4 Postgraduate research student fathers (or parents and adopters eligible for paternity leave) may take up to 2 weeks' (10 working days) leave at any time during a partner's pregnancy or within 3 months of the birth (paternity leave). In line with the policy adopted by the Research Councils, this leave is not taken as a suspension of status and the submission date is not adjusted. Students should discuss this with their research supervisor in advance and then notify the research supervisor when the birth has occurred.
- 8.3.5 Students who are eligible for a further period of paternity leave from their Research Council or sponsor may request a matching period of leave from the University. The University will support student fathers' (or parents and adopters eligible for paternity leave) requests for a period of leave of absence, where permitted by their funding body, up to a usual maximum of 1 year (extended paternity leave). Periods of extended paternity leave do not have to be taken consecutively when sharing parental leave (see [section 8.6](#)) but do have to be taken within 12 months of the birth and any unused time may not be taken at a later date. Where there is a conflict of interest between the 2 policies, the sponsoring body's policy will be followed in relation to the area(s) of conflict.
- 8.3.6 Self-funded student fathers (or parents and adopters eligible for paternity leave) may request a further period of leave of up to 1 year (extended paternity leave). Periods of extended paternity leave do not have to be taken consecutively but do have to be taken within 12 months of the birth and any unused time may not be taken at a later date.
- 8.3.7 The timing of extended paternity leave will depend on a number of factors, including the nature of the student's research work. This should be discussed with the student's research supervisor. Applications for extended paternity leave should be on the relevant form, making sure the details of the dates of the leave to be taken are included.

## 8.4 Adoption leave

- 8.4.1 Arrangements for adoption leave usually parallel those made for maternity and paternity leave, in that the main carer takes 'maternity leave', regardless of gender, and the carer's partner takes 'paternity' leave.
- 8.4.2 The child's main carer will be eligible to suspend their studies (undergraduate and taught postgraduate) or take a leave of absence (postgraduate research students) in line with maternity leave provisions (see [section 8.2](#)). Periods of adoption leave do not have to be taken consecutively when sharing parental leave (see [section 8.6](#)), but do have to be taken within 12 months of the adoption and any unused time may not be taken at a later date. Adoption leave may start at any point after the student has been notified that they have been matched with a child.
- 8.4.3 A student who is the partner of an adopting parent will be eligible for leave in line with the relevant model for paternity leave (see [section 8.3](#)). Periods of adoption leave do not have to be taken consecutively when sharing parental leave (see [section 8.6](#)) but do have to be taken within 12 months of the adoption and any unused time may not be taken at a later date.

## Postgraduate research students

- 8.4.4 Postgraduate research students who are eligible for a period of adoption leave from their Research Council or sponsor may request a matching period of leave from the University, up to a usual maximum of 1 year. Where there is a conflict of interest between the 2 policies, the sponsoring body's policy will be followed in relation to the area(s) of conflict. Periods of adoption leave do not have to be taken consecutively when sharing parental leave (see [section 8.6](#)) but do have to be taken within 12 months of the adoption and any unused time may not be taken at a later date.

## 8.5 IVF and surrogacy

- 8.5.1 In cases which do not fall under the arrangements for adoption leave set out in [section 8.4](#), or standard arrangements for maternity, paternity or shared parental leave, student parents are advised to discuss this with their academic tutor or research supervisor, who will then contact Registry for advice ([assessment@yorks.ac.uk](mailto:assessment@yorks.ac.uk)). The options available should be equivalent to those available for the other forms of leave set out in this policy.

## 8.6 Shared parental leave

- 8.6.1 In some circumstances, student parents may wish to share a period of parental leave. Periods of shared parental leave will be recorded as a suspension of study, commencing at the start of the relevant Semester and concluding at the end of the subsequent vacation. Students should as far as possible, align their parental leave with the structure of university Semesters and all periods of shared parental leave have to be taken within 12 months of the birth.

## Shared funded parental leave (postgraduate research students)

- 8.6.2 Research Council funded students may be entitled to share a period of funded parental leave depending on the individual circumstances. This would only normally be possible where both parents are RCUK funded students and the expected week of childbirth falls within the period of the award. A table indicating entitlement is provided in Annex A in [section 8.11](#). Students should contact the Research Office to discuss their options. Prior to receiving such funding, students will be required to state their intention to return to their studies after taking parental leave. In line with the RCUK policy, students who do not return to their studies for at least 1 semester after taking funded parental leave may be required to pay back in full all monies received during the period of leave.
- 8.6.3 Holders of studentships funded or co-funded by the University may be entitled to a period of shared funded parental leave. This would only normally be considered where both parents are students of the University and the expected week of childbirth falls within the period of the award. Students should contact the Research Office to discuss their options. Prior to receiving such funding, students will be required to state their intention to return to their studies after taking parental leave. Holders of studentships who do not return to their studies for at least 3 months after taking funded parental leave may be required to pay back in full all monies received during the period of leave.

## 8.7 Access to University facilities

- 8.7.1 All students on maternity, extended paternity, adoption or shared parental leave will retain access to online resources, including email, and to the University library. Suspended students (undergraduate and taught postgraduate students) and students on leave of absence (postgraduate research students) are not normally supposed to be studying, and are not entitled to teaching, supervision and other academic provision (e.g., thesis chapter reading for postgraduate research students), or access to laboratories.
- 8.7.2 Research students may be able to attend external research conferences while on maternity, extended paternity, adoption or shared parental leave. This should be discussed and agreed with the research supervisor and any risk assessments required completed.

## 8.8 Planning for return to study

- 8.8.1 Prior to returning to study, students should contact their academic tutor or research supervisor so that arrangements may be made for their return. This is likely to involve a limited amount of academic guidance and preparation, as necessary in each case.
- 8.8.2 For postgraduate research students, it may be appropriate to undertake keeping in touch (KIT) opportunities (e.g., supervision sessions). These should be agreed between the student and research supervisor.
- 8.8.3 Risk assessments must also be made where the work environment might pose a threat to a breastfeeding mother (see [section 8.2.3](#)).
- 8.8.4 Students can access wellbeing or disability services as required to help facilitate the return to study.
- 8.8.5 Should a returning student be unable to return to study after a maximum period of maternity leave, either for ill-health or other reasons (e.g., prolonged ill-health of their child) that would require more than 4 weeks absence, a further suspension of study should be taken on these grounds. This suspension of study would fall within the 'Suspension of Study Policy' in [section 7](#).

## 8.9 Overseas students

- 8.9.1 Student visa holders who need to suspend study for maternity leave may only suspend for up to 60 days without reporting to UKVI being required. The 60-day suspension is only permitted where academic colleagues feel it is viable for the student to complete the course of study **without a visa extension**. If longer suspensions are required, the student will be reported to UKVI and must return home during the suspension and apply for a new visa to return to studies at a later date. Advice can be sought from the Visa and Compliance team at [visa@yorks.ac.uk](mailto:visa@yorks.ac.uk).

## 8.10 Adjustments to mode of study

- 8.10.1 Students may choose to return to their programme of study on a part time basis, where this mode of study exists. These applications require the support of the appropriate Associated Head or research supervisor. Students should complete a change of programme form for taught programmes, as detailed in [section 5](#). Research students should complete the request for a change in programme form, as detailed in section 5 of the [Code of Practice for Research Degrees](#).
- 8.10.2 Undergraduate and taught postgraduate students who are returning from maternity leave can also apply for an 'Exceptional Circumstances Plan' (ECP) which will help in staggering assessment deadlines, in agreement with the School (see [section 18.16](#)).

8.10.3 Should students then wish to transfer back from part time study to full time study once a period of time has passed, this may happen where the mode of study exists and requires the support of the Associate Head/Dean or research supervisor. Students should complete a change of programme form, as detailed in [section 5](#).

8.10.4 For postgraduate research students, permission may be needed from the appropriate Research Council.

## 8.11 Annex A: Research Council UK shared funded parental leave provision

8.11.1 Research Council funded student partners can only share funded parental leave where both parents are RCUK funded students and the mother is in receipt of funded maternity leave. It is not a requirement for both parents to be students at the University.

8.11.2 Eligibility can be summarised as follows:

Mother	Partner	Eligible for RCUK shared funded leave from York St John?
Not RCUK funded	Not applicable	Not eligible
RCUK funded, not at York St John	Not RCUK funded, at York St John	Not eligible
RCUK funded, not at York St John	RCUK funded, at York St John	Potentially eligible. Will need to liaise with mother's institution to ensure no more than 26 weeks full pay and 13 weeks at a rate equivalent to Statutory Maternity Pay paid across both parents. York St John to pay the weeks the partner took as shared funded leave.
RCUK funded, at York St John	Not RCUK funded	Not eligible for shared leave; mother entitled to funded maternity leave.
RCUK funded, at York St John	RCUK funded, at York St John	Eligible. Will need to liaise with mother's department to ensure no more than 26 weeks full pay and 13 weeks at a rate equivalent to Statutory Maternity Pay paid across both parents. York St John responsible for full payment.
RCUK funded, at York St John	RCUK funded elsewhere	Potentially eligible. Will need to liaise with partner's institution to ensure no more than 26 weeks full pay and 13 weeks at a rate equivalent to Statutory Maternity Pay paid across both parents. York St John to pay the weeks the mother took as maternity / shared funded leave.

## Section 9 Apprenticeship policy: Gateway requirements and end-point assessment

### 9.1 Background

- 9.1.1 Assessment across the programme should focus on the Knowledge, Skills and Behaviours (KSBs) required by the Apprenticeship Standard and will culminate in the end-point assessment (EPA). Prior to undertaking the EPA, apprentices must meet the gateway requirements set out in the Apprenticeship Standard. This ensures that all apprentices have completed the mandatory aspects of the occupational standard and any work that underpins specified assessment methods. It also demonstrates that the employer believes the apprentice is occupationally competent at the point they pass the gateway.
- 9.1.2 The University operates the apprenticeship programmes within the Education and Skills Funding Agency (ESFA) regulations:
- Apprenticeship funding rules for main providers
  - Conditions for being on the register of end-point assessment organisations

### 9.2 End-point assessments

- 9.2.1 The EPA is an independent assessment at the end of the apprentice's training that confirms they have reached occupational competence. This confirms that the apprentice can perform in the occupation they have been trained in and can demonstrate the KSBs set out in the occupational standard. It must include at least two forms of assessment, and these will be specified in the assessment plan for the apprenticeship standard.
- 9.2.2 The EPA can be taken in two ways:
- Non-integrated: These are conducted by independent End-Point Assessment Organisations (EPAO), contracted by the University and selected by the employer. The University cannot be the EPAO in a non-integrated degree/diploma/certificate that it delivers.
  - Integrated: The University acts as the EPAO, and the EPA is an integrated aspect of the degree/diploma/certificate. For this purpose, the University has to be listed on the Register of End-Point Assessment Organisations (RoEPAO). The EPA must still deliver an impartial result - the assessor must be independent of the programme, employer and apprentice.
- 9.2.3 For non-integrated apprenticeships, the apprentice must have passed their degree/diploma/certificate to be put forward for the EPA. This is determined by the University. Successful completion of the degree/diploma/certificate does not constitute completion of the apprenticeship. This is only achieved when the degree/diploma/certificate and the EPA have been achieved.
- 9.2.4 For integrated apprenticeships, successful completion of the degree also constitutes successful completion of the apprenticeship. In such cases, the final module of the degree may constitute the EPA. Where this is the case, the assessment will need to meet the requirements of the EPA set out the apprenticeship Assessment Plan.
- 9.2.5 The University is responsible for providing continued support to the apprentice until the EPA is completed.
- 9.2.6 All apprentices must have passed maths and English Level 2 or above prior to the gateway. If they do not already hold these at the start of the apprenticeship, they will undertake these while on the programme. Evidence of these qualifications must be presented at gateway.
- 9.2.7 For all degree/diploma/certificate apprenticeships, the alignment of the programme assessment strategy with the apprenticeship Assessment Plan is essential. The programme should include a range of formative and summative assessments which support both the achievement of the programme and prepare apprentices for the EPA.

### 9.3 Changing employer prior to or during the gateway period

- 9.3.1 If an apprentice moves to a new employer prior to EPA, whether on programme or during gateway, the apprentice can only continue the programme and complete the EPA with the financial support of the new employer. In these circumstances the change of employer process must be followed, and advice sought from the Apprenticeship team.
- 9.3.2 Apprentices who have their apprenticeship agreement terminated by reason of redundancy who, on the day of dismissal, are within 6 months of the final day of the practical period OR have completed at least 75% of the practical period specified in the apprenticeship agreement, may continue their apprenticeship training without being employed under an apprenticeship agreement.

- 9.3.3 During the programme, if an apprentice becomes unemployed, self-employed as a sole trader, or becomes a shareholder / director with no separate identifiable person to undertake the role of employer, they will at that point no longer be eligible for funding and will thus be withdrawn from the apprenticeship.
- 9.3.4 The apprentice must be employed until the end-point assessment is completed. Consideration must be given to the potential time needed for any reassessment and / or retraining prior to re-taking the end-point assessment so the apprentice remains employed during this time. The only exception is where the apprentice has been made redundant.

## 9.4 Timeframe for EPA completion

- 9.4.1 The EPA is a mandatory part of the apprenticeship which all apprentices must complete. It is expected that they will complete the EPA in the timeframes set out in the 'End-point assessment plan' from the Institute for Apprenticeships and in the programme specification. If students are unable to complete their EPA in the expected timeframe, they must follow the 'Exceptional Circumstances policy' (refer to [section 18](#)).

## 9.5 Suspension of studies during the gateway

- 9.5.1 Students will still have access to some university IT systems and email, but will not have access to library facilities, including online resources, during their period of suspension from the University, unless completing assessments. Access to other university support is not normally required and will therefore be restricted. For further information on suspension of studies refer to [section 7](#).

## 9.6 Gateway approval

- 9.6.1 Gateway approval is the responsibility of the School in collaboration with the Apprenticeship team. Work Based Learning Tutors are responsible for conducting Gateway meetings with the apprentice and employer. Quality Assurance of this process is the responsibility of the Course Leader, Associate Head/Dean, and Head of Apprenticeships who will sign off Gateway forms together.
- 9.6.2 For records, EPA Gateway sign off will be considered at the School Assessment Board (SAB) and reported to the Progress and Award Examination Panel.

## 9.7 Eligibility to attend graduation

- 9.7.1 Certificates and transcripts of results for apprenticeship programmes may be withheld pending the submission of documentation required by the Education and Skills Funding Agency (ESFA) to release payments. Certifications and transcripts for awards that form part of the programme will be withheld until end-point assessment has been completed.

## Section 10 Assessment format policy

### 10.1 Summative and formative assessment

Type	Definition
<b>Formative</b>	Assessments with a developmental purpose, designed to help students learn more effectively by giving them feedback on their performance and how it can be improved and/or maintained.
<b>Summative</b>	Formal assessment of students' work, contributing to the final result for the module. Used to indicate the extent of a student's success in meeting the assessment criteria to gauge the intended learning outcomes.

### 10.2 General

10.2.1 Each modular assessment component is classified on the module specification as a particular type from a pre-defined list. There are **13 types of assessment**.

Code	Description
<b>CAP</b>	Capstone project
<b>CLINIC</b>	Clinical assessment used in health-related programmes
<b>CREATE</b>	Creative artefact
<b>EXAM (NEXAM)</b>	Examination conducted under examination conditions in a centrally organised examination room (or departmentally organised)
<b>EXT</b>	External
<b>ITEXAM (NITEXAM)</b>	Digital examination conducted under examination conditions in a centrally organised examination IT room (or departmentally organised)
<b>LAB</b>	Laboratory Report
<b>PORTF</b>	Portfolio
<b>PRCT</b>	Practical
<b>PRES</b>	Presentation
<b>TIMED</b>	Timed assessment that is completed in a set period of time without examination conditions, normally measured in hours or days
<b>VIVA</b>	Viva voce
<b>WRIT</b>	Written work

10.2.2 As students progress through their programme of study, they will – in general – move from shorter, tightly-controlled assessments to those over which they themselves have greater autonomy and which take place over a longer timeframe (for example: from time-limited written examinations and short essays on given topics to major projects and reflection on their progress and abilities).

10.2.3 **Time** and **autonomy** are independent properties, with each proposed assessment type having particular ranges of values for those properties. For example:

- A practical or a viva is conducted in real-time.
- Examinations are measured in hours.
- Reflections are likely to take place over a longer period measured in weeks, months or years.
- External assessments have little or no autonomy (for either staff or students).
- A viva differs from a presentation in the amount of autonomy that a student has: little in the former, considerable in the latter.

10.2.4 Each proposed assessment type can be further defined: (academic) written work may encompass anything from a 250-word abstract to a Master's dissertation. This detail continues to be supplied in the descriptive text of the assessment and is not formally constrained.

Each separate assessment component must be clearly indicated with the component-weighting in the module specification.

Assessment components cannot be further divided into sub-components.

### 10.3 Guidance on assessment volume

10.3.1 Awards should be made up of modules that normally follow a 20-credit pattern for undergraduate degrees and 30-credit pattern for postgraduate taught degrees. For comparative purposes, all equivalences are given for a 20-credit module and should therefore be applied flexibly to modules with higher or lower credit weighting. Normally 1 or 2 summative assessment components will be used in measuring the achievement of learning outcomes for a 20-credit module.

10.3.2 The following is for guidance only with some modes of assessment broadly equivalent to the work length required for written assessments in a 20-credit module. A definitive word count should be detailed in the assessment brief.

10.3.3 Refer to [sections 10.5-10.16](#) for more detailed information on assessment types.

Assessment type	Maximum limits (N.B. These are maximum limits. The actual limit may be less depending on the nature of the assessment and what is pedagogically appropriate)
<b>Examination</b>	<ul style="list-style-type: none"> <li>• 3 hours (100%)</li> <li>• 2 hours (75%)</li> <li>• 1 to 2 hours (50% and under)</li> </ul>
<b>Digital examination</b>	<ul style="list-style-type: none"> <li>• Dependent on assessment brief. Online quizzes/multiple choice would be shorter than standard examinations.</li> <li>• Digital exams that follow a similar format to a standard examination but online would expect to range between 1.5 to 2 hours.</li> </ul>
<b>Written assessment</b>	<ul style="list-style-type: none"> <li>• 4,000 (100%)</li> <li>• 3,000 (75%)</li> <li>• 2,000 (50%)</li> <li>• 1,000 (25%)</li> </ul>
<b>Individual presentation / Video</b>	<ul style="list-style-type: none"> <li>• 10 to 20 minutes (75 – 100%)</li> <li>• 5 to 10 minutes (25 – 50%)</li> </ul>
<b>Group presentation / Video (per individual)</b>	<ul style="list-style-type: none"> <li>• 3 to 5 minutes (75 – 100%)</li> <li>• 2 to 3 minutes (25 – 50%)</li> </ul>
<b>Performance/ Practical/ Exhibits/ Creative artefact</b>	<ul style="list-style-type: none"> <li>• Typically determined by the number of hours of student work as part of the overall module assessment strategy.</li> <li>• Dependent on project context.</li> </ul>
<b>Portfolio</b>	<ul style="list-style-type: none"> <li>• 2 to 5 elements dependent on level.</li> <li>• Assessed holistically.</li> <li>• No word count.</li> </ul>

<b>Capstone</b>	<ul style="list-style-type: none"> <li>• 8,000 (40 credits)</li> <li>• 12,000 (60 credits)</li> </ul>
<b>Viva</b>	<ul style="list-style-type: none"> <li>• Dependent on level</li> </ul>
<b>External</b>	<ul style="list-style-type: none"> <li>• Dependent on requirements of an external body</li> </ul>
<b>Timed assessment</b>	<ul style="list-style-type: none"> <li>• Dependent on assessment brief, weighting, and level</li> </ul>
<b>Clinical assessment</b>	<ul style="list-style-type: none"> <li>• Dependent on competencies being assessed appropriate to the programme and level.</li> <li>• Would normally follow similar limits to an examination.</li> <li>• Where there are several short examples, examination stations or a portfolio approach the combined total would not normally exceed the maximum limit of an examination.</li> </ul>

## Oral assessment

- 10.3.4 To allow students sufficient time to successfully cover the content individual presentation should not normally be less than 5 minutes and should not normally exceed 20 minutes. Group presentation may be longer than individual presentations but not normally exceed 25 to 30 minutes. Guidance only, possible that there are modules where the sole form of assessment is the oral assessment. Significantly great time may be appropriate to fully assess outcomes.
- 10.3.5 In all cases, the module specification document must indicate the relevant university assessment type, the nature of the assessment and the assessment deliverables (i.e., a short overview of what the student must submit). This should indicate things like:
- Length in words/minutes
  - Individual/group requirements
  - Portfolio assignments should be clear what students need to hand in and what additional supporting work needs to be submitted (e.g., sketchbooks, developmental work, lesson plans)

## 10.4 Logistical considerations

- 10.4.1 The arrangements necessary for some assessments need to be considered in advance, in particular:
- Resources** – material and technical resources need to be ordered well in advance.
  - Rooms/space** – suitable spaces for poster displays, performances, and concurrent presentations need to be booked ahead of time; Schools should consider there may be room availability and capacity restrictions during centrally organised examination periods and during teaching periods; and the resources available in the rooms checked.
  - Timing** – a schedule for individual timings for presentations or performances must be distributed to students well in advance. The schedule must consider how much time is needed for set-up and clear-away by each student in addition to the assessment. The schedule should allow time for breaks to avoid marker-fatigue and be flexible enough to allow for some presentations to over-run. Consideration should be given when scheduling timed assessments and departmental examinations to avoid creating a heavy assessment burden for students during teaching periods.
  - Invigilators** – these are needed for both School and Registry organised examinations, and Schools are expected to be able to provide invigilators for their examinations. In some circumstances, it may be possible for Registry to provide external invigilators, but it should not be the expectation of Schools that this is possible. Where external invigilators are used, Module Directors/Tutors are still required at the start of each examination.
  - Markers** – arrangements need to be made for enough markers to be available and for marking to be completed consistently.
- 10.4.2 Centrally organised examinations are scheduled by the Assessment team in Registry and are scheduled in set examination periods. The Assessment team is responsible for booking space to accommodate exams during these periods. Schools holding invigilated examinations outside these periods are responsible for booking space to accommodate their exams. Departmentally organised examinations must be held under the same examination conditions as centrally organised examinations. More information is available from the Assessment team in Registry, please visit our [key academic dates page](#).
- E: [assessment@yorksj.ac.uk](mailto:assessment@yorksj.ac.uk)

## 10.5 Capstone project

- 10.5.1 A multifaceted assignment that serves as a culminating academic and intellectual experience for students.
- 10.5.2 This may include a choice of other assessment types from which students select 1 for a single mark.
- 10.5.3 Examples include:
- Dissertation or consultancy project; dissertation or body of practice-based work incorporating a reflective analysis.

## 10.6 Clinical assessments

- 10.6.1 A clinical assessment is an assessment that is often used in health-related programmes (e.g., nursing, paramedic science, occupational therapy, physiotherapy, etc.). This form of assessment is used to test students' performance of clinical skills such as communication, clinical examination, medical procedures, clinical decision making, clinical thinking/reasoning in a simulated medical environment, and to allow them to demonstrate required clinical competencies.
- 10.6.2 Clinical assessments are often specifically designed as Objective Structured Clinical Examinations / Assessments (OSCEs / OSCAs). Different disciplines may run these assessments in different formats with the same aim of assessing simulated clinical performance. At times students may be asked to work with other students, staff or actors as appropriate to demonstrate effective management. A clinical assessment would usually involve several short examples (up to 15 minutes each) of competently performed clinical skills, which may be a simple demonstration or in response to an evolving scenario.
- 10.6.3 Clinical assessments may take the format of a single day with various examination stations or a collated portfolio approach; they may be video recorded or in-person (or both). Clinical assessments should be performed in real time whatever format the assessment takes. Examples of the format may include, but are not limited to:
- Video recorded clinical assessments, submitted as a portfolio.
  - In-person clinical assessment in front of assessors.
  - Full scenario (multiple skill) based assessments.
  - Single skill-based assessments.
  - A team (groupwork) approach to skill or scenario assessment.
  - Clinical management of a standardised or interactive virtual scenario
- 10.6.4 If the assessment is to be held under examination conditions (refer to [section 12](#)), students must be clearly advised in the assignment brief what these conditions are. The assignment brief should also, where necessary, detail any actions or specific materials that would breach the academic misconduct regulations if performed or brought in (refer to [section 24](#)).
- 10.6.5 Students requesting deferrals due to exceptional circumstances should follow the Exceptional Circumstances Policy (see [section 18](#)). If these are approved, the assessment would be deferred to the next assessment period.
- 10.6.6 Additional time is not normally given to a student for a clinical assessment unless this is specifically recommended in a student's Learning Support Plan (LSP). Reasonable adjustments to standard assessment procedures are recommended by the Disability Support and Inclusion Team through the Learning Support Plan (LSP) process. Adjustments are based on individual requirements and evidence of need (see [section 15](#)).

## 10.7 Creative artefact

- 10.7.1 A creation in a particular form that fulfils a brief.
- 10.7.2 Examples include:
- Artwork; blueprint; cognitive map; composition; concept; creative writing; exhibition; film; handout; manifesto; mind map; model; music product; pamphlet; poster; prototype.

## 10.8 Examination

10.8.1 Examinations are time-limited and held under staff-controlled conditions.

10.8.2 The 'default' is an unseen, closed-book examination. Examples include:

- Closed book; open book; seen or unseen; short answers and/or multiple-choice questions; classroom test.
- Refer to [section 12](#) for more detailed information regarding processes and procedures for examinations.

10.8.3 For 'take-home' exams refer to [section 10.15](#).

## 10.9 External/Practice education

10.9.1 Requirements set by an external body such as a Professional, Statutory and Regulatory Body (PSRB), placement provider or overseas education provider.

10.9.2 Examples include:

- Pre-requisites such as: for health and safety; lifting and handling; hygiene.
- Hours required by a PSRB to be spent in a placement.
- Placement portfolio or competencies documentation.
- An exchange partner's assessments on study abroad provision approved by the University.

10.9.3 Different disciplines may manage these requirements in different ways and compensation regulations will differ depending on the discipline.

## 10.10 Digital examination

10.10.1 Centrally organised digital examinations are designed to deliver an examination paper online and are taken in computer classrooms. The examination is time limited and is held under staff-controlled conditions.

10.10.2 Schools wishing to use digital examinations outside of centrally organised examination periods are responsible for booking a computer classroom, bearing in mind that access may be restricted during central examination periods and teaching periods.

10.10.3 Digital assessments that are delivered remotely and are usually time limited but are not held under staff-controlled conditions are considered to be timed assessments and not examinations.

10.10.4 Examples include:

- Digital delivery is more appropriate for examinations comprising of mainly multiple-choice style and short answer questions.
- Online quizzes using Moodle.

## 10.11 Laboratory report

10.11.1 Laboratory reports are written to describe and analyse a laboratory experiment that explores a scientific concept.

## 10.12 Portfolio

10.12.1 A collection of artefacts, written work and/or reflections that **is given a single mark**.

10.12.2 The more detailed description must be one of the following forms:

- A portfolio of 'specified elements'
- A portfolio which may consist of 'indicative elements'

10.12.3 The collection is submitted at one time. **The 'portfolio' should not be used as shorthand for flexible assessment that can be changed without formal approval.**

10.12.4 Live performances and presentations cannot form part of a portfolio and must be assessed as a separate component. If performances and presentations are recorded, the recording can form part of the portfolio and must be submitted at the same time as the other portfolio elements.

- 10.12.5 Where the contents of the portfolio are not a collection of similar works, e.g., creative writing pieces, or do not contribute to the culmination of a final piece of work, e.g., in an art portfolio, a commentary/reflection should be included that binds the separate parts together.
- 10.12.6 It is not acceptable to state on the module specification:
- A 'portfolio' with no supporting description (in the same way that just 'written work' is inappropriate).
  - A portfolio of materials that have individual weightings or word counts (which must be converted to separately assessed components; these may still be handed in at the same time).
  - A pointer to other documentation where the contents are specified (because this information is not necessarily available to the external examiners or the students).
- 10.12.7 For timed portfolios also refer to [section 10.15](#).
- 10.12.8 The key property of receiving a single mark must be reconciled with clarity to students and examiners of how the final mark is reached. Although percentage weightings of the materials must not be included for a portfolio, it is acceptable to indicate requirements on length (a 5-minute video reflection on a 2-hour student-led seminar).
- 10.12.9 All marks must be stored in the student record system (SITS). Assessment marks must not be calculated outside of SITS; if marks are being calculated outside SITS this would indicate the assessment needs updating to separate assessment components. If applicable, the module specification will need updating and formal approval sought from Quality Standard Committee's Programme Amendment Scrutiny Panel (PASP).
- 10.12.10 The use of the portfolio as an assessment type is standard practice in many disciplines. However, given it is an umbrella term suggesting the inclusion of multiple items, questions have been asked about the transparency and consistency of assessment where it is used.
- One concern is that the constitution of the portfolio may change year on year and that this variation may result in a lack of parity across cohorts.
- Another concern is that the portfolio is sometimes used where components are given individual weightings and summative marks that are then combined into a single portfolio mark.
- Given the nature of portfolios may change year on year depending on delivery and assignment content, then there is a need to allow a level of flexibility while ensuring that variations do not advantage or disadvantage particular year groups.
- 10.12.11 As defined in [section 10.12.2](#) above, 1 of 2 options are permitted when specifying a portfolio. Whilst the first option ensures the same elements and fixes the assessment at the point of the validated document, the second offers a strong indication of what is required. It allows flexibility to accommodate changes in delivery, it gives a strong indication of what is expected, and it is also subject to external examiner scrutiny to ensure that it does not move beyond acceptable norms. Although it is not as fixed as the first option, its flexibility helps to ensure the quality of the assessment as it allows the portfolio to be 'appropriate to the assessment' of the work, where often a set of fixed elements may be less appropriate to the assessment task.

## 10.13 Practical

- 10.13.1 Used to demonstrate a skill in real time (which may or may not be 'live').
- 10.13.2 Examples include:

- Audio file; demonstration; numerical assignment; (peer) observation; performance; process-based assessment.

## 10.14 Presentation

- 10.14.1 A student-led real-time event (on a topic approved by staff), delivered individually or by a group.

## 10.15 Timed assessments

- 10.15.1 A timed assessment requires the student to work unsupervised and complete the assessment within a specified amount of time. The specified time is usually measured in hours or days, and is not usually longer than 1 week.
- 10.15.2 Examples include:
- Timed case studies; take-home exams; timed portfolios; remote delivery of online assessments that are not held under staff-controlled conditions.

- 10.15.3 For all timed assessments the duration must be made explicit on the module specification. This information will be recorded in the records system and will appear in the assessment title on the Assessment Schedule.
- 10.15.4 An advantage of a timed assessment is that with the set time period and access to materials, students may better demonstrate their knowledge, abilities and use of sources. For some programmes timed assessments more closely resemble the work activities where students' knowledge and skills will ultimately be used. However, timed assessments may carry an increased risk of unauthorised collaboration between students.
- 10.15.5 The timetabling of timed assessments is the responsibility of the School; therefore, measures must be put in place to ensure that students are not unduly burdened with a number of assessments at the same time, and the timing requires consideration of other submission deadlines and examination dates.
- 10.15.6 Adequate support should be available throughout the duration of the assessment for both technical issues and for clarification in the case of factual errors in questions.
- 10.15.7 Timed assessments should reduce the need for specific adjustments for individual students. If the assessment is for longer than 1 day Learning Support Plan (LSP) extensions will not be granted.
- 10.15.8 Changing questions each year prevents previous cohorts from sharing their work and helps limit the possible academic misconduct in timed-assessments, requiring students to work with a recent source or with specific course content or activities.
- 10.15.9 It is good practice for timed assessments that span more than 1 day to time the release of the task and the submission at noon, thereby giving a full 24 hours or longer.
- 10.15.10 Students requesting extensions due to exceptional circumstances should follow the normal procedures (see [section 18](#)). If approved the assessment would be deferred to the next reassessment period, short extensions counted in days or weeks would not normally be approved. The timing of a deferral would not be when there are other teaching activities or exams.
- 10.15.11 [Section 32.3](#) details how the penalties for late submissions and resubmissions are applied.
- 10.15.12 The assignment brief should be accompanied by clear guidance regarding:
- How the task will be shared with students – it is important to ensure that the task material is distributed as quickly and fairly as possible.
  - When the task will be made available to students.
  - The deadline by which the assessment must be submitted, and any late submission penalties thereafter. University closure days should be considered when setting deadlines.
  - How the assessment should be submitted (refer to [section 11.6](#) regarding submission and errors when submitting).
  - How students can contact academic support during the task, when this is available and how to do this, for example, clearly state the office hours when support can be accessed if the assessment goes over several days.
  - Where to seek technical support, when this is available and how to access this.
  - It is good practice to give guidance on how much time to spend on preparation as opposed to, for example, a written task.
  - If applicable, a clear statement that extra time is not provided for students with LSPs.
  - Clear guidance on whether students are working individually or as a group, and that collusion would be dealt with as academic misconduct (see [section 24](#)).
- 10.15.13 Written instructions should be carefully prepared and should include:
- A word-count (this will help communicate expectations, help with keeping marking workload reasonable).
  - How the task should be formatted or presented.
  - If referencing is required and if so with which referencing system.
  - The deadline by which the assessment is due and the policy for late submissions (see [section 32.3](#)).
  - The materials can be consulted or referenced or is there a particular imitation on the resources used.

## **10.16 Viva voce**

10.16.1 An examiner-led live event.

## **10.17 Written work**

10.17.1 Academic writing, usually with referenced sources, often word-limited or guided.

10.17.2 Examples include:

- Abstract; annotated bibliography; blog; case study report; commentary; critical study; dissertation; essay; manuscript; online posting; project report; rationale; research paper; research proposal; research report; review article; self-reflective piece of work; strategy; take-home paper; written debate.

## Section 11 Non-examination assessment practice and conduct: policy and procedures

### 11.1 Formative assessment processes

- 11.1.1 Students will be given the opportunity to undertake formative assessment to allow students and staff to monitor performance prior to the formal summative assessment.
- 11.1.2 Details of formative assessments and activities will be provided by Module Directors/Tutors.

### 11.2 Summative assessment processes

- 11.2.1 Heads of School or nominated representative (or equivalent at validated partners) have oversight of the management of the assessment process and are, therefore, responsible for ensuring agreed processes are in place and for monitoring the effective engagement in these processes.
- 11.2.2 The School Quality Panel provides an opportunity for the regular audit of process and a formal recording of that effective engagement. The School Assessment Board will also analyse module performance to identify any anomalous marking trends in line with the Protocol for identifying and reviewing anomalous performance in modules (see [section 51](#)).
- 11.2.3 All staff concerned with the assessment of the module and external supervisors of placements must be clearly informed of assessment requirements.
- 11.2.4 Assessment requirements, deadlines and criteria for assessment must be clearly communicated to students in module documentation.

### 11.3 Assignment brief design and communication

- 11.3.1 The core objective of an 'assignment brief' is to maximise the likelihood that students will do what is required and expected in assessment. 'Assignment briefs' must effectively communicate the task's requirements and expectations, in order to enhance students' performance in assessment and, ultimately, their overall learning experience.

### 11.4 Approval of assessment titles and tasks

- 11.4.1 Module Directors/Tutors are responsible for managing the initial setting of the assessment titles/tasks (reflecting the modes of assessment approved in the validated module specification), including consulting with other tutors involved in the module delivery as appropriate.
- 11.4.2 A collegial process will be established at local level (programme, subject or School) for Module Directors/Tutors to approve assessment titles/tasks and the student-facing 'Assignment briefs'. A record of the process of approval will be kept for internal and external scrutiny.
- 11.4.3 All assessment titles/tasks for modules contributing to an award, including timed examination papers, are to be sent to the external examiner for their consideration prior to final approval. It is expected that external examiners will "comment on the suitability of the form, content and marking schemes of assessments and examination papers contributing to overall module marks for all modules contributing to the determination of an award of the University" (see [section 49.9.2](#)).
- 11.4.4 Where tasks do not have a defined title (e.g., a presentation or an artefact), or are student-defined (such as dissertations, negotiated essay titles etc.) then these do not have to be referred to the external examiner.
- 11.4.5 The timing of engagement with external examiners regarding draft assessments will influence the timing of communication to students about their assessment. Schools should engage with external examiners in a timely manner at the start of the academic year in which the module is to be taught.

## 11.5 Submission deadlines

- 11.5.1 Assessment deadlines must be set for **12 noon** as standard university practice.
- 11.5.2 Deadlines must not be set beyond the Academic Registrar's deadline/resit deadline. Reassessment deadlines should be set as per the 'Examination and Assessment Schedule', but if it is necessary to schedule a reassessment date outside of the period in the schedule the dates must be agreed with Registry Assessment team prior to communicating the change to students. The Academic Registrar's deadlines for the academic year can be found in the [Examination and assessment schedule](#).
- 11.5.3 A deadline **must not be set on a day when the University is closed**, so that if there are technical problems with the VLE, technical support would be available to resolve and/or mitigate the issues. This also applies to franchise partners when setting their deadlines. This includes:
- Saturdays and Sundays
  - Bank Holidays
  - University closure days over the Christmas period
- For clarity deadlines may be set in vacation periods provided they are not set for the periods above.
- 11.5.4 Deadlines can normally be set for the first working day that the University is open following the closure, with the exception that following the **Christmas period closure deadlines should be set no earlier than the second working day following the re-opening**.
- 11.5.5 Heads of School or nominated representative should consider staggering deadlines for their programme to avoid clustering of multiple assessments on or around the same date to account for student workload.
- 11.5.6 It is recommended that students submit their work in good time and, at the latest, start to submit their work at least **1 hour before the deadline** in order to allow for unforeseen circumstances (e.g., Wi-Fi/internet issues).
- 11.5.7 Work submitted after the deadline will be marked as late, even where the student began to upload their work prior to the submission deadline. The penalties for late submission outlined in this code will apply (see [section 32](#)).

### Assessment schedules

- 11.5.8 At the beginning of each academic year, a schedule for all assessment dates for the academic year and internal/external moderation arrangements (including agreed dates for returning marks and feedback to students) must be agreed at programme level by the School Quality Panel. A blank template schedule is provided by the Assessment team in Registry for completion by the programme teams.
- 11.5.9 To support students and staff managing their time, the 'Assessment Schedule' (excluding examiner/marker information when published for students) should be made available following approval by the School Quality Panel. The finalised assessment dates are recorded at university level by Registry. The 'Assessment Schedules' for the entire year must be received by the deadlines below.

Schedule	SQP approval by	Deadline for receipt by Assessment Team
Semester 1 modules	September	30 September
Semester 2 and Year-long modules	October	30 November

- 11.5.10 For each module or assignment task the 'Assessment Schedule' must include:
- Assessment dates
  - Reassessment dates
  - Agreed dates for returning marks and feedback to students
  - Identification of double markers/internal moderators (this information may be added at a later point if this is not available when the dates are approved by SQP)
  - The external examiner responsible
- 11.5.11 Once finalised the 'Assessment Schedule' must be made available to the programmes' external examiners to ensure they are aware of when samples will be received and to assist in managing their workload.

## Changes to submission and resubmission deadlines

11.5.12 All deadlines **should not** normally be changed once they have been set and communicated to students.

- 11.5.13 In exceptional circumstances if a deadline does need to be changed, the Head/Dean of School, or nominated representative, must consult with the Assessment team in Registry prior to implementing or communicating a change to the deadline.
- a) Exceptional circumstances may include, but are not limited to, staff illness affecting module delivery, or unforeseen difficulties with resources. Schools should implement rigorous checking procedures after the Assessment Schedule is approved to ensure that the dates provided to students on Moodle correspond with the date approved on the Assessment Schedule.
  - b) A School Quality Panel (SQP) Chair's Action should be completed detailing the rationale for the change of deadline.
  - c) Changes must not be communicated to students until the Assessment team in Registry has been consulted.
  - d) The SQP Chair, Head/Dean of School, or nominated representative, is responsible for checking the suitability of the new deadline.
  - e) If a change is agreed the SQP Chair, Head/Dean of School or nominated representative reports this to the School Quality Panel, who monitor the volume and reasons for changes to deadlines within the School.
  - f) If agreed the School must ensure that the change is communicated clearly to all students. Schools must ensure that all students with extensions via exceptional circumstances and/or Learning Support Plans are given amended deadlines for their existing extensions in line with the new deadline.
  - g) If an IT problem affects the entire cohort, for example due to a Moodle update or similar, the School can change the deadline to the **next working day**. In these circumstances the School must notify students in good time and let the Assessment team know the change in assessment date. Checks will be made for students who may have extensions. The School should also give guidance to students who may have already submitted prior to the IT failure. Students are encouraged not to withdraw their submission as the added time is to remove jeopardy of the IT problem rather than give more time to work on the assessment. Individual students with IT problems should be directed to the 'Exceptional Circumstances Policy' (see [section 18](#)), although it should be noted that IT grounds for individual students are unlikely to be upheld.

## Changes in assessment

11.5.14 Assessments should not normally differ from the approved module specification published on the Staff Information Point where amendment has not previously been approved by PASP.

- The deadline for module amendments in Semester 1 and yearlong is the final Friday in May for modules delivered the following September.
- The deadline for module amendments for modules delivered in Semesters 2 and 3 is the final Friday in November for modules delivered from the following January.

11.5.15 In exceptional circumstances if an assessment does need to be changed for the current year after the deadlines above have expired the Head/Dean of School, or nominated representative, must complete a SAB Special Resolution form explaining the reason for the change, and confirmation about consultation with students and consultation with the external examiner. Refer to [section 51.4.11](#) for more information on the Special Resolution process.

## Changes to Module Directors/Tutors

11.5.16 Changes to Module Directors/Tutors do not require SQP approval. The Programme Administration and Support Service (PASS) or programme team should email the Assessment team to notify them of the change ([assessment@yorks.ac.uk](mailto:assessment@yorks.ac.uk)).

## 11.6 Submission methods

11.6.1 E-submission is normally the standard method for submission of work. Although it is recognised that assignment submission methods depend entirely on the type of assessment being carried out. It is recognised that exceptions do exist, and e-submission does not apply to:

- Creative coursework (e.g., for art and design courses)
- Some types of portfolios
- Some types of presentations
- Some types of group work

Traditional offline (hard copy) submission procedures may apply to these exceptions.

11.6.2 Clear instructions to students as to the form for submission must be given in the module documentation available to students on the Moodle module site and within any other relevant assessment literature for the programme of study.

11.6.3 The submission procedure to be followed in relation to programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.

### E-submission

11.6.4 To ensure that students receive a consistent experience across all programme areas, the Virtual Learning Environment (VLE) will be used as the online environment for submitting formal summative assignments.

11.6.5 Module Directors/Tutors should use either of the following supported methods to handle assignment submission:

- Moodle
- Turnitin

11.6.6 In the event that University systems are not accessible on the due date/time, students will be advised by email to their university email address of any changes to alternative submission arrangements (refer to [section 11.5.12 g](#)).

11.6.7 When work is submitted to Moodle or Turnitin an **email confirmation** will be sent to the student's university email address. If this does not appear then students are advised to repeat the process again. Support information is available on the [Submitting work to Moodle](#) page.

11.6.8 If a Module Director/Tutor wishes to stipulate that files submitted must be of a certain type, then they must (where possible) configure the submission point to restrict submissions to acceptable file types. Any such restrictions must be publicised to students at the time of issuing the 'assessment brief', rather than only at the point of submission.

11.6.9 If more than 1 version of work is submitted, then the latest version before the deadline should be the one marked, unless no versions are submitted on time, in which case the first submission after the deadline should be marked. For clarity – if at least 1 submission is made before the deadline and another is made afterwards, then the last version before the deadline is the one accepted.

11.6.10 Errors when submitting electronically are treated as follows:

- a) Submission of the correct file to the wrong Moodle site or to a School or tutor's university email account, but before the deadline for submission will be treated as correctly submitted and will not incur a late submission penalty. It is the student's responsibility to alert their School if they have made such an error and confirm where the submission has been made.
- b) The timestamp on the receipt issued by the VLE when a submission has been successfully completed is the time that is used to determine whether a submission is late or not – irrespective of when the submission process was actually initiated. Discretion to waive a penalty for a late submission beyond the deadline does not constitute a fair and transparent approach. There is no discretion when determining whether a submission is on time – the date and time recorded on the final receipt is the only evidence that will be considered and a submission made at 12:00:01 would incur a late submission penalty (see [section 32.3](#)).
- c) Accidental submission of an incorrect document (e.g., an assignment from another assessment or an incomplete earlier draft of the assignment) should be marked in the normal manner; this is not accepted as exceptional circumstances (see [section 18.6](#)).

- d) A submission of the wrong file type, or a corrupted file that cannot be accessed by the marker, is not accepted as an exceptional circumstance and students cannot submit additional documents after the deadline without incurring late submission penalties in line with the 'Late Submission Policy' (see [sections 18.6](#) and [32.3](#)).

### Offline (hard copy) submissions

- 11.6.11 Schools must have in place appropriate and secure arrangements for submission of offline (hard copy) assessed work where this permitted. Work will be logged, and a receipt will be issued. It is the student's responsibility to ensure that they are issued with a receipt and to retain it. In the event of a dispute as to whether work has been submitted, the production of a receipt will be essential.

If work is submitted by post it must be submitted by **recorded delivery**. It is the responsibility of the student to retain a receipt and proof of posting and a copy of the work in case of loss in the post.

## 11.7 Backing-up of student work

- 11.7.1 Backing-up work means making a copy of academic electronic files, particularly for assessments during assessment preparation.
- 11.7.2 Backing-up work by students (prior to and after submission) is essential for students to protect their work and to prevent loss of student work in cases of software and hardware failure, virus attacks and human error. Students are encouraged to make secure copies of their work frequently, particularly when completing significant changes to draft assignments.
- 11.7.3 Loss or damage to electronic documents are not grounds for exceptional circumstances.
- 11.7.4 Students are reminded to keep back-up copies of all work as the University is unable to provide copies of work post-submission should their work be lost e.g., through computer failure, theft or deletion.

## 11.8 Confidentiality within student work

- 11.8.1 Schools must provide clear guidance to students to ensure they understand and maintain appropriate confidentiality, anonymity of individuals, organisations and workplaces during their studies and within their assessment submissions.
- 11.8.2 Students will be advised how to handle confidential information within their written work, particularly by protecting client identity. However, students can request that material submitted for assessment is kept confidential if it is commercially sensitive or to protect intellectual property.
- 11.8.3 Where applicable, Schools must have procedures in place to describe how breaches of confidentiality within students' assessments are removed in order to protect third parties.

## 11.9 Confidentiality of student work

- 11.9.1 The University may archive students' assessed work and make anonymised versions available for internal and external quality assurance and audit, or as an exemplar for learning.

## Section 12 Examination practice and conduct: policy and procedures

### 12.1 Scope

- 12.1.1 This policy applies to students enrolled on programmes for assessments delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).
- 12.1.2 The procedure to be followed in relation to programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.

### 12.2 Introduction and examination-related terminology

- 12.2.1 Examinations, or exams, are normally defined as formal, invigilated, written assessments.
- 12.2.2 Commonly used examination terminology includes:
- **Paper** – question paper for the examination.
  - **Script** – examination answer booklet.
  - **Examination paper cover sheet** – the precise instructions for the examination paper are described on the cover sheet.
  - **Open book examination** – examinations where students are permitted to bring items specified on the examination paper cover sheet into the examination, such as notes or coursework.
  - **Closed book examination** – examinations where students are not permitted to bring any additional items into the examination unless specified on the examination paper cover sheet e.g., unannotated statute books.
  - **Seen examination** – examinations where students are given access to the examination paper by the Module Director/Tutor at some point in advance of the examination session allowing them to prepare outline answers. The actual examination is sat under examination conditions. Students are not normally permitted to bring preparatory material into the examination room unless this is explicitly stated on the examination paper cover sheet.
  - **Unseen examination** – examinations where students are not given access to the examination paper in advance, and students do not know the questions to be asked until the beginning of the examination.
  - **Take home examination** – an examination where students are required to complete a task and submit their work within a strict time limit while working at home or in the library. Students are allowed to consult their own notes, course texts and other materials. (Refer to [section 10.15](#) regarding timed assessments).
  - **Digital examination** – normally an examination paper delivered online under examination-controlled conditions.

### 12.3 Examination scheduling

- 12.3.1 The general examination periods for the academic year are published a year in advance on the [examination timetable page](#).
- 12.3.2 **Normally at least 3 weeks before** the date of the first examination, the examination timetable will be published by the Assessment team in Registry on the University webpages.
- 12.3.3 Programme/Course Leads are responsible for checking the draft timetable and informing the Assessment team in Registry of any inaccuracies.
- 12.3.4 Students are responsible for checking the examination timetable and in cases of difficulty they must inform the Assessment team in Registry **within 5 working days** of notification of the draft examination timetable by emailing [exams@yorks.ac.uk](mailto:exams@yorks.ac.uk).
- 12.3.5 Once finalised, examination timings are released to students through e:Vision and published on the University's webpages.

- 12.3.6 Examinations will be held in 1 of 2 'slots' in each day of the examination period. These are normally:
- 9.30am (duration up to 3 hours).
  - 2.00pm (duration up to 2 hours).
  - Students with approved additional time for examinations would normally have the extra time added on to the end of the advertised examination time.
- 12.3.7 Students may be required to sit up to a maximum of 3 examinations in any 2 consecutive days during the examination period.
- 12.3.8 In the eventuality that a student has two examinations in the same session due to an unavoidable timetable clash, one of the examinations will be moved to an earlier or later session. In this situation the student will stay under supervision until the start of the next examination. The Assessment team in Registry will notify affected students of any supervision arrangements in advance of the examinations.
- 12.3.9 Examinations must normally be sat at the campus or approved exam venue, in York or London, at which the student is enrolled. Students enrolled at franchised partners must sit examinations at their home institution campus. It may be necessary for a student to sit examinations in other premises than those of the University. Such considerations would not normally be valid grounds for a review of the timetable or exceptional circumstances.
- 12.3.10 If the same examination paper is scheduled for concurrent use in multiple locations, then all examinations must be conducted at the same time. If that is not practicable (for example, because of a difference in time zone), then it is necessary to set a separate examination paper for each separate examination start time to avoid the risk of compromising the security of the examination paper. Under these circumstances Schools should seek advice from the Assessment team in Registry.

## 12.4 Religious observance during examination periods

- 12.4.1 Arrangements for examinations and assessments will avoid, as far as possible, significant religious festivals although it is not always possible to guarantee to avoid all such days. Students are required to notify the Assessment team in Registry (or equivalent at a partner institution) of their inability to carry out work or undertake assessments on holy days as soon as possible after enrolment and by **no later 6 weeks from the start of the programme**. The Assessment team in Registry can be contacted by emailing [exams@yorks.ac.uk](mailto:exams@yorks.ac.uk).

## 12.5 Departmental examinations

- 12.5.1 Examinations contributing to award that are held departmentally must be invigilated to the required standard following the University examination procedures.

## 12.6 Preparation and approval of examination papers

- 12.6.1 When preparing examination papers Module Directors/Tutors must make every effort to ensure that examination instructions and questions are clear and can be easily understood by students.
- a) Examination paper cover sheet and multiple-choice answer sheet templates are available from the Assessment team in Registry for download on the University intranet.
  - b) For clarity, instructions should be kept short and to the point. Over-complicated or ambiguous instructions should be avoided. Instructions do not need to be repeated on other pages of the paper.
  - c) Questions should be written as clearly, simply and precisely as possible.
  - d) Questions should avoid use of colloquialisms, slang and wording which has a cultural bias.
  - e) Instructions should state that students must cross out work they do not want to be marked, and that if students do not follow the paper's instructions the procedures laid out in this 'Code of Practice' will be applied. (See [section 12.18](#)).
- 12.6.2 The examination paper cover sheet must be created and passed to the external examiner with the examination paper for scrutiny.
- 12.6.3 The re-use of examination questions is generally poor practice and may lead to unfair student experiences. The re-use of questions included on papers that have been sat by students in the last 2-year period should be avoided unless there is explicit agreement from the external examiner. Question banks from which multiple-choice exams are drawn will recycle questions; in this case the bank of questions must be extensive and avoid the same sets of questions being used together on papers.

12.6.4 Best practice guidance for reducing examination paper errors includes checks for ensuring:

Examination paper preparation checklist
a) The examination duration is stated correctly and in line with the published timetable.
b) The instructions on the examination paper cover sheet make sense, for example, ensuring where reference is made to Section A and Section B that the sections are clearly labelled in this manner.
c) The examination paper cover sheet is clear regarding which additional items are allowed to be brought into the exam, particularly where calculators are permitted.
d) The material to be provided with the examination paper is clearly referenced on the examination paper cover sheet, and where necessary supplied with the examination paper e.g., graph paper, answer sheets, diagrams.
e) Page numbers flow correctly and are presented in the format 'Page x of y' at the bottom of the page.
f) Question numbers flow correctly and are consistent in style throughout the paper (e.g., not 1a, 1b, followed by 2i, 2ii).
g) The marks allocated to questions are checked to ensure they match the total number of marks for the paper.
h) The word 'End' is written at the end of the paper's questions.
i) Arrangements are made for the paper to be checked for punctuation and grammatical errors, and any other areas of ambiguity with language by someone other than the paper setter. Formula and technical information must be checked for accuracy.
j) Spaces are included at the top of the front page for the <b>student ID number</b> and <b>desk number</b> on any separate answer sheets to be submitted or where the student is required to answer within the examination paper and submit this.

12.6.5 External examiners must be involved in the approval of examination papers for:

- a) All programmes at all levels that are running for the first time.
- b) All papers for modules contributing to an award.

12.6.6 The scrutiny process must ensure the quality of the questions is appropriate; guidance includes:

- a) Checking the accuracy and balance of questions across the whole paper.
- b) Checking the parity between the initial paper and the resit paper.
- c) Reviewing questions against the learning outcomes and level of the module.
- d) Reviewing the accompanying model answers / marking criteria for use in the marking process.
- e) Ensuring that detail such as formulae, facts and figures are correct and consistent with the question text.
- f) Checking the accuracy of the examination paper cover sheet instructions.

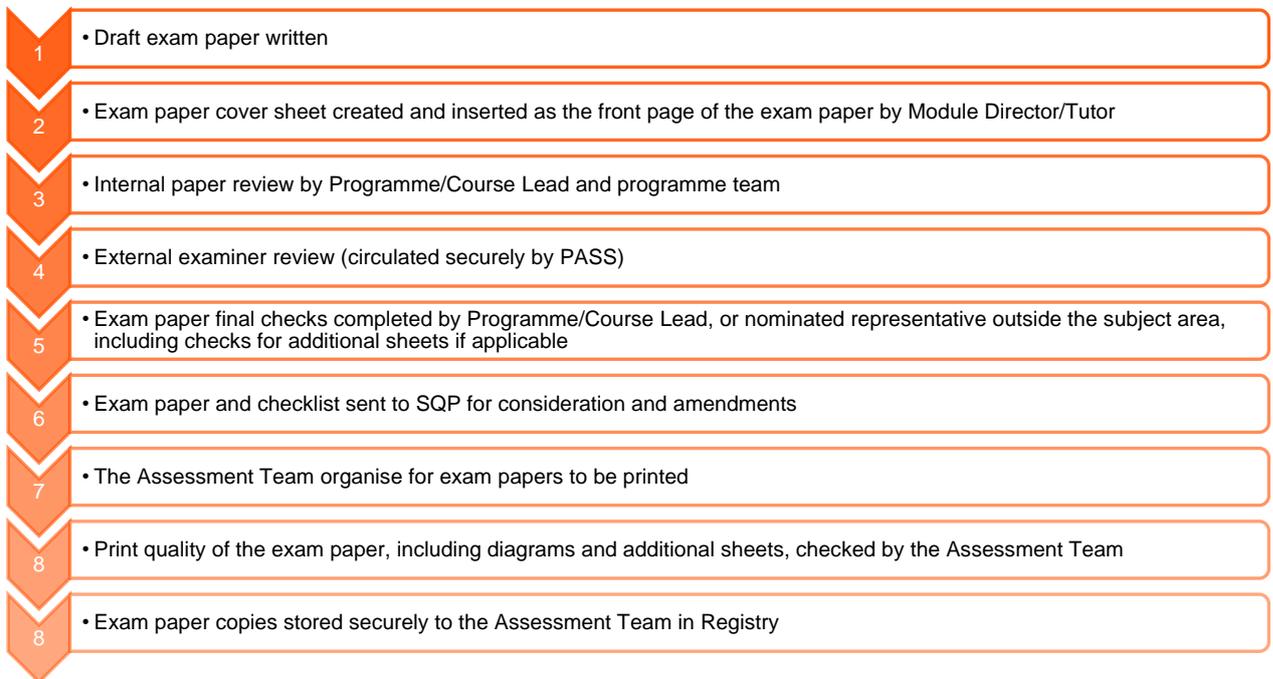
12.6.7 **Prior to printing**, Schools must have a robust final checking process in place to ensure examination papers, including the cover sheet, are free from errors and all material is provided. Guidance on appropriate checking process is available from the Assessment team in Registry.

12.6.8 Any additional answer sheets must include a space for the students to record their student identification number and desk number. All additional sheets that must be submitted by the student must be hole-punched in the top left-hand corner in order for students to attach these to their answer script.

12.6.9 The Assessment team are responsible for the organisation and production of examination papers with sufficient copies printed by the deadline detailed on the [Examination and Assessment Schedule](#).

12.6.10 **Prior to printing** the Assessment team must ensure the 'Examination Paper Checklist' has been completed by the Examination Paper Setter.

- 12.6.1 The Assessment team will check the 'Examination Paper Checklist' for the Examination Paper Setter's printing preferences. If no preferences are selected the examination paper will be printed double sided and in black and white.
- 12.6.2 **Following printing** the Assessment team will check and ensure all images, texts and diagrams on the examination papers have been clearly reproduced.
- 12.6.3 Schools must ensure that prior to an examination, students are made aware of the nature and format of the examination.
- 12.6.4 Summary of the examination paper preparation process:



## 12.7 Security of examination papers and materials

- 12.7.1 The security of examination materials is of the highest importance and Schools must ensure that they have reliable procedures in place to securely communicate with colleagues and external examiners.
- 12.7.2 It is essential that all examination papers remain confidential prior to the examination being sat. This applies to both the secure storage of hard copies of papers and to the security of electronic copies. The following strict security procedures must be adopted:
- a) When not being worked upon, hard copies of draft and final examination papers must be stored in locked cabinets in an area where access is restricted. The keys for the cabinets must not be kept in the desk adjacent to the cabinet.
  - b) Electronic versions of draft and final examination papers must be encrypted (password protected) and stored on a secure network drive designated for examination paper, for example MS One Drive; access to this drive must be limited to agreed individuals. To reduce the security risk posed if a device is lost or stolen electronic versions of examination papers must not be stored on the hard drive of a computer, or on a memory stick or similar portable device.
  - c) Internal mail and email must not be used to circulate examination papers or materials. Colleagues are reminded that normal email (and attachments) is not secure and consultation regarding examination questions must not be shared in this way.
  - d) Examination papers and materials must be uploaded to the relevant Teams page. The Assessment team will restrict access to this page to ensure the security of the electronic copies.
  - e) Hard copies of examination papers and material must not be left unattended.
- 12.7.3 Following the examination, the School must arrange for collection of examination scripts and examination papers from the Assessment team in Registry; a signature will be required to confirm receipt.
- 12.7.4 Any breach of security must be reported as a matter of urgency to the Academic Registrar or Deputy Academic Registrar and Registry Assessment team Manager.

## 12.8 Invigilation

- 12.8.1 Invigilators are responsible for enforcing the University regulations and policies that govern examinations.
- 12.8.2 Short training sessions for invigilators are run prior to examination periods by the Assessment team in Registry. All new invigilators are required to attend training prior to acting as an invigilator. Non-compliance of invigilator training will be reported to the Quality and Standards Committee.
- 12.8.3 There must be a minimum of 2 invigilators for each examination slot in the main examination room, with 1 additional invigilator for every 50 students thereafter; one of which will be an academic staff member from the University.
- 12.8.4 Shared additional requirement rooms require one invigilator, who will normally be an academic staff member from the University.
- 12.8.5 Heads of School or nominated representative are responsible for ensuring there are enough invigilators for any modules with examination components.
- 12.8.6 The Assessment team in Registry prepares an invigilation schedule detailing the invigilator allocations for each examination room.
- 12.8.7 The **lead academic invigilator**, allocated by the Assessment team in Registry, takes overall responsibility for the conduct of the examination and the invigilation process; including ensuring the collection of examination scripts following the examination is conducted in a robust manner.
- 12.8.8 Where the School is not required to provide invigilators, the School must ensure that the Module Director/Tutor or proxy is available to attend for the **first 15 minutes** of the examination and that they are contactable throughout the duration of the examination.
- 12.8.9 Invigilators must declare any personal conflicts of interest in relation to students taking examinations. Declarations must be made to the Assessment team in Registry no later than 1 week before the examination.
- 12.8.10 Invigilators must **arrive 30 minutes** before the start of the examination in the main room, or 15 minutes before the start of an examination in an additional requirement room. Prior to the examination a member of Registry will brief the invigilator(s) on the specific requirements for the examination session; this will include any learning support needs (if appropriate).
- 12.8.11 Invigilators must ensure that students remain seated at the end of the examination until all the scripts are collected. Students who finish early are not allowed to leave without permission from an invigilator; the examination script remains on the desk and is collected and recorded at the end of the examination.
- 12.8.12 Detailed invigilator guidance is available to invigilators in advance of the examination and can be downloaded from the University staff Intranet.

## 12.9 Attendance, lateness and absence

- 12.9.1 Attendance at examinations is compulsory.
- 12.9.2 A student who is late may be admitted to the examination **up to 30 minutes** after the start time but not thereafter. Any such student is required to report to an invigilator on arrival and present their university ID card to verify their identity. A student admitted after the start time must conclude their examination at the same time as the other candidates for that examination.
- 12.9.3 Students who do not attend an examination will be deemed to have failed the assessment and will be given a mark of zero.
- 12.9.4 If an incoming exchange student has prior approval to not sit an examination due to partaking in a student exchange programme, they must contact their Module Director/Tutor at the start of the module to notify them of their early leave date so an alternative assessment can be arranged. Refer to [section 21.3.3](#) for full details regarding when this is applicable and the process for approval.
- 12.9.5 If a student is absent from an examination due to unforeseen exceptional circumstances the procedure for exceptional circumstances should be followed where appropriate. Misreading the examination timetable is never regarded as an exceptional circumstance. Refer to [section 18.6](#).
- 12.9.6 Information about requesting an excusal from jury service can be found in the procedure for Support with Jury Service, please refer to our [Jury Service](#) page.
- 12.9.7 Students are expected to plan to arrive at the examination venue in good time. In the event of a failure of the transport services due to unforeseen industrial action or major incident, students are required to obtain an official note from the transport company to confirm the reason for the absence. Students must then follow the exceptional circumstances process.

- 12.9.8 Students are expected to return to the University to complete resit examinations where required to do so for progression or award purposes. Students who need to return home, particularly students who live overseas, must ensure they factor in sufficient travel time to account for potential delays and must ensure their visa permits them to return in time for the examination. Alternative arrangements would not normally be put in place for students who are late returning.
- 12.9.9 Alternative reassessment arrangements may be put in place for incoming exchange students who have returned home following their studies (see [section 16](#)). This does not apply to students enrolled on York St John University programmes of study who live overseas.
- 12.9.10 Students are allowed to leave the room during the examination only for good reason and must always be accompanied by an invigilator. Students who leave the examination room unaccompanied will not be permitted to re-enter the examination.
- 12.9.11 Students may not leave the room in the **final 10 minutes** of the examination. Students must remain seated until their script and examination paper has been collected and they are informed by the invigilator that they may leave the room.

## 12.10 Illness before or during an examination

- 12.10.1 Students who are unable to attend an examination because of illness must submit a self-certification form that confirms the circumstances affecting assessment. Students should then follow the exceptional circumstances process (see [section 18](#)).
- 12.10.2 Students who become ill during an examination and do not feel able to continue should raise their hand and inform a member of the invigilation team. Students are advised to seek evidence from a health professional as soon as possible after leaving the examination that confirms the nature of their illness; evidence provided by the invigilator is not normally accepted to support a claim for exceptional circumstances. Students must then follow the self-certification or exceptional circumstances process.

### Temporary injuries or illnesses that impact on a student's ability to write an examination

- 12.10.3 In the first instance students should contact Student Access, Wellbeing and Support to establish whether special examination arrangements can be made to support them. If appropriate support is not available students can submit a claim for exceptional circumstances requesting the examination is deferred (see [section 18](#)).

## 12.11 Establishing student identity

- 12.11.1 University ID cards act to confirm student identity during examinations and must be brought to each examination.
- The card must be legible, undamaged and contain a clear photograph that is a true enough likeness to identify the student.
  - If the card is damaged in a way that makes it illegible or the photograph is unclear the student must organise a replacement card in advance of the examination period.
  - Other temporary forms of acceptable photographic identification include passports and photo driving licences.
- 12.11.2 Students' identity will be checked by an invigilator within the first **30 minutes** of the examination.
- 12.11.3 Arrangements will be made to check the identity of students wearing partial or full-face covering because of religious beliefs in a respectful and sensitive manner (e.g., use of a private room by a person of the same gender).
- 12.11.4 Students are required to display their cards with the photograph facing upwards on the desk throughout the examination.

## 12.12 Items permitted in examinations

- 12.12.1 Students are normally only permitted to take into the examination room those items needed to complete the examination, and these must be in a transparent plastic bag or transparent pencil case, for example, pens, pencils, eraser, ruler, pencil sharpener, university ID card.
- 12.12.2 Coats and hats are not permitted, and students must dress appropriately for the weather. Students will be asked to remove any headwear which is not worn for religious purposes.
- 12.12.3 Students are permitted to bring in a small clear bottle of still water (500ml max) that has had its label removed. No other drinks or food are permitted. Exceptions to this will be granted where it has been permitted by the Disability Support and Inclusion team as part of a student's Learning Support Plan.

- 12.12.4 If unauthorised property (including bags, coats, notes, mobile phones, electronic devices, watches etc.) is brought into the examination room it must be left in a designated area in the room at the student's own risk. Mobile phones and other electronic devices must be turned off prior to leaving them in the designated area. The University does not accept responsibility for any items taken into the examination room.
- 12.12.5 Students must ensure that unauthorised items are not accessible during the examination and they are not retained within pockets.
- 12.12.6 Students found to have unauthorised material in their possession during an examination will be considered to have breached the assessment regulations (refer to [section 24](#)).

### **Materials permitted in open book examinations**

- 12.12.7 For open book examinations students may also be permitted or required to bring with them additional instruments, books or materials.
- 12.12.8 Details of such arrangements will be confirmed to students and the Assessment team in Registry (when the examination paper is submitted) by the Module Director/Tutor prior to the examination. It is the student's responsibility to bring the correct materials to the examination.
- 12.12.9 These items are checked by the Module Director/Tutor or representative during the examination. It is the student's responsibility to ensure that approved books and materials do not contain unauthorised material.
- 12.12.10 If students are permitted to bring particular items into examinations, it is the School's responsibility to notify students in advance of the examination of exactly what they are permitted or required to bring into the examination e.g., calculators, statute books. Schools must make students aware it is their responsibility to bring the permitted item to the examination, and in the case of calculators ensuring it is working – **spare copies of calculators, books or other permitted materials will not be provided.**

### **Calculators**

- 12.12.11 Calculators are not permitted unless specifically stated on the examination paper cover sheet.
- 12.12.12 Calculators must not be programmable and the Module Director/Tutor, or their representative, must check students' calculators at the start of the examination.
- 12.12.13 If an examination permits the use of a calculator this **will not be supplied by the University for students who fail to bring their own calculator.**
- 12.12.14 Students are responsible for ensuring that their calculator is working prior to the examination and that they are familiar with how it works; guidance is not provided by invigilators.

### **Electronic devices and watches**

- 12.12.15 Students are not permitted to bring mobile phones or other electronic devices to the examination including (but not restricted to) tablets, mobile phones, mp3 players and smart watches. If an electronic device is brought into an examination, it must be switched off and placed in a designated area prior to the examination at the student's own risk.
- 12.12.16 Wrist watches of any kind (including non-smart watches) are not permitted in examinations. Students must remove all watches prior to the examination and place them in a designated area at the student's own risk.
- 12.12.17 Students found to have retained an unauthorised electronic device in their possession during an examination will be considered to have breached the assessment regulations (refer to 'Academic Misconduct' procedures [section 24](#)).
- 12.12.18 The Disability Support and Inclusion team may permit students to retain electronic devices during examinations if there is an exceptional need for this (e.g., the use of a smart watch to monitor heart rate, or the use of a mobile phone to monitor glucose levels). Such permissions should be clearly stated on the student's Learning Support Plan. The Disability Support and Inclusion team will provide detailed guidance to the Assessment team in Registry and to the student on how the electronic device should be used or accessed during the examination. Any breach of the Disability Support and Inclusion team's guidance by the student will be considered to be a breach of the assessment regulations (refer to Academic Misconduct procedures [section 24](#)).

### **Dictionaries**

- 12.12.19 Dictionaries are not permitted in examinations, including translation dictionaries, and dictionaries will not be provided.

## 12.13 Examination stationery

- 12.13.1 Students are not permitted to remove any examination papers, scripts or other examination stationery from the examination room.
- 12.13.2 Pages may not be removed from an answer script. Removal is regarded as academic misconduct (refer to [section 24](#)).
- 12.13.3 Paper is not provided for rough notes. If students do need to make rough notes, they may use their answer script provided. It is the responsibility of the student to cross out any notes they make that they do not want the examiner to mark. All written work, including such notes, must be submitted.
- 12.13.4 All work, including rough work, must be written in the answer script provided, or on the relevant paper provided where answer books are not used.
- 12.13.5 Additional sheets of paper, such as graph paper, multiple-choice answer sheets and diagrams, must be clearly marked by the student with their university ID number and desk number before they are collected by an invigilator at the end of the examination.

## 12.14 Conduct in examinations

- 12.14.1 It is the responsibility of the student to ensure they have satisfactorily completed the requirements of the University in respect of enrolment, including the payment of fees otherwise they will not be considered to be enrolled for any assessment.
- 12.14.2 Prior to the examination students must assemble outside the examination room at **least 20 minutes** before the published start time. Students must not enter the examination room until instructed to do so by the invigilator. Seating plan attendance lists with the module number and title, student number, student name and seat number will be displayed outside the examination rooms immediately prior to the start of an examination session.
- 12.14.3 Students will be admitted to the examination room a few minutes before the examination start time indicated on the timetable. Examination conditions apply upon entry to the examination room and students must enter in silence. Students must ensure they occupy the correct seat as indicated on the seating plan and must place their university ID card on the desk clearly visible for the invigilator to check.
- 12.14.4 Students must not communicate with anyone except the invigilators or Registry representatives during an examination. A student who wishes to attract the attention of an invigilator must remain seated and raise their hand.
- 12.14.5 Students must observe the instructions given by the invigilator.
- 12.14.6 Students must ensure that unauthorised items are not accessible during the examination and that their hands and person are clean of any writing or symbols.
- 12.14.7 Students must conduct themselves in a manner that will not cause disturbance to other students in the examination room.
- 12.14.8 Students must cease writing their answers when instructed to do so and must ensure that their scripts, continuation sheets and rough work are attached together ready for collection by the invigilator.
- 12.14.9 Students must complete the front page of the answer script. This will include the student number on their university ID card. The student must anonymise the script by sticking down the glued portion of the script front cover at the end of the examination to conceal the name as instructed by the invigilator. Students are responsible for ensuring their university ID number is written on every answer sheet and answer script. Failure by students to write their university ID number on an examination script or additional answer sheet may result in the marks not being allocated to them.
- 12.14.10 At the conclusion of the examination students must remain silent and seated until instructed to leave the examination room.

## 12.15 Examination paper errors raised during examinations

- 12.15.1 If a student has a question about the examination paper during the examination, they must raise their hand to summon an invigilator.
- 12.15.2 The invigilator will provide the student with an 'Examination paper query form'. The invigilator will instruct the student to complete the form and carry on with the question as presented.
- 12.15.3 No examination paper correction announcements should be made once the examination has started to avoid creating unfair advantages or disadvantages for students who may be sitting the same examination across multiple venues. Mitigation is applied after the event based on the issue.
- 12.15.4 All forms should be collected at the end of the exam and be stored with the examination scripts until collected by the Module Director/Tutor for marking. The form(s) will be presented to the Module Director/Tutor for review after the examination.
- 12.15.5 Following review, students will be notified by email by the Module Director/Tutor of the decision taken. The decision and response will apply to all students taking the examination paper at that sitting. This applies even if a student did not answer a question containing an error, as the error may have been a factor in the decision regarding the question the student answered.
- 12.15.6 If no error was found this decision should be communicated to all students.
- 12.15.7 If the response is to set aside (void) the examination paper, all students must be offered the opportunity, although it is anticipated that some students may not wish to void their result. Following the decision to offer the void the process to follow is:
- a) The marking and moderation are completed as normal including marking the erroneous question.
  - b) The Module Director/Tutor must contact all students to confirm that an error was detected in the examination paper and confirm the remedy that has been put in place (refer to [section 12.15.9](#) for guidance).
  - c) If the remedy is to offer the opportunity for students to elect for their mark to be voided and to sit the examination again at the same attempt at the next opportunity, the communication should also include:
    - That students will be given their provisional mark for the examination paper before deciding what action to take.
    - Students have **2 weeks** from the release of the provisional mark to decide if they want to retain the given mark or to request to void the mark.
    - That if students do not respond by the deadline, they will assume the mark is to be retained.
    - That if students elect to void the mark, they cannot at a later date revert to the original mark, even if they attain a lower mark at the next opportunity.
  - d) The new paper is usually scheduled for the next examination period, but if this poses difficulties for award or progression it may be scheduled for an alternative time in agreement with the Assessment team. Module Director/Tutor must discuss this with the Assessment team before confirming a revised date to students.
  - e) The Module Director/Tutor must then send a list of the students who have elected to void their mark to the Assessment team. The Programme Administration and Support Service (PASS) logs all deferred attempts following voids on the deferrals database.
- 12.15.8 Examination paper errors are monitored through the Quality and Standard Committee.

12.15.9 Some examples of mitigation responses are provided in the table below:

Type of examination	Error	Example(s)	Response
Any	Spelling, grammar, punctuation or numbering problem that does not change the meaning of the question	Missing comma, jumping from question 1 to 3	No mitigation required
Multi-choice	Duplicate question	The same question is included in 2 places on the paper	One question should be removed from the total marks available. If the student got the question correct on either occurrence, then they should be given the mark
Multi-choice	Duplicate answers	Option A and option B have the same answer against them	The question should be removed from the total marks available. This must not be more than 10% of the marks available.
Multi-choice and Long or short answers	Ambiguous question(s) worth <b>up to</b> 10% of the marks of the examination	Question has 2 different answers which are both correct  Question has different interpretations not represented in the answers	Question is discounted from marking
Multi-choice and Long or short answers	Ambiguous question(s) worth over 10% of the marks of the examination	Question has 2 different answers which are both correct  Question has different interpretations not represented in the answers	Exam offered to be set aside (voided) and further attempt given at the next opportunity
Multi-choice and Calculations based paper	Confusing or impossible question	Question has no correct answers	Exam <b>offered</b> to be set aside (voided) and further attempt given at the next opportunity
Long or short answer	Ambiguous question(s) where there is more than 1 correct interpretation	Not being clear whether a student should give 1 factor affecting a decision or multiple factors	Marking should be adjusted so all reasonable interpretations of the question can gain full marks
Long or short answer	Ambiguous or confusing questions where the meaning is substantially lost	Using different names for the same person/entity in the question	Exam <b>offered</b> to be set aside (voided) and further attempt given at the next opportunity

## 12.16 Disturbances during examinations

12.16.1 Procedures to be followed in the event of a disturbance during an examination. The response applies to all students in the examination room at the time of the disturbance.

Type of examination	Disturbance	Example(s)	Response
Any	Exam room evacuation	Fire alarm	Refer to <a href="#">section 12.17</a>
Any	Exam room significant disturbance or medical emergency	Student suffering a fit in the examination room and first aider called in Mass technical failure in PC examination	Exam <b>offered</b> to be set aside (voided) and further attempt given at the next opportunity. This only applies for students taking the exam in the same room as the disturbance (refer to <a href="#">section 12.17.20</a> for the process to follow)

## 12.17 Emergency examination evacuation procedures

### Procedures to be followed in the event of a fire alarm or bomb alert for the main examination room

- 12.17.1 The lead invigilator must instruct all students to cease writing immediately and leave all items including their answer scripts and question papers on their desk.
- 12.17.2 Invigilators should instruct students to evacuate the examination room as quickly and as safely as possible via the nearest fire exit and gather around the nearest fire assembly point (if on campus this is the front entrance of Lord Mayor's Walk).
- 12.17.3 The invigilator should inform a member of Registry Assessment team as soon as possible after they reach the fire assembly point. The examination will then be considered abandoned for the main examination room.
- 12.17.4 If the examination has been abandoned, the invigilator should make a note of the time and duration of the disturbance.
- 12.17.5 When the appropriate authorities deem the building safe to enter Registry Assessment team along with the invigilators will then enter the examination room and collect all question papers and answer scripts.
- 12.17.6 Registry's Assessment team along with the invigilators will then inform students when they may re-enter the examination room to collect their personal belongings.
- 12.17.7 The appropriate Module Director(s)/Tutor(s) and Associate Head/Dean will then decide if the examination should be rescheduled or if students' work can be marked and used to determine the assessment mark. This would be dependent on when the disturbance happened in relation to the duration of the examination and may require the raw marks to be rescaled. The duration of the examination before the disturbance and the level of the examination will influence the decision. If required, guidance can be sought from the Assessment team in Registry and Deputy Academic Registrar.
- 12.17.8 The Deputy Academic Registrar will then write a report on the circumstances leading to the abandonment of the examination, and this will be reported to the Progress and Award Examination Panel.
- 12.17.9 If the appropriate Module Director(s)/Tutor(s) and Associate Head/Dean are satisfied that the examination can be accepted as it stands, for example, because the examination was close to finishing before the disturbance, then the examination can be marked for full marks and may require the raw marks to be rescaled. In all examinations at Level 5 and above, the relevant external examiner must participate in the decision.
- 12.17.10 If the examination has to be rescheduled, arrangements will be made for the setting of an alternative examination at a later date if this is judged appropriate by the Progress and Award Examination Panel. The timing of the alternative examination is to be agreed between the Chair of the Progress and Award Examination Panel and the Deputy Academic Registrar, after consultation with the external examiner, and where appropriate, with the other members of the Panel. Normally, if the examination has to be rescheduled it will be held in the next scheduled examination period.
- 12.17.11 All students affected will be notified via email of the decision taken and, where necessary, the reschedule timing of the examination.

12.17.12 Students may wish to appeal their mark once this has been agreed. Refer to [section 58](#) for further information about the appeals process.

#### **Procedures to be followed in the event of a fire alarm or bomb alert in additional requirement rooms**

12.17.13 Invigilators must instruct all students to cease writing immediately.

12.17.14 If safe to do so, the invigilator should collect the answer script, question paper and examination box and leave the examination room as safely as possible and assemble with the student(s) in the nearest fire assembly point. When possible, the invigilator should contact a member of the Assessment team in Registry as soon as they have reached the fire assembly point.

12.17.15 The invigilator should note the time and duration of the disturbance. If the disturbance lasts for more than 30 minutes the examination will be considered abandoned.

12.17.16 Where there is more than 1 student in an additional requirement room, the invigilator must ensure students remain under examination conditions to prevent any collusion. Students may not talk to one another during this period.

12.17.17 If the disturbance lasts for less than 30 minutes, and after the appropriate authorities have deemed the building safe to enter, the invigilator can allow the student(s) to recommence the examination. This decision is made by the invigilator with advice from the Assessment team in Registry.

12.17.18 The invigilator must then add on the duration of the disturbance to the students' finish times.

12.17.19 Students may wish to appeal their mark once this has been confirmed. Refer to [section 58](#) for further information about the appeals process.

#### **Procedures to be followed where the examination room is interrupted in the main examination room and additional requirement rooms.**

12.17.20 In an instance where there is an interruption in the examination room but does not require students to be evacuated, the invigilator must call Security (if necessary) and a member of the Assessment team in Registry should be informed as soon as possible.

12.17.21 The invigilator must make a note of the duration of the interruption so that students can be permitted extra time, in agreement with the Assessment team in Registry.

12.17.22 The invigilators will then be asked to make a full written report of the incident, and of the action taken, to the Deputy Academic Registrar.

12.17.23 In the event that a disturbance lasts longer than 30 minutes, the examination will be considered abandoned. If the examination has to be rescheduled, arrangements will be made for the setting of an alternative examination at a later date if this is judged appropriate by the Progress and Award Examination Panel. The timing of the alternative examination is to be agreed between the Chair of the Progress and Award Examination Panel and the Deputy Academic Registrar, after consultation with the external examiner, and where appropriate, with the other members of the Panel. Normally, if the examination has to be rescheduled it will be held in the next scheduled examination period.

12.17.24 Students may wish to appeal their mark once this has been confirmed. Refer to [section 58](#) for further information about the appeals process.

## **12.18 Treatment of examination scripts that do not follow the examination instructions**

12.18.1 For scripts where the student has answered too many questions, the marker must mark all compulsory questions first and then mark the required number of questions in the order they appear on the examination script. The marker must make a note on the examination answer script and disregard all subsequent answers.

12.18.2 Where a student has failed to answer a compulsory question or questions, they must be awarded a mark of zero for that question. The required number of additional questions must then be marked in the order they appear in the examination script.

## 12.19 Illegible examination script policy

- 12.19.1 This policy does not apply in cases where formal individual examination arrangements are in place for a student due to a disability. Computers are not provided in examinations for students with poor handwriting unless they have a disability diagnosis and an LSP in place. Students with poor handwriting are advised to discuss their circumstances with the Disability Support and Inclusion team to explore if there is an undiagnosed disability.
- 12.19.2 It is advisable that students with illegible handwriting are referred to the Disability Support and Inclusion team because it may be a sign of an underlying disability. Should a relevant disability then be confirmed, the transcription fee will be refunded and an LSP would be put in place for future examinations.

### Procedure

- 12.19.3 If two markers cannot read a script as it is illegible, they can request that it be transcribed.
- 12.19.4 The student will be contacted by a member of administrative staff in the PASS, as agreed within each School, and asked to attend the University in order to dictate their exam script for transcription.
- 12.19.5 Transcription needs to be carried out in such a way that students are not able to improve the quality of the answers they have given on the examination script.
- 12.19.6 The student must be clearly advised in writing that the purpose of attendance is to transcribe the existing script and that any addition or omission of material will constitute academic misconduct (refer to [section 24](#)). If the student refuses to attend, then they may be awarded a mark of zero.
- 12.19.7 The person appointed to transcribe the script must not be a registered student at the University. The costs associated with producing the transcript will fall to the student and will be charged at the current external invigilator rate of pay per hour. The payment must be made before the transcribed script is released for marking.
- 12.19.8 Following transcription, the student must sign a form to confirm that the transcript is a true copy of the original. The form should be kept separately from the transcript, to maintain the student's anonymity during the marking process.
- 12.19.9 Any disputes between the transcriber and student must be recorded by the transcriber and be signed by the student. Disputes will be referred to the Associate Head/Dean for resolution.
- 12.19.10 The transcript should then be returned to the marker along with the original script.
- 12.19.11 On some programmes, particularly in health-related programmes, handwriting that is illegible may be considered to be an issue of poor professional practice that might compromise patient safety. In those cases, the policy relating to illegible exam scripts would be followed, but the student's performance may be investigated and dealt with under the University's 'Fitness to Practise' procedure (refer to [section 29](#)).

## 12.20 Breaches of examination regulations

- 12.20.1 In the event of an alleged breach of the examination rules, the matter will be investigated and considered in accordance with the policy and the procedure for academic misconduct (see [section 24](#)).
- 12.20.2 Where an offence is suspected in an examination, the invigilator must annotate the student's script(s) by adding the time and drawing a line across the script to indicate when the offence was suspected. The invigilator must then remove any object(s) which has become the centre of suspicion. The student should be allowed to continue the examination. At the end of the examination the student will be informed that an investigation will be conducted.
- 12.20.3 Disciplinary action will be taken against any student suspected of being impersonated or impersonating another student.

## Section 13 Retention of student work policy

### 13.1 Retention and reasons for archiving student work

- 13.1.1 Examination scripts and assessed work will remain in the possession of the University. Subject-areas will arrange to give feedback on examination performance as requested. Students who wish to retain copies of assessed work are advised to ensure that they have provided themselves with a copy prior to submission.
- 13.1.2 The reasons for archiving student work include:
- a) The need to have work available in the event of an academic appeal.
  - b) The requirement of quality assurance and benchmarking of academic standards over time.
  - c) The provision of a resource for staff development purposes to staff new to the University and to new external examiners.
  - d) To comply with regulatory requirements
- 13.1.3 Student assessed work and examination scripts will be retained in accordance with external requirements.
- 13.1.4 Work should be retained and disposed of in accordance with the [Data Retention and Erasure Policy](#).

### 13.2 Archiving for standards

- 13.2.1 The University requires Schools to set up module records and retain:
- a) Assessed work in accordance with external requirements, as well as a sample of feedback from tutors and evidence of moderation.
  - b) Module handbook / Moodle site.
  - c) Mark sheet showing the complete results for the module.
  - d) A paper showing an analysis of trends of results in the module. Schools should consider analysing trends over a 3-year period.

## Section 14 Contingency plans for staff shortages that impact on assessment and examinations

### 14.1 Context

- 14.1.1 This plan presents a set of contingencies that may be implemented when **exceptional** situations arise that impact on the timely completion of assessment processes. It includes contingency arrangements for setting assessment, marking assessments and making progression and award decisions for all programmes at undergraduate, graduate and postgraduate level. It deals only with circumstances that are affected by widespread staff availability; student absences are already covered under the 'Exceptional Circumstances Policy' (see [section 18](#)).
- 14.1.2 In the event of contingency plans being implemented, the University will work closely with the Students' Union to facilitate student understanding of the plans.
- 14.1.3 Where relevant, this plan should be read in conjunction with the University's [Major Incident Plan](#) and the [Emergency Regulations for Progression and Award](#).

### 14.2 Principles

- 14.2.1 The contingency plans are informed by the following principles:
- The integrity of the assessment processes is preserved.
  - Students are not disadvantaged in terms of overall achievement or progression.
  - Academic standards are protected through the preservation of normal rules of conduct for the quality assurance of assessment, including the use of appropriate alternatives.
  - There is no compromise to the principles of fairness, equity, clarity and consistency in relation to assessment and awards.
  - Independence (through appropriate use of external examiners) in assessment processes is maintained.
  - The role of bodies with deliberative oversight of assessment matters – e.g., the Academic Board, the Quality and Standards Committee, School Quality Panels, the Progress and Award Examination Panel, School Assessment Panels and School Assessment Boards – is not compromised.

### 14.3 Circumstances under which contingency arrangements may be adopted

- 14.3.1 As noted above, contingency arrangements will only be implemented in exceptional circumstances and only where it is judged necessary because of the scale of impact on the timely completion of assessment processes. Contingency arrangements will not be implemented to address situations arising from individual staff absences which can be addressed through usual procedures.
- 14.3.2 Where staff are absent and/or unable to either set or assess work submitted for summative assessment within the period of time required to enable normal assessment or approval processes to occur.
- 14.3.3 Where circumstances affect staff, whose absence would prohibit the normal operation of examination processes including the School Assessment Panels, Special Cases Panel, and/or Progress and Award Examination Panel.
- 14.3.4 Where external examiners are absent or unable to undertake their duties at a key time of year that affects progression and award decisions.

### 14.4 Approval process for implementing contingency arrangements

- 14.4.1 The Chairs of the Progress and Award Examination Panel and of the Quality and Standards Committee shall approve the implementation of contingency arrangements in consultation with the Academic Registrar and the External Examiner for Progress and Award. The decision to implement contingency arrangements will be reported to the Academic Board as soon as possible.
- 14.4.2 Under this plan, Academic Board has delegated responsibility to the Chair of the Quality and Standards Committee and Chair of the Progress and Award Examination Panel to approve special measures to enable School Assessment Boards to carry out their business.

## 14.5 Contingency arrangements

- 14.5.1 The Heads of School carry the overall responsibility for managing the delivery of assessment across their schools and will be proactive in achieving this, consulting with the Academic Registrar on regulatory matters and with the Chair of the Quality and Standards Committee on matters of quality assurance and academic standards. Normal processes for the consideration of appeals, complaints, exceptional circumstances and cases of academic misconduct will continue to apply.

## 14.6 Contingency arrangements for setting assessment

- 14.6.1 The Heads of School are responsible for establishing a secure process for setting assessment(s) in the event of staff absence(s). Wherever possible, the intention is for the assessment to take place within the normal time period, even if marking cannot take place in the original timescale. The following actions may be initiated by the Heads of School:
- To identify assessments affected and to delegate responsibility to a member(s) of staff with appropriate specialist subject knowledge to be responsible for setting the assessment, including examination questions where necessary. If this is not possible, then an alternative assessment/examination paper may be produced using past questions providing these are still relevant to the learning outcomes of the module and have not been released to students as exemplar/mock questions.
  - To agree an alternative form(s) of assessment for this period only provided it meets the requirements of the module (in terms of assessing learning outcomes), is achievable within the reporting timescale and is fair to students (no unfamiliar assessment instruments will be used); this is approved by Quality Standard Committee's Programme Amendment Scrutiny Panel (PASP), a process which includes comments from the external examiner.
  - If neither (a) nor (b) can be achieved, then the Head/Dean of School shall recommend deferral of the assessment until the exceptional situation has passed. Assessments and examinations will be set as soon as possible after events have returned to normal. Students may therefore be requested to return to York St John University in order to complete assessments for a classified award.

## 14.7 Contingency arrangements for marking assessments

- 14.7.1 The Heads of School are responsible for establishing a secure process for marking assessments and examinations in the event of staff absence(s). Where there is a requirement for 2 markers then this will remain the case under the contingency arrangements.
- 14.7.2 The following actions may be initiated by the Heads of School:
- To identify any assessments affected and, where possible, to assign marking to a member of staff with relevant specialist subject knowledge and, if required, a second marker with knowledge of the subject if another specialist is not available.
  - If at least 1 specialist marker cannot be found, to identify a substitute to mark the assessment as pass/fail so that credit can be awarded for the work. In this case the assessment will be marked in full once events have returned to normal.
  - In all cases where a mark has been awarded by substitute marker(s), to ensure that processes are in place for the resulting marks to be analysed against previous years' performances and across comparable modules in the current year. Marks are then subjected to moderation if there is a significant difference in mean and/or median. The moderation process is set out in [section 30](#). This process should be undertaken within the School and before the School Assessment Boards to which a written summary of any moderation process should be submitted.
  - To inform the external examiner of any changes made to the marking process including, for example, the reallocation of markers and the method of moderation. Independent advice may also be sought from the Academic Registrar and the Chair of the Quality and Standards Committee.

## 14.8 Contingency arrangements for operating School Assessment Boards

14.8.1 Under the contingency arrangements School Assessment Boards will be quorate providing they consist of a member of Registry and at least the following:

- Chair (Head/Dean of School)
- 2 Associate Heads/Deans
- External examiner(s)

In addition, a school administrator will be in attendance.

14.8.2 Where an external examiner is unable to attend the School Assessment Board then one of the following shall apply:

- a) The external examiner may send in their comments before the meeting and will be consulted after the meeting for their concurrence in the approval of School Assessment Board's decisions.
- b) Should option (a) not be available then a current external examiner from a cognate discipline may serve on the School Assessment Board or on a combined School Assessment Board subject to approval by the Chair of the Quality and Standards Committee.
- c) Otherwise, and exceptionally (i.e., when no current external examiners have appropriate expertise) the Chair of the Quality and Standards Committee may approve the appointment of a temporary external examiner to serve for the duration of the contingency arrangements. Existing conditions on appointments will continue to apply.

14.8.3 **Incomplete assessments:** The School Assessment Board may determine that a mark is awarded for a module notwithstanding the absence of a small portion of assessed work if, in its academic judgment, there is sufficient evidence available to determine the overall result for the module, or sufficient evidence that the learning outcomes have also been demonstrated elsewhere in the programme. School Assessment Boards may wish to consider whether there is sufficient evidence to determine that a module can be assessed on a pass/fail basis at this stage, with detailed marks being returned later. Such a step may be particularly useful for awarding credit to students to enable them to progress.

## 14.9 Contingency arrangements for operating the Progress and Award Examination Panel

14.9.1 The University Progress and Award Examination Panel will take place as close to the scheduled date as possible with any adjustment to the date being decided on in consultation between the Chair, the Academic Registrar, the External Examiner for Progress and Award and all the Heads of School. The aim will be to set a date on which the progression and classification status of as many students as possible can be determined. Each student profile will be considered on an individual basis and whole student groups will not be held up because of partial information.

14.9.2 In the event of it not being possible to finalise all results at the rescheduled meeting of the Progress and Award Examination Panel, and significant numbers of results remain outstanding, a further meeting of the Panel will be arranged as soon as possible after the first meeting to deal with the remaining results. Any further business after the second meeting of the Panel will be considered by Chair's Action or held over to the next scheduled meeting of the Panel.

14.9.3 With the permission of the Progress and Award Examination Panel, a student for an undergraduate programme will ordinarily be permitted to conditionally progress to the next level of study with 100 credits (Scheme A) (80 credits Scheme B). A student progressing with 100 credits (Scheme A) (80 credits Scheme B) must successfully pass all the University progression requirements by an early reassessment deadline in October, or within 5 weeks of the progression point for non-standard entry points. (See [sections 37.6](#) Scheme A and [43.4](#) Scheme B).

14.9.4 It should be noted that the [University's Regulations](#) nevertheless **require** students to meet the published progression criteria to progress formally. Conditional progression on 80 credits is permissible with the approval of the Progress and Award Examination Panel but should **not** be regarded as the norm.

## 14.10 Contingency arrangements for final year (graduating) students

- 14.10.1 Where it has not been possible to complete the setting and marking of assessments to enable a complete set of marks to be processed, then final year students will be issued with an interim profile of marks and grades. Where possible, credit will be given to all modules that have been assessed on a pass/fail basis so that a student may leave with sufficient credit for the award of their degree. In this case, classification will be deferred until marks can be secured through the normal marking processes once the exceptional situation has passed and when a final transcript will be issued.
- 14.10.2 Where there are implications for a licence to practise, the University may make an interim award based on the credits that the student has achieved. Recommendations for the achievement of professional awards will be made once all assessment outcomes are in place.

## 14.11 Impact of staff absence on research degrees and collaborative provision

- 14.11.1 The impact of staff absence on the examination of research degrees will require an individualised approach and close liaison with the School's Postgraduate Research Lead, and where necessary approval by, the University of Leeds where the research degree is awarded by Leeds. The likely impact of any staff absence on such examinations should be identified at the earliest possible opportunity. Registry will work with the relevant Postgraduate Research Lead to identify potential solutions. The principles set out in [section 14.2](#) will apply.
- 14.11.2 It is recognised that some exceptional situations may also impact on collaborative provision, including where Collaborative Partner Representatives are unable to perform their roles. Collaborative partners will be informed of the University's contingency plans and asked to keep the University informed of any emerging situations where there may be a need to implement contingency plans. Heads of School's responsibilities for establishing secure processes for the setting and marking of assessments include relevant collaborative provision; procedures set out in the sections above will be followed. Where necessary, an alternative Collaborative Partner Representative will be identified for the relevant period.

## Section 15 Reasonable adjustments to learning, teaching, and assessment for disabled students: policy and procedures

### 15.1 Scope

- 15.1.1 The following policy and procedures apply to undergraduates, graduate, taught postgraduates, and the taught component of any research degree.
- 15.1.2 This policy applies to students enrolled on programmes for assessments delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).
- 15.1.3 The procedure to be followed in relation to programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.

### 15.2 Introduction

- 15.2.1 Universities are required to make adjustments that anticipate the needs of, and benefit a wide range of disabled students, for example through inclusive teaching and assessment practices. In addition, we are required to ensure the specific needs of a disabled student are met, where anticipatory adjustments do not meet those needs.
- 15.2.2 The University promotes equality of opportunity and has a legal duty to eliminate any unlawful or unfair discrimination and harassment in the workplace or place of study. The University wants our prospective applicants, applicants, and students to be reassured about the University's commitment to providing disabled students with equal access to teaching, learning and assessment.
- 15.2.3 We encourage all disabled students register with Disability Support and Inclusion team and to access support from the earliest possible opportunity. We manage disclosures of disability sensitively and in accordance with university data protection policies, and in accordance with our consent to share information procedures.
- 15.2.4 This policy sets out what students can expect from the University with regards to reasonable adjustments and inclusion with regards to learning, teaching, and assessment practices. The policy provides a framework to assist university staff to consider reasonable adjustments in learning, teaching, and assessment. This policy forms one aspect of our commitment to ensuring the provision of accessible higher education for our disabled students. It should be considered alongside the Estates Plan (promoting equitable access to our campuses); the Digital Plan (promoting accessible solutions in digital environments); and our commitment to Digital Accessibility.

### 15.3 Aims of the policy

- 15.3.1 The aims of this policy are to:
- a) Outline what students can expect from the University in relation to the process by which we consider and apply decisions about reasonable adjustments to learning, teaching, and assessment.
  - b) Ensure, where possible, that all students can engage in any elements of study or assessment which take the form of placements, fieldtrips, or work-based learning, to learning outcomes and competence standards.
  - c) Ensure the University can effectively carry out its duties to disabled students under the Equality Act 2010 from a learning, teaching, and assessment perspective, specifically to:
    - Take appropriate steps to meet the particular needs of individuals from protected groups where these are different to the needs of others, and work to eliminate any barriers to their success.
    - Have robust procedures in place to recommend and action reasonable adjustments for disabled students.

## 15.4 Context and definitions

15.4.1 Reasonable adjustments form one part of an integrated approach to supporting disabled students in learning, teaching, and assessment, which also includes:

- Inclusive practice
- Anticipatory adjustments
- Alternative forms of assessment

### What is a disability?

15.4.2 For this policy, the definition of disability is that which is stated in the Equality Act 2010 – namely, that ‘a person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

15.4.3 This includes conditions that are controlled by medication which might be variable in effect, or which might recur, for example a long-term mental illness or chronic condition such as diabetes. A student who has cancer, HIV or multiple sclerosis should be treated as disabled under the Act.

15.4.4 The University will usually accept a working diagnosis from a GP or consultant as evidence of a disability.

15.4.5 The policy does not extend to students with a temporary illness, condition, or injury. For cases that do not align with this definition please see [section 15.8.6](#) below.

### What is inclusive practice?

15.4.6 Inclusive practice in teaching, learning and assessment removes barriers to learning that many students may encounter. This approach, for example, would offer a variety of assessment methods for all students in recognitions of the range of learning preferences.

### What are anticipatory adjustments?

15.4.7 The anticipatory reasonable adjustment duty in the Equality Act 2010 requires universities to continually identify any possible disability-related disadvantage, and to take reasonable steps to avoid or remove it. For example, providing hearing loops in learning spaces, or creating systems and procedures to provide examination access arrangements and support.

### What are reasonable adjustments?

15.4.8 Reasonable adjustments enable students to participate in higher education without disadvantage within a framework of academic standards. The Equality Act 2010 places a duty on Higher Education Institutions (HEIs) to make reasonable adjustments for disabled students to remove substantial disadvantage in relation to:

- A provision, criterion, or practice: such as assessments, examinations, presentations, field trips and placements.
- Physical features: such as steps up to a building.
- Auxiliary aids: equipment or services should be provided to remove a disadvantage, such as a hearing loop.

### What are reasonable adjustments to assessment?

15.4.9 This does not alter the assessment mode, but rather it provides adjustments that assist the students to undertake that assessment. For example:

- Additional time in an exam, or personal support such as a reader, scribe or use of a computer.
- Delivering an assessed presentation using help such as prompt cards or delivering to a smaller audience.

### What is an alternative form of assessment?

15.4.10 An alternative form of assessment changes the assessment mode to accommodate the needs of a disabled student where the original form of assessment would disadvantage that individual.

15.4.11 For example, students with severely impaired short-term memory may benefit from writing an essay, rather than a timed exam, or students with speech and language impairments might provide written responses to a series of questions, rather than a viva.

## 15.5 Factors to consider when determining reasonable adjustments

- 15.5.1 The Equality Act 2010 does not define what is reasonable, so each case must be reviewed on its own merits. What is considered 'reasonable' will depend on an individual's and an institution's circumstances. This can include consideration of the following factors:
- a) How effective the adjustment will be in removing the disadvantage and in enabling the student to access study and demonstrate learning outcomes.
  - b) How practical it is to take the steps.
  - c) The effect of the disability on the individual.
  - d) The type of education e.g., full time or part time.
  - e) Practicality and cost of the changes – for example, whether the adjustment can be met within the existing staffing and financial resource of the University, and whether there are grants, loans, and other help available to implement the adjustment (e.g., Disabled Students' Allowance).
  - f) Whether support can be provided by others e.g., a full time support worker funded by social care.
  - g) The relevant interests of other people, including other students.
  - h) Whether the adjustment will affect the validity or reliability of assessment outcomes.
  - i) Whether the adjustment will compromise the health and safety of the student, or other members of the University community.
  - j) Whether the adjustment will compromise a competence standard within the programme of study – for example, the demonstration of a clinical skill.
- 15.5.2 Determination of what is reasonable may vary between programmes of study because of their differing requirements, particularly in relation to students on programmes that are regulated by a Professional, Statutory and Regulatory Body (PSRB) or Professional Accrediting Body, which lead to a license to practise, or registration with a professional body.
- 15.5.3 Some programmes which lead to a professional registration require a referral for an Occupational Health assessment. Occupational Health will sometimes make recommendations for reasonable adjustments, but the operational decision on whether these adjustments can be implemented on the programme rests with the University. Adjustments recommended for professional placements are at the discretion of the placement provider.
- 15.5.4 We are likely to deem support as 'reasonable' if it conforms with the following possible considerations (although this list is not exhaustive or determinative):
- a) Funding can reasonably be met from funds within the University if other funding (for example Disability Support Allowance (DSA)) does not cover the support need.
  - b) The support is required to meet a legitimate learning need on the student's programme of study.
  - c) The support is at a level judged to be broadly comparable within the Higher Education (HE) sector, as opposed to other sectors (e.g., Further Education or School).
  - d) The adjustment or support will assist the student to engage with their programme of study with increasing autonomy and develop independent learning strategies.
  - e) Reasonable adjustments cannot be made to the actual competence standards or learning outcomes, as determined by an assessment panel and/or relevant fitness to practise requirements.
  - f) Support should not go beyond a level where a university graduate would be seen as unfit to practise in a professional field relevant to their university qualification, or to progress to further study.
  - g) Additional support for a disabled student provided as part of the overall student experience at the University should not be provided at a level or in such a way as to impact negatively on the academic progress, wider experience or professional work of other students or staff. Reasonable adjustments should never put a student at an advantage over others.

## 15.6 Competence standards

- 15.6.1 A competence standard is used to determine whether a person has a certain level of competence or ability. Competence standards are defined within the Equality Act 2010 as:
- ‘An academic, medical or other standard applied for the purposes of determining whether or not a person has a particular level of competence or ability.’ (Sch 13, para 4(3)).
- 15.6.2 It is not necessary to make adjustments to a competence standard.
- 15.6.3 The University’s processes will ensure that competence standards have been identified legitimately.
- 15.6.4 Sometimes the process of assessing whether a competence standard has been achieved is inextricably linked to the standard itself. The passing of an assessment may be conditional upon having a practical skill or ability, which must be demonstrated by completing a practical test. In relatively rare circumstances, the ability to take the test may itself amount to a competence standard.

## 15.7 Reasonable adjustment process, roles, and responsibilities

### Students

- 15.7.1 Applicants and students are strongly encouraged to disclose any disability or support needs they may have at the earliest opportunity.
- 15.7.2 In most cases student will disclose a disability through UCAS admissions process and through additional opportunities at enrolment (for more information see the [Admissions policy](#)). Students who disclose a disability during the applicant and enrolment stage will be invited to [register with the Disability Support and Inclusion team \(DSIT\)](#) and attend an appointment.
- 15.7.3 Students who have not informed the University of a disability pre-entry, or students who become disabled during their time at university, can register with the Disability Support and Inclusion team at any time during their studies by completing the [Registration Form](#).

### The University

- 15.7.4 Early disclosure enables the University to work in partnership with students to support academic success. If the Disability Support and Inclusion team is fully aware of a student’s needs, they will be better equipped to ensure students are supported. The University can only usually consider a reasonable adjustment if a student is registered with the Disability Support and Inclusion team and has provided evidence or a working diagnosis of their disability/disabilities.
- 15.7.5 Requirements and requests for individual adjustments must be discussed between the individual student and the Disability Practitioner in the first instance. The Disability Practitioner will co-ordinate the request on behalf of the student. This includes liaising with the School, and other professional services as necessary (for example Estates, ITS, Library and Learning Services). The arrangements will be documented in the student’s Learning Support Plan (refer to [section 15](#) for more information) and will be shared with the programme team.
- 15.7.6 Reasonable adjustments will be reviewed on request or in response to a changed requirement or additional concerns. For example, if a student identifies that those adjustments are not meeting their needs, or where a new diagnosis and disability is identified.

### Study abroad, placements and fieldtrips

- 15.7.7 The University is committed to ensuring that all study visits are designed with inclusion in mind; however, placements and visits might require individual adjustments that are different from those made for academic study. Students should talk to the Disability Support and Inclusion team who can work with the Placement and Study Abroad teams and the placement or study abroad provider to identify adjustments in these settings.

### International students

- 15.7.8 International students do not have access to funding for specialist learning support for their disability through Disabled Students’ Allowance (DSA). The University will:
- Identify and implement reasonable adjustments to learning.
  - Signpost to general university learning support and university-licensed assistive software.
- 15.7.9 International students on student visas who request adjustments that will affect the length of their study are advised that they must seek up-to-date immigration advice promptly. For more information, refer to our [Visa and immigration](#) page.
- 15.7.10 In all cases, the University’s legal responsibilities in relation to the sponsorship of international students under the points-based immigration system will take precedence.

## Key roles and responsibilities

15.7.11 Key roles and responsibilities related to reasonable adjustments to learning, teaching and assessment are set out below:

Area	Overall responsibility
<b>Admissions</b>	Provides admissions workflows that enable early disclosure of disability within the process.
<b>Disability Support and Inclusion team (DSIT)</b>	<p>Works with students before and after enrolment to discuss and identify reasonable adjustments and co-ordinates these across the University through the student's Learning Support Plan (LSP).</p> <p>Coordinates support and communicates with all university stakeholders responsible for delivering the support.</p> <p>Signposts to other university services.</p> <p>Offers ongoing support for any new or presenting difficulties, barriers or challenges linked to study.</p> <p>Convenes or contributes to complex case responses and resolution across relevant university services and academic teams.</p>
<b>Registry (Student Records and Assessment team)</b>	<p>Provides processes for capturing student data.</p> <p>Applies examination adjustments.</p>
<b>Academic team</b>	Delivers reasonable adjustments in teaching, learning, and assessment practices.
<b>Library and Learning Services</b>	<p>Delivers reasonable adjustments to support access to library and learning resources.</p> <p>Provides university assistive technology support (supplementary support for those in receipt of DSA support).</p>
<b>ITS team</b>	<p>Lead service for the procurement and implementation for cross-university IT systems and software, ITS access.</p> <p>Ensures that systems and software meet the University's accessibility requirements.</p> <p>Provides accessible resources.</p>
<b>Timetabling team</b>	<p>Timetables academic sessions, including identifying accessible spaces for disabled students.</p> <p>Provides accessible timetable formats.</p>
<b>Technical teams</b>	<p>Deliver reasonable adjustments on technical teaching areas and labs, including layout of rooms.</p> <p>Adapt technical resources.</p>
<b>Study Abroad team</b>	Works with the DSIT and student's study abroad provider to support the delivering of reasonable adjustments for study abroad activities.
<b>Placement team</b>	Works with the DSIT and student's placement provider to support the delivering of reasonable adjustments for placement activities.

## 15.8 Learning Support Plan (LSP) process

15.8.1 Reasonable adjustments to assessments are recommended by the Disability Support and Inclusion team through the Learning Support Plan (LSP) process. Adjustments are based on individual requirements and evidence of need. The processes related to the production, use and revision of Learning Support Plans is set out in the Learning Support Plan Guidance Note.

15.8.2 The Disability Support and Inclusion team will notify the Assessment team in Registry where reasonable adjustments for centrally organised examinations are recommended. This will be done **no later than 5**

**weeks before** the examination period in order for the Assessment team to be able to guarantee the alternative examination arrangements will be able to be put in place. Where requests for examination adjustments are raised in close proximity to the time of the examination, while every reasonable effort will be made to accommodate these, it cannot be guaranteed that they will be put in place at such short notice. Students with examination adjustments will receive an email from the Assessment team at least **1 week** before each examination period confirming their examination timing, location, and their individual arrangements, except for when late adjustments are put in place where the notification period will be reduced.

- 15.8.3 The Head/Dean of School, or nominated representative, in conjunction with the Programme Administration and Support Service (PASS), is responsible for making individual arrangements for departmentally organised examinations or tests. The School should liaise with the Disability Support and Inclusion team regarding arrangements. The School is responsible for communicating the timing and location of the examination to the student.
- 15.8.4 The information on the LSP will advise academic colleagues of the reasonable adjustments recommended, to ensure that the curriculum and related assessments are accessible to the student. The Disability Practitioner must be contacted immediately if there are concerns about any of the recommendations, particularly with regards to the impact on academic criteria and assessment outcomes.
- 15.8.5 In cases where a student considers that they have been treated less favourably because of their disability, or believe their LSP is not being followed, there is an opportunity for appeal (refer to [section 58](#)).
- 15.8.6 For circumstances in which the student's condition is not within the definition of disability as set out by the Equality Act 2010, the condition will be considered in two ways:
- a) As an illness or injury, for which the procedure for exceptional circumstances will be followed (refer to [section 18](#)).
  - b) At the discretion of the Disability Support and Inclusion team, in liaison with the Head/Dean of School or nominated representative and other staff regarding the appropriate adjustments to be made. For example: hay fever is usually not a disability but may be sufficiently debilitating to recommend examination adjustments; a person who has a broken leg may not meet the definition of disability, but they may have mobility difficulties which might require adjustments. Thus, it is the effect of the condition, rather than the underlying condition itself, which needs to be considered.
- 15.8.7 The reasonable adjustment process is in place so both the student and the University are clear about what can be done to facilitate a student's learning and assessment. However, unforeseen exceptional circumstances can still occur which could not have been predicted through the reasonable adjustment process. In these exceptional circumstances, students should follow the exceptional circumstances process (refer to [section 18](#)).
- 15.8.8 If recording of lectures has been recommended on the LSP, the student needs to be aware that the lecture remains the property of the lecturer delivering the session. The recording must only be used for reviewing for clarity or understanding; the material must not be reproduced or passed on to anyone else. If notes are not expected to be taken for a session, then the student will not normally be given permission to record that session unless the student, for example, may need to listen again in a quiet environment.
- 15.8.9 Computers are not provided in examinations for students with poor handwriting unless they have a disability diagnosis and an LSP in place. Students with poor handwriting are advised to discuss their circumstances with the Disability Support and Inclusion team to explore if there is an undiagnosed disability. Also refer to [section 12.19](#) regarding the policy for marking illegible examination scripts.

## 15.9 Reasonable adjustments for examinations

- 15.9.1 The Disability Support and Inclusion team is normally responsible for the provision of specialist equipment e.g., chairs and desks and for advising the Assessment team of the type of provision. Porters are normally responsible for relocating equipment to the appropriate examination room.
- 15.9.2 The Assessment team and the Disability Support and Inclusion team are responsible for providing scribes and readers for examinations provided reasonable notice is given.

## 15.10 Reasonable adjustments for assessment deadlines

- 15.10.1 LSP extensions may be granted for reassessment deadlines in line with the LSP process once reassessment requirements are known by the student.

## Section 16 Alternative assessment: policy and procedure

### 16.1 Purpose

- 16.1.1 This policy details the procedures for approval of an alternative assessment for an individual student to:
- Facilitate equality of opportunity in assessment of disabled students as recommended by the Disability Support and Inclusion team through a student's Learning Support Plan (LSP) (see [section 15](#)).
  - Rearrange an assessment or reassessment due to the logistical difficulties that would be incurred by the rescheduling of an individual student's assessments due to a deferment through the 'Exceptional Circumstances Procedure' (see [section 18](#)).
  - Undertake individual reassessment for group work.
  - Make an assessment arrangement for an incoming study abroad student who has prior approval to leave the University to return home prior to a scheduled examination or resit examination (see [section 21.3.3](#)).
  - Make a reassessment arrangement for an incoming study abroad student who has returned home prior to the reassessment date, in cases where it is not possible to complete the reassessment in the same manner as the first attempt (e.g., practical assessments, exhibitions etc.).
  - To accommodate outgoing study abroad students (York St John students) who, following the conversion of marks from the exchange study must complete reassessments to meet the level progression requirements.

### 16.2 Scope

- 16.2.1 This policy applies to students enrolled on programmes for assessments delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).
- 16.2.2 The procedure to be followed in relation to programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.
- 16.2.3 Changes to the assessment, as specified on the approved module specification, for a current cohort of students should follow the 'Variations to Announced Assessment Arrangements' procedure (see [section 2.4](#)).

### 16.3 Policy and procedures

#### General

- 16.3.1 All alternative assessments must assess and meet the same module outcomes for the assessment(s) they are replacing.
- 16.3.2 Alternative assessments will be conducted under conditions that are as far as possible equivalent to those of normal assessments, including appropriate supervision.
- 16.3.3 Essays may be used as an alternative to an examination. Schools should consider how to ensure that essays assess the same breadth of learning as the normal examination. An alternative is to consider the setting of a 'take-home' examination paper instead (to be submitted within 24 hours, for example). This is more directly comparable to the formal examination. Where appropriate, advice can be sought from the Disability Support and Inclusion team and Assessment team in Registry.
- 16.3.4 When an assessment is conducted in the same form as the normal assessment but in a different place, it should be conducted at the same time. If that is not practicable (for example, because of a difference in time zones), then it is necessary to avoid the risk of compromising the security of the normal assessment. Under these circumstances Schools should seek advice from the Assessment team in Registry.
- 16.3.5 All recommended alternative assessments must be approved by the School Quality Panel using the [Alternative Assessment Approval form](#). The Panel is responsible for ensuring the proposed assessment is a suitable alternative assessment that meets the learning outcomes.
- 16.3.6 Following approval, the School must confirm the arrangements, including the assessment date, well in advance of the assessment date by email to the student and staff so they can prepare accordingly.

#### LSP alternative assessments

- 16.3.7 Refer to [section 15.5](#) for guidance on alternative assessment for students with an LSP.

### **Exceptional circumstances alternative assessments**

- 16.3.8 Where the deferment of an assessment has been formally approved through the exceptional circumstances procedure and as a consequence this may require adjustments to the type of assessment. The Module Director/Tutor and/or Head/Dean of School or nominated representative would determine if an alternative assessment will be required due to logistical reasons that mean the assessment cannot easily be rescheduled. Examples include the deferment of an individual student's participation in a group performance, or a presentation involving peer review, or participation in fieldwork.

### **Incoming study abroad alternative assessments**

- 16.3.9 Where an incoming study abroad student has **prior approval** to leave the University before a scheduled examination or resit examination then an alternative assessment may be approved as a suitable alternative.

### **Outgoing exchange student alternative assessments**

- 16.3.10 Where an outgoing study abroad student who, following the conversion of marks from the exchange study, needs to complete reassessments to redeem failure in order to meet the level progression requirements, then the School must ensure the alternative reassessment meets any learning outcomes that have not been successfully passed through the failure of modules at the study abroad institution (see [section 22.5](#)).
- 16.3.11 Schools that regularly have outgoing study abroad students, or who regularly admit incoming study abroad students, may devise and approve alternative assessments for use for particular modules in future years. Care must be taken to ensure that these are reviewed regularly to ensure they continue to meet the required module outcomes, and approval is sought through the School Quality Panel where changes are necessary.

## Section 17 Independent Learning Units: policy and procedure

### 17.1 Types of Independent Learning Units (ILUs)

There are 2 types of Independent Learning Unit:

- 17.1.1 **Validated ILUs:** These are ILUs which are validated as part of a programme of study and are specified as such in the approved programme specification. They are coded and treated like any other module, but the precise content, learning method, and assessment strategy are negotiated individually between students and staff.
- 17.1.2 **Special ILUs:** These ILUs have not been validated as part of a programme of study; rather they are modules which have been negotiated by the student and staff concerned on an ad hoc basis to replace an existing module in the programme of study at the student's request.

### 17.2 Special ILUs

- 17.2.1 Special ILUs must be agreed in advance of the semester the ILU is to be taken in and may not normally replace a module on which the student has already been enrolled onto. In the rare circumstances, for example, where a student returns early from an international placement, an ILU may replace a module on which the student has been enrolled where the University accepts that the original assessment cannot be implemented.
- 17.2.2 In the event that an ILU replaces the reassessment for a previous failed module, this will be considered a second attempt and the final maximum module mark available for the ILU is a capped pass.
- 17.2.3 The number of special ILUs that a student will be permitted to take will not normally exceed the equivalent of 20 credits in any 1 semester and 40 credits within the overall programme of study (Internships counting as an ILU – see [section 17.6](#) below).
- 17.2.4 A 20 credit ILU is to be undertaken over the period of one semester. A 40 credit ILU is to be undertaken over the period of two semesters.

### 17.3 Guidelines for writing an ILU proposal

- 17.3.1 For validated ILUs, a distinction should be drawn between the approval of an ILU module as an element of the programme as a whole, and approval of the individual student's arrangements for this ILU. For the former, the normal validation procedures apply. At the level of the individual student, the standard ILU proposal form must be used.
- 17.3.2 The standard ILU proposal form must be used for both validated ILUs and special ILUs.

### 17.4 Procedures for submission of an ILU for approval

#### General

- 17.4.1 The following principles apply to all ILU proposals:
- Any ILU proposal is a matter for discussion between the student and the relevant Module Director/Tutor and/or Head/Dean of School or nominated representative.
  - Any ILU must be approved **no later than the last week of the preceding semester** in which it will be taken.
  - Approval for an ILU must be given by **either** the relevant Head/Dean of School **or** the School Quality Panel (SQP), taking into consideration any resource implications.
  - The approved ILU proposal form constitutes a legal document in terms of a student's programme of study, and as such the School must keep a copy of all approved ILUs and send a signed approved copy to the Assessment team in Registry who will upload this to the student's record.
  - The School must record details of all ILUs that are approved in the School Quality Panel minutes action log.
  - In addition, the following approval procedures apply either to Validated ILUs or to Special ILUs.

## Validated ILUs

- 17.4.2 The student's individual ILU is proposed within the context of the approved ILU module for which the student will have enrolled at the beginning of the academic year.
- 17.4.3 The School approves the individual ILU and informs the student when approval is granted and includes a copy of the approved proposal in the correspondence to the student.
- 17.4.4 Approval for a validated ILU is provided by the Module Director/Tutor. SQP and Head/Dean of School approval is not required for validated ILUs.

## Special ILUs

- 17.4.5 The School recommends a special ILU to **either** the Head/Dean of School **or** the SQP for approval. Approval is not normally withheld if:
- The proposal is in the standard format and includes an unambiguous statement on the assessment strategies.
  - The proposal was received before the start of the semester in which it will be undertaken.
  - The overall programme does not contain more than 40 credits of ILU (internship counting as ILU).
  - For undergraduate programmes: the programme does not normally include more than 20 credits of ILU in any semester.
  - For postgraduate programmes: the programme does not normally include more than 30 credits of ILU in any semester.
  - The inclusion of the ILU does not lead to a non-standard overall programme structure.
- 17.4.6 For Scheme A students – The School must clearly indicate on the ILU form if the Special ILU mark is deemed compensatable or non-compensatable, while noting that the status of the mark will mirror the status of the standard assessment and should normally be compensatable.
- 17.4.7 Once approved by **either** the Head/Dean of School **or** the SQP, the School must write to the student confirming that approval has been granted and including a copy of the approved proposal with the correspondence to the student. A scanned copy of the signed 'Special ILU' form must be sent by email to the Assessment team in Registry who will update the student's record.

## 17.5 Guidelines

- 17.5.1 Choosing an ILU module as part of an individual programme of study involves a student and Module Director/Tutor negotiating the key aspects of the learning process and agreeing them in the form of a learning contract. The content of the learning contract reflects the requirements specified for all modules and should be of a comparable standard when presented for approval. Sufficient time for the negotiation and preparation of an ILU proposal should be allowed.
- 17.5.2 Preparing a proposal provides an opportunity for students and Module Directors/Tutors to articulate what they want to learn (aims and outcomes), how they will learn it (strategies and resources), and how they will know what they have learned (review and evaluation).
- 17.5.3 Group proposals are valid and provide valuable learning opportunities. Module Directors/Tutors should assure themselves that the assessment strategy is equitable to all participants and tests learning at the appropriate level.

## 17.6 Internships

- 17.6.1 Internships are similar to ILUs but differ in being attachments with organisations. The work undertaken is related to the student's subject of study. Internships are not placements or sandwich courses. An Internship constitutes a learning experience that attracts credits. Internships should be developed following the same principles and using the same proposal form. They are the equivalent of a 20-credit module.

## Section 18 Exceptional circumstances policy

### 18.1 Purpose

18.1.1 The purpose of this policy is to outline the policy and procedures that staff and students should follow in cases where students' unforeseen exceptional circumstances have seriously impacted on their academic performance.

### 18.2 Principles

18.2.1 This policy is designed to:

- a) Ensure that students are appropriately supported by the University when they bring exceptional circumstances to our attention in a timely manner.
- b) Outline the responsibilities of students to notify the University of circumstances which are affecting their performance.
- c) Ensure that all students claiming exceptional circumstances are treated fairly and equitably.
- d) Protect the academic integrity of programmes for all students.

18.2.2 An extension deadline will not be set on a day when the University is closed, so that if there are technical problems with the VLE, technical support would be available to resolve and/or mitigate the issues. This includes:

- Saturdays and Sundays
- Bank Holidays
- University closure days over the Christmas period

18.2.3 Extension deadlines will be set for the **first working day** that the University is open following the closure, with the exception that following the Christmas closure extensions will be set for the **second working day** following the re-opening.

18.2.4 For clarity deadlines may be set in vacation periods provided they are not set for the periods above.

### 18.3 Scope

18.3.1 This policy applies to taught assessments, and therefore does not apply to most research degree programmes. It would, however, apply to any taught modules completed as part of a research degree.

18.3.2 This policy applies to students enrolled on programmes delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).

The procedure to be followed in relation to programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.

### 18.4 Introduction

#### Expectations

18.4.1 The University recognises that illnesses and difficult or distressing personal circumstances occur as part of everyone's life. However, such circumstances are a normal part of life and can normally be absorbed. Students are expected to attend all assessments and to meet deadlines, and they should plan their work so that they are not affected by unexpected last-minute problems.

18.4.2 It is acknowledged that the assessment process itself can lead students to become more anxious or stressed than at other times of the academic year, and this should be considered to be one of the normal challenges of academic study. Except in a very small number of cases, where the impact is severe and incapacitating, this would not be considered as a valid exceptional circumstance.

18.4.3 The exceptional circumstances process is evidence-based, and satisfactory evidence or self-certification declaration must be supplied by the student as explained in this policy.

18.4.4 If a student's circumstances are so serious that they cannot engage with their assessment, they should consider suspending their studies. If a student remains on the programme, they are considered to have made the decision that they are in a position to engage with the programme. For more information, please refer to our suspension of studies page.

18.4.5 An attempt to gain an unfair advantage in an assessment by faking exceptional circumstances is considered deception and will be treated as academic misconduct (refer to [section 24](#)).

## Definitions

- 18.4.6 **Deadlines** include the date for submitting written assessments and the dates for examinations, practical demonstrations, presentations, performances and other forms of assessment.
- 18.4.7 **Assessment submissions** – include those assessments for which students are required to adhere to a deadline for submission.
- 18.4.8 **Scheduled assessments** – include those assessments which are not easily retimed and for which an extension is not appropriate e.g., centrally organised exams, practical assessments, in-class tests, practical demonstrations, presentations, performances etc.

## Standard criteria

- 18.4.9 In exceptional circumstances, if a student cannot attend an assessment or meet the deadline or believes their exceptional circumstances have severely impacted upon their performance in an assessment the University may make arrangements for exceptional circumstances to be taken into account in line with the principles and outcomes defined in this policy.

### For this to apply, a student must show that:

- |    |  |
|----|--|
| a) | They could not have <b>reasonably avoided</b> the situation or otherwise acted to limit the impact (such as requesting to suspend their studies) i.e., the circumstances were <b>outside the control of the student</b> .  |
| b) | The events concerned are <b>genuinely exceptional</b> relative to normal daily challenges of academic study. Circumstances such as the normal pressures of academic stress, paid employment, relationship issues, computer difficulties, transport difficulties, and financial difficulties are unlikely to be accepted. |
| c) | The events must have had a <b>significant impact</b> on the student's ability to study or complete an examination, presentation or submit an assessment.   |
| d) | The <b>timing</b> of the exceptional circumstances must be related to the <b>timing of the impact</b> for which the student is claiming.   |

## Types of claim

- 18.4.10 There are 4 ways in which exceptional circumstances can be applied for:

Method	Description
<b>Extension (self-certification)</b>	<ul style="list-style-type: none"> <li>Students may apply for an extension to the deadline using self-certification instead of evidence (if eligible).</li> <li>The extension must be applied for in advance of the assessment submission deadline.</li> <li>Students are only eligible to claim using self-certification <b>once per semester</b>.</li> <li>For postgraduate taught programmes where there is teaching or dissertation work over the summer period (Semester 3), students will be permitted 1 self-certification within this period, in addition to those permitted in Semesters 1 and 2.</li> <li>The grounds for the claim must be acceptable under the policy – note some circumstances are not eligible under the policy (see <a href="#">sections 18.5</a> and <a href="#">18.6</a>).</li> <li>IT issues are not grounds for self-certification.</li> <li>If upheld the extension period would be for <b>1 week</b>.</li> </ul>
<b>Extension (bereavement)</b>	<ul style="list-style-type: none"> <li>Where a student has suffered a recent bereavement of a close family member or friend, they may apply for an extension to the deadline for 1 week by using self-certification instead of evidence.</li> <li>Self-certification for a recent bereavement is not limited to 1 occasion during a semester, and bereavement claims are not included when counting how many self-certification claims have been submitted in a semester.</li> <li>Additional evidence will be required for longer extensions.</li> </ul>

<b>Extension (evidence-based)</b>	<ul style="list-style-type: none"> <li>• Students may apply for a longer extension to the submission deadline by providing evidence to support their claim.</li> <li>• The extension must be applied for in advance of the assessment submission deadline.</li> <li>• The grounds for the claim must be acceptable under the policy – note some circumstances are not eligible under the policy (see <a href="#">sections 18.5</a> and <a href="#">18.6</a>).</li> <li>• If upheld the extension period would be for <b>3 weeks</b> (either singular or cumulative if self-certification has already been approved for the same assessment).</li> </ul>
<b>Deferral</b>	<ul style="list-style-type: none"> <li>• Students may apply to defer a <b>scheduled assessment</b> if they are/were unfit to take the assessment at the scheduled time (e.g., an exam, placement, viva, presentation etc.). This will also apply if a student requires more than 3 weeks' extension.</li> <li>• Depending on the timing of the deferral of the attempt, this may have implications for the student's ability to progress to the next level, or their graduation timing. For example, this may require the student to suspend their studies for a period of time in order to satisfactorily meet the progression requirements before resuming their studies. When this applies the student will be notified.</li> </ul>

## 18.5 What are considered exceptional circumstances?

18.5.1 The following are examples of exceptional circumstances:

- a) Unforeseen short-term medical circumstances e.g., significant acute illness, accident or injury – sudden and severe in nature that would lead an employer to grant absence on sick leave.
- b) Unforeseen deterioration or significant change in a disability or long-term condition during the assessment period e.g., where a student has an existing LSP in place but there are additional unforeseen side effects due to change in medication.
- c) Unforeseen illness of dependents, partners or immediate family – which in employment would lead an employer to grant compassionate leave. The self-certification process can be used for unforeseen dependent's illness or dependent's carer/child care provider's illness that results in the need to cover care/childcare at short notice. This is subject to the normal self-certification constraints (refer to [section 18.11.11](#)).
- d) Bereavement due to the death of a close family member or friend.
- e) Disability – this is only applicable where there has been a delay in arranging reasonable adjustments and/or support that is beyond the control of the student.
- f) Victim of serious crime that has had a substantial impact on the student's ability to undertake their academic work.
- g) Pregnancy.
- h) Parental care for an infant under 6 months.
- i) Significant caring responsibilities for a family member or partner with a disability or mental health condition.
- j) Unforeseen acute personal circumstances e.g., a family crisis directly affecting the student.
- k) Participation in exceptional and significant events e.g., national or international sporting events.
- l) Exceptional and unforeseeable transport difficulties e.g., major transport incidents, this does not include everyday issues e.g., traffic congestion, missed buses or trains or transport strikes that were well publicized in advance.
- m) Legal proceedings requiring attendance e.g., attendance either as a witness, jury member, plaintiff or defendant.
- n) Unforeseen changes to the normal working patterns for part time students or Degree Apprenticeship students (evidence would need to be provided of the unusual and unavoidable nature of the change and its impact e.g., significant increased working hours, disruption caused by greater responsibility or a change in location).

This list is not exhaustive and other circumstances will be considered appropriate if they meet the definition above and are not listed in the section below regarding circumstances not considered grounds.

## 18.6 What are not considered exceptional circumstances?

18.6.1 The following **do not** qualify as exceptional circumstances:

- a) A claimed medical condition supported by retrospective medical evidence.
- b) A minor illness that would not normally lead to an employer to grant absence on sick leave.
- c) A medical condition that relies on evidence that does not relate to the time when the student claims they were affected or does not relate to the same illness the student claims they were affected by.
- d) Any claimed circumstances for which appropriate adjustments have already been made by the University and where there is no evidence of worsening of the condition.
- e) Assessment-related stress which is not diagnosed as an illness by a health professional or documented in a Learning Support Plan.
- f) Circumstances occurring after an assessment deadline or scheduled date.
- g) English not being a student's first language.
- h) Deadlines for work or exams being set closely together.
- i) Poor awareness of the University regulations and policies.
- j) Poor working practices such as:
  - Misreading the examination timetable or submission deadline.
  - Failure to back up electronic documents regularly and securely – students must back up electronic files regularly and securely (see [section 11.7](#)).
  - Accidental submission of an incorrect document (e.g., an earlier incomplete draft), wrong file type or a corrupted file (see [section 11.6.10](#)).
  - Poor time management.
- k) A claim of technical issues on behalf of the University with no independent proof from the Directorate of Innovation and Technology Services (ITS) of system failure on either Moodle or the University network. Issues such as browser compatibility or file size, which could reasonably have been checked in advance, will not be accepted as grounds for exceptional circumstances. It is expected that only VLE downtime or very rare technical issues, such as blocking of the whole internet in a particular geographical region, would be accepted as grounds for exceptional circumstances.
- l) Failure, loss or theft of a computer or printer – students must back up electronic files regularly and securely and must not leave completion so late that they cannot find another computer or printer (see [section 11.7](#)).
- m) Where students studying on a full time basis have issues relating to paid employment except in cases of work placements that contribute to the programme of study. By enrolling on a programme, students are making a commitment to the time needed for full time study.
- n) House moves, renovations or other routine accommodation difficulties.

Refer to the [University Attendance Regulation](#) which states that students must ensure that their living and travelling arrangements allow them to fully engage with all aspects of their programme.
- o) Death or illness of a pet (excluding death or illness of a service animal which would be accepted as grounds).
- p) Holidays.
- q) Normal day-to-day childcare responsibilities for a child over 6 months (including childcare during school holidays)
- r) Circumstances stated to be unforeseen that a reasonable person would view as foreseeable or preventable.

This list is not exhaustive and other circumstances are not considered appropriate if the circumstances do not meet the definition set out in this policy.

- 18.6.2 The following would **not normally** be grounds for exceptional circumstances and would only be regarded as exceptional if there is evidence that they are unforeseeable, unavoidable and severe with a direct impact on the assessment. In some cases, medical evidence of the impact may be required:
- Relationship breakdown (evidence of the impact upon the student would need to be provided).
  - Accommodation issues (unless of an unforeseen serious nature, such as emergency rehousing).
  - Planned routine health appointments.
  - Academic misconduct investigations.
  - Late changes to module choices or late programmes changes (refer to [section 6.4](#)).

## 18.7 Where can students access support?

- 18.7.1 The University is committed to offering support and guidance for students on the above matters including wellbeing, financial advice, accommodation advice, study skills, disability advice, and international student support.

It is important that students understand that using support is not a sign of weakness. For many students it features in their academic success to access support services in order to identify and develop successful strategies to build resilience that supports them in their future employment. It is an expectation by the University that students will access the relevant services if they require them, and students may be signposted to them as part of the exceptional circumstances process.

- For further information on the specialist services and support available refer to our [Current Students page](#) and [Health and wellbeing page](#).
- Students may also wish to seek guidance and support from the [York St John Students' Union](#).

## 18.8 Students with disabilities

- 18.8.1 Students who have a long-term health condition, disability, a specific learning difficulty or mental health diagnosis which has a foreseeable impact on their ability to meet deadlines, must meet the Disability Support and Inclusion team at the start of the academic year so that a Learning Support Plan (LSP) can be drawn up.
- Further details can be found in the 'Reasonable Adjustment Policy' and procedures (refer to [section 15](#)).
- 18.8.2 The exceptional circumstances procedure is intended for unforeseeable situations, not for situations where the requirement for reasonable adjustments can be anticipated. For more about disability support, see our [Disability and Inclusion page](#).
- 18.8.3 For longstanding conditions students will be expected to have made full use of the appropriate support services provided by the University in order to have relevant adjustments made, and/or to develop coping strategies which will see them not only through their study but into later life.
- 18.8.4 Students may submit a claim relating to their existing longstanding condition/disability:
- If there has been a delay, beyond their control, in putting support in place for them.
- or
- If their disability deteriorates in an unforeseen manner during the assessment period e.g., due to medication changes or similar. If the change will be ongoing and will affect future assessment periods students are advised to contact the Disability Support and Inclusion team as soon as possible to review their LSP before the next assessment period.

## 18.9 How do students claim?

- 18.9.1 Students apply for exceptional circumstances, including requesting an extension to a deadline, by filling out the 'Exceptional Circumstances Claim' form and submitting it to the Programme Administration and Support Service (PASS). Brief guidance for completing the form includes:
- Where possible, a single form should normally be used to claim for all assessments impacted upon during the same period.
  - The claim form can be downloaded from our [Exceptional circumstances page](#).
  - For Programme Administration and Support Service (PASS) contact information, please visit the PASS [Contact us page](#).
  - [SU Advice](#) are available to support and advise students completing exceptional circumstances forms.

- e) Students must describe the impact their circumstances have had on their studies on the form. Forms will be returned to the student if they are not completed fully or the information provided is insufficient.
  - f) Students requesting extensions must state the duration of the extension they are requesting. Extensions will be granted in full weeks as either 1 week (with satisfactory self-certification) or 3 weeks (with satisfactory evidence) in duration. A request for an extension beyond 3 weeks (either singular or cumulatively, including self-certified week) will not be granted, but if there are grounds for approval, the assessment will be deferred to the next assessment period.
  - g) For late claims (within 24 hours of the assessment deadline) students must provide an explanation and evidence to support why they had good reason for not submitting their claim at the correct time.
- 18.9.2 Students who submit exceptional circumstances claims should not assume their claim will be approved and should continue to undertake study and prepare for/do assessments whenever possible until they are formally advised of the outcome of the claim.
- 18.9.3 A claim for exceptional circumstances, once formally submitted, can only be withdrawn in writing by the student (i.e., by email).

**Can someone else complete the claim on the student's behalf?**

- 18.9.4 The form must be completed by the student and cannot be completed by someone else on their behalf. For example, a family member or a tutor cannot complete the form on the student's behalf. If a student is unable to complete the form within the designated timeframes for exceptional reasons, for example being in hospital, they should notify their Academic Tutor and complete the form as soon as possible. The case may need to be referred to Special Cases Panel if they are unable to submit for more than a few days after the designated timeframes.

**Can a student re-apply for a further extension for a particular assessment?**

- 18.9.5 A student who has been granted an extension but is unable to meet the requirements to submit due to further exceptional circumstances may submit a further claim form and supply further evidence in support of their additional claim. In most cases this will require additional updated evidence to be provided that relates to the previous extension period.
- 18.9.6 If an extension has previously been granted for 3 weeks (in a single block or cumulatively) a request for additional extension weeks will not be granted, but if there are grounds for approval, the student's assessment will be deferred to the next period of assessment.
- 18.9.7 If the student has a Learning Support Plan extension, there may still be some circumstances where the exceptional circumstances procedure may be used, where the difficulty with meeting the deadline could not have been foreseen. For example, if a student's health suddenly deteriorates or they are affected by new medication or they are affected by exceptional circumstances not related to a long-term condition e.g., bereavement. In cases where students have already had an extension of 3 weeks (either singly or cumulatively) through their Learning Support Plan, the assessment will be deferred to the next assessment period.
- 18.9.8 In all cases the claim must be submitted in accordance with published timescales.
- 18.9.9 Re-applications for exceptional circumstances for the same assessment on the same grounds may normally only be made on 1 successive occasion (2 in total including the first claim) provided that the **new evidence** continues to support the claim. Claims are considered individually following the standard process, however, not all re-applications are successful, particularly if there is no evidence of further deterioration or additional impact. If at this time a student is still unfit or unable to attempt the assessment, the student's circumstances will be considered on an individual basis. Possible arrangements at this time may include a supportive discussion within a Support to Study meeting or Fitness to Study meeting, or agreement for a period of suspension.

## 18.10 When to claim by

### Deadlines for claiming

Claim type	Deadline
<b>Deadline assessments</b>	Applications to request extensions to submission or resubmission dates should normally be submitted, with satisfactory evidence or with a self-certification statement, <b>before the published or approved deadline</b> . In cases where the evidence is not available, the claim form must normally be received before the assessment deadline, indicating the date the evidence will be submitted. <b>Claims must be submitted within 24 hours of the assessment deadline, or they will be automatically declined.</b>
<b>Scheduled assessments</b>	Applications relating to examinations, vivas, presentations or other assessments held under timed conditions should normally be submitted, with satisfactory evidence or with a self-certification statement, up to <b>within 24 hours</b> after the assessment date.

### Late submission of 'Exceptional Circumstances Claim' forms

- 18.10.1 If the claim form is submitted late (i.e., more than 24 hours after the deadline), the claim cannot be considered by the Exceptional Circumstances Panel. The student will be directed to the 'Appeals Policy' and procedures (refer to [section 58](#)). Students may seek to appeal a confirmed mark once it has been approved at a School Assessment Board but must provide good reason for failing to use the exceptional circumstances procedure at the time of the assessment.
- 18.10.2 The student must claim as soon as they are able to, and no later than 24 hours after the assessment deadline. Incomplete forms will be returned to the student.

### Illness on the day of an examination or other scheduled assessment

- 18.10.3 Students will need to decide if they are well enough to take the examination or other scheduled assessment.
- A student who is taken ill prior to or during the examination/assessment period must contact their medical practitioner immediately to obtain a medical certificate that relates directly to the examination/assessment period as retrospective evidence is not normally accepted. Students may alternatively use self-certification evidence on 1 occasion during a semester (see [section 18.11.11](#)).
  - Where a student is taken ill during an invigilated examination or other scheduled assessment, whether departmentally or centrally administered, the student must contact their medical practitioner immediately to obtain a medical certificate that relates to the examination/assessment date. Students may alternatively use self-certification evidence on 1 occasion during a semester (see [section 18.11.11](#)). Invigilators are not able to provide evidence of illness; this must be provided by a medical practitioner.

## 18.11 Evidence to support an application for exceptional circumstances

- 18.11.1 Each application must be accompanied by satisfactory supporting evidence, normally from an independent and relevantly qualified third-party professional. For information regarding self-certification evidence refer to [section 18.11.11](#).

Students must provide **evidence of the impact** that the unforeseen event has had on their ability to study, or submit their assessment, or complete a scheduled assessment.

This must show:	
<b>That the unforeseen event occurred</b>	The evidence must give direct confirmation of the circumstances
<b>Evidence of the impact this has had on the student</b>	The evidence must demonstrate the significant effect on the student's ability to engage with work in general, or the assessment tasks in particular
<b>That the circumstances will affect, or were affecting, the student at the time of the assessment</b>	Evidence must relate to the assessment period – evidence of historic events that occurred before the assessment period is not normally accepted without up-to-date evidence of ongoing impact

- 18.11.2 Evidence from tutors or academic supervisors is not normally accepted as the sole form of evidence. Tutor/supervisor statements would only be accepted in very exceptional circumstances where it is accepted that other evidence is extremely difficult to obtain and with the express consent of the Deputy Academic Registrar or Academic Registrar.
- 18.11.3 In matters relating to health, evidence provided by a medical practitioner should be evidence created/gathered at the time of the problem and should be provided by the health professional that diagnosed and/or treated the student.
- A doctor, for example, may be willing to report a retrospective account given to them by a student after the event, but in itself this does not carry weight as evidence if the doctor simply notes that a student reports the impact.
  - Similarly, the University's Student Access, Wellbeing and Support team is only able to provide evidence of attendance when a student has used, or is currently using, the services provided by the team to address the circumstances.
  - It is advisable not to seek retrospective reports.
- 18.11.4 Evidence that simply states that the student has been unwell is not sufficient. The evidence must confirm a diagnosis and say how the illness has affected the student's ability to complete their work, and the time period affected.
- 18.11.5 Screenshots of online medical records can be accepted as evidence if they clearly detail the student's name, a diagnosis or treatment, and the record relates to recent contact with the GP or medical practitioner.
- 18.11.6 Even if a student's circumstances are sensitive, the student must still submit evidence. Disclosure to a member of staff is not normally accepted as an alternative to evidence.
- 18.11.7 Supporting evidence must be provided in English. Where the original document is in another language, the student must provide both the original document and a translation into English. This need not be a professional translation – the student may provide their own translation. Students can expect the University to check the accuracy of their translation.
- 18.11.8 The University will only share the evidence with those people who need to make the decision.
- 18.11.9 Photographic or video evidence of circumstances is not normally accepted without other supporting evidence from an independent third-party professional. For example:
- An injury would need to be supported by medical practitioner evidence as a photograph of the injury would not be sufficient on its own.
  - Involvement in a car accident would need to be supported by evidence from an insurance company and potentially from a medical practitioner if injuries or trauma were sustained as a photograph of the car would not be sufficient on its own.
  - Photographs of documents (letters, reports etc.) are accepted if they are fully visible and can be opened in a readable format i.e., the date of issue and author details must be clear

#### **Self-certification evidence (once per semester)**

- 18.11.10 Self-certification may be used on **1 occasion during a semester** as evidence to request a short extension for **1 week**.
- 18.11.11 Students will still need to submit evidence for any circumstances where they wish to apply for an extension of more than 1 week.
- 18.11.12 The reassessment period in April is counted within the Semester 1 allowance. The reassessment period in August is counted within the Semester 2 allowance. For postgraduate taught programmes where there is teaching or dissertation workover the summer period (Semester 3), students will be permitted 1 self-certification within this period, in addition to those permitted in Semesters 1 and 2.
- 18.11.13 The University recognises that it is not always possible to make a GP appointment for a short-term acute physical illness. Self-certification allows students to request a short extension of 1 week through the exceptional circumstances procedure where they are unable to, or it is not necessary to, seek medical attention for a short-term acute physical illness.
- Self-certification may be used in lieu of evidence for an exceptional circumstances' claim when a student is unexpectedly unwell on the day of a scheduled assessment with a self-limiting acute physical illness.
  - Examples of short-term acute physical illnesses include Noro-virus, gastroenteritis, acute period pain, food poisoning, migraine, or diarrhoea and where the student does not seek medical attention.

- This list is not an exhaustive list, and the University expects students to self-manage minor ailments (see [section 18.4](#)).
- 18.11.14 Self-certification may also be used in lieu of evidence to support claims on non-medical grounds listed in [section 18.5](#).
- 18.11.15 Self-certification cannot be used to support claims on grounds that are not accepted under this policy. Refer to [section 18.6](#).
- 18.11.16 Students must complete the self-certification declaration on the exceptional circumstances claim form to confirm when their circumstances began, the period it covered, and the ways in which it has impacted their studies.
- 18.11.17 Self-certification for a recent bereavement is not limited to 1 occasion during a semester. Additional evidence will be required for longer extensions.
- 18.11.18 Students must complete the self-certification declaration on the exceptional circumstances claim form to confirm when their circumstances began, the period it covered, and the ways in which it has impacted their studies.
- 18.11.19 Where self-certification is used as evidence the following applies for claims relating to the same assessment:
- Students who have an approved 1-week self-certification extension may not apply for a further extension on the same assessment using self-certification for a second time. Students can apply for a further extension but would need to provide satisfactory evidence that supports the need for additional time (refer to the table in [section 18.11.21](#)).
  - Students who have an approved 1-week self-certification extension based on bereavement grounds cannot apply for a further extension for the same assessment on bereavement grounds using self-certification for a second time. Students can apply for a further extension but would need to provide satisfactory supporting evidence for a longer extension (refer to the table in [section 18.11.22](#)).
- 18.11.20 Important considerations for self-certification:
- Self-certification should only be used where absolutely necessary.
  - The University would expect that most students will never need to self-certify during their studies. If a student does need to self-certify, it is on the understanding that it is a one-off situation and the University will record that the student has self-certified. Self-certification evidence may normally **be used 1 occasion in a semester**, although it is accepted that the 1-week period may be associated with more than 1 assessment.
  - Students should always consult their GP if their illness is severe, persists or if they are in any doubt about their health.
  - Retrospective self-certification will not be accepted.

### Summary of evidence

18.11.21 A summary of examples of evidence is provided below:

Grounds	Evidence
<p><b>Unforeseen medical circumstances</b></p> <p>e.g., significant acute illness or mental health crisis, or incapacitation through accident or injury.</p>	<p>A signed and dated medical certificate or GP/healthcare professional letter that confirms a diagnosis, the dates when the illness/crisis/accident/injury impacted on the student, and a professional opinion regarding the impact of the circumstances will have on the student's ability to prepare for, submit or attend an assessment.</p> <p>The written evidence must include the professional's position and their contact details.</p> <p>Photos of injuries / prescriptions / medication do not confirm a professional opinion of impact and therefore on their own are unlikely to be accepted.</p> <p>Referral letters for appointments for significant illness/injuries would normally only be accepted for durations of up to 3 weeks unless they confirm a diagnosis and professional opinion regarding impact.</p> <p>Self-certification may be used on 1 occasion during a semester for extensions up to 1 week of absence from a scheduled assessment, for full details and limitations refer to the section above).</p>

<p><b>Unforeseen illness of dependents or immediate family</b></p>	<p>Medical certificate or GP/healthcare professional letter relating to dependent/family member that confirms the recent sudden or severe nature of the illness.</p> <p>And/or GP or other independent professional third-party evidence confirming how these circumstances are impacting upon the student.</p> <p>If a student provides evidence relating to a third-party, they are responsible for ensuring that the person concerned consents to this use of their information. This evidence will be deleted at the end of the semester.</p>
<p><b>Bereavement due to the death of a close family member or friend</b></p> <p>A close family member is defined as a partner, child, sibling, parent, grandparent, grandchild.</p>	<p>Self-certification may be used during an academic year for extensions up to 1 week of absence from a scheduled assessment in instances of bereavement and this would not be counted as the 1 use <b>per semester</b> normally permitted for ill-health self-certification.</p> <p>Students who have an approved 1-week self-certification extension based on health-related grounds may apply for a further 1-week extension for the same assessment on bereavement grounds using self-certification.</p> <p>An obituary or order of service would normally be accepted for a three-week extension. For deferrals to the next assessment period a death/coroner's certificate, or a burial permit, or health professional's or minister's evidence confirming the impact upon the student would normally be required.</p> <p>Within the claim the student must state how they are related to the deceased.</p> <p>Other relatives, housemates or very close friends may also be considered as 'close' although evidence of the relationship and/or impact upon the student may be required.</p> <p>For bereavements that occurred more than 4 months before the assessment period students would normally be expected to provide evidence of ongoing impact during the current assessment period e.g., evidence from a grief counsellor or other health professional.</p>
<p><b>A delay in support for a disability or long-term condition</b></p> <p>e.g., a new diagnosis or a change to a disability requiring the student's LSP to be updated.</p>	<p>Extensions for disabilities or long-term conditions are normally managed through a Learning Support Plan (LSP) – refer to the Disability Support and Inclusion team. However, claims can be submitted on grounds of disability where there has been a delay in making arrangements that is beyond a student's control.</p> <p>Letter/email from the Disability Support and Inclusion team confirming the delay in support is beyond the control of the student.</p>
<p><b>Deterioration / change in a disability or long-term condition</b></p> <p>e.g., A recent change in medication for an existing condition for which an LSP is in place resulting in adverse side effects.</p>	<p>Only applicable for students who have an existing LSP in place for their disability or long-term condition.</p> <p>Recent evidence describing the specific deterioration/change and the period it applies to e.g., medical certificate or GP/health professional letter.</p> <p>Evidence that simply confirms a student's existing disability, long-term condition or mental health issue itself without confirmation of recent deterioration or a sudden change would not normally be sufficient.</p>
<p><b>Pregnancy</b></p>	<p>Confirmation from a medical professional of the expected delivery date.</p>
<p><b>Parental care of an infant under 6 months</b></p>	<p>A copy of the child's birth certificate.</p>

<p><b>Significant caring responsibilities for a family member or partner with a disability or mental health condition</b></p>	<p>A supporting letter from the Widening Participation Adviser.</p> <p><b>And 1 of the following:</b></p> <ul style="list-style-type: none"> <li>• A GP's or Social Services letter confirming the caring role, who this is in relation and any perceived impact on the student.</li> <li>• A local authority carer assessment.</li> <li>• DWP correspondence regarding withdrawal of Carer's Allowance due to starting university (full time students).</li> <li>• Receipt of Carer's Allowance (part time students only).</li> </ul>
<p><b>Victim of serious crime</b></p>	<p>A police crime number, or insurance claim documents (normally only sufficient for 3-week extensions). A crime number on its own does not confirm a professional opinion of impact and therefore is unlikely to be accepted for durations beyond 3 weeks.</p> <p>For deferrals to the next assessment period evidence may include: A sexual assault referral centre confirmation; or GP/healthcare professional letter; or Welfare Adviser letter/email (in certain sexual assault cases); or legal letters.</p> <p>Claims relating to injuries or trauma sustained in a motor vehicle accident would normally be considered under medical grounds, for which medical evidence would be required.</p>
<p><b>Exceptional and unforeseeable transport difficulties</b></p> <p>e.g., major transport incidents, this does not include everyday issues or transport strikes that were well publicised in advance.</p>	<p>A letter from the transport company that confirms the date of the delay or a newspaper article that reports the incident.</p>
<p><b>Legal proceedings requiring attendance</b></p> <p>e.g., attendance either as a witness, jury member, plaintiff or defendant.</p>	<p>A letter from the court or a legal professional confirming the date(s) of attendance.</p> <p>A juror summons – for more information regarding support with applying to defer juror service, please visit our <a href="#">Jury service page</a>.</p>
<p><b>Unforeseen acute personal circumstances</b></p> <p>e.g., family crisis directly significantly impacting the student.</p>	<p>Independent professional third-party evidence detailing the circumstances and period impacted upon.</p>
<p><b>Participation in exceptional and significant events</b></p> <p>e.g., international sporting events.</p>	<p>Evidence from the official sporting body confirming the dates when the student is required for training and competitions.</p>

<p><b>Unforeseen changes to the normal working patterns for part time students</b></p> <p>e.g., significant increased working hours, disruption caused by greater responsibility or a change in location.</p>	<p>Evidence signed and dated from the student's employer that confirms the time period effected, and the unusual and unavoidable nature of the change to working patterns and its impact.</p> <p>The evidence must state the manager's (or employer's) name and contact details and their relationship to the student.</p>
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### Delays in obtaining evidence

18.11.22 Students should submit their claim form by the deadline where possible stating the evidence they will provide and when it will be available. The Programme Administration and Support Service (PASS) will email the student to set a deadline for the student to provide the evidence by. If the student cannot meet the deadline for evidence the student is responsible for contacting the PASS to negotiate a longer deadline for providing the evidence. A decision will be made once the evidence is provided. If the student does not provide evidence or contact the PASS regarding their evidence by the deadline given, then the claim would normally be declined.

Delays in supplying evidence will not lead to additional time being added to the extension duration requested. The extension duration will be assessed based on the evidence provided, which in some cases may result in an extension deadline having already passed at the point the student is notified of the extension date(s).

## 18.12 Processing claims

### Initial claim review

18.12.1 On receipt of the claim form and evidence the Programme Administration and Support Service (PASS) reviews the form and checks it is complete and that appropriate evidence has been provided. If the PASS has concerns over the evidence or the evidence has not been provided, or the form is incomplete, they will contact the student asking for deficiencies to be remedied and setting a deadline for submission of further evidence which will normally be **5 working days** from the request for further evidence.

If there is a further delay in obtaining evidence the student is responsible for contacting the PASS to renegotiate the deadline for providing evidence.

The PASS correspondence to the student confirms that if no further communication or evidence is submitted that the claim will be considered as it stands and that claims without supporting evidence are normally declined.

### Who makes the decision?

18.12.2 The principal responsibility for decision-making for extensions of 1 to 3 weeks lies with the Programme Administration and Support Service (PASS); the responsibility for decision-making for deferrals lies with the Exceptional Circumstances Panel which is based in Registry. The panel makes decisions on all claims:

- For extensions of longer than 3 weeks in total (classified as a deferral)
- To extend a previous extension beyond 3 weeks (classified as a deferral)
- To defer scheduled assessments
- To waive a late submission penalty (for a submission made up to 24 hours late)

18.12.3 In all cases both Registry and the PASS will follow the requirements as set out by the 'Exceptional Circumstances Policy'.

18.12.4 Academic members of staff are not involved in the decision-making process and do not have the authority to approve any extensions, deferrals, waiving of late penalties or the setting aside of marks for assessments.

### Process for group assessments

18.12.5 In cases that relate to a 'group assessment' the Module Director/Tutor will be contacted by the PASS or Assessment team. The Module Director/Tutor is asked to confirm if the whole group the student was working with receives an extension, or if only the individual student claiming receives an extension.

## Confidentiality

- 18.12.6 Staff involved in processing claims must at all times ensure that they use the appropriate level of confidentiality.
- 18.12.7 Evidence relating to third parties, for example evidence of the illness of a relative, will be deleted at the end of each semester,

## 18.13 Possible outcomes

- 18.13.1 The possible outcomes for an exceptional circumstance claim include:
- Provide an appropriate extended submission deadline (normally 1 or 3 weeks). **Extensions will be granted in whole weeks (e.g., 1 week or 3 weeks).** Where the student presents a compelling case that is upheld, which required a longer extension than 3 weeks, the assessment will be deferred to the next assessment period. Where an extension would take a student beyond 3 weeks of their current expected completion date the 'Programme Extension Process' should be followed (refer to [section 19](#)).
  - To waive a late submission penalty (for a submission made up to 24 hours late)
  - Rearrangement of in-class tests – this may require a different test in order to ensure the integrity of the assessment.
  - Rearrangement of scheduled assessments such as practical assessments, practical demonstrations, presentations, performances etc.
  - Deferment of an examination to the next opportunity (normally the reassessment period). This may prevent a student from being able to progress to the next level of study of their programme and/or complete their programme within the set time limits.
  - Put an 'Exceptional Circumstances Plan' (ECP) in place for a defined period of time (refer to [section 18.16](#)).
  - Decline the claim in full.
- 18.13.2 The Exceptional Circumstances Panel or Programme Administration and Support Service (PASS) do not have the authority to reconsider a provisional mark given for an assessment.
- 18.13.3 Within this policy there is no provision to adjust a student's mark or degree class or to exempt a student from an assessment.
- 18.13.4 The panel or PASS cannot approve the variation of the assessment method for a student, but this may be a consequence of an approved deferment if for logistical reasons the original assessment cannot be completed. Examples include: the deferment of an individual student's participation in a group performance, or a presentation involving peer review, or participation in fieldwork. Refer to [section 16](#) for 'Alternative Assessments Policy' and procedures for full information on the approval process varying an assessment.

### Why might a claim be declined?

- 18.13.5 A claim is likely to be declined on the grounds that:
- Insufficient or no evidence has been provided.
  - The information required to assess the claim is incomplete.
  - The student has not submitted the claim by the deadline as stated in this policy.
  - The claim is made due to an insubstantial event and is not defined as 'unforeseen' or 'exceptional' as required by this policy.
  - The circumstances and/or evidence do not demonstrate the assessment period was adversely impacted upon.
  - The nature of the circumstances cited is not over and above the normal difficulties experienced in life.
  - Sufficient adjustment has already been made for the same circumstances; the evidence has already been used to support adjustment for the same assessment and no new evidence has been provided.
  - The circumstances in question relate to a disability for which reasonable adjustments have been made but which the student has not engaged with to a sufficient extent.
  - The claim is submitted after the assessment mark(s) have been released by the School.

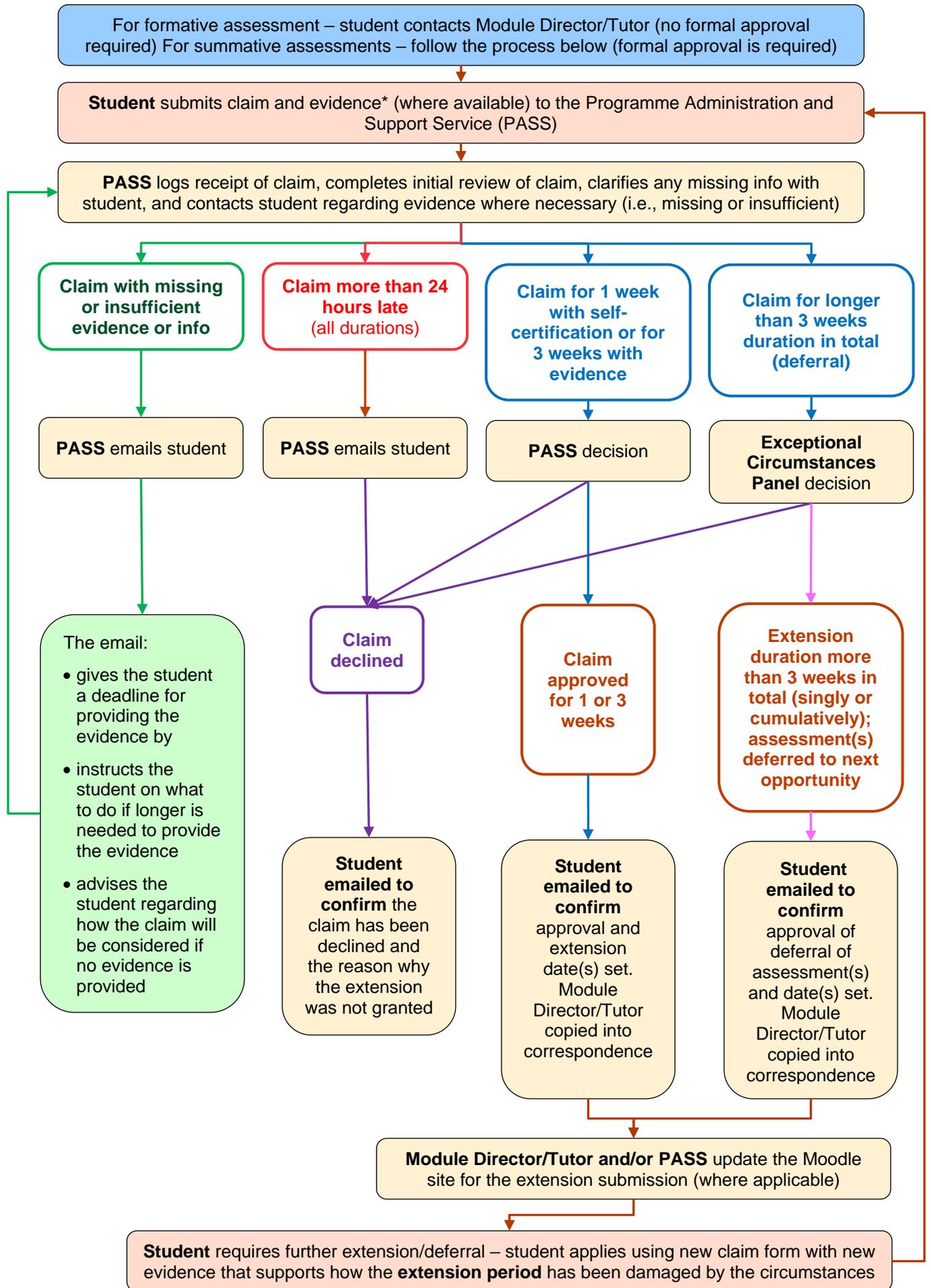
18.13.6 If a student's request is declined, it is important to be aware that, if submitted late, a late penalty will be applied. This applies to first attempts only, late submissions for reassessments are not accepted. For full details of the 'Late submission penalty policy' refer to [section 32.3](#).

## 18.14 Communicating the decision

- 18.14.1 Once a decision is made an email response will be sent to the student through their University email address **normally within 3 working days** of the date the student submitted their claim and satisfactory self-certification or evidence.
- Claims are not considered without evidence or self-certification and a delay in providing evidence will delay the decision.
  - Students will receive an email outcome that will confirm if their extension request has been approved or declined.
  - If an extension has been granted, the email will include the new assessment deadline or details that the School will confirm the exact date, time and location of a scheduled assessment e.g., a presentation.
  - If the request is declined the email will confirm the reason.
- 18.14.2 When considering the claim, where appropriate, the student may be directed to support that can be accessed through the University. Students are encouraged to consult the relevant student support services, including wellbeing, financial advice, accommodation advice, study skills, disability advice, and international student support.
- 18.14.3 Where a student presents exceptional circumstances based on chronic medical circumstances not previously known to the University or circumstances which have become more severe the Exceptional Circumstances Panel will advise the student to consult with the [Student Access, Wellbeing and Support team](#), [Disability Support and Inclusion team](#) and/or [Study Skills Support team](#) regarding future support. If appropriate, the possibility of discussing suspension from the University with the student's Associate Head/Dean should be suggested to the student (refer to [section 7](#)). If the circumstances are such that the student may not be fit to study, the University may follow its 'Fitness to Study' procedure (refer to [section 28](#)).
- 18.14.4 The Module Director/Tutor and/or the Programme Administration and Support Service (PASS) are responsible for updating Moodle to accommodate the student's new submission deadline. The PASS will contact students to confirm submission arrangements if the submission is not to be made through Moodle.

Students may be allocated a specific extension submission Moodle link to use. Students are advised to check that they have access to the relevant submission area and are able to upload files in advance of the extended deadline. Students who are unable to locate the relevant submission link, or have any questions, or decide to submit their work by the original deadline must contact the PASS.

## 18.15 Exceptional circumstances process flowchart



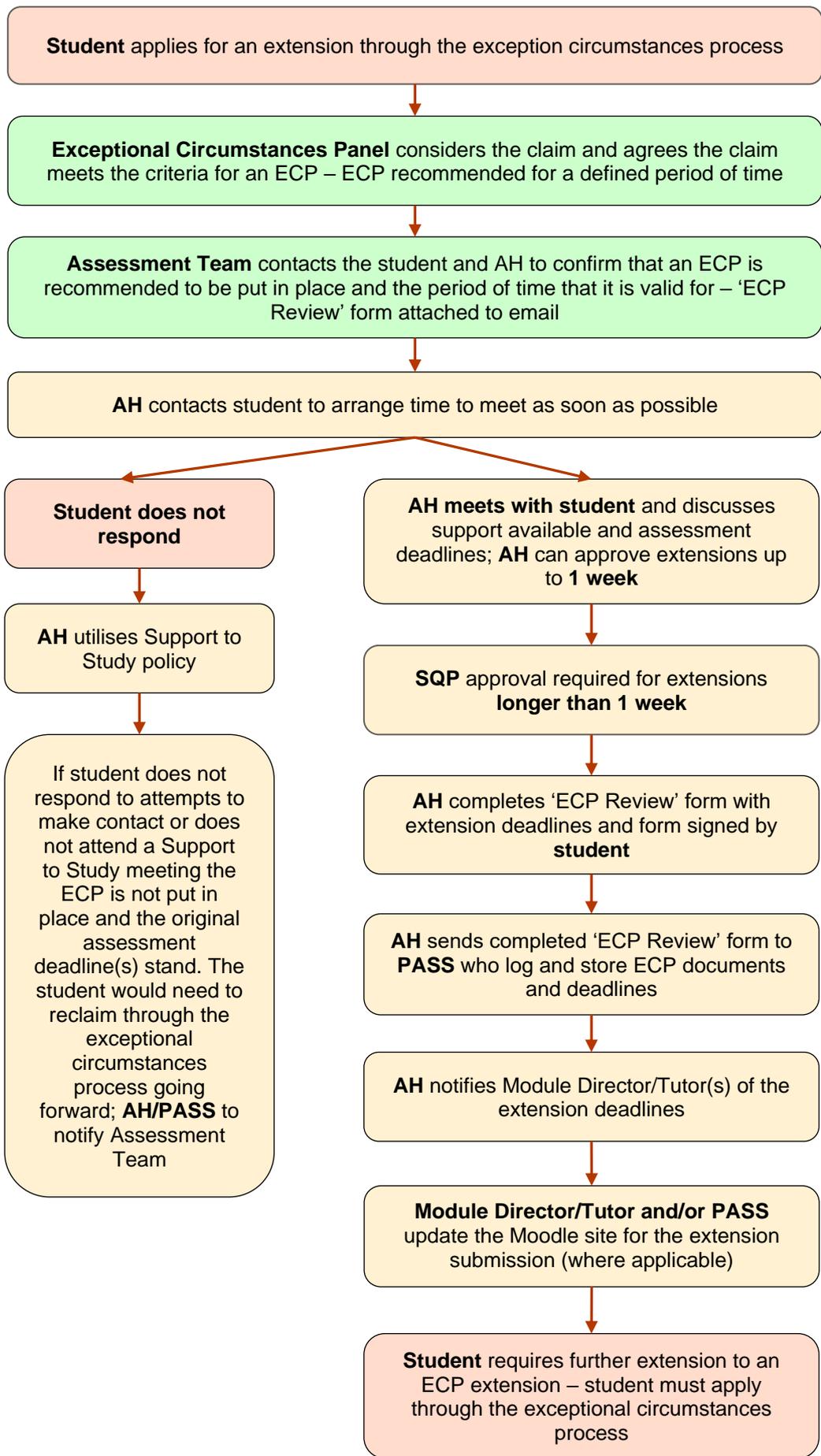
## 18.16 Exceptional Circumstances Plan (ECP) process

- 18.16.1 There may be rare occasions relating to **non-medical circumstances or a protected characteristic** where the student's situation is unlikely to change throughout a defined period of their programme of their studies. For example, students with caring responsibilities for an infant under 6 months, pregnancy, caring responsibilities for a family member or partner with a disability or mental health condition, or during gender reassignment.
- 18.16.2 Approval may be agreed for a more cohesive amendment to assessment submission dates, including the staggering of deadlines, for a defined period of time through an 'Exceptional Circumstances Plan' (ECP).
- 18.16.3 An ECP may not be used to amend the type of assessment, in such cases students will need to seek support from the Disability Support and Inclusion team (see [section 15](#)).
- 18.16.4 In order for an ECP to be put in place, the student must initially submit an exceptional circumstances' claim with satisfactory supporting evidence.
- a) This claim will be reviewed, and a decision made by the Exceptional Circumstances Panel in the Registry.
  - b) The Panel will assess the non-medical circumstances or protected characteristic to determine if the situation is likely to be ongoing and if it is unlikely that any future evidence would provide additional details beyond what the initial evidence confirms.
  - c) **If an ECP is approved by the Exceptional Circumstances Panel**, the Panel will contact the student and the student's Associate Head/Dean or nominated representative with a recommendation for an ECP to be put in place for defined period of time. The introduction of an ECP cannot be approved by the School without Exceptional Circumstances Panel approval.
  - d) An 'ECP Referral' form will be provided to the Associate Head/Dean or nominated representative, by the Assessment team. The duration for which the ECP is in place for will be clearly indicated on the 'ECP Referral' form.
  - e) Once the 'ECP Referral' form has been received from the Assessment team the Associate Head/Dean or nominated representative must arrange a meeting with the student as a matter of urgency to discuss the student's assessment timings and support that is available to the student through the University e.g., study support, time management.
  - f) If a student does not respond to communications to arrange a meeting, then the Support to Study policy should be used and it is suggested a Phase 1 meeting is called.
  - g) A Associate Head/Dean or nominated representatives, can authorise extensions of **up to 1 week** only for ECPs. Section 6 of the 'ECP Referral' form must be completed and forward to the PASS for recording of the extension.
  - h) Should there be a number of deadlines in close proximity to one another then staggering the deadlines is likely to be more helpful to the student. Decisions should be informed by academic judgement, and also take account of the Academic Registrar's deadlines, professional body stipulations, simultaneous deadlines, the severity of circumstances, and deadlines associated with the Progress and Award Examination Panel.
  - i) For extensions **longer than 1 week** (and no more than 3 weeks) the Associate Head/Dean or nominated representative specifies the duration and submits the ECP with the recommendation to the School Quality Panel (SQP) for approval. If an extension of longer than 3 weeks is considered advice should be sought from the Assessment team in Registry prior to final approval. This may involve assessments being deferred to the next assessment period.
  - j) Any further request to extend an ECP deadline must be made through the exceptional circumstances process and this request should only be considered for additional circumstances or further changes to circumstances that can be evidenced. For clarity, once an ECP extension deadline has been agreed it **cannot be extended or adjusted again through the ECP process**. For example, an Associate Head/Dean or nominated representative cannot approve a 1-week ECP extension for an assessment and then extend the deadline again for the same assessment by a further 2 weeks using the same ECP.
  - k) If the Associate Head/Dean or nominated representative, is unable to reach an agreement with the student, they should contact the Assessment team in Registry to help resolve any issues. The final decision should be made by the Associate Head/Dean in these cases and the student should be advised about their right to appeal as outlined in [section 58](#).
  - l) The 'ECP Referral' form should normally be completed in consultation with the student and approval given by the Head/Dean of School, or by the School Quality Panel.

- m) Any approved ECP must be reported to School Quality Panel for Schools to monitor and to review the consistency of duration of ECP extensions across the School.
- n) Once the 'ECP Referral' form has been approved, the PASS will confirm the approved deadlines with the student via the student's university email account.
- o) The PASS is responsible for storing the ECP related documents and correspondence on the student's file, and for updating any changes relating to deadline dates i.e., extension tracking database, Moodle, etc.

18.16.5 Once the agreed deadlines have been confirmed on the ECP form, the student is expected to meet those deadlines. If a student asks for additional extensions, they must do so through the exceptional circumstances process and must evidence a change to their circumstances or additional circumstances (e.g., illness or bereavement).

18.16.6 ECP process flowchart (AH denotes Associate Head/Dean or nominated representative)



## 18.17 Appeals relating to exceptional circumstances claims

- 18.17.1 If an exceptional circumstances claim is declined the student has the opportunity to appeal after the publication of the final module mark by the School Assessment Board. An appeal will only be accepted if the student can show that they had a good reason for not raising their exceptional circumstances at the time of the assessment, or else that they did raise their exceptional circumstances earlier, but the University did not follow the procedure for exceptional circumstances correctly. Details regarding grounds for appeal and the procedures to follow can be found in the 'Appeals Policy' (refer to [section 58](#)).

## 18.18 Records relating to exceptional circumstances

- 18.18.1 The University will keep and dispose of all correspondence relating to exceptional circumstances in accordance with the appropriate principles on data protection. For more information refer to our [Data Protection page](#).

## Section 19 Programme extension policy

### 19.1 Purpose

- 19.1.1 This policy details the criteria and procedures for applying to extend a student's period of study. This applies to students who have completed all teaching requirements but have been unable to complete the programme's final assessments in the normal timescale due to exceptional circumstances. This policy explains the criteria for eligibility and the requirements for a student to apply to be given extra time to complete their assessments for award programme.

### 19.2 Scope

- 19.2.1 This policy applies to students enrolled on programmes delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).
- 19.2.2 The procedure to be followed for extensions within 24 months of the standard period of study in relation to programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.
- 19.2.3 Validated programme students who require a programme extension beyond the maximum period of study must follow the University procedures set out below in [section 19.7](#).

### 19.3 Standard periods of study

- 19.3.1 The standard periods of study for York St John University awards are defined in the [University Regulations](#). Where specified in a [programme specification](#), the duration of a programme of study may vary from the standard period.
- 19.3.2 Students must complete all study and submit all assessments/reassessments required for completion of the programme **within 24 months** following the standard period of study set out in the [University Regulations](#) or in the programme specification. This 24-month period includes any extensions granted for exceptional circumstances or as a reasonable adjustment, any period of suspension of studies and any reassessments. This is the normal maximum period allowed for completion of studies and all assessments. Extensions to this maximum period will only be agreed in accordance with the procedure set out below in [section 19.7](#).

### 19.4 Programme extension durations

- 19.4.1 Programme extensions are normally out of residence i.e., not enrolled, not paying fees and not entitled to further academic support.

Duration	Process
Programme extensions of 3 weeks or less	Students follow the exceptional circumstances procedures explained in <a href="#">section 18</a> .
Programme extensions of more than 3 weeks but within the maximum period of study	Students and Programme/Course Lead, or nominated representative, follow the programme extension procedure explained in <a href="#">section 19.6</a> .
Programme extensions beyond the maximum period of study (as defined in <a href="#">section 19.3</a> )	Students and Programme/Course Lead, or nominated representative, follow the procedure explained in <a href="#">section 19.7</a> .

### 19.5 Evidence to support programme extensions

- 19.5.1 Each application must be accompanied by satisfactory supporting evidence, normally from an independent and relevantly qualified third-party professional.
- 19.5.2 Students must provide **evidence of the impact** that the circumstances have had, or will have, on their ability to study, submit their assessment, or complete a scheduled assessment.
- 19.5.3 The nature of the evidence required follows the principles set out for evidence in the 'Exceptional Circumstances Policy' (see [section 18](#)).

## 19.6 Programme extension procedure

- 19.6.1 As soon as it is known by the student that their circumstances will impact upon their ability to complete their programme of studies within their standard period of study, the student must contact their Programme/Course Lead, or nominated representative, to discuss their circumstances and whether a programme extension is necessary. The request should normally be made at least **2 weeks prior** to the end of the period of study.
- 19.6.2 Students cannot suspend their studies if they have completed all the teaching for the final year of studies. Students who have been unable to complete their programme's final assessments in the normal timescale due to exceptional circumstances should apply for a programme extension. Examples where a suspension of studies is not permitted, and a programme extension should be applied for if extra time is required include:
- Students completing reassessments for their final assessments.
  - Postgraduate students within 6 weeks prior to their programme expected end date.
  - Student whose expected end date has passed.
- 19.6.3 Grounds for a programme extension must be exceptional and significant. They may include but are not limited to serious and persistent health problems; pregnancy; significant bereavement; significant caring responsibilities for family member or partner with a disability or mental health condition; serious financial problems; difficulties accessing clients required for assessments or where a part time student's employment pattern has significantly changed.
- 19.6.4 Students should be made aware that a programme extension may delay their graduation.
- 19.6.5 International students with Student Visas must contact the Visa and Compliance team before applying to discuss the implications of extending their programme of study. The University cannot guarantee that the student will receive a visa extension.
- E: [visa@yorks.ac.uk](mailto:visa@yorks.ac.uk)
- 19.6.6 For a request to extend the standard period of study **by 3 weeks or more**, or for a request to prolong an existing programme extension, the Programme/Course Lead, or nominated representative, and student must complete the 'Programme Extension' form. A separate 'Programme Extension' form is required for each new extension.
- 19.6.7 The Programme/Course Lead, or nominated representative, must include written support for the extension and certify that the student has made satisfactory progress so far. An 'action plan' for completion of the outstanding assessments and how the extension period will be used must be provided on the form. The action plan may include:
- a) Specific actions to be taken by specific dates.
  - b) Specific deadlines for the completion of work.
  - c) Specific requirements regarding attendance and participation – specifying time where the student is not expected to work on the assessment or when the student will be working at a reduced capacity.
  - d) Opportunities for the student to access support.
  - e) Other measures which the Programme/Course Lead, or nominated representative, deems appropriate.
- 19.6.8 In exceptional circumstances, and dependent upon the circumstances and appropriate evidence, extensions can be granted for a maximum of 1 academic year at a time provided this does not exceed the maximum period of study (see [section 19.3](#)).
- 19.6.9 Relevant supporting evidence must be submitted with the application form. The claim cannot be considered until satisfactory evidence has been received by the Exceptional Circumstances Panel. The nature of the evidence required follows the principles set out for evidence in the 'Exceptional Circumstances Policy' (see [section 18](#)).
- 19.6.10 The Exceptional Circumstances Panel will inform the student and the relevant teams, including the Library and the student's School, of the student's new expected completion date once an extension has been approved and processed.

## 19.7 Extensions beyond the maximum period of study

- 19.7.1 It is rarely appropriate to extend beyond the maximum period of study (i.e., beyond 24 months of the maximum period of study for the programme specified in the [University Regulations](#) and programme specification).
- 19.7.2 Extension beyond this period may only be granted for a **maximum of 3 months**, where it will allow the student to submit **1** assessment or reassessment leading to eligibility for a particular award.
- 19.7.3 If a programme extension beyond the maximum period of study is required the Programme/Course Lead, or nominated representative, and the student must complete the 'Programme Extension' form and submit this, with accompanying supporting evidence, for consideration by the Special Cases Panel. The Special Cases Panel will make a decision on behalf of the Progress and Award Examination Panel. It may only be granted where the student has provided appropriate evidence of serious extenuating circumstances and the School has confirmed that there is a realistic prospect of the student submitting an assessment conferring eligibility for an intended or exit award.
- 19.7.4 The Special Cases Panel will inform the student and relevant teams, including the Library and the student's School, of the student's new expected completion date once an extension has been approved and processed.

## Section 20 Module repeats policy

### 20.1 Purpose

20.1.1 This policy outlines the principles, processes, general rules and conventions relating to repeating teaching of a module.

### 20.2 Scope

20.2.1 This policy applies to students enrolled on programmes for assessments delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).

20.2.2 The procedure to be followed in relation to programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.

### 20.3 Policy

20.3.1 Where a student studying at Level 4 or Level 5 has failed up to 40 credits, they will normally be given the opportunity to study those modules in full as part time students the following year (see [section 37.9](#)). Any ability to study part time must be in accordance with an external requirement placed on the student by bodies other than the University.

20.3.2 With the exception of [section 20.3.1](#) there is no automatic right to repeat a module. Any other recommendation to repeat a module(s) will normally be related to:

- a) Approval of a suspension of studies
- b) Approval from the Special Cases Panel or Appeals and Conduct Committee or Progress and Award Examination Panel for a student to restart their programme (refer to [section 37.10](#))
- c) Approval from the Special Cases Panel or Appeals and Conduct Committee for a student to repeat some or all of a level of their programme.
- d) A study abroad (exchange) student returning from their host institution, where the student has multiple resits to complete to meet level progression requirements.

20.3.3 Where approval has been granted for a student to restart their programme, or to repeat a level, the student is given the opportunity to change their option module choices in the normal way at the start of the academic year.

20.3.4 Repeating a module involves attending classes and tutorials and receiving the full range of academic guidance as well as resubmitting assessments. For more information regarding attendance monitoring and requirements, please refer to our [Programme Attendance Regulation](#), our [Report an Absence page](#) and our 'Student attendance policy' (see [section 25](#)).

20.3.5 There is a cost to repeating a module. For more information on repeat module fees, please refer to our [Reassessment page](#). Students repeating a full level will be charged the annual year's fees.

20.3.6 It may not be possible to repeat the same module due to programme changes. Where this is the case, a suitable alternative module will be proposed by the Associate Head/Dean or nominated representative.

20.3.7 It may not be possible to repeat the same module at the same period it was initially studied in due to programme changes. Where this is the case, the repeat module will be undertaken in the new period or, if the programme allows, a suitable alternative module will be proposed.

20.3.8 Repeating students should note that they may use their previously submitted work for their own learning and reference, in the same way they would use third-party information, but students **may not rework and/or resubmit their previous work for assessment when repeating a module**. This would be treated as academic misconduct and considered as self-plagiarism. This will be regarded with the same severity as plagiarism in general in submitted work (refer to [section 24](#)).

## Section 21 Incoming study abroad and exchange students

### 21.1 Definition

21.1.1 Incoming study abroad and exchange students are defined as students from another overseas university who are admitted for up to 1 year to take modules at York St John University which are normally recognised for credit as part of the degree programme at their home institution.

### 21.2 Module enrolment

21.2.1 Incoming students will have agreed the modules they will take while at York St John University prior to their arrival. Timetables are confirmed to students by the end of Welcome Week. Should a student wish to change modules once they arrive at the University, they can do so up to the **end of week 2** by emailing the Study Abroad team or attending a drop-in session within the first 2 weeks. Any changes after the end of week 2 are not normally permitted (see [section 6](#)).

- E: [studyabroad@yorks.ac.uk](mailto:studyabroad@yorks.ac.uk)

21.2.2 There is an approved list of modules for each academic year which will be offered to incoming students. The Study Abroad team is responsible for this list. For more information, please refer to the [Study Abroad information page](#).

21.2.3 All incoming students are classed as full time, and are expected to take 60 credits for each semester or 120 credits a year.

- a) Students cannot register for or audit additional modules.
- b) Students studying for a year must maintain a full time credit load throughout their studies due to visa rules. Students cannot change module or cease attending modules without formal approval from the University. Students studying for 1 semester may, as exception, study 40 credits per semester, on approval by their home institution.
- c) In rare cases, it may be necessary for an incoming student to register for slightly fewer credits (e.g., 55 credits) as the credit value of the modules they want to take do not add up to 60, however this would be agreed in advance with their home institution and must comply with their visa.

21.2.4 Once enrolled for modules, incoming students will be required to submit all components of the module and attend examinations (or other timed assessments e.g., presentations etc.) as necessary for the completion of the modules on which they are enrolled. Should students not submit for any component of a module, they will receive a mark of zero and a non-submission grade.

21.2.5 It is not the University's expectation that an incoming exchange student studying on-campus can be supported remotely. The University would not be able to quality assure the teaching, learning and assessment that a student received in these circumstances as it would not be subject to the University's normal quality assurance processes.

21.2.6 If a student has taken the decision to withdraw, for whatever reason, it is for their home institution to make arrangements for any subsequently missed credit that would have been taken at the University. The University would issue a transcript showing any completed York St John credit in these cases.

### 21.3 Assessment

21.3.1 Incoming exchange students will study alongside university degree students and will normally complete the same assessments.

21.3.2 Should incoming students experience a short-term unforeseen circumstance that prevents them from submitting their work by the published deadline, the exceptional circumstances process should be followed (see [section 18](#)).

21.3.3 In exceptional cases, it may be necessary for incoming students to return home. If this is necessary students must notify all relevant teams (i.e., Study Abroad team, Programme Administration and Support Service (PASS), Registry, Visa and Compliance team) before leaving so appropriate processes can be followed to report any amendments required for visas, attendance monitoring, assessment changes etc.

21.3.4 Incoming students should note that dictionaries are not permitted in examinations (see [section 12.12.19](#)).

## 21.4 Alternative assessments for examinations

- 21.4.1 For incoming students who attend the University for Semester 1 in the academic year (September to January), the Study Abroad team has agreements in place with specific partner institutions (currently all our US, Canadian and Norwegian partners) which permits students to leave in December, instead of January. Those students undertaking a module with an examination component from these institutions will require an alternative assessment to be put in place.
- 21.4.2 The Study Abroad team will email academic advisors and will highlight those students who will be leaving early and may require an alternative assessment. The Assessment team is notified of the students and will identify any examinations that require alternative assessments. A collated list of students will then be sent by the Study Abroad team to the academic advisors and Module Directors/Tutors to confirm that an alternative assessment needs to be put in place.
- 21.4.3 The alternative assessment can be internally approved by the School Quality Panel, and the Independent Learning Unit (ILU) process does not need to be followed for this. The Schools are required to send confirmation to the Assessment team ([exams@yorks.ac.uk](mailto:exams@yorks.ac.uk)) once an alternative assessment is in place for examinations; these exchange students are then exempted from being included for any examinations in January.
- 21.4.4 Students who request to leave their study at the University early, with whom the Study Abroad team does not have an agreement in place with their home institution, should contact the Study Abroad team. Students cannot submit a request to their Module Director/Tutor to request an alternative assessment. Only those students confirmed by the Study Abroad team and Assessment team should have an alternative assessment put in place.

## 21.5 Notification of results

- 21.5.1 Incoming students will receive notification of their results, following the Progress and Award Examination Panel by email to their university email account and through e:Vision.
- 21.5.2 Those students who have passed all modules will have their records completed and a transcript of results will be produced. The Study Abroad team will pass the transcripts onto the partner institution if there is no current debt to the University. Should a student require additional copies, they can request these from the Student Records team ([studentrecords@yorks.ac.uk](mailto:studentrecords@yorks.ac.uk)).
- 21.5.3 The University transcript includes the York St John University and ECTS credit values for each module but does not provide a conversion to other institutions' credit schemes. The University does not provide a conversion of marks to the incoming exchange student's home institution. Transcripts are provided in English and will not be translated by the University into other languages. The home institution is responsible for the conversion of the marks/grades to their institution's mark scheme.

## 21.6 Reassessment

- 21.6.1 If incoming students have a resit opportunity, their record will be left open and they will be notified, via their York St John University email account, of their failure and directed to where to find resit information.
- 21.6.2 If the student takes the decision not to complete the reassessment(s) and therefore fail the module overall, they will not gain the credit for that module(s).
- 21.6.3 If the reassessment opportunity is for an examination component or a practical assessment that poses logistical difficulties if completed at distance (e.g., practical or exhibition etc) and the student has returned to their home institution, an alternative reassessment will need to be organised. The Study Abroad team will confirm with Module Directors/Tutors which students have resit examinations once results have been communicated to students.

## Section 22 Outgoing exchange (study abroad)

### 22.1 Definition

22.1.1 Outgoing exchange students (study abroad students) are defined as York St John University students who are admitted to study for up to 1 year to an approved overseas host university. Students take modules at the host university which may be recognised for credit or non-credit as part of their degree programme at York St John University.

Programme specifications state if a programme permits study abroad, and whether this can be taken for credit or non-credit.

### 22.2 Eligibility to access study abroad

22.2.1 Students are eligible to study abroad if their programme permits them to do so; where this is permitted this will be stated within the [programme specification](#). Further information is available on the application process on our [Study abroad pages](#).

22.2.2 To study abroad, eligible **non-language programme** students must:

- a) Obtain academic support from their Study Abroad Academic Advisor
- b) Obtain a minimum credit-weighted level mark of 55 across the level (after reassessment where applicable) prior to the student going abroad for an exchange programme.
- c) Pass all modules (this may be after reassessment where applicable).
- d) Pass all placements (Primary Education).
- e) Have no outstanding debt to the University.
- f) Have no breaches of the University's Code of Discipline for Students.

22.2.3 For **language programmes** study abroad is an integral part of some programmes at Level 5. Students enrolled for language programmes of study must meet the progression criteria stated in the [programme specification](#).

22.2.4 Non-language programme students going abroad on an exchange programme must normally identify in advance the modules to be taken at the exchange institution in an Outgoing Study Plan (OSP). All modules to be taken while abroad should be mapped to ensure they meet the same learning outcomes that the student would have met on their programme of study at York St John University. Language programme students complete an Outgoing Study Agreement (OSA).

### 22.3 Selection of modules

22.3.1 Unless absolutely necessary students should not be allowed to take modules that are graded on a pass/fail basis because there is no way to transfer these into marks accurately to the University marking scale. The student's Outgoing Study Plan should identify whether the modules are marked using a full marking scale or are marked on a pass/fail basis.

22.3.2 Students should only choose undergraduate modules.

### 22.4 Early return from study abroad

22.4.1 A Support to Study Phase 2 meeting must be called for students who return early after week 2 of the semester. The meeting will ascertain if the student is able to re-join the programme in the current academic year, or if the student needs to suspend their studies considering the amount of teaching that has been missed. The student's Study Abroad Advisor would normally attend the meeting. If necessary, additional support should be discussed. See [section 27](#) for information regarding Support to Study.

### 22.5 Treatment of marks following return from study abroad

22.5.1 The Study Abroad team are required to ensure that students going on an exchange have been informed of how their marks will be treated on returning to the University, before the student departs.

22.5.2 Marks for modules are converted to university marks through a conversion process defined below.

## 22.6 Principles of mark conversion for study abroad: outgoing students

### General principle of equity

- 22.6.1 The principles listed below form the basis of the conversion of international exchange marks and module selection for outgoing students.
- 22.6.2 The converted exchange marks should reflect student performance but should not give additional benefit or disadvantage in relation to fellow students who do not study abroad as part of their programme of study.
- 22.6.3 If a student is studying a language, the expectation from the University is that the student is of the appropriate level to undertake study in that language. The University does not adjust marks due to the language of study – it should be clear to the student when they go to the partner institution what language they will be studying in, and in taking the place at that institution, they are accepting that they will be studying and undertaking assignments in that language. Students do not receive a higher mark because the language of study is not English.
- 22.6.4 The student's best credits will count towards their York St John University grades when calculating the mark conversions.

### Specific provision

- 22.6.5 Within EU/EEA, the University accepts the ECTS grading system as an appropriate means of ensuring the equivalence of marks across different national and institutional marking systems.
- 22.6.6 In EU/EEA exchanges where a student has achieved a mark at the top 2 points of the local scale a discretionary 4 or 10 marks will be added to their marks. E.g., a student who studies in Spain and achieves a grade of 10 would be given a mark of 83 (73 + 10).
- 22.6.7 To reflect the importance of the GPA in the American grading scale any student who achieves an overall GPA of 4.0 will have a discretionary 5 marks added to all their mark conversions.

### Approval and monitoring of conversion tables

- 22.6.8 The Assessment team in Registry will monitor international exchange marks and will make recommendations to the Quality and Standards Committee with regard to exchange programmes and updates to the Conversion Table Scales to make sure it continues to be fit for purpose. For further information, please visit our [Study Abroad conversion page](#).
- 22.6.9 When any new exchange programme is being proposed the institutional marking system and conventions should be passed to Registry so they can be approved by Quality and Standards Committee and the work of adding them into the Conversion Table Scales can be completed before the students apply for this exchange. An example of a conversion shows the stages of the conversion from overseas marks onto the University scale (see [section 22.7](#)).

## 22.7 Mark conversion process when taken for credit

- 22.7.1 All host institutions have a grade conversion scheme approved by the Quality and Standards Committee when the host institution is approved for study abroad. For more information on the grade conversion schemes, please visit our [Study Abroad mark conversion page](#).  
The grade conversion scheme includes the number of host institution credits that map onto 20 York St John credits.
- 22.7.2 The University receives the student's official transcript directly from the host institution which provides the marks/grades achieved while on study abroad.
- 22.7.3 Marks/grades are converted by the Assessment team in Registry following receipt of the official final transcript.
- 22.7.4 The marks/grades are converted onto the University scale using the conversion scale for the host institution.
- 22.7.5 The results are sorted by value, listing the highest mark/grade first.
- 22.7.6 The host institution credits are split to make 'batches' of credits equivalent to 20 York St John credits. The University does not convert each individual host university module into a separate York St John module.
- 22.7.7 The average mark for each 'batch' is calculated by credit-weighting the contributing marks.
- 22.7.8 The student record will show a single credit-weighted mark for each York St John module, calculated from the host institution credits and marks/grades.
- 22.7.9 This method ensures students' highest marks/grades are used in the conversion, to ensure students receive the best mark conversion possible.

- 22.7.10 Mark conversions are approved by the Academic Registrar or Deputy Academic Registrar on behalf of the Progress and Award Examination Panel.
- 22.7.11 The converted marks are entered onto the student's record and are available to view through e:Vision.
- 22.7.12 The student is notified by the Assessment team in Registry that the marks are available, and the mark conversion calculation is made available to the student for information.
- 22.7.13 Students should raise any questions in relation to the conversion with their Study Abroad Advisor as soon as possible following receipt of their converted marks.
- 22.7.14 The converted marks are used when calculating progression and award.
- 22.7.15 Refer to [section 37.6](#) (Scheme A) and [section 43.4](#) (Scheme B) for details on how conditional progression is managed for returning study abroad students if the transcript from the host institution is delayed.
- 22.7.16 Refer to [section 22.9](#) for details on how reassessment is managed for study abroad students returning with module failure.
- 22.7.17 A worked example is given below.

## 22.8 Conversion example

Step 1 – grades received and converted to York St John University scale

Example module titles	Host grades	Host credits	YSJU conversion
History of Country	6	6	45
Language (Intermediate)	6.5	6	52
International study skills	7.5	6	66
Language (Advanced)	6	6	45
Literature in Country	6.5	6	52

Step 2 – the results are sorted listing the highest mark first

Example module titles	Host grades	Host credits	YSJU conversion
International study skills	7.5	6	66
Language (Intermediate)	6.5	6	52
Literature in Country	6.5	6	52
History of Country	6	6	45
Language (Advanced)	6	6	45

Step 3 – the results are split into batches of 8 host credits (European conversion each equivalent of 20 YSJ credits, other credit values apply to non-European conversions – see conversion scales for more information)

Example module titles	Host grades	Host credits	YSJU conversion	Credit split batch
International study skills	7.5	6	66	6
Language (Intermediate)	6.5	6	52	2 + 4
Literature in Country	6.5	6	52	4 + 2
History of Country	6	6	45	6
Language (Advanced)	6	6	45	Not required

Step 4 – credit-weighted marks calculated

	Module 1		Module 2		Module 3	
	Weight	Mark	Weight	Mark	Weight	Mark
	6	66	4	52	2	52
	2	52	4	52	6	45
<b>Totals</b>	<b>8</b>	<b>63</b>	<b>8</b>	<b>52</b>	<b>8</b>	<b>47</b>

$$((6 \times 66) + (2 \times 52)) \div 8 = 63$$

e.g.,  $396 + 104 = 500$

e.g.,  $500 \div 8 = 63$

Step 5 – final York St John marks entered onto student record

YSJU module	Credits	Mark
Exchange module 1	20	63
Exchange module 2	20	52
Exchange module 3	20	47

## 22.9 Module failures

- 22.9.1 A student who has failed one 20 credit module may be eligible to compensate this failure if the converted mark is 30 or above, provided they meet the other university progression requirements.
- 22.9.2 A student who meets the University conditional progression requirement following module failure must undertake 1 or more suitable alternative reassessments which will be capped at 40; the student must be offered alternative reassessments for all failed University converted modules.
- 22.9.3 A student who does not meet the University conditional progression requirement must be offered external resits for all module failures; the student will need to undertake either suitable alternative reassessments externally and/or internally resit suitable university modules. Students may not progress to the next level until they have successfully met the progression outcomes, and this may involve suspending studies for a whole or part year in order to complete reassessments. Once the student has successfully met the level progression requirements, they return to the next level of the programme at the start of the following academic year.
- 22.9.4 Refer to [section 16](#) for details on the process for approval of an alternative reassessment.

## Section 23 Turnitin policy

### 23.1 Purpose

23.1.1 This policy outlines the principles, processes, general rules and conventions relating to the use of Turnitin.

### 23.2 Scope

23.2.1 This policy and procedure apply to students enrolled on programmes for assessments delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).

23.2.2 The policy applies to programmes delivered by a validated partner organisation (validated provision). The procedure to be followed will be set out in the programme documentation provided by the validated partner.

### 23.3 Policy

23.3.1 The University has a licence to use Turnitin with the following purposes:

- To provide students with support for identifying and avoiding possible academic misconduct.
- To provide tutors with a tool to assist in detecting plagiarised material.
- To provide a tool for assignment submission, enabling students to receive feedback on their work and provisional marks.

23.3.2 Where Turnitin is used as a submission point for electronic marking, assessment and feedback, all students' submitted work is likely to generate an originality report on matched text from other sources. However, there may be limited occasions where the report is not generated, allowing the general management of the assessment to still take place. In the majority of cases, any work submitted via Turnitin as part of a summative assessment process, will generate an originality report that can be seen by the tutor.

23.3.3 The University will provide a freely and privately accessible method for students to test their own written material through Turnitin. This will be accessed through a course within Moodle. Any material submitted to this self-checking mechanism will not be accessed by tutors unless with the individual student's permission.

23.3.4 The University will provide support for students who are concerned about referencing as a result of using Turnitin. Help on referencing is available from the Academic Liaison Librarians and help with submitting to Turnitin for students is available from Digital Training. All are part of Library and Learning Services (Directorate of Student Success and Learning Services).

- [Library guidance on referencing page](#)
- [Library, Study and Digital Skills support page](#)
- [Submitting work to Moodle page](#)

23.3.5 Tutors using Turnitin in the context of a module section on Moodle will advise students that this process is being undertaken. Turnitin will normally be used formatively in the context of a module and there should, therefore, normally be opportunities for final submission of a revised piece of work.

23.3.6 Tutors will not routinely submit all of a group's work for checking and/or run all final submissions through Turnitin for checking.

23.3.7 Students will be told (normally at entry to the University through the regulations) that individual pieces of work suspected of plagiarism may be submitted to Turnitin as part of the investigation process.

23.3.8 Tutors may use Turnitin to check a student's work for potential plagiarism where this is suspected. If this is done, they will present the originality report and academic misconduct form to the student for comment alongside the original work when they invoke the University's academic misconduct procedures (see [section 24](#)).

23.3.9 Students will be advised to use only their student ID number when submitting work through Turnitin and to avoid any details which will compromise their privacy. They will be advised that the work may be retained under the University's name in the Turnitin database and may be used for academic misconduct investigations concerning other students after they have left the University.

- 23.3.10 If a tutor is asked by another user of Turnitin (internal or external) to supply a copy of a past or present student's work, they should consult the Academic Registrar. If the user is internal, the Academic Registrar will normally grant permission for the sharing of such data.
- 23.3.11 The Academic Registrar will consider giving permission to an external user if the work is necessary to establish academic misconduct. If permission is given, the recipient will be asked to confirm in writing the purpose for which the paper is required, commit themselves to preserving the confidentiality of the material and the destruction of the material on completion of an investigation.

## Section 24 Academic misconduct policy

### 24.1 Policy introduction

- 24.1.1 The University is committed to developing a culture of academic integrity and to conducting fair and equitable assessment for all students. Academic integrity involves a commitment to the core values of honesty, trust, fairness, respect and responsibility in all academic endeavours. Individuals sometimes fail to act with academic integrity in an attempt to gain an unfair advantage in an assessment. This is often termed **academic misconduct** and it will be dealt with by the University in accordance with the procedure set out below. As explained below, academic misconduct includes unintentional acts, where students have not familiarised themselves with good academic practice.

### 24.2 Scope

- 24.2.1 The following policy and procedures apply to undergraduates, graduate, taught postgraduates, and the taught component of any research degree. There is a separate 'Research Misconduct Policy and Procedures' for staff and postgraduate research students. The research component of any undergraduate or taught postgraduate component is normally covered by the current policy and procedures and not the 'Research Misconduct Policy and Procedures'.
- 24.2.2 This policy applies to students enrolled on programmes for assessments delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).
- 24.2.3 The procedure to be followed in relation to programmes delivered by a validated partner organisation (validated provision) will be set out in [section 24.16](#) and programme documentation provided by the validated partner.

### 24.3 What constitutes academic misconduct?

- 24.3.1 Academic misconduct may take a number of forms. The following is not an exhaustive list, but academic misconduct includes:

Type	Description
<b>Plagiarism</b>	This happens where a student incorporates the work of others (published or unpublished) in their own work without properly acknowledging it. Students are effectively claiming ownership for work that is not their own. This includes word-for-word borrowing as well as copying with minor changes. It also includes the use of artificial intelligence (AI) which is not properly acknowledged. 'Work' is not limited to text, but also includes statistics, assembled facts or arguments, figures, photographs, pictures or diagrams. Students must follow the correct referencing guidelines provided by their programme.
<b>Self-plagiarism</b>	For example, a student using the same work for a new assessment that was submitted for a previous summative assessment. This includes resubmitting previous work when a student is repeating study. It also applies to work submitted during previous study elsewhere.  Students may use their previously submitted work for their own learning and reference, in the same way they would use third-party information, but they may not rework and/or resubmit their previous work for assessment when repeating a module. This would be considered as self-plagiarism and will be regarded with the same severity as plagiarism in general in submitted work.
<b>Using an essay-writing service</b>	Buying or otherwise obtaining work which a student then submits for an assessment. Commissioning an essay is fraud and the most severe penalty, termination of a student's enrolment, may apply. It should be noted that the Skills and Post-16 Education Act 2022 has made essay mills in the UK illegal.
<b>Fraudulent or fabricated coursework</b>	For example: reports of practical work that are untrue and/or made up; fabrication of research or dishonest interpretation of data; unethical research practice including failure to obtain the correct ethical approval.
<b>Cheating in examinations</b>	For example: through impersonation; taking into the examination unauthorised materials, mobile phones or other electronic devices; copying from other students or from notes.
<b>Collusion</b>	Submitting work produced jointly with another student (except where the terms of the assessment require collaboration).

<b>Deception</b>	For example, faking exceptional circumstances or forging a signature relating to a placement.
<b>Misuse of translation tools</b>	Inappropriate use of online translation tools to conceal the source of text, or otherwise present work that it not a student's own.

## 24.4 Student responsibilities

- 24.4.1 It is the student's responsibility to develop good academic practice by taking part in sessions provided for students by tutors and librarians. Good academic practice involves students improving their note-making and writing skills, being motivated to direct their own studies, seeking advice if in doubt and acknowledging the sources used by referencing correctly.
- 24.4.2 Students are encouraged to show the results of their reading by referring to, quoting from or paraphrasing works on their subject, but they must make it clear which work is theirs and which has come from elsewhere, through the use of appropriate referencing as well as in-text citations or footnotes/endnotes. Students should take particular care not to copy a third party's summary or paraphrase of an author's work.
- 24.4.3 When a student submits assessed work, the student will be asked to confirm it is their own.
- 24.4.4 It is the student's responsibility to access the support provided by the University to help them to develop effective study skills. Some examples of the support the University provides include:
- Access to study support sessions which may be about developing a student's writing skills, correct referencing style for their discipline, etc.
  - Access to online resources by visiting our [Study skills page](#).
  - Access to Turnitin so that the student can test their work.

## 24.5 Consequences

- 24.5.1 Committing academic misconduct is a serious offence in the University and has the potential to result in a number of penalties depending on the stage a student is at in their studies. It can mean that the student is required to resubmit the work; it may mean that the student is given a capped mark; in the most serious cases, a student's enrolment may be terminated. Information on penalties can be found in [section 24.15](#).

## 24.6 Monitoring and review

- 24.6.1 The University will keep and dispose of all correspondence relating to case of academic misconduct in accordance with its records management policy.
- 24.6.2 A report on academic misconduct cases and their outcomes will be produced annually and submitted to the Quality and Standards Committee for consideration. A summary report will be considered by Academic Board and the Board of Governors through the Annual Quality Report. This process will ensure appropriate monitoring of all academic misconduct cases and related outcomes.

## 24.7 Other university policies

- 24.7.1 Where relevant, other university policies and procedures (such as those relating to discipline, fitness to practise or research misconduct) may be used as well as or instead of this policy and procedure.

## 24.8 Procedures – What happens if a student is suspected of academic misconduct?

24.8.1 It is the University's responsibility to establish that academic misconduct is more likely than not to have taken place.

24.8.2 Investigation:

Investigating academic misconduct in	Action
<b>Examinations</b>	<ul style="list-style-type: none"> <li>• If a student is suspected of cheating in an examination, the invigilator will make a note on the student's examination script and remove any suspect objects.</li> <li>• The student will be allowed to finish the examination.</li> <li>• At the end of the examination, the student will be told that an investigation will take place. The matter will be reported to the student's Module Director/Tutor and an investigation will take place.</li> <li>• If the evidence indicates that the student has committed academic misconduct, the case will be forwarded to the Appeals and Conduct Committee as set out below.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• The matter will be reported to the Module Director/Tutor and/or Programme/Course Lead and an investigation will take place.</li> <li>• If the evidence indicates that the student has committed academic misconduct, the case will be forwarded to the Appeals and Conduct Committee as set out below.</li> </ul>

24.8.3 The person who is investigating the allegation will determine the best way of doing this. This may include the use of plagiarism detection software.

24.8.4 The student may be required to attend an oral examination to allow the student an opportunity to demonstrate that the work is indeed theirs. This only takes place where it is necessary for the investigation. The purpose of the oral examination is to establish whether the student is likely to be the author of the work submitted. The School will seek the approval of a panel of Appeals and Conduct Committee to hold this oral examination before doing so. **At least 2 members** of academic staff will assess whether the student's responses indicate authorship of the work. If a student does not participate in the oral examination, negative inferences may be made regarding their authorship of the work.

24.8.5 The student may choose to be accompanied by a supporter at the meeting conducted in connection with the investigation. This person should be a current member of staff, a current registered student at the University, or a Students' Union representative. The supporter's role is to observe and provide moral support. They cannot ask questions, interpret the student's responses, or speak on the student's behalf. If the student's supporter behaves inappropriately at any stage during the meeting, they will be asked to withdraw their involvement.

## 24.9 School enquiry

24.9.1 Once the investigation described above is complete, and normally within **10 working days** of the concern first arising, the student will be given a copy of all the evidence and the academic misconduct referral form which details why the evidence provided leads to a suspicion of academic misconduct. The student will be invited to a meeting at the School. **At least two members** of the academic staff will be present at this meeting. For franchise partners, at least one member from York St John should be present alongside an academic member of staff from the partnership.

24.9.2 The student may be accompanied by a fellow student or a representative from the Students' Union to provide support. This meeting is different to the oral examination described in [section 24.8.4](#), as the purpose is to allow the student the chance to comment on the evidence and respond to the allegation of academic misconduct made against them. As an alternative to the meeting, the School may share the concerns with the student and invite comments from the student through an email exchange.

24.9.3 When invited to the meeting, or responding to concerns via email, the student may be asked to provide their notes, drafts and any other records relating to their preparatory work for the assessment. Any failure to provide this material is likely to be considered when a decision is made about potential academic misconduct.

24.9.4 At this meeting, the School will decide from the following outcomes:

Action	Description
<b>No further action</b>	<ul style="list-style-type: none"> <li>• There is insufficient evidence to justify a finding of academic misconduct.</li> <li>• If so, no further action will be taken under these procedures.</li> </ul>
<b>Poor scholarship</b>	<ul style="list-style-type: none"> <li>• The matter should be considered poor scholarship rather than academic misconduct.</li> <li>• No further action will take place under these procedures, although the poor scholarship will be considered through the normal marking process which should resume following completion of the investigation.</li> <li>• The finding will be noted on the student's record and may be considered in the context of any future allegations that the student has committed academic misconduct.</li> </ul>
<b>Academic misconduct</b>	<ul style="list-style-type: none"> <li>• There is a case to be answered that academic misconduct has indeed taken place.</li> <li>• The student will be informed of this decision, and all the evidence will be forwarded to the Appeals and Conduct Committee, along with a School recommendation with regard to the penalty.</li> </ul>

24.9.5 Whichever decision is made, the student may be referred to appropriate support and guidance to develop their academic skills. This may include, for example, a referral to the relevant Academic Liaison Librarian. If the student fails to take up the support offered, this will be considered negatively should any further allegation of academic misconduct be made.

## 24.10 Consideration by the Appeals and Conduct Committee

24.10.1 The Academic Board has delegated to the Appeals and Conduct Committee the power to make decisions in cases of alleged academic misconduct.

## 24.11 Panel hearing

24.11.1 Cases will be reviewed by a Panel, normally comprised of 2 members of the Appeals and Conduct Committee. This Panel will consider:

- a) Whether the evidence is sufficient to justify the conclusion that the student has committed academic misconduct.
- b) Whether the proposed penalty is appropriate in light of all the evidence and in accordance with the guidelines set out below.

24.11.2 The student will not be present at this panel meeting, and no representative from the student's school will attend. The Panel may dismiss the case on the basis that the evidence does not justify a finding of academic misconduct, or it may ask the School to investigate further and provide additional supporting evidence for its view that academic misconduct has taken place. If it finds the evidence does justify a finding of academic misconduct, it may uphold the penalty recommended by the School or substitute another penalty. It may also decide that the matter would be more appropriately heard by a full hearing of the Appeals and Conduct Committee.

24.11.3 The student will be notified in writing of the outcome **within 5 working days** of the Panel hearing.

24.11.4 If the student wishes to dispute either the finding that they have committed academic misconduct or the appropriateness of the penalty, the student may choose to have their case heard at a full hearing of the Appeals and Conduct Committee. If the student chooses a full committee hearing, the student must inform the Student Casework team ([casework@yorks.ac.uk](mailto:casework@yorks.ac.uk)) within **10 working days** from the date on their panel outcome letter.

## 24.12 Full hearing of the Appeals and Conduct Committee

- 24.12.1 A full hearing of the Appeals and Conduct Committee will take place if the Panel has referred the matter for a hearing or if the student has chosen to dispute the finding of academic misconduct or the penalty. The student will be notified **at least 5 days in advance** of the time and place of the meeting.
- 24.12.2 At least two committee members will be present at the hearing. The Committee will not include any representatives from the student's programme area to ensure that its decision-making is independent. It will consider:
- Whether the evidence is sufficient to justify the conclusion that the student has committed academic misconduct.
  - Whether the proposed penalty is appropriate in light of all the evidence and in accordance with the guidelines set out below.
- 24.12.3 A representative from the student's school will be present to represent the School perspective. The student is also entitled to be present to speak on their own behalf.
- 24.12.4 The student may choose to be accompanied by a supporter at any meeting conducted in connection with the Committee hearing. This person should be a current member of staff, a current registered student at the University, or a Students' Union representative. The supporter's role is to observe and provide moral support. They cannot ask questions, interpret the student's responses, or speak on the student's behalf. If the student's supporter behaves inappropriately at any stage while the hearing is being dealt with, this person will be asked to withdraw involvement. The student will be asked to provide the name and capacity in which the supporter is attending in advance. It is not normally expected that the student will have legal representation, but if the student believes it is justified in the circumstances, the student should make these reasons known to the University Secretary **at least 3 working days** in advance of the hearing. If the University Secretary believes the student has established compelling grounds for legal representation, it will be permitted.
- 24.12.5 The meeting may take place physically or via video-conferencing.
- 24.12.6 If it is not possible to make contact with the student or if the student chooses not to attend, the Committee may go ahead in their absence.
- 24.12.7 Whether or not the student attends, the student may submit explanations or evidence about the case in writing **at least 3 working days** in advance of the meeting, and this will be considered by the Committee members.
- 24.12.1 The student will not usually be informed of the outcome on the day of the hearing. The student will receive the outcome in writing, with reasons, as soon as possible after the hearing, and normally **within 10 working days**.

## 24.13 Right to appeal

- 24.13.1 If the student remains dissatisfied with the outcome, the student has the right to appeal to the Vice Chancellor. The appeal should be submitted **within 10 working days** from the date on the outcome letter. It is recommended that the student uses the 'Appeal to Vice Chancellor' form available on the University [Appeals page](#).
- 24.13.2 Students may also wish to seek guidance and support from the [York St John Students' Union](#).
- 24.13.3 The only grounds on which a student can appeal are as follows:
- The decision of the Committee was unreasonable in light of the evidence available.
  - The procedure of the hearing was deficient in a way which materially prejudiced the student's case.
- 24.13.4 A student's appeal will be reviewed by the Vice Chancellor or nominee, and this decision will be final with regard to university procedures. This review will normally limit itself to the written material relating to the case at all previous stages along with the student appeal form.
- 24.13.5 The student will receive the outcome in writing as soon as possible and normally within **10 working days**. At this point, the student will receive a 'Completion of Procedures' letter explaining that the student has come to the end of university procedures. If the student is still dissatisfied, the student may apply for a review by the Office of the Independent Adjudicator for Higher Education.

## 24.14 Office of the Independent Adjudicator for Higher Education

- 24.14.1 The Office of the Independent Adjudicator for Higher Education (OIA) is an independent body which was established by the Higher Education Act 2004 to consider student complaints which had not been resolved through an institution's internal procedures. It became the statutory body for dealing with such student complaints on 1 January 2005. If a student receives a 'Completion of Procedures' letter from the University and the student remains dissatisfied with the outcome, the student may ask the OIA to review their case. The student must normally apply to the OIA **within 12 months** of the date of the 'Completion of Procedures' letter. This service is free to students. More information can be found on the [OIA website](#).
- 24.14.2 Students may also wish to seek guidance and support from the [York St John Students' Union](#).

## 24.15 Penalties

- 24.15.1 The following is an indicative range of penalties when academic misconduct is confirmed:

Offence	Penalty
<b>First Offence</b>	<ul style="list-style-type: none"><li>For capped pass for the module (all levels)</li></ul>
<b>Second Offence</b>	<ul style="list-style-type: none"><li>For capped pass for the module (if committed when studying Levels 3 to 5)</li><li>Termination of enrolment (if committed when studying Levels 6 to 8)</li></ul>
<b>Third Offence</b>	<ul style="list-style-type: none"><li>Termination of enrolment (all levels)</li></ul>

- 24.15.2 The penalty may be made more or less severe depending on the evidence available.

### Relevant factors may include:

- The amount of the student's work affected by the academic misconduct
- The level of the student's studies
- Whether the student knowingly committed the offence
- The level of deception involved
- Previous academic misconduct offences

The student may ask for other factors to be considered, but personal difficulties are unlikely to be seen as excusing academic misconduct. Where reference to exceptional circumstances is made, evidence will be required and will be shared with the ACC panel reviewing the case. A penalty will not be reduced based on the fact that the student ran out of time to complete their work or the student mistakenly submitted a draft rather than a final version, or had IT difficulties.

- 24.15.3 Multiple offences of alleged academic misconduct will be classed as concurrent offences if they occur within 1 month of each other or before the student receives notification, in writing, that they are under investigation for suspected of academic misconduct, e.g., where a student submits 2 assignments at the same time. This means that a student is considered to have committed 2 first offences (for example), rather than a first and second offence.
- 24.15.4 No mark is awarded, for work affected by academic misconduct and this means that the student does not receive any credits for that work.
- Where a penalty is for a module mark to be capped at the pass mark, credits are awarded provided all the module's component marks are sufficient to achieve an overall pass for the module. If successfully passed the module mark will always be capped at the pass mark due to reassessment regulations.
  - Credit may be awarded if the final module mark is in the compensatable range, where eligible, when applying the compensation rules.
  - Where the academic misconduct reassessment is not of passing standard the mark for the component is retained and is used to determine the final module mark, and a grade of AF will be given.
- 24.15.5 The student may be obliged to undertake an alternative assessment. The student will only be permitted to resubmit work where they are entitled to another resubmission attempt in accordance with the [University Regulations](#). If the academic misconduct affects resubmitted work, **students will not normally be entitled to a further attempt**.

24.15.6 If academic misconduct is identified after the student has graduated with an award, the award may be revoked or otherwise amended, for example by reducing the degree classification.

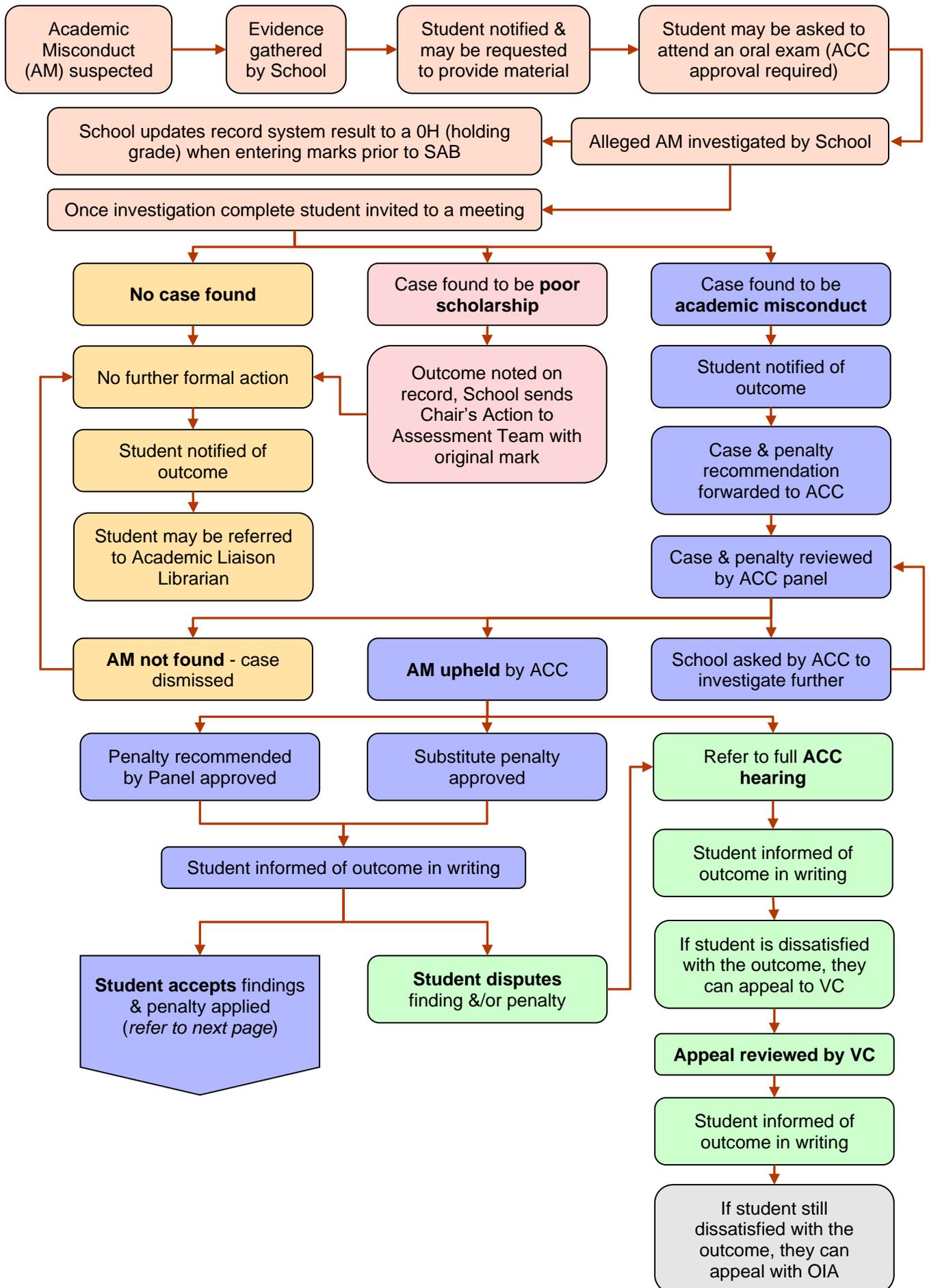
## 24.16 Arrangements for validated partners

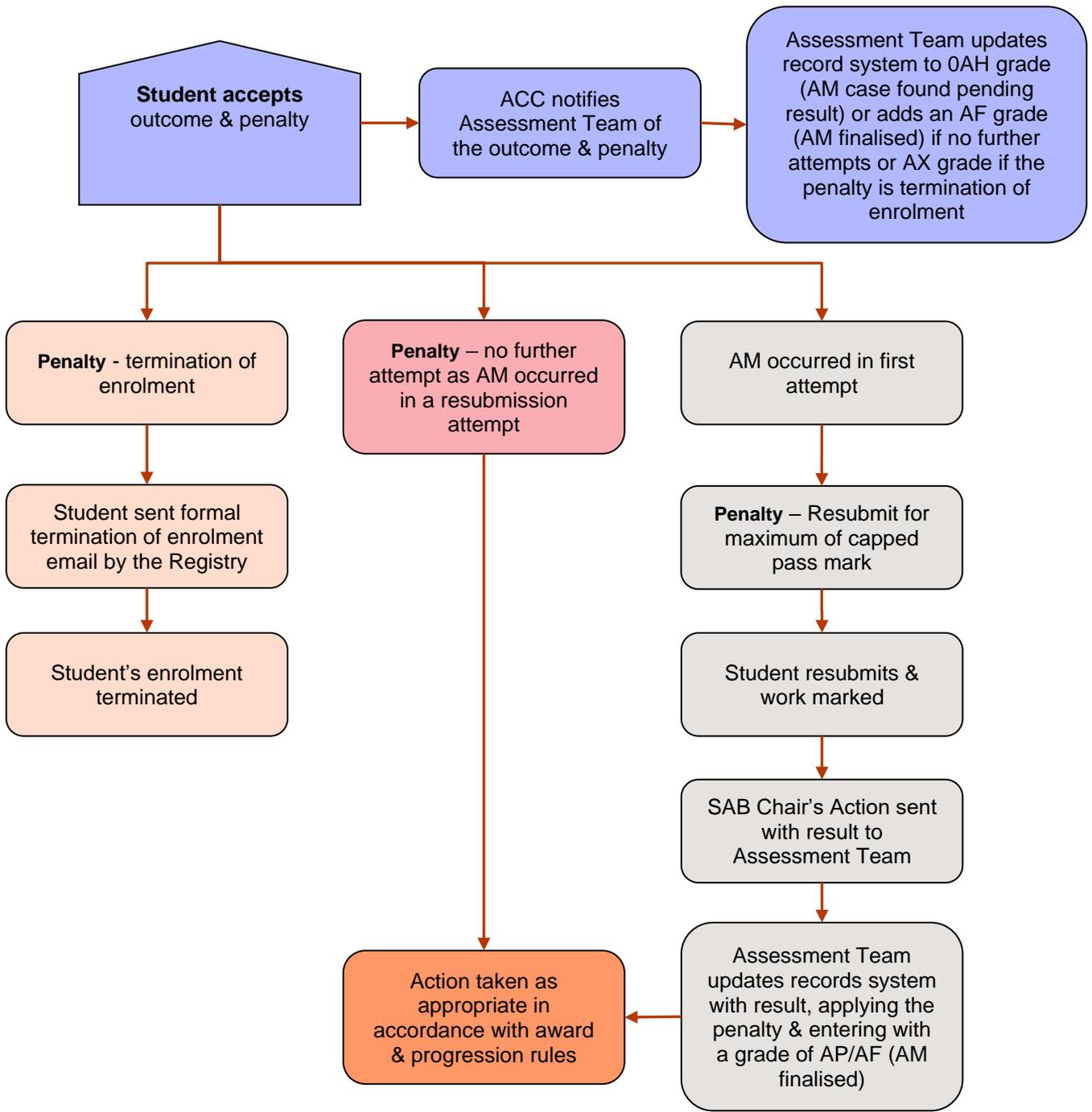
24.16.1 Academic misconduct in programmes of study leading to an award of York St John University delivered by a partner organisation through a validation arrangement will be dealt with as follows:

### Arrangements

- The partner organisation will follow its own procedures for hearing an academic misconduct case.
  - These procedures are approved by York St John University when the programme is validated.
  - Students should be able to access information about these procedures.
  - Students will receive the decision in the writing.
- 
- If a student is dissatisfied with the outcome, the student may submit a request in writing to the Vice Chancellor of York St John University that it be reviewed.
  - The student should do so **within 10 working days** of the date of the outcome letter.
  - The Vice Chancellor or nominee will review the case and will decide upon it. The Vice Chancellor may seek the advice of the Appeals and Conduct Committee.
  - The decision of the Vice Chancellor will be final. A 'Completion of Procedures' letter will be issued following the Vice Chancellor's decision.
  - If the student is still dissatisfied, the student may then refer the matter to the Office of the Independent Adjudicator for Higher Education as set out above.

## 24.17 Academic misconduct procedure flowchart





## Section 25 Student attendance policy

### 25.1 Scope

25.1.1 This policy applies to all enrolled undergraduate and taught postgraduate students studying on York St John University campuses.

### 25.2 Definitions

25.2.1 **Attendance:** the act of being present at scheduled academic sessions on campus and online, compulsory field and other trips, scheduled assessment, and group work activities.

25.2.2 **Engagement:** the act of a student participating in scheduled academic sessions on campus and online, use of the virtual learning environment, study, library resources, and related opportunities to achieve their full potential in their studies.

### 25.3 Background to the policy

25.3.1 The University recognises that non-attendance can be a signal that a student is experiencing difficulties. This policy and procedure are intended to help identify where additional support may be necessary.

25.3.2 The University also has responsibilities to a number of bodies to ensure that students attend the programmes for which they are enrolled, and to encourage engagement leading to successful outcomes in assessments. This includes but is not limited to:

- Public authorities who finance programmes of study.
- The professional, statutory and regulatory bodies (PSRBs) that accredit or approve a number of our awards, or allow exemptions from professional examinations upon completion of an award.
- To the UK government, to monitor the attendance of international students whose presence in the UK depends on the University's continued sponsoring of their visa.

25.3.3 The policy supports the [Programme Attendance Regulation](#) and [Immigration Compliance Regulation](#).

25.3.4 The Programme Attendance Regulation sets out the expectation for all students to attend all parts of their programme, and the actions that the University will take if it has a concern regarding a student's attendance or engagement.

25.3.5 The Immigration Compliance Regulation sets out the expectation for all students who require a visa in order to enter, remain, and study in the UK to adhere to the requirements of their visa and UK immigration rules at all times during their studies.

### 25.4 Summary of the policy

25.4.1 The University will record attendance at scheduled academic sessions both on campus and online. If a student's attendance becomes a cause for concern, the student will be informed, and the [Support to Study policy](#) will be initiated. The academic tutor will explore reasons for non-attendance at scheduled academic sessions and will provide practical information and guidance to support engagement with study.

25.4.2 If concerns around a student's attendance continues the [Support to Study policy](#) will be followed in accordance with the seriousness of concern. The purpose of 'Support to Study' is to identify and secure the implementation of measures to support the student, whilst formally noting concerns about the student's performance, or programme participation.

25.4.3 If there is reason to believe a student has withdrawn from their studies and not informed the University then the presumed withdrawal processed should be followed (refer to [section 26](#)).

25.4.4 If a student fails to address concerns raised about their attendance during the earlier stages of Support to Study, the University may hold a formal 'Phase 2' meeting. The purpose of a 'Phase 2' meeting is to investigate exceptional shortcomings in student performance or programme participation and instigate or recommend help, remedial measures, or disciplinary action relating to academic matters. A 'Phase 2' meeting will only be held where significant and ongoing concerns have been identified. In particularly serious circumstances this may lead to the termination of a student's enrolment on their programme of study.

25.4.5 This policy concerns the University's minimum requirements for student attendance. Schools may also contact students if their engagement is causing concern in the judgement of the School.

## 25.5 Scheduled academic sessions

- 25.5.1 Attendance at scheduled academic sessions will be monitored. Scheduled academic sessions may include the following:
- Attendance at lectures
  - Attendance on campus or online at group learning activities such as seminars, tutorials, practical laboratory or studio-based sessions
  - Submission of coursework
  - Attendance at tests and examinations
  - Scheduled face-to-face meetings with an academic tutor
  - Moodle engagement
- 25.5.2 Attendance will be recorded using the approved University systems, or using paper registers.
- 25.5.3 Students must only register their attendance at scheduled sessions if they are in attendance at that session. Any false representation at registered sessions will result in actions being taken under the [Student Disciplinary Policy](#) or students may be withdrawn from the University.

## 25.6 Responsibilities of students

- 25.6.1 Students are required to cooperate with any arrangements made by the University for monitoring attendance. Students should have an appropriate device at all scheduled academic sessions in order to register their attendance through the MyYSJ Application.
- 25.6.2 When a student is unable to attend a scheduled academic session, they should inform the University of their absence as soon as is reasonably possible using the [Absence Reporting Form](#). Students must notify the University of the reason for their absence. Notified absences will be recorded as an absence from a scheduled academic session. For more information, refer to our [report an absence page](#).
- 25.6.3 If a student is absent because they are unwell for less than 7 days, they may self-certify using the absence reporting form. Intervening Saturdays, Sundays and public holidays count as sick days when calculating the duration of illness.
- 25.6.4 If a student is absent for 7 days or more, they will require independent medical certification. Students should note that they will need to meet the cost of any charge made by the medical centre or a GP for independent medical certification.
- 25.6.5 If a student is absent for an extended period, they may need to suspend their studies for 1 or 2 semesters. Further information about the procedure for suspension is available in [section 7](#).
- 25.6.6 If a student is unable to meet a deadline for assessment as a result of an absence, they should refer to the Exceptional Circumstances Policy. Further information about the procedure for exceptional circumstances is available in [section 18](#).
- 25.6.7 Where a student misses a scheduled academic session without notifying the University, they will be recorded as absent.
- 25.6.8 Where a student has been advised of concern about their attendance or engagement, they will be required to engage with any recommended support in order to seek to address this concern.

## 25.7 Responsibilities of taught postgraduate students undertaking a capstone project or dissertation

- 25.7.1 All students undertaking a taught postgraduate capstone project or dissertation are required to have a meeting with an academic member of staff (academic tutor or dissertation supervisor) at least once per month during their independent study. This meeting can take place online.

## 25.8 Responsibilities of the University

- 25.8.1 The University will alert students to concerns about their attendance or engagement and seek to identify and secure the implementation of measures to support the student.
- 25.8.2 The University will make available the promised learning and teaching opportunities for students. Timetabled classes will only be postponed in exceptional and unavoidable circumstances (for example, staff illness). If it is necessary to postpone a scheduled academic session, the University will notify students promptly and seek to make reasonable alternative arrangements.
- 25.8.3 Academic staff members will facilitate the recording of attendance data, in accordance with university-wide systems, and will act in response to concerns raised regarding student attendance.
- 25.8.4 Academic staff and members of the Programme Administration and Support Service (PASS) will review recorded attendance data, and coordinate action at identified review points.
- 25.8.5 Members of Registry will support the relevant regulatory procedures that may be triggered as result of non-attendance, and will alert the Visa Compliance team when a sponsored student on a Student Visa is withdrawn or had termination of enrolment as the result of non-attendance has been finalised.
- 25.8.6 Members of the Visa Compliance team will operate re-registration sessions and inform the PASS if a student misses this contact point. They will monitor the enrolment of sponsored students (Student Visa route) and alert Registry and the PASS if an expected student does not arrive. They will make reports to the Home Office as appropriate.

## 25.9 Appeals

- 25.9.1 A student will have the right to appeal against the decision of the Support to Study Phase 1 or Phase 2 Panel, the Fitness to Study Panel, the Fitness to Practice Panel, or the Progress and Award Examination Panel taken under this policy and procedure.
- 25.9.2 A student who requires a visa in order to enter, remain, and study in the UK will have the right to appeal against the decision of the Support to Study Phase 1 or Phase 2 Panel, the Visa Compliance Review Panel, the Fitness to Study Panel, the Fitness to Practice Panel, or the Progress and Award Examination Panel, or the Authorising Officer taken under this policy and procedure.
- 25.9.3 Full information about the appeal procedure is available in [section 58](#).

## 25.10 Attendance monitoring procedure

- 25.10.1 The University will record attendance data for students on undergraduate and taught postgraduate programmes and modules at scheduled academic sessions both on campus and online.
- 25.10.2 At the start of each teaching period (semester), the University will inform students of their responsibilities in respect of attendance at scheduled academic sessions and absence reporting, and of the support available.
- 25.10.3 Schools will determine which activities will not be recorded for the purposes of attendance monitoring. It is expected that attendance at all seminars and workshops will be monitored. It is recommended that attendance at most group learning activities is monitored. Attendance at optional or drop-in activities should not be monitored.
- 25.10.4 Attendance will be reconciled and reviewed on a weekly basis. Where no data is recorded for a scheduled academic session, this will not count towards the student's attendance within an individual week.
- 25.10.5 Attendance will be reviewed at 4 sample weeks within each semester. Where a student's attendance at scheduled academic sessions drops below 60% in the sample week the student's Academic Tutor will be notified. The Academic Tutor will judge whether, based on the available information, including attendance in preceding weeks, the student's attendance is a cause for concern. The Academic Tutor may arrange:
  - a) An informal meeting or conversation with the student as set out in the [Support to Study Policy](#) and [section 25.4.1](#) above.
  - b) A Support to Study Phase 1 or Phase 2 meeting where there is serious or ongoing concern as set out in [section 25.4.3](#) above.
- 25.10.6 A student with on-going consecutive non-attendance may be withdrawn from the University. Refer to the 'Presumed withdrawal policy' (see [section 26](#)).
- 25.10.7 Where a decision is made to withdraw a student from the University, this will be communicated to the student via email. The student will be advised of their effective withdrawal end date.

## 25.11 Attendance monitoring procedure for sponsored international (Student Visa) students

- 25.11.1 The attendance of sponsored international (Student Visa) students will be monitored at 4 sample weeks within each term. Where a student's attendance at scheduled academic sessions drops below 60% in the sample week the student's Academic Tutor will be notified. The Academic Tutor may arrange:
- A Support to Study Phase 1 meeting where there is a serious or ongoing concern as set out in [section 25.4.3](#) above; or
  - A Support to Study Phase 2 meeting where a student has failed to engage in the Support to Study process or has failed to address concerns about their performance as set out in [section 25.4.1](#) above.
- 25.11.2 It is expected that an informal meeting or conversation with the student as set out in the [Support to Study Policy](#) and [section 25.4.1](#) above will have already taken place where attendance highlights an engagement concern but is not yet below 60%.
- 25.11.3 As an outcome of a Support to Study Phase 2 meeting, the University may make a formal report to the Home Office and withdraw sponsorship of the student's visa. For taught students undertaking a capstone project or a dissertation, scheduled academic sessions will include meetings with an academic member of staff (academic tutor or dissertation supervisor). Other examples of engagement in this dissertation period includes submission of written work and attendance at examinations, as appropriate. The University expects that academic engagement should take place at least once every 21 days.
- 25.11.4 During teaching periods where alternative teaching and learning activities take place, students will be required to maintain engagement with the University. Examples of such periods are work placements, field trips or study abroad. An appropriate form of engagement will be determined for each case.
- 25.11.5 Where the University has reason to believe that the sponsored international (Student Visa) student has breached, or may be at risk of breaching the conditions of their visa or UK immigration rules, the student may be required to attend a Support to Study Phase 2 meeting.
- 25.11.6 Where a sponsored international (Student Visa) student fails to adhere to attendance conditions set at a Support to Study Phase 1 or Phase 2 meeting, the University will make a formal report to the Home Office and may withdraw sponsorship of the student's visa.
- 25.11.7 Where a sponsored international (Student Visa) student has their enrolment terminated as an outcome of action taken under this policy, the University will cease sponsorship immediately and will notify the Home Office.
- 25.11.8 Where a sponsored international (Student Visa) student is undertaking an official role as a Students' Union sabbatical officer, the University expects that engagement with University or Students' Union staff will take place at least once every 21 days, though the duties of the role will require this to be more frequent.

## Section 26 Presumed withdrawal: policy and procedure

### 26.1 Purpose

- 26.1.1 The purpose of the presumed withdrawal procedure is to confirm the process for the withdrawal of students from studies at the University where the School has reason to believe that a student has not been in attendance of their programme.

### 26.2 Scope

- 26.2.1 This policy applies to students enrolled on programmes for assessments delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).
- 26.2.2 The equivalent procedure to be followed in relation to programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the partner.

### 26.3 Presumed withdrawal procedure

- 26.3.1 If the University has reason to believe that a student has not been attending, the Associate Head/Dean and/or the Programme Administration and Support Service (PASS) may recommend to Registry that the student is withdrawn using the 'Notification of Presumed Withdrawal' form.
- 26.3.2 Registry will contact the student to ascertain their intentions giving a deadline by which to respond (normally **10 days** from the date of the email).
- 26.3.3 If the student does not reply within the specified time period, the student will be deemed to have withdrawn and the student's enrolment will end.
- 26.3.4 Registry will process the withdrawal from studies from the University and notify the Student Loans Company or other funding body in writing, confirming the last known date of attendance.
- 26.3.5 For sponsored students on a Student Visa the presumed withdrawal procedure cannot be followed. Visa holding students will be withdrawn from their studies following the 'Withdrawal Procedure' where consecutive non-attendance has been raised as a concern as a result of the 'Student Attendance Policy' (refer to [section 25](#)).
- 26.3.6 If the student responds to confirm that they do intend to carry on with their studies, the School must invite the student to attend a Support to Study Phase 2 meeting to discuss their lack of attendance (refer to [section 27](#)).

## Section 27 Support to Study policy

### 27.1 Purpose of the support to study process

- 27.1.1 Support to Study is a supportive process used by academic staff to identify and secure the implementation of measures to support a student, whilst noting concerns about the student's performance, or programme participation.
- 27.1.2 Support to Study is a staged approach designed to ensure early interventions with students are captured and monitored following concerning data emerging through the University's systems for attendance monitoring (Check-In) and engagement monitoring (Engage). The staged approach offers a supportive interaction with students who may be struggling with either attendance or engagement in their studies due to reasons otherwise unknown before reaching the point where the ability to continue is of serious concern.
- a) If the emerging concern is a behavioural issue, and there are no academic concerns, then the [Student Disciplinary Procedure](#) should be followed.
- 27.1.3 If a student is on a programme of study leading to a professional and/or registrable award and the concern is related to the student's suitability for professional registration and practise with the public, the Fitness to Practise Policy should be followed (see [section 29](#)).
- 27.1.4 At any point through the Support to Study process it may be deemed necessary to implement the Fitness to Study Policy (see [section 28](#)). This is normally only after other support services have been used and where the behaviour, disruption or risk presented by a student is perceived to be of a serious or potentially serious nature or where there are serious ongoing health concerns.

### 27.2 Scope

- 27.2.1 This policy applies to students enrolled on programmes for assessments delivered in whole by the University.
- 27.2.2 The equivalent procedure to be followed in relation to programmes delivered by a franchise partner institution (franchise provision) or by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the partner.

### 27.3 Stages of support to study

- 27.3.1 Support to Study consists of 3 stages of interventions designed to support students in seeking additional support and/or addressing concerns around their engagement and participation on their programmes. The stages of intervention are outlined below:

#### Stage 1: Emerging and/or moderate concern

- 27.3.2 This is an informal, supportive process to address emerging concerns around a student's attendance and/or engagement in their programme of study. This should be an early intervention with the student when concerns emerge following review of attendance monitoring and/or engagement monitoring data through Checkin and/or Engage.
- 27.3.3 A student's Academic Tutor and/or Module/Course Lead will make contact with the student by email or in person. Concerns and any actions to be taken will be noted using Engage, and the student will be signposted to available support services as relevant.
- 27.3.4 The attempt to contact should be noted on Engage.

#### Stage 2: Continuing and significant concern

- 27.3.5 This remains an informal and supportive process used to address continued concerns around a student's attendance and/or engagement. Contact should already have been made or attempted with a student when concerns were initially identified as outlined in the first stage of Support to Study.
- 27.3.6 At this point, the student's Academic Tutor and/or Module/Course Lead will make contact with the student once again, reiterating their ongoing concerns and invite the student to make contact with them either by email, phone, Teams call or arrange a face-to-face meeting for a supportive dialogue. The student should be reassured of the supportive nature of this request but also made aware of the next steps should they not make contact (see below).
- 27.3.7 Notes will be made in Engage as part of the supportive dialogue. Any agreed actions should be noted along with timeframes.

- 27.3.8 The following recommendations may be made and documented in Engage:
- Opportunities for the student to access support (signposting).
  - Close and regular monitoring of the student's work, engagement or participation.
  - An action plan, noting specific actions to be taken by specific dates. This might include completion of work and the staggering of deadlines leading up to the published deadline.
  - Other measures that the Academic Tutor and/or Module/Course Lead deems appropriate.
- 27.3.9 There should be sufficient reason to assume that the student is current and has not left the University without notifying (e.g., they are attending but this may be patchy, they may be engaging with Moodle/submitting assessments, etc.).
- 27.3.10 Students should be made aware that if they do not engage with this request for dialogue and the concerns about their attendance and/or engagement continue, they will be invited to a formal meeting with central departments and their place on their programme will be at risk of termination of enrolment.

### **Stage 3: Persistent and/or serious concern**

- 27.3.11 When Support to Study reaches this point, it becomes a more formal process and may involve one or two separate meetings.

#### *Phase 1 meeting*

- 27.3.12 This is an *optional* stage in the Support to Study process. A Phase 1 meeting should only be used where it is felt the student would benefit from a more formal meeting with the Academic Tutor and/or Module/Course Lead, but a Phase 2 meeting is not clearly warranted.
- 27.3.13 Attendance at the meeting is as follows:
- One Academic (programme/course lead).
  - Can include Academic Tutor/a second Academic if felt necessary.
  - Student.
  - Staff from professional partner services where appropriate (Wellbeing/Disability /Visa/Accommodation).
- 27.3.14 Examples of when an interim Phase 1 meeting should be held are:
- a) Where there are ongoing concerns around a student's ability to continue on the programme due to engagement and/or attendance issues and where the informal part of Support to Study has not resulted in improvements.
  - b) A student can no longer succeed on their programme without formally considering options available.
  - c) The Course and/or Module Lead considers a more formal action plan needs to be agreed for monitoring with the student.
  - d) Concerns around exceptional circumstances have been raised (in which case, previous informal interventions may not have been carried out).
- 27.3.15 In cases (a) to (c) above there must be evidence of the informal Support to Study process having been followed (notes on Engage, email correspondence, etc). Students should be made aware in advance of a Phase 1 meeting the reasons for it being called. Additional concerns should not be raised in the meeting of which the student has not been made aware.
- 27.3.16 If the meeting is called due to lack of attendance and/or engagement issues, and the student does not attend the meeting, a further meeting should not be arranged.
- 27.3.17 Monitoring of outcomes from Phase 1 meetings should be undertaken by the Academic Tutor and/or Module/Course Lead. These outcomes may include arranging ongoing meetings. However, it would not normally be suggested that a second Phase 1 meeting should be held to review progress. Should sufficient progress against actions not be made the Academic Tutor and/or Module/Course Lead may recommend a Phase 2 meeting.
- 27.3.18 At least **3 working days** before a Phase 1 meeting, the student will receive an email from their Academic Tutor or Module/Course Lead to their university email address clearly setting out the reasons for convening the meeting and informing them of the date and time of the meeting. It is advised these meetings take place over Teams unless the student requests an in-person meeting, or it is felt by staff that an in-person meeting would be more beneficial to the student.

- 27.3.19 The student may choose to be accompanied by a supporter at any meeting conducted, but not to speak on their behalf. This person should be a current member of staff, a current registered student at the University, or a Students' Union representative. The supporter's role is to observe and provide moral support. They cannot ask questions, interpret the student's responses, or speak on the student's behalf. If the student's supporter behaves inappropriately at any stage while the hearing is being dealt with, this person will be asked to withdraw involvement. The student will be asked to provide the name and capacity in which the supporter is attending in advance.
- 27.3.20 The meeting will discuss the student's performance on their programme and any other concerns that have arisen. These discussions may draw on relevant reports from academic staff but should not raise fresh concerns.
- 27.3.21 The student will have the opportunity to respond to the concerns raised.
- 27.3.22 Recommendations of the Panel will be given at the meeting where possible. Where this is not possible, they should be conveyed to the student as soon as practicable. A summary of the recommendations and actions agreed, will be noted in Engage.

#### *Phase 2 meeting*

- 27.3.23 The purpose of a Phase 2 meeting is to investigate serious and exceptional shortcomings in student performance or programme participation, and to instigate or recommend help, remedial measures, or disciplinary action relating to academic matters such as non-attendance or non-submission of work. Any such actions will be taken in concert with the University's Progress and Award Examination Panel (PAEP). The PAEP will ensure the application of academic regulations relating to progress and award, which may result in termination of a student's enrolment. Matters relating to student health which come to light in the course of a Phase 2 meeting may be referred for further consideration under the Fitness to Study procedures if this is deemed appropriate (refer to [section 28](#)).
- 27.3.24 An Associate Head/Dean or other appropriate staff member may convene a Phase 2 meeting in connection with any serious deficiency of an academic nature on the part of a student, including poor participation. This initiation would normally only happen after other interventions within the Support to Study policy have been carried out.
- 27.3.25 If the meeting is being convened due to non-attendance and there is reason to believe that the student may have withdrawn from the University, the School in question should normally follow the Presumed Withdrawal process prior to convening the meeting (refer to [section 26](#)). For sponsored students on a Student Visa Route, a meeting should always be convened to ensure the requirements of their visa and UK immigration rules are being adhered to.
- 27.3.26 Outstanding debt to the University is not dealt with under the Study to Support policy. For further information on this matter refer to the [Student Financial Regulations](#).
- 27.3.27 Attendance at the meeting is as follows:
- Associate Head/Dean or nominated representative.
  - Other academic staff relevant to the case.
  - Registry representative.
  - Administrative support (PASS).
  - Staff from professional partner services where appropriate (Wellbeing/Disability /Visa/Accommodation, etc).
  - External Stakeholders as relevant (Employers for Degree Apprenticeships/School Direct Partners).
- 27.3.28 Examples of when a Phase 2 meeting should be held are:
- a) A student who has been 'presumed withdrawn' has contacted the University to say they wish to continue on their programme. (In this case, evidence of earlier intervention is not required but would be helpful if available).
  - b) Student performance and/or programme participation is of serious and sustained concern and the student has failed to meet actions previously agreed.
  - c) There are ongoing academic concerns around a student's ability to continue on their programme that have been unable to be addressed via engagement with their Academic Tutor/Module Lead/Course Lead and do not meet requirements for a Fitness to Study or Fitness to Practise meeting. (Registry's input is required to advise on next steps in cases such as this).
  - d) Breach of visa-related obligations (dependent on the breach and severity, there may not be evidence of earlier interventions).

- 27.3.29 A Phase 2 meeting should only be called where previous actions have been carried out through the Support to Study process (unless otherwise stated). A Phase 2 meeting should give a clear and unequivocal recommendation for action. Outcomes may be (but are not limited to):
- Enforced external resit
  - Enforced suspension of studies
  - Termination of the student's enrolment
- 27.3.30 Recommendations are subject to approval by the Chair of the Progress and Award Examination Panel (PAEP).
- 27.3.31 For sponsored students on a Student Visa Route, recommendation should be made in consultation with the Visa and Compliance Team, particularly in the case of enforced suspension due to lack of attendance and engagement issues as the University may not be willing to sponsor a further visa. If a member of the Visa and Compliance Team is not in attendance the final decision may be made post-meeting. This would be communicated to the student.
- 27.3.32 In less serious cases, such as a student wanting to re-engage after suspected presumed withdrawal outcomes could be, but are not limited to:
- A written warning
  - Close and regular monitoring of the student's work, engagement and participation
  - Opportunities for the student to access support
- 27.3.33 If the meeting is called due to lack of attendance and engagement issues, and the student does not attend the meeting, the School concerned may recommend termination of the student's enrolment.
- 27.3.34 At least **3 working days** before the meeting, the student will receive an email to their university email address setting out the reasons for the meeting being convened, and specifying the date, time and venue for the meeting. The student should be provided with a copy of any evidence the Panel deems relevant and appropriate to the meeting before the meeting takes place.
- 27.3.35 The student may choose to bring a supporter with them to a Phase 2 meeting to provide moral support, but not to speak on their behalf. This person should be a current member of staff, a current registered student at the University, or a Students' Union representative. The supporter's role is to observe and provide moral support. They cannot ask questions, interpret the student's responses, or speak on the student's behalf. The student will be asked to provide the name and capacity in which the supporter is attending in advance. If the student's supporter behaves inappropriately at any stage during the meeting, that person will be asked to withdraw their involvement.
- 27.3.36 The Phase 2 meeting itself will discuss the student's performance, including drawing on relevant reports from academic staff. The representative from Registry is present to advise on progression (i.e., whether the student will be able to continue to the next level of their programme) and the regulations underpinning this.
- 27.3.37 The student will have the opportunity to respond to the concerns raised.
- 27.3.38 Recommendations of the Panel will normally be given at the meeting.
- 27.3.39 If the student does not attend a meeting to which they have been invited, decisions will be taken by the Panel in their absence.
- 27.3.40 The Phase 2 meeting and the resulting recommendations will always be minuted by the Panel member providing administrative support; draft minutes are typically approved **within 3 working days**, and normally shared **within 5 working days**. In some cases, the Visa and Compliance Team will need to be consulted post-meeting and minutes will not be released until any such consultation has taken place. The student will receive a copy of the minutes of the meeting, which will be emailed to their university email address; the minutes will also be placed on the student's record.
- 27.3.41 Students may appeal against the decision of the Panel and the Progress and Award Examination Panel within **20 working days**. The Appeals and Conduct Committee will hear the appeal. Full information about the appeals procedure is available in [section 58](#).
- 27.3.42 Examples of when a Phase 1 meeting and a Phase 2 meeting should not be held are as follows:
- a) For behavioural concerns in which case the [Student Disciplinary procedure](#) should be followed.
  - b) For cases where the [Fitness to Study](#) or [Fitness to Practise](#) policy is relevant.
  - c) For non-attendance i.e., the student has not attended anything. If attempts to contact the student have led to continued non-attendance, the presumed withdrawal policy should be followed. If a

student, then makes contact a Phase 2 meeting should be called as there may be an impact on the student being able to re-engage.

- d) Due to failed non-compulsory modules.
- e) Due to failed assessments.
- f) In the first 6 weeks of a semester (conversations should be happening prior to getting to the point of a formal meeting).
- g) To satisfy Professional, Statutory and Regulatory Body (PSRB) requirements.

## 27.4 Professional Statutory and Regulatory Body Requirements (PSRB)

27.4.1 It is recognised that some professional programmes will be required to hold formal meetings with students to address concerns outside of the [Support to Study policy](#) and [Fitness to Practise policy](#) in order to meet PSRB requirements. It is up to the School to determine the requirements of those meetings. Involvement in any such process and outcomes and/or decisions should be clearly noted in Engage.

## 27.5 Visa compliance review for visa breaches

27.5.1 Students who are sponsored by the University under the Student Visa Route must adhere to their visa obligations and to all other immigration-based requirements. These obligations include the requirement to comply with the University's policies, including its disciplinary procedures. Specific codes of conduct may also apply, such as that of international partners.

27.5.2 Where there is an academic or attendance concern related to a visa-holding student, the Support to Study process should be followed. A Visa Compliance Review is to be called only when there is a breach of visa conditions which is not related to normal university functions (for example, if a student is working illegally, or a student has started their own business). This will relate to something which contravenes UKVI guidance but is not part of academic studies).

Further information can be found on our [Visa and immigration webpages](#).

27.5.3 Where concerns arise that any of these obligations have been breached, the student will be invited to a Visa Compliance Review. The Support to Study Phase 2 meeting procedure will be followed, with the following specific arrangements:

The Visa Compliance Review will normally be convened and chaired by a Visa and Compliance Team member or delegate. The Associate Head/Dean or other appropriate academic staff member will normally also attend, alongside a representative from Registry and administrative support (PASS).

- a) The student will be given information about the alleged breach of visa obligations in advance of the meeting and will have the opportunity to respond to these concerns.
- b) In serious cases, including cases where the visa breach may place the University in default of its own obligations as a sponsor, the Panel may recommend withdrawal of sponsorship. The consequence of this visa withdrawal is that the student's enrolment will also be terminated, as the student will no longer be able to meet participation requirements.
- c) The timing of any visa withdrawal will reflect the University's obligations as a sponsor. In deciding on the timing of the termination of enrolment, consideration will be given to the student's current academic status, including whether the student should, for example, be allowed to complete any assessment opportunities from abroad. Assessment from abroad will normally only be permitted where the student has attended teaching for the relevant modules and the assessment is imminent at time of the visa withdrawal.
- d) Where the Panel recommends a visa withdrawal, the recommendation will be forwarded to the University's Authorising Officer (or delegate), who approves the final decision to terminate the student's studies.

27.5.4 The student may appeal **within 20 working days** of the decision on the basis that:

- a) There has been a procedural irregularity.
- b) New evidence material to the case is available, and the student can demonstrate a good reason why it was not previously available.
- c) The decision is unreasonable and/or disproportionate.
- d) The University will follow its standard appeal procedures for such appeals. If the Appeals and Conduct Committee upholds the appeal, the case will be referred back to a new Visa Compliance Review to be considered afresh (see [section 58](#)).

## Section 28 Fitness to Study policy

### 28.1 Purpose

- 28.1.1 The University is committed to supporting its students and recognises the importance of students' health and wellbeing in relation to their academic progression. It has a responsibility to respond appropriately to situations where a student's illness, disability or psychological or emotional state may have a profoundly challenging impact on the individual student and/or the wellbeing of the wider University community.
- 28.1.2 The purpose of the 'Fitness to study policy' is to investigate risk to the health, safety and wellbeing of a student or other students, or to the activities of the University. The policy is used to coordinate relevant departments and services to manage risk.

### 28.2 Scope

- 28.2.1 This policy applies to students enrolled on programmes for assessments delivered in whole by the University.
- 28.2.2 The equivalent procedure to be followed in relation to programmes delivered by a franchise partner institution (franchise provision), or by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the partner.

### 28.3 Policy

- 28.3.1 A student's behaviour may also breach the [Student Disciplinary Procedure](#). Other procedures, such as 'Fitness to Practise' (see [section 29](#)), may also be relevant. The University reserves the right to decide the appropriate procedure to use in any given student case.
- 28.3.2 As a general rule, this policy is only intended for use in cases in which the behaviour, disruption or risk presented by the student is perceived to be of a serious or potentially serious nature or where there are serious ongoing health concerns. Where possible, the support services available to students should be used as the first port of call prior to taking any formal action. It should be remembered that mental health conditions may meet the legal definition of disabilities under the Equality Act 2010. The University is mindful of its obligations to avoid discrimination on the grounds of disability.
- 28.3.3 Fitness to study, as a term, relates to the entire student experience, encompassing ability to engage with studying, to live independently and harmoniously with others and not to have an adverse impact on others.
- 28.3.4 A student's fitness to study may be questioned if any of the following arise:
- Health problems or behaviour disrupt the student's own study.
  - Health problems or behaviour affect the study of other students.
  - Health problems or behaviour place unreasonable demands on staff or other students.
- 28.3.5 The University has a duty of care to its community and is bound by health and safety legislation which means it is obliged to act if a student presents a risk to themselves or others.
- 28.3.6 The 'Fitness to Study' procedure detailed below has 3 levels. Depending upon the perceived severity of the situation and seriousness of any perceived risks, action may be initiated at any of the 3 levels. The 3 stages reflect the seriousness of the risk presented by the student and their responsiveness to interventions from the University. If the student fails to cooperate or absents themselves from engaging with the University at any point in the procedure, the University may continue with the process in their absence.
- 28.3.7 If concerns are raised while a student is on placement, where the University's ability to engage with the student may be limited, the University will discuss with the placement provider alternative arrangements that might address any concerns. If concerns that are raised are of a serious nature, the University will remove the student from the placement.
- 28.3.8 A student will be given **5 working days'** notice of any 'Case Review' meetings. The student may choose to be accompanied by a supporter at any meeting conducted in connection. This person should be a current member of staff, a current registered student at the University, or a Students' Union representative. The supporter's role is to observe and provide moral support. They cannot ask questions, interpret the student's responses, or speak on the student's behalf. If the student's supporter behaves inappropriately at any stage during the meeting, that person will be asked to withdraw their involvement. Consent to representation will not be unreasonably withheld or withdrawn. They will also be provided with copies of the relevant documentation.

- 28.3.9 In cases where the University requires a specialist opinion/medical assessment of the student, a student may be asked to submit themselves for a medical examination by a doctor/specialist nominated by the University. The University will bear the cost of such an assessment. A medical assessment will seek to establish the following:
- The nature and extent of any medical condition that the student is experiencing.
  - Prognosis of their medical condition.
  - The extent to which it affects their ability to study and live within the University community independently.
  - Impact or risk it may have on others.
  - The level and type of support a student requires to enable them to continue to study effectively.
- 28.3.10 The University may enact the following outcomes:
- a) In the informal stages a student may be kept under review and expected to access the support provided.
  - b) In the formal stage of the procedure, the University may:
    - Require the student to suspend their studies (enforced suspension), or
    - Require the student to externally resit
    - Expel the student where the risk posed by the student to themselves or others is considered serious enough, or
    - Take other action the University deems appropriate to the circumstances.
- 28.3.11 Enforced suspension or enforced external resits may only be recommended if the student can still complete all study and assessments within 24 months following the standard period of study for their programme (see [General Regulation 1.15](#)).
- 28.3.12 A student will have the right of appeal against any decision to enforce suspension or exclude them from the University, using the standard university 'Appeals Policy' and procedure (see [section 58](#)).
- 28.3.13 The University acknowledges that as a result of implementing this policy it will receive personal data of a confidential nature pertaining to the student and it undertakes that all data will be handled, processed and stored appropriately.
- 28.3.14 When an action plan or other measure taken under this procedure has come to an end, the University will decide whether further steps should be taken or whether the 'Fitness to Study' procedure is no longer required in respect of the student. The procedure may be re-invoked if concerns arise again.

### **Return to study**

- 28.3.15 Return to study after a period of enforced or voluntary suspension of studies will be subject to satisfactory outcome from a Return to Study Case Review meeting.

### **Crisis situations**

- 28.3.16 It is possible that a student's situation is so extreme that they require emergency help from external agencies. In these situations, staff members are referred to the [Staff Intranet](#).

## **28.4 Fitness to study procedures**

### **Stage 1 – Emerging concerns**

- 28.4.1 At this stage, concerns have been raised about an individual student's health, safety or wellbeing. Examples of this could include but are not limited to the following:
- A member of staff notices signs of an individual student's behaviour changing in the academic situation.
  - Students or third parties may have approached university staff to raise concerns about a student's behaviour.
  - A student's academic performance has deteriorated suddenly and significantly.
  - Problems arise within student accommodation and are noticed by accommodation staff.
  - A placement provider notices signs of an individual student's behaviour changing in the placement situation
  - Concerns raised by the Exceptional Circumstances Panel following multiple exceptional circumstances claims on the same or similar health grounds

- 28.4.2 At this stage, the emphasis should be on approaching the student in a supportive manner. It is preferable that a member of staff with primary responsibility or knowledge of the individual student should approach them for an informal meeting. This may include, for example, the Programme/Course lead, Academic Tutor, or an appropriate member of the Student Access, Wellbeing and Support or Disability Support and Inclusion teams. The nature of the concerns should be clearly identified to the student and the student should be encouraged to discuss the issues. Information regarding sources of support, both internal and external to the University, may be discussed and the student encouraged to access appropriate support. In a situation where the School is unaware of the student's problems, the student will be encouraged to discuss their situation with an appropriate academic or to give consent for a staff member to discuss the concerns with the programme team. Where a student does not consent to disclosure to the programme team, the programme team will usually only be informed that the student is currently subject to the 'Fitness to Study' procedure, with the details remaining confidential.
- 28.4.3 The member of staff should informally review the case within a specified timeframe, to be agreed in the meeting, and monitor the student's response to the intervention. If the student responds positively and there are no further concerns, the staff member may decide not to proceed any further under the 'Fitness to Study' procedure.
- 28.4.4 In light of the student not responding positively, the staff member involved in the initial consultation will discuss the situation with Wellbeing Manager (if not already involved) and/or other senior members of staff it is deemed appropriate to include to determine if it is appropriate to invoke Stage 2 of the procedure.
- 28.4.5 At this initial stage, if a student's behaviour gives cause for concern within a School and relates to poor participation and unsatisfactory academic performance, the 'Support to Study' procedure (see [section 27](#)) may be used. Should the Support to Study panel decide that the student's poor participation/performance seems to stem from issues with health and wellbeing, the student will normally be managed through the 'Fitness to Study Policy'.

## **Stage 2 – Formal / continuing concerns**

- 28.4.6 At this stage, continuing concerns about the student's health, safety or mental wellbeing will be considered more formally.
- 28.4.7 The student will be asked to meet formally with at least 2 of the following staff members:
- Programme/Course Lead
  - Head of Student Access, Wellbeing and Support
  - Associate Head/Dean
  - Wellbeing Manager
  - Disability Support and Inclusion team Manager
  - and/or other relevant staff members to discuss the issues e.g., Representative from Registry.

Other panel members may include:

- Administrative support
- If appropriate, a representative from the employer for degree apprenticeship students

At this meeting it can be ascertained what the student's perception of the impact of their ill health and/or behaviour is having upon themselves or the general university community.

- 28.4.8 An action plan will be put in place to address the situation. This will be embedded in a support agreement and will specify actions, dates for review and consequences for non-engagement with the agreement. It will include expectations for future behaviour. This will not affect the rights of the School to determine appropriate standards for the academic performance of the individual student and if necessary, call a [Support to Study](#) Phase 2 meeting.
- 28.4.9 A record of this meeting and the agreed action plan will be made with copies provided to the student and the staff members concerned. The action plan will state who is responsible for ensuring that the plan is followed; if it is not followed, or if the student does not respond positively to the action plan and difficulties continue, this person or their nominee will hold a Case Review meeting as set out in Stage 3.

### Stage 3 – Formal Case Review

28.4.10 If significant or persistent concerns are raised about an individual student's actions or behaviours that put the student's own health, safety wellbeing or academic progress or those of other members of the University community at significant risk, the Programme/Course Lead or Wellbeing Manager or other appropriate staff member will convene a 'Fitness to Study Case Review' meeting. The Case Review will assess the student's fitness to study.

28.4.11 The panel will consist of some or all of the following (or their nominees):

- Programme/Course Lead
- Wellbeing and Support Manager
- Disability Support and Inclusion team Manager
- Head of Student Access, Wellbeing and Support
- Administrative support
- Other relevant staff members (e.g., tutor, representative from Registry)
- If appropriate, a representative from the employer for degree apprenticeship students

This panel may request medical evidence from the student that they are fit to study. The student may choose to be accompanied by a supporter at any meeting conducted. This person should be a current member of staff, a current registered student at the University, or a Students' Union representative. The supporter's role is to observe and provide moral support. They cannot ask questions, interpret the student's responses, or speak on the student's behalf. If the student's supporter behaves inappropriately at any stage during the meeting, that person will be asked to withdraw their involvement. Consent to representation will not be unreasonably withheld or withdrawn.

28.4.12 The Fitness to Study Case Review Panel will determine the following:

- a) Whether to agree an enhanced action plan to support the student with agreed review dates.
- b) Whether to recommend an enforced suspension of the student's studies.
- c) To terminate enrolment.
- d) That no further action is required.

28.4.13 Enforced suspension may only be recommended if the student can still complete all study and assessments within 24 months following the standard period of study for their programme (see [General Regulation 1.15](#)).

28.4.14 After the review, the student will be invited to meet with the Programme/Course Lead or Wellbeing Manager, or other appropriate person to discuss the recommended actions from the 'Fitness to Study Case Review' meeting. The student may choose to be accompanied by a supporter at any meeting conducted. This person should be a current member of staff, a current registered student at the University, or a Students' Union representative. The supporter's role is to observe and provide moral support. They cannot ask questions, interpret the student's responses, or speak on the student's behalf. If the student's supporter behaves inappropriately at any stage during the meeting, that person will be asked to withdraw their involvement. Consent to representation will not be unreasonably withheld or withdrawn.

28.4.15 Stage 3 meetings and the resulting recommendations will always be minuted; draft minutes are normally approved **within 3 working days**, and minutes are normally published within **5 working days**. In some cases, the Visa and Compliance team will be consulted post-meeting and minutes cannot be released until this consultation has taken place. The student will receive a copy of the minutes of the meeting, which will be emailed to their university email address; the minutes will be placed on the student's e:Vision record.

28.4.16 Where there is a recommendation to enforce suspension or terminate the student's enrolment, this recommendation is reported to the Chair of the Progress and Award Examination Panel for a decision to be made. Following approval, the student will be informed in writing of the decision.

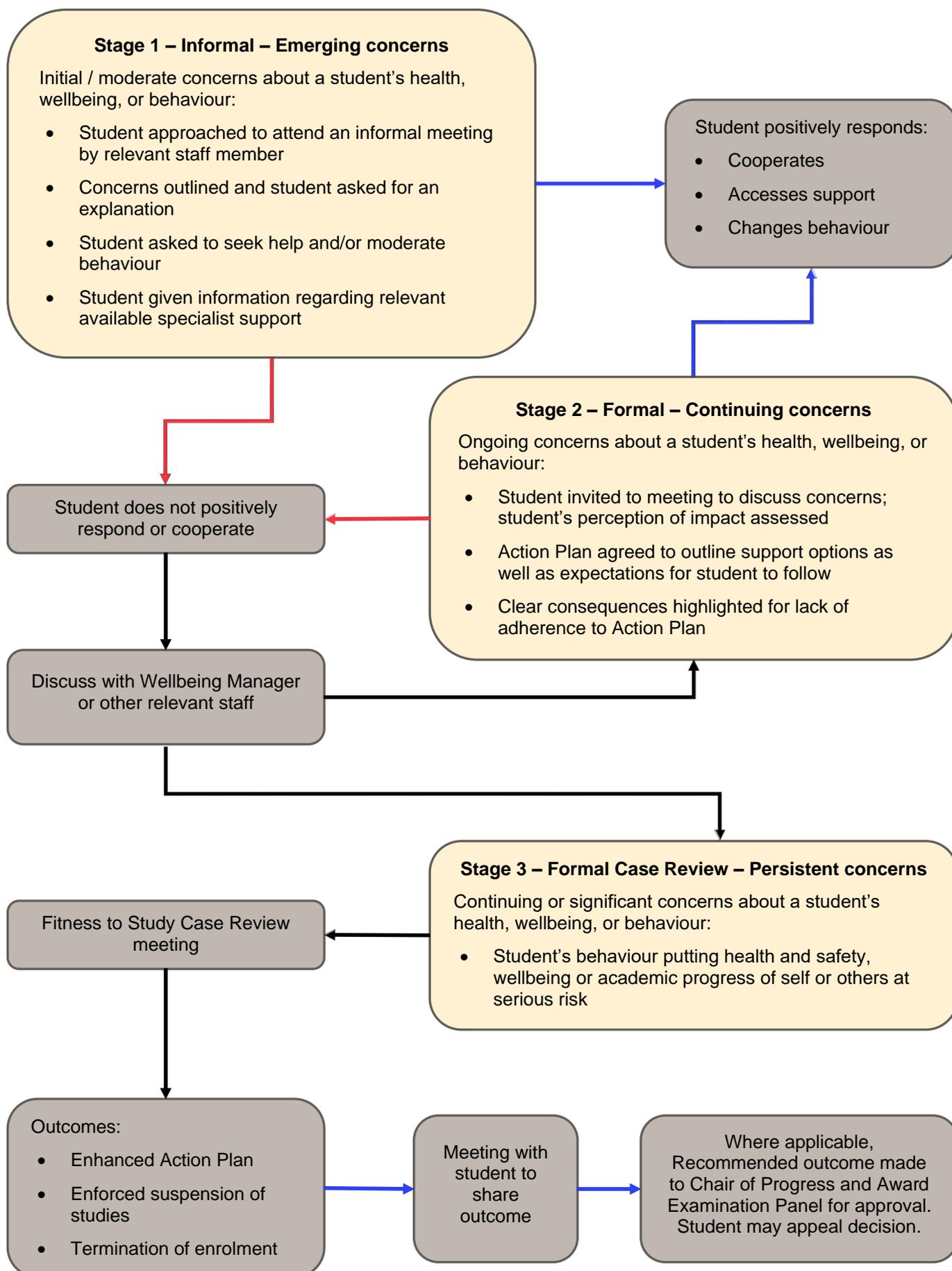
### **Return to study**

- 28.4.17 Any enforced or voluntary suspension of studies will be subject to periodic review in the light of further developments or improvements in the student's situation and their ability to undertake academic study again.
- 28.4.18 When the student confirms their intention to return from a period of suspension of studies, a further Case Conference meeting will be convened to determine whether or not the student is fit to return to study. The panel membership will be on the same basis as that set out for the Case Review, above. Sufficient medical evidence will be required to verify that the student is fit to return to study.
- 28.4.19 Should the panel decide the student is not fit to return to study, this recommendation will be referred to the Chair of the Progress and Award Examination Panel for a decision.

### **Appeal**

- 28.4.20 Students may appeal any decision taken following a Formal Case Review (Stage 3) through the standard university 'Appeals Policy' and procedure (see [section 58](#)). The deadline for appeals is **20 working days** from the time the student is notified of the decision.

## 28.5 Fitness to Study procedure flowchart



## Section 29 Fitness to Practise policy

### 29.1 Purpose

- 29.1.1 This policy and procedure set out how the University deals with cases where concerns arise relating to a student's suitability for professional registration and practice. The University has a particular responsibility in respect of students who will graduate with academic awards which also confer the right to apply for professional qualifications and registration with a professional body.
- 29.1.2 The University will be guided by the professional standards and guidance provided by relevant professional bodies where applicable and by its statutory duties under the Equality Act 2010.

### 29.2 Scope

- 29.2.1 This policy applies to programmes delivered in whole by the University (on campus provision), or in whole or part by a franchise partner institution (franchise provision), or in whole or part by a partner institution (validated provision).
- 29.2.2 This policy applies to programmes of study leading to professional and/or registrable awards.
- 29.2.3 This policy does not apply to registered health professionals or teachers who may be following continuing professional development (CPD) programmes of study. Such students are subject to the fitness to practise procedures of their professional bodies/employing organisations.
- 29.2.4 The University may also use this procedure to address concerns relating to students following programmes that require students to engage in interpersonal practice or demonstrate interpersonal skills, where issues of health and fitness to engage in such practice are relevant and where the University has a particular duty of care towards other participating students or where for other ethical reasons it believes that concerns need to be addressed.
- 29.2.5 Issues of unacceptable behaviour which occur within a taught element of the programme, or on School experience or professional practice experience modules may lead to the failure of such programme elements. Where appropriate, the student may use the standard university 'Appeals Policy' and procedure to raise an objection to the outcome (see [section 58](#)).
- 29.2.6 As well as, or in addition to this procedure, the University's [Student Disciplinary Procedure](#) and/or 'Support to Study' procedure may be used where appropriate (refer to [section 27](#)). The 'Fitness to Study Policy' may be relevant (refer to [section 28](#)). The University reserves the right to decide the most appropriate procedure based on the facts of each case; more than one procedure may be invoked.

### 29.3 Policy

- 29.3.1 It is the University's policy that students whose behaviour and conduct indicates that they present a risk to the public should not be permitted to proceed and/or graduate with a registrable degree or award. The University reserves the right to terminate the enrolment of a student who is following a programme of study which will lead to a professional qualification and professional registration or which will provide the basis to practise a calling, if a student's behaviour makes the student unfit to be admitted to that profession or undertake that calling. The University may similarly terminate the enrolment of a student whose lack of ability to perform in an appropriately professional way or to carry out professional tasks presents a danger to themselves, clients, members of the public or fellow students and is such as to raise significant doubts about their suitability to practise professionally or to follow a calling or to engage in interpersonal practice while on programme.
- 29.3.2 The University will take account of its obligations under the Equality Act 2010 and will consider whether reasonable adjustments can be made to facilitate the completion of studies and practice with the public. The duty to make reasonable adjustments does not include a duty to make reasonable adjustments to the application of a competence standard.

- 29.3.3 The following (as examples) may call a student's suitability into question:
- a) Alcohol, drug or substance abuse.
  - b) Inappropriate behaviour including harassment, abuse of others, violence or threats of violence, indecency, drug-dealing and unprofessional behaviour.
  - c) Conviction for a criminal offence where the offence is such as to render the student unfit to practise and/or would be unacceptable to a professional body. Such offences would include offences of violence against a person.
  - d) Concerns about a student's fitness to work which in the opinion of an occupational health practitioner would raise doubts about suitability for the intended profession or calling.
  - e) Ethical or behavioural misdemeanours.
- 29.3.4 This list is not exhaustive. Subject areas, drawing on the advice offered by their professional bodies, may draw up additional guidance notes for students, providing more details on the range of behavioural, conduct and health matters which relate to the profession in question.
- 29.3.5 Behaviour or conduct which may give cause for concern includes behaviour both within and beyond the University.
- 29.3.6 A student's enrolment will be terminated if the professional body which accredits a registrable programme declines to admit a student to student-membership of the professional body (where applicable).
- 29.3.7 A student on one of the relevant programmes has a duty to disclose to the Academic Tutor or another member of the programme team any issue of health, conduct or behaviour which may impact on fitness to practise.
- 29.3.8 Matters relating to a student's fitness to practise may be revealed by the student concerned to a member of staff or another student. Even where this has been done on a confidential basis, disclosure of the situation may be necessary in the public interest and where the failure to disclose will increase risk to the public. Members of staff and students have a responsibility to disclose such information promptly to the Head/Dean of School or nominated representative or designated School Fitness to Practise Officer.
- 29.3.9 Any matter of conduct or behaviour which may impact on fitness to practise should be identified as soon as possible in the interests of the student concerned. The University will seek to provide support to the student and, if termination of enrolment is necessary, will provide, where possible, transfer to a suitable alternative programme of study. For transfers to an alternative programme of study the receiving Head/Dean of School, or nominated representative, will be provided with the necessary information to make an informed decision as to whether transfer to the proposed programme of study is appropriate.
- 29.3.10 A student who is required to have their enrolment terminated for reasons of unsuitability to practise may be eligible to leave the University with a non-professional exit award according to the progress made through the programme of study, as set out in the [programme specification regulations](#) for that programme.

## 29.4 Procedures

- 29.4.1 Heads of School, or nominated representative, may designate an officer responsible for dealing with matters of fitness to practise. All references to a specific role in these procedures should be understood to include the nominee of those persons.
- 29.4.2 A student who is aware of any reason which may render themselves unfit to practise should report the matter to the Head/Dean of School, or nominated representative, or the designated officer. Any member of staff who believes that a student has an issue which may raise questions of fitness to practise should also inform the Head/Dean of School, or nominated representative, or the designated officer.
- 29.4.3 The designated officer (where applicable) together with the Head/Dean of School, or nominated representative, and any other staff or external representatives of a profession which the Head/Dean of School determines should be involved will interview the student. A student will be given **3 working days'** notice of any interview. The student may choose to be accompanied by a supporter at any meeting conducted. This person should be a current member of staff, a current registered student at the University, or a Students' Union representative. The supporter's role is to observe and provide moral support. They cannot ask questions, interpret the student's responses, or speak on the student's behalf. If the student's supporter behaves inappropriately at any stage while the hearing is being dealt with, this person will be asked to withdraw involvement.

## 29.5 Membership of a Fitness to Practice Interview Panel

29.5.1 The membership of the Panel would be as follows:

- Head/Dean of School, or nominated representative (Chair)
- The designated officer responsible for dealing with matters of fitness to practise (if applicable)
- Other staff relevant to the case
- Registry representative
- Administrative support

29.5.2 The following staff may also be in attendance:

- External representatives of the profession
- Disability Support and Inclusion team Manager
- Wellbeing Manager

29.5.3 Where a member of staff cannot attend the meeting, a written report may be submitted. The Fitness to Practise Panel may include other written evidence it deems relevant. This will be shared with the student before the meeting.

## 29.6 Recommendations by Fitness to Practise Interview Panel

29.6.1 A Fitness to Practise Interview Panel may decide:

- a) No further action is required.
- b) A minor problem exists which may be addressed through appropriate support and the progress of the student will be kept under review. The Head/Dean of School or nominated representative or designated officer will ensure that the student is referred for help as necessary and will keep the situation under review.
- c) A potentially serious problem exists which may raise concerns about fitness to practise and a student's ability to proceed with the programme.
- d) To enforce suspension of studies.
- e) To terminate the student's enrolment.

29.6.2 Enforced suspension may only be recommended if the student can still complete all study and assessments within 24 months following the standard period of study for their programme (see [General Regulation 1.15](#)).

29.6.3 If a potentially serious concern is identified, the Head/Dean of School or nominated representative together with the relevant subject staff will:

- a) Recommend that the student seeks appropriate support.
- b) Determine whether the student should be recommended for enforced suspension from the programme pending seeking reports from occupational health, a professional body or other experts.

29.6.4 If reports from occupational health, a professional body or other experts suggest that a student remain on suspension for a period until the situation has been addressed and remedied, the Head/Dean of School, or nominated representative, will be empowered to make a recommendation to the Chair of the Progress and Award Examination Panel that the student is required to suspend studies (enforced suspension). Conditions for return from the suspension of studies, such as a satisfactory report from a relevant expert, may be set. The Chair of the Progress and Award Examination Panel will decide whether the recommendation should be upheld.

29.6.5 If reports from occupational health, a professional body or other experts suggest that the situation is not likely to be remedied within reasonable time or if the cause for concern is such that it cannot be readily remedied or that behaviour will be unacceptable to a professional body, the Head) of School or nominated representative may make a recommendation to the Chair of the Progress and Award Examination Panel that the student's enrolment should be terminated on the grounds of the student being unfit to practise. The Head/Dean of School or nominated representative will make the recommendation in the form of a written report on the case, accompanied by supporting evidence.

- 29.6.6 The Chair of the Progress and Award Examination Panel will either:
- a) Support the recommendation for termination of enrolment.
- or
- b) Propose that the student remain on programme with appropriate monitoring by the designated officer and/or treatment or period of enforced suspension of studies.
- 29.6.7 The decision of the Chair of the Progress and Award Examination Panel will be communicated to the student in writing and will be accompanied by the written report and supporting evidence.
- 29.6.8 In the case of termination of enrolment, a student will be informed of:
- a) The right to appeal against the decision.
  - b) The possibilities for career counselling, alternative programme of study and possible exit qualifications.

## **29.7 Appeal against a decision of the Progress and Award Examination Panel in a case of a student being deemed unfit for practice**

- 29.7.1 If a student wishes to challenge the decision of the Progress and Award Examination Panel regarding the enforced suspension of studies from the programme or termination of enrolment, the student may follow the standard university 'Appeals Policy' and procedure (refer to [section 58](#)). The deadline for appeals is **20 working days** from the time the student is notified of the decision.
- 29.7.2 The appeal will be heard by a panel of members from the Appeals and Conduct Committee who have had no prior involvement with the case. The Committee may choose to co-opt a person external to the University who has professional experience or background which may usefully inform the deliberations of the Committee in respect of professional matters.

## Section 30 Marking and moderation policy and procedures

### 30.1 Marking principles

- 30.1.1 Assessments will be marked according to the assessment criteria agreed for the subject-area or programme which are communicated to the student via publication on Moodle.
- 30.1.2 Assessments will be marked using the University marking scales and conventions.
- 30.1.3 Schools have agreed 'Generic Assessment Descriptors' for undergraduate and taught postgraduate assessments. Marking criteria should be mapped against these. For further clarification staff and students should refer to their Head/Dean of School.
- 30.1.4 Where a potential error on an examination paper has been queried by a student during the examination, the Module Director/Tutor will be given any Examination Paper Query Form(s) completed by the student(s). These will be provided together with the examination scripts. The Module Director/Tutor must review the forms and determine the course of action. Refer to [section 12.15](#) regarding types of error and the suggested remedies.
- 30.1.5 Where special arrangements have been made to facilitate a student with a Learning Support Plan or exceptional circumstances, no further concession in marking the assessment will normally be made unless previously agreed by Disability Support and Inclusion team and the Academic Registrar.
- 30.1.6 Module Directors/Tutors or markers are expected to undertake the marking of the assignments electronically if the work is submitted electronically. Where assignments are submitted electronically, feedback is expected to be returned to students through the same system i.e., Moodle or Turnitin (refer to [section 11.6](#)).
- 30.1.7 Grades provided within the VLE (Moodle) are indicative until ratified by the School Assessment Board. All final and ratified grades must be entered into e:Vision via SITS (see [section 55](#)). Students must be made aware that any grades given via the VLE are provisional, until ratified by the School Assessment Board.
- 30.1.8 If academic misconduct is suspected during the marking process, then the marker must look at the University's resources which help with detection and explain what to do if it is identified. Refer to the 'Academic Misconduct Policy' (see [section 24](#)). For further information, please visit our [Managing and Report Academic Misconduct page](#).

### 30.2 Penalties when marking

- 30.2.1 Details for over-length work penalties and for late submission penalties are found in [section 32](#). Marking must be completed in the normal way. Penalties are applied after the marking has taken place and should be applied to the provisional **raw mark**. If a student incurs both an over-length penalty and a late submission penalty, the over-length penalty is applied first, and the late submission penalty is applied to the over-length adjusted mark.
- 30.2.2 In cases where a student submits work late that incurs a penalty mark of zero (i.e., a first attempt submitted after 5 working days from the submission date, or a late reassessment attempt), it is at the School's discretion to decide if the assessors will mark the work and provide feedback. There is no obligation to mark work and provide feedback for work submitted after 5 working days. If marked, the mark given would be for indicative feedback purposes only, and the student would retain the penalty mark of zero.
- 30.2.3 With regard to spelling, grammar or the presentation of work, the University's preferred approach is that assessment criteria should be drafted in such a way as to cover these issues. Such an approach is consistent with the University's expectations in respect of skills in communication as outlined in the Generic Assessment Descriptors. Marking will, therefore, respond to issues of spelling, grammar and presentation as part of the clarity, coherence, confidence and professionalism. The School should, however, adopt a consistent approach to identifying and supporting written communication skills and presentation skills for the benefit of students through formal feedback.
- 30.2.4 Schools are asked to deal with poor academic practice through normal marking and feedback procedures. Students requiring support developing effective academic practice will be offered detailed advice on how to improve the quality of their assessed work. Schools are asked to consider the early use of appropriate formative activities, especially for Level 3 and 4 students entering higher education for the first time, so that all students have the opportunity to attempt some written work which will offer experience of academic writing and referencing outside their summative assessment.
- 30.2.5 Where students have not followed the instructions as expected in an examination, for example they have answered too many questions or they have not answered compulsory questions, refer to [section 12.18](#) for the protocol for marking.

- 30.2.6 Where a handwritten examination script is unreadable, the marker should refer to [section 12.19](#) for the protocol for marking.
- 30.2.7 If a student is asked to submit a new piece of work for their reassessment, and then submits exactly the same piece of original work without changes for reassessment, this would be classed as self-plagiarism and would be academic misconduct (refer to [section 24](#)).
- If the student is asked to improve on the original submission for their reassessment and they submit the same piece of work, the same mark would stand as it would be of no greater or lesser quality than the work they submitted the first time. This would therefore receive the same failure mark as the original.
- 30.2.8 Refer to [section 11.6.10](#) for information on the treatment of errors made during the submission process for example, submitting an incorrect file, or to the wrong Moodle site.

### 30.3 Calibration exercise

- 30.3.1 Calibration is considered to be good practice and so applying it to all situations would be advisable.
- 30.3.2 A calibration exercise **must** take place where:
- A marker is newly appointed to the institution.
  - A team of markers is involved in first marking on a module (except where all assignments are double marked).
- 30.3.3 The preferred process of calibration is as follows:
- The Module Director/Tutor selects at least 2 pieces of work at random from the module assignments submitted. These 2 scripts are independently marked by all tutors involved in the marking of the assignment.
  - All the markers meet to calibrate the marking and agree marks for each marked script, referencing the marking criteria and/or scheme. A brief rationale for the final agreed mark is clearly identified on the calibration sheet or equivalent. Agreeing the approach to feedback consistency is also good practice at this stage (see [section 33](#)).
- 30.3.4 A calibration exercise may be undertaken for other modules at the discretion of the Module Director/Tutor and Chair of the School Assessment Board.

### 30.4 Double marking (also known as second marking)

- 30.4.1 This includes:
- Double marking where the first marker's mark and comments are known to the second marker (sometimes referred to as 'seen double marking').
  - Double marking where the first marker's mark and comments are not known to the second marker (sometimes referred to as 'blind double marking').
  - The approach taken is one determined by the School.
- 30.4.2 Double marking is where all work for an assignment is marked by 1 or more other tutor(s), such as dissertations. First marker(s) complete the marking and provide the double marker(s) with access to all the student work (double marking does not need to wait until all first marking has been completed).
- 30.4.3 It is at the discretion of the School to determine which modules should be double marked. The Associate Head/Dean will be able to advise on the approach taken for the School. Where double marking takes place, individual marks can be amended after discussion between all markers, with a brief rationale recorded for any change.
- 30.4.4 The marking of performance-based assessments will be protected by either:
- The activity being joint marked simultaneously by at least 2 markers, or
  - Recording the activity in a way that can be appropriately double marked.
- If parallel sessions are being held, then only 1 marker may be present in the room with another going from room to room to ensure parity of the marking process with regards to standards. In this case, double marking of a sample would be appropriate for quality assurance purposes. Where the activity presents no physical evidence, such as a performance or OSCE examination, the activity will, where possible, be recorded using an appropriate medium.
- 30.4.5 A first marker may also request that a particular assessment script is double marked where they have some uncertainty or concerns.

## 30.5 Resolution of disagreements between first and second marker

- 30.5.1 The Module Director/Tutor will seek to make a judgement based on the evidence, drawing in additional marking or specialist expertise as necessary.
- 30.5.2 If the Module Director/Tutor is one of the markers involved in the original dispute, then an additional marker identified by the relevant Chair of the School Assessment Board must be used.
- 30.5.3 If the disagreement cannot be resolved at module level, the Chair of the School Assessment Board (SAB) will make a recommendation to the Board based on the evidence. The Chair of the SAB's decision will be final.

## 30.6 Internal moderation process

- 30.6.1 Where double marking does not take place, a process of internal moderation will be undertaken, on a sampling basis, to ensure first marking reflects the appropriate standard for the assessment and for the level of study. Internal moderators will be from within the subject discipline. Normally, the internal moderator will not have been a first marker for the assessment under scrutiny. However, where a group (2 or more) of markers is involved in the assessment, internal moderators may be drawn from that group to consider a sample first marked by others.
- 30.6.2 **Internal moderation is not a marking process:** internal moderators are neither marking the work nor providing additional feedback – they are providing a check that, in their judgement, the proposed assessments decisions are fair and equitable across the sample; as a guide this typically takes the form of the first mark awarded being within 5 marks either side (based on the 0-100 marking scale) regardless of grade borderlines.
- 30.6.3 First marker(s) complete the marking and provide the internal moderator with access to all the student work.
- 30.6.4 Internal moderators review a sample as follows:

Modules	Sample
<b>For modules where calibration has taken place</b>	<p>For assessment that does not contribute to the final award:</p> <ul style="list-style-type: none"> <li>All academic fails</li> </ul> <p>For assessment contributing to the final award:</p> <ul style="list-style-type: none"> <li>All academic fails</li> <li>A selection across the classifications/bands based on 5% of the module cohort and with no less than 1 at each classification/band</li> </ul> <p>For cohorts with 10 students or fewer:</p> <ul style="list-style-type: none"> <li>All assessments</li> </ul>
<b>For modules where calibration has not taken place</b>	<p>For assessment that does not contribute to final award:</p> <ul style="list-style-type: none"> <li>All academic fails</li> </ul> <p>For assessment contributing to the final award:</p> <ul style="list-style-type: none"> <li>All academic fails</li> <li>A selection across the classifications/bands based on 10% or the square root of the module cohort and with a minimum of 5 and no less than 1 at each classification/band</li> </ul> <p>For cohorts with 10 students or fewer:</p> <ul style="list-style-type: none"> <li>All assessments</li> </ul>
<b>Reassessments</b>	<p>If the original cohort went through the internal moderation process, then it is not necessary to internally moderate reassessments provided the marker is the same and the work is of a passing standard.</p> <p>All reassessment failures must be internally moderated.</p>

- 30.6.5 If the internal moderator(s) consider that marks are fair and equitable then no further action is required, all first marks stand, and standards are deemed internally assured. This will be recorded for internal and external purposes, with evidence of the process (including identification of student work sampled) provided to the external moderator(s) for the programme.

30.6.6 If the internal moderator(s) considers that there are clear patterns of difference between their judgement and the first marker's judgement, and standards may not be assured, then one of the following options should be followed:

**Either:**

- a) Agree a further sample to be internally moderated which, if it supports the trend, may lead to an agreed moderation of **all** marks in line with the findings of the internal moderator(s). If the review of the further sample does not support the trend, then **all** the first marks stand.

Only changing marks for the sample is unfair and inequitable for those within and out with the sample and should not be done.

**Or:**

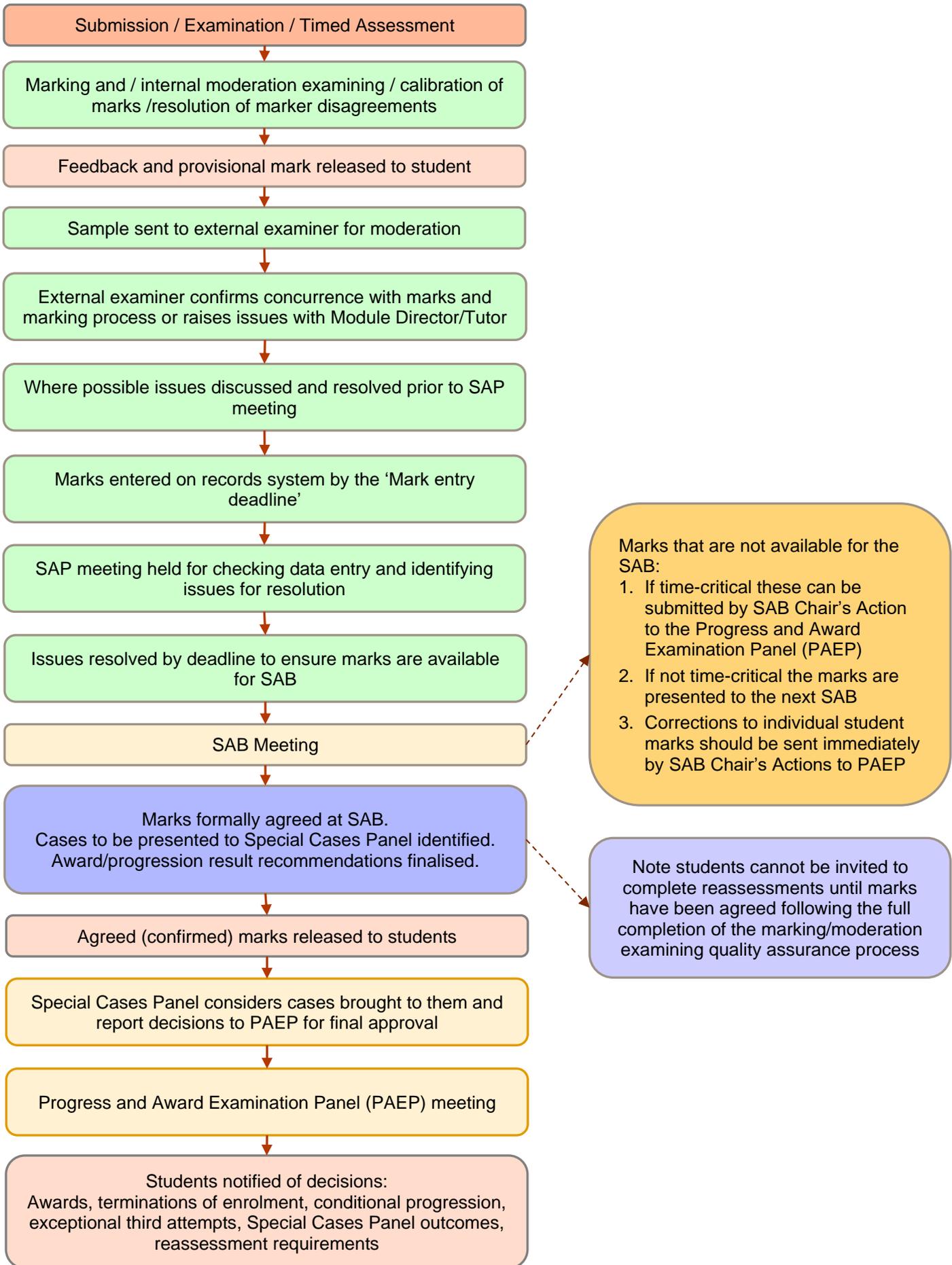
- b) Agree that all work for that assignment be double marked and individual marks agreed between markers.

At each stage where changes are made, a brief rationale for the change should be evident on the relevant paperwork. In addition, the final agreed mark should be clearly identified.

## 30.7 External examiners

30.7.1 For information relating to external examiner refer to [section 49](#).

## 30.8 Process flowchart for marking, moderation, agreeing and releasing marks



## Section 31 Anonymous marking policy

### 31.1 Definitions

- 31.1.1 **Anonymous marking:** Student assessments are marked without the student's name or identity being made known to the marker or moderator of the work at the time of marking.
- 31.1.2 **Formative assessment:** Assessments with a developmental purpose, designed to help students learn more effectively by giving them feedback on their performance and how it can be improved and/or maintained.
- 31.1.3 **Summative assessment:** Formal assessment of students' work, contributing to the final result for the module. Used to indicate the extent of a student's success in meeting the assessment criteria to gauge the intended learning outcomes.

### 31.2 Principles

- 31.2.1 The University is committed to anonymous marking in summative assessments where possible. This is one approach within the University's commitment to fair assessment.
- 31.2.2 Anonymity provides reassurance against the perception of discrimination and bias entering the assessment process and aims to ensure that all students are treated equally.
- 31.2.3 Anonymous marking should not be a barrier to feedback to students on their assessments within the timescales as specified in the Code of Practice for Assessment and Academic-Related Matters, or in relation to their engagement in relevant formative activities.
- 31.2.4 All written assessments should be submitted through university systems (e.g., Moodle, Turnitin) where possible to enable anonymous marking.

### 31.3 Scope

- 31.3.1 Anonymous marking will apply to all summative assessment at all levels, except where it is recognised that it is not practical due to the assessment involving direct contact between the student and their assessor(s).
- 31.3.2 Formative assessment is not required to be marked anonymously and is out of the scope of this policy.

### 31.4 Policy

- 31.4.1 All summative assessments should be marked without the student's name or identity being made known to the marker or moderator, except where the assessment involves direct contact between the student and their assessor(s).
- 31.4.2 There may be occasions where a student can be identified by the marker, for example where the student's work can be identified through style, where they identify themselves within the body of the assessment, or where the work can be recognised. Where anonymity is compromised in this way, the assessor will make all reasonable efforts not to allow the identity of the student to influence their academic judgement and marking.
- 31.4.3 Anonymity will be retained throughout the marking process until after moderation. Anonymity from the marks will be lifted for entry into the student record system.
- 31.4.4 School Assessment Boards should be notified of assessments that have not been able to be marked anonymously, where anonymous marking would have been expected.

### 31.5 Exemptions

- 31.5.1 There are University-wide exemptions to the anonymous marking policy, namely for tasks where it would prove impractical to conceal the student's identity. There is no requirement for approval from Quality and Standards Committee for these types of assessments not to be marked anonymously.
- 31.5.2 The following is an indicative but not exhaustive list of the types of assessments that may be exempt from anonymous marking:
- Spoken or signed communication-based assessments** e.g., presentations, vivas, speeches, debates, advocacy tasks, teaching, poster presentations.
  - Practical competency tests** e.g., laboratory skills, OSCEs.
  - Subject-specific skills exercises or product creation** e.g., artwork, product design, video production, performances.

- d) **Extended projects, dissertations and theses.**
- e) **Professional or practice-based assessments** e.g., where the assessment requires the student to relate academic work to professional situations, clinical practice, placements or work-based learning.
- f) **Collaboratively produced or peer-marked assessments** e.g., group work.
- g) **Fieldwork.**
- h) **Reflective essays/reports.**

31.5.3 Additional exemptions may be agreed on a case-by-case basis. These will be granted by Quality and Standards Committee and can be agreed as part of module approval at validation.

31.5.4 Where assessments are exempt from anonymous marking, this should be made clear on the assessment brief for students.

## Section 32 Agreed penalties policy

### 32.1 Penalties for over-length work

- 32.1.1 Limits are specified for some assessed work in order to maintain equity between all students doing the same assessment. Module Directors/Tutors must clearly communicate this information to students in the assessment brief.
- 32.1.2 Assessed work should not exceed the prescribed word limit. Students may be subject to a penalty if they exceed that limit.
- 32.1.3 The penalties are:

Amount over the limit	Penalty
Less than 10%	Deduct no marks, but note in feedback
Between 10-24%	Deduct 5 marks*
Between 25-49%	Deduct 15 marks*
More than 50%	Eligible only for the capped pass mark

\* Or given a capped pass mark, whichever is greater e.g., a raw mark of 43 would be capped at a mark of 40 for an undergraduate student if the work was 20% over the word limit

- 32.1.4 If a failure mark is given for the raw assessment mark (i.e., undergraduate between 1-39 or postgraduate 1-49) then the over-length penalty is applied to the failure mark. Students should also be made aware through feedback what the original mark was and the penalty that has been applied.
- 32.1.5 For written work, the student must provide an accurate word count for each piece of work they submit. This will normally rely on the word count system within Microsoft Word.
- 32.1.6 The word limit specified for written assessments excludes:
- Tables (tables may not include large amounts of text)
  - Graphs
  - Equations
  - Footnotes
  - Bibliography
  - Appendices – Appendices may contain diagrams, tables or visual images but not large amounts of text
- 32.1.7 Markers will check the declared word count on the cover sheet against the word limit specified for that assessment. If the word count exceeds the specified word limit, the appropriate penalty will be applied. This is reported to the School Assessment Board when the mark is agreed.
- 32.1.8 If it is suspected that the student has not declared the word count honestly, and that the work is longer than declared, the word count may be checked, and a penalty applied. The School Assessment Board may reserve the right to refer a student for consideration under the University's 'Academic Misconduct Policy' (refer to [section 24](#)).
- 32.1.9 Work is marked normally, and the over-length penalty is applied to the raw provisional mark for the assessment. This applies when marking first attempt work or reassessment work.

### 32.2 Penalties for under-length work

- 32.2.1 There is **no penalty** for under-length work providing there is sufficient suitable content. Writing significantly less than the word count set increases the risk that the work will not adequately address the assignment brief and learning outcomes. Work is assessed on its academic merits and this will be reflected in the mark awarded and the feedback provided for the piece of work.

## 32.3 Penalties for late work and non-submissions

- 32.3.1 The University has a uniform policy for the late submission penalty for a piece of summative assessed work.
- 32.3.2 The deadline for work is **on the hour**, i.e., where the deadline is 12:00 noon, work submitted at 12:00:01 is considered late.
- This is to ensure clarity and consistency for students, and the continued effective management of the University's academic standards (i.e., applying discretion beyond the deadline does not constitute a fair and transparent approach).
- Students are advised to submit their work **at least 1 hour before the deadline** (refer to [section 11.5.6](#)).
- 32.3.3 Late submission penalties are **applied to the raw assessment mark** not the module mark.
- 32.3.4 If the student incurs both an over-length penalty and a late submission penalty, then the over-length penalty is applied first, and the late submission penalty is applied to the over-length adjusted mark.
- 32.3.5 If a failure mark is given for the raw assessment mark (i.e., undergraduate between 1-39 or postgraduate 1-49), then a late submission penalty is not applied. This only applies to work submitted within 5 working days. Students who submit after 5 working days receive a penalty mark of zero.
- 32.3.6 The penalty for submitting work late for an assessment marked on a pass/fail basis is a failure. Failures in pass/fail modules cannot be condoned or compensated but can normally be reassessed if failed at first attempt.
- 32.3.7 Refer to [section 11.6.10](#) for information on the treatment of errors made during the submission process for example, submitting an incorrect file, or to the wrong Moodle site, or submitting to the School or a tutor's university email account.
- 32.3.8 In cases where a student submits work late such that it incurs a penalty mark of zero (i.e., a first attempt submitted after 5 working days from the submission date, or a late reassessment attempt), it is at the School's discretion to decide if they will mark the work and provide feedback. There is no obligation to mark work and provide feedback for work submitted after 5 working days. If marked, the mark given would be indicative only, and the student would retain the penalty mark of zero. There is no obligation for the School to mark work or provide feedback for work submitted late after 5 working days.

32.3.9 When a penalty is applied for a first attempt:

Submission	Penalty for assessment component
Work submitted <b>by the published deadline</b> (or approved extension deadline – i.e., through the exceptional circumstances or LSP processes)	No penalty, eligible for a full mark
Work submitted <b>after the assessment deadline</b> (or approved extension deadline) <b>but within:</b>	
1 hour	Deduct 5 marks* *Apply a capped pass if deducting marks reduces a passing mark to a failure mark
1 hour to 24 hours**	Deduct 10 marks* *Apply a capped pass if deducting marks reduces a passing mark to a failure mark
24 hours to 5 working days	Capped pass
<b>Arriving late for a scheduled assessment</b> (without exceptional circumstances) e.g., attending a presentation, viva etc. on the same day after the allotted time. This does not apply to examinations. Note: it may not always be possible to reschedule an assessment if a student is late	
1 hour	Deduct 10 marks* *Apply a capped pass if deducting marks reduces a passing mark to a failure mark
1 to 3 hours	Capped pass
Work for a <b>'timed assessment'</b> (refer to <a href="#">section 10.15</a> ) submitted <b>after the published assessment deadline</b> (or approved extension deadline) <b>but within:</b>	
1 hour	Deduct 10 marks* *Apply a capped pass if deducting marks reduces a passing mark to a failure mark
1 to 3 hours	Capped pass
Work submitted after <b>5 working days***</b> of the published deadline (or approved extension deadline) Work not submitted, or submitted <b>after 3 hours</b> of the published deadline for a <b>'timed assessment'</b> (refer to <a href="#">section 10.15</a> ) <b>Non-attendance</b> for an examination (without approved exceptional circumstances) <b>Non-attendance</b> for a scheduled assessment (without exceptional circumstances) e.g., presentation, viva etc.	Receives a mark of zero

\*\* '24 hours' runs for the 24-hour period following the deadline e.g., for a submission on Friday at 12.00 noon the 24-hour period is until 12.00 noon Saturday

\*\*\* A 'working day' runs from 12.00 noon to 12.00 noon excluding weekends, bank holidays, University closure days at Christmas but includes Monday to Friday through vacation periods

32.3.10 When a penalty is applied for a reassessment attempt:

Resubmission	Penalty for reassessment component
Work resubmitted <b>by the published reassessment deadline</b> (or approved extended deadline)	No penalty, but the reassessment capping rule applies i.e., the maximum module mark that can be achieved is a pass mark
Work resubmitted <b>after the published deadline</b> (or approved extended deadline)	Receives a mark of zero – <b>reassessments</b> submitted late are not eligible for capped marks
<p>Work <b>not resubmitted</b> after the published deadline (or approved extended deadline)</p> <p>Work <b>not resubmitted</b> for a '<b>timed assessment</b>' after the published deadline (refer to <a href="#">section 10.15</a>)</p> <p><b>Non-attendance</b> for a resit examination (without approved exceptional circumstances)</p> <p><b>Non-attendance or lateness</b> for a scheduled reassessment (without exceptional circumstances) e.g., presentation, viva etc.</p>	Receives a mark of zero

**Examples** – all deadlines are 12:00 noon

- 32.3.11 An undergraduate or postgraduate first-attempt submission submitted at 12.45pm on the submission date given a raw mark of 64, would have 5 marks deducted.
- 32.3.12 An undergraduate or postgraduate first-attempt submission submitted at 4.00pm on the submission date given a raw mark of 64, would have a penalty of 10 marks deducted, giving a final mark of 54 for the assessment.
- 32.3.13 An undergraduate first-attempt submission submitted at 4.00pm on the submission date given a raw mark of 44, would have a penalty of 10 marks deducted, but as the work is of passing standard the penalty applied is a capped final mark of 40 for the assessment (rather than a failure mark of 34).
- 32.3.14 A postgraduate first-attempt submission submitted at 4.00pm on the submission date given a raw mark of 56, would have a penalty of 10 marks deducted, but as the work is of passing standard the penalty applied is a capped final mark of 50 for the assessment (rather than a failure mark of 46).
- 32.3.15 An undergraduate first-attempt submission submitted 32 hours after the submission date given a raw mark of 48, would have a penalty of 10 marks deducted, but as the work is of passing standard the penalty applied is a capped final mark of 40 for the assessment (rather than a failure mark of 38).
- 32.3.16 A resubmission resubmitted at 12.01pm would be given a final mark of zero for the assessment.

## Section 33 Feedback policy

### 33.1 Definitions

- 33.1.1 **Feedback:** Feedback is included in summative assessment to explain and justify assessment judgements. It is an indicator of where the work being assessed currently sits in relation to the published assessment criteria or rubric. It should be focused on what is currently being successfully demonstrated to the assessor. The term 'feedback' may also reference such comments provided by the student's peers, external sources, themselves and other university staff such as academics, library support, technical staff and postgraduate researchers. The term feedback is frequently used generally to include feedforward as recognised effective practice.
- 33.1.2 **Feedforward:** This should indicate where a student can aim to improve their work, based on the assessment criteria or rubric, with clear and constructive suggestions on how the student can achieve these improvements. It is expected that feedforward should be used in all formative activities to develop learning.
- 33.1.3 **Formative assessment:** Assessments with a developmental purpose, designed to help students learn more effectively by giving them feedback on their performance and how it can be improved and/or maintained.
- 33.1.4 **Summative assessment:** Formal assessment of students' work, contributing to the final result for the module. Used to indicate the extent of a student's success in meeting the assessment criteria to gauge the intended learning outcomes.

### 33.2 Overview

- 33.2.1 The University's policy is that marking should be completed within **15 working days of the assessment submission or examination date** for taught modules. The 15 days begins the working day after the assessment or examination date. This is to facilitate the timely return of marks and feedback to students. Schools have discretion to set a longer deadline for returning feedback for dissertations and research projects; the expectation is that this would be 20 working days but if longer is given this would not exceed 30 days.
- 33.2.2 Any exceptions to the marking turnaround times must be approved by School Quality Panels and Quality and Standards Committee, and be communicated clearly to students.
- 33.2.3 An exemption is currently in place for students on occupational therapy programmes, where marks and feedback are released to students at 17:00 on the closest Friday to the 15-day turnaround deadline.
- 33.2.4 In cases where a student submits work late that incurs a penalty mark of zero (for more information, see Agreed Penalties [section 32.3](#)) it is at the School's discretion to decide if they will mark the work and provide feedback. There is no obligation to mark work and provide feedback for work submitted after 5 working days. If marked, any mark given would be indicative only, and the student would retain the penalty mark of zero.
- 33.2.5 In cases where a student submits work late and is eligible to receive a capped penalty mark, there may be a delay in the provision of feedback to the individual student.
- 33.2.6 Feedback is information about the merits of and any areas for development in a piece of work. In the case of summative assessment, feedback is also specifically related to the criteria and standards for assessment. Feedback is also intended to be formative – supporting learning, prompting reflection, facilitating improvement, and helping to develop students' evaluative skills. In addition to feedback at the point of summative assessment, formative feedback should be provided by staff and by peers throughout a module.
- 33.2.7 **Timing is important:** students benefit from feedback on their work at a time when they can use it to best effect and in a way that does not increase the burden of assessment for staff or students.
- 33.2.8 The University does not insist upon a uniform 'Feedback' form being adopted, but feedback should be fit for purpose. Feedback should be focused on what students can improve on or develop within the immediate future. To this end, feedback must be useful to students in respect of their future development whether towards their next formative/summative assessment or application beyond academia. As such a range of feedback forms are currently used across the University but, in each case, markers should focus upon assisting students to learn from assessment rather than just being informed of where their performance could have been improved i.e., feedforward.

## 33.3 Principles of feedback

33.3.1 The University's feedback principles emphasise:

- A programme-level approach to feedback
- Student self-evaluation
- Dialogue between students, tutors and peers
- The importance of formative feedback and 'feedforward' (constructive guidance on how students can improve their next assignment)

33.3.2 The University's feedback principles are:

- a) Developing a shared understanding of assessment and feedback within staff teams and students to create a coherent programme-level approach.
- b) Supporting students to develop evaluative expertise, self-regulation of their learning and to be able to articulate judgement about their own work and the work of others.
- c) Designing formative activities that provide students with feedback which they can act upon within a module.
- d) Enabling students to solicit feedback on areas that matter most to them in order to more specifically direct future learning (e.g., through the use of feedback forms, dedicating time in class for assessment discussions).
- e) Designing feedback strategies that require students to engage in dialogue with Module Directors/Tutors and peers to stimulate reflection on their learning.
- f) Supporting students to synthesise feedback from a variety of sources to develop longer term personal and professional development plans.

## 33.4 Feedback on examination scripts

33.4.1 Examination scripts are the property of the University and will not be released to students. Nevertheless, students are entitled to receive feedback on examination performance in the same way as they are entitled to feedback on other assessed work. Furthermore, the 2018 Data Protection Act entitles students to access the comments of their examiners on examination scripts which are regarded as personal data. Comments on examination scripts must therefore be appropriate and in keeping with the approach of treating a student and their work with respect. All written comments should be written on a separate document which can be returned to the student.

## 33.5 Disclosure of marks and feedback

33.5.1 In accordance with the 2018 Data Protection Act, that provisional marks will be disclosed to students. This is important so that feedback is provided to students as close to the completion of the assessment as possible. All marks must be clearly accompanied by the word 'provisional' and the student made aware that the mark could go up or down as part of the mark verification processes undertaken by the School Assessment Board.

## 33.6 Feedback and return of marks to students

### Feedback consistency

33.6.1 Where there is more than 1 marker, to ensure consistency of feedback, the Module Director/Tutor should check a sample of feedback prior to feedback being released to students.

### Return of marks and feedback to students

33.6.2 The internal moderation process must be completed within the **15 working days** turnaround period for marking (except for exempted assessment tasks such as dissertations).

33.6.3 Marks are to be returned to students with the caveat that all marks are provisional until final approval by the School Assessment Board. Students should understand the processes for assessment and of assuring standards, but the mechanics should not be evident on their individual assignments. For example, internal moderators' comments should not be provided to students, but rather recorded on an agreed template which is then made available to the external examiner.

### Audit trail

33.6.4 A record of the processes and outcomes of internal moderation for each module should be kept and provided to the external examiner. Advice on use of Moodle and Turnitin to support the process is provided by the TEL team. For more information, please visit our [Moodle](#) and [Turnitin](#) pages.

## Section 34 Submission and verification of marks policy

### 34.1 Submission of marks

- 34.1.1 At the start of the academic year Schools must confirm to the Assessment team in Registry the School Assessment Board (SAB) meeting at which each module's marks will be presented.
- 34.1.2 All marks must be entered through e:Vision by the mark entry deadline specified on the [Examinations and Assessment Schedule](#) for each SAB period.
- 34.1.3 Guidance for staff on mark entry can be found on the [Assessment team staff Intranet page](#).

### 34.2 Verification of marks

- 34.2.1 All students must be accounted for and mark lists must be crosschecked prior to the School Assessment Panel (SAP) meeting. This includes any outstanding reassessment or deferral marks.
- 34.2.2 Any amendments to marks that are required should be noted on the SAP action log to amend between SAP and SAB. If amendments are required post SAB then a SAB Chair's Action with the amended mark and explanation must be submitted as soon as possible to the Assessment team in Registry for approval by the Progress and Award Examination Panel.
- 34.2.3 Markers should refer to [section 50](#) regarding the School Assessment Board for full details of the verification process.
- 34.2.4 The process flowchart for marking, moderation, agreeing and releasing marks can be referred to in [section 30.8](#).

## Section 35 Assessment schemes

### 35.1 Background

35.1.1 From 1 September 2020 the University changed its assessment model and introduced a new 'compensation' assessment model (Scheme A) for most students commencing programmes from this date.

Students who started their programme before September 2020 normally remain on the existing 'condonement' assessment model (Scheme B).

A summary of which rules apply to which students is supplied below.

### 35.2 Summary

35.2.1 The scheme indicated below applies to **full time students** commencing the level in each academic year:

Level	2019-20 or earlier	2020-21	2021-22	2022-23	2023-24
Level 3	Condonement	Compensation	Compensation	Compensation	Compensation
Foundation Year students progressing to Level 4 in this year	Condonement	Compensation	Compensation	Compensation	Compensation
Level 4	Condonement	Compensation	Compensation	Compensation	Compensation
Direct entry to Level 5	Condonement	Condonement	Compensation	Compensation	Compensation
Level 5	Condonement	Condonement	Compensation	Compensation	Compensation
Direct entry to Level 6	Condonement	Condonement	Condonement	Compensation	Compensation
Level 6	Condonement	Condonement	Condonement	Compensation	Compensation
Level 6 Top up admission	Condonement	Condonement	Condonement	Compensation	Compensation
Level 7 Integrated Masters	Condonement	Condonement	Condonement	Condonement	Compensation
Level 7 PGT admission	Condonement	Compensation	Compensation	Compensation	Compensation
Level 8 admission	Condonement	Compensation	Compensation	Compensation	Compensation

35.2.2 Exceptions to the table above are explained in the following sections.

### 35.3 Treatment of part time students

35.3.1 The rules in place at the time of the student's admission will apply. The academic year covers students who start their programme between 1 September and 31 August.

- For example, a part time postgraduate Level 7 student who started their programme in the academic year 2019-20 will continue on the condonement assessment model (Scheme B) for the remainder of their programme.
- For example, a part time postgraduate Level 7 student who started their programme in the academic year 2020-21 will be assessed under the compensation rules (Scheme A).

### 35.4 Treatment of students who suspend studies

35.4.1 The rules in place at the time of the student's admission will apply if the student has already had marks agreed prior to their suspension.

If a student has no agreed marks for their programme prior to suspension they will return to the rules in Scheme A (compensation).

- For example, an undergraduate Level 4 student who suspends at the end of the year in 2019-20 after successfully completing Level 4 and returns to complete Level 5 in 2021-22 will continue on the condonement assessment model (Scheme B) for the remainder of their programme.
- For example, an undergraduate Level 5 student who suspends at the end of Semester 1 in 2020-21 and returns to complete Semester 2 in 2021-22 will continue on the condonement assessment model (Scheme B) for the remainder of their programme.

## Section 36 Scheme A – Marking scales and assessment conventions – applies to students entering in September 2020 onwards

### 36.1 Overview of the assessment scheme

#### Credits

36.1.1 Credits awarded or recognised by the University count only once for the purpose of progression and award. Work submitted for 1 module may not be submitted for another module.

#### Reassessment

36.1.2 Normally the maximum mark for the module available on re-examination is a capped mark of 40 for undergraduate/graduate level modules, and a capped mark of 50 for postgraduate level modules.

#### Compensating marks

36.1.3 A failure mark may be eligible to be compensated if a student enrolled on a programme leading to an award has attained a failure mark within the compensatable range.

- The compensatable range for undergraduate and graduate programmes is 30-39.
- The compensatable range for postgraduate programmes is 45-49.

36.1.4 To be eligible for marks to be compensated the student must have a credit-weighted average for the level of at least 40 for Levels 3-6 and at least 50 for Level 7.

36.1.5 Modules stated as non-compensatable on the programme specification cannot be compensated and must be passed to remain on the programme.

36.1.6 Marks for modules that have been compensated count towards progression requirements and the final degree classification calculation.

36.1.7 There is a limit of:

- 20 credits that can be compensated at each level of an undergraduate or within a graduate programme
- 30 credits that can be compensated within a postgraduate programme

36.1.8 Credit is awarded for the module if a module failure mark is compensated.

36.1.9 Compensation is automatically applied to an eligible mark identified at the progression point. Modules that are compensated do not need to be reassessed. However, students may if they wish to exercise their normal right of resitting a module that has been automatically compensated, this would be for a maximum capped mark. If the compensated module is not reassessed and/or the mark is not improved the compensated mark will stand and be shown on the transcript with a grade PC 'Pass through compensation'.

36.1.10 Worked examples of using compensation can be found in [section 37.3](#) (undergraduate progression) and [section 41.4](#) (postgraduate award).

#### Module failure

36.1.11 Failure in a module with a mark at first attempt lower than 30 (undergraduate/graduate) or 45 (postgraduate) cannot be compensated and **must** be reassessed to attempt to meet the progression or award requirements.

36.1.12 Normally one reassessment attempt is available for each assessment. There are some circumstances where a third attempt is offered to undergraduate students; this is set out in [section 37.7](#).

36.1.13 The penalty for not attempting a resit in such a module, or for not raising the mark to meet the progression or award requirements following resit, may be termination of enrolment from the programme and a bar on progressing to the next level of the programme of study. Normally where this arises students' enrolment is terminated at the Progress and Award Examination Panel. Following failure of a non-compensatable module, students are not normally permitted to continue to complete other assessments in an attempt to achieve an exit award by accumulating more credit.

## Modules with assessment component qualifying marks

- 36.1.14 Some modules may require students to reach a specified standard in 1 or more assessment components within a module. This requires approval by the Quality and Standards Committee and should only be for cases where this is required by a Professional, Statutory and Regulatory Body or where the item(s) of assessment are the only items of assessment which measure a 'Programme Learning Outcome' (PLO). The standard required is referred to as a **qualifying mark**. The qualifying mark required for each component is specified on the module specification. A module is deemed a failure if an assessment component qualifying mark is not achieved even if the overall module mark calculates above the pass mark.
- 36.1.15 A qualifying failure grade (QF) is given at first attempt where a student has achieved the mark of 40 or more for undergraduate/graduate level modules and 50 or more for postgraduate level modules but has not achieved the qualifying mark for 1 or more components.
- 36.1.16 If at reassessment the student achieves the qualifying mark required on the individual components, they had previously failed, the student will be awarded the overall module mark achieved in their first attempt. Where a student fails to achieve the necessary qualifying mark on 1 or more of the individual components the overall module mark will be capped at 39 for undergraduate/graduate level modules and 49 for postgraduate modules.
- 36.1.17 Undergraduate example:

### First attempt

Assessment	Component % Weighting	Qualifying mark for component	Student's component marks at first attempt	Module mark calculation
Examination	30%	20	18	$18 \times 0.3 = 5.4$
Essay	70%	20	66	$66 \times 0.7 = 46.2$
<b>Final module mark</b>				<b>52 QF</b>

In this example there is a qualifying mark of 20 in each component. Although these component marks calculate to a mark of 50QF which is above the pass mark of 40 the student will need to resit the examination as the mark for the examination component is 18 and therefore the student has not met the qualifying mark requirement of a mark of 20 in each component.

### Reassessment attempt scenarios

Student's action	Effect on raw module mark	Effect on final module mark
Student resits and passes the examination with a mark of 45	The raw module reassessment mark would calculate to 60	The student is not able to improve their mark through reassessment but has successfully met the qualifying mark requirements so can now be awarded the original mark before reassessment i.e., 52. The module mark would become a <b>capped pass at 52P</b> (rather than a reassessment capped at 40).
Student resits and fails the examination with a mark of 25	The raw module reassessment mark would calculate to 54	The student is not able to improve their mark through reassessment but has successfully met the qualifying mark requirements, even though the examination component mark is still a failure so can now be awarded the original mark before reassessment i.e., 52. The module mark would become a <b>capped pass at 52P</b> (rather than a reassessment capped at 40).
Student resits and fails the examination with a mark of 19	The raw module reassessment would calculate to 52	As the student has not met the qualifying mark requirement to raise the examination mark of 18 to 20 or greater, then the student has failed the module overall. The module mark would become a <b>failure capped at 39F</b>

Student does not resit the examination and a mark of zero is given for the non-attendance	The raw module reassessment mark would remain 52 based on the first attempt mark	As the student has not met the qualifying mark requirement to raise the examination mark of 18 to 20 or greater, then the student has failed the module overall.  The module mark would become <b>a failure capped at 39F</b>
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### Rules for pass/fail assessment components

- 36.1.18 Where a module is assessed by a mixture of a pass/fail assessment component(s) and assessment component(s) given marks there are specific rules about the capping of the final module mark after resit.
- 36.1.19 The final module mark will not be capped after resit where a student, at first attempt, passed the component given a mark but failed the grade only component, and then subsequently passed the reassessment of the grade only component. This will mean that the academic achievement in the module obtained by the mark is retained and will be used in progression and award calculations, thereby not disadvantaging a student by failure of what is often a skills or procedural graded component.
- 36.1.20 Resits required for pass/fail components where the other components have been passed are given an RG grade at first attempt to indicate that a resit of the pass/fail component(s) is required.
- 36.1.21 Where the component given a mark has been failed at first attempt, this rule does not apply and the module mark will be capped at reassessment if the resits are successful.
- 36.1.22 **Example 1**

Assessment component	First attempt mark and grade	Reassessment attempt mark and grade
Essay (100% weighting) Given mark	60 P	-
Practical (0% weighting) Given pass/fail grade only	Fail F	Pass P
Module mark and grade after First attempt	60 RG	
Final module mark and grade after resit		60 Pass

### Example 2

Assessment component	First attempt mark and grade	Reassessment attempt mark and grade
Essay (100% weighting) Given mark	29 F	40 P
Practical (0% weighting) Given pass/fail grade only	Fail F	Pass P
Module mark and grade after First attempt	29 F	
Final module mark and grade after resit		40 Pass

### Example 3

Assessment component	First attempt mark and grade	Reassessment attempt mark and grade
Essay (100% weighting) Given mark	29 F	40 P
Practical (0% weighting) Given pass/fail grade only	Pass P	-
Module mark and grade after First attempt	29 F	
Final module mark and grade after resit		40 Pass

### Example 4

Assessment component	First attempt mark and grade	Reassessment attempt mark and grade
Essay (100% weighting) Given mark	60 P	-
Practical (0% weighting) Given pass/fail grade only	Fail F	Fail FG
Module mark and grade after First attempt	60 RG	
Final module mark and grade after resit		39 F

## 36.2 Marking schemes

- 36.2.1 Each module must carry 1 numerical mark **rounded to the nearest whole integer** on the University mark scale, unless the module is designated as pass/fail.
- 36.2.2 Some modules may be marked on a pass/fail basis, or other grade-based scale, following approval by the Quality and Standards Committee; this would be indicated on the module specification. Approval of such modules is only granted where there is a compelling rationale for the approach (e.g., competency-based modules in professional/vocational subjects). Such modules do not contribute marks to the calculation of the student's final degree classification, and failure in these modules cannot be compensated. All grade only credit bearing modules must be passed to obtain the credit required for progression and award.
- 36.2.3 Where a module is made up of several components, the weightings for individual components are specified on the module specification. Pass/fail components do not contribute to the overall module mark but if not passed would result in the overall module mark and grade being recorded as a failure. After failure at reassessment the maximum mark available would be 39F (undergraduate) and 49F (postgraduate).
- 36.2.4 The University marking scale use a 0-100 judgemental scale.
- 36.2.5 Credit will be awarded upon receiving a pass mark and/or grade for the module, or where a failure mark is compensated provided the failure is not a qualifying failure i.e., with a QF grade at first attempt.

### Undergraduate and graduate Levels 4 to 6 and foundation Level 3

- 36.2.6 The mark scale for Levels 3 to 6 is set out in the table below:

Mark range	Honours Degree (indicative class)	Non-Honours (indicative result)
70-100	Class I	Pass with distinction
60-69	Class II Division i	Pass with merit
50-59	Class II Division ii	Pass
40-49	Class III	Pass
0-39*	Fail	Fail
<b>Pass mark</b>	<b>40</b>	<b>40</b>

\* A failure mark of 30-39 is potentially eligible to be compensated (refer to [section 36.1](#))

- 36.2.7 The maximum mark available for the module on successful re-examination is 40 for the final module mark (i.e., a capped pass), except for modules with qualifying marks (refer to [section 36.1.15](#)).

### Integrated Master's Level 7

- 36.2.8 The mark scale for Level 7 modules that form part of an Integrated Master's degree is set out in the table below:

Mark range	Honours Degree (indicative result)
70-100	Class I
60-69	Class II Division i
50-59	Class II Division ii
0-49*	Fail
<b>Pass mark</b>	<b>50</b>

\* Note in Level 7 a failure mark of 45-49 is potentially eligible to be compensated (refer to [section 36.1](#))

- 36.2.9 The maximum mark available for the module on successful re-examination is 50 for the final module mark (i.e., a capped pass), except for modules with qualifying marks (refer to [section 36.1.15](#)).

## Taught postgraduate Level 7 and doctorate Level 8

36.2.10 The mark scale for postgraduate Level 7 and 8 modules is set out in the table below:

Mark range	Taught postgraduate (indicative result)
70-100	Pass with distinction
60-69	Pass with merit
50-59	Pass
0-49*	Fail
<b>Pass mark</b>	<b>50</b>

\* A failure mark of 45-49 is potentially eligible to be compensated (refer to [section 36.1](#))

36.2.11 In the case of Postgraduate Certificate or Diploma programmes from which transfer to a Master's programme is possible, a student is expected to achieve an overall Master's pass mark in a specified number of modules before recommendation for a transfer may be made.

36.2.12 The maximum mark available for the module on successful re-examination is 50 for the final module mark for (i.e., a capped pass), except for modules with qualifying marks (refer to [section 36.1.15](#)).

## Section 37 Scheme A – Undergraduate progression

### 37.1 Compensation requirements

- 37.1.1 The University operates a 'compensation' assessment model for progression and award for students on Assessment Scheme A. Refer to [section 35](#) for clarification regarding which scheme applies to which students.
- 37.1.2 This in general terms means allowing marginal failure in up to 20 credits per level to be 'compensated' by achievement in other modules in the same level. If a student is eligible to compensate a failed module(s) the credit is awarded. Compensation can only be applied after 120 credits for the level have been attempted.
- 37.1.3 Compensation is not available for modules of more than 20 credits in value.

### 37.2 Progression requirements

- 37.2.1 A student progresses from one level of the programme to the next level for which they are enrolled, provided they continue to satisfy the University progression requirements for their programme.
- 37.2.2 Students may not normally progress from one level to the next of a programme of study unless they have satisfactorily completed the previous level.
- 37.2.3 A student cannot progress to the next level of study where a module which is designated as non-compensatable has been failed. Modules designated as non-compensatable for a programme of studies are stated in the programme specification. Students should check with their Programme/Course Lead or Programme Administration and Support Service (PASS) if they are unsure whether modules are non-compensatable.
- 37.2.4 Undergraduate students must successfully achieve 120 credits at each level of their programme of studies for successful progression and award and pass all zero-credit modules that are non-compensatable.
- 37.2.5 Minimum satisfactory completion of an undergraduate level of a programme of study normally requires a student to:

#### Minimum undergraduate progression requirements (Levels 3-6)

Pass at least 100 credits in the level

Obtain a mark between 30-39 for the remaining 20 credits, in order for the credits to be compensated (if eligible to be compensated)

Achieve a credit-weighted level average of at least 40

Pass all modules that are marked on a pass/fail basis

Pass all modules indicated as non-compensatable as stated on the programme specification

Satisfy any additional, specific requirements of the programme of study as specified on the programme specification

## 37.3 Examples of applying compensation rules to undergraduate progression decisions

37.3.1 Refer to [section 40.3.6](#) to view a worked example of how to calculate a credit-weighted average for a level.

37.3.2 **Example 1 – Undergraduate student on a programme where all modules are compensatable**

Module	First Attempt Mark	Grade	Credits	Compensatable (X) or non-compensatable (NC)
Module A	56	P	20	X
Module B	48	P	20	X
Module C	50	P	20	X
Module D	37	R	20	X
Module E	44	P	20	X
Module F	48	P	20	X
CWA =	47	Total passed =	100	

### Progression decision making process

- 100 credits have been passed
- Module D is compensatable and the failure mark of 37 for Module D is in the undergraduate compensatable range (i.e., between 30 and 39)
- The credit-weighted average for the level is 47 which is above the minimum undergraduate mark of 40

**Progression decision:** The student has met the level progression requirements for their programme and can progress without resitting Module D. The grade for Module D will be updated from R (Resit) to PC (Compensated Pass) i.e., 37R will become 37PC. Credit is awarded for the compensated pass giving 120 credits for the level.

37.3.3 **Example 2 – Undergraduate student on a programme where some modules are non-compensatable**

Module	First Attempt Mark	Grade	Credits	Compensatable (X) or non-compensatable (NC)
Module A	56	P	20	X
Module B	48	P	20	X
Module C	50	P	20	NC
Module D	37	R	20	NC
Module E	44	P	20	X
Module F	48	P	20	X
CWA =	47	Total passed =	100	

### Progression decision making process

- 100 credits have been passed
- Module C is non-compensatable and has been passed
- Module D is non-compensatable and has been failed at first attempt – therefore the resit must be taken and passed in order to meet the programme progression requirements
- The credit-weighted average for the level is 47 which is above the minimum undergraduate mark of 40

**Progression decision:** The student must resit Module D. If the student passes the resit, they will receive a capped mark of 40P for the module, and can progress to the next level as all the programme progression requirements have been met. This will raise the level credit-weighted average to 48, and credit is awarded for the resit passed giving 120 credits for the level.

If the student fails the resit, they would not meet the progression requirements. The student may be eligible for a third attempt to redeem the failure (see [section 37.7](#)).

### Example 3 – Undergraduate student on a programme where some modules are compensatable

Module	First Attempt Mark	Grade	Credits	Compensatable (X) or non-compensatable (NC)
Module A	40	P	20	X
Module B	44	P	20	X
Module C	35	R	20	NC
Module D	22	R	20	X
Module E	40	P	20	X
Module F	48	P	20	X
CWA =	38	Total passed =	80	

#### Progression decision making process

- Only 80 credits have been passed
- Module C is non-compensatable and has been failed at first attempt – therefore the resit must be taken and passed in order to meet the programme progression requirements
- Module D is compensatable and has been failed at first attempt – the resit must be taken to raise this to a mark of a minimum mark 30.
- The credit-weighted average for the level is 38 which is below the minimum undergraduate mark of 40

**Progression decision:** The student must resit Module C and Module D.

- If the student passes both resits, they will receive a capped mark of 40P for each module, this would raise the credit-weighted level mark to 42. Credit is awarded for the resits passed giving 120 credits for the level. The student can progress to the next level as all the programme progression requirements have been met.
- If the student passes the resit for Module C and fails Module D with a mark of 35, they would be able to compensate the module mark for Module D as it is in the compensatable range (i.e., 30-39) and the level credit-weighted average would be raised to 41. Credit is awarded for the resit passed for Module C and for the compensated pass for Module D giving 120 credits for the level. Module D will be given a final mark and grade of 35PC. The student would meet the programme progression requirements and can progress to the next level.
- If the student fails the resit for Module C (i.e., with a mark less than 40) they would not meet the progression requirements as this is a non-compensatable module and must be passed. This would apply even if the student passed Module D. The student may be eligible for a third attempt to redeem the 20-credit failure for Module C if Module D was passed (see [section 37.7](#)).
- If the student passes the resit for Module C and fails Module D with a mark of 29 or lower, they would not have achieved a mark in the compensatable range (i.e., 30-39) for Module D and would not meet the progression requirements. The student may be eligible for a third attempt to redeem the failure (see [section 37.7](#)).

## 37.4 Progression from Level 6 to Level 7 on an Integrated Master's Degree

- 37.4.1 A student must meet the higher progression threshold, a credit-weighted average of 50 for Level 6, to continue onto Level 7 on the Integrated Master's Degree.
- 37.4.2 A student who fails to meet the threshold for progression to the Integrated Master's Degree programme will, if eligible, be awarded the relevant Bachelor's Degree as a lower exit award.

## 37.5 Progressing to study abroad

- 37.5.1 Students progressing to a period of study abroad must meet the progression requirements set out in [section 22.2](#) in order to successfully start study abroad.

## 37.6 Conditional progression

- 37.6.1 With approval from the Progress and Award Examination Panel, students may be permitted to conditionally progress to the next level of study with 100 credits. A student progressing with 100 credits must successfully pass all the University progression requirements by an early reassessment deadline in **October**, or within 5 weeks of the progression point for non-standard entry points.
- 37.6.2 In the case of a late result module (designated on the appropriate programme specification, where the result of a first attempt is not known in time for the June SAB or equivalent) students may be permitted to conditionally progress to the next level provided that they have met the conditional progression credit requirements stated above, and successfully pass all the University progression requirements by an early reassessment deadline in October, or within 5 weeks of the progression point for non-standard entry points.
- 37.6.3 A student returning from study abroad may be permitted to progress to the next level of study with credit outstanding where there is a delay in the availability of the marks from a study abroad institution. A student's mark profile and progression decision will be reviewed as soon as all marks are available. Where reassessment is required following the conversion of the marks, returning study abroad students may be given a later reassessment deadline, normally **3 weeks** from approval of an alternative assessment by the School and **5 weeks** from the notification of failure by Registry.
- If a student is required to complete more than 40 credits of reassessment, then the student will either be required to suspend study and complete outstanding reassessments externally, or internally repeat modules for the same level for capped marks, before re-joining the next level if successful.
- 37.6.4 A student on a degree apprenticeship programme or other non-standard entry programme may be permitted to progress to the next level of study with credit outstanding, with their mark profile and progression decision to be reviewed as soon as all marks are available.

## 37.7 Third attempt for progression

- 37.7.1 With approval from the Progress and Award Examination Panel, undergraduate students in Level 3, Level 4 and Level 5 who fail their progression requirement may be permitted a third attempt for a failed module(s), provided the following criteria are met:
- All first and second attempts for all modules for the level have been agreed, and an end of level progression decision can be considered.
  - The student has failed no more than 20 credits, where that failure cannot be compensated, and that if compensated would permit progression to the next level.
  - For a programme with professional body regulations, that a third attempt is permitted. Exemptions are stated on the [programme specification](#).
  - The module is not exempt from third attempts, as stated on the module specification.
- 37.7.2 Third attempts for progression are not available:
- To students whose failure is due to academic misconduct.
  - To students studying freestanding modules for credit.
  - For placement modules
- 37.7.3 Third attempts are not permitted in the final year of study for award of the intended or an exit award.
- 37.7.4 The maximum mark for the module available on reassessment is a capped mark of 40.
- 37.7.5 If a student subsequently fails the third attempt the following applies:
- Level 3 and Level 4 students cannot be offered a programme restart.
  - Level 4 and Level 5 students may be offered the option to repeat the module part time to retrieve failure if the criteria are met (see [section 37.9](#)).

### Timing of third attempt

- 37.7.6 Normally students would conditionally progress to the next level of study in September and must pass the University progression requirements by an early reassessment deadline in October (or within 5 weeks of the progression point for non-standard entry points).
- 37.7.7 Students unable to meet the conditional progression point due to a deferral would normally complete the third attempt as an externally resitting student. If students successfully pass the progression requirement, they will re-join the next level at the beginning of the next entry point (normally September).

## 37.8 Transfers to alternative programmes

- 37.8.1 A student who fails a module that is non-compensatable but has met the University's standard progression requirements may be eligible to transfer to an alternative programme at the end of Level 4 or 5. Where transfer arrangements to an alternative programme exist this is stated within the programme specification.

## 37.9 Repeating modules part time to retrieve failure

- 37.9.1 With approval from the Progress and Award Examination Panel, undergraduate students in Level 4 and Level 5 who fail their progression requirement may be permitted to repeat the study for failed module(s) as a part time student the following year, provided the following criteria are met:
- All first and second attempts for all modules for the level have been agreed, and an end of level progression decision can be considered.
  - The student has failed no more than 40 credits, and that if passed would permit progression to the next level.
  - Any ability to study part time must be in accordance with any external requirements placed on the student by bodies other than the University.
  - The programme, or eligible alternative programme, is available the following year.
  - The student will not exceed their maximum period of study (see Regulation 1.15).
- 37.9.2 Part time repeat study is not available:
- Where an academic misconduct penalty was to terminate enrolment.
  - To students studying freestanding modules for credit.
  - To student-visa holders.
  - If the module is a placement.
- 37.9.3 Modules may be repeated if the failure was due to academic misconduct, provided the criteria above are met and the academic misconduct penalty was not termination of enrolment.
- 37.9.4 Students may not repeat a module that has been passed in order to gain a higher mark.
- 37.9.5 Level 4 students who are eligible to repeat modules may also alternatively be eligible to restart their studies (refer to [section 37.10](#) for eligibility). If a full programme restart option is requested by the student instead of the part time study option all module results for the level are voided and cannot be reinstated at a later date. Teaching and assessments must be repeated for all modules in the level as part of the programme restart.
- 37.9.6 If a Level 4 student fails the level progression requirement following completion of part time study, they are not then subsequently eligible to restart the programme.
- 37.9.7 Students are eligible for an uncapped mark if they successfully pass the repeated module at first attempt. If unsuccessful at first attempt of a repeated module students are eligible for a capped reassessment opportunity.
- 37.9.8 The original module failure marks will be voided and cannot be reverted to at a later date.
- 37.9.9 A 'Change of programme' form is not required, although the Registry will communicate the change of mode of attendance with the student's funding body, which may impact on the funding available.
- 37.9.10 As the level progression requirement has not been met, failed modules are repeated as a part time internal student and cannot be completed concurrently alongside the next level. Students repeating failed modules(s) as a part time student cannot commence study for the next level's modules until the progression requirements are met, with the exception detailed below in [section 37.9.11](#). The next level will commence the following academic year once the failed modules have been successfully repeated, and progression requirements have been met.
- 37.9.11 For students where part time study is not possible (e.g., international students or for students with no extra year's funding remaining), Schools can recommend to the Special Cases Panel that a Level 4 student repeats up to 20 credits alongside completing Level 5. It is expected that this option will only be used where part time study cannot be offered.
- 37.9.1 All teaching and assessment activities must be completed as scheduled whilst repeating modules as a part time internal student. Attendance and engagement will be monitored as normal. It is not the expectation that alternative assessments would be required.

- 37.9.2 Internal repeat fees for tuition will be charged for the repeated study. For further financial guidance contact the [Student Funding Advice Team](#).
- 37.9.3 Where permissible within the specific regulations for a programme of study, as set out in the programme specification, a student may substitute an optional module for an alternative optional module when repeating study part time.
- 37.9.4 The modules to which a student returns to study part time may be different in some respects from their original module. The University may make changes arising from academic review, staff changes, external requirements, or resource constraints (see [section 2.3.2](#)). Where the original module(s) are no longer available the Programme/Course Lead will advise on suitable alternative modules to ensure the level progression requirements are met.

## 37.10 Recommendations to restart a programme

- 37.10.1 A School Assessment Board may recommend to the Progress and Award Examination Panel that a student in their first year of undergraduate study (i.e., in Level 4 or Level 3 where applicable) restarts their programme of study if they have failed their first year and would otherwise have their enrolment terminated. For this to apply:
- Students must still be current (i.e., they have not withdrawn).
  - Students must have failed no more than 60 credits.
  - Students must not have failed the level after previously repeating modules on a part-time basis as detailed in [section 37.9](#).
  - Students who have already successfully progressed to Level 4 from a foundation year (Level 3) cannot be recommended to restart Level 4 as this would not be their first year of study.
  - The student must not have previously restarted an undergraduate programme at the University; students may only 'restart' their studies once.
  - Students who wish to restart on a different programme must seek approval from the new programme team and complete the necessary 'Change of Programme' form.
- 37.10.2 There is no automatic right for undergraduate Degree Apprenticeship students to restart the first year of their programme. As their study is tied with their employment, their employer must be consulted and confirm support for a restart of studies. If a Degree Apprenticeship student is failing their first year, the School should discuss this with the employer and apprentice in advance of the School Assessment Board. If the employer supports a restart and the apprentice agrees then a recommendation to restart their studies would be made by the School Assessment Board (SAB). If the employer does not support a restart, then a recommendation will be made by the SAB to terminate the student's enrolment.
- 37.10.3 There is no automatic right for undergraduate students studying professional programmes with professional, statutory, or regulatory body requirements, to restart the first year of their programme. This applies to Nursing, Occupational Therapy, Physiotherapy and Primary Education. The School Assessment Board (SAB) may make a recommendation for restart for individual students.
- 37.10.4 Following approval at the Progression and Award Examination Panel students are notified of this progression decision. Students are given the opportunity to accept this offer to restart their programme and must respond to accept the offer by the deadline provided. Students who do not respond to accept this offer by the deadline, or students who decline this offer, will have their enrolment terminated in line with their original academic performance.
- 37.10.5 Tuition fees are charged for the repeat year/semester following approval to restart a programme. The student should be advised by the School to seek advice on funding implications from the Student Funding Advice team.
- 37.10.6 Students may be recommended to restart their programme midway through their first year as part of a suspension of studies or an enforced suspension. As part of the suspension of studies application the student should supply a statement of credible commitment to re-engage with study following their return.
- If the student is re-joining the programme at the point where the suspension occurred, repeat teaching and assessment is usually not necessary (e.g., suspending in January and re-joining the following January).
  - If the suspension occurs early in the first semester (defined as before week 7), it would not involve substantial repeat teaching and so it is not considered a restart (e.g., suspending in early November 2021 and returning the following September).

- If the suspension occurred in or after week 7 of the student's first semester, it will involve substantial repeat teaching and it will be considered a restart (e.g., started suspension in January and returning the following September).
- 37.10.7 Where a restart is not offered and the student considers they have justification for poor performance, the School may apply to the Special Cases Panel or the student may appeal via the 'Appeals Policy' (see [section 58](#)).
- 37.10.8 Module marks from previous study may still be shown on the student's transcript. These marks would be shown as voided but these will not be used for progress or award calculations.
- 37.10.9 Information relating to the process for repeating individual modules is detailed in [section 20](#).

## 37.11 Recommendations to repeat study

- 37.11.1 There is no automatic right to repeat a full level of study beyond the restart options above. Students may be eligible to repeat individual modules and the criteria for this are detailed in [section 37.9](#).
- 37.11.2 Repeat study may only be recommended where a student is able to complete their studies within the maximum period of study.
- 37.11.3 In appropriate circumstances, the University may grant a student the right to repeat a level. This decision will usually be made where the student provides evidence that the original period of study was affected by serious exceptional circumstances.
- 37.11.4 Decisions on repeating the level are made either by the Progress or Award Examination Panel through its Special Cases Panel, through the Appeals and Conduct Committee, or by such other mechanism as the University may put in place.
- 37.11.5 The School Assessment Board (SAB) can make a recommendation to the Progress and Award Examination Panel through the Special Cases Panel to vary a decision it would otherwise take in relation to a student's record, on the basis that the student was affected by exceptional circumstances at the relevant time. Evidence of exceptional circumstances is required.
- 37.11.6 The SAB completes the 'Application for Special Cases' form and returns the form with the supporting evidence to the Special Cases Panel. The SAB should clearly state if the level is to be repeated for capped or uncapped marks.
- E: [specialcases@yorks.ac.uk](mailto:specialcases@yorks.ac.uk)
- 37.11.7 The deadline for receipt of paperwork by the Special Cases Panel is detailed in [section 54.4](#).
- 37.11.8 A repeat will only be approved if the student is current, i.e., the record has not been withdrawn or the student's enrolment has not been terminated. In such cases the student would need to follow the 'Appeals Policy' and procedure (see [section 58](#)) The 'Appeals Policy' and procedure requires the student to provide evidence of exceptional circumstances affecting their academic performance up to that point.
- 37.11.9 Tuition fees are charged for the repeat year/semester. The student should be advised by the School to seek advice on funding implications from the Student Funding Advice team.
- 37.11.10 Module marks from previous study may still be shown on the student's transcript. These marks would be shown as voided but these will not be used for progress or award calculations.
- 37.11.11 Information relating to the process for repeating individual modules is detailed in [section 20](#).

## 37.12 Failure to meet progression thresholds

- 37.12.1 A student who is not successful in the final attempt to meet the progression requirements or award requirements of a programme of study after all assessment opportunities have been exhausted will have their enrolment for their enrolment terminated.
- 37.12.2 Subject to the provisions of the relevant programme specifications, students who have not met the progression requirements for an undergraduate award may be deemed to be eligible for an exit award as defined within the programme specification, provided that they have met the requirements of that award. Students who have transferred credit into a university award may not be eligible for an exit award. Further details of the eligibility to use external credit towards an exit award can be found in [section 4.8](#). A student who has been granted an exit award in such circumstances and has exhausted all assessment opportunities as specified in the [University Regulations](#) is not normally permitted to progress to a further attempt at the higher award.
- 37.12.3 Students should note that there are strict **time limits on making appeals**. Students have **20 working days from the publication of results** to submit their appeal. Details of the 'Appeals Procedure' can be found in [section 58](#). The Students' Union can also offer advice and support. Information is available on the [Students' Union page](#).

## 37.13 Progression outcome summary

37.13.1 The following table outlines the progression outcomes for undergraduate programmes:

Progression decision	Description
<b>Progress</b>	A student has passed 120 credits at the current level of study and may progress to the next level.
<b>Progress through compensation of failure</b>	A student has passed 100 credits at the current level of study, has met the criteria for compensating the failure in the remaining 20 credits and may progress to the next level without reassessment.
<b>Resit / Reassessment</b>	A student has not satisfied the progression criteria for the level of study due to academic failure and is required to complete reassessment(s) in the resit period.
<b>Sit / Deferral</b>	A student has not satisfied the progression criteria for the level of study due to approved exceptional circumstances for a first attempt and is required to complete the outstanding assessment(s) in the resit period.
<b>External resit (without residence)</b>	A student has not satisfied the progression criteria for the level of study due to academic failure and is required to complete the outstanding assessment(s) externally during the following academic year with the intention of re-joining the next level of study if successful after the following academic year.
<b>Part time repeat module study</b>	A student has failed up to 40 credits of study at Level 4 or Level 5 and is required to study these modules on a part time basis to meet progression requirements. Refer to <a href="#">section 37.9</a> for full details.
<b>Conditional progression</b>	A student has not satisfied the progression criteria for the level of study due to outstanding first attempt assessment(s) or reassessment(s) but has met the conditional progression requirement to provisionally proceed to the next level. Refer to <a href="#">section 37.6</a> for full details.
<b>Third attempt for progression</b>	A student has not satisfied the progression criteria for Level 3, Level 4 or Level 5 of study due to academic failure and meets the criteria to be offer a third attempt for the failed module(s). The student and is required to complete reassessment(s) in the designated resit period. This may also involve conditional progression or external resit (without residence). Refer to <a href="#">section 37.7</a> for full details.
<b>Transfer</b>	A student has not satisfied the programme-specific progression criteria for the level but has met criteria detailed in the programme specification to transfer to an alternative programme, and the student has met the standard university progression level criteria.  Or the student has satisfied the progression criteria for the level of study and is permitted to transfer to another programme at the same level.
<b>Restart</b>	A student has failed up to 60 credits in their first year of study at Level 3 or Level 4 of study due to academic failure, and meets the criteria to be offered a programme restart. The student may restart the same level on the same, or a different programme (requires change of programme approval). Refer to <a href="#">section 37.10</a> for full details
<b>Hold</b>	A student has not satisfied the progression criteria for the level of study as marks are not available e.g., due to an academic misconduct investigation.
<b>Termination of enrolment</b>	A student has exhausted all reassessment opportunities and their enrolment on the programme of studies is terminated, or they will be unable to progress even if they are given resit opportunities due to early failure in a module.

37.13.2 Progression codes used within the records system can be referred to in [Appendix B](#).

## 37.14 Progression from a Foundation Degree to an Honours Degree

- 37.14.1 A student who has successfully met the requirements for a Foundation Degree or other undergraduate award at York St John University, completing all assessments as prescribed within the regulations, may subsequently be permitted to progress to a higher-level award notwithstanding Undergraduate [Regulation 2.14](#) and [section 40.5.3](#).

## 37.15 Notification of progression results

- 37.15.1 Progression and module results will be confirmed after the meeting of the Progress and Award Examination Panel.
- 37.15.2 Registry will notify all students by email that their results are available.
- 37.15.3 Where progression is possible through compensation this will be automatically applied and the grade for the module(s) will reflect that it has been passed through compensation by a grade of PC. Students wishing to complete the reassessment for a compensated failure must contact the Assessment team in Registry by the deadline stated in their communication.
- 37.15.4 Students with module failures will be notified of the requirements for reassessment following the Progress and Award Examination Panel. Students who have queries about their reassessment requirements are advised to contact their Programme/Course Lead directly. For more information, please visit the [School Contact Us page](#).
- 37.15.5 It is the student's responsibility to ensure they check their results through e:Vision to ensure they are aware of reassessment opportunities.
- 37.15.6 Information setting out reassessment requirements for modules will be provided by the School and is normally available on Moodle. For formal centrally organised examinations further information is provided on our [Examination page](#). Students should contact the Programme Administration and Support Service (PASS) should they need more details and students with resit examinations will receive an email notification about the timetable.
- 37.15.7 The procedure to be followed for notification of results in relation to programmes delivered by a validated partner organisation (validated provision) or by a franchise partner organisation (franchise provision) will be set out in the programme documentation provided by the validated partner.

## Section 38 Scheme A – Postgraduate and graduate progression

### 38.1 Progression

- 38.1.1 Postgraduate and graduate programmes are not normally subject to progression requirements. In those cases where a progression requirement has been approved for a programme, the progression rule is stated in the programme specification.
- 38.1.2 As postgraduate and graduate study is completed at a single stage compensation can only be applied, if necessary, once all the modules have been completed for the programme, with the exception of those programmes with additional progression points as stated in the programme specification.
- 38.1.3 Postgraduate students in Level 7 and Level 8 who fail their progression requirement are not permitted a third attempt for a failed module(s), unless approval is granted by the Special Cases Panel or the Appeals and Conduct Committee.

### 38.2 Recommendations to repeat study

- 38.2.1 There is no automatic right to repeat study for postgraduate or graduate programmes of study.
- 38.2.2 Repeat study may only be recommended where a student is able to complete their studies within the maximum period of study.
- 38.2.3 In appropriate circumstances, the University may grant a postgraduate or graduate student the right to repeat study. This decision will usually be made where the student provides evidence that the original period of study was affected by serious exceptional circumstances.
- 38.2.4 Decisions on repeating the study are made either by the Progress and Award Examinations Panel (PAEP) through its Special Cases Panel, through the Appeals and Conduct Committee, or by such other mechanism as the University may put in place.
- 38.2.5 The School Assessment Board (SAB) can make a recommendation to PAEP to vary a decision it would otherwise take in relation to a student's record, on the basis that the student was affected by exceptional circumstances at the relevant time. Evidence of exceptional circumstances is required.
- 38.2.6 The SAB completes the 'Application for Special Cases' form and returns the form with the supporting evidence to the Special Cases Panel. The SAB should clearly state if the level is to be repeated for capped or uncapped marks.
- E: [specialcases@york.ac.uk](mailto:specialcases@york.ac.uk)
- 38.2.7 The deadline for receipt of paperwork by the Special Cases Panel is detailed in [section 53.4](#).
- 38.2.8 A repeat will only be approved if the student is current, i.e., the record has not been withdrawn or the student's enrolment has not been terminated. In such cases the student would need to follow the 'Appeals Policy' and procedure. The 'Appeals Policy' and procedure requires the student to provide evidence of exceptional circumstances affecting their academic performance up to that point (see [section 58](#)).
- 38.2.9 Tuition fees are charged for the repeat study. The student should be advised by the School to seek advice on funding implications from the Student Funding Advice team.
- 38.2.10 Module marks from previous study may still be shown on the student's transcript. These marks would be shown as voided but these will not be used for progress or award calculations.
- 38.2.11 Information relating to the process for repeating individual modules is detailed in [section 20](#).

## Section 39 Scheme A – Reassessment

### 39.1 Expectations

39.1.1 Reassessments will usually be reworked first assessments rather than new assessments, except where:

- A student has been found culpable of academic misconduct.
- The assessment was an examination.
- The assessment is a multiple-choice assessment.
- A Professional, statutory and regulatory body (PSRB) requires a new assessment to be used.

39.1.2 Students may not resit an assessment on a module that has been passed in order to gain a higher mark.

39.1.3 Students may elect to complete the reassessment for a failed assessment on a module that has received a compensatable pass grade at first attempt in order to gain a capped pass mark. Student wishing to do so must contact the Assessment team in Registry by the deadline communicated to them with their results notification.

39.1.4 Information relating to eligibility for third attempt reassessments is found in [section 37.7](#).

39.1.5 Module reassessment information is published on the relevant Moodle page. Reassessment information for programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.

39.1.6 Resits are normally undertaken in the next reassessment period, except for formal examinations which are undertaken at the next available opportunity.

For example, the reassessment attempt for a module taken in Semester 1 is normally in the Easter vacation and for Semester 2 modules in the reassessment period in the summer vacation. Except for examinations, and within the confines set by the Academic Registrar's deadline, deadlines for individual assessments are the responsibility of and set by the School, though the standard deadline set by Registry is typically used.

39.1.7 The School has the discretion to schedule resits for Occupational Therapy and Physiotherapy programmes in the Semester 2 resit period rather than the next consecutive resit period, due to placement timings.

39.1.8 Students must be available for resit opportunities as scheduled. Students must attend resits (such as examinations, practical demonstrations, presentations, performances) at the designated campus location on the scheduled date and must meet resit deadlines for handing in assessments.

39.1.9 Any assessments or reassessments to be taken to meet conditional progression requirements are usually scheduled to take place by the conditional progression deadline stated in the [Examination and Assessment Schedule](#) or a deadline will be determined by the Progress and Award Examination Panel.

39.1.10 Third attempt reassessment to be taken to meet undergraduate conditional progression requirements are usually scheduled to take place by the conditional progression deadline stated in the Examination and Assessment Schedule or a deadline will be determined by the Progress and Award Examination Panel.

39.1.11 It is expected that all Semester 1 deferred examinations will be completed by the April re-examination period and all Semester 2 deferred examinations by August re-examination period.

If a student's enrolment is terminated outstanding reassessment attempts that are due to be resubmitted or reassessed after this date are no longer required and will not be processed post-termination of enrolment.

39.1.12 If a student is asked to submit a new piece of work for the reassessment, and then submits exactly the same piece of original work for reassessment, this would be classed as self-plagiarism and would be academic misconduct (refer to [section 24](#)).

If the student is asked to rework the original submission for the reassessment and they submit the same piece of work, the same mark stands as it would be of no greater or lesser quality than the work they submitted the first time. This would therefore receive the same failure mark as the original.

### 39.2 Rules for Level 6 reassessment

39.2.1 It may not be possible to improve a degree classification by resitting a module providing the minimum requirements for award are already met, so final level students are advised to consult their Programme/Course Lead about resits.

39.2.2 If a Level 6 student has been recommended for award but wishes to resit the assessment for a Level 6 module failed at first attempt, even if it will not improve their degree classification, they must notify Registry within **2 weeks** of notification of award so arrangements can be made. The award would then be rescinded until the outcome of the reassessment is known.

- E: [results@yorks.ac.uk](mailto:results@yorks.ac.uk)

39.2.3 If a Level 6 student needs to undertake resits then it may be possible to stagger their resubmission deadlines under certain circumstances and the student will be provided with information regarding this at the time that their results are confirmed (refer to following table).

### 39.3 Protocol for staggering Level 6 reassessment deadlines

Credit failure	Protocol and example
<b>Failure of up to 40 credits</b>	<p>Students with Level 6 first attempt fails of up to 40 credits should be offered a reassessment opportunity in the next resit period.</p> <p>Example: A student fails 40 credits in Semester 1 and resits at Easter, and then fails a further 40 credits in Semester 2 and resits in August.</p>
<b>Failure of 60 credits in first semester</b>	<p>Where a student fails 60 credits in Semester 1, it is acknowledged that completing all resits and the work for Semester 2 would be too demanding and may be detrimental to the student's chances of success. In such cases, the SAB may identify 40 credits for resubmission in the normal resit period and an extended deadline for 20 credits into the next resit period normally in August (this may differ for non-standard entry programmes).</p> <p>The SAB would make a decision taking account of programme requirements in respect of non-compensatable modules; marks that are near the pass mark; the <a href="#">University Regulations</a>; and take a decision at the SAB.</p> <p>Registry will issue an email with the details and deadlines of staggered resits.</p> <p>Example: A student fails 60 credits in Semester 1 and resits 40 credits at Easter, and the further 20 credits in August</p>
<b>Failure of 60 credits in second semester</b>	<p>Where a student fails 60 credits in Semester 2 or has outstanding resits from Semester 1 and has additional fails in Semester 2 which total more than 60 credits, it is highly likely that completing resits and the work for Semester 2 would be detrimental to the student's chances of success. In such cases, the SAB may identify 40 credits for resubmission in the normal resit period and an extended deadline for credits to the Academic Registrar's deadline in January.</p> <p>The SAB would take account of programme requirements in respect of non-compensatable modules, marks that are near the pass mark, the <a href="#">University Regulations</a> and take a decision at the SAB.</p> <p>Example: A student already has 20 credits from Semester 1 to resit in August and fails a further 40 credits in Semester 2 – student completes 20 credits from Semester 1 and 2 (40 credits in total) in August, and 20 credits from Semester 2 in January</p>
<b>External resits</b>	<p>Where the SAB considers that it would not be in the student's best interests to take resits while completing new modules in Semester 2, the SAB may advise the student to suspend their studies at the end of Semester 1 and to take <b>external resits</b>, which will normally be completed by January of the following academic year before recommencing study for Semester 2. A student may choose to submit for the August deadline, but they are reminded that they do so at their own risk, and they will not be able to appeal or submit exceptional circumstances because of insufficient time.</p>
<b>Programmes delivered on a termly or non-standard entry basis</b>	<p>Programmes not delivered in semesters should be discussed with the Assessment team in Registry.</p>

## 39.4 Reassessment and repeat fees

- 39.4.1 A charge applies for the reassessment for a teaching placement; this should be checked with Finance, and payments made directly to them.
- 39.4.2 Tuition fees are charged in relation to repeating a module either in full, or where at least half the tuition for the module is repeated.

## 39.5 Student support for reassessments

- 39.5.1 Students resitting assessments will not normally be entitled to academic advice and guidance on their reassessments unless they have collected or made formal arrangements to receive written tutor feedback on their original assignments. Schools will contact students about resit arrangements, but for students who are considered as an external student for the module they are resitting, the extent of the academic advice in these circumstances is limited.

## 39.6 Repeating a module

- 39.6.1 Repeating a module involves attending classes and tutorials and receiving the full range of academic guidance as well as resubmitting assessments. Details of the cost of repeating a module are found on our [Reassessment page](#). Fees are subject to change annually. Refer to [section 20](#) for full details.

## 39.7 Placement years and years in industry

- 39.7.1 Year-long placements and years in industry are marked on a pass/fail basis. A placement year or a year in industry are zero-weighted in the overall degree classification.
- 39.7.2 Where the placement is an approved component of the programme of study, as stated within the programme specification, whether the placement is passed or failed would be reflected in the final programme title awarded.

Note: University placement year opportunities that are optional for students on some programmes but do not form an integral part of the programme of study and not reflected in the programme title awarded.

- 39.7.3 Reassessment opportunities in relation to work placements are not normally available.

## Section 40 Scheme A – Undergraduate, graduate and foundation awards

### 40.1 Eligibility for award

- 40.1.1 Students are eligible for an undergraduate/graduate award when they have:
- Fulfilled specified enrolment requirements, including the payment of relevant fees.
  - Attempted the assessment for all modules specified for the programme of study in the programme specification.
  - Been awarded the required credits at the appropriate level.
  - Fulfilled any additional requirements as specified in the programme specification, and in particular must have passed all modules designated as compulsory for award.
  - Achieved a classification average, determined across all modules contributing to award, calculated in accordance with the classification rules.
  - For the award of Integrated Master's or Bachelor's Degrees with Honours, the classification average must be at least the classification average for the Class 3 Honours Degree.
- 40.1.2 A student enrolled on a programme that confers professional status who does not meet the requirements of the intended award may nonetheless be eligible for a non-professional award. This would be detailed in the programme specification.
- 40.1.3 Students who have not achieved sufficient credit or the necessary standard for the award may be considered for the exit award as detailed on the relevant programme specification.

### 40.2 Credit requirements for award

- 40.2.1 Credit requirements for undergraduate, graduate and foundation programmes are set out in the table below. These will be used in conjunction with programme specific rules detailed on the programme specification, for example, where modules must be passed and cannot be compensated. Modules indicated as non-compensatable in the programme specification cannot be compensated for a lower exit award. Exit awards may only be awarded where stated on the programme specification.

Further details of the eligibility to use external credit towards an exit award can be found in [section 4.8](#).

Modules identified as non-compensatable on programme specifications cannot be compensated to obtain exit awards.

Award	Credits taken	Credit requirement for award
<b>Integrated Master's Degree with Honours</b>	480	<ul style="list-style-type: none"> <li>Awarded 480 credits</li> <li>Including at least 120 credits at each of Levels 4, 5, 6 and 7</li> <li>Where eligible, a minimum mark of 30 must be achieved for any failed credit at each of Levels 4, 5, and 6 for the failure to be compensated (to a maximum of 20 credits per level)</li> <li>Where eligible, a minimum mark of 45 must be achieved for any failed credit at Level 7 for the failure to be compensated (to a maximum of 20 credits per level)</li> <li>No more than 240 external credits at Levels 4 and 5</li> </ul>
<b>Graduate Diploma</b>	120	<ul style="list-style-type: none"> <li>Awarded 120 credits at Levels 5 and 6</li> <li>Including at least 80 credits at Level 6</li> <li>Where eligible, a minimum mark of 30 must be achieved for any failed credit to be compensated (to a maximum of 20 credits)</li> <li><i>Credits cannot be compensated to contribute to this as an exit award</i></li> <li>No more than 60 external credits at Level 5 and 6</li> </ul>

Award	Credits taken	Credit requirement for award
<b>Professional Graduate Certificate in Education (exit award)</b>	60	<ul style="list-style-type: none"> <li>• Awarded 60 credits at Level 6</li> <li>• Including passing all placement modules</li> <li>• <i>Credits cannot be compensated to contribute to this as an exit award</i></li> <li>• No external credits can contribute to this as an exit award</li> </ul>
<b>Graduate Certificate</b>	60	<ul style="list-style-type: none"> <li>• Awarded 60 credits at Levels 5 and 6</li> <li>• Including at least 40 credits at Level 6</li> <li>• <i>Credits cannot be compensated to contribute to this as an intended or exit award</i></li> <li>• No more than 30 external credits at Level 5 and 6</li> </ul>
<b>Bachelor's Degree with Honours</b>	360	<ul style="list-style-type: none"> <li>• Awarded 360 credits</li> <li>• Including 120 credits at each of Levels 4, 5 and 6</li> <li>• Where eligible, a minimum mark of 30 must be achieved for any failed credit at each level for the failure to be compensated (to a maximum of 20 credits per level)</li> <li>• No more than 240 external credits at Levels 4 and 5</li> </ul>
<b>Ordinary Degree of Bachelor (exit award)</b>	300	<ul style="list-style-type: none"> <li>• Awarded 300 credits</li> <li>• Including at least 120 credits at each of Levels 4 and 5 and at least 60 credits at Level 6</li> <li>• Where eligible, a minimum mark of 30 must be achieved for any failed credit at Levels 4 and 5 for the failure to be compensated (to a maximum of 20 credits per level)</li> <li>• <i>Credits cannot be compensated at Level 6 to contribute to this as an exit award</i></li> <li>• No more than 200 external credits at Levels 4 and 5. Students entering Level 6 with 240 external credits cannot achieve this as an exit award.</li> </ul>
<b>Foundation Degree</b>	240	<ul style="list-style-type: none"> <li>• Awarded 240 credits</li> <li>• Including 120 credits at each of Levels 4 and 5</li> <li>• Where eligible, a minimum mark of 30 must be achieved for any failed credit at each level for the failure to be compensated (up to a maximum of 20 credits per level)</li> <li>• No more than 120 external credits at Level 4</li> </ul>
<b>Diploma of Higher Education (exit award)</b>	240	<ul style="list-style-type: none"> <li>• Awarded 240 credits</li> <li>• Including 120 credits at each of Levels 4 and 5</li> <li>• Where eligible, a minimum mark of 30 must be achieved for any failed credit to be compensated (up to a maximum of 20 credit per level)</li> <li>• No more than 120 external credits at Level 4</li> </ul>
<b>Certificate of Higher Education (exit award)</b>	120	<ul style="list-style-type: none"> <li>• Awarded 120 credits at Level 4</li> <li>• Where eligible, a minimum mark of 30 must be achieved for any failed credit to be compensated (up to a maximum of 20 credit per level)</li> <li>• No more than 60 external credits at Level 4</li> </ul>
<b>University Diploma</b>	60	<ul style="list-style-type: none"> <li>• Awarded 60 credits at Levels 4 and 5</li> <li>• Including at least 40 credits at Level 5</li> <li>• <i>Credit cannot be compensated to contribute to this award</i></li> <li>• No external credits can contribute to this award</li> </ul>

Award	Credits taken	Credit requirement for award
University Certificate	40	<ul style="list-style-type: none"> <li>Awarded 40 credits at Level 4</li> <li><i>Credit cannot be compensated to contribute to this award</i></li> <li>No external credits can contribute to this award</li> </ul>
Foundation Certificate – International	120	<ul style="list-style-type: none"> <li>Awarded 120 credits at Level 3</li> <li><i>Credit cannot be compensated to contribute to this award</i></li> <li>No external credits can contribute to this award</li> </ul>
Foundation Certificate (exit award)	40	<ul style="list-style-type: none"> <li>Awarded 40 credits at Level 3</li> <li><i>Credit cannot be compensated to contribute to this award</i></li> <li>No external credits can contribute to this award</li> </ul>

\* Additional criteria for award may be specified in the [programme specification](#).

## 40.3 Undergraduate, graduate and foundation award mark calculations

40.3.1 Classification depends on the performance of the student in modules contributing to the award. It is calculated on the basis of a credit-weighted average of marks across an award, unless otherwise specified in the programme specification.

40.3.2 Integrated Master's and Bachelor's Degrees with Honours are classified as follows:

Classification	Overall weighted mark
Class I	70 or above
Class II Division i	60-69
Class II Division ii	50-59
Class III	40-49
Fail	0-39

40.3.3 The **Ordinary degree of Bachelor** is not given a classification and is awarded with a 'pass' based on credit accumulation.

40.3.4 Undergraduate awards other than Honours Degrees, including Foundation Degrees, Foundation Certificates, and graduate awards may be pass/fail awards or may be awarded with merit or distinction\*, as follows:

Award	Overall weighted mark
Distinction	70 or above
Merit	60-69
Pass	40-59
Fail	0-39

\* In exceptional cases where specified in a programme specification, the award classification may vary from the standard classifications

### Classification calculation method

- 40.3.5 Level 4 (and Level 3 if applicable) marks are excluded from the classification calculation for Integrated Master's and Bachelor's programmes.
- 40.3.6 Level credit-weighted averages are calculated and rounded to 2 decimal places.
- 40.3.7 2 award mark calculations are made using different level-weightings with the exception of graduate programmes which are a single level. The student is entitled to the better of the results to determine the class to be awarded.

Programme	Calculation 1	Calculation 2
Integrated Master's	Uses equal weightings of the final 3 levels (Levels 5, 6 and 7)	Uses a double weighting of the final 2 levels (Levels 6 and 7) and a single weighting of the second level (Level 5)
	<i>Direct entrants to Level 6</i> Uses equal weightings of the final 3 levels (Levels 6 and 7)	<i>Direct entrants to Level 6</i> Uses a double weighting of the final 2 levels (Levels 6 and 7)
Bachelor's	Uses equal weightings of the final 2 levels (Levels 5 and 6)	Uses a double weighting of the final level (Level 6) and a single weighting of the second level (Level 5)
Foundation Degree	Uses equal weightings of both levels (Levels 4 and 5)	Uses a double weighting of the final level (Level 5) and a single weighting of the first level (Level 4)
Foundation Certificate	The award mark is calculated using the credit-weighted average for all modules	Not applicable
Graduate	The award mark is calculated using the credit-weighted average for all modules	Not applicable

- 40.3.8 Only results obtained from York St John University will be used to calculate degree classifications (refer to [section 4.7](#)).
- 40.3.9 Where an Integrated Master's student is awarded a Bachelor's degree as a lower exit award marks from Level 7 modules are not included in the Bachelor's degree calculation.
- 40.3.10 Exceptions to these arrangements will have been agreed by the Quality and Standards Committee for specific programmes or individuals and normally require classification based on final-level modules only, for example, through direct entry to Level 6 study through recognition of prior learning (RPL) or to a top-up degree.

### Calculating credit-weighted averages for a level

- 40.3.11 To calculate a credit-weighted average for a level:
- Calculate the credit-weighted average for each level separately.
  - List the final module marks and the module credit values for the level (columns B and C in the Example 1 below).
  - Multiply each module mark by the module's credit value and enter that into column D. This gives the credit-weighted mark for each module.
    - Note that failure marks must also be included in this calculation – the failure mark is multiplied by the credit value for the module in the normal manner.
  - Total the number of credits in column C **excluding the credits for pass/fail modules**.
    - This is normally 120, but in some cases, it may be 100 or 110 if there is a pass/fail module or a module reflecting external credit with no numeric mark – refer to Example 2 below.
  - Total the weighted marks for all modules in the level (column E, Example 1 = 7,740).
  - Then divide total weighted marks by the total number of credits.
  - This gives a credit-weighted average mark **for the level**.
  - In Example 1 below the credit-weighted average for the level is 64.5

- i) Weighting the module marks in this way gives greater emphasis to the marks for the larger modules.

**Example 1: Worked example for 120 credits in Level 5**

A Modules for Level 5	B Mark	C Credit	Mark x Credit	D Weighted mark
Module A	44	10	44 x 10 =	440
Module B	55	20	55 x 20 =	1,100
Module C	44	10	44 x 10 =	440
Module D	66	40	66 x 40 =	2,640
Module E	78	40	78 x 40 =	3,120
<b>Total</b>		<b>120</b>		<b>7,740</b>

Credit-weighted average calculation for Level 5	
Total weighted mark / Total credits	
$7,740 \div 120$	64.50

**Example 2: Worked example for 120 credits in Level 5 where 10 credits are marked on a pass/fail basis**

A Modules for Level 5	B Mark	C Credit	Mark x Credit	D Weighted mark
Module A	44	10	44 x 10 =	440
Module B	55	20	55 x 20 =	1,100
Module C	Pass	(10)	N/A	
Module D	66	40	66 x 40 =	2,640
Module E	78	40	78 x 40 =	3,120
<b>Total</b>		<b>110</b>		<b>7,300</b>

Credit-weighted average calculation for Level 5	
Total weighted mark / Total credits	
$7,300 \div 110$	66.36

**Calculating a credit-weighted average for a Bachelor's Degree classification**

40.3.12 To calculate a degree award mark and classification

- Follow the instructions in the section above to calculate the **Level 5 credit-weighted average**
- Follow the instructions in the section above to calculate a separate **Level 6 credit-weighted average**
- 2 further calculations now need to be made to calculate the level-weighted average marks
- Calculation 1:
  - For the first award calculation (**Award calculation 1**) add the Level 5 and Level 6 credit-weighted averages together
  - Then divide this total by 2
  - This calculates an award level-weighted average (**Award calculation 1**) with a ratio of 1:1 (i.e., equal weighting for each level)
- Calculation 2:
  - For the second award calculation (**Award calculation 2**) it is necessary to double-weight Level 6 so that this contributes more in the degree classification calculation
  - To calculate **Award calculation 2** – add the Level 5 credit-weighted average to the Level 6 credit-weighted average, and then add the Level 6 credit-weighted average again to this total
  - Then divide this total by 3
  - This calculates an award level-weighted average (**Award calculation 2**) with a ratio of 1:2 (i.e., Level 6 is weighted twice as much as Level 5)

**Example 3: Calculating a credit-weighted average for a Bachelor’s Degree classification**

Example values – Bachelor’s Degree	CWA level mark
Level 5 credit-weighted average (L5 CWA)	55.23
Level 6 credit-weighted average (L6 CWA)	68.66

Calculation method Bachelor’s Degree		Example calculation	Award mark
Calculation 1 (level ratio 1:1)	$(L5\ CWA + L6\ CWA) \div 2$	$(55.23 + 68.658) \div 2 =$	61.94
Calculation 2 (level ratio 1:2)	$(L5\ CWA + L6\ CWA + L6\ CWA) \div 3$	$(55.23 + 68.658 + 68.66) \div 3 =$	64.18
The final weighted award mark is the higher result from the 2 calculations			64.18

**Example 4: Calculating a credit-weighted average for an Integrated Master’s Degree classification**

40.3.13 Following the method outlined in [section 40.3.6](#) calculate the Level 5, Level 6 and Level 7 credit-weighted averages.

Example values – Integrated Masters	CWA level mark
Level 5 credit-weighted average (L5 CWA)	69.12
Level 6 credit-weighted average (L6 CWA)	75.01
Level 7 credit-weighted average (L7 CWA)	70.25

Calculation method Integrated Masters		Example calculation	Award mark
Calculation 1 (level ratio 1:1:1)	$(L5\ CWA + L6\ CWA + L7\ CWA) \div 3$	$(69.12 + 75.01 + 70.25) \div 3 =$	71.46
Calculation 2 (level ratio 1:2:2)	$(L5\ CWA + L6\ CWA + L6\ CWA + L7\ CWA + L7\ CWA) \div 5$	$(69.12 + 75.01 + 75.01 + 70.25 + 70.25) \div 5 =$	71.93
The final weighted award mark is the higher result from the 2 calculations			71.93

**Example 5: Calculating a credit-weighted average for a Foundation Degree classification**

40.3.14 Following the method outlined in [section 40.3.6](#) above calculate the Level 4 and Level 5 credit-weighted averages.

Example values – Foundation Degree	CWA level mark
Level 4 credit-weighted average (L4 CWA)	59.52
Level 5 credit-weighted average (L5 CWA)	65.37

Calculation method Foundation Degree		Example calculation	Award mark
Calculation 1 (level ratio 1:1)	$(L4\ CWA + L5\ CWA) \div 2$	$(59.52 + 65.37) \div 2 =$	62.45
Calculation 2 (level ratio 1:2)	$(L4\ CWA + L5\ CWA + L5\ CWA) \div 3$	$(59.52 + 65.37 + 65.37) \div 3 =$	63.42
The final weighted award mark is the higher result from the 2 calculations			63.42

## 40.4 Undergraduate classifications thresholds

- 40.4.1 Classification credit and level weighted average marks are rounded to 2 decimal places. If a student's overall credit and level weighted average falls above the **classification threshold**, the Progress and Award Examination Panel awards the higher classification. The thresholds for Integrated Masters' and Bachelors' Degrees with Honours are as follows:

Classification	Overall weighted mark classification threshold
Class I	69.50
Class II Division i	59.50
Class II Division ii	49.50
Class III*	39.50

- 40.4.2 The thresholds for graduate awards, Foundation Degrees, Foundation Certificates and other non-Honours undergraduate awards are as follows:

Award	Overall weighted mark classification threshold
Distinction	69.50
Merit	59.50
Pass	39.50

## 40.5 Failure to meet award thresholds

- 40.5.1 A student who is not successful in the final attempt to meet the award requirements of a programme of study after all assessment opportunities have been exhausted will have their enrolment for their programme of studies terminated.
- 40.5.2 Third attempts are not permitted for a failed module(s) in the final year of the intended award, unless approval is granted by the Special Cases Panel or the Appeals and Conduct Committee. This applies to all levels 3 to 6.
- 40.5.3 Subject to the provisions of the relevant programme specifications, students who have not met the progression requirements for an award may be deemed to be eligible for an exit award as defined within the programme specification, provided that they have met the requirements of that award. A student who has been granted an exit award in such circumstances and has exhausted all assessment opportunities as specified in the [University Regulations](#) is not normally permitted to progress to a further attempt at the higher award.
- 40.5.4 There is no automatic right to repeat the final level of an undergraduate programme of study. In exceptional circumstances this may be permitted. For the process to be followed refer to [section 37.11](#).
- 40.5.5 Students should note that there are strict **time limits on making appeals**. Students have **20 working days from the publication of results** to submit their appeal. Details of the 'Appeals Procedure' can be found in [section 58](#). The Students' Union can also offer advice and support. Information is available on the [Students' Union page](#).

## Section 41 Scheme A – Postgraduate award

### 41.1 Eligibility for award

- 41.1.1 Students are eligible for a postgraduate award when they have:
- Fulfilled specified enrolment requirements, including the payment of relevant fees.
  - Attempted the assessment for all modules specified for the programme of study in the programme specification.
  - Been awarded the required credits at the appropriate level.
  - Fulfilled any additional requirements as specified in the programme specification, and in particular must have passed all modules designated as non-compensatable.
  - Achieved a classification average, determined across all modules contributing to award, calculated in accordance with the classification rules.
  - For the award of a Master's Degree, the classification average must be at least the classification average for a pass.
- 41.1.2 A student enrolled on a programme that confers professional status who does not meet the requirements of the intended award may nonetheless be eligible for a non-professional award. This would be detailed in the programme specification.
- 41.1.3 Students who have not achieved sufficient credit or the necessary standard for the award may be considered for the exit award as detailed on the relevant programme specification.

### 41.2 Credit requirements for award

- 41.2.1 Credit requirements for taught postgraduate programmes are set out in the table below. These will be used in conjunction with programme specific rules detailed on the programme specification, for example, where modules must be passed and cannot be compensated. Modules indicated as non-compensatable in the programme specification cannot be compensated for a lower exit award. Exit awards may only be awarded where stated on the programme specification.

Further details of the eligibility to use external credit towards an exit award can be found in [section 4.8](#).

Award	Credits taken	Credit requirement for award
<b>Professional Doctorate/ Doctor of Education</b>	180	<ul style="list-style-type: none"> <li>Passed 180 credits at Level 8 (Part 1) – successful completion allows progression to the research stage (Part 2) to be considered by the Transfer Panel set up under the Research Degree Regulation.</li> <li>Credits cannot be compensated to contribute to this award</li> <li>No more than 90 external credits at Level 8</li> </ul>
<b>Doctorate of Counselling Psychology</b>	540	<ul style="list-style-type: none"> <li>Passed 540 credits at Level 8</li> <li>Credits cannot be compensated to contribute to this award</li> <li>No more than 180 external credits at Level 8</li> </ul>
<b>Master's in Fine Art (School of Arts)</b>	240	<ul style="list-style-type: none"> <li>Awarded 240 credits at Level 7</li> <li>Credits cannot be compensated to contribute to this award</li> <li>No more than 160 external credits at Level 7 or above</li> </ul>
<b>Master's Degree</b>	180	<ul style="list-style-type: none"> <li>Awarded 180 credits at Level 7</li> <li>Where eligible, a minimum mark of 45 must be achieved for any failed credit to be compensated (up to a maximum of 30 credits)</li> <li>No more than 120 external credits at Level 7 or above</li> </ul>

Award	Credits taken	Credit requirement for award
Postgraduate Diploma	120	<ul style="list-style-type: none"> <li>Awarded 120 credits at Level 7</li> <li>Where eligible, a minimum mark of 45 must be achieved for any failed credit to be compensated (up to a maximum of 30 credits)</li> <li><i>Credits can be compensated to contribute to this as an exit award</i></li> <li><i>Credits from a dissertation or research project cannot be used to contribute towards this as an exit award</i></li> <li>No more than 80 external credits at Level 7 or above</li> </ul>
Postgraduate Certificate in Education	60	<ul style="list-style-type: none"> <li>Awarded 60 credits at Level 7</li> <li><i>Credits cannot be compensated to contribute to this award</i></li> <li>No external credit</li> </ul>
Postgraduate Certificate	60	<ul style="list-style-type: none"> <li>Awarded 60 credits at Level 7</li> <li>Credits cannot be compensated to contribute to this award</li> <li><i>Credits cannot be compensated to contribute to this as an exit award</i></li> <li><i>Credits from a dissertation or research project cannot be used to contribute towards this as an exit award</i></li> <li>No more than 40 external credits at Level 7 or above</li> </ul>

\* Additional criteria for award may be specified in the [programme specification](#).

### 41.3 Postgraduate award mark calculations

41.3.1 Classification depends on the performance of the student in modules contributing to the award. It is calculated on the basis of a credit-weighted average of marks across an award, unless otherwise specified in the programme specification.

41.3.2 Postgraduate awards are classified as follows:

Classification	Overall weighted mark
Distinction	70 or above
Merit	60-69
Pass	50-59
Fail	0-49

#### Classification calculation method

41.3.3 The credit-weighted average is calculated and rounded to 2 decimal places.

41.3.4 Only results obtained from York St John University will be used to calculate degree classifications (refer to [section 4.7](#)).

41.3.5 Exceptions to these arrangements will have been agreed by the Quality and Standards Committee for specific programmes or individuals and normally require classification based on particular modules only for example, through direct entry to the programme through recognition of prior learning (RPL).

#### Calculating credit-weighted averages for a Master's programme

41.3.6 To calculate a credit-weighted average for the programme:

- List the final module marks and the module credit values in the level (columns B and C in the example below)
- Multiply each module mark by the module's credit value and enter that into column D. This gives the weighted mark for each module.
- Total the number of credits in column C (this should normally be 180, but in some cases, it may be 150 if there is a pass/fail module)
  - Note that failure marks must also be included in this calculation – the failure mark is multiplied by the credit value for the module in the normal manner.
- Total the weighted marks for all modules in the level (column E, example 11,280)

- e) Then divide total weighted marks by the total number of credits
- f) This gives a credit-weighted average mark for the award
- g) In the example below the credit-weighted average for the award is 62.67
- h) Weighting the module marks in this way gives greater emphasis to the marks for the larger modules.

A Modules	B Mark	C Credit	Mark x Credit	D Weighted mark
Module A	57	30	57 x 30 =	1,710
Module B	55	30	55 x 30 =	1,650
Module C	63	30	63 x 30 =	1,890
Module D	69	30	69 x 30 =	2,070
Module E	66	60	66 x 60 =	3,960
<b>Total</b>		<b>180</b>		<b>11,280</b>

Credit-weighted average calculation	
Total weighted mark ÷ Total Credits	
11,280 ÷ 180	62.67

41.3.7 Refer to [section 41.3.6](#) to view a worked example of how to calculate a credit-weighted average for a postgraduate programme.

## 41.4 Examples of applying compensation rules to postgraduate award decisions

41.4.1 **Example 1 – Postgraduate student on a Master’s programme where all non-dissertation modules are compensatable**

Module	First Attempt Mark	Grade	Credits	Compensatable (X) or non-compensatable (NC)
Module A	66	P	30	X
Module B	58	P	30	X
Module C	60	P	30	X
Module D	47	R	30	X
Module E	54	P	60	NC
CWA =	56.57	Total passed =	150	

### Award decision making process

- 150 credits have been passed
- Module E (60 credit dissertation) is non-compensatable and has been passed
- Module D is compensatable and the failure mark of 47 is in the postgraduate compensatable range (i.e., between 45 and 49)
- The credit-weighted average for the programme is 56.57 which is above the minimum postgraduate mark of 50

**Award decision:** The student has met the programme award requirements and can be awarded without resitting Module D. The grade for Module D will be updated from R (Resit) to PC (Compensated Pass) i.e., 47R will become 47PC. Credit is awarded for the compensated pass giving 180 credits for the programme.

41.4.2 **Example 2 – Postgraduate student on a Master’s programme where some non-dissertation modules are non-compensatable**

Module	First Attempt Mark	Grade	Credits	Compensatable (X) or non-compensatable (NC)
Module A	66	P	30	X
Module B	58	P	30	X
Module C	60	P	30	NC
Module D	47	R	30	NC
Module E	54	P	60	NC
CWA =	56.57	Total passed =	150	

**Award decision making process**

- 150 credits have been passed
- Module C and Module E are non-compensatable and have been passed
- Module D is non-compensatable and the failure mark of 47 has been failed at first attempt – therefore the resit must be taken and passed in order to meet the Master’s programme award requirements
- The credit-weighted average for the programme is 56.57 which is above the minimum postgraduate mark of 50

**Award decision:** The student must resit Module D. If the student passes the resit, they will receive a capped mark of 50P for the module, and can be awarded the Master’s degree as all the programme award requirements have been met. In this example the credit-weighted award mark will change to 57.00. Credit is awarded for the resit passed giving 180 credits for the Master’s award.

If the student fails the resit, they would not meet the Master’s award requirements. If eligible (refer to the ‘programme specification’) the student would be awarded a lower exit award of the Postgraduate Certificate.

## 41.5 Postgraduate classifications thresholds

41.5.1 If a student’s overall credit-weighted average falls above the **classification threshold**, the Progress and Award Examination Panel awards the higher classification. The thresholds for Masters’ Degrees are as follows:

Classification	Overall credit-weighted mark classification threshold
Distinction	69.50
Merit	59.50
Pass	49.50

## 41.6 Borderlines (only applies for students who started before 2022-23)

41.6.1 **Borderlines do not apply for postgraduate students commencing programmes from 2022-23. The rules below only apply to postgraduate students who started their programme prior to 2022-23.**

41.6.2 If a student's overall credit-weighted average falls within the borderline (defined as 0.5 below the threshold mark specified for achievement of the higher classification), the Progress and Award Examination Panel may award the higher classification:

- If the mark for the 60-credit dissertation or major project is within the range of a higher classification.
- If a programme does not have a 60-credit dissertation or major project, the programme specification may denote which credits are used to determine the outcome of borderline cases.

	Below 50		50 and above		60 and above		70 and above
Postgraduate	Fail		Pass	Borderline	Merit	Borderline	Distinction
	49.50 to 49.99			59.00 to 59.49 59.50 to 59.99		69.00 to 69.49 69.50 to 69.99	

### Borderline calculation example – Master's Degree student

- Calculate the credit-weighted award average mark.
- In the example below the calculation is 69.17 which is within the borderline range for a Master's Degree.
- Where the award mark falls in the borderline range, the 60-credit dissertation or major project mark is referred to.
- The 60-credit module mark must fall in the higher classification range, not in the threshold range, for the higher classification to be awarded; if the 60-credit module mark is below the classification range the lower classification is awarded.
- In the example below the 60-credit module mark is 70 which is in the Distinction range and therefore the student would be awarded a Distinction classification.

A	B	C	D
Modules	Mark	Credit	Mark x Credit
Module A	67	30	67 x 30 = 2,010
Module B	65	30	65 x 30 = 1,950
Module C	63	30	63 x 30 = 1,890
Module D	80	30	80 x 30 = 2,400
Module E	70	60	70 x 60 = 4,200
<b>Total</b>		<b>180</b>	<b>12,450</b>

Credit-weighted average calculation	
Total weighted mark ÷ Total Credits	
12,450 ÷ 180	69.17

## 41.7 Failure to meet award thresholds

- 41.7.1 A student who is not successful in the final attempt to meet the award requirements of a programme of study after all assessment opportunities have been exhausted will have their enrolment for their programme of studies terminated.
- 41.7.2 Third attempts are not permitted for a failed module(s) for Level 7 and Level 8 postgraduate students if the award is failed, unless approval is granted by the Special Cases Panel or the Appeals and Conduct Committee.
- 41.7.3 Subject to the provisions of the relevant programme specifications, students who have not met the progression requirements for an award may be deemed to be eligible for an exit award as defined within the programme specification, provided that they have met the requirements of that award. A student who has been granted an exit award in such circumstances and has exhausted all assessment opportunities as specified in the [University Regulations](#) is not normally permitted to progress to a further attempt at the higher award.
- 41.7.4 There is no automatic right to repeat postgraduate programmes of study. In exceptional circumstances this may be permitted. For the process to be followed refer to [section 38.2](#).
- 41.7.5 Students should note that there are strict **time limits on making appeals**. Students have **20 working days from the publication of results** to submit their appeal. Details of the Appeals Procedure can be found in [section 58](#). The Students' Union can also offer advice and support. Information is available on the [Students' Union page](#).

## Section 42 Scheme B – Marking scales and assessment conventions – for students who entered before September 2020

### 42.1 Overview of the assessment scheme

#### Credits

42.1.1 Credits awarded or recognised by the University count only once for the purpose of progression and award. Work submitted for 1 module may not be submitted for another module.

#### Reassessment

42.1.2 Normally the maximum mark available on re-examination is a capped mark of 40 for undergraduate/graduate level modules, and a capped mark of 50 for postgraduate level modules.

#### Condoned fails

42.1.3 A condoned failure is where a student enrolled on a programme leading to an award has failed a module but has attained a mark within the condonable range.

- The condonable range for undergraduate and graduate programmes is 20-39.
- The condonable range for postgraduate programmes is 20-49.

42.1.4 Modules stated as compulsory for progression or award on the programme specification cannot be condoned and must be passed to remain on the programme.

42.1.5 Marks for modules that have been condoned count towards the final degree classification calculation.

42.1.6 There is a limit of:

- 20 credits that can be condoned at each level of an undergraduate or graduate programme.
- 30 credits that can be condoned within a postgraduate programme.

42.1.7 Credit is not awarded for the module if a module failure mark is condoned.

42.1.8 Students may accept the condoned mark identified at the progression point or exercise their normal right of resitting a module for a maximum capped mark if they have a reassessment opportunity to do so. If the module is not retaken and/or the mark is not improved the condoned mark will stand and be shown on the transcript with a failure grade.

#### Non-serious attempts

42.1.9 Failure in a module with a mark lower than 20 constitutes a 'non-serious attempt'.

A non-serious attempt at first attempt cannot be condoned, and this **must** be reassessed to achieve a mark of 20 or more, and in some cases a mark of 40 (undergraduate/graduate) or 50 (postgraduate) in order to meet the progression or award requirements.

The penalty for not attempting a resit in such a module, or for not raising the mark to 20 or more following resit, may be termination of enrolment and a bar on progressing to the next level of the programme of study.

#### Non-submissions

42.1.10 A non-submission is given a mark of zero and a grade of NS. All non-submissions at first attempt must be reassessed.

42.1.11 If the reassessment is not submitted this will receive a mark of zero and a grade of NS.

42.1.12 If a student does not submit at first attempt or reassessment attempt, the overall module mark and grade will be a mark of zero with a grade of 0X. A grade of 0X on any module will lead to the student's enrolment being terminated.

#### Modules with assessment component qualifying marks

42.1.13 Some modules may require students to reach a specified standard in 1 or more assessment components within a module. This requires approval by the Quality and Standards Committee. The standard required is referred to as a **qualifying mark**. The qualifying mark required for each component is specified on the module specification. A module is deemed a failure if an assessment component qualifying mark is not achieved even if the overall module mark calculates above the pass mark.

- 42.1.14 A qualifying failure grade is given at first attempt where a student has achieved the mark of 40 or more for undergraduate/graduate level modules and 50 or more for postgraduate level modules but has not achieved the qualifying mark on 1 or more components.

If at reassessment the student achieves the qualifying mark required on the individual components, they had previously failed, the student will be awarded the overall module mark achieved in their first attempt. Where a student fails to achieve the necessary qualifying mark on 1 or more of the individual components the overall module mark will be capped at 39 for undergraduate/graduate level modules and 49 for postgraduate modules.

- 42.1.15 If the module is specified as compulsory for progression and/or award on the programme specification students must attempt the reassessment for the QF module and successfully pass the module to remain enrolled on the programme of studies.

- 42.1.16 Undergraduate example:

#### First attempt

Assessment	Component % Weighting	Qualifying mark for component	Student's component marks at first attempt	Module mark calculation
Examination	30%	20	18	$18 \times 0.3 = 5.4$
Essay	70%	20	66	$66 \times 0.7 = 46.2$
<b>Final module mark</b>				<b>52 QF</b>

In this example there is a qualifying mark of 20 in each component. Although these component marks calculate to a mark of 50QF which is above the pass mark of 40 the student will need to resit the examination as the mark for the examination component is 18 and therefore the student has not met the qualifying mark requirement of a mark of 20 in each component.

#### Reassessment attempt scenarios

Student's action	Effect on raw module mark	Effect on final module mark
Student resits and passes the examination with a mark of 45	The raw module reassessment mark would calculate to 60	The student is not able to improve their mark through reassessment but has successfully met the qualifying mark requirements so can now be awarded the original mark before reassessment i.e., 52. The module mark would become a <b>capped pass at 52P</b> (rather than a reassessment capped at 40).
Student resits and fails the examination with a mark of 25	The raw module reassessment mark would calculate to 54	The student is not able to improve their mark through reassessment but has successfully met the qualifying mark requirements, even though the examination component mark is still a failure so can now be awarded the original mark before reassessment i.e., 52. The module mark would become a <b>capped pass at 52P</b> (rather than a reassessment capped at 40).
Student resits and fails the examination with a mark of 19	The raw module reassessment would calculate to 52	As the student has not met the qualifying mark requirement to raise the examination mark of 18 to 20 or greater, then the student has failed the module overall. The module mark would become a <b>failure capped at 39F</b>
Student does not resit the examination and a mark of zero is given for the non-attendance	The raw module reassessment mark would remain 52 based on the first attempt mark	As the student has not met the qualifying mark requirement to raise the examination mark of 18 to 20 or greater, then the student has failed the module overall. The module mark would become a <b>failure capped at 39F</b>

## 42.2 Marking schemes

- 42.2.1 Each module must carry 1 numerical mark rounded to 2 decimal places on the University mark scale, unless the module is designated as pass/fail.
- 42.2.2 Some modules may be marked on a pass/fail basis following approval by the Quality and Standards Committee; this would be indicated on the module specification. Approval of such modules is only granted where there is a compelling rationale for the approach (e.g., competency-based modules in professional/vocational subjects). Such modules do not contribute to the calculation of the student's final degree classification, however, failure in these modules may be condoned if submitted and failed, and the modules are not listed as compulsory for award or progression on the programme specification.
- 42.2.3 Where a module is made up of several components the weightings for individual components are specified on the module specification. Pass/fail components do not contribute to the overall module mark but if not passed would result in the overall module mark and grade being recorded as a failure. After failure at reassessment the maximum mark available would be 39F (undergraduate) and 49F (postgraduate).
- 42.2.4 The University marking scale use a 0-100 judgemental scale.
- 42.2.5 Credit will be awarded upon receiving a pass mark and/or grade for the module provided the failure is not a qualifying failure i.e., with a QF grade at first attempt.

### Undergraduate and graduate Levels 4 to 6 and foundation Level 3

- 42.2.6 The mark scale for Levels 3 to 6 is set out in the table below:

Mark range	Honours Degree (indicative result)	Non-Honours (indicative result)
70-100	Class I	Pass with distinction
60-69	Class II Division i	Pass with merit
50-59	Class II Division ii	Pass
40-49	Class III	Pass
0-39*	Fail	Fail
<b>Pass mark</b>	<b>40</b>	<b>40</b>

\* A failure mark of 20-39 is potentially eligible to be condoned (refer to [section 42.1](#))

- 42.2.7 The maximum mark for the module available on successful re-examination is 40 for the final module mark (i.e., a capped pass), except for modules with qualifying marks (refer to [section 42.1](#)).

### Integrated Master's Level 7

- 42.2.8 The mark scale for Level 7 modules that form part of an Integrated Master's degree is set out in the table below:

Mark range	Honours Degree (indicative result)
70-100	Class I
60-69	Class II Division i
50-59	Class II Division II
0-49*	Fail
<b>Pass mark</b>	<b>50</b>

\* Note in Level 7 a failure mark of 20-49 is potentially eligible to be condoned (refer to [section 42.1](#))

- 42.2.9 The maximum mark for the module available on successful re-examination is 50 for the final module mark (i.e., a capped pass), except for modules with qualifying marks (refer to [section 42.1](#)).

## Taught postgraduate Level 7 and doctorate Level 8

42.2.10 The mark scale for postgraduate Level 7 and 8 modules is set out in the table below:

Mark range	Taught postgraduate (indicative result)
70-100	Pass with distinction
60-69	Pass with merit
50-59	Pass
0-49*	Fail
<b>Pass mark</b>	<b>50</b>

\* A failure mark of 20-49 is potentially eligible to be condoned (refer to [section 42.1](#))

42.2.11 In the case of Postgraduate Certificate or Diploma programmes from which transfer to a Master's programme is possible, a student is expected to achieve an overall Master's pass mark in a specified number of modules before recommendation for a transfer may be made.

42.2.12 The maximum mark for the module available on successful re-examination is 50 for the final module mark for (i.e., a capped pass), except for modules with qualifying marks (refer to [section 42.1](#)).

## Section 43 Scheme B – Undergraduate progression

### 43.1 Progression requirements

- 43.1.1 Refer to [section 35](#) for clarification regarding which assessment scheme (A or B) applies to which students.
- 43.1.2 A student 'progresses' from one level of the programme to the next level for which they are enrolled, provided they continue to satisfy the University progression requirements for their programme.
- 43.1.3 Students may not normally progress from one level to the next of a programme of study unless they have satisfactorily completed the previous level.
- 43.1.4 Undergraduate students must **attempt** 120 credits at each level of their programme.
- 43.1.5 A student cannot progress to the next level of study where a module which is compulsory for award or progression has been failed. Modules designated as compulsory for award or progression for a programme of studies are stated in the programme specification. This is particularly important for programmes that lead to inclusion in a relevant professional register. Students should check with their Programme/Course Lead or Programme Administration and Support Service (PASS) if they are unsure whether modules are compulsory to pass.
- 43.1.6 Progression to the next level with 100 credits is permitted provided the failed module is not a 'compulsory for progression or award' module as indicated on the programme specification, **and only if the failure mark is 20 or more.**
- 43.1.7 Minimum satisfactory completion of an undergraduate level of a programme of study normally requires a student to:

#### Minimum undergraduate progression requirements (Levels 4-6)

Attempt 120 credits in the level

Pass at least 100 credits in the level

Obtain a minimum mark of 20 for the remaining credits

Pass all modules indicated as compulsory for progression and/or award as stated on the programme specification

Satisfy any additional, specific requirements of the programme of study as specified on the programme specification

### 43.2 Progression from Level 6 to Level 7 on an Integrated Master's Degree

- 43.2.1 A student must meet the higher progression threshold, a credit-weighted average of 50 for Level 6, to continue onto Level 7 on the Integrated Master's Degree.
- 43.2.2 A student who fails to meet the threshold for progression to the Integrated Master's Degree programme will, if eligible, be awarded the relevant Bachelor's Degree as a lower exit award.

### 43.3 Progressing to study abroad

- 43.3.1 Students progressing to a period of study abroad must meet the progression requirements set out in [section 22.2](#) in order to successfully start study abroad.

## 43.4 Conditional progression

43.4.1 With approval from of the Progress and Award Examination Panel, students will ordinarily be permitted to conditionally progress to the next level of study with 80 credits. A student progressing with 80 credits must successfully pass all the University progression requirements by an early reassessment deadline in **October**, or within 5 weeks of the progression point for non-standard entry points.

43.4.2 In the case of a late result module (designated on the appropriate programme specification, where the result of a first attempt is not known in time for the June SAB or equivalent) students may be permitted to conditionally progress to the next level provided that they have met the conditional progression credit requirements stated above, and successfully pass all the University progression requirements by an early reassessment deadline in **October**, or within 5 weeks of the progression point for non-standard entry points.

43.4.3 A student returning from study abroad may be permitted to progress to the next level of study with credit outstanding where there is a delay in the availability the marks from a study abroad institution. A student's mark profile and progression decision will be reviewed as soon as all marks are available. Where reassessment is required following the conversion of the marks, returning study abroad students may be given a later reassessment deadline, normally **3 weeks** from approval of an alternative assessment by the School and **5 weeks** from the notification of failure by Registry.

If a student is required to complete more than 40 credits of reassessment, then the student will either be required to suspend study and complete outstanding reassessments externally, or internally repeat modules for the same level for capped marks, before re-joining the next level if successful.

43.4.4 A student on a degree apprenticeship programme or other non-standard entry programme may be permitted to progress to the next level of study with credit outstanding, with their mark profile and progression decision to be reviewed as soon as all marks are available.

## 43.5 Exceptional third attempts

43.5.1 Exceptionally, a School Assessment Board may make a recommendation to the Progress and Award Examination Panel for a third attempt at a module's assessment(s). To ensure transparency and equity, the following criteria for such recommendations are applied by the Panel:

- a) A single module has been identified which, if passed, would enable progression or completion of an award

**and**

- b) There is a high likelihood of success in this module through a further reassessment opportunity (usually indicated by a mark within 10 points on the University mark scale of the mark required to progress or be awarded)

43.5.2 In rare circumstances, the School Assessment Board (SAB) may wish to recommend an exceptional third attempt for a student who has already met the progression requirements (i.e., can progress without the need to pass an exceptional third attempt) e.g., successful completion of the module is needed for future accreditation purposes. Such cases must be discussed with the Assessment team in Registry in advance. In such circumstances the SAB must make the recommendation to the Special Cases Panel, clearly stating the deadline for the assessment and the reasons for the request.

## 43.6 Transfers to alternative programmes

43.6.1 A student who fails a module that is compulsory for progression or award but has met the University's standard progression requirements may be eligible to transfer to an alternative programme at the end of Level 4 or 5. Where transfer arrangements to an alternative programme exist this is stated within the programme specification.

## 43.7 Recommendations to repeat study

43.7.1 There is no automatic right to repeat any level of study.

43.7.2 Repeat study may only be recommended where a student is able to complete their studies within the maximum period of study.

In appropriate circumstances, the University may grant a student the right to repeat a level. This decision will usually be made where the student provides evidence that the original period of study was affected by serious exceptional circumstances.

43.7.3 Decisions on repeating the level are made either by the Progress or Award Examination Panel through its Special Cases Panel, through the Appeals and Conduct Committee, or by such other mechanism as the University may put in place.

43.7.4 The School Assessment Board (SAB) can make a recommendation to the Progress and Award Examination Panel via the Special Cases Panel to vary a decision it would otherwise take in relation to a student's record, on the basis that the student was affected by exceptional circumstances at the relevant time. Evidence of exceptional circumstances is required.

43.7.5 The SAB completes the 'Application for Special Cases' form and returns the form with the supporting evidence to the Special Cases Panel. The SAB should clearly state if the level is to be repeated for capped or uncapped marks.

- E: [specialcases@yorksj.ac.uk](mailto:specialcases@yorksj.ac.uk)

43.7.6 A repeat will only be approved if the student is current, i.e., the record has not been withdrawn or the student's enrolment has not been terminated. In such cases the student would need to follow the 'Appeals Policy' and procedure (see [section 58](#)) The 'Appeals Policy' and procedure requires the student to provide evidence of exceptional circumstances affecting their academic performance up to that point.

43.7.7 Tuition fees are charged for the repeat year. The student should be advised by the School to seek advice on funding implications from the Student Funding Advice team.

43.7.8 Module marks from previous study may still be shown on the student's transcript. These marks would be shown as voided but these will not be used for progress or award calculations

43.7.9 Information relating to the process for repeating individual modules is detailed in [section 20](#).

## 43.8 Failure to meet progression thresholds

43.8.1 A student who is not successful in the final attempt to meet the progression requirements or award requirements of a programme of study after all assessment opportunities have been exhausted will have their enrolment for their programme of studies terminated.

43.8.2 Subject to the provisions of the relevant programme specifications, students who have not met the progression requirements for an undergraduate award may be deemed to be eligible for an exit award as defined within the programme specification, provided that they have met the requirements of that award. Further details of the eligibility to use external RPL credit towards an exit award can be found in [section 4.8](#). A student who has been granted an exit award in such circumstances and has exhausted all assessment opportunities as specified in the [University Regulations](#) is not normally permitted to progress to a further attempt at the higher award.

43.8.3 Students should note that there are strict **time limits on making appeals**. Students have **20 working days from the publication of results** to submit their appeal. Details of the 'Appeals Procedure' can be found in [section 58](#). The Students' Union can also offer advice and support. Information is available on the [Students' Union page](#).

## 43.9 Progression outcome summary

43.9.1 The following table outlines the progression outcomes for undergraduate programmes:

Progression decision	Description
<b>Progress</b>	A student has passed 120 credits at the current level of study and may progress to the next level
<b>Progress through condonement of failure</b>	A student has passed 100 credits at the current level of study, has met the criteria for condoning the failure in the remaining 20 credits and may progress to the next level without reassessment
<b>Resit</b>	A student has not satisfied the progression criteria for the level of study due to academic failure and is required to complete reassessment(s) in the resit period
<b>Sit / Deferral</b>	A student has not satisfied the progression criteria for the level of study due to approved exceptional circumstances for a first attempt and is required to complete the outstanding assessment(s) in the resit period
<b>External resit (without residence)</b>	A student has not satisfied the progression criteria for the level of study due to academic failure and is required to complete the outstanding assessment(s) externally during the following academic year with the intention of re-joining the next level of study if successful after the following academic year
<b>Conditional progression</b>	A student has not satisfied the progression criteria for the level of study due to outstanding first attempt assessment(s) or reassessment(s) but has met the conditional progression requirement to provisionally proceed to the next level. Refer to <a href="#">section 43.4</a> for full details.
<b>Exceptional Third attempt</b>	A student has not satisfied the progression criteria for the level of study due to academic failure but has met the criteria for an exceptional third attempt as an opportunity to meet the progression criteria
<b>Transfer</b>	A student has not satisfied the programme-specific progression criteria for the level but has met criteria detailed in the programme specification to transfer to an alternative programme, and the student has met the standard university progression level criteria  Or the student has satisfied the progression criteria for the level of study and is permitted to transfer to another programme at the same level.
<b>Hold</b>	A student has not satisfied the progression criteria for the level of study as marks are not available e.g., due to an academic misconduct investigation
<b>Termination of enrolment</b>	A student has exhausted all reassessment opportunities and their enrolment on the programme of studies is terminated or they will be unable to progress even if they are given resit opportunities due to early failure in a module e.g., non-submission or a mark of below 10 at first and reassessment attempt on the same module

43.9.2 Progression codes used within the records system can be referred to in [Appendix B](#).

## 43.10 Notification of progression results

43.10.1 Progression and module results will be confirmed after the meeting of the Progress and Award Examination Panel.

43.10.2 Registry will notify all students by email that their results are available.

43.10.3 Students with module failures will be notified of the requirements for reassessment following the Progress and Award Examination Panel. Students who have queries about their reassessment requirements are advised to contact their Programme/Course Lead directly. For more information, please visit the School's [Contact Us page](#).

43.10.4 It is the student's responsibility to ensure they check their results through e:Vision to ensure they are aware of reassessment opportunities.

- 43.10.5 Information setting out reassessment requirements for modules will be provided by the School and is normally available on Moodle. For formal centrally organised examinations further information is provided on the examination webpages. Students should contact the Programme Administration and Support Service (PASS) should they need more details and students with resit examinations will receive an email notification about the timetable. For more information, please visit our [Examination timetable page](#).
- 43.10.6 The procedure to be followed for notification of results in relation to programmes delivered by a validated partner organisation (validated provision) or by a franchise partner organisation (franchise provision) will be set out in the programme documentation provided by the validated partner.

## Section 44 Scheme B – Postgraduate and graduate progression

### 44.1 Progression

- 44.1.1 Postgraduate and graduate programmes are not normally subject to progression requirements. In those cases where a progression requirement has been approved for a programme, the progression rule is stated in the programme specification.
- 44.1.2 As postgraduate and graduate study is completed at a single stage condonement can only be applied, if necessary, once all the modules have been completed for the programme, with the exception of those programmes with additional progression points as stated in the programme specification.

### 44.2 Exceptional third attempts

- 44.2.1 As postgraduate and graduate study is completed in a single stage, recommendations for exceptional third attempts can only be considered once all the modules have been completed for the programme.

### 44.3 Recommendations to repeat study

- 44.3.1 There is no automatic right to repeat study for postgraduate or graduate programmes of study.
- 44.3.2 Repeat study may only be recommended where a student is able to complete their studies within the maximum period of study.
- 44.3.3 In appropriate circumstances, the University may grant a postgraduate or graduate student the right to repeat study. This decision will usually be made where the student provides evidence that the original period of study was affected by serious exceptional circumstances.
- 44.3.4 Decisions on repeating the study are made either by the Progress and Award Examinations Panel (PAEP) through its Special Cases Panel, through the Appeals and Conduct Committee, or by such other mechanism as the University may put in place.
- 44.3.5 The School Assessment Board (SAB) can make a recommendation to PAEP to vary a decision it would otherwise take in relation to a student's record, on the basis that the student was affected by exceptional circumstances at the relevant time. Evidence of exceptional circumstances is required.
- 44.3.6 The SAB completes the 'Application for Special Cases' form and returns the form with the supporting evidence to the Special Cases Panel. The SAB should clearly state if the level is to be repeated for capped or uncapped marks.
- E: [specialcases@yorks.ac.uk](mailto:specialcases@yorks.ac.uk)
- 44.3.7 The deadline for the receipt of paperwork by the Special Cases Panel is usually **10 days** before the Progress and Award Examination Panel. The exact date will be confirmed at each SAB.
- 44.3.8 A repeat will only be approved if the student is current, i.e., the record has not been withdrawn or the student's enrolment has not been terminated. In such cases the student would need to follow the 'Appeals Policy' and procedure (see [section 58](#)) The 'Appeals Policy' and procedure requires the student to provide evidence of exceptional circumstances affecting their academic performance up to that point.
- 44.3.9 Tuition fees are charged for the repeat study. The student should be advised by the School to seek advice on funding implications from the Student Funding Advice team.
- 44.3.10 Module marks from previous study may still be shown on the student's transcript. These marks would be shown as voided but these will not be used for progress or award calculations.
- 44.3.11 Information relating to the process for repeating individual modules is detailed in [section 20](#).

## Section 45 Scheme B – Reassessment

### 45.1 Expectations

- 45.1.1 Students may not resit a module that has been passed in order to gain a higher mark.
- 45.1.2 Module reassessment information is published on the relevant Moodle page. Reassessment information for programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.
- 45.1.3 Resits are undertaken in the next reassessment period, except for formal examinations which are undertaken at the next available opportunity.
- For example, the reassessment attempt for a module taken in Semester 1 is normally in the Easter vacation and for Semester 2 modules in the reassessment period in the summer vacation. Except for examinations, and within the confines set by the Registrar's deadline, deadlines for individual assessments are the responsibility of and set by the School, though the standard deadline set by Registry is typically used.
- 45.1.4 Students must be available for resit opportunities as scheduled. Students must attend resits (such as examinations, practical demonstrations, presentations, performances) at the designated campus location on the scheduled date and must meet resit deadlines for handing in assessments.
- 45.1.5 The School has the discretion to schedule resits for Occupational Therapy and Physiotherapy programmes in the Semester 2 resit period rather than the next consecutive resit period, due to placement timings.
- 45.1.6 Any assessments or reassessments to be taken to meet conditional progression requirements are usually scheduled to take place by the conditional progression deadline stated in the [Examination and Assessment Schedule](#) or a deadline will be determined by the Progress and Award Examination Panel.
- 45.1.7 It is expected that all Semester 1 deferred examinations will be completed by the April re-examination period and all Semester 2 deferred examinations by August re-examination period.
- 45.1.8 If a student is asked to submit a new piece of work for the reassessment, and then submits exactly the same piece of original work for reassessment, this would be classed as self-plagiarism and would be academic misconduct (refer to [section 24](#)).
- 45.1.9 If the student is asked to improve on the original submission for the reassessment and they submit the same piece of work, the same mark stands as it would be of no greater or lesser quality than the work they submitted the first time. This would therefore receive the same failure mark as the original.

### 45.2 Rules for Level 6 reassessment

- 45.2.1 It may not be possible to improve a degree classification by resitting a module providing the minimum requirements for award are already met, so final level students are advised to consult their Programme/Course Lead about resits.
- 45.2.2 If a Level 6 student has been recommended for award but wishes to resit the assessment for a failed Level 6 module at first attempt, even if it will not improve their degree classification, they must notify Registry within **2 weeks** of notification of award so arrangements can be made. The award would be rescinded until the outcome of the reassessment is known.
- E: [results@yorks.ac.uk](mailto:results@yorks.ac.uk)
- 45.2.3 If a Level 6 student needs to undertake resits then it may be possible to stagger their resubmission deadlines under certain circumstances and the student will be provided with information regarding this at the time that their results are confirmed.

## 45.3 Protocol for staggering Level 6 reassessment deadlines

Credit failure	Protocol and example
<p><b>Failure of up to 40 credits</b></p>	<p>Students with Level 6 first attempt fails of up to 40 credits should be offered a reassessment opportunity in the next resit period.</p> <p>Note – If a student has a <b>serious attempt</b> in 20 credits, and the module is not compulsory for award, the student may only need to resit 20 credits. This should be confirmed at the School Assessment Board (SAB), although it should be recommended students undertake all reassessment opportunities.</p> <p>Example: A student fails 40 credits in Semester 1 and resits at Easter, and then fails a further 40 credits in Semester 2 and resits in August.</p>
<p><b>Failure of 60 credits in first semester</b></p>	<p>Where a student fails 60 credits in Semester 1, it is acknowledged that completing all resits and the work for Semester 2 would be too demanding and may be detrimental to the student's chances of success. In such cases, the SAB may identify 40 credits for resubmission in the normal resit period and an extended deadline for 20 credits into the next resit period normally in August (this may differ for non-standard entry programmes).</p> <p>The SAB would make a decision taking account of programme requirements in respect of compulsory for award modules; marks that are near the pass mark; the <a href="#">University Regulations</a>; and take a decision at the SAB.</p> <p>Registry will issue an email with the details and deadlines of staggered resits.</p> <p>Example: A student fails 60 credits in Semester 1 and resits 40 credits at Easter, and the further 20 credits in August</p>
<p><b>Failure of 60 credits in second semester</b></p>	<p>Where a student fails 60 credits in Semester 2 or have outstanding resits from Semester 1 and fails in Semester 2 which total more than 60 credits, it is highly likely that completing resits and the work for Semester 2 would be detrimental to the student's chances of success. In such cases, the SAB may identify 40 credits for resubmission in the normal resit period and an extended deadline for credits to the Academic Registrar's deadline in January.</p> <p>The SAB would take account of programme requirements in respect of compulsory for award modules, marks that are near the pass mark, the <a href="#">University Regulations</a> and take a decision at the SAB.</p> <p>Example: A student already has 20 credits from Semester 1 to resit in August and fails a further 40 credits in Semester 2 – student completes 20 credits from Semester 1 and 2 (40 credits in total) in August, and 20 credits from Semester 2 in January</p>
<p><b>External resits</b></p>	<p>Where the SAB considers that it would not be in the student's best interests to take resits while completing new modules in Semester 2, the SAB may advise the student to suspend their studies at the end of Semester 1 and to take <b>external resits</b>, which will normally be completed by January of the following academic year before recommencing study for Semester 2. A student may choose to submit for the August deadline, but are reminded that they do so at their own risk, and they will not be able to appeal or submit exceptional circumstances because of insufficient time.</p>
<p><b>Programmes delivered on a termly or non-standard entry basis</b></p>	<p>Programmes not delivered in semesters should be discussed with the Assessment team in Registry.</p>

## 45.4 Reassessment fees

- 45.4.1 A charge applies for the reassessment for a teaching placement; this should be checked with Finance, and payments made directly to them.
- 45.4.2 Tuition fees are charged in relation to retaking the tuition for modules.

## 45.5 Student support for reassessments

- 45.5.1 Students resitting assessments will not normally be entitled to academic advice and guidance on their reassessments unless they have collected or made formal arrangements to receive written tutor feedback on their original assignments. Schools will contact students about resit arrangements, but for students who are considered as an external student for the module they are resitting, the extent of the academic advice in these circumstances is limited.

## 45.6 Repeating a module

- 45.6.1 Repeating a module involves attending classes and tutorials and receiving the full range of academic guidance as well as resubmitting assessments. Details of the cost of repeating a module are found on our webpages. Fees are subject to change annually. Refer to [section 20](#) for full details and our [Reassessment page](#).

## 45.7 Placement years and years in industry

- 45.7.1 Year-long placements and years in industry are marked on a pass/fail basis. A placement year or a year in industry are zero-weighted in the overall degree classification.
- 45.7.2 Where the placement is an approved component of the programme of study, as stated within the programme specification, whether the placement is passed or failed would be reflected in the final programme title awarded.  
  
Note: University placement year opportunities that are optional for students on some programmes but do not form an integral part of the programme of study. These are not reflected in the programme title awarded.
- 45.7.3 Reassessment opportunities in relation to work placements are not normally available.

## Section 46 Scheme B – Undergraduate, graduate and foundation awards

### 46.1 Eligibility for award

- 46.1.1 Students are eligible for an undergraduate/graduate award when they have:
- Fulfilled specified enrolment requirements, including the payment of relevant fees.
  - Attempted the assessment for all modules specified for the programme of study in the programme specification.
  - Been awarded the required credits at the appropriate level.
  - Fulfilled any additional requirements as specified in the programme specification, and in particular must have passed all modules designated as compulsory for award.
  - Achieved a classification average, determined across all modules contributing to award, calculated in accordance with the classification rules.
  - For the award of Integrated Master's or Bachelor's Degrees with Honours, the classification average must be at least the classification average for the Class III Honours Degree.
- 46.1.2 A student enrolled on a programme that confers professional status who does not meet the requirements of the intended award may nonetheless be eligible for a non-professional award. This would be detailed in the programme specification.
- 46.1.3 Students who have not achieved sufficient credit or the necessary standard for the award may be considered for the exit award as detailed on the relevant programme specification.

### 46.2 Credit requirements for award

- 46.2.1 Credit requirements for undergraduate, graduate and foundation programmes are set out in the table below. These will be used in conjunction with programme specific rules detailed on the programme specification, for example, where modules must be passed for progression or award. Exit awards may only be awarded where stated on the programme specification.

Further details of the eligibility to use external credit towards an exit award can be found in [section 4.8](#).

Award	Credits taken	Credit requirement for award
<b>Integrated Master's Degree with Honours</b>	480	<ul style="list-style-type: none"> <li>Passed at least 400 credits</li> <li>Including at least 100 credits at each of Levels 4, 5, 6 and 7</li> <li>And where eligible, a minimum mark of 20 must be achieved in the remaining 20 credits per level</li> <li>No more than 240 external credits at Levels 4 and 5</li> </ul>
<b>Graduate Diploma</b>	120	<ul style="list-style-type: none"> <li>Passed 120 credits at Levels 5 and 6</li> <li>Including at least 80 credits at Level 6</li> <li>And where eligible, a minimum mark of 20 must be achieved in the remaining 20 credits</li> <li><i>Credits cannot be condoned to contribute to this as an exit award</i></li> <li>No more than 60 external credits at Level 5 and 6</li> </ul>
<b>Professional Graduate Certificate in Education (exit award)</b>	60	<ul style="list-style-type: none"> <li>Passed 60 credits at Levels 6</li> <li>Including passing all placement modules</li> <li><i>Credits cannot be condoned to contribute to this as an exit award</i></li> <li>No external credits can be used to contribute to this award</li> </ul>
<b>Graduate Certificate</b>	60	<ul style="list-style-type: none"> <li>Passed 60 credits at Levels 5 and 6</li> <li>Including at least 40 credits at Level 6</li> <li><i>Credits cannot be condoned to contribute to this as an exit award</i></li> <li>No more than 60 external credits at Level 5 and 6</li> </ul>

Award	Credits taken	Credit requirement for award
<b>Bachelor's Degree with Honours</b>	360	<ul style="list-style-type: none"> <li>Passed at least 300 credits</li> <li>Including at least 100 credits at each of Levels 4, 5 and 6</li> <li>And where eligible, a minimum mark of 20 must be achieved in the remaining 20 credits per level</li> <li>No more than 240 external credits at Levels 4 and 5</li> </ul>
<b>Ordinary Degree of Bachelor (exit award)</b>	300	<ul style="list-style-type: none"> <li>Passed at least 260 credits</li> <li>Including at least 100 credits at each of Levels 4 and 5 and at least 60 credits at Level 6</li> <li>And where eligible, a minimum mark of 20 must be achieved in the remaining 20 credits for Level 4 and 5</li> <li><i>Credit cannot be condoned at Level 6 to contribute to this award</i></li> <li>No more than 200 external credits at Levels 4 and 5</li> <li>Students entering Level 6 with 240 external credits cannot achieve this as an exit award.</li> </ul>
<b>Foundation Degree</b>	240	<ul style="list-style-type: none"> <li>Passed at least 200 credits</li> <li>Including at least 100 credits at each of Levels 4 and 5</li> <li>And where eligible, a minimum mark of 20 must be achieved in the remaining 20 credits per level</li> <li>No more than 120 external credits at Level 4</li> </ul>
<b>Diploma of Higher Education (exit award)</b>	240	<ul style="list-style-type: none"> <li>Passed at least 200 credits</li> <li>Including at least 100 credits at each of Levels 4 and 5</li> <li>And a minimum mark of 20 must be achieved in the remaining 20 credits per level</li> <li>No more than 120 external credits at Level 4</li> </ul>
<b>Certificate of Higher Education (exit award)</b>	120	<ul style="list-style-type: none"> <li>Passed at least 100 credits at Level 4</li> <li>And a minimum mark of 20 must be achieved in the remaining 20 credits</li> <li>No more than 60 external credits at Level 4</li> </ul>
<b>University Diploma</b>	60	<ul style="list-style-type: none"> <li>Passed 60 credits at Levels 4 and 5</li> <li>Including at least 40 credits at Level 5</li> <li><i>Credit cannot be condoned to contribute to this award</i></li> <li>No external credits can be used to contribute to this award</li> </ul>
<b>University Certificate</b>	40	<ul style="list-style-type: none"> <li>Passed 40 credits at Level 4</li> <li><i>Credit cannot be condoned to contribute to this award</i></li> <li>No external credits can be used to contribute to this award</li> </ul>
<b>Foundation Certificate – International</b>	120	<ul style="list-style-type: none"> <li>Passed 120 credits at Level 3</li> <li><i>Credit cannot be condoned to contribute to this award</i></li> <li>No external credits can be used to contribute to this award</li> </ul>
<b>Foundation Certificate (exit award)</b>	40	<ul style="list-style-type: none"> <li>Passed 40 credits at Level 3</li> <li><i>Credit cannot be condoned to contribute to this award</i></li> <li>No external credits can be used to contribute to this award</li> </ul>

\* Additional criteria for award may be specified in the [programme specification](#).

## 46.3 Undergraduate, graduate and foundation award mark calculations

46.3.1 Classification depends on the performance of the student in modules contributing to the award. It is calculated on the basis of a credit-weighted average of marks across an award, unless otherwise specified in the programme specification.

46.3.2 Integrated Master's and Bachelor's Degrees with Honours are classified as follows:

Classification	Overall weighted mark
<b>Class I</b>	70 or above
<b>Class II Division i</b>	60-69
<b>Class II Division ii</b>	50-59
<b>Class III</b>	40-49
<b>Fail</b>	0-39

46.3.3 The **Ordinary degree of Bachelor** is not given a classification and is awarded with a 'pass' based on credit accumulation.

46.3.4 Undergraduate awards other than Honours Degrees, including Foundation Degrees, Foundation Certificates, and graduate awards may be pass/fail awards or may be awarded with merit or distinction, as follows:

Award	Overall weighted mark
<b>Distinction</b>	70 or above
<b>Merit</b>	60-69
<b>Pass</b>	40-59
<b>Fail</b>	0-39

### Classification calculation method

46.3.5 Level 4 (and Level 3 if applicable) marks are excluded from the classification calculation for Integrated Master's and Bachelor's programmes.

46.3.6 Level credit-weighted averages are calculated and rounded to 2 decimal places.

46.3.7 2 award mark calculations are made using different level-weightings with the exception of graduate programmes which are a single level. The student is entitled to the better of the results to determine the class to be awarded.

Programme	Calculation 1	Calculation 2
<b>Integrated Master's</b>	Uses equal weightings of the final 3 levels (Levels 5, 6 and 7)	Uses a double weighting of the final 2 levels (Levels 6 and 7) and a single weighting of the second level (Level 5)
<b>Bachelor's</b>	Uses equal weightings of the final 2 levels (Levels 5 and 6)	Uses a double weighting of the final level (Level 6) and a single weighting of the second level (Level 5)
<b>Foundation Degree</b>	Uses equal weightings of both levels (Levels 4 and 5)	Uses a double weighting of the final level (Level 5) and a single weighting of the first level (Level 4)
<b>Foundation Certificate</b>	The award mark is calculated using the credit-weighted average for all modules	Not applicable
<b>Graduate</b>	The award mark is calculated using the credit-weighted average for all modules	Not applicable

- 46.3.8 Only results obtained from York St John University will be used to calculate degree classifications (refer to [section 4.7](#)).
- 46.3.9 Where an Integrated Master's student is awarded a Bachelor's degree as a lower exit award marks from Level 7 modules are not included in the Bachelor's degree calculation.
- 46.3.10 Exceptions to these arrangements will have been agreed by the Quality and Standards Committee for specific programmes or individuals and normally require classification based on final-level modules only, for example, through direct entry to Level 6 study through recognition of prior learning (RPL) or to a top-up degree.

### Calculating credit-weighted averages for a level

- 46.3.11 To calculate a credit-weighted average for a level:
- Calculate the credit-weighted average for each level separately.
  - List the final module marks and the module credit values for the level (columns B and C in the Example 1 below).
  - Multiply each module mark by the module's credit value and enter that into column D. This gives the credit-weighted mark for each module.
    - Note that failure marks must also be included in this calculation – the failure mark is multiplied by the credit value for the module in the normal manner.
  - Total the number of credits in column C excluding the credits for pass/fail modules.
    - This is normally 120, but in some cases, it may be 100 or 110 if there is a pass/fail module or an external RPL module with no numeric mark – refer to Example 2 below.
  - Total the weighted marks for all modules in the level (column E, Example 1 = 7,740).
    - Then divide total weighted marks by the total number of credits.
  - This gives a credit-weighted average mark **for the level**.
  - In Example 1 below the credit-weighted average for the level is 64.5
  - Weighting the module marks in this way gives greater emphasis to the marks for the larger modules.

#### Example 1: Worked example for 120 credits in Level 5

A Modules for Level 5	B Mark	C Credit	Mark x Credit	D Weighted mark
Module A	44	10	44 x 10 =	440
Module B	55	20	55 x 20 =	1,100
Module C	44	10	44 x 10 =	440
Module D	66	40	66 x 40 =	2,640
Module E	78	40	78 x 40 =	3,120
<b>Total</b>		<b>120</b>		<b>7,740</b>

Credit-weighted average calculation for Level 5	
Total weighted mark / Total credits	
7,740 ÷ 120	64.50

**Example 2: Worked example for 120 credits in Level 5 where 10 credits are marked on a pass/fail basis**

A Modules for Level 5	B Mark	C Credit	Mark x Credit	D Weighted mark
Module A	44	10	44 x 10 =	440
Module B	55	20	55 x 20 =	1,100
Module C	Pass	(10)	N/A	
Module D	66	40	66 x 40 =	2,640
Module E	78	40	78 x 40 =	3,120
Total		<b>110</b>		<b>7,300</b>

Credit-weighted average calculation for Level 5	
Total weighted mark / Total credits	
<b>7,300 ÷ 110</b>	66.36

**Calculating a credit-weighted average for a Bachelor's Degree classification**

46.3.12 To calculate a degree award mark and classification

- a) Follow the instructions in the section above to calculate the **Level 5 credit-weighted average**
- b) Follow the instructions in the section above to calculate a separate **Level 6 credit-weighted average**
- c) 2 further calculations now need to be made to calculate the level-weighted average marks
- d) Calculation 1:
  - For the first award calculation (**Award calculation 1**) add the Level 5 and Level 6 credit-weighted averages together
  - Then divide this total by 2
  - This calculates an award level-weighted average (**Award calculation 1**) with a ratio of 1:1 (i.e., equal weighting for each level)
- e) Calculation 2:
  - For the second award calculation (**Award calculation 2**) it is necessary to double-weight Level 6 so that this contributes more in the degree classification calculation
  - To calculate **Award calculation 2** – add the Level 5 credit-weighted average to the Level 6 credit-weighted average, and then add the Level 6 credit-weighted average again to this total
  - Then divide this total by 3
  - This calculates an award level-weighted average (**Award calculation 2**) with a ratio of 1:2 (i.e., Level 6 is weighted twice as much as Level 5)

### Example 3: Calculating a credit-weighted average for a Bachelor's Degree classification

Example values – Bachelor's Degree	CWA level mark
Level 5 credit-weighted average (L5 CWA)	55.23
Level 6 credit-weighted average (L6 CWA)	68.66

Calculation method Bachelor's Degree		Example calculation	Award mark
Calculation 1 (Level ratio 1:1)	$(L5\ CWA + L6\ CWA) \div 2$	$(55.23 + 68.66) \div 2 =$	61.94
Calculation 2 (Level ratio 1:2)	$(L5\ CWA + L6\ CWA + L6\ CWA) \div 3$	$(55.23 + 68.66 + 68.66) \div 3 =$	64.18
The final weighted award mark is the higher result from the 2 calculations			64.18

### Example 4: Calculating a credit-weighted average for an Integrated Master's Degree classification

46.3.13 Following the method outlined in [section 46.3.11](#) calculate the Level 5, Level 6 and Level 7 credit-weighted averages.

Example values – Integrated Masters	CWA level mark
Level 5 credit-weighted average (L5 CWA)	69.12
Level 6 credit-weighted average (L6 CWA)	75.01
Level 7 credit-weighted average (L7 CWA)	70.25

Calculation method Integrated Masters		Example calculation	Award mark
Calculation 1 (Level ratio 1:1:1)	$(L5\ CWA + L6\ CWA + L7\ CWA) \div 3$	$(69.12 + 75.01 + 70.25) \div 3 =$	71.46
Calculation 2 (Level ratio 1:2:2)	$(L5\ CWA + L6\ CWA + L6\ CWA + L7\ CWA + L7\ CWA) \div 5$	$(69.12 + 75.01 + 75.01 + 70.25 + 70.25) \div 5 =$	71.93
The final weighted award mark is the higher result from the 2 calculations			71.93

### Example 5: Calculating a credit-weighted average for a Foundation Degree classification

46.3.14 Following the method outlined in [section 46.3.11](#) above calculate the Level 4 and Level 5 credit-weighted averages.

Example values – Foundation Degree	CWA level mark
Level 4 credit-weighted average (L4 CWA)	59.52
Level 5 credit-weighted average (L5 CWA)	65.37

Calculation method Foundation Degree		Example calculation	Award mark
Calculation 1 (Level ratio 1:1)	$(L4\ CWA + L5\ CWA) \div 2$	$(59.52 + 65.37) \div 2 =$	62.45
Calculation 2 (Level ratio 1:2)	$(L4\ CWA + L5\ CWA + L5\ CWA) \div 3$	$(59.52 + 65.37 + 65.37) \div 3 =$	63.42
The final weighted award mark is the higher result from the 2 calculations			63.42

## 46.4 Exceptional third attempts for undergraduate awards

46.4.1 If a student does not meet the criteria for award a School Assessment Board may exceptionally make a recommendation to the Progress and Award Examination Panel for a third attempt at a module's assessment(s). To ensure transparency and equity, the following criteria for such recommendations are applied by the Panel:

- a) A single module has been identified which, if passed, would enable progression or completion of an award

and

- b) There is a high likelihood of success in this module through a further reassessment opportunity (usually indicated by a mark within 10 points on the University mark scale of the mark required to progress)

## 46.5 Undergraduate classifications thresholds

46.5.1 If a student's overall credit-weighted average falls above the **classification threshold**, the Progress and Award Examination Panel awards the higher classification. The thresholds for Integrated Masters' and Bachelors' Degrees with Honours are as follows:

Classification	Overall weighted mark classification threshold
Class I	68.50
Class II Division i	59.00
Class II Division ii	49.50
Class III*	40

46.5.2 The thresholds for graduate awards, Foundation Degrees, Foundation Certificates and other non-Honours undergraduate awards are as follows:

Award	Overall weighted mark classification threshold
Distinction	68.50
Merit	59.00
Pass	40

## 46.6 Borderlines

46.6.1 If an Integrated Master's, Bachelor's, Foundation Degree or Foundation Certificate student's overall credit-weighted average falls within the borderline range (defined as 0.5 below the threshold average specified for achievement of the higher classification), the Progress and Award Examination Panel will award the higher classification if the **final level** credit-weighted average is within the range of a higher classification and does not fall in the threshold range (i.e., the mark must be above 50, 60 or 70 for the higher class to be awarded).

	Below 40		40 and above			50 and above			60 and above			70 and above	
Integrated Masters Bachelors Degrees	Fail		3rd	Borderline		2:2	Borderline		2:1	Borderline		1st	
				39.50 to 39.99	49.00 to 49.49		49.50 to 49.99	58.50 to 58.99		59.00 to 59.99	68.00 to 68.49		68.50 to 69.99
Foundation Degree	Fail		Pass				Borderline		Merit	Borderline		Distinction	

46.6.2 Graduate awards and other undergraduate non-Honours awards are not eligible for borderline consideration.

	Below 40		40 and above			50 and above			60 and above			70 and above	
Graduate awards UG non-Honours	Fail	39.50 to 39.99	49.00 to 49.49	49.50 to 49.99		59.00 to 59.99	68.50 to 69.99	Merit	Distinction				
				Pass									

## Borderline calculation example

- Calculate the award mark using both calculation method 1 and 2 (see [section 46.3.12](#) for an example).
- In the example below calculation 2 is 58.50 which is within the borderline range for a Bachelor's Degree.
- Where the highest award mark falls in the borderline range, then the final level (i.e., Level 6) credit-weighted average is referred to.
- The final level average must be in the higher classification range, not the classification threshold range, for the higher classification to be awarded; if the final level average is in the classification threshold or below the lower classification is awarded.
- In the example below the Level 6 credit-weighted average is 60.33 which is in the Class II Division i range and therefore the student would be awarded a Class II Division i classification.

Calculation method	Award mark	Classification
Calculation 1 (level ratio 1:1)	57.58	Class II Division ii
Calculation 2 (level ratio 1:2)	58.50	Class II Division ii <b>BORDERLINE</b>

Modules for Level 6	Mark	Credit	Mark x Credit	Weighted mark
Module A	65	40	65 x 40 =	2,600
Module B	62	20	62 x 20 =	1,240
Module C	62	20	62 x 20 =	1,240
Module D	40	20	40 x 20 =	800
Module E	68	20	68 x 20 =	1,360
<b>Total</b>		<b>120</b>		<b>7,240</b>

Credit-weighted average calculation for Level 6	
Total weighted mark ÷ Total credits	
7,240 ÷ 120	60.33

## 46.7 Failure to meet award thresholds

- 46.7.1 A student who is not successful in the final attempt to meet the award requirements of a programme of study after all assessment opportunities have been exhausted will have their enrolment for their programme of studies terminated.
- 46.7.2 Subject to the provisions of the relevant programme specifications, students who have not met the progression requirements for an award may be deemed to be eligible for an exit award as defined within the programme specification, provided that they have met the requirements of that award. A student who has been granted an exit award in such circumstances and has exhausted all assessment opportunities as specified in the [University Regulations](#) is not normally permitted to progress to a further attempt at the higher award.
- 46.7.3 There is no automatic right to repeat the final level of an undergraduate programme of study. In exceptional circumstances this may be permitted. For the process to be followed refer to [section 43.7](#)
- 46.7.4 Students should note that there are strict **time limits on making appeals**. Students have **20 working days from the publication of results** to submit their appeal. Details of the 'Appeals Policy' and procedure can be found in [section 58](#). The Students' Union can also offer advice and support. Information is available on the [Students' Union page](#).

## Section 47 Scheme B – Postgraduate award

### 47.1 Eligibility for award

- 47.1.1 Students who have not achieved sufficient credit or the necessary standard for the award may be considered for the exit award as detailed on the relevant programme specification.
- 47.1.2 Students are eligible for a postgraduate award when they have:
- Fulfilled specified enrolment requirements, including the payment of relevant fees.
  - Attempted the assessment for all modules specified for the programme of study in the programme specification.
  - Been awarded the required credits at the appropriate level.
  - Fulfilled any additional requirements as specified in the programme specification, and in particular must have passed all modules designated as compulsory for award.
  - Achieved a classification average, determined across all modules contributing to award, calculated in accordance with the classification rules.
  - For the award of a Master's Degree, the classification average must be at least the classification average for a pass.
- 47.1.3 A student enrolled on a programme that confers professional status who does not meet the requirements of the intended award may nonetheless be eligible for a non-professional award. This would be detailed in the programme specification.

### 47.2 Credit requirements for award

- 47.2.1 Credit requirements for taught postgraduate programmes are set out in the table below: These will be used in conjunction with programme specific rules detailed on the programme specification, for example, where modules must be passed and cannot be condoned. Exit awards may only be awarded where stated on the programme specification.

Further details of the eligibility to use external credit towards an exit award can be found in [section 4.8](#).

Award	Credits taken	Credit requirement for award
Professional Doctorate	180	<ul style="list-style-type: none"> <li>Passed 180 credits at Level 8 (Part 1) – successful completion allows progression to research stage (Part 2) to be considered by a Transfer Panel set up under the <a href="#">Research Degree Regulations</a></li> <li>Credit cannot be condoned to contribute to this award</li> <li>No more than 90 external credits at Level 8</li> </ul>
Doctorate of Counselling Psychology	540	<ul style="list-style-type: none"> <li>Passed 540 credits at Level 8</li> <li>Credit cannot be condoned to contribute to this award</li> <li>No more than 180 external credits at Level 8</li> </ul>
Master's Degree	180	<ul style="list-style-type: none"> <li>Passed at least 150 credits at Level 7</li> <li>And where eligible, a minimum mark of 20 must be achieved in the remaining 30 credits</li> <li>No more than 120 external credits at Level 7 or above</li> </ul>
Postgraduate Diploma	120	<ul style="list-style-type: none"> <li>Passed 120 credits at Level 7</li> <li><i>Credits cannot be condoned to contribute to this award</i></li> <li><i>Credits from a dissertation or research project cannot be used to contribute towards this as an exit award</i></li> <li>No more than 80 external credits at Level 7 or above</li> </ul>
Postgraduate Certificate in Education (admission 2019-20 onwards)	60	<ul style="list-style-type: none"> <li>Passed 60 credits at Level 7</li> <li><i>Credit cannot be condoned to contribute to this award</i></li> <li>No external credits can be used to contribute to this award</li> </ul>

Award	Credits taken	Credit requirement for award
Postgraduate Certificate	60	<ul style="list-style-type: none"> <li>Passed 60 credits at Level 7</li> <li>Credit cannot be condoned to contribute to this award</li> <li><i>Credits cannot be condoned to contribute to this as an exit award</i></li> <li><i>Credits from a dissertation or research project cannot be used to contribute towards this as an exit award</i></li> <li>No more than 40 external credits at Level 7 or above</li> </ul>

\* Additional criteria for award may be specified in the [programme specification](#).

## 47.3 Postgraduate award mark calculations

47.3.1 Classification depends on the performance of the student in modules contributing to the award. It is calculated on the basis of a credit-weighted average of marks across an award, unless otherwise specified in the programme specification.

47.3.2 Postgraduate awards are classified as follows:

Classification	Overall weighted mark
Distinction	70 or above
Merit	60-69
Pass	50-59
Fail	0-49

### Classification calculation method

47.3.3 The credit-weighted average is calculated and rounded to 2 decimal places.

47.3.4 Only results obtained from York St John University will be used to calculate degree classifications (refer to [section 4.7](#)).

47.3.5 Exceptions to these arrangements will have been agreed by the Quality and Standards Committee for specific programmes or individuals and normally require classification based on particular modules only for example, through direct entry to the programme through recognition of prior learning (RPL).

### Calculating credit-weighted averages for a Master's programme

47.3.6 To calculate a credit-weighted average for the programme:

- List the final module marks and the module's credit values in the level (columns B and C in the example below)
- Multiply each module mark by the module's credit value and enter that into column D. This gives the weighted mark for each module.
- Total the number of credits in column C (this should normally be 180, but in some cases, it may be 150 if there is a pass/fail module)
  - Note that failure marks must also be included in this calculation – the failure mark is multiplied by the credit value for the module in the normal manner.
- Total the weighted marks for all modules in the level (column E, example 11,280)
- Then divide total weighted marks by the total number of credits
- This gives a credit-weighted average mark for the award
- In the example below the credit-weighted average for the award is 62.67

- h) Weighting the module marks in this way gives greater emphasis to the marks for the larger modules.

A Modules	B Mark	C Credit	Mark x Credit	D Weighted mark
Module A	57	30	57 x 30 =	1,710
Module B	55	30	55 x 30 =	1,650
Module C	63	30	63 x 30 =	1,890
Module D	69	30	69 x 30 =	2,070
Module E	66	60	66 x 60 =	3,960
<b>Total</b>		<b>180</b>		<b>11,280</b>

Credit-weighted average calculation	
Total weighted mark ÷ Total Credits	
11,280 ÷ 180	62.67

## 47.4 Exceptional third attempts for postgraduate awards

47.4.1 If a student does not meet the criteria for award a School Assessment Board may exceptionally make a recommendation to the Progress and Award Examination Panel for a third attempt at a module's assessment(s). To ensure transparency and equity, the following criteria for such recommendations are applied by the Panel:

- a) A single module has been identified which, if passed, would enable progression or completion of an award

and

- b) There is a high likelihood of success in this module through a further reassessment opportunity (usually indicated by a mark within 10 points on the University mark scale of the mark required to be awarded)

## 47.5 Postgraduate classifications thresholds

47.5.1 If a student's overall credit-weighted average falls above the **classification threshold**, the Progress and Award Examination Panel awards the higher classification. The thresholds for Masters' Degrees are as follows:

Classification	Overall credit-weighted mark classification threshold
Distinction	69.50
Merit	59.50
Pass	49.50

## 47.6 Borderlines

47.6.1 If a student's overall credit-weighted average falls within the borderline (defined as 0.5 below the threshold mark specified for achievement of the higher classification), the Progress and Award Examination Panel may award the higher classification:

- If the mark for the 60-credit dissertation or major project is within the range of a higher classification.
- If a programme does not have a 60-credit dissertation or major project, the programme specification may denote which credits are used to determine the outcome of borderline cases.

	Below 50		50 and above		60 and above		70 and above
Postgraduate	Fail		Pass	Borderline	Merit	Borderline	Distinction
	49.50 to 49.99			59.00 to 59.49 59.50 to 59.99		69.00 to 69.49 69.50 to 69.99	

### Borderline calculation example – Master's Degree student

- Calculate the credit-weighted award average mark.
- In the example below the calculation is 69.17 which is within the borderline range for a Master's Degree.
- Where the award mark falls in the borderline range, the 60-credit dissertation or major project mark is referred to.
- The 60-credit module mark must be in the higher classification range, not in the threshold range, for the higher classification to be awarded; if the 60-credit module mark is below the classification range the lower classification is awarded.
- In the example below the 60-credit module mark is 70 which is in the Distinction range and therefore the student would be awarded a Distinction classification.

A	B	C	D
Modules	Mark	Credit	Mark x Credit
Module A	67	30	67 x 30 = 2,010
Module B	65	30	65 x 30 = 1,950
Module C	63	30	63 x 30 = 1,890
Module D	80	30	80 x 30 = 2,400
Module E	70	60	70 x 60 = 4,200
<b>Total</b>		<b>180</b>	<b>12,450</b>

Credit-weighted average calculation	
Total weighted mark ÷ Total Credits	
12,450 ÷ 180	69.17

## 47.7 Failure to meet award thresholds

- 47.7.1 A student who is not successful in the final attempt to meet the award requirements of a programme of study after all assessment opportunities have been exhausted will have their enrolment for their programme of studies terminated.
- 47.7.2 Subject to the provisions of the relevant programme specifications, students who have not met the progression requirements for an award may be deemed to be eligible for an exit award as defined within the programme specification, provided that they have met the requirements of that award. A student who has been granted an exit award in such circumstances and has exhausted all assessment opportunities as specified in the [University Regulations](#) is not normally permitted to progress to a further attempt at the higher award.
- 47.7.3 There is no automatic right to repeat postgraduate programmes of study. In exceptional circumstances this may be permitted. For the process to be followed refer to [section 44.3](#).
- 47.7.4 Students should note that there are strict **time limits on making appeals**. Students have **20 working days from the publication of results** to submit their appeal. Details of the 'Appeals Procedure' can be found in [section 58](#). The Students' Union can also offer advice and support. Information is available on the [Students' Union page](#).

## Section 48 Aegrotat and posthumous awards

### 48.1 Aegrotat awards

- 48.1.1 In the event that a student is prevented by illness from completing a taught award, an unclassified Aegrotat award may be awarded by the Progress and Award Examination Panel on the recommendation of the Chair of the School Assessment Board provided that:
- The student has fulfilled specified enrolment requirements, including the payment of relevant fees.
  - There is evidence that the student's attainment is such as to merit the award.
  - The award does not lead to an accredited professional qualification.
  - The Progress and Award Examination Panel is satisfied that the student will be unlikely to be able to return to complete studies at a later date.
  - The student consents to this award.
- 48.1.2 All recommendations for aegrotat awards must have the support of the external examiner before being recommended to the Progress and Award Examination Panel.
- 48.1.3 The School is advised to exhaust all other possible alternatives before considering recommending an aegrotat award.
- 48.1.4 Students should be advised by the School to carefully consider the implications for future study and employment as they may find they need to explain why an unclassified award was made, and this may prevent students from further study at a higher level.
- 48.1.5 Following discussion with the student, the student must be given a 1 week 'cooling off' period in which to reconsider their decision should they wish to.
- 48.1.6 Schools are required to keep a record of all discussions with the student regarding the possibility of awarding an aegrotat and the considerations the student should consider when making this decision.
- 48.1.7 If a student indicates a willingness to accept the award the recommendation should be made at the School Assessment Board. The recommendation is considered for final approval by the Progress and Award Examination Panel.

### 48.2 Posthumous awards

- 48.2.1 Posthumous awards may be made by the Progress and Award Examination Panel for undergraduate and taught postgraduate students on the recommendation of the Chair of the School Assessment Board and with the support of the external examiner, and upon such evidence as the Panel requires.

Posthumous awards may be made by the Research Degrees Examination Panel for professional doctorate students and research degree candidates on the recommendation of the main supervisor and with the support of the School Research Lead and upon such evidence as the Panel requires.

Criteria are not specified; each case is considered on its merits.

The Progress and Award Examination Panel and Research Degrees Examination Panel have discretion to make the posthumous award for which the candidate was aiming, irrespective of the point reached in the programme of study. It may be classified or an Aegrotat award.

## Section 49 External examiners for taught programmes

### 49.1 Purpose

- 49.1.1 External examiners appointed by York St John University are an essential part of the University's framework for assuring standards and quality of our awards. External examiners are external to and independent of the University, the awarding body. To align with the 'Quality Assurance Agency UK Quality Code for Higher Education 2018' our external examiners ensure that the standards and quality of our programmes cohere with the relevant National Qualification Framework, Subject Benchmark Statements, Characteristics Statements and professional requirements. Examiners' expertise is used to identify good practice in learning, teaching and assessments, areas for enhancement and to inform the continuous improvement of our programmes.
- 49.1.2 External examiners for taught programmes are appointed for all provision leading to a Higher Education award, including those offered under franchise agreements or for validated programmes offered through collaboration with external partners.
- 49.1.3 To align with the 'Quality Assurance Agency UK Quality Code for Higher Education 2018' the expectations of the University's procedures for external examining are:
- To ensure that the academic standards of programmes meet the requirements of the relevant National Qualification Framework.
  - To ensure the value of our qualifications awarded is in line with Higher Education sector recognised standards.
- 49.1.4 The University recognises the key role played by its external examiners in:
- Calibrating and maintaining academic threshold standards for our qualifications both internally across cohorts and collaborative providers, and in relation to the broader Higher Education system.
  - Verifying that the standards set are appropriate in the awards and modules for which they are responsible.
  - Ensuring the assessment procedures are fair, reliable and transparent, and that integrity is maintained in their operation.
  - Contributing to improvement and enhancement of core practices for standards through comment on areas of good practice, innovation and enhancement.

### 49.2 Nomination and appointment

- 49.2.1 The University appoints external examiners to 2 roles within the examining system:
- External Examiner – as subject specialists
  - External Examiner for Progress and Award – overall award and progression
- 49.2.2 An appropriate number of subject specialist external examiners are appointed for each School to ensure that the modules and programmes delivered are reviewed by examiners who are appropriately qualified independent individuals, who are able to act impartially and who are in a position to compare the performance of the students on the modules and programmes concerned with that of their peers at other Higher Education institutions and with the expectations of the National Qualification Framework and Subject Benchmark Statements.

#### Person specification

- 49.2.3 The University has adopted the following criteria for the appointment of external examiners as set out below. External examiners should:
- Have a high degree of competence and experience in the fields covered by the programme of study, or parts thereof, and have a good understanding of the UK Higher Education sector.
  - Be appropriately experienced in programme design and student assessment at the level of the award, and in operating a variety of assessment tasks/procedures appropriate to the subject.
  - Have the necessary academic experience and subject knowledge, and/or have extensive practitioner experience where appropriate, required to assess standards in an effective manner, identify good practice and recommend enhancements to enable informed programme development. External examiners with professional qualifications should be qualified to at least the level of the qualification being externally examined.

- d) Have had sufficient experience in quality assurance to enable them to discharge their role effectively, including experience of agreed reference points for the maintenance of academic standards and assurance and enhancement of quality.
- e) Have sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers.
- f) Have familiarity with the standard to be expected of students to achieve the award that is to be assessed.
- g) Have fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements).
- h) Meet applicable criteria set by professional, statutory or regulatory bodies (PSRBs).
- i) For Nursing and Midwifery Council (NMC) accredited programmes external examiners must possess current registration on the appropriate part of the NMC Register. Current registration will be required throughout the appointment and will be checked annually by Registry.
- j) Have awareness of current developments in the design and delivery of relevant curricula.
- k) Have competence and experience relating to the enhancement of the student learning experience.

49.2.4 External examiners will normally hold current posts in institutions within the UK Higher Education system and will, preferably, have experience of external examining. In certain circumstances, it will be appropriate to appoint either a person who possesses particular professional expertise but who does not work within the Higher Education sector, or a person who does not yet hold external examining experience. Such proposals will be assessed on their merits. The University will identify whether first-time external examiners have additional information and development needs at the time of appointment and will put appropriate support in place.

#### **Restrictions on appointment**

- 49.2.5 External examiners should normally hold no more than 2 external examiner appointments for taught programmes/modules at any point in time.
- 49.2.6 A previous external examiner of the University may be re-appointed in exceptional circumstances but only after a period of 5 years or more has elapsed since their last appointment.
- 49.2.7 Recently retired academic staff from a UK Higher Education institution may be appointed, provided that the appointment starts within 2 years, and is completed within 6 years, of retirement.
- 49.2.8 Particular attention is paid to nominees who have been involved in the development of the programme or its component parts, for example as an external consultant, or who have acted as a member of the validation panel (or equivalent) which approved the programme. The University will balance the benefits of engaging someone who is familiar with the programme and its rationale with any risk to their ability to provide a fully independent perspective. Nominations from Schools should therefore clearly identify where a nominee has recently acted in such a capacity and provide a rationale for their nomination as external examiner. Only in exceptional cases will approval be forthcoming.

#### **Reciprocity and conflicts of interest**

- 49.2.9 To ensure impartiality and independence the University does not appoint as external examiners anyone in the following categories or circumstances:
  - a) A member of a governing body or committee of the University or one of its collaborative partners, or a current employee of the University or one of its collaborative partners.
  - b) Anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study.
  - c) Anyone required to assess colleagues who are recruited as students to the programme of study.
  - d) Anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study.
  - e) 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 module(s) in question.
  - f) Former staff or students of the University or one of its collaborative partners unless a period of 5 years has elapsed, and all students taught by or with the external examiner have completed their programme(s).

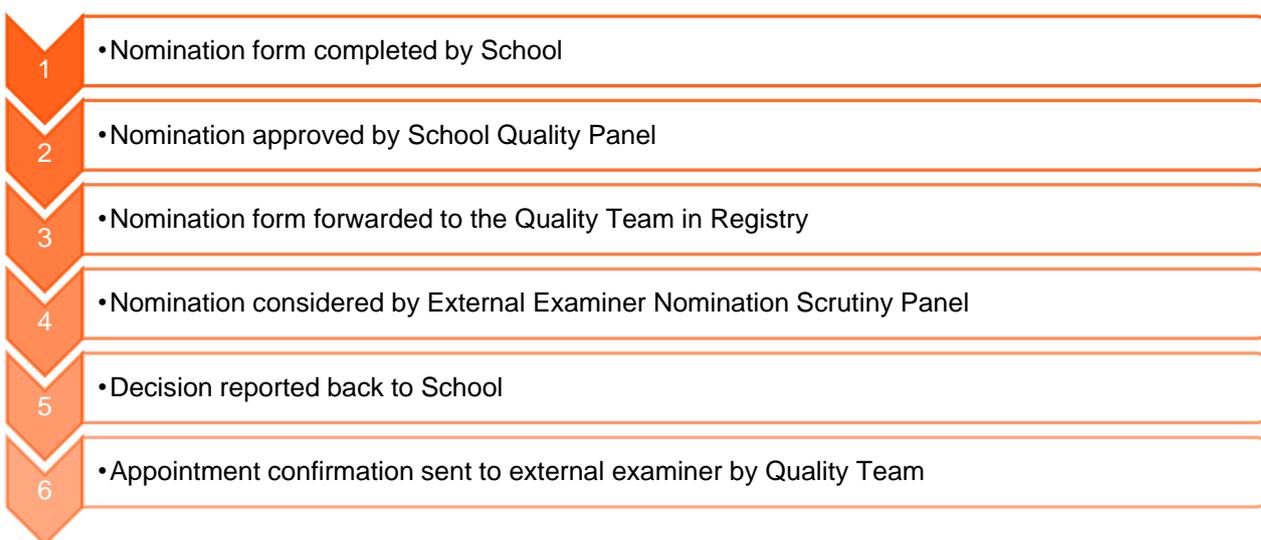
- g) A reciprocal arrangement involving cognate programmes at another institution.
- h) The succession of an external examiner by a colleague from the examiner's home department and institution.
- i) The appointment of more than 1 external examiner from the same department of the same institution.
- j) Members of Higher York institutions must not be nominated as external examiners for York St John University validated programmes within the Higher York Partnership.

49.2.10 To ensure that any potential conflicts of interest are identified and resolved prior to appointment of external examiners, the University holds a central record of examining appointments held by York St John University staff at other institutions and this is consulted as part of the nomination process.

External examiners and York St John University staff are asked to notify the Quality team of any changes in circumstances which may create a conflict of interest. In such instances this may result in the termination of the external examiner's appointment for the University.

### 49.3 Nomination process

- 49.3.1 The approval of appointments of external examiners is the responsibility of the Quality and Standards Committee on behalf of the Academic Board.
- 49.3.2 Nominations for the appointment of external examiners to be effective in October should be made by **1 May**.
- 49.3.3 Nominations will be made by the School responsible for the module(s) and programme(s) concerned. For programmes delivered through a collaborative arrangement at a partner institution, the nomination will come forward from the partner organisation in consultation with the Collaborative Programme Representative. All nominations will be considered by an External Examiner Nomination Scrutiny Panel, acting on behalf of the Quality and Standards Committee. Details of external examiner appointments will be reported to the Quality and Standards Committee regularly. An annual report on appointments will be made to the Quality and Standards Committee.
- 49.3.4 All nominations will be sent in the first instance to the Executive Officer of the University Quality and Standards Committee, using the nomination form available on our webpages. The Executive Officer will ensure the processing of nominations and all necessary administration associated with appointments. For more information, please visit our [External examiner page](#).
- 49.3.5 Nominations will be considered in accordance with the criteria for appointment set out in the section above. In making nominations, Schools should ensure that the appointment criteria are met, and they are required to identify any exceptions so that these can be expressly considered by the External Examiner Nomination Scrutiny Panel.
- 49.3.6 The panel's decision will be reported back to the School by the Quality team.



## Support for external examiners without previous experience

- 49.3.7 Schools nominating examiners without previous experience will be required to provide details of appropriate support e.g., mentoring for their first year of appointment, particularly for those from a non-UK Higher Education background. Schools are responsible for identifying a suitable mentor. The Quality team must be notified by the School of the mentor's details and will make arrangements for the mentor's fee to be paid at the end of the academic year.

## 49.4 Changes to duties following appointment

- 49.4.1 Requests for reallocation of duties of an existing examiner, for example module allocation, must be made in writing to the External Examiner Nomination Scrutiny Panel through the Quality team and should include a written rationale for the change from the School. This change must be approved by the relevant School Quality Panel before being forwarded for approval by the External Examiner Scrutiny Panel.

## 49.5 Terms of office

### Period of appointment

- 49.5.1 The term of office for an external examiner will **normally be 4 years**, with the possibility of extension to 5 years in exceptional circumstances to ensure continuity. No examinership will exceed 5 years.
- 49.5.2 Requests for an extension of the period of approval must be made in writing to the External Examiner Nomination Scrutiny Panel through the Quality team and must include a written rationale for the extension from the School. The relevant School Quality Panel must approve the request before it is forwarded for approval by the External Examiner Nomination Scrutiny Panel.
- 49.5.3 Appointments will normally start on **1 October**.

### Early termination of appointment

- 49.5.4 An external examiner's appointment may exceptionally be terminated at any time by the Academic Board on the recommendation of the Quality and Standards Committee on the following grounds:
- Changes in programme and module structure which render the appointment unsuitable.
  - Withdrawal of a programme or group of modules.
  - Failure to fulfil external examiner's obligations.
  - Failure to attend School Assessment Boards where attendance is required without making alternate arrangements.
  - Irretrievable breakdown of relations with the University sufficient to compromise the assessment process and adversely affect students.
  - A conflict of interest has arisen that cannot be satisfactorily resolved.
  - Undeclared or unidentified reciprocal arrangements are identified.
- 49.5.5 Should an external examiner's circumstances change, and they feel unable to continue their duties in the role, the external examiner must notify the University in writing, giving a **3-month** period of notice. Letters of resignation must be sent to the Academic Registrar and Head/Dean of School.

## 49.6 Student information on external examiner appointments

- 49.6.1 Information on the University's external examiners, including their names and institutions, is available on the University's website. Students are provided with this information, and information on the external examining system, in relevant School information and on Moodle. For more information, please refer to our [External examiner page](#).

It is made clear to students that it is not appropriate for them to contact external examiners directly. External examiners must refer any direct contact received from students to the University.

## 49.7 Preparation for the role

### Appointment letter and welcome pack

- 49.7.1 Following appointment external examiners are provided with the following materials by the Quality team in Registry:
- Letter of appointment
  - [Code of Practice for Assessment](#)
  - Principal dates for the assessment events at the University for the academic year
  - Information on fees and expenses and expenses claim forms
  - [Annual report form](#)
  - Previous external examiner reports (where relevant)
  - Induction materials.

### External examiner induction

- 49.7.2 To ensure that our external examiners are effectively briefed on university requirements and regulations and on the detail of the modules and programmes for which each examiner is responsible, external examiners will have access to an online induction with accompanying support materials. It is also expected that programme teams will brief their external examiners. External examiners for programmes delivered in collaboration with partners should be briefed by the appropriate programme team, with input from the York St John Collaborative Programme Representative where appropriate.
- 49.7.3 External examiners may contact the Deputy Academic Registrar if they feel they have not had access to induction materials or had guidance from their programme team. Further information on the external examiner role is also available through our [External examiner page](#).

### School induction materials

- 49.7.4 The following materials are normally sent by the School following appointment. Schools and partner institutions may find it useful, however, to share some of this material with a prospective external examiner before a nomination is sent forward for approval so that they can be satisfied about the duties proposed.
- Module and programme documentation including the relevant programme specification(s) and module specifications
  - Information on School or partner institution specific dates
  - School or partner institution specific assessment information including marking criteria (via Moodle)
  - An update on programme developments
  - Annual Assessment Schedule (once finalised)

### Annual updates

- 49.7.5 All external examiners will receive an update of any relevant material annually or during the year should any major changes occur. Such updating could come from the Deputy Academic Registrar or the appropriate School.

### The University's virtual learning environment (Moodle)

- 49.7.6 Moodle is the University's virtual learning environment. This is an online resource where students can find resources, prompts to self-directed learning, a week-to-week layout of their modules and submit their assignments.

External examiners will need to engage with Moodle as part of the assessment process. Moodle also provides external examiners with the opportunity to engage directly with teaching materials and learning support.

The virtual learning environment for our validated partner organisations (validated provision) will be confirmed by the validated partner.

## 49.8 External examiner role

- 49.8.1 The role of external examiners is to provide informative comment and recommendations as required by the Quality Assurance Agency. Where appropriate, external examiners will also take account of the standards and requirements specified by professional, statutory and regulatory bodies.
- 49.8.2 Subject-area examinerships are not normally required to supervise the degree classification process or final stages of approval of the award. These are the business of the Progress and Award Examination Panel and are supervised by an External Examiner for Progress and Award. This role is defined in a section below. The University will, however, provide external examiners with access to information about the profiles of students at award level to inform judgements on overall subject-area standards and to enable the School Assessment Board to make recommendations to the Progress and Award Examination Panel on individual cases.
- 49.8.3 External examiners are formally and directly involved in assessments that contribute directly to the award of intended qualifications.
- a) For postgraduate and graduate programmes, the external examiner will be directly involved with the assessments for all modules.
  - b) For Integrated Master's programmes the external examiner will be directly involved with the assessment of Levels 5, 6 and 7.
  - c) For undergraduate programmes the external examiner will be directly involved with the assessment of Levels 5 and 6.
    - In calibrating standards for undergraduate degrees as a whole, however, an external examiner will wish to comment on the role of Level 4 within this and should be provided with evidence to support this through the School Assessment Board.
  - d) For Foundation Degree programmes the external examiner will be directly involved with the assessment for both Levels 4 and 5.
  - e) External examiners are asked to carefully review sub-degree awards such as Foundation Certificates, the Certificate of Higher Education or Diploma of Higher Education where these are made within the context of a degree programme.
  - f) The University will, additionally, make provision for an external examiner to be involved in freestanding modules.
  - g) Occasionally an examinership will be established for a group of modules that do not in themselves lead to an award.
  - h) During the first year of operation of a new programme or module, an external examiner will be recruited to review that year.
  - i) The external examiner for the programme will be consulted about recognition of experiential prior learning claims if the credit for exemption is at Level 5 for undergraduate programmes, or for postgraduate programmes.
- 49.8.4 Programmes of study will be clearly attributed to a subject-area within a School although they may include modules from elsewhere. An external examiner will not normally be asked to take responsibility for a module belonging to another subject-area, but they should take a view on whether that module, in combination with others, can deliver the programme learning outcomes or skills profiles expected by the University.
- 49.8.5 For Joint Honours programmes, subject external examiners will take a view of modules contributing to the Joint Honours strand in that subject-area and for the overall coherence of the programme managed by the nominated lead School. Increasingly, subject-areas across the University are developing broad programmes of modules that can contribute to a number of programme routes leading to named awards.
- 49.8.6 The external examiner is asked to share in monitoring the overall effectiveness of the programmes in offering students opportunities to meet the requirements of the programme outcomes stated for them by the subject-area and the University. The classification process, however, is carried out at the Progress and Award Examination Panel under the supervision of an External Examiner for Progress and Award because the modules for an award can be drawn from more than one subject-area.
- 49.8.7 Although subject-area external examiners are not directly involved with the degree classification process, which is largely mechanistic and the responsibility of the Progress and Award Examination Panel, the University asks its external examiners to take a view on the academic standards for programmes of study. Progression and award profiles will be supplied to School Assessment Boards so that external examiners can scrutinise profiles with a view to assisting boards in making recommendations about individual cases to the Progress and Award Examination Panel and taking an overview of standards for

programmes. Other evidence from which an examiner might form a view of the overall standards of the programme might be:

- a) Review of curriculum structure and the learning, teaching and assessment strategy for a programme which can be considered independently of the annual assessment process.
- b) Consideration of overall profiles, summary results for a programme and comparative statistics which can be considered by a subject-area external examiner after the meeting of the Progress and Award Examination Panel and advice can be offered accordingly in the annual report.
- c) Involvement with revalidation of its taught provision or curriculum amendment, should it take place within their term of office.

49.8.8 External examiners can be consulted on any proposed change of mark for module(s) that may arise outside a formal meeting of a board.

49.8.9 External examiners should direct any requests for additional evidence to enable them to discharge their responsibilities through the relevant Programme/Course Lead or nominee.

## 49.9 Commenting on draft assessments and examination papers

49.9.1 External examiners are involved in the review and evaluation of proposed assessments. This includes the verification of examination papers for all levels that are running for the first time and all modules that are contributing to an award and other assessment tasks.

Schools are required to provide external examiners with draft assessments and examination papers, along with accompanying model answers/marking criteria, for comment and approval.

Schools must share draft assessments and examination papers with external examiners in good time to allow ample opportunity for feedback to be provided.

If a non-examination assessment task is repeated year-on-year (bearing in mind implications for academic misconduct) the external examiner may be asked to approve it only in the first year of their tenure or the first year the assignment is offered in that form.

49.9.2 External examiners are given the opportunity to comment on the suitability of the form, content and marking schemes of assessments and examination papers contributing to overall module marks for all modules contributing to the determination of an award of the University. This should apply to all forms of assessment not just examinations. It should also include the arrangements for reassessment.

49.9.3 Comments made by an external examiner on proposed examination papers or other assessments will be considered by the programme team, and a response provided on the outcomes of this consideration. Information on how examination papers and assessment briefs will be made available to external examiners will be confirmed to them by the School.

## 49.10 Meeting with students

49.10.1 Many external examiners find it useful to meet students on programmes they are examining at some point during their period of appointment to inform their wider understanding of the context within which assessment takes place. Whilst this is not a requirement of the University, School staff will be pleased to arrange meetings with students on request. Students will be given clear information on the purpose of such meetings.

## 49.11 Role in external moderation

49.11.1 Our external examiners are moderators of standards. External examiners are required to review assessed work including the outcome of examinations in order to calibrate standards across the subject-area and with comparable courses elsewhere, with close attention to work at pass/fail, grade and classification boundaries.

49.11.2 External examiners are required to review the marks achieved by students in modules contributing to the determination of awards, normally by sampling assignments, projects, examination scripts, etc. In the case of oral work or presentations, agreement should be reached with the subject-area on how this can be achieved.

49.11.3 Programme teams are responsible for ensuring that appropriate samples of assessment from each module are sent to the external examiner for moderation.

- a) Samples must include examples from the full range of grades awarded.
- b) Samples should be a sensible size and must involve **a minimum of 5 scripts or the square root of the number of scripts** whichever is the greater.

- c) The important principle is that the external examiner has a sufficient range of work to reach a clear judgment about standards.
- 49.11.4 External examiners are not involved routinely in moderating assessment at Level 3 and 4 of an undergraduate Bachelor's degree programme but would be involved with Level 4 of a Foundation Degree or if the award is set entirely at either Level 4 or below.
- 49.11.5 Programme teams are responsible for ensuring that:
- a) The examiner receives samples as quickly as possible after the internal moderation. The 'Assessment Schedule' provided by the School at the start of the academic year will indicate when the sample is expected.
  - b) The examiner receives accompanying information about the module (Module Handbook/Moodle site) including assessment criteria together with the internal moderators' feedback and comments.
  - c) The examiner receives clear written information about any individual cases which they are being asked to consider.
- 49.11.6 As well as receiving samples of assessed work, external examiners may be asked to consider individual student cases. For example:
- a) To advise on alleged plagiarism.
  - b) To consider exceptional/outstanding work, awarded very high grades.
  - c) To consider failed assessments.
  - d) To advise the School Assessment Board Chair on a disputed grade following extensive internal moderation.

#### **Moderation of failure at first attempt**

49.11.7 External examiners should review all work with failure marks at first attempt.

#### **Reassessments and deferrals**

- 49.11.8 External examiners are not required to review samples for reassessments or deferrals of passing standard unless they explicitly state in advance that they wish to do this.
- 49.11.9 All reassessment failures must normally be reviewed by the external examiner, especially at final level or where termination of enrolment is likely to be recommended. Such cases often lead to academic appeal and it is helpful if the University can answer appeals confident in the support of its external examiners. If an examiner has not been involved in the review of all failed work the Academic Registrar may ask an examiner to review a particular piece of work if necessary. Refer to [section 49.14](#) regarding endorsement of assessment results for further details.

#### **Borderline marks**

- 49.11.10 In the case of borderline grades for first submissions of undergraduate dissertations or postgraduate dissertations, external examiner review and endorsement is required, and should be arranged to manage the holiday period.
- 49.11.11 It is neither necessary, nor good practice, to send all assessments at classification borderlines to the external examiner. The internal moderation process should resolve most individual cases. If that process produces a borderline grade, then there should be confidence in that grade and (through notes of the moderation process) be able to justify it.

Typically, this entails reviewing samples of student work from each class/award and class boundary. While such sampling will include first class work, the University does not require all first-class work to be seen by an external examiner if they have had sufficient access to such work to establish standards.

#### **Adjustment of marks**

- 49.11.12 Marks for individual students included in the sample will not normally be adjusted unless the external examiner considers that there is a need to adjust the marks for the **whole cohort** taking a particular module. In these circumstances, an external examiner may recommend a course of action to a School Assessment Board, for example, that an assessment element be re-marked for all students. The Academic Registrar will be consulted regarding the process to be followed in such circumstances.
- 49.11.13 Individual marks will normally only be adjusted if individual circumstances apply e.g., arbitration of marks where disparity exists between markers. Consideration will be given to the 'Protocol for Identifying and Reviewing Anomalous Performance in Modules' (refer to [section 51.1](#)).

49.11.14 In the event that an external examiner determines that the overall level of grading on a module or modules is inappropriate, a request should be made that all work submitted for the assessment in question be re-marked by Module Directors/Tutors, considering the examiner's judgement about the original level of grading. If possible, this should be completed prior to the School Assessment Board meeting. Where this is not possible, module grades will be approved through Chair's Action.

### Summary of external examiner moderation requirements

49.11.15 Summary of moderation requirements

Programme	Contribute to award	Moderation requirements
<b>Level 3 <i>entire programme</i></b>	Yes	<ul style="list-style-type: none"> <li>• Sample of first attempt work for all modules*</li> <li>• All reassessment failures</li> </ul>
<b>Level 3 Foundation Year</b>	<i>No - Progressional</i>	<ul style="list-style-type: none"> <li>• New programmes or modules only – first run through <ul style="list-style-type: none"> <li>▪ Sample of first attempt work for all modules*</li> <li>▪ All reassessment failures</li> </ul> </li> <li>• Overview thereafter</li> </ul>
<b>Level 4 <i>entire programme</i></b>	Yes	<ul style="list-style-type: none"> <li>• Sample of first attempt work for all modules*</li> <li>• All reassessment failures</li> </ul>
<b>Level 4 and 5 Foundation Degree</b>	Yes	<ul style="list-style-type: none"> <li>• Sample of first attempt work for all modules*</li> <li>• All reassessment failures</li> </ul>
<b>Level 4 Bachelor's</b>	<i>No - Progressional</i>	<ul style="list-style-type: none"> <li>• New programmes or modules only – first run through <ul style="list-style-type: none"> <li>▪ Sample of first attempt work for all modules*</li> <li>▪ All reassessment failures</li> </ul> </li> <li>• Overview thereafter</li> </ul>
<b>Level 5 Bachelor's</b>	Yes	<ul style="list-style-type: none"> <li>• Sample of first attempt work for all modules*</li> <li>• All reassessment failures</li> </ul>
<b>Level 6 Bachelor's / Integrated Master's</b>	Yes	<ul style="list-style-type: none"> <li>• Sample of first attempt work for all modules*</li> <li>• All reassessment failures</li> <li>• All borderline dissertations</li> </ul>
<b>Level 7 Integrated Master's</b>	Yes	<ul style="list-style-type: none"> <li>• Sample of first attempt work for all modules*</li> <li>• All reassessment failures</li> <li>• All borderline dissertations</li> </ul>
<b>Level 7 Postgraduate</b>	Yes	<ul style="list-style-type: none"> <li>• Sample of first attempt work for all modules*</li> <li>• All reassessment failures</li> <li>• All borderline dissertations</li> </ul>
<b>Level 8 Doctorate</b>	Variable	<ul style="list-style-type: none"> <li>• Sample of first attempt work for all modules*</li> <li>• All reassessment failures</li> </ul>
<p>* A minimum of 5 scripts or the square root of the number of scripts – including work from each class/award banding and including all failed assessments.</p> <p>Note – While such sampling will include first class work, the University does not require all first-class work or all dissertations to be seen by an external examiner if they have had sufficient access to a sample to establish standards.</p>		

## 49.12 Role in enhancement of quality

- 49.12.1 Heads of School or nominated representatives will ensure that external examiners are kept fully apprised of proposed curriculum developments.
- 49.12.2 External examiners will be consulted on changes to approved forms of assessment where these are made outside the normal cycle of programme review and approval.

## 49.13 Role at School Assessment Board meetings

- 49.13.1 Each subject-area will have its own School Assessment Board (SAB). These boards in turn report to the Progress and Award Examination Panel.

External examiners are full members of the SAB for the subject-area to which they have been appointed. The SAB agrees marks to be reported to the Progress and Award Examination Panel. Subject-area external examiners are expected to attend meetings, especially where module results contributing to awards are considered, but they are not required to attend the meeting of the Progress and Award Examination Panel.

The Progress and Award Examination Panel is responsible for decisions on the progress of students and the classification of degrees and other awards. The External Examiner for Progress and Award is a member of this committee and attends.

- 49.13.2 SAB meetings are usually convened several times a year, normally at the end of Semester 1 in March, at the end of Semester 2 in June, and then again to consider the results of resits and deferred students in September/August. Panel meetings for some postgraduate programmes normally takes place in November. Panels for non-standard programmes and postgraduate resits may take place at other times during the year.

External examiners will be notified of the meeting dates at the start of the academic year by Schools.

External examiners are invited to all meetings and are **required to attend at least 1 meeting annually either in person or by live video-link**.

- 49.13.3 Where an external examiner is unable to attend such a meeting, arrangements for consultation by telephone or equivalent should be made (such arrangements will, however, be exceptional).

If an external examiner is unable to attend the SAB meeting, but has been involved in the examining process throughout, a written statement confirming their concurrence with the module results should be submitted to the Chair for recording purposes in advance of the SAB meeting.

Non-attendance by an external examiner without good cause may result in termination of the appointment.

- 49.13.4 Details on the operation of School Assessment Boards are set out in [section 50](#).

## 49.14 Role endorsing assessment results

- 49.14.1 External examiners must endorse the results for all modules for which they are responsible by signature (including electronic signature where necessary and appropriate). External examiners attending the School Assessment Board, either in person or online, may provide verbal concurrence (to be recorded in the minutes). External examiners not attending will be asked to endorse the results by providing concurrence by email. In doing so the examiner will be indicating that they are satisfied with the conduct of the assessment process and will be confirming that the standards set in the assessments are commensurate with equivalent awards at other UK institutions.
- 49.14.2 Such endorsement implies that a sample of assessments has been reviewed but does not imply that the external examiner has reviewed the work of every student.
- 49.14.3 It is accepted that the endorsement of first attempt marks presented at the School Assessment Board also confirms concurrence for any reassessment or deferrals of passing standard. Where an external examiner wishes to actively review reassessment work of a passing standard this must be explicitly stated at the School Assessment Board.
- 49.14.4 Delays in providing concurrence to endorse results by the School Assessment Board meeting date will impact upon student reassessment, progression and award decisions and therefore should be avoided where possible. Where a delay is unavoidable the external examiner must liaise with the School Assessment Board Chair, who will notify the Assessment team in Registry (refer to [section 50.5](#)).
- 49.14.5 If an examiner is unwilling to endorse a set of results, the Academic Registrar must be consulted (refer to [section 50.5](#)).

## 49.15 External Examiner for the Progress and Award Examination Panel

- 49.15.1 The Progress and Award Examination Panel is supported by an External Examiner for Progress and Award. The purpose of the External Examiner for Progress and Award is to act as a guardian for the overall award and progress process for the University. The examiner will perform an important role in offering reassurance that all students are treated appropriately and equitably within the regulations of the University.
- 49.15.2 The External Examiner for Progress and Award is appointed to the Progress and Award Panel with the following duties:
- To verify that the University applies its rules for award and progress equitably.
  - To verify that correct decisions are taken with regard to awards and progress.
  - To verify that appropriate consideration has been given to exceptional circumstances through the Special Cases Panel.
  - To verify that discretion in academic judgement is exercised consistently.
- 49.15.3 The External Examiner for Progress and Award is a full member of the Progress and Award Examination Panel and their advice to the Panel will be sought in responding to difficult circumstances or individual cases.
- 49.15.4 The External Examiner for Progress and Award will not normally endorse a change to a mark that has been previously agreed by a subject-area external examiner.
- 49.15.5 The External Examiner for Progress and Award is invited to all meetings and is required to attend at least 2 meetings annually, typically July and November.

## 49.16 External examiner annual reports

- 49.16.1 In addition to the valuable advice and comment made formally and informally to the members of staff of the subject-area to which they are appointed, external examiners are required to report annually in writing to the Vice Chancellor of the University. The report is a key element of the University's quality assurance processes.
- 49.16.2 In order that the reports will be available in a timely way for use in annual monitoring, external examiners are required to submit their reports by no later than **1 August** for programmes examined in the summer and by **1 November** for programmes examined in September/October.
- E: [externalexaminers@yorksj.ac.uk](mailto:externalexaminers@yorksj.ac.uk)

### Content of reports

- 49.16.3 In accordance with Quality Assurance Agency for Higher Education requirements, the report should provide clear and informative feedback on:
- The extent to which the University is maintaining the threshold academic standards set for its awards in accordance with the frameworks for Higher Education qualifications and applicable Subject Benchmark Statements.
  - The extent to which the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the University's policies and regulations.
  - The extent to which the academic standards and the achievements of students are comparable with those other UK Higher Education Institutions of which the external examiner has experience.
  - Where applicable, the comparability of achievement on the same programmes operating across several sites and/or using more than 1 mode of delivery (e.g., traditional learning, distance learning or e-learning).
  - Good practice and innovation relating to learning, teaching and assessment identified by the external examiner.
  - Opportunities to enhance the quality of the learning opportunities provided to students.

Additionally, the report should:

- g) Confirm that sufficient evidence was received to enable the role to be fulfilled (where evidence was insufficient, the examiner should give details).
- h) State whether issues raised in the previous report(s) have been, or are being, addressed to the examiner's satisfaction.
- i) Address any issues as specifically required by any relevant professional, statutory or regulatory body.
- j) Give an overview of the examiner's term of office (when concluded).

49.16.4 Bearing in mind the provisions of the Data Protection Act, external examiners must not include comments on identifiable individuals in written reports.

### **Serious concerns**

49.16.5 In recognition that the report is to be treated as an open document, external examiners are reminded that they may make separate and confidential reports to the Vice Chancellor on any matter of serious concern about academic standards.

49.16.6 Any such confidential reports to the Vice Chancellor will be immediately acknowledged. The Vice Chancellor will then ensure that the matter is fully investigated as swiftly as possible and a written response, outlining any actions taken as a result, will be provided to the relevant external examiner.

49.16.7 Where an external examiner has a serious concern relating to systemic failings relating to academic standards and has exhausted the University's internal processes, including the confidential report to the Vice Chancellor outlined above, they can raise the matter externally with the Quality Assurance Agency for Higher Education. Guidance on when and how to raise such a concern can be found on the [QAA website](#).

### **Student access to external examiner reports**

49.16.8 External examiner annual reports are made available to all students on Moodle.

## **49.17 Consideration of external examiner reports**

### **Process for consideration**

49.17.1 The report will be considered as part of the University's quality assurance and enhancement processes. On receipt the report will be processed according to the Procedure for reviewing external examiner reports in the section below. The Head/Dean of School and the Associate Head/Dean concerned will ensure that it is considered as part of the subject-area's Programme Review Report where appropriate. For collaborative programmes, the report will be sent to the Programme/Course Lead and Principal of the partner organisation, and the York St John University Collaborative Programme Representative. Responses to reports will be approved as detailed in **section 49.17.9** and sent to the Quality team in Registry for central records.

49.17.2 The processes for the effective scrutiny of external examiner reports (including those for collaborative provision) are:

- a) All external examiner reports are read by the Academic Registrar, Deputy Academic Registrar or nominee and graded accordingly. Refer to the procedure for reviewing external examiner reports in the following section.
- b) The Quality and Standards Committee (QSC) considers all external examiner reports. The Committee reports on:
  - The meeting of standards
  - Good practice
  - Issues – including cross-university themes
- c) The QSC report is shared with Schools, Registry and the Chair of the Education Committee (EC).
- d) External examiner reports, plus the QSC report, are discussed at programme level and at School level (via School Quality Panels (SQP)), with issues identified, actions proposed (with timescales) and good practice noted.
- e) Responses to reports are reviewed at SQPs and approval recommended to the Head/Dean of School.
- f) All the above feeds into the Annual Quality Report.

## Procedure

- 49.17.3 External examiner reports are sent to the Academic Registrar or Deputy Academic Registrar. A confidential report can still be sent directly to the Vice Chancellor, to whom all external examiners nominally report.
- 49.17.4 The Academic Registrar or Deputy Academic Registrar 'grades' the report into 1 of the following categories:

Grade	Category description
<b>A</b>	Suggested enhancements, or minor issues within a module or modules
<b>B</b>	Issues with the programme structure, sequencing, or across several modules
<b>C</b>	Major programme issues
<b>D</b>	Highly serious issues concerning academic standards or quality processes
<b>E</b>	Confidential report to the Vice-Chancellor

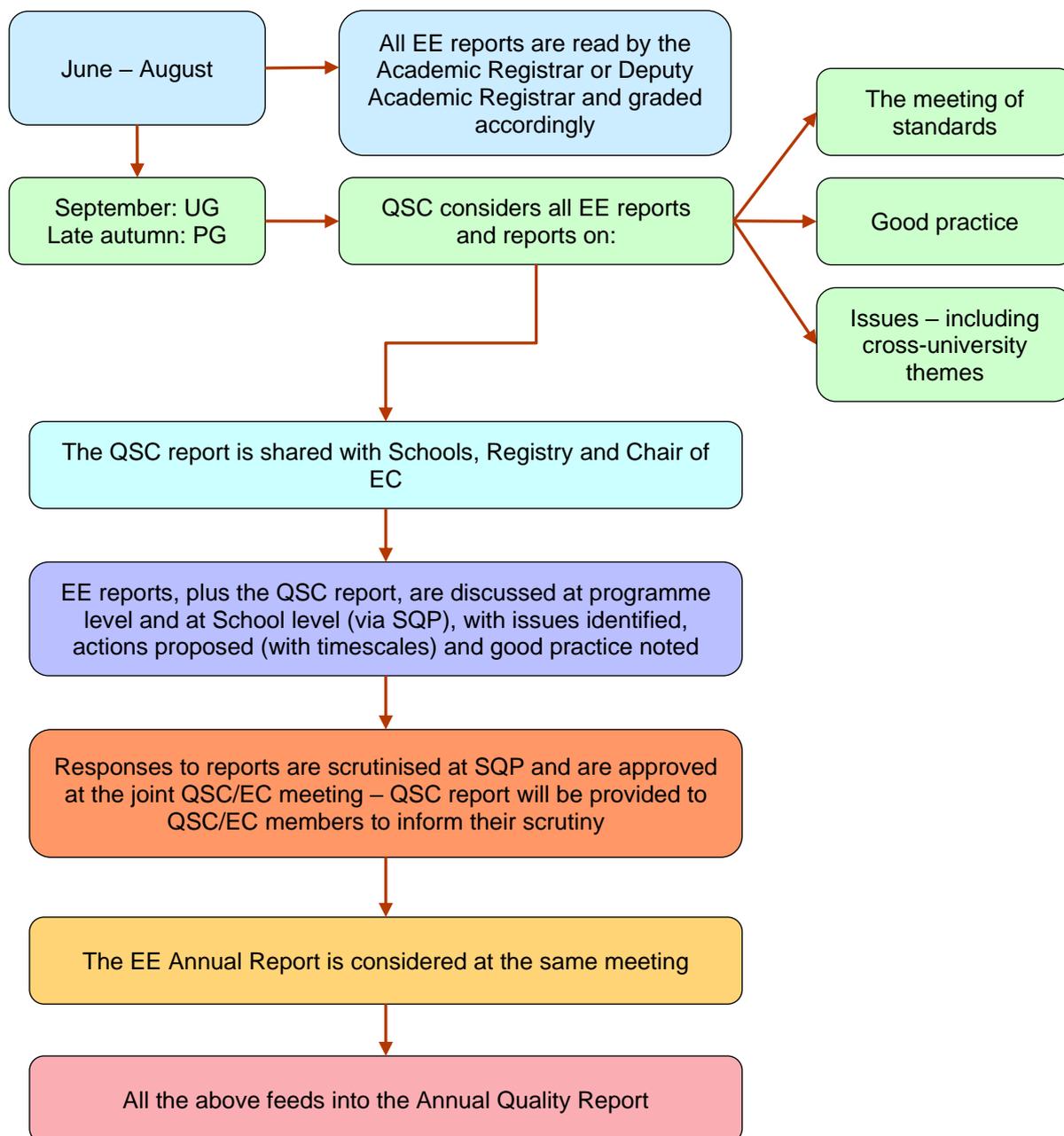
- 49.17.5 For each grade, a flag can be added to show issues with the provision of central services or at university level. This is shown by a (U) character next to the grade to indicate there are perceived issues that do not directly relate to the programme and its delivery.
- 49.17.6 An acknowledgement letter is sent from the Quality team in Registry to the external examiner, which indicates from whom a response will be sent. This will be different depending on the grade allocated to the report (see table below).
- 49.17.7 A member of the Quality team sends the external examiner's report to the Head/Dean of School or nominated representative with the grade from the Academic Registrar or Deputy Academic Registrar.
- A member of the Quality team uploads the report onto the Staff Information Point for access by the Head/Dean of School. The Head/Dean of School or nominated representative is responsible for its onward distribution to the members of the Programme team. Reports that receive a grade C or D are referred to the Chair of the Quality and Standards Committee.
- The Quality team is responsible for publishing all external examiner reports on Moodle, so they are available to students.
- 49.17.8 The external examiner report is reviewed and a response to issues is documented.
- 49.17.9 The responsibilities for approving the response and for contacting the external examiner depend on the grade of the report. Although the programme team may send a further acknowledgement to the external examiner, and necessarily will discuss the detailed contents, formal responses are mostly approved by Heads/Deans of School following recommendations by the appropriate School Quality Panel, with responses to more serious issues approved by the appropriate member of the Academic Board, shown below:

Grade	Produce a draft response	Response approved by	Response from
<b>A</b>	Programme team	Head/Dean of School	Head/Dean of School
<b>B</b>	Programme team, School	Head/Dean of School	Head/Dean of School
<b>C</b>	Programme team, School, Heads of Service	Academic Registrar	Academic Registrar
<b>D</b>	Programme team, Registry	Chair of QSC	Chair of QSC
<b>E</b>	As directed by the Vice Chancellor	Vice Chancellor	Vice Chancellor
<b>(U)</b>	As above, according to grade	Academic Registrar	As above, according to grade

49.17.10 The issues, responses and analysis will continue to be included in:

- a) The Programme Review and Enhancement reports for subjects, and their reviews by Schools.
- b) The External Examiner Annual Monitoring Report.
- c) The Annual Quality Report.

49.17.11 The process for consideration of external examiner reports is laid out below:



## 49.18 Payment of fees and expenses

49.18.1 The University values external examiners and recognises the importance of their work to the standards of the University's awards and the quality of its programmes.

49.18.2 Further information regarding the payment of fees and expenses is set out in the External Examiner Handbook.

49.18.3 Payment of the examiner fee will be conditional on the receipt of the annual report.

## Section 50 School Assessment Board meetings

### 50.1 Scope

50.1.1 These procedures apply for all credit-bearing programmes delivered at York St John University. They also apply to School Assessment Boards (SAB) and School Assessment Panels (SAP) held at collaborative partner institutions for validated provision. Franchise provision is considered through the appropriate York St John University SAP and SAB for that programme.

### 50.2 Terms of Reference

50.2.1 The [Terms of Reference for the SAB and SAP](#) can be accessed on our assessment policy webpage.

### 50.3 School Assessment Panels

50.3.1 A SAP is established at School/programme/subject level, with the scope of scrutiny (programme or subject) determined by the Chair of the SAB.

50.3.2 SAPs meet prior to the meeting of the SABs in order to consider and agree marks to be presented to the SAB. The outcomes of the SAP, including individual marks and decisions relating to particular students, are confidential apart from necessary recommendations to, and engagement with, the SAB. The process of the determination and return of marks is open, collaborative and auditable.

50.3.3 To ensure accuracy of data inputting, mark lists for modules are provided to the Module Director/Tutor, prior to the SAP, for checking and any changes must be reported at the SAP.

50.3.4 The SAP confirms:

- a) The accuracy of the mark lists
- b) That moderation has taken place according to agreed university processes
- c) That appropriate samples have been provided to external examiners
- d) Resit opportunities and alternative forms of assessment as necessary

50.3.5 The SAP discusses any issues relating to:

- a) Individual modules
- b) Individual students - including exceptional circumstances in order to make recommendations to Special Cases Panel
- c) Missing marks
- d) Statistical analysis of module performance bearing in mind any identified anomalous performance that may require a recommendation to the SAB of an independent review under university processes (refer to [section 51](#)).

50.3.6 The SAP has, for information, details of:

- a) Approved variations of assessment as detailed in Learning Support Plans
- b) Approved Independent Learning Units

50.3.7 The Chair of the SAP, in consultation with colleagues, identifies any issues requiring advice or adjudication in advance of the meeting.

50.3.8 Exceptional circumstances applications (that have not already been considered via the standard exceptional circumstances process) are considered and recommendations made to the Special Cases Panel of the Progress and Award Examination Panel and advised to the SAB. The nature of individual student circumstances should not be discussed but recommendations may be made. Other issues requiring adjudication, advice or special resolution are identified and discussed, with the SAP making recommendations to the SAB.

50.3.9 An action log is produced by the Programme Administration and Support Service (PASS), approved by the Panel Chair and submitted to the Chair of the SAB for information.

50.3.10 The Assessment team in Registry checks the validity of any recommendation against the regulations before the SAB.

## 50.4 School Assessment Boards

- 50.4.1 All Schools establish a SAB. Appropriately constituted SABs are established by partner organisations in respect of awards delivered through a validation agreement.
- For larger Schools it may be practical to hold a separate Level 4 SAB (not Foundation Degrees), without external examiners, to focus attention on this critical year.
- 50.4.2 SABs meet as required during the year to fulfil their responsibilities. Some assessment business may be discussed at School Quality Panels (SQP) but, if this is the case, separate SAB agenda and minutes must be produced.
- 50.4.3 In exceptional circumstances, such as unavoidable absence, the Head/Dean of School may delegate the Chair to a senior colleague. The designated Deputy Chair should be agreed at the beginning of each academic year.
- 50.4.4 Where necessary some business may be conducted virtually or by Chair's Action (refer to [section 50.7](#)).
- 50.4.5 SABs are normally held at the end of each teaching block to consider module and programme achievement for all provision within the School. External examiners may attend both but are expected to attend the SAB where the majority of marks are processed.
- External Examiners **must attend at least 1 SAB a year**. Registry must be advised where an external examiner indicates they are unable to attend the SAB in any given year, and this should only be in exceptional circumstances.
- 50.4.6 External examiners are given time in the agenda for a brief verbal report on their consideration of the modules for which they are responsible, including confirmation of standards, signing off the marks, and appropriate engagement with assessment processes.
- 50.4.7 Arrangements are put in place for external examiners to meet, outside of the SAB, with programme teams for dialogue and feedback on the outcome of the programme specific external examining process.
- 50.4.8 The outcomes of the SAB, including individual marks and decisions relating to particular students, are to be treated as confidential apart from necessary recommendations to, and engagement with, the Progress and Award Examination Panel and/or Special Cases Panel. The process of the determination and return of marks must be open, collaborative and auditable.
- 50.4.9 Confidential minutes are produced by Registry in conjunction with the Programme Administration and Support Service (PASS). These are finalised and approved by the Chair of the SAB as an official record and then distributed to panel members.
- 50.4.10 Recommendations to either the Progress and Award Examination Panel and/or Special Cases Panel are made by the SAB.

## 50.5 SAB Special Resolution process

- 50.5.1 The **SAB Special Resolutions process** provides an indicator that the University assessment processes are robustly and consistently applied. This covers material irregularities where an administrative or procedural error has a significant, negative impact on a student's performance or a situation in which the integrity of summative assessment has been compromised. It does not include disagreement with an academic judgement about the quality of student work submitted for assessment.
- 50.5.2 This process is implemented in circumstances including where:
- Anomalies in marks are identified through the summative assessment process.
  - The SAP or SAB processes have not been completed (marks therefore are not received at the SAP or SAB) and cannot be approved by the specified Progress and Award Examination Panel.
  - There has been variation to the published assessment documents for the current cohort without prior approval.
  - Marks are scaled (see [section 52](#)).
- 50.5.3 Where marks are unable to be confirmed due to delays with mark entry, external examiner concurrence or other unforeseen circumstances that prevent results being presented at the SAB, the Assessment team in Registry must be notified as soon as possible. A 'SAB Special Resolution' form must be completed by the Head/Dean of School (or nominated representative) or SAB Chair and forwarded to the Assessment team in Registry immediately after the SAB. This is recorded in the SAB minutes and reported to the Progress and Award Examination Panel. Where anomalous performance has occurred refer to [section 51](#).

50.5.4 Where marks are unable to be confirmed as external examiner concurrence has not been received due to external examiner unforeseen unavailability or circumstances, which may cause a significant delay in releasing marks, the Head/Dean of School (or nominated representative) or SAB Chair should contact the Deputy Academic Registrar and the Assessment team to discuss alternative arrangements as soon as they are aware of the issue. Remedies may include:

- Review by alternative external examiner

In cases where the module has run in previous years, has previously been reviewed by an external examiner, and no previous issues were raised:

- Review by the Head/Dean of School in lieu of the external examiner
- Review by another member of the programme team in a manner analogous to an external examiner, followed by review by the Head/Dean of School

## 50.6 SAB Post-meeting actions

50.6.1 Following the SAB, the Assessment team in Registry changes the status of marks in the student records system (SITS) from provisional to agreed.

50.6.2 Following the Progress and Award Examination Panel, the Assessment team emails all students with results and outlines the process for reassessment for those with module failures, and the process for reassessment.

50.6.3 The Programme Administration and Support Service (PASS) arranges for the Moodle reassessment submission points to be available.

## 50.7 SAB Chair's action process

50.7.1 Between SAB meetings recommendations can be made through the SAB Chair's action process.

50.7.2 The SAB Chair's Action form should be completed by the School. The form requires approval by the Module Director/Tutor or Course Lead, and either the SAB Chair or Head/Dean of School. The form is available on our [Assessment staff intranet page](#):

- If the SAB Chair or Head/Dean of School is unavailable, then the form may be signed by an Associate Head/Dean as an alternate.
- If the Module/Director or Course Lead are all unavailable, then the form may be signed by a member of the programme team as an alternate.
- For form requires 2 separate signatures.

50.7.3 Chair's action is generally used to confirm:

- Time sensitive awards required for professional purposes.
- Time sensitive awards required for visa purposes.
- To correct a previous mark entry error.
- Marks for a cohort once delayed external examiner concurrence is received.
- The result of an academic misconduct reassessment.
- Conditional progression results.

50.7.4 Chair's action is not normally used to confirm a cohort's final module results that would determine the calculation of award classifications. These would normally be presented at a SAB.

## 50.8 Exemptions for modules from external examiner concurrence requirement

50.8.1 External examiners are required to review the marks achieved by students in modules determining awards. There are some modules that are exempt from the external examiner concurrence requirement:

- Level 3 and Level 4 modules of an undergraduate Bachelor's degree programme (except for where running for the first time). Concurrence would be required for Level 4 of a Foundation Degree or if the award is set entirely at either Level 4 or below.
- Professional skills-based modules where they are assessed externally through a professional quality assurance process.

50.8.2 Prior approval from QSC must be agreed for this to apply to the module.

## Section 51 Protocol for School Assessment Board analysis

### 51.1 Protocol for identifying and reviewing anomalous performance in modules

- 51.1.1 As a matter of course, a School Assessment Board should consider:
- a) The overall performance of all students on a particular module compared with:
    - Related modules on the programme – is this an outlier module?
    - The same module in previous years, if it was delivered then – has something unexpected happened this year?
  - b) The overall performance of all students in each assessment component compared with other assessment components in that module – did students find 1 component easier or more difficult than others?
  - c) The overall performance of all students in particular assessment types (such as an examination, a group presentation) across all modules – did students find some types of assessment easier or more difficult than others?
  - d) The overall performance of students on modules in a particular year of their studies compared with other years – is there an identifiable progression in the mark distribution?
  - e) If there are any modules with an abnormal (such as a high number of firsts or fails) or bimodal distribution of marks, this may indicate that there is a difference in performance of identifiable subsets of students (such as those students on a particular programme where a module is shared across programme, international students, or students with a disability) on a module or in particular assessments compared with the whole cohort – might there be an unconscious bias towards or away from particular students?
    - This would necessarily require more detailed analysis subsequent to the SAB.
- 51.1.2 The minutes of the School Assessment Board should note any anomalous performance and, where possible, the reason identified for it, and note where marks were not agreed. They should also note any action to be taken.
- This may include a module/assessment change proposed to the Programme Amendment Scrutiny Panel to take effect from the start of the next academic year; it may also include recommendations for action on the current cohort of students.
- 51.1.3 In practice, each year there may be an 'outlier module', and it is likely that some students will perform differently on different types of assessment and on different components. The decisions for the School Assessment Board are whether the anomalous performance is exceptional and/or whether it is appropriate for a proposed solution to be provided internally or if it requires further independent analysis.
- 51.1.4 Clearly, such detailed analysis cannot all take place 'live' at a School Assessment Board meeting; programme teams would be expected to undertake this work both before and after the meeting, as an integral part of the usual annual and other forms of review.

### 51.2 Principles

The proposed **principles** for an independent review are set out below:

- 51.2.1 Anomalous performance is – deliberately – not defined.
- 51.2.2 If there is a **significant** issue, the School Assessment Board may recommend to the Chair of the Quality and Standards Committee that an independent review takes place. This is based on the same principles as those for periodic review. It may also recommend a timescale for completion of the review. The Academic Registrar or Deputy Academic Registrar must be informed as soon as possible; either will be able to advise on possible courses of action.
- 51.2.3 The Quality and Standards Committee itself may also instigate a review, or place actions on a School Assessment Board, following an overall review of School Assessment Board data.
- 51.2.4 The School Assessment Board itself decides whether or not to approve the marks in question (although it should seek Registry advice before so doing). If the marks for 1 or more modules are not approved, then it will necessarily impact on student progression or award.
- 51.2.5 The scope of the review is defined (e.g., specific modules, all or particular subsets of students). A review is expected to address the reasons for anomalous performance and not the marks themselves.

- 51.2.6 External examiners are informed if an independent review instigated by the Quality and Standards Committee will take place.
- If the review has been instigated by the School Assessment Board itself, then the external examiners will necessarily be part of that decision.
  - If a review is being conducted by the School Assessment Board itself, external examiners – as members of the School Assessment Board – will necessarily be involved in the review itself.
- 51.2.7 The Independent Review Panel comprises:
- a) A Head (or Dean) of School or their designate from another School
  - b) A senior academic, not associated with the provision, from another Higher Education institution
    - This excludes: current and former external examiners; those involved in the approval or monitoring of the programme; current and former students; potential employers. Where appropriate, a professional body representative may also be included on the panel.
  - c) Administrative support usually provided by Registry.
- 51.2.8 The Independent Review Panel may request any material it wishes and may meet particular groups of people. As with periodic review, this may include senior staff in the School, teaching staff, students, employers.
- 51.2.9 After the review, the Independent Review Panel produces a draft report, including possible actions for consideration; the point in the assessment process at which the anomaly was identified (before or after the marks have been agreed) will influence what actions may be required.
- a) Any actions need to be fair and equitable not just for those affected but for all other students.
  - b) Any action should not give those affected by the anomaly an unfair advantage.
  - c) Any action taken should be within the Terms of Reference of the appropriate body; clear delegation is given to the Chair to act if required.
  - d) An action is included that recommends what communications are required with students.
- 51.2.10 The report is processed as follows:
- a) The draft report is sent to the School for a factual accuracy check.
  - b) The updated report is sent to the Chair of the Quality and Standards Committee, to the Chair of the Progress and Award Examination Panel, to the Head/Dean of School, and to any appropriate members of the School Senior Leadership team.
  - c) The recipients produce a consolidated action plan in response to the report and specifically to any recommendations that it includes; any actions that have already been put into place should be included.
  - d) The report and the action plan are presented to the Quality and Standards Committee.

## Section 52 Scaling of marks policy

### 52.1 Purpose

52.1.1 This policy details the criteria and procedures for School Assessment Boards to apply scaling of marks at a component or module level in exceptional circumstances. This applies where a set of marks for a module or assessment component are deemed to not accurately reflect what other sources of evidence would show to be an expected level of student achievement, and where all students appear to have been disadvantaged by an exceptional circumstance impacting upon the normal operation of the programme of study as declared by the Chair of Academic Board.

### 52.2 Definition

52.2.1 **Scaling** is the adjustment of marks for an entire cohort carried out on an assessment component or final module mark so that the marks better reflect the achievement of the students as defined by the Generic Assessment Descriptors.

### 52.3 Scope

52.3.1 This policy applies to students enrolled on programmes delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).

52.3.2 The procedure to be followed for scaling of marks in relation to programmes delivered by a validated partner organisation (validated provision) will be set out in agreement between the University and the validated partner organisation in an exceptional circumstance impacting upon the normal operation of the programme of study.

### 52.4 Principles

52.4.1 Scaling is a process which may be employed, on an exceptional basis, to enable the mean mark for a given module or assessment component to fall within expected ranges derived from either:

a) Previous student performance within the module over an appropriate time period (e.g., 3 years).

or

b) The range of mean marks in all or part of that particular year of study for all modules taken by a given cohort of students.

52.4.2 Scaling is not a mechanistic process, but one which requires academic judgement, the key question being whether marks fairly reflect student achievement as described in Generic Assessment Descriptors. The use of scaling should therefore be exceptional.

52.4.3 Scaling should only occur after marking and moderation (including double marking or internal moderation) as set out in [section 30](#) 'Marking and Moderation Policy'.

52.4.4 Scaling should be applied fairly to all students taking the module and not just a subset (e.g., students who have not achieved a pass mark).

52.4.5 The process of scaling must not result in any mark being lower after adjustment than it was before the adjustment was applied.

52.4.6 Scaling must not be applied to assessments for which a zero mark has been awarded for non-submission.

52.4.7 Application of a scaling algorithm must not result in any module or assessment component mark which is greater than 100.

52.4.8 The rank order of students after scaling must be the same as the rank order of students before scaling.

52.4.9 Authority to apply scaling lies with the School Assessment Board under the delegated authority of the Progress and Award Examination Panel and Academic Board. The basis for applying scaling and the algorithm used must be clearly recorded.

## 52.5 Process

- 52.5.1 After completion of the moderation process for each module, and any resulting adjustments to marks have been made, the range of mean marks for all modules within a year of study that contribute to the final award should be reviewed.
- 52.5.2 As part of this review process, School Assessment Panels (SAPs) will review mean module marks against the range of mean marks for the module or a predecessor module (i.e., where a programme has been revalidated) in the previous 3 years. Where data is not available, SAPs should review the module mean mark against the range of mean marks in all or part of the particular year of study.
- 52.5.3 The range within which the mean should not be lower than that determined from the highest and lowest mean mark (rounded to the nearest whole integer) from the previous 3 years, or from a minimum of 3 modules studied by the majority of the student cohort in all or part of the particular year of study.
- 52.5.4 The range of expected mean module marks may differ between programmes of study, cohorts, and Schools, but in each case will be based on the evidence of student performance.
- 52.5.5 After investigation of any module with a mean mark outside the expected range derived from [section 51.1.1](#), the marks can be either:
- Confirmed**, if the marks awarded are deemed to be a fair and accurate reflection of student performance on the module in comparison with performance on other modules in the same year of study.
- or
- Scaled**, either for the module or for an individual assessment component, if the marks awarded are lower than the lowest mean mark for the module in the previous 3 years of study, or lower than the lowest mean mark from a minimum of 3 modules studied by the majority of the student cohort in all or part of the particular year of study.
- 52.5.6 If applied, scaling should take place using 1 of algorithms described in [section 52.6.1](#) below, to be agreed with the external examiner, such that the mean is changed by the least amount in order to lie within the expected range.
- 52.5.7 The scaled marks are recommended by the SAP to the School Assessment Board (SAB) for approval. Therefore, scaled marks must be available in SITS in good time prior to the SAB to allow progression and award decisions to be calculated using these marks.

The approved scaled marks are used for determining progression or award SAB recommendations to the Progress and Award Examination Panel (PAEP). The School Assessment Board must complete a single 'SAB Special Resolution' form to report to PAEP all the modules/assessments that were scaled at the Board. Separate forms are not required for every module/assessment.

## 52.6 Scaling algorithm

- 52.6.1 The following scaling algorithms may be used:
- Fixed number:** scaling in which a fixed number (e.g., 3) is added to all marks for a module or assessment component, as long as no scaled mark is greater than 100.
- or
- Multiplication by a factor:** scaling in which every mark is multiplied by the same factor (e.g., 1.01) and rounded to the nearest whole integer, as long as no scaled mark is greater than 100.
- 52.6.2 A School Assessment Board may, with the agreement of their external examiner, propose an alternative scaling algorithm to the Academic Registrar or their nominee for approval. Any such alternatives must satisfy the principles set out in [section 52.4](#) above.

## Section 53 Special Cases Panel

### 53.1 Purpose

- 53.1.1 To consider, on behalf of the Progress and Award Examination Panel, individual student cases where a School requests the Panel to vary a decision it would otherwise make, and to report decisions to the Progress and Award Examination Panel.
- 53.1.2 To consider variations to the [University Regulations](#) for an individual student.

### 53.2 Scope

- 53.2.1 To advise the Progress and Award Examination Panel on the application of the regulations governing assessment in individual student cases.
- 53.2.2 To be responsible for:
- a) Considering and determining recommendations from Schools:
    - i. That, because of unclear or uncertain exceptional circumstances, students be permitted to continue or progress on a programme of study, where such decisions may vary from the Progress and Award Examination Panel's normal decision making.
    - ii. That candidates be permitted to progress or graduate, where such decisions may vary from the Panel's normal decision making.
  - b) On any other special student cases referred to the Panel by School Assessment Boards.
  - c) Determining finally on the interpretation and application of regulations, policies and procedures for the assessment and examination of taught programmes of study. To ensure that such regulations, rules and conventions are applied properly and consistently, both to individual cases that come before the Panel and where guidance is sought from School Assessment Boards.
  - d) Considering suspension of studies requests as detailed in [section 7.8.5](#)
  - e) Considering variations from the programme specification or [University Regulations](#) for an individual student in exceptional circumstances.
  - f) Considering programme restarts at Level 4 or below where more than 60 credits has been failed.
- 53.2.3 To consider recommendations as a final stage in the process to support students to progress or graduate. Recommendations should not be put forward as a means to prevent termination of enrolment where exceptional circumstances have not been considered.
- 53.2.4 The Panel may delegate authority to the Assessment team in Registry to make decisions in the following cases:
- a) To set aside marks where assessment deadlines have passed, where marks or non-submissions have not yet entered the record.
  - b) To agree repeat teaching for up to 1 semester.
  - c) To set aside marks or non-submissions where these have entered the student's record\*\*, where the recommendation is made as part of a suspension of studies request.
- \*\* Definition:** Failed marks or non-submissions are deemed to enter the record at the point where they are agreed by the School Assessment Board.

## 53.3 Guidance for schools

53.3.1 Applications to Special Cases Panel (SCP) are submitted by the School and it is therefore the School's responsibility to submit an application with the recommendations they would like SCP to consider.

### Support avenues

53.3.2 If other support avenues have not been used by the student (e.g., discussions with academic tutors or exceptional circumstances) then the SCP claim will normally be rejected. SCP should not be the only way a student case is considered; it should be the final stage in the process of support for a student where other mechanisms in place to support students at the University have been utilised. The student and academic tutor should already have a full picture of where support is needed, and this should not be at the end of the level of study.

### Exceptional cases

53.3.3 If a student has submitted exceptional circumstances claim that has been declined (e.g., due to insufficient evidence) that same claim cannot be put forward to SCP.

## 53.4 Deadlines for submitting cases

53.4.1 Applications should be submitted to the Special Cases Panel (SCP) within the period in which the assessment impacted has taken place to be processed in time for the relevant Progress and Award Examination Panel:

- For Semester 1 assessments the deadline will be mid-February
- For Semester 1 resit assessments the deadline will be mid-June
- For Semester 2 assessment the deadline will be the end of June
- For Semester 2 resit assessments the deadline will be the end of September
- For Semester 3 postgraduate assessment will be early November

53.4.2 The exact deadlines are published on the [Examinations and Assessment Schedule](#).

## 53.5 Guidance on the conduct of the Special Cases Panel

53.5.1 Members will declare any interest in student cases being considered and will abstain from voting in any such case.

53.5.2 Cases are reviewed and decisions approved remotely. Where further information is requested panel members are asked to re-review the case. Data on outcomes is considered by the following Progress and Award Examination Panel.

53.5.3 **Quorum:** at least 3 School representatives, plus the Chair and Executive Officer.

## Section 54 Progress and Award Examination Panel

### 54.1 Purpose

54.1.1 The Progress and Award Examination Panel has delegated authority by the Academic Board, to ensure that assessment procedures are properly conducted and to undertake the final approval of progression decisions and the classification of awards.

### 54.2 Scope

54.2.1 On behalf of Academic Board, to be responsible for:

- a) The conferment of awards having considered mark profiles and reviewed borderline cases (where they are eligible in the assessment scheme).
- b) The progress of students having considered mark profiles.
- c) Convening a sub-committee (Special Cases Panel) to consider recommendations from School Assessment Boards.
- d) The application of exceptional circumstances to progress and award decisions for individual students based on recommendations from Special Cases Panel.
- e) In the light of evidence presented to it, confirming or modifying progression and reassessment decisions.
- f) Convening a sub-committee (Prizes Committee) to award university prizes and to review the University prize strategy.
- g) Awarding of university prizes.

### 54.3 External Examiner for Progress and Award

54.3.1 The External Examiner for Progress and Award will normally attend the main meetings of the Panel in July and November of each year to determine issues of classification and progress. Issues relating to progress will be finalised in the light of reassessments in September.

### 54.4 Guidance on the conduct of the Progress and Award Examination Panel

54.4.1 The Panel should ensure that:

- a) Rules for progress and award are applied equitably.
- b) Appropriate consideration has been given to exceptional circumstances.
- c) Discretion is exercised consistently.
- d) Appropriate decisions are taken with regard to progress and award. In respect of degree classifications for Scheme B (condonement), the Progress and Award Examination Panel will review all profiles which have a classification average in the agreed borderline bands. The borderline regulations will be applied when determining the final classification.

54.4.2 In advance of the meeting:

- a) Marks and information regarding student progression and achievement will be collated by the Assessment team in Registry.
- b) Classification profiles will be produced by the Assessment team in Registry so that borderline cases (where permitted in the regulations) or other recommendations in respect of degree profiles can be made.
- c) Information on exceptional circumstances will be assembled by School Assessment Boards in liaison with Registry and presented to the Special Cases Panel for recommendation.
- d) Proposed resolution of unresolved issues will be identified by the Assessment team in Registry, supporting paperwork is provided by Schools.
- e) Chairs of School Assessment Boards may be asked to submit a Chair's briefing to the Panel.

- 54.4.3 At the meeting:
- a) Confidentiality: At the start of the meeting there should be a reminder that the proceedings are in strictest confidence.
  - b) Consideration of results for modules across the University.
  - c) Approval of awards and endorsement by the External Examiner for Progress and Award.
  - d) Review of papers: The position of students in respect of satisfying the requirements for progression within their programme of study will be determined.
- 54.4.4 After the meeting:
- a) Minutes to be finalised by the Assessment team in Registry and agreed with the Chair of the meeting.
  - b) Action points from the minutes to be agreed with the Chair and highlighted in the minutes for those responsible for the action.
- 54.4.5 Attendance is expected of all members of the Panel and those designated as being in attendance. Unavoidable absence should be notified where possible in advance to the Chair of the Panel and a substitute nominated. Colleagues need to ensure that the substitute is provided with all the necessary information in writing.
- 54.4.6 The Chair and Deputy Chair are empowered to make progression and award decisions relating to individual students on the Panel's behalf as may be required between meetings.
- 54.4.7 **Quorum:** Chair or Deputy Chair, Executive Officer, and Deputy Academic Registrar (or nominated deputies to be agreed with the Chair in advance of the meeting).

## Section 55 Recording and notification of results

### 55.1 Mark/grade terminology

- 55.1.1 **Provisional marks/grades** – all marks are provisional until they have been approved by a School Assessment Board
- 55.1.2 **Agreed marks/grades** – marks that have been approved by a School Assessment Board are referred to as agreed marks

### 55.2 When and how module marks are released

- 55.2.1 **Provisional marks** are released by the Module Director/Tutor to students along with their feedback, normally within 3 weeks of the assessment date. Marks remain provisional at this stage.
- 55.2.2 If students wish to query their module marks with their School, they must do so after the marks have been confirmed at School Assessment Board, not before. Note students cannot challenge the academic judgement of the examiners but may highlight errors or discuss how the mark was determined.
- 55.2.3 The system used to release provisional marks for programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.

### 55.3 Recording results

- 55.3.1 Once a piece of work submitted by a student is marked (and moderated / calibrated), the Module Director/Tutor enters the **provisional mark** in e:Vision in preparation for the School Assessment Board.
- 55.3.2 The deadline for entering marks in e:Vision is published in the [Examination and Assessment Schedule](#).
- 55.3.3 **Agreed (confirmed) marks** are not visible to students in e:Vision until marks have been agreed by the School Assessment Board and updated to agreed status in e:Vision.

### 55.4 Approval and release of results

- 55.4.1 Module marks will be formally approved at School Assessment Boards.
- 55.4.2 External examiners are involved in the consideration of all assessment results contributing to final awards and will sign relevant mark sheets.
- 55.4.3 School Assessment Boards make progression and award recommendations to the Progress and Award Examination Panel. The Board is responsible for recommending decisions on progress within a programme of study and for final awards.
- 55.4.4 Degrees and other awards are approved at Progress and Award Examination Panel meetings.
- 55.4.5 Following the Progress and Award Examination Panel students will receive an email confirming their **agreed results** are available in e:Vision and to notify them of the arrangements for reassessments and/or other progression/award decisions. Award classifications are also made available to students through e:Vision following the Panel meeting.
- 55.4.6 The system used in relation to release of agreed results for programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.
- 55.4.7 The expected result release date is published in the [Examination and Assessment Schedule](#).
- 55.4.8 Successful students will receive notification of their award by letter in the period following the Progress and Award Examination Panel.
- 55.4.9 The process flowchart for marking, moderation, agreeing and releasing marks can be referred to in [section 30.8](#).

## Section 56 Professional registration procedure

- 56.1.1 Certain programmes of study at the University are professionally accredited. These are primarily in the areas of education, health and counselling.
- 56.1.2 The intended professional award will be dependent on successful completion of the programme of study. The Data Quality team in Registry will notify the professional body once the awards have been confirmed by the University's Progress and Award Examination Panel.

## Section 57 Graduation, certificates, transcripts and prizes

### 57.1 Scope

- 57.1.1 This section applies to students enrolled on programmes delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).
- 57.1.2 The procedure to be followed in relation to programmes delivered by a validated partner organisation (validated provision) will be set out in the programme documentation provided by the validated partner.

### 57.2 Notification of results

- 57.2.1 All students will be notified of results annually and will be invited to re-enrol where applicable.
- 57.2.2 The University does not provide an approximation of a cumulative grade point average (GPA) as this could potentially prove misleading and be open to challenge.

There are a number of sources that a student or organisation might refer to in undertaking their own comparison:

- [Foreign Credits, GPA Calculator](#)

### 57.3 Official student name

- 57.3.1 The student's official name is used on the certificate and transcript.
- 57.3.2 Although students can log a 'known as' name on their student record, the 'known as' name will not appear on the final award certificate or transcript. A 'known as' name is used on a student's IT account, Student/Library card, Moodle/Mahara accounts and is the name by which University staff should refer to the student.
- 57.3.3 Students who wish to change their official name from the one used when they first enrolled with the University must submit a Notification of Change of Official Name and show supporting evidence that the new name is valid, such as a birth or marriage certificate, passport, deed poll (enrolled or unenrolled) or statutory declaration of name change. Overseas students must show their passports. For more information, please visit our [change of name page](#).

### 57.4 Transcripts of results

- 57.4.1 A transcript is a full academic record of a student's career and includes module marks and grades attained at the University.
- 57.4.2 One copy of the formal transcript of results will be made available with the award certificate. Further copies will be made available on request for which there will be a charge.
- 57.4.3 A digital version of the transcript will be available for students to access by registering a Gradintel account soon after the Progress and Award Examination Panel. The Student Records team in Registry will send full details to students when the transcript is available.
- 57.4.4 For more information, please visit our [academic transcripts page](#).

### 57.5 Award certificates

- 57.5.1 Certificates will be supplied for successful students for programmes of study leading to awards of York St John University. Certificates and supplementary transcripts will be released to students when their award has been conferred by the Progress and Award Examination Panel. These will be supplied via Gradintel, full details of how to register to access digital credentials will be provided by Student Records when the documents are available for release approximately 3 weeks after the PAEP.
- 57.5.2 In the absence of a certificate the student's official award letter should be sufficient confirmation of award for employers or education providers.
- 57.5.3 Certificates and transcripts of results may be withheld pending the payment of outstanding academic fees.
- 57.5.1 Certificates and transcripts of results for apprenticeship programmes may be withheld pending the submission of documentation required by the Education and Skills Funding Agency (ESFA) to release payments.
- 57.5.2 For apprenticeship programmes, certificates and transcripts for awards that form part of the programme will be withheld until end-point assessment (EPA) has been completed.

57.5.3 Certificates for franchise partner institutions (franchise provision) and validated partner organisations (validated provision) are produced by the University following Progress and Award Examination Panel meetings. The certificates are normally mailed to the partner institutions for distribution to students.

## 57.6 Graduation

57.6.1 The University holds graduation ceremonies annually in November to bestow degrees and awards upon students of the University who have successfully completed their studies and had their award conferred at the Progress and Award Examination Panel (PAEP).

57.6.2 Students eligible to attend graduation will be invited to register for graduation online from August. Students may request guest tickets and order their academic robes during the registration process.

57.6.3 Programmes eligible for graduation are normally intended awards and include:

- Foundation degrees
- Bachelor's degrees (Honours and Ordinary)
- Graduate diplomas
- Postgraduate Certificates in Education (PGCE), and its exit award Professional Graduate Certificate in Education
- Postgraduate diplomas (where this was the student's intended award, i.e., not an exit award; or where the exit award is a professional body qualification i.e., the postgraduate Diploma in Counselling)
- Master's degrees
- Doctorate and Professional Doctorate degrees

57.6.4 Programmes not eligible for graduation are normally exit awards and include:

- Foundation certificates
- University diplomas and certificates
- Diplomas of Higher Education
- Certificates of Higher Education
- Graduate certificates
- Postgraduate certificates (this does not include PGCE)
- Postgraduate diplomas (where these were awarded as an exit award)

57.6.5 For more information and guidance, please visit our [graduation page](#).

## 57.7 University prizes

57.7.1 The University awards several university prizes at graduation to celebrate student achievement.

57.7.2 Successful prize winners are normally notified in October, and the prizes are issued at the graduation ceremonies.

57.7.3 For more information and guidance, please visit our [graduation prize page](#).

57.7.4 Requests by Schools for new university prizes are considered by the Prizes Committee, a sub-committee of the Progress and Award Examination Panel. Procedures for prizes funded through donations are also subject to the procedures set out in the 'Donation Acceptance Policy'. Further information can be sought from the Assessment team by emailing [assessment@yorks.ac.uk](mailto:assessment@yorks.ac.uk).

## Section 58 Appeals: policy and procedure

### 58.1 Scope

- 58.1.1 This policy applies to students enrolled on programmes for assessments delivered in whole by the University, or in whole or part by a franchise partner institution (franchise provision).
- 58.1.2 The procedure to be followed in relation to programmes delivered by a validated partner organisation (validated provision) is explained in the [section 58.11](#) below, but students should also refer to documentation provided by the partner organisation.

### 58.2 Policy introduction

- 58.2.1 The University is committed to equality of opportunity and an inclusive, accessible and welcoming environment for all students irrespective of their age, disability, gender identity, pregnancy or maternity, race, religion or belief, sex or sexual orientation. Students should note on their 'Appeal' form if they have a disability that requires the University to make reasonable adjustments to accommodate their needs during the appeal process.
- 58.2.2 This is the procedure to follow if a student wants to appeal a decision of the Progress and Award Examination Panel or of the School Assessment Board (the examiners).
- 58.2.3 Students cannot appeal against the academic judgement of the examiners. This is a decision where the opinion of an academic expert is needed, for example, the academic merit of an assessment. Students do not have the right to demand any remarking of an assessment.
- 58.2.4 Students can appeal against an assessment decision if they believe and have evidence that any of the following apply:
- There were relevant exceptional circumstances (for example, illness), and the student has a good reason for failing to notify the Exceptional Circumstances Panel of these sooner. Normally a student must inform the Exceptional Circumstances Panel by the assessment deadline (or up to 5 working days after the deadline in the case of examinations), by using the 'Exceptional Circumstances' procedure (refer to section 18). A 'good reason' means that circumstances are beyond a student's control and prevented the student from disclosing the relevant circumstances at the appropriate time. Personal embarrassment or unwillingness to disclose personal circumstances are not considered 'good reason' for the purposes of an appeal.
  - Where a student did notify the Exceptional Circumstances Panel earlier about exceptional circumstances or some other disruption of the assessment process, but there is clear evidence that the exceptional circumstances procedure was not correctly followed. The fact that a student disagrees with the way in which their exceptional circumstances were considered is not in itself grounds for appeal.
  - A procedural irregularity has occurred; the assessment was conducted unfairly or improperly.
- 58.2.5 Students can appeal:
- The decision to terminate a student's enrolment
  - The decision on whether a student can progress within their programme
  - The opportunity for a reassessment
  - The application of a capped mark
  - [Research students only] The decisions reached by the Transfer Panel affecting progression
- 58.2.6 If a student believes they have received the incorrect mark for an assessment, they should first speak to their School to query this. If the School establish an error in mark entry has occurred, guidance can be sought from the Assessment Team to correct this.
- 58.2.7 This appeal procedure may only be used where a student is seeking to have an examiners' decision reviewed. If a student is dissatisfied with teaching or other service provision, the student should use the Complaints Procedure instead. If a student submits an appeal that the University Secretary believes would be more appropriately dealt with as a complaint, the University may decide to follow the complaints procedure instead of, or as well as, the appeals procedure.
- For more information, please visit our [appeals and complaints page](#).
- 58.2.8 This procedure does not apply to an appeal relating to a finding of academic misconduct such as cheating or plagiarism – there is a separate 'Academic Misconduct Policy' for this (refer to [section 24](#)).

- 58.2.9 Appeals relating to the decisions of examiners for research awards are ultimately eligible for review by the Office of the Independent Adjudicator for Higher Education as described below.
- 58.2.10 This procedure applies to current students, which includes distance learners and those students who are suspending studies.
- 58.2.11 The immigration status of students who hold a Student Visa will be affected by a termination of enrolment; the change of circumstance will be reported to UKVI. The report to UKVI will not be withdrawn just because a student has submitted an appeal. The report to UKVI will only be withdrawn if the appeal is successful and the student is permitted to return to the programme.
- 58.2.12 Indicative timescales for the University's response are provided below. The University will do its best to abide by the time limits set out in these procedures, but it may not always be possible to do so. The University aims to complete all the steps described in this procedure **within 90 calendar days** of the start of the appeal. For cases where the student holds a Student Visa the expiry date of that visa will be taken into account.

## 58.3 Principles

- 58.3.1 The appeals procedure shall be implemented with due regard to the need to eliminate discrimination, harassment and victimisation, advancing equality of opportunity, and fostering good relations. The procedure applies equally to all students irrespective of age, disability, gender identity, pregnancy or maternity, race, religion or belief, sex or sexual orientation.
- 58.3.2 The University is committed to procedures that are fair and transparent, and decisions that are reasonable and have regard to law.
- 58.3.3 All staff involved in deciding a student's appeal will do so impartially. No staff members with a material personal interest in the appeal will be involved in deciding the appeal.
- 58.3.4 A student will not be treated less favourably by the University as a consequence of making an appeal. A student can expect their appeal to be dealt with seriously and constructively, once it is made in good faith.
- 58.3.5 Where an appeal is upheld, the University will offer what it deems to be an appropriate remedy.
- 58.3.6 The appeal can normally only be started and progressed by a student themselves. A third party may not do it on a student's behalf. (This does not affect a student's right to have a supporter during a Committee hearing as set out below in [section 58.9.2](#)). In exceptional circumstances, at the discretion of the University Secretary, a third party may submit an appeal on a student's behalf if the student provides written consent and a reason deemed acceptable by the University Secretary. Students can seek this consent by emailing [casework@yorks.ac.uk](mailto:casework@yorks.ac.uk) **within 10 working days** of the decision they wish to appeal, providing their reasons and relevant evidence. If the student's supporter behaves inappropriately at any stage during the appeal, that person will be asked to withdraw their involvement. Consent to representation will not be unreasonably withheld or withdrawn.
- 58.3.7 Where the issues raised affect a number of students, students may submit a group appeal. The University retains the discretion to communicate directly with some or all of the students individually, particularly where the substance or circumstances of the appeal differ, and to reach different decisions where it deems this to be appropriate. In processing a group appeal, the University may ask the group to nominate 1 student to act as group representative, to communicate on the group's behalf with the University and to liaise with the other students. Each student needs to communicate in writing to the Student Casework team ([casework@yorks.ac.uk](mailto:casework@yorks.ac.uk)) their wish to be represented by the designated individual.
- 58.3.8 A student may withdraw the appeal at any point in the process by sending an email marked 'withdrawal of appeal' to the Student Casework team at [casework@yorks.ac.uk](mailto:casework@yorks.ac.uk).
- 58.3.9 Details of a student's appeal will be kept confidential, except where the disclosure is necessary to progress the appeal or implement a decision on the appeal, or where it is required by law or in the public interest. If there are elements of an appeal which are particularly sensitive and a student has particular concerns about their confidentiality, the student is welcome to indicate this fact to the Student Casework team ([casework@yorks.ac.uk](mailto:casework@yorks.ac.uk)) who will discuss with the student how disclosure can be minimised.

## 58.4 Support and advice before making an appeal

- 58.4.1 Before making an appeal, the University recommends that the student request an informal discussion with appropriate staff from their School. This is to ensure that the student fully understands the decision, the reasons behind it and the implications for their progression and/or award. **A student's results will not be changed as a result of this discussion**, but it may help a student to clarify whether an appeal is an appropriate step to take. It is important to understand that the University must maintain academic standards, so an assessment outcome will only be changed as a result of an appeal where there is clear evidence that the original outcome was unsound.
- 58.4.2 Students may find it helpful to ask the Students' Union for advice and guidance on their intended appeal. For more information, sit the [Students' Union page](#).
- E: [su.advice@yorksj.ac.uk](mailto:su.advice@yorksj.ac.uk)
- 58.4.3 Students who have any questions about how the appeals process works should contact the Student Casework team by email ([casework@yorksj.ac.uk](mailto:casework@yorksj.ac.uk)).

## 58.5 Records, monitoring and review relating to the policy and procedure on appeals against the results of examinations and assessments

- 58.5.1 The University will keep and dispose of all correspondence relating to appeals in accordance with the appropriate principles on data protection available on our [data protection page](#).
- 58.5.2 A report on appeals and their outcomes will be produced annually and submitted to the Quality and Standards Committee for consideration. A summary report will be considered by Academic Board and the Governing Body through the Annual Quality Report. This process will ensure appropriate monitoring of all appeals and related outcomes and is intended to facilitate learning from appeals.

## 58.6 How to appeal

- 58.6.1 Appeals should be made on the 'Appeal' form and submitted to [casework@yorksj.ac.uk](mailto:casework@yorksj.ac.uk). Students are advised to request a 'read receipt'.
- 58.6.2 On the form, students must make a full statement of **all grounds** of appeal and submit this with all necessary **supporting evidence**. This may include copies of emails to and from academic staff concerning their issue, death certificates, and notes from doctors concerning health conditions. The student will generally not be allowed to introduce new material later in the appeal process. Supporting evidence should be provided in English. Where the original document is in another language, the student must provide both the original document and a translation into English. This need not be a professional translation – the student may provide their own translation. The student can expect the University to check the accuracy of their translation.
- 58.6.3 The student should use the form to say clearly what remedy they are seeking.
- 58.6.4 The deadline for submission of appeals is **20 working days** following the publication of results. Where progression is affected, students are advised to appeal as soon as possible. Even if their appeal is successful, their progression may still be delayed as a result of the time taken by the appeal process.
- 58.6.5 Appeals received beyond the specified time period will not normally be considered. Special consideration will only be given exceptionally, where the student provides a substantiated, valid reason for any delay, in writing and in conjunction with the late submission. If the student believes that a valid, substantiated reason for the delay has been provided but not accepted, the student may challenge the decision not to accept by writing to the Vice Chancellor **within 10 working days** of the decision by completing the form. If the Vice Chancellor agrees with the challenge, the appeal will be considered in the usual manner described below. If the Vice Chancellor does not agree with the challenge, a 'Completion of Procedures' letter will be issued which will allow the student to raise the out of time issue with the Office of the Independent Adjudicator for Higher Education (OIA) – see [section 58.8](#).
- 58.6.6 Students should expect to receive an acknowledgement of their appeal **within 5 working days**. If they have not received an acknowledgement **within 7 working days**, students should contact the Student Casework team ([casework@yorksj.ac.uk](mailto:casework@yorksj.ac.uk)) to check that their appeal has been received.
- 58.6.7 Any correspondence from the University shall be deemed to have been delivered 48 hours after emailing or posting to the address notified to the University by the student. Students must keep the University informed of any changes of address.
- 58.6.8 The University's preferred means of correspondence is email as this enables communication to be quick and efficient, students should indicate if they prefer to correspond by letter.

## 58.7 What will happen

- 58.7.1 The Student Casework team will request a response to an appeal from the student's School **within 10 working days**.
- 58.7.2 The Student Casework team will send the School response to the student so that if the student chooses, they may make a further written submission based on what the School has said.
- 58.7.3 The case will be reviewed by a Panel, normally composed of at least two members of the Appeals and Conduct Committee.
- 58.7.4 There are 4 possible outcomes from this Panel review:
- The matter to be remedied without further recourse to the Appeals and Conduct Committee. This means that the student will be offered a remedy without any need for a Committee hearing.
  - The appeal to be heard by the Appeals and Conduct Committee (see next section).
  - The appeal to be dismissed on the grounds that the application does not on the face of it show that there is a case to be answered.
  - The appeal to be dismissed on the grounds that there is no valid remedy open to the Appeals and Conduct Committee
- 58.7.5 If the student is not happy with this decision, they may complete the 'Appeal to Vice Chancellor' form to refer the case to the Vice Chancellor **within 10 working days** from the date on the Panel decision. The Vice Chancellor or delegate will review the case and make a final decision on whether the Committee should consider the appeal further. If the Vice Chancellor or delegate upholds the Panel's decision, the student has come to the end of the University's appeal procedure. The student will receive a 'Completion of Procedures' letter. If the student remains dissatisfied, they have **12 months** to apply for a review by the Office of the Independent Adjudicator for Higher Education, as set out in [section 58.8](#) below.

## 58.8 Hearing by the Appeals and Conduct Committee

- 58.8.1 The Appeals and Conduct Committee has been given the power by the Academic Board to consider appeals. The Committee will create from its members a Panel to hear student appeals. It will not include any staff previously involved with a student's appeal, to ensure that the members are independent. Where appropriate, it may seek advice from or co-opt staff members who can offer specialist advice, for example, on equality and diversity matters.
- 58.8.2 If the Committee asks a student to appear before it at a hearing, the student may choose to be accompanied by a supporter. This person should be a current member of staff, a current registered student at the University, or a Students' Union representative. The supporter's role is to observe and provide moral support. They cannot ask questions, interpret the student's responses, or speak on the student's behalf. If the student's supporter behaves inappropriately at any stage while the hearing is being dealt with, this person will be asked to withdraw involvement. The student will be asked to provide the name and capacity in which the supporter is attending in advance. It is not normally expected that the student will have legal representation, but if the student believes it is justified in the circumstances, the student should make these reasons known to the University Secretary **at least 3 working days** in advance of the hearing. If the University Secretary believes the student has established compelling grounds for legal representation, it will be permitted.
- 58.8.3 If the student is unable to attend the meeting, which may take place physically or via video-conferencing, exceptionally, the student may request that a representative attend to speak on their behalf in their absence. The request should be made to the Student Casework team ([casework@yorks.ac.uk](mailto:casework@yorks.ac.uk)) and the University Secretary will review this. If the University Secretary believes the student has established compelling grounds for such representation, it will be permitted.
- 58.8.4 If the student does not choose to appear before the Committee, the Committee will reserve the right to hear the case in their absence, drawing such conclusions as it deems appropriate. If the student fails to attend an arranged hearing without explanation or notice, the University reserves the right to dismiss the appeal.
- 58.8.5 At the hearing, the student or student's supporter (where permitted) may make a statement and the Committee may ask questions of them. The student and their supporter may consult each other. The Committee will also require a School representative to be available to appear before the Committee to answer questions. Students can expect the School representative to be present while the student is heard, and for the student to be present while the School representative is heard. Minutes are taken and are available to the student afterwards upon request.

- 58.8.6 It is not normally possible to introduce new grounds for appeal at this stage, unless it relates to evidence that could not have been provided sooner, e.g., a medical specialist's report that the student received after they submitted their appeal.
- 58.8.7 The student and their supporter will be asked to leave the room while the Committee discusses the case. The School representative will also leave the room.
- 58.8.8 The Committee will decide whether the student has provided sufficient evidence to substantiate their claim on the balance of probabilities, i.e., that what the student has claimed is more likely than not to be the case.
- 58.8.9 The student will not usually receive a final decision on the day of the hearing. The student will receive a final decision in writing, including the reasons for the decision, as soon as possible after the hearing, and normally **within 10 working days**.

## 58.9 Review by the Vice Chancellor

- 58.9.1 If a student is still dissatisfied with the decision, they may ask the Vice Chancellor of the University to review the case. The student must make this request by submitting the relevant appeal on the 'Appeal to the Vice Chancellor' form **within 10 working days** from the date on the letter notifying the student of the decision of the Appeals and Conduct Committee. The Vice Chancellor's decision on the case will be final as far as the University's internal procedures are concerned. The Vice Chancellor may delegate the review to an appropriate person.
- 58.9.2 The Vice Chancellor (or delegate) has the discretion to permit late appeals to the Vice Chancellor to be considered, if there are exceptional circumstances justifying the later submission. Evidence may be requested in relation to this.
- 58.9.3 The Vice Chancellor (or delegate) will review the decision on the following grounds only:
- a) The decision of the Committee was unreasonable in the light of the evidence supplied.
  - b) The procedure for the hearing of the appeal was deficient in a way which materially prejudiced the student's case.
- 58.9.4 The Vice Chancellor (or delegate) will base the decision on the written material submitted to the first hearing of the case, a written statement of the outcome of the appeal and the student's written case. The Vice-Chancellor will not normally consider new grounds of appeal or new evidence, unless there is new material evidence which the student was unable, for valid reasons, to provide earlier in the process.
- 58.9.5 If the Vice Chancellor (or delegate) believes that the student has established grounds for appeal, the appeal will be returned to a new panel for fresh consideration.
- 58.9.6 The Student Casework team will send the student the decision of the Vice Chancellor's (or delegate's) review in writing as soon as possible and normally **within 10 working days**. If the student has not established grounds for appeal, the student has come to the end of the York St John University appeals procedure. The student will receive a 'Completion of Procedures' letter. If the student remains dissatisfied, they now have the opportunity to apply for a review by the Office of the Independent Adjudicator for Higher Education.

## 58.10 Office of the Independent Adjudicator for Higher Education

- 58.10.1 The Office of the Independent Adjudicator for Higher Education (OIA) is an independent body which was established by the Higher Education Act 2004 to consider student complaints which had not been resolved through an institution's internal procedures. If a student has received a 'Completion of Procedures' letter from the University and they remain dissatisfied with the outcome, they may ask the OIA to review their appeal. The deadline for an appeal to the OIA will be set out in the 'Completion of Procedures' letter. This service is free to students. For more information, please visit the [OIA page](#).

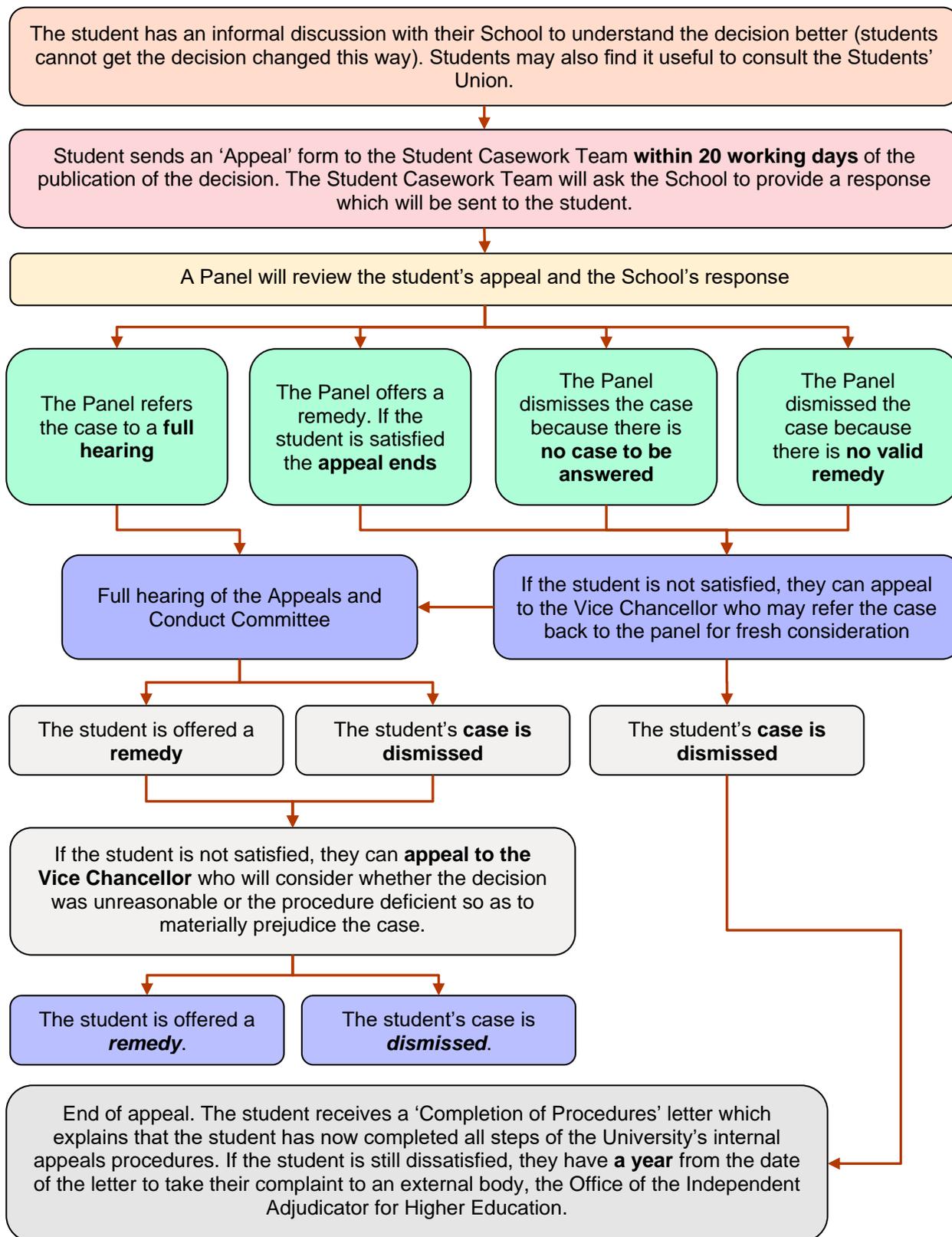
## 58.11 Programmes delivered by a validated partner organisation

- 58.11.1 The procedure to be followed in relation to programmes delivered by a validated partner organisation will be set out in the student's handbook or other programme documentation. Students should follow those procedures. Where this entails initial consideration by the validated partner organisation there will be an opportunity, once the student has exhausted those procedures and if the student remains dissatisfied with the decision, to write to the University Secretary at York St John University to seek a review of that decision. The student should do so by emailing [casework@yorks.j.ac.uk](mailto:casework@yorks.j.ac.uk). Any such appeal should be received **within 10 working days** of the validated partner organisation's decision, setting out the details of their appeal. The University Secretary will review the decision and make a decision which is final for the purposes of the University's internal procedures. A 'Completion of Procedures' letter will be issued following the University Secretary's decision so that if the student is still dissatisfied, they may then apply to have their case reviewed by the Office of the Independent Adjudicator for Higher Education.

58.11.2 The Vice Chancellor (or delegate) has the discretion to permit late appeals to the Vice Chancellor to be considered, if there are exceptional circumstances justifying the later submission. Evidence may be requested in relation to this.

## 58.12 Flowchart – how to appeal

58.12.1 This flowchart is designed to illustrate the procedure for appealing an academic decision. Students are advised to read the full procedure before submitting their appeal.



## Section 59 Glossary

Term	Description
<b>Academic Board</b>	Academic Board safeguards the academic integrity of the University and is the custodian of its degree awarding powers. As the most senior university academic body, it provides the Vice Chancellor and the Governing Body with authoritative and expert advice on the formulation and delivery of the University's Mission and Strategic Plan.
<b>Academic quality</b>	A comprehensive term referring to how, and how well, Higher Education providers manage teaching and learning opportunities to help students progress and succeed
<b>Academic standards</b>	The standards set by the University for our courses (programmes and modules) and expected for our awards
<b>ACC</b>	Appeals and Conduct Committee, has powers delegated by Academic Board to be responsible for the procedures for the consideration, hearing and resolution of issues concerning student conduct and discipline, and to be responsible for the consideration hearing and resolution of appeals from students against university decisions relating to progression, assessment, award and the application of the University regulations more generally.
<b>Aegrotat</b>	An unclassified award for a student who is too ill to attend all final examinations and complete their degree
<b>Annual monitoring</b>	Checking a process or activity every year to see if it meets expectations for standards and quality
<b>Assessment criteria</b>	The knowledge, understanding and skills that markers expect a student to display in an assessment task, and which are considered in marking the work. These criteria are based on the intended learning outcomes.
<b>CPR</b>	Collaborative Programme Representatives (CPRs) work as the key academic contact for collaborative partnerships. The CPR may be the key contact for a particular programme or across a number of programmes and provides a first point of contact between academic members of staff.
<b>Collaborative arrangement</b>	A formal arrangement between the University and another Higher Education provider. Collaborative provision provides learning opportunities typically leading to an award of academic credit or a qualification, which are delivered, assessed or supported through the arrangement with an organisation other than York St John University, the degree awarding body. In all such cases, the degree-awarding body remains responsible for ensuring that the expectations of the QAA Quality Code are met.
<b>Compensation</b>	A process by which it is determined that overall performance in a level of study can compensate for failure in individual modules. Credit will be awarded to modules that can be compensated.
<b>Condonement</b>	A process by which failure in a module can be disregarded for progression and award purposes. No credit is awarded.
<b>CPD</b>	Continuing Professional Development relates to training programmes, some leading to formal awards, to extend a person's employment-related knowledge, skills and understanding
<b>Credit</b>	Credit is awarded to a student in recognition of the verified achievement of designated learning outcomes at a specified level
<b>Credit framework</b>	A published formal structure that states the credit value typically associated with programmes and qualifications, and that generally includes credit level descriptors
<b>Credit level</b>	An indicator of the relative complexity, demand and/or depth of learning and of learner autonomy
<b>Credit value</b>	The number of credits, at a particular level, assigned to a body of learning. The number of credits is based on the estimated notional learning hours (where 1 credit represents 10 notional hours of learning).
<b>DSIT</b>	Disability Support and Inclusion team
<b>EC</b>	Education Committee, has powers delegated by Academic Board, this committee is responsible for the University's strategy on learning, teaching, enhancement and the quality of the student experience.
<b>ECP</b>	Exceptional Circumstances Plan, which specifies amendments to standard assessment submission dates for students with non-medical circumstances or a protected characteristic where a student's situation is unlikely to change throughout a defined period of their programme of their studies. Adjustments are based on individual requirements and evidence of need.
<b>ECTS</b>	European Credit Transfer and Accumulation System, which is a standard means for comparing volume of learning based on the defined learning outcomes and their associated workload for higher education across the European Union and other collaborating European countries. ECTS credits are used to facilitate transfer and progression throughout these collaborating countries and includes a standard grading scale, shown alongside local standard grades.

Term	Description
<b>e:Vision</b>	A web-based interface for students and staff to interact with the University records system
<b>External examiner</b>	An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment
<b>Exit qualification/award</b>	A qualification which may be awarded when a student leaves the programme early without completing or through failing the intended award
<b>Feedback</b>	Comments on assessed work from academic tutors, normally written but maybe in other formats such as oral
<b>Feedforward</b>	While feedback focuses on a student's current performance, feedforward looks ahead to subsequent assessments and offers constructive guidance on how to do better in the future.
<b>FHEQ</b>	Framework for Higher Education Qualifications (England, Wales and Northern Ireland).
<b>Fitness to Practise</b>	Fitness to Practise relates to a student's suitability for professional registration and practice with the public. The University has a particular responsibility in respect of students who will graduate with academic awards which also confer the right to apply for professional qualifications and registration with a professional body. Because of their responsibilities to the general public, students following such programmes should demonstrate high standards of conduct and behaviour and must be physically and mentally fit to undertake the demands of their profession
<b>Fitness to Study</b>	The phrase 'fitness to study' refers to a student's capacity to partially or totally engage with university life, both academically and otherwise, without unreasonable detriment to their wellbeing and while maintaining appropriate standards of behaviour.
<b>Formative assessment</b>	Assessments with a developmental purpose, designed to help students learn more effectively by giving them feedback on their performance and how it can be improved and/or maintained.
<b>Franchising / Franchise partner</b>	A process by which York St John University (the degree-awarding body) agrees to authorise another organisation to deliver (and sometimes assess) part or all of 1 (or more) of our own approved programmes.
<b>Freestanding module</b>	A freestanding module, sometimes referred to as a standalone module, is a module that is completed independently of an award programme. The module is awarded credit upon successful completion. Typically, freestanding modules are completed for Continuing Professional Development on a part time basis.
<b>Generic Assessment Descriptors (GAD)</b>	Generic descriptions of what is required to achieve a level of attainment in relation to the assessment. These descriptions apply to specific criteria: knowledge, understanding and enquiry, and skills and values.
<b>Graduate</b>	A person who has attained a Bachelor's or higher degree.
<b>Graduation</b>	The process of formally receiving a degree at a ceremony, not necessarily in person.
<b>Internal repeat</b>	To repeat the teaching for a module or level. Repeating a module or level internally involves attending classes and tutorials and receiving the full range of academic guidance as well as resubmitting assessments. Approval is required and this will specify if the internal repeat is for capped or uncapped marks. In some cases, undergraduate students are permitted to repeat some study on a part time basis to retrieve failure (see <a href="#">section 38.9</a> ). A repeat fee is charged for each module.
<b>Invigilator</b>	A person responsible for enforcing the University regulations and policies that govern examinations.
<b>Learning outcomes</b>	A statement of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning.
<b>LSP</b>	Learning Support Plan, which specifies the reasonable adjustments to standard examination and assessment procedures recommended by the Disability Support and Inclusion team for students with a long-term health condition, impairment, a specific learning difficulty, or a mental health condition. Adjustments are based on individual requirements and evidence of need.
<b>Model answer</b>	An example of what is expected to be demonstrated in an individual assessment task.
<b>Module</b>	A self-contained, formally structured, learning experience with a coherent and explicit set of learning outcomes and assessment criteria.
<b>Moodle</b>	The University's virtual learning environment (VLE). An intranet interactive website giving access to learning opportunities electronically. These might include such resources as course handbooks, information and reading lists; blogs, message boards and forums; recorded lectures; and/or facilities for online seminars (webinars).
<b>Ordinary degree</b>	A Bachelor's degree located at Level 6 of the <i>Framework for Higher Education Qualifications</i> which typically requires a student to achieve the learning outcomes of a smaller volume of study than that expected for a Bachelor's degree with Honours.

Term	Description
<b>OSA</b>	Outgoing Study Agreement, which specifies which modules a student embarking on a Study Abroad year will study at the host institution
<b>OSP</b>	Outgoing Study Plan, which specifies which modules a student embarking on a Study Abroad year will study at the host institution.
<b>PAEP</b>	Progress and Award Examination Panel, which ensures that assessment procedures are properly conducted and undertakes the final approval of progression decisions and the classification of awards.
<b>PASP</b>	Programme Amendment Scrutiny Panel, a sub-Committee of the Quality and Standards Committee, which approves module and programme amendments.
<b>PASS</b>	Programme Administration and Support Service, a cross-institutional service that provides professional support for the delivery of university academic programmes.
<b>Plagiarism</b>	Presenting someone else's work as if it was one's own, without referencing the source of the work.
<b>Postgraduate student</b>	A student who has attained a Bachelor's degree or equivalent and is now studying for a qualification at a higher level.
<b>Programme learning outcomes (PLO)</b>	The knowledge, understanding and skills students are expected to have on successful completion of the programme.
<b>Programme of study</b>	An approved course of study that provides a coherent learning experience and normally leads to a qualification. UK Higher Education programmes must be approved and validated by UK degree-awarding bodies.
<b>Programme specification</b>	Published statements about the intended learning outcomes of programmes of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.
<b>Progression</b>	Formal progress through an academic programme, meeting key academic requirements.
<b>PSRBs</b>	Professional, statutory and regulatory bodies.
<b>QAA</b>	The Quality Assurance Agency for Higher Education is the independent body that checks on standards and quality in UK Higher Education. It conducts quality assessment reviews, develops reference points and guidance for providers, and conducts or commissions research on relevant issues.
<b>QSC</b>	Quality and Standards Committee, has powers delegated by Academic Board, this committee is responsible for the quality of programmes and standard of awards for all provision.
<b>Qualification</b>	A formally recognised academic award, such as a degree, diploma or certificate, granted on successful completion of a programme of study.
<b>Qualification level</b>	One of a series of defined points in a qualifications framework that are numbered in ascending order. Qualifications within the same level share characteristics and require similar achievement. Qualification levels in different frameworks can be compared. Qualification levels are distinct from credit levels.
<b>Qualification framework</b>	A formal structure identifying qualification levels in ascending order and stating the requirements for qualifications to be awarded at each one. In UK Higher Education the qualifications framework refers specifically to the <i>Frameworks for Qualifications of UK Degree-Awarding Bodies</i> , which form part of the <i>QAA Quality Code</i> .
<b>Reassessment</b>	A generic term that encompasses resitting assessments for capped marks.
<b>Resit</b>	To take an assessment for a capped mark having failed an earlier attempt for the same assessment.
<b>Restart</b>	Where a student is permitted to restart and repeat the first level of their programme (applies to Level 3 and Level 4 first year students only) (refer to <a href="#">section 37.10</a> ).
<b>RPL</b>	Recognition of prior learning, a process of assessing learning achieved outside of the University to be recognised for academic purposes and allows exemption from parts of a student's programme as, based on evidence provided, their prior learning is judged to be equivalent. This includes credit transfer from other institutions, certified learning that has not led to a recognised FHEQ award, or experiential learning that has been achieved through experience or training that has not been formally assessed.
<b>SAB</b>	School Assessment Board, which is responsible for the oversight of assessment for all taught provision within a School, including that assessment procedures are properly conducted, and standards assured.
<b>SAP</b>	School Assessment Panel, which considers and agrees marks to be presented to the School Assessment Board (SAB).

Term	Description
<b>SITS</b>	SITS is a student records management system used to store, administer and manage all aspects of student information from initial enquiry and application through to award.
<b>Special Cases Panel (SCP)</b>	University committee responsible for considering individual student cases where a School requests the Progress and Award Examination Panel to vary a decision it would otherwise make, and to make decisions on behalf of the Progress and Award Examination Panel.
<b>SQP</b>	School Quality Panel, responsible for the oversight of the implementation of the University's procedures by the School as it relates to the quality of taught programmes, standards of awards and overall quality of the student experience.
<b>Subject benchmark statement</b>	A published statement (part of the <i>QAA Quality Code</i> ) that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject-areas and explains what gives that particular discipline its coherence and identity. The statements are consistent with the relevant generic qualification descriptors.
<b>Summative assessment</b>	Formal assessment of students' work, contributing to the final result for the module. Used to indicate the extent of a student's success in meeting the assessment criteria to gauge the intended learning outcomes. Typically, within summative assessment, the marks awarded count towards the final mark of the course/module/award.
<b>Support to study</b>	A supportive process used by academic staff to identify and secure the implementation of measures to support a student, whilst noting concerns about the student's performance, or programme participation.
<b>Suspension of studies</b>	A suspension of study allows a student to take an authorised break in their studies for a specified period of time.
<b>Transcript</b>	A document, but not a formal certificate, that certifies the results achieved in a final examination (usually broken down at least to module/unit level).
<b>Turnitin</b>	Turnitin is a text matching software used by universities across the world to ensure the integrity of student writing.
<b>Undergraduate student</b>	A student who has not yet gained a first degree.
<b>Validation / Validated partner</b>	Validation is the process by which the University judges that a programme developed and delivered by another institution without degree awarding powers is of an appropriate quality and standard to lead to a York St John University award at a specified level.
<b>VLE</b>	Virtual Learning Environment.

## Section 60 Appendices

### 60.1 Appendix A – Assessment and module grade annotators

#### Scheme A (compensation)

Grade	Description
<b>A</b>	Achieving (Mind the Gap marking scheme only)
<b>A?</b>	Academic misconduct found on an attempt – passed resit – any other assessment resits checked to determine if credit can be awarded – grade then changed immediately to AZ (with credit) or AF (no credit) (holding grade)
<b>AC</b>	Academic misconduct found on an attempt – failure compensated
<b>AF</b>	Academic misconduct found on an attempt – failed resit
<b>AH</b>	Academic misconduct found on an attempt – awaiting the academic misconduct result (holding grade)
<b>AP</b>	Academic misconduct found on an attempt – passed resit – assessment component capped at pass mark
<b>AR</b>	Academic misconduct found – resit required
<b>AS</b>	Academic misconduct found – further resit permitted by Appeals and Conduct Committee
<b>AT</b>	Academic misconduct found on an attempt – failed resit where the penalty pass for credit only (mark of zero for the module)
<b>AX</b>	Academic misconduct found – penalty termination of enrolment
<b>AY</b>	Academic misconduct found – penalty pass for credit only (mark of zero for the assessment)
<b>AZ</b>	Academic misconduct found – penalty pass for credit only (mark for the module is zero or below the pass mark)
<b>DF</b>	Deferred
<b>E</b>	Excelling (Mind the Gap marking scheme only)
<b>EX</b>	Assessment component excluded
<b>F</b>	Fail – no further resit opportunities
<b>FG</b>	Fail for pass/fail assessment component – applies when this was the only failed component at first attempt (assessment grade annotator only)
<b>FH</b>	Holding grade – pending decision to offer resit for ITE placement (module grade)
<b>FI</b>	Failed placement, taking ILU as a resit, entered for first attempt to force capped resit on ILU
<b>FR</b>	Repeating failed module internally in following year for capped mark – payment required for repeat
<b>FX</b>	Fail at first attempt – no resit permitted
<b>H</b>	Suspected academic misconduct (for any case which will involve a formal investigation)
<b>L</b>	Late submission – submitted more than 24 hours late but within 5 working days
<b>L5</b>	Late submission – submitted within 1 hour – penalty applied
<b>LK</b>	Late submission – submitted within 1 hour – pending penalty being applied
<b>LC</b>	Late submission – submitted within 24 hours – penalty applied
<b>LD</b>	Late submission – submitted within 24 hours – pending penalty being applied
<b>NA</b>	Not assessed
<b>NG</b>	Non-submission for pass/fail component when resitting for uncapped module mark (associated with RG)
<b>NS</b>	Non-submission
<b>P</b>	Pass
<b>PC</b>	Pass through compensation
<b>QF</b>	Qualified fail

<b>R</b>	Resit
<b>R3</b>	Resit permitted at third attempt (Law only)
<b>RA</b>	Resit permitted at third attempt following successful appeal or SCP case
<b>RX</b>	Resit permitted at third attempt for progression
<b>RG</b>	Resit permitted for pass/fail assessment component for uncapped module mark – only applies at first attempt, where all other assessments were passed and the pass/fail assessment was the only failure
<b>RH</b>	Holding grade – pending decision to offer resit for ITE placement (assessment grade)
<b>V</b>	Attempt voided, assessment to be attempted again, no repeat teaching
<b>VN</b>	Repeating module internally in following year for uncapped mark – no payment for repeat
<b>VP</b>	Repeating module internally in following year for uncapped mark – payment required for repeat
<b>WF</b>	Withdrawn – failed after attempting module's final assessment
<b>WN</b>	Withdrawn – failed after not attempting module's final assessment

### Scheme B (condonement)

<b>Grade</b>	<b>Description</b>
<b>DF</b>	Deferred
<b>DD</b>	Defer Resit, repeating module internally in following year – payment required for repeat
<b>DR</b>	Defer Resit, repeating module internally in following year – no payment for repeat
<b>F</b>	Fail at first attempt
<b>F3</b>	Exceptional third attempt
<b>FC</b>	Fail Carried
<b>FR</b>	Fail, repeating module internally in the following year
<b>FW</b>	Fail Withdrawn
<b>H</b>	Suspected plagiarism (for any case which will involve a formal investigation)
<b>L</b>	Late submission – submitted more than 24 hours late but within 5 working days
<b>LC</b>	Late submission – submitted within 24 hours – penalty applied
<b>LD</b>	Late submission – submitted within 24 hours – pending penalty being applied
<b>NR</b>	Non-Submission Resit, repeating module internally in following year
<b>NS</b>	Non-Submission (including absence from examination)
<b>NW</b>	Non-Submission (withdrawn)
<b>P</b>	Pass
<b>PL</b>	Plagiarism carried
<b>PR</b>	Plagiarised work but student has yet to resubmit with a penalty
<b>QF</b>	Qualified Fail
<b>X2</b>	Failed at second attempt
<b>X3</b>	Failed at third attempt - likely to have their enrolment terminated if student has other failures
<b>Z</b>	Non-serious attempt
<b>0X</b>	Failed at second attempt – both first and reassessment attempts non-submissions – will lead to termination of enrolment

## 60.2 Appendix B – Progress codes

Code	Description
<b>AWD</b>	Awarded intended award
<b>AWD-C</b>	Awarded intended award through compensation in final year
<b>AWD-C-NOEPA</b>	Awarded intended award through compensation in final year but EPA not yet complete (Degree apprenticeship students)
<b>AWD-CRED</b>	Awarded intended transcript award
<b>AWD-LOW</b>	Awarded lower exit award with a different award name, failed intended award
<b>AWD-LOW-QTS</b>	Awarded lower exit award with QTS (ProfGCert), failed intended award
<b>AWD-NOEPA</b>	Awarded intended academic award but EPA not yet complete (Degree apprenticeship students)
<b>AWD-ORD</b>	Awarded Bachelors Ordinary lower exit award
<b>AWD-QTS</b>	Awarded intended award with QTS
<b>CHECK?</b>	Holding outcome – check record for errors
<b>CHECK-AM</b>	Holding outcome – check outcome of academic misconduct investigation
<b>CHECK-CREDIT</b>	Holding outcome – check as has insufficient or excessive credit
<b>CHECK-CREDL4</b>	Holding outcome – insufficient L4 credit – RPL to be checked
<b>CHECK-CREDL5</b>	Holding outcome – insufficient L5 credit – RPL to be checked
<b>CHECK-ENROL</b>	Holding outcome – check enrolment status
<b>CHECK-GRADE</b>	Holding outcome – check for anomalous grades
<b>CHECK-LD</b>	Holding outcome – check and update LD grades
<b>CHECK-MARK</b>	Holding outcome – check for missing mark
<b>CHECK-RH</b>	Holding outcome – check outcome of ITE placement resit decision
<b>COMP?</b>	Holding outcome – can progress or be awarded through compensation, compensation to be actioned
<b>ENFORCEDSS</b>	Enforced suspension (midyear)
<b>ENFORCEDSS2</b>	Enforced suspension (end of year)
<b>ENROL-C</b>	Administrative re-enrolment for change in academic year – student set to current, does not re-enrol
<b>ENROL-PN</b>	Administrative re-enrolment for change in academic year – student needs to re-enrol for next year
<b>ENROL-SX</b>	Administrative re-enrolment for change in academic year – student needs to be set to SX status for next year
<b>FAIL-TRAN</b>	Failed level progression and eligible to transfer to a different programme (no change of programme form required) (end of year)
<b>FAIL-TRAN2</b>	Failed level progression and eligible to transfer to a different programme (no change of programme form required) (midyear)
<b>FAIL-TRAN?</b>	Holding outcome – failed level progression and eligible to transfer to a different programme (no change of programme form required)
<b>FAIL-TRAN-L</b>	Did not meet the progression requirement to study abroad, and will be transferred to a different programme without study abroad for the following year (no change of programme form required)
<b>FAIL-TRAN-L?</b>	Holding outcome - did not meet the progression requirement to study abroad, and will be transferred to a different programme without study abroad for the following year (no change of programme form required)

<b>FAIL-TRAN-O</b>	Holding outcome pending student decision - failed level progression but and eligible to transfer to a different programme (no change of programme form required) OR restart Level 4
<b>FAIL-TRAN-O5</b>	Holding outcomes pending student decision – failed level 5 progression but eligible either transfer to Level 6 of a different programme or study the failed L5 modules part-time the following year
<b>HELD</b>	Holding outcome – do not progress or award while issue investigated
<b>HELD-STUDYAB</b>	Holding outcome – awaiting results from study abroad host institution
<b>LATEMOD</b>	Progression pending – outstanding late module result
<b>MIDLEVEL</b>	Mid-level continuation of study, mid academic year – no outstanding results
<b>MIDLEVEL-AUG</b>	Mid-level continuation of study, module results to be presented at August SAB
<b>MIDLEVEL-CX</b>	Student resitting placement or client work only during following year
<b>MIDLEVEL-JUL</b>	Mid-level continuation of study, module results to be presented next at July SAB
<b>MIDLEVEL-L8</b>	Mid-level in taught stage of Professional Doctorate, mid academic year – no outstanding results
<b>MIDLEVEL-NY</b>	Mid-level continuation of study, end of academic year, needs to re-enrol for next year – no outstanding results
<b>MIDLEVEL-NYC</b>	Mid-level continuation of study, end of academic year, does not need to re-enrol for next year (set to current) – no outstanding results
<b>NEXT-AUG</b>	Next module will go to August SAB (Admin use only)
<b>NEXT-SCE-C</b>	No results at this time (usually for use for programmes starting in summer term), does not need to re-enrol for next year (set to current)
<b>NEXT-SCE-PN</b>	No results at this time (usually for use for programmes starting in summer term), need to re-enrol for next year
<b>NOAWARD</b>	No award, attempted some assessment (freestanding students only)
<b>PROG</b>	Progress to next level (undergraduate students)
<b>PROG2</b>	Progress to next level (undergraduate students in October), previously conditional progression
<b>PROG2-C</b>	Progress to next level through compensation (undergraduate students in October), previously conditional progression
<b>PROG2-L8</b>	Progress to next level (L8 postgraduate students in October), previously conditional progression
<b>PROG-AT3</b>	Third attempt resit with conditional progression to next level (L3-L5 undergraduate students)
<b>PROG-AT3-T</b>	Third attempt resit with conditional progression to next level with a change of programme (L3-L5 undergraduate students)
<b>PROG-AT3?</b>	Holding outcome - Third attempt resit and conditionally progress to next level (L3-L5 undergraduate students)
<b>PROG-C</b>	Progress to next level through compensation (undergraduate students)
<b>PROG-CAP</b>	Progress to Capstone Project (postgraduate RKC students only)
<b>PROG-CAP-MID</b>	Progress to Capstone Project mid academic year (postgraduate RKC students only)
<b>PROG-CAP-REM</b>	Progress to Capstone Project with resit outstanding mid academic year (postgraduate RKC students only)
<b>PROG-CAP-RES</b>	Progress to Capstone Project with resit outstanding (postgraduate RKC students only)
<b>PROG-CL4DA</b>	Progress - passed L4 through compensation (Degree Apprenticeships)
<b>PROG-CL5DA</b>	Progress - passed L5 through compensation (Degree Apprenticeships)
<b>PROG-CL4DA2</b>	Progress - passed L4 through compensation mid academic year (Degree Apprenticeships)
<b>PROG-CL5DA2</b>	Progress - passed L5 through compensation mid academic year (Degree Apprenticeships)

<b>PROG-CL4DARE</b>	Progress - passed L4 through compensation has L5 resit/deferral (Degree Apprenticeships)
<b>PROG-CL5DARE</b>	Progress - passed L5 through compensation has L6 resit/deferral (Degree Apprenticeships)
<b>PROG-CL4DAR2</b>	Progress - passed L4 through compensation has L5 resit/deferral mid academic year (Degree Apprenticeships)
<b>PROG-CL5DAR2</b>	Progress - passed L5 through compensation has L6 resit/deferral mid academic year (Degree Apprenticeships)
<b>PROG-COND</b>	Conditionally progress to next level (undergraduate students)
<b>PROG-COND-L8</b>	Conditionally progress to next year of the Doctorate of Counselling Psychology programme
<b>PROG-COND-T</b>	Conditionally progress to next level with change of programme, outstanding assessment(s) must be passed (undergraduate students)
<b>PROG-C-SS</b>	Progress to next level through compensation, and will suspend studies for remainder of the current year
<b>PROG-C-SX</b>	Progress to next level through compensation while externally resitting (undergraduate students), to re-enrol for next level at start of next academic year
<b>PROG-C-T</b>	Transfer to a new programme and progress to next level through compensation (undergraduate students)
<b>PROG-CT-AUTO</b>	Transfer to a new programme and progress through compensation to next level (automatic, as no Change of Programme form required)
<b>PROG-DOC</b>	Progress to Stage 2 of the Professional Doctorate programme, does not need to re-enrol
<b>PROG-DOC2</b>	Progress to Stage 2 of the Professional Doctorate programme, needs to re-enrol
<b>PROG-L4DA</b>	Progress - passed L4 (Degree Apprenticeships)
<b>PROG-L5DA</b>	Progress - passed L5 (Degree Apprenticeships)
<b>PROG-L4DA2</b>	Progress - passed L4 mid academic year (Degree Apprenticeships)
<b>PROG-L5DA2</b>	Progress - passed L5 mid academic year (Degree Apprenticeships)
<b>PROG-L4DA-RE</b>	Progress - passed L4 has L5 resit/deferral (Degree Apprenticeships)
<b>PROG-L5DA-RE</b>	Progress - passed L5 has L6 resit/deferral (Degree Apprenticeships)
<b>PROG-L4DA-R2</b>	Progress - passed L4 has L5 resit/deferral mid academic year (Degree Apprenticeships)
<b>PROG-L5DA-R2</b>	Progress - passed L5 has L6 resit/deferral mid academic year (Degree Apprenticeships)
<b>PROG-L8</b>	Progress to the next year of the Doctorate of Counselling Psychology programme
<b>PROG-R</b>	Passed current level of programme and is transferring to restart on different programme, awarded exit award (undergraduate students only)
<b>PROG-RKC</b>	Progress from RKC taster module and transfer to full MBA programme in June/July
<b>PROG-RKC-MID</b>	Progress from RKC taster module and transfer to full MBA programme midway through academic year
<b>PROG-SS</b>	Progress to next level, and will suspend studies for remainder of the current year
<b>PROG-SX</b>	Progress to next level while externally resitting (undergraduate students), to re-enrol for next level at start of next academic year
<b>PROG-SX-L8</b>	Passed L8 year while externally resitting (L8 postgraduate students), to re-enrol for next level at start of next academic year
<b>PROG-T</b>	Passed current level of programme and is to transfer to a new programme on the next level (Change of Programme form required)
<b>PROG-T-AUTO</b>	Passed current level of programme and is to transfer to a new programme on the next level (Change of Programme form not required)
<b>RE-SIT</b>	Resit – end of the level (non-finalist student)
<b>RE-SIT-AT3</b>	Third attempt resit – externally (non-finalist student – used in June)
<b>RE-SIT-AT3-2</b>	Third attempt resit – externally (non-finalist student – used in February/March)
<b>RE-SIT-CX</b>	Resit internally with no teaching – working with client/public during resit, set to CX status

<b>RE-SIT-CX2</b>	Resit internally with no teaching – working with client/public during resit, set to CX status mid-year
<b>RE-SIT-EXSR</b>	Resit – Externally at the end of programme – resits staggered (finalist)
<b>RE-SIT-EXT</b>	Resit – externally (non-finalist student)
<b>RE-SIT-EXT2</b>	Resit – externally (non-finalist student)
<b>RE-SIT-EXTF</b>	Resit – Externally at the end of programme (finalist)
<b>RE-SIT-EXTF2</b>	Resit – Externally at the end of programme (finalist)
<b>RE-SIT-F</b>	Resit – Externally at the end of programme (finalist)
<b>RE-SIT-FSR</b>	Resit – Externally at the end of programme – resits staggered (finalist)
<b>RE-SIT-MID</b>	Resit – mid-level and mid academic year
<b>RE-SIT-NY</b>	Resit – mid-level and must re-enrol for new academic year
<b>RE-SIT-NYC</b>	Resit – mid-level and does not re-enrol for new academic year
<b>RE-SIT-TR</b>	Resit – Resit required, but not met requirements to study abroad in following year, will be transferred to alternate programme following successful resit (no Change of Programme form required)
<b>REPEAT</b>	SCP/ACC decision – permitted to repeat level of the programme
<b>REPEAT-PT</b>	Permitted to repeat up to 40 credits part time next year to redeem progression failure (Level 4 and 5 only)
<b>REPEAT-PT-O</b>	Holding outcome pending student decision – offered repeat part time study
<b>REPEAT-PTR-O</b>	Holding outcome pending student decision – offered repeat part time study OR restart
<b>REPEAT-PTMD1</b>	Permitted to repeat up to 40 credits part time in semester 2 of current year to redeem progression failure (Level 4 and 5 only) (previously external resit)
<b>REPEAT-PTMD2</b>	Permitted to repeat up to 40 credits part time in semester 2 of current year to redeem progression failure (Level 4 and 5 only) (previously current)
<b>REPEAT-PTS1</b>	Permitted to repeat up to 40 credits part time in semester 2 of next year to redeem progression failure, will suspend studies in semester 1 (Level 4 and 5 only)
<b>REPEAT-PTS2</b>	Permitted to repeat up to 40 credits part time in semester 2 of next year to redeem progression failure, will suspend studies for remainder of current year (Level 4 and 5 only)
<b>REPEAT-T</b>	SCP/ACC decision – permitted to repeat level on a different programme
<b>RESEARCH</b>	Research student continuation of study
<b>RESTART</b>	Failed first year of programme – student accepted restart of programme (undergraduate students only)
<b>RESTART-O</b>	Holding outcome pending student decision - failed first year of programme, restart offered to student, awaiting decision (undergraduate students only)
<b>RESTART-OS</b>	Failed first year of programme, restart offered to student with suspension before restarting, awaiting decision (undergraduate students only)
<b>RESTART-OT</b>	Failed first year of programme, restart with change of programme offered to student, awaiting decision (undergraduate students only)
<b>RESTART-S</b>	Failed first year of programme – student accepted restart, and will suspend studies until return (undergraduate students only)
<b>RESTART-T</b>	Failed first year of programme – student accepted restart and will transfer programme and restart (undergraduate students only)
<b>RESTART-T?</b>	Holding outcome – failed first year of programme and student has submitted a change of programme form, student eligible to restart? (Undergraduate students only)
<b>RESTART-TS</b>	Failed first year of programme – student accepted restart and will suspend studies before transferring programme and restart (undergraduate students only)
<b>RESTART?</b>	Holding outcome – failed first year of programme, student eligible to restart? (Undergraduate students only)

<b>SCP</b>	Holding outcome - recommendation made to Special Cases Panel
<b>SUS-CONTINUE</b>	Suspended studies – continues into next academic year
<b>SUS-HOLD</b>	Suspended studies – holding code for processing for use at change of academic year
<b>SUS-PART</b>	Suspended studies – partner programmes - progress to next block following suspension
<b>SUS-PROG</b>	Suspended studies – progress to next block following suspension
<b>SUS-REPEAT</b>	Suspended studies – repeating block following return from suspension
<b>SUS-REPEAT-T</b>	Suspended studies – repeating block and transferring programme following return from suspension
<b>SUS-REPEATPT</b>	Suspended studies – repeating block as a part time student for progression following suspension
<b>SUS-RESIT</b>	Suspended studies – returned from suspension in July to complete outstanding resits in August. No teaching in this academic year
<b>SUT-RESTART</b>	Suspended studies – restarting studies following suspension
<b>SUSPENDED</b>	Suspended studies
<b>TERM-CRED</b>	Failed programme – enrolment terminated; student eligible for an award of credit only
<b>TERM-CRED?</b>	Holding outcome – enrolment terminated, student eligible for an award of credit only?
<b>TERM-EXIT</b>	Failed programme – enrolment terminated; student eligible for an exit award
<b>TERM-EXIT?</b>	Holding outcome – enrolment terminated with exit award?
<b>TERM-FAIL</b>	Failed programme – enrolment terminated; student not eligible for an exit award
<b>TERM?</b>	Holding outcome – enrolment terminated without exit award?
<b>TRANSFERRED</b>	Changed programme during the progression period
<b>WDN</b>	Withdrawn not eligible for exit award
<b>WDN-CRED</b>	Withdrawn with exit award of credit only
<b>WDN-EXIT</b>	Withdrawn with lower exit award

## 60.3 Appendix C – Record of updates to the Code

Greater detail of the annual update can be found in the accompanying briefing note published alongside the Code.

Section	Changes made	Date approved by QSC or AB	Notes
Various	Revisions of committee names	06/11/19 AB	
27.3.3	Update to the late submission penalty for pass/fail modules for the foundation year	27/11/19 AB	
Various	Revisions of references to Subject Director	22/01/20 QSC	
48	Inclusion of 'Scaling of Marks Policy'	07/04/20 Executive Board	
Various	<p>Inclusion of 'Suspension of Study Policy'</p> <p>Inclusion of the 'Fitness to Study Policy'</p> <p>Inclusion of the compensation assessment model (Scheme A)</p> <p>Update to the 'Exams Policy' to include the evacuation procedures for exams</p> <p>Updated to the 'Exams Policy' to exclude watches in exam room</p> <p>Changes to the LSP extension process</p> <p>Updates to the 'Exceptional Circumstances Policy' to introduce self-certification evidence</p> <p>Updates to the 'Agreed Penalty Policy'</p> <p>Updates to the programme restart process</p> <p>Update to progression for pass/fail progression for Level 3 students</p>	24/06/20 Academic Board	
29	'Anonymous Marking Policy' added	30/09/20 Academic Board	
35.4	Foundation year progression from Level 3 to Level 4	11/12/20 QSC	Applied to 2020-21 only
4.5.7	Update to 'RPL Policy' to include NMC requirements for Nursing programmes	19/04/21 QSC	
47.2.3 i	Update to External Examiner section to include NMC requirements for Nursing programmes	24/05/21 QSC	
Various	<p>Updates to the award of Ordinary degree where there has been a transfer of external credit</p> <p>Inclusion of guidance for timed assessments</p> <p>Inclusion of guidance for IT problems affecting the whole cohort</p> <p>Updates to the 'Standards Review Policy'</p> <p>Updates to the 'Marking and Moderation Policy' to introduce the term 'internal moderator'</p> <p>Update to policy for the recommendation to restart a programme for Degree Apprenticeships students</p> <p>Updates to use 2 decimal places for classification level and an update to the undergraduate classification thresholds</p>	23/06/21 Academic Board	

16	Updates to the Exceptional Circumstances Policy	19/08/21 Academic Board	
Various	<p>'Parental Leave Policy' added</p> <p>Inclusion of guidance on the process to follow for examination paper errors and disruptions</p> <p>'Illegible Examination Script Policy' added</p> <p>Updates to the 'Exceptional Circumstances Policy'</p> <p>Updates to the 'Academic Misconduct Policy'</p> <p>Updates to the 'Agreed Penalties Policy'</p> <p>Updates to the 'Feedback Policy'</p> <p>Removal of borderlines for postgraduate students commencing from September 2022</p> <p>Updates to the 'External Examiner Policy'</p> <p>Updates to the 'Graduation Policy'</p> <p>Updates to the 'Appeals Policy'</p>	29/06/22 Academic Board	
Various	Removal of reference to reassessment fees for taught modules	23/08/22 Executive Board	
4.5.8	Update to 'RPL Policy' to include RCOT requirements for the postgraduate Occupational Therapy programme	13/10/22 QSC	
11	Update to procedure for exam paper printing	18/10/22 Academic Registrar	
25.15.4	Update to the example of how academic misconduct penalties may be applied	21/12/22 QSC	
17	Update to the 'Exceptional Circumstances Policy'; for introduction in 2023/4	30/11/22 QSC	
31	Update to the 'Late Penalty Policy' structure; for introduction in 2023/4	15/02/23 QSC	
Various	<p>Updates to the 'Module Enrolment and Changes Policy'</p> <p>Updates to the 'Suspension Policy'</p> <p>'Apprenticeships Policy' added</p> <p>Updates to the 'Assessment Format Policy'</p> <p>Updates to the 'Reasonable Adjustment Policy'</p> <p>Updates to the 'Exceptional Circumstances Policy'</p> <p>Updates to the 'Academic Misconduct Policy'</p> <p>'Student Attendance Policy' added</p> <p>'Presumed Withdrawal Policy' added</p> <p>'Support to Study Policy' replaces the 'Cases Consultation' and 'Standard Reviews' Policies</p> <p>Updates to the 'Late Submission Penalty Policy'</p> <p>Change to the undergraduate compensation range to 30-39</p> <p>Updates in relation to qualifying marks</p> <p>Updates to undergraduate progression rules for compensation – introduction of third attempts for progression; introduction of part time study to retrieve progression failure; changes to restarts eligibility for undergraduates.</p> <p>Removal of borderlines for PGCE</p> <p>Updates to 'Graduation Policy'</p>	28/06/23 Academic Board	

58	Updates to the 'Appeals Policy'	24/08/23 Academic Board	
10.12.4	Section added to give clarity about use of presentations and performances as part of a portfolio	07/03/24 Academic Registrar	