



**7**

**REGULATIONS FOR THE ASSESSMENT OF  
STUDENTS ON TAUGHT PROGRAMMES**

## Regulation 7 – Regulations for the Assessment of Students on Taught Programmes

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## 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 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 or mode of delivery 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)

## 7.2 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<sup>1</sup>. 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 level 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.
  - c) 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**
- d) 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<sup>1</sup>.
- 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.

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<sup>1</sup> Or Degree Assessment Board if appropriate (see Reg 3.1.2)

- c) 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. However *students may enrol on the module(s) associated with the Masters stage, subject to the decision of the Progression and Award Board, provided that it is made clear in the programme specification and programme handbook, that the student may be subsequently withdrawn from the module until the requirements for progression have been met.*

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:

<b>Grade</b>	<b>Numerical Range</b>	<b>Definition – SCQF 7-10</b>	<b>Definition – SCQF 11-12</b>
A1	90-100	Exceptional	Exceptional
A2	80-89	Outstanding Significantly exceeds threshold standard for a pass	Outstanding Significantly exceeds threshold standard for a pass
A3	70-79	Excellent Very much exceeds threshold standard for a pass	Excellent Very much exceeds threshold standard for a pass
B1	60-69	Very good Well above threshold standard for a pass	Very good Above threshold standard for a pass
B2	50-59	Good Above threshold standard for a pass	Good Meets threshold standard for a pass
C	40-49	Basic competence Meets threshold standard for a pass	Does not meet threshold standard for a pass
D	30-39	Does not meet threshold standard for a pass	Well below threshold standard for a pass
E	1-29	Well below threshold standard for a pass	Significantly below threshold standard for a pass
N	0 (at first diet) 0-100 at second or subsequent diet	No work to assess	No work to assess

### *Grade Descriptors – Undergraduate and Graduate*

<b>Grade</b>	<b>Descriptor – SCQF – LEVELS 7 - 10</b>
A1	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 (where relevant) including evidence of high degree of almost complete autonomy and independent judgement relative to threshold expectations.
A2	Student work significantly exceeds the threshold standard for a pass. It displays a consistently thorough, deep and extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.
A3	Student work very much exceeds the threshold standard for a pass. It displays a consistently thorough, deep and/or extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation,



	problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.
B1	Student work is well above the threshold standard for a pass at levels 7-10. It displays a consistently very good level of knowledge and understanding; high ability in analysis, evaluation, problem solving or other process skills; high ability in professional practice skills (where relevant) including exercise of significant independent judgement relative to threshold expectations.
B2	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 (where relevant).
C	Student work is at the threshold standard for a pass at levels 7-10. It displays just satisfactory knowledge and understanding in most key respects; basic competence in analysis and most other process skills; evidences a basic level of competence in professional practice skills (where relevant).
D	Student work is marginally below the threshold standard for a pass at levels 7-10. It displays some knowledge and understanding but this is incomplete or partial; limited ability in analysis and other process skills; evidences lack of or partial competence in professional practice skills (where relevant).
E	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.
N	There is no work to be assessed at first diet, or there is incomplete or no engagement with re-assessment

### Grade Descriptors - Postgraduate

Grade	Descriptor – SCQF – LEVELS 11 - 12
A1	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 (where relevant) including evidence of high degree of almost complete autonomy and independent judgement relative to threshold expectations.
A2	Student work significantly exceeds the threshold standard for a pass. It displays a consistently thorough, deep and extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.
A3	Student work very much exceeds the threshold standard for a pass. It displays a consistently thorough, deep and/or extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.
B1	Student work is above the threshold standard for a pass at levels 11-12. It displays a consistently very good level of knowledge and understanding; high ability in analysis, evaluation, problem solving or other process skills; high

	ability in professional practice skills (where relevant) including exercise of significant independent judgement relative to threshold expectations.
B2	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 (where relevant).
C	Student work fails to meet the threshold standard for a pass at levels 11-12. It displays just satisfactory knowledge and understanding in most key respects; basic competence in analysis and most other process skills; evidences a basic level of competence in professional practice skills (where relevant).
D	Student work is well below the threshold standard for a pass at levels 11-12. It displays some knowledge and understanding but this is incomplete or partial; limited ability in analysis and other process skills; evidences lack of or partial competence in professional practice skills (where relevant).
E	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	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:

Grade	Definition	Descriptor
Pass	Pass	Student has met the criteria for 'pass' as specifically defined in the module descriptor
Fail	Fail	Student has not met the criteria for 'pass' as specifically defined in the module descriptor

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.

## UWS Grade Point Scale

In session 2016/17 a grade point average was introduced for all modules at SCQF level 7. This will be extended to include L8 modules in session 2017-18. The scale is outlined below.

UWS Grade	UWS Grade Point Scale
A1	4.0
A2	3.5
A3	3.0
B1	2.5
B2	2.0
C	1.5
D	1.0
E	0.5
NS	0

A Grade Point will be automatically calculated for each module, based on the student's UWS grade for the module. A student's Grade Point Scale can then be calculated based on grade points achieved across multiple modules. This will apply to all modules following the UWS Grading Scale (excluding those graded as Pass/Fail modules).

### 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.

First class	Mean mark of 70% or above	OR Mean mark of at least 67% and a majority of the credits in the final year stage at grade A
Upper second class	Mean mark of 60% or above	OR Mean mark of at least 57% and a majority of the credits in the final year stage at grade B1 or better
Lower second class	Mean mark of 50% or above	OR Mean mark of at least 47% and a majority of the credits in the final year stage at grade B2 or better
Third class	Mean mark of 40% or above	

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.

### 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) on the programme 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 7.5.2b) and c) for specific arrangements for Pass/Fail modules and Masters) taken in the award stage 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.

*Modules will be weighted according to their credit value for the purpose of calculating distinction.*

- b) Where any of the modules at the award stage are assessed using the Pass/Fail grades, these will be excluded from the calculation of distinction.

No more than 40 credits may be excluded from the calculation of distinction where Pass/Fail grades form part of the programme.

Distinction will be based on the 80 remaining credits for Bachelor award or PgD and on 140 credits for Masters.

- c) 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 (excluding pass/fail modules see b) above) 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 8.7.6 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 Fit to Sit**

7.7.1 In submitting each piece of coursework or completing an examination or class-test, a student is confirming that they are 'fit to sit' the assessment and wish that any mark achieved for that coursework, examination or class-test should stand.

7.7.2 If a student feels that their academic performance has been affected by extenuating circumstances and they are not in a position to submit a piece of

coursework or attend an exam or class-test, they should complete an on-line Extenuating Circumstances (EC) Statement, stating which coursework they will not be submitting or which exam or class-test they will not be attending.

- 7.7.3 A student who decides that their extenuating circumstances have affected their performance, after they have submitted an assessment or attended an exam or class test, can submit an EC statement. This must be submitted within 48 hours of the submission of the assessment or attendance at the exam/class test.
- 7.7.4 Exceptionally a student who decides that their extenuating circumstances have affected their performance after they have submitted an assessment or attended an exam can submit a 'late EC statement' through the Appeals route (See Regulation 13).
- 7.7.5 In submitting an EC Statement related to particular coursework, examination or class test, a student is confirming that any mark achieved for that coursework, examination or class-test should not stand.
- 7.7.6 Information from the Extenuating Circumstances Statement will be forwarded to the Subject Panel who will take account of this declaration and the assessment affected in recording the student's module decision.

## **7.8 Extenuating Circumstance and 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) The forms of re-assessment should normally be the same as for the first attempt.
- c) 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.
- d) The relative weightings of different assessments will remain the same in cases of re-assessment as in the assessment for the first time.
- e) 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.
- f) Students who have passed a module (or component of a module) do not have the right to be re-assessed to improve their marks.

### 7.8.2 *Module assessment attempts in Undergraduate/graduate programmes*

- a) For an undergraduate module, a student will get a maximum of **two years** with a maximum of **four attempts** to complete all the assessments associated with a module (two years from the date of commencement of the module).

The norm is that a student will get **three attempts** at the assessments associated with a module; however they will be allowed a 4<sup>th</sup> attempt if they have submitted an Extenuating Circumstances Statement within the two year period.

- b) A student who has had all assessment attempts within the two year period and has still not passed all the assessment in a module will be given an NA decision by the Subject Panel.
- c) A student who has NOT had all assessment attempts within the two year period and has still not passed all the assessment in the module will be given an RA.

### 7.8.3 *Module Assessment attempts in 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 get a maximum of **two years** with a maximum of **three attempts** to complete all the assessments associated with a module (two years from the date of commencement of the module).

The norm is that a student will get two attempts at the assessments associated with a module; however they will be allowed a 3<sup>rd</sup> attempt if they have submitted an Extenuating Circumstances Statement within the two year period.

- b) A student who has had two assessment attempts within the two year period and has still not passed all the assessment in a module will be given an NA decision by the Subject Panel.
- c) A student who has NOT had two assessment attempts within the two year period and has still not passed all the assessment in the module will be given an RA.
- d) Regulation 7.8.3 a, b and c do not apply to a Diploma or Masters Project or dissertation module where there is no reassessment opportunity.

### 7.8.4 *Non Submission of Assessment*

Where a student has not submitted an assessment(s) AND has not submitted an EC Statement then the following decisions will be made by the Subject Panel



Diet	Module has	Situation	Result
1 <sup>st</sup> diet	Single assessment	Non-submission of the assessment	RA
	Multiple assessments	Non-submission of ALL assessed work	RA
	Multiple assessments	Student has submitted at least one piece of assessed work	RC2, RE2, RB2 on the failed assessments.
2 <sup>nd</sup> or 3 <sup>rd</sup> diet	Single or multiple assessment	Non-submission of a piece of resit coursework OR non-attendance at a resit exam	RA

#### 7.8.5 *Two Year Period for Completion of Assessment*

If a student doesn't complete the assessments for a module within the two year period they get an RA (irrespective of any outstanding extenuating circumstances) - as they will have exhausted their resit opportunities within the permitted time period.

#### 7.8.6 *Re-attend and Number of Attempts*

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.

#### 7.8.7 *Powers to Limit the Number of Attempts at Assessment*

Notwithstanding the above regulations (Regulation 7.8.1 to 7.8.6), 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 Head of Student Administration 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 SP 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*

Subject Panels and Progression and Awards Boards will have the memberships, remits and powers set out in Regulation 14 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 *Cheating*

Cheating is 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.

This includes 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 may be regarded as a substantial academic irregularity 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.
- b) Appendix 2 provides details on the discovery, suspicion of cheating, plagiarism or collusion during a formal examination.

### 7.11.3 *Plagiarism*

As Plagiarism is a type of cheating it is also 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.

For Plagiarism this includes 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, including the use of essay writing services;
- the unacknowledged quotation of phrases from another's work.

### 7.11.4 *Procedures*

- a) Plagiarism may be regarded as a substantial academic irregularity 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.
- b) In terms of detecting Plagiarism:
  - All written coursework assignments must be submitted in electronic format.

- Turnitin software should be used in conjunction with other means of detection to analyse assessment submissions in all modules where text based plagiarism may be an issue.
- c) 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.
- e) 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
- f) 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.
- g) The Plagiarism Panel Chair will inform the student in writing of the alleged offence and of the requirement to attend for interview.
- h) The Plagiarism Panel will determine whether an offence has been committed and, if so, whether the offence is minor, serious or major.

#### Plagiarism Penalties - Tariff

Class	Number of Offences	Category	Plagiarism Panel - Penalty	% of Plagiarism
1	1 <sup>st</sup> Offence	Minor	Resubmit <b>without</b> loss of attempt. Resubmission mark Capped* at the threshold pass mark for the module	Less than 40%  [Note: the % plagiarism is based on an overall assessment of extent, not simply <i>Turnitin</i> similarity score]
2	2 <sup>nd</sup> Offence	Serious	Resubmit <b>with</b> loss of attempt. Resubmission mark Capped* at the threshold pass mark for the module	
3	3 <sup>rd</sup> and subsequent offences	Major	Invoke disciplinary process	
4	Any number of offences	Major	Invoke disciplinary process	
				More than 40%

*\* Capped marks will be carried forward in subsequent attempts and will appear on the student transcript*

- i) The outcomes will be communicated by university student email to the student's correspondence address.
- j) A student will have the right to appeal the MINOR and SERIOUS decisions of the Plagiarism Panel. Such appeals will be referred to the Senate Appeal Committee (see Regulation 13).

## **7.12 External Examiners**

### *7.12.1 Principles*

- a) The University operates a two-tier system of assessment panels: Subject Panels which confirm the mark, grade and decision for each student on each module and to which Subject External Examiners are appointed; and Progression & Awards Boards to which a Progression & Awards Board (PAB) External Examiner is appointed. The University also appoints Degree Assessment Board (DAB) External Examiners for validated collaborative provision. Degree Assessment boards confirm the mark, grade and decision for each student, consider the performance of students on a validated programme and 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 related 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) must be confident that module results have been approved appropriately. This can be achieved by either attending each meeting of the SP each Trimester approving the results for each module to which they have been appointed or by using other appropriate communication approaches and providing written confirmation of their approval of the results.
- b) Results are approved at this stage and will be released to students as final approved results.
- c) No confirmed result of the University may be communicated to students without the approval of the appointed Subject External Examiner.
- d) The PAB External Examiner(s) must be confident that all awards have been approved appropriately and that academic standards have been maintained. This can be achieved by either attending the PABs at an appropriate time or by using other appropriate communication approaches and providing written confirmation of their approval of the decisions.
- e) No award of the University (including intermediate exit awards) may be conferred without the approval of the appointed PAB External Examiner.
- f) All external examiners are expected to attend a panel at least once per academic session.

### 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 through the Education Advisory Committee, the appointment will be confirmed to the External Examiner concerned and 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;
- 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 expected to engage with the online External Examiner Induction guidance 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) have the opportunity 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) have the opportunity to attend meetings of the PAB as appropriate and, in light of information received from Subject Panels, approve award decisions [see Regulations 7.12.2(c)];

- 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 QuEST 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 QuEST 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 QuEST 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 QuEST 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 do so using the method prescribed by the Invigilator. 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 electronic devices, 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 or electronic equivalent where provided.
- 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 to provide their answers 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 wearable technology e.g smartwatches, 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 electronic devices provided that they are portable, silent, battery operated, and not pre-programmed with any applications that would be to be considered to provide an unfair advantage (apart from the standard scientific functions built in to the calculator). An electronic device not meeting the specification set by the examiner may be deemed to be an unauthorised aid and may be confiscated by an Invigilator. A random check of electronic devices may be undertaken during the examination.
- vii) Candidates using electronic devices do so at their own risk, and are responsible for ensuring that they have spare batteries etc.
- viii) The use of print based 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. Dictionaries will not be permitted in language examinations. Where used, dictionaries may be scrutinised by Invigilators. Electronic dictionaries are not permitted in any examination.
- ix) 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".
  - x) In online examinations, candidates' online actions may be monitored for any activity not prescribed by the Module Co-ordinator. Accessing any resources outwith those prescribed may be considered as providing an unfair advantage and result in disciplinary action.
  - xi) 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 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.
  - xii) 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.
  - xiii) 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.
  - xiv) At the end of a paper based 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.
  - xv) Where the examination has been undertaken using a computer, candidates are responsible for ensuring that the answers are saved, printed and secured together as per the instructions given by the Senior Invigilator.
  - xvi) At the end of an online examination all candidates must log out from the system as directed.
  - xvii) 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.
  - xviii) A candidate who requires to be absent temporarily from the room will be accompanied by an Invigilator or member of Administrative staff.
  - xix) Candidates who are in doubt as to the meaning of an examination question should write on their scripts their interpretation of the question or flag the question in an online system. 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.
- xx) Any candidate who falls ill during an examination must inform the Invigilator.
  - xxi) 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 an Extenuating Circumstances Form together with any supporting evidence. The form must be submitted to Academic Services by the deadline specified on the Extenuating Circumstances form.
  - xxii) Candidates are bound by the University's Regulation concerning cheating and plagiarism (Regulation 7.11 and 8.9.2).

**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 or computer name and report the circumstances to the Senior Invigilator.

The Senior Invigilator should note the point the situation arose and the candidate should be informed that the circumstances will be notified to the appropriate University Officer. Where appropriate the invigilator may confiscate items (see Appendix 1ii). 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 Student Administration. A full report of the circumstances will be provided in the Senior Invigilator's Report to the Head of Student Administration. The Module Co-ordinator and the Subject Panel Chair will be informed by the Head of Student Administration that the examination script should be marked but marks not confirmed pending the outcome of possible disciplinary procedures.

The Head of Student Administration 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 Student Administration 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 Student Administration decides that the disciplinary process should not be invoked, this decision will be communicated to the student.

**Research Programmes**

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 8.9.2.