7

REGULATIONS FOR THE
ASSESSMENT OF STUDENTS ON
TAUGHT PROGRAMMES
7 Regulations for the Assessment of Students on Taught Programmes

Readers are expected to consult the University Assessment Handbook for operational guidance and policy which directly supports the implementation of Regulation 7.

7.1 General Requirements

7.1.1 Academic Standards

Assessment that contributes to the award of academic credit and/or to the award of the degrees, diplomas, certificates and other academic distinctions of the University will relate the achievement of each candidate to the stated academic standards of the University.

The academic standards of the University will be as stated in the intended learning outcomes of modules and programmes of study, as set out in the relevant module descriptors and programme specifications.

7.1.2 Equity of Assessment

All students registered for a module (distance learning or face to face) will be subject to the application of the same academic standards, rules and procedures with respect to assessment and re-assessment, irrespective of the programme of study on which they are enrolled.

7.1.3 Assessment of WBL/PL

In line with UWS Regulation 5.4.4(b), it is the responsibility of the academic member of staff to award final grades to the student on placement and may not be devolved to partner employers.

7.1.4 Anonymous Marking

Procedures for anonymous marking as outlined in the Assessment Handbook, and approved by Senate will be used in all assessments that contribute to the award of academic credit and/or to the award of the degrees, diplomas, certificates and other academic distinctions of the University except where the nature of the assessment itself renders anonymity impossible to achieve, for example, possibly in placement observations or practical assessment.

The Assessment Handbook provides more detailed guidance on the operational aspects of submission and marking via Turnitin. (Assessment handbook sections 3.2 and 3.9)
7.1.5 Timing of Formal Examinations

Modules which are assessed by formal examinations will have the first diet examinations scheduled at the end of the trimester in which the delivery of the module is concluded.

7.2 Module Descriptors and Programme Specifications

7.2.1 Module Descriptor

The Module Descriptor for each module will:

a) Specify the intended learning outcomes of the module and indicate how these relate to each main component of assessment.

b) Indicate the range and type of the components of assessment and how these components will be assessed.

c) Specify – but only in the case of professional requirements regarding the need to demonstrate specific competences – any assignment or group of assignments that must be passed in order to achieve an aggregate pass in the module.

7.2.2 Programme Specification

The Programme Specification for each programme will:

a) Specify the aims of the programme and intended learning outcomes for each level of the programme and indicate how these relate to the constituent modules of the programme.

b) Identify all of the elements (modules, supervised work experience, placements etc) for the award.

c) Identify which elements are compulsory, optional or alternative.

d) State the attendance requirements to be met by students, where the intended learning outcomes of a programme are such that attendance is compulsory for certain elements.

e) State any specific assessment requirements that in addition to the requirements of the University Assessment Regulation must be met for progression towards or award of a professional qualification, provided that such requirements were approved through formal procedures for programme approval or for change to an existing programme.
7.3 Definitions

7.3.1 Progression

Progression is defined as meeting the requirements to proceed from a prerequisite module to a module for which it is a prerequisite or as meeting the requirements to proceed from one SCQF level of study to another. (See Regulation 5.1.8)

7.3.2 Pass – Module (and components of modules)

A module is regarded as having been passed for the purposes of progression and award of credit when a grade of C or above at SCQF levels 7-10, or a B2 or above at SCQF level 11 or 12, has been awarded and approved by the Subject Panel. The award of a pass grade requires that:

a) For SCQF level 7-10 modules, an aggregate mark of at least 40% has been achieved. For SCQF level 11 or 12 modules an aggregate mark of at least 50% has been achieved.

and

b) For SCQF level 7-10 modules, a mean mark of not less than 30% has been attained in each main component of assessment where the number of components of assessment defined for each module will not normally exceed two or exceptionally three.

For SCQF level 11 or 12 modules, a mean mark of not less than 40% has been attained in each main component of assessment where the number of components of assessment defined for each module will not normally exceed two or exceptionally three.

and

c) Any specific requirements set out in the module descriptor under Regulation 7.2.1(c) are met. See also 7.4.2

7.3.3 Pass – Award

a) Students will be eligible to receive the University award for which they were registered when they have passed the core modules defined for that award in the programme specification and accumulated the amount of credit required for the award. Programme specifications may not stipulate additional requirements to achieve the award in terms of higher grades. Specific professional requirements for the award may be stipulated where required by the accrediting body, specifically agreed at programme approval and made clear in the programme specification.
b) Awards can only be conferred where the programme of study undertaken is in accordance with an approved programme specification and where the student has met the requirements for the award as determined by a Progression & Awards Board.

c) An award will normally only be conferred within five years of the end of the academic session in which the programme of study was completed.

7.3.4 Progression with Credit Deficit

The Progression & Awards Board (PAB) will permit a student to progress with credit deficit of up to 40 credits in order to enable progression to the next level of study, provided that:

a) The student is required to be re-assessed in (or chooses to re-take) the module while studying at the next level.

b) Progression with credit deficit from SCQF level 9 to level 10 is not normally permitted.

c) Direct entrants to level 8 with a credit deficit from a 96 point HNC will be expected to make good the credit deficit by successful completion of an additional 20 credits prior to the start of their programme of study. [See 6.8.1b)i)]

d) The student meets any mandatory pre-requisites prior to progressing to next level of study.

7.3.5 Progression from the Diploma to the Masters Stage of a Postgraduate Programme

Students are required to have successfully achieved the 120 credits associated with the Diploma prior to progressing to the Masters stage of a postgraduate programme.

Progression from the Diploma to the Masters stage of a postgraduate programme may require measured attainment in excess of the minimum specified in Regulation 7.3.3 provided that such requirements are set out in the Programme Specification.

7.3.6 Formal Examination

Where a final summative examination is specified as an assessment for a module, this will take the form of a single paper of two hours duration. Exceptionally, at SCQF level 10,11 or 12, an examination of three hours will be permitted where this is specified in the approved module descriptor.
7.4 Marking and Grading

7.4.1 Marking and Aggregation

Module marks and grades are arrived at where required by aggregation of numerical marks from a number of assessments into a single percentage mark to which the corresponding grade is then applied.

Where specifically validated, some modules may not have module marks or grades. In such cases the student's attainment will be recorded as ‘pass’ or ‘fail’, having met or not met the threshold standard in accordance with the assessment criteria within the approved module descriptor.

7.4.2 Marking and Grading Scheme

All student work that contributes to a module mark and grade is assessed according to the following standard marking and grading scheme:

<table>
<thead>
<tr>
<th>Grade</th>
<th>SCQF LEVELS 7 - 10</th>
<th>SCQF LEVELS 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numerical Range</td>
<td>Definition</td>
</tr>
<tr>
<td>A1</td>
<td>90-100</td>
<td>Exceptional</td>
</tr>
<tr>
<td></td>
<td>Student work is exemplary and exceeds the threshold standard for a pass by a significant margin. It displays exceptional knowledge and understanding; insight, originality and exceptional ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills</td>
<td>Student work is exemplary and exceeds the threshold standard for a pass by a significant margin. It displays exceptional knowledge and understanding; insight, originality and exceptional ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills</td>
</tr>
<tr>
<td>A2</td>
<td>80-89</td>
<td>Outstanding</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Score Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>A3</td>
<td>70-79</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>60-69</td>
<td>Very good</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>B2</td>
<td>50-59</td>
<td><strong>Good</strong> Above threshold standard for a pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student work is clearly above the threshold standard for a pass at levels 7-10. It displays generally good knowledge and understanding; good ability in analysis, evaluation, problem solving or other process skills; evidences highly competent performance of professional practice skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Good</strong> Meets threshold standard for a pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student work meets the threshold standard for a pass at levels 11-12. It displays generally good knowledge and understanding; good ability in analysis, evaluation, problem solving or other process skills; evidences highly competent performance of professional practice skills</td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>C</td>
<td>40-49</td>
<td>Basic competence</td>
</tr>
<tr>
<td>D</td>
<td>30-39</td>
<td>Does not meet threshold standard for a pass</td>
</tr>
</tbody>
</table>
of or partial competence in professional practice skills (where relevant).

E 1-29
Well below threshold standard for a pass
Student work is well below the threshold standard for a pass at levels 7-10. It displays very limited knowledge and understanding; evidences very limited or no analytical or other process skills; very limited competence over the range of professional practice skills.

Significantly below threshold standard for a pass
Student work is significantly below the threshold standard for a pass at levels 11-12. It displays very limited knowledge and understanding; evidences very limited or no analytical or other process skills; very limited competence over the range of professional practice skills.

N 0 (at first diet)
No work to assess
There is no work to be assessed at first diet, or there is incomplete or no engagement with re-assessment

No work to assess
There is no work to be assessed at first diet, or there is incomplete or no engagement with re-assessment

The following grades are used in exceptional circumstances where required by professional bodies:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Pass</td>
<td>Student has met the criteria for ‘pass’ as specifically defined in the module descriptor</td>
</tr>
<tr>
<td>Fail</td>
<td>Fail</td>
<td>Student has not met the criteria for ‘pass’ as specifically defined in the module descriptor</td>
</tr>
</tbody>
</table>

The exception to the grading scheme above is that Grade D may be assigned to a module at levels 7-10 where the numerical value is greater than 40% but where Regulation 7.3.2 has not been met; and Grade C may be awarded to a module at levels 11-12 where the numerical value is greater than 50% but where Regulation 7.3.2 has not been met.

7.4.3 **Moderation of Marks for Assessed Work**

Moderation will take place in line with the procedures set out in the University’s Assessment Handbook.

Deans are responsible for the appointment of module co-ordinators and module moderators (see Regulation 5.1.10 and UWS Assessment Handbook)
7.5 Classification of Honours Degrees, Distinctions, Intermediate, Posthumous and Aegrotat Awards

7.5.1 Classification of Honours Degrees

The minimum criterion for the award of Honours degrees is a grade of C or above in each of the modules studied at SCQF level 10 or in the final year stage of the programme (none less than SCQF Level 9). (See Regulations 5.2.1 and 5.2.9b)

The following criteria will be applied by the PAB. Where modules whose intrinsic level is lower than SCQF level 10 are taken as part of the honours year stage, then grades for such modules will count towards the honours classification as if these modules were at SCQF level 10.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Mean mark of 70% or above</th>
<th>OR Mean mark of at least 67% and a majority of the modules* in the final year stage at grade A</th>
</tr>
</thead>
<tbody>
<tr>
<td>First class</td>
<td>Mean mark of 60% or above</td>
<td>OR Mean mark of at least 57% and a majority of the modules* in the final year stage at grade B1 or better</td>
</tr>
<tr>
<td>Upper second class</td>
<td>Mean mark of 50% or above</td>
<td>OR Mean mark of at least 47% and a majority of the modules* in the final year stage at grade B2 or better</td>
</tr>
<tr>
<td>Lower second class</td>
<td>Mean mark of 40% or above</td>
<td></td>
</tr>
</tbody>
</table>

*For 2015/16, in order to continue to determine Honours classification based on two different methods of calculation, all SCQF level 10 modules leading to an Honours award should be based on 20 credit modules. School Boards are not entitled to approve SCQF level 10 modules at anything other than 20 credits for delivery in session 2015/16.

Revised arrangements for classifying Honours awards based on different module sizes will be brought to Senate for approval in session 2015/16 for implementation from 2016/17 onwards.

Where core modules in the Honours year of study are assessed using the Pass/Fail grades, then these modules will be excluded in the calculation of the Honours classification. Modules assessed using the Pass/Fail grades will not be permitted as optional modules within the Honours year of study.

Where a student has undertaken a resit in one or more modules at SCQF level 10 or in the final year stage of the programme, then
the resit mark will stand on the student’s academic record but a mark of 40% and grade C will be used in the classification of the Honours award.

Guidance Note

Where there are double modules (e.g. the dissertation) in the honours level, these shall be counted as two modules for the purposes of calculating the honours classification.

7.5.2 Award of Distinction

a) PABs will award distinction to candidates for undergraduate awards other than Honours degrees (including Certificates of Higher Education and Diploma of Higher Education) and for taught postgraduate awards of Graduate Diplomas and Postgraduate Diplomas where the following criteria are met by candidates at their first attempt.

A mean mark of 70% or above. (The student must pass the modules at the first attempt and the mean mark to be used in determining distinction will also be taken from the module marks at the first attempt.)

Special note for continuing students

Where a student has been previously enrolled (ie prior to 2015/16) at the level of study at which the distinction will be applied, the threshold for Distinction will be calculated at 65%. (This may also apply in cases of Authorised Interruption of Study (See Reg 5.3.5)

and

none of the 120 credit points (see 7.5.2(d) for Masters) taken in the final SCQF level of the award comprises prior credit imported from outside the University, unless the prior credit derives from a student exchange or study abroad programme in which a translation of the relevant grading system into the University system has been approved by the programme leader as part of the exchange agreement.

Guidance Note:

Modules will be weighted accordingly for the purpose of calculating distinction.

b) In programmes where the Diploma of Higher Education is calculated on the basis of 300 credit points, the 120 credit points on which the calculation of Distinction will be based shall be defined in the programme specification and shall comprise 60 points at Level 8 and 60 points at Level 9.
c) Distinction will not be awarded where any of the modules in the final year stage are assessed using the Pass/Fail grades. This must be made clear to students in the programme handbook.

d) Distinction at Masters level will be awarded where students have met the above criteria but will be calculated on the basis of 180 credit points within the programme and not solely on the taught modules or the Masters level dissertation component of the award. [See 6.8.1(c)(iii) re imported credit and distinction.

7.5.3 Intermediate Awards

A student who has achieved the necessary volume and level of credit and who has satisfied any further requirements set out in the programme specification has the right to claim any award intermediate to the final award for which she or he is or was registered provided that:

a) The student claims the award within five years of the end of the academic session in which he or she was last registered for the programme to which the intermediate award relates

and

b) No student who has obtained a final award is eligible to receive an intermediate award (Regulation 5.2.15e).

7.5.4 Aegrotat Awards

a) Where a PAB does not have sufficient evidence of the candidate’s performance to be able to recommend the award for which a person is a candidate, but is satisfied that but for illness or other valid cause the person would have reached the standard required, the Board may, exceptionally, recommend the conferment of an Aegrotat award.

b) An Aegrotat award may only be made where the candidate has demonstrated achievement in at least 50% of the credit from the final year stage of the award.

c) An Aegrotat award may be made in relation to any award from a taught programme of the University save that an Aegrotat Honours degree will not be classified.

d) No Aegrotat award may be made without confirmation in writing by the candidate of his or her agreement to accept the award.
7.5.5 Posthumous Awards for Taught Programmes

a) Any award associated with the taught programmes of the University may be awarded posthumously where the normal requirements for the award have been met. (See also Regulation 8.5.4 for Research Awards.)

b) A posthumous Aegrotat award may be made where the normal requirements for an Aegrotat award have been met. (See Regulation 7.5.4 (a-c) Aegrotat Awards.)

7.5.6 Joint Award (collaboration)

a) The University of the West of Scotland will participate fully in the decision making process with regard to assessment arrangements.

b) Subject Panels and PABs will take place at the University of the West of Scotland under normal University conditions.

c) Students enrolled on the programme will be subject to the progression and award criteria that apply to the programme, and will be considered at PAB at the appropriate point in each academic session.

d) The arrangement for distribution or classification of Honours or equivalent will be agreed at programme approval and in the drafting of the collaborative agreement. Any deviations from the University regulations must be endorsed subsequently at Senate.

7.5.7 Dual Award (collaboration)

The two awards will be based on the same assessed student work and can only be granted when the outcomes of the programme have been achieved at the same point in time.

7.6 Compensation for Failure in Modules

Compensation for failure may not be applied by the PAB with respect to any student.

7.7 Valid Reasons for Non-Attendance at, Non-Submission of or Poor Performance in Assessment

a) In all circumstances where it is established through procedures laid down by Senate for this purpose that student non-attendance at, non-submission of or performance in an assessment was attributable to illness or other cause found to be valid, the student will have the
right to be re-assessed at the next available opportunity as if for the first time (or, if the assessment is a first or second re-assessment, as if for the second or third time, respectively).

b) Senate will establish one or more Mitigation Panels to examine on the basis of written evidence major claims of mitigating circumstances submitted by individual students.

c) Where the Mitigation Panel rules that mitigating circumstances may have led to non-attendance at, non-submission of or impaired performance in an assessment, the details of the assessment or assessments concerned will be communicated to the relevant Subject Panel (SP). Where the module concerned has been graded at D or E (levels 7-10) or at C, D or E (level 11-12), the SP will award the right to be re-assessed as specified in Regulation 7.7(a) above. Where the module concerned has been graded at C or better (levels 7-10) or at B2 or better (level 11-12), the SP will permit the student to choose whether to be re-assessed under Regulation 7.7(a).

d) In the case where the student has passed the module and chooses not to be re-assessed, then the original mark will be permitted to stand. However, if in this case the student chooses to present for re-assessment, then the Subject Panel will consider both the original mark and the mark obtained for the module following re-assessment, and will confirm whichever is the higher mark.

e) Where – prior to the exercise of the right to be re-assessed – a PAB is able to recommend the candidate for a final award, the candidate will be informed of the proposed grade for any module deemed to have been affected by mitigating circumstances and of the classification of the final award (if relevant), and will have the right either to confirm acceptance of the award or to be re-assessed under Regulation 7.7(c) above.

f) Where a candidate wishes to accept an award under Regulation 7.7(e), this must be conveyed in writing by the candidate to the relevant PAB Chair.

g) An appeal against a decision of the PAB or Subject Panel or in relation to a decision regarding student mitigating circumstances may only be made in conformity to the provisions of University Regulation 13 on student appeals.
7.8 Re-Assessment

7.8.1 General requirements

a) Re-assessment is defined as the right to submit failed assignments or attend for examination or other forms of assessment in those categories of assessment that have not achieved a mark of 40% (levels 7-10 or 50% (level 11-12) and where in consequence a grade of D or E (levels 7-10) or a grade of C, D or E (level 11-12) has been achieved in a module (see also Regulation 6.9).

b) Where a student has not submitted any work in a module for assessment, they will be recorded as a grade N and given an RA (re-attend) decision, except where there is no further opportunity for re-assessment where a NA (no further attempts decision) will be made. (See Regulation 7.4.2)

c) The forms of re-assessment should normally be the same as for the first attempt.

d) Where a student is offered the opportunity to re-attend a module, the student will have entitlement to the same number of attempts as if taking the module for the first time. A student may only re-attend a module once.

e) Module marks at re-assessment will be calculated by carrying forward marks for assessments which the student has not been asked to resit and by aggregating these with marks for assignments which the student was asked to resit.

f) The relative weightings of different assessments will remain the same in cases of re-assessment as in the assessment for the first time.

g) Re-assessment shall not be permitted in modules or components of assessments which are identified in the module descriptor as excluded from the possibility of re-assessment where this is a requirement of a PSRB.

h) Students who have passed a module (or component of a module) do not have the right to be re-assessed to improve their marks. However this will not affect individual student’s right to be assessed following a successful claim of mitigation.

7.8.2 Undergraduate/Graduate Programmes

a) A student who obtains a grade of D or E at the first attempt will be entitled to two opportunities for re-assessment.
Failure to submit at first and subsequent diets of assessment will result in loss of entitlement to re-assessment (except under 5.3.5 Duration of Study and Authorised Interruption).

b) A first re-assessment under Regulation 7.8.2(a) will normally be at the resit diet in the academic session in which the module was failed.

For a second re-assessment, this will be at the next available opportunity. In this case the “next available opportunity” will mean the trimester in which the module is next offered in the following academic session and NOT the resit diet in the following academic session.

c) Unless undertaking re-assessment at the next available opportunity is found to have been prevented by mitigating circumstances as determined under Regulation 7.7, failure to attend or submit work at the next available opportunity will result in automatic loss of entitlement to that attempt.

7.8.3 Taught Masters Degrees, Postgraduate Certificates and Diplomas, the Professional Graduate Diploma in Education, Professional Doctorate and Doctor of Business Administration

a) A candidate for the award of a taught Masters’ Degree, Postgraduate Diploma or Certificate, or the Professional Graduate Diploma in Education, or the Professional Doctorate, or Doctor of Business Administration or a candidate studying a module whose intrinsic level is SCQF level 11-12, will be entitled to one further attempt in failed elements of assessment except that there will be no re-assessment of any Diploma or Masters project or dissertation unless a first attempt is awarded under Regulation 7.7.

b) Unless undertaking re-assessment at the next available opportunity is found to have been prevented by mitigating circumstances, as determined under Regulation 7.7, failure to attend or submit work at the next available opportunity will result in automatic loss of entitlement to that attempt.

*For 2015/16 only* - in light of the Senate decision to increase the PG pass mark to 50% from 2015/16 (see Regs 7.3.2 and 7.8.1 above), any resits of SCQF level 11 modules arising from an initial assessment diet taken in 2014/15, will be subject to a 40% pass mark.

7.8.4 Notwithstanding the above regulations (Regulation 7.8.1 to 7.8.3), the PAB will have the power to limit the number of opportunities for re-assessment and/or to withdraw a student from a
programme in the case of failure in a module entailing placement or work-based learning or professional practice, provided that such decisions are taken in accordance with explicit criteria that are contained in the relevant programme specification.

**7.9 Eligibility to Act as an Examiner or Moderator**

a) Any person who acts as examiner or moderator who has any relationship other than that of a teacher or supervisor with any candidate being assessed will notify the Director of Corporate Support who will draw the circumstances to the attention of the relevant SP and PAB.

b) No student will be a member of a SP or PAB other than where a person who is otherwise qualified to be an examiner is at the same time registered on a module or programme unrelated to the Subject Panel or PAB in question.

c) A member of staff of an institution affiliated to or associated with the University which provides a programme leading to an award of the University may act as an examiner or moderator for the programme or module(s) concerned, as if a member of University staff.

**7.10 Subject Panels and Progression & Awards Boards**

**7.10.1 Memberships and Remits of Subject Panels and Progression & Awards Boards**

SP and PABs will have the memberships, remits and powers set out in Regulation 14 - Progression & Awards Boards and Subject Panels, as supplemented by the regulations below.

**7.10.2 Subject Panels**

Subject Panels consider the performance of students registered for modules assigned to the Panel by the Dean of School, and decide upon the confirmed marks and grades for each student on each module.

**7.10.3 Subject Panels and Standardisation of Marks**

a) Standardisation is the process of making adjustments to the marks and grades attained by students in a given module in the event of exceptional circumstances. Standardisation is defined as taking account of circumstances which have affected students' performance, either incidents during the delivery of the module or during the assessment points within the module.
b) Standardisation must not be applied in order to achieve a preconceived mean mark and may take the form of such adjustments to marks as are deemed appropriate in the specific circumstances.

c) Standardisation may only be applied by the relevant Subject Panel and with the agreement of the relevant Subject External Examiner.

d) The application of standardisation together with details of the adjustments made to marks and grades must be recorded by its Chair in the Minutes of the Subject Panel meeting.

7.10.4 Progression & Awards Boards

a) PABs decide the eligibility of each candidate for progression between levels of study, and for awards of the University.

b) Each student on a named programme of study will be assigned to a specified PAB.

c) A decision of the PAB that a candidate is eligible for an award of the University will require the written consent of relevant PAB External Examiners.

d) The decisions from each assessment diet conducted in accordance with the University’s regulations will be recorded by the PAB concerned and signed by the person appointed to chair that Board and where relevant by the PAB External Examiners.

e) Unless otherwise provided for in the University’s regulations, the decisions of each PAB will be final.

7.10.5 Review of a Decision of a Progression & Awards Board/Subject Panel

In accordance with the requirements of Regulation 13 an Appeals Group may require an SP or PAB to amend its decision(s). Please refer to Regulation 13 for more information.

7.11 Cheating and Plagiarism

7.11.1 Definitions

a) Cheating and plagiarism are defined by the University as the attempt to gain an unfair advantage in an assessment by gaining credit for work of another person or by accessing unauthorised material relating to assessment.
b) Plagiarism is defined further as the use of the work of other students, past or present, or substantial and unacknowledged use of published material presented as the student's own work. It includes the following:

- the extensive use of another person's material without reference or acknowledgement;
- the summarising of another person's material by changing a few words or altering the order of presentation without reference or acknowledgement;
- the substantial and unauthorised use of the ideas of another person without acknowledgement;
- copying the work of another student with or without the student's knowledge or agreement;
- deliberate use of commissioned material which is presented as one's own;
- the unacknowledged quotation of phrases from another's work;

c) Cheating is defined further as inclusive of the following:

- communication with or copying from another student during an examination or assessment (except in so far as assessment regulations specifically permit communication, for instance for group assessments);
- knowingly introducing any unauthorised materials (written, printed or blank) on or near an examination desk unless expressly permitted by the assessment regulations;
- knowingly introducing any electronically stored information into an examination hall unless expressly permitted by the assessment regulations;
- obtaining a copy of an 'unseen' written examination paper prior to the date and time of its authorised release;
- gaining access to unauthorised material relating to an assessment during or before the assessment;
- colluding with another person by submitting work done with another person as entirely one's own work;
- collaborating with another student in the completion of work which is intended to be submitted as that other student's own work;
- knowingly allowing another student to copy one's own work to be submitted as that student's own work;
- falsifying data by presenting data of laboratory reports, projects or other assessments as one's own when these data are based on experimental work conducted by another party or obtained by unfair means;
- assuming the identity of another person with intent to deceive or to gain unfair advantage;
• allowing another person to assume one’s own identity with the intention of deceiving or gaining unfair advantage to oneself;
• the use of any other form of dishonest practice not identified above;

7.11.2 Procedures

a) Cheating and plagiarism may be regarded as substantial academic irregularities under the University Code of Discipline for Students (Regulation 12) and all instances are liable to be investigated and to be given due consideration under the terms of that Code. (Plagiarism identified in research programmes will be dealt with under Regulation 8.10.) See also Appendix 2 in relation to discovery/suspicion of cheating, plagiarism or collusion in a formal examination.

b) Notwithstanding the above, any suspected case of plagiarism will be referred in the first instance by the member of academic staff concerned to the Chair of a Plagiarism Panel constituted in the relevant academic School.

d) The Chair of the School Plagiarism Panel will be appointed by the Dean of School.

d) The membership of the School Plagiarism Panel will be:
• the Chair
• two members of academic staff from the School appointed by the Plagiarism Panel Chair

e) The member of academic staff who refers a case of suspected plagiarism to the Panel must not serve as a member of that Panel for the purpose of giving consideration to this case, but, where required, will attend the Panel for the purpose of presenting evidence.

f) The Plagiarism Panel Chair will inform the student in writing of the alleged offence and of the requirement to attend for interview.

g) The Plagiarism Panel will determine whether an offence has been committed and, if so, whether the offence is minor, serious or major.

h) Where the Panel has determined that a MINOR offence has been committed, the Plagiarism Panel Chair will determine and inform the student of a sanction that will be
a requirement that the affected student work is resubmitted:

- WITHOUT loss of entitlement to an attempt, and
- WITH the determination that the maximum mark assignable for the resubmitted work should be 40%.

i) Where the Panel has determined that a SERIOUS offence has been committed, the Plagiarism Panel Chair will determine and inform the student of a sanction that will be a requirement that the affected student work is resubmitted:

- WITH loss of entitlement to an attempt, and WITH the determination that the maximum mark assignable for the resubmitted work should be 40%.

j) A student will have the right to appeal the decisions of the Plagiarism Panel and its Chair taken under (h and i) above and such appeals will be referred to the Senate Disciplinary Committee (see Regulation 12).

k) Where the Plagiarism Panel has determined that a MAJOR offence has been committed, the Plagiarism Panel Chair will refer the matter to the Senate Disciplinary Committee for consideration under Regulation 12 and will inform the student in writing of this action.

l) The outcome will be communicated by University student email and 1st class post to the student’s correspondence address.

7.12 External Examiners

7.12.1 Principles

a) There are two types of External Examiner appointment. Subject External Examiners are appointed to assess groups of related modules and are members of Subject Panels. PAB External Examiners are members of the PAB that take decisions on student progression and academic awards.

b) New External Examiners should normally be nominated as a subject external examiner. PAB External Examiners should, where possible, be appointed from the pool of existing subject examiners. Furthermore, External Examiner responsibilities at a subject panel level are likely to be reduced or removed on appointment to PAB External Examiners. There will normally be a single PAB External Examiner associated with a group of programmes. The University therefore seeks to establish programme groupings where one External Examiner would normally be
appointed per grouping. Schools must therefore take responsibility for designating these programme groupings and in doing so must ensure that all groupings have the necessary external input to support their function.

c) There will be one and only one Subject External Examiner associated with each and every module. The same individual may be associated with a number of modules. School Boards are responsible for ensuring that Schools have allocated modules to an appropriate SP and have assigned an External Examiner to each module.

d) No recommendation for the conferment of an award of the University will be made without the approval of the PAB External Examiner for the programme.

e) Each External Examiner will provide an annual report.

f) External examining procedures for programmes offered by a Partner Organisation are required to be the same as, or demonstrably equivalent to, those used within the University. The procedure should be clearly specified and rigorously and consistently applied. External Examiners for collaborative arrangements will be appointed by the University according to its normal procedures.

7.12.2 Attendance at Assessment Panels

a) Subject External Examiner(s) are expected to attend each meeting of the SP at the end of each Trimester approving the results for each module to which they have been appointed.

b) Results are approved at this stage and will be released to students as final approved results.

c) Since no confirmed result of the University may be communicated to students without the approval of the appointed Subject External Examiner, this approval exceptionally may be obtained by written consent.

d) The PAB External Examiner(s) will be expected to attend the PABs at SCQF levels 9, 10, 11 and 12 at the end of Trimesters 2 and 3 (for some areas of provision there will be a requirement to attend a PAB after Trimester 1). This likelihood will be communicated at time of appointment.

e) Since no award of the University (including intermediate exit awards) may be conferred without the approval of the
appointed PAB External Examiner, this approval exceptionally may be obtained by written consent.

7.12.3 Appointment - Terms of Office

a) Each Subject External Examiner will normally be appointed for a period of up to four years, which exceptionally may be extended by up to one further year. The total period of appointment of the PAB External Examiners (including appointment as Subject External Examiner) should normally be four years and would not normally exceed five years of consecutive service as Subject and PAB External Examiner.

b) An External Examiner (Subject or PAB) may be re-appointed provided that five years have elapsed since the end of the previous term of office and that the second appointment will not exceed four consecutive years.

c) An External Examiner (Subject or PAB) will not normally hold more than two External Examiner appointments for taught programmes/modules at any point in time.

d) PAB External Examiners must have prior experience as an External Examiner, preferably including at least one year’s experience as a Subject External Examiner at the University of the West of Scotland.

e) The nominations for the appointment of an External Examiner should be made at least six months before the first assessment or award with which the examiner is to be associated.

f) The nomination must be endorsed by the School Board concerned prior to consideration for approval by the Education Advisory Committee. Following approval by the Education Advisory Committee, the Secretary to the Education Advisory Committee will confirm to the External Examiner concerned and notify the appropriate contacts in the School.

g) Newly appointed External Examiners should take up their appointments on or before the retirement of their predecessors. They should remain available until after the last assessments with which they are to be involved to deal with any subsequent reviews of decisions that arise.

h) Normally, appointments should run from the October before the first assessments to the October after the last assessments.

7.12.4 Criteria for the Appointment of External Examiners
a) The criteria for the appointment of External Examiners is intended to enhance the transparency and consistency of institutional practice in appointing competent staff as External Examiners who are free from potential conflicts of interest (7.12.4d) and are therefore sufficiently independent to fulfil the role.

b) In line with indicator 5 of Chapter B7: External Examining of the UK Quality Code for Higher Education, persons appointed to act as External Examiners for the University must show appropriate evidence of the following:

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

c) In any event, other than in exceptional cases External Examiners must not normally be:
i) a member of a governing body or committee of the appointing institution or one of its collaborative partners, or a current employee of the appointing institution or one of its collaborative partners;

ii) anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;

iii) anyone required to assess colleagues who are recruited as students to the programme of study;

iv) anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;

v) anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question;

vi) former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the External Examiner have completed their programme(s);

vii) involved in reciprocal arrangements involving cognate programmes at another institution;

viii) succeeded by a colleague from the examiner’s home department and institution;

ix) appointed from the same department of the same institution as a current External Examiner.

d) Bearing in mind that each External Examiner is required to be impartial, potential conflicts of interest need to be considered and particular attention paid to nominees who have been:

i) 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 programme approval panel (or equivalent) which approved the programme;

e) Where a nominee has no previous experience as an External Examiner for any institution, the nominee is required to attend the External Examiner Induction Event and the School must make arrangements for mentorship with a more experienced External Examiner.

f) Nominations must comply with the requirements of the Home Office with regard to demonstrating eligibility to work in the UK.
7.12.5  **Powers of External Examiners**

On any matter which an External Examiner has declared to be a matter of principle, the decision of the External Examiner concerned must either be accepted as final by the SP or PAB in question or be referred to the Senate.

7.12.6  **Rights and Responsibilities of External Examiners**

a) The overall responsibility of each PAB External Examiner is to ensure that each candidate for a particular award is considered impartially and fairly in accordance with University regulations and guidance and that the standards of the University’s awards are maintained.

b) The overall responsibility of each Subject External Examiner is to ensure that each module is assessed impartially and fairly and that the standards of the University’s awards (or parts of awards) are maintained.

c) Each Subject External Examiner will:

i) have the opportunity to review and approve the form, content and standard of the assessment instruments and, where appropriate, the distribution and balance of coursework and other assessments. These should be in accordance with published module descriptor;

ii) be expected to attend meetings of the Subject Panel as appropriate [see 7.12.2(a)] and have the right of access to all candidates’ work;

iii) confirm that the marks awarded by the internal examiner(s) have been appropriately moderated in line with expectations outlined in the assessment Handbook;

iv) have the right to inspect the work of all students and to call for such papers as he or she thinks necessary when sampling the work of students;

v) be entitled to modify the marks proposed by internal examiners provided that such modifications should be applied to all students undertaking the module unless all scripts have been reviewed by the Subject External Examiner.

d) Each PAB External Examiner will:

i) attend meetings of the PAB as appropriate and, in light of information received from Subject Panels, approve award decisions [see Regulations 7.12.2(d) and (e)];

ii) be consulted about, and have the right to approve or prevent, any proposed changes in the assessment
regulations which will directly affect students currently on a particular programme of study;

iii) otherwise participate, as necessary, in reviews of progression and award decisions with respect to individual candidates;

iv) comment as required on aspects of cohort performance, honours classification distribution and any other matters pertaining to the operation of the University’s assessment panel processes.

7.12.7 Reports

a) Each External Examiner shall report annually to the University on the conduct of the assessments concluded during the year and on issues relating to those assessments, in a form determined by the Senate.

b) Where there is concern about standards and performance, particularly if there is anxiety that assessments are being conducted in a way which jeopardises either the fair treatment of individual candidates or the standards of the University’s awards, an External Examiner has the authority to submit a report directly to the Principal. The external examiner may also invoke the QAA’s concerns scheme or inform the relevant professional, statutory or regulatory body. This will be communicated to the external examiner at the time of appointment.

7.12.8 Termination of External Examiner Contract

a) In exceptional circumstances the University of the West of Scotland or the External Examiner may wish to terminate the contract prior to its normal completion.

b) The External Examiner may withdraw from the contract by advising the Head of QEU in writing no later than the end of December of the year in progress.

c) If the External Examiner resignation is over a matter of principle, academic standards or concerns over maladministration, then the Head of QEU will report the matter to the relevant School Board, Education Advisory Committee and Senate.

d) The University may only terminate the contract of an External Examiner through a decision of Senate either on the basis of demonstrable persistent failure to meet the requirements of the role, for example through repeated non-attendance at assessment panels, repeated lack of response to draft assessment instruments, or the provision of false information in annual reports or due to a significant
change of circumstances of the External Examiner or of
the module provision in the relevant subject area.

e) It will be the responsibility of the Dean in the first instance
to advise the Head of QEU of any concerns under (d)
above.

f) Notwithstanding regulations (c) to (e) above, if an annual
report that is due for submission on 30 September has not
been received without due explanation by 20 November, or
if the report has not been received after a comparable
interval in the case of another due date, he or she may be
deemed by the Chair of the Education Advisory Committee
to have resigned their appointment, and will be advised
accordingly.

g) With respect to (d) and (f) above, where illness or other
personal reasons have been notified by the external
examiner to the Head of QEU as preventing the External
Examiner from meeting requirements of the role, the
relevant School will in the first instance seek to agree
appropriate revised arrangements such as a revised
timescale for submission of an outstanding report.
APPENDIX 1

STUDENT CONDUCT IN AN EXAMINATION

Candidates who fail to abide by these instructions will be subject to disciplinary action as set out in the University Code of Discipline for Students (Regulation 12).

These instructions shall apply to all University examinations, including those for the purposes of continuous assessment and those held outwith a UWS campus.

i) Candidates must act in accordance with any instruction issued by an Invigilator. Candidates who wish to attract the attention of an Invigilator should raise their hand. Candidates should not leave their seats without permission.

ii) Articles of clothing not being worn, bags etc. should be left in the area designated by the Invigilators. Candidates are not permitted to have any notebooks, textbooks, loose pages, tables or similar items on or near their desks unless specifically permitted in writing by the Examiner or as specified in instructions issued by the Invigilator. Any such items may be confiscated by an Invigilator. All rough workings must be made in Examination Answer booklets.

iii) Candidates sitting examinations should not have sight of the question paper until the time scheduled for the exams to commence. Candidates may not begin writing before the invigilator announces the start of the examination and must cease writing when the invigilator announces the end of the examination.

iv) Mobile telephones and other electronic devices such as personal music players and headphones and smart-watches should be switched off and left in candidates’ bags in the area designated by the Invigilators.

v) No leaves may be torn out of the Examination Answer books and no Examination Answer books may, under any circumstances whatever, be removed from an examination room - either before, during, after or between examinations.

vi) When authorised by the Examiners candidates may introduce into an examination room and make use of calculators provided that they are portable, silent, battery operated, and not pre-programmed (apart from the standard scientific functions built in to the calculator); a calculator other than as specified may be deemed to be an unauthorised aid and may be confiscated by an Invigilator. No other hand-held electronic devices will be permitted unless authorised by the Examiner. A random check of electronic calculators may be undertaken during the examination.

Candidates using calculators do so at their own risk, and are responsible for ensuring that they have spare batteries.

vii) The use of English/first language dictionaries may be permitted in formal examinations for international candidates whose first language is not...
English, except where the Module Co-ordinator for the module has previously indicated in writing that dictionaries will not be permitted. Electronic dictionaries will not be permitted in any examination. Dictionaries will not be permitted in language examinations. Where used, dictionaries may be scrutinised by Invigilators at the start of the examination.

viii) Candidates are required to place their student cards on their examination desks in such a manner that Invigilators may verify each candidate’s identity. Any student who is unable to display a valid student ID card is required to complete a “student identification form”.

ix) Candidates will not normally be allowed to enter the examination room after the first hour has expired or to leave within the first hour or last half hour. Candidates who wish to leave the room should raise their hand to attract the attention of an Invigilator and seek permission to leave. Any candidate leaving the examination before the last half hour is required to leave both examination paper and written scripts with the Invigilators.

x) No smoking, drinking or eating (with the exception of small sweets, small cartons of fruit juice or small bottles of water) will be allowed during an examination.

xi) A candidate whose conduct is in the view of the Senior Invigilator, disturbing to other candidates and who persists in this conduct after receiving a warning, shall be required to withdraw from the examination room.

xii) At the end of the examination all candidates must remain seated until the examination scripts have been collected. Candidates are responsible for ensuring that scripts and other material which form part of the examination are appropriately secured together as per the instructions given by the Senior Invigilator.

xiii) Candidates must not hold any communication with each other in the examination room, even before or after the formal start or finish of the examination.

xiv) A candidate who requires to be absent temporarily from the room will be accompanied by an Invigilator or member of Administrative staff.

xv) Candidates who are in doubt as to the meaning of an examination question should write on their scripts their interpretation of the question. Candidates who believe they have identified a possible error in the examination paper should raise the matter with an Invigilator, who will in turn seek clarification from the Examiner.

xvi) Any candidate who falls ill during an examination must inform the Invigilator.

xvii) Any candidate whose performance may have been adversely affected by illness or other circumstances prior to or during the examination or who is prevented from attending an examination because of sickness or other valid circumstances should submit a Mitigating Circumstances Form together with any supporting evidence. The form must be
submitted to Academic Services by the deadline specified on the mitigation claim form.

dxviii) Candidates are bound by the University's Regulation concerning cheating and plagiarism (Regulation 7.11 and 8.10).
APPENDIX 2

CHEATING AND PLAGIARISM

Discovery/Suspicion of Cheating, Plagiarism or collusion

Formal Examinations

If an examination invigilator discovers or suspects a case of cheating or plagiarism during a formal examination, he or she should note the name of the candidate and the candidate’s desk number and report the circumstances to the Senior Invigilator.

The Senior Invigilator should note on the candidate’s script at the point the situation arose and the candidate should be informed that the circumstances will be notified to the appropriate University Officer. The candidate should then be permitted to continue the examination.

Incidents of suspected cheating or plagiarism should be referred immediately after the examination by the Senior Invigilator to the Head of Registry. A full report of the circumstances will be provided in the Senior Invigilator’s Report to the Head of Registry. The Module Co-ordinator and the Subject Panel Chair will be informed by the Head of Registry that the examination script should be marked but marks not confirmed pending the outcome of possible disciplinary procedures.

The Head of Registry will make a decision (on whether or not the matter referred to him or her is to be treated as a substantial academic irregularity) as soon as practicable. If the Head of Registry decides that the disciplinary procedure should be invoked, the matter will be referred to the Secretary to the Disciplinary Committee and thereafter it will be dealt with in accordance with the provisions of the Code of Discipline. If the Head of Registry decides that the disciplinary process should not be invoked, this decision will be communicated to the student.

Plagiarism, as defined in Regulation 7.11, may be identified in Research Programmes. This may be prior to submission for examination in one of the assessed Progression Reports (including the Transfer report), or in the final thesis before, during or after examination. Where a circumstance of plagiarism is suspected, this will be dealt with under Regulation 8.10.