

Guide to the Code of Assessment – Introduction

Location of the Code

The Code of Assessment is published as [Regulation 16](#) of the 'University Fees and General Information' chapter of the *University Regulations* (formerly known as the *University Calendar*). It contains most but not all of the regulations relating to assessment.

If in any case an explanation or illustration in this guide appears to contradict the terms of the Code itself, the Code takes precedence.

Key changes for 2019-20

No significant changes have been made to the Code itself but there are a couple of related changes to be aware of:

1. Expression of Grade Point Average (GPA) in degree regulations

Degree regulations refer to various grade point averages as required for progress and for award. In previous versions of regulations GPAs were stated as an integer (e.g. 'the candidate must have obtained 240 credits at a GPA of 9') and sometimes an equivalent alphanumeric grade was also referred to (e.g. 'the candidate must have achieved a GPA of 15 (equivalent to B3) in the 180 credits completed on the programme').

The Code of Assessment requires that GPA is calculated to one decimal place (§16.34(a) of the Code) and therefore it has been agreed that greater clarity is achieved by expressing the GPA to one decimal place throughout. The reference to equivalent alphanumeric grades was also potentially confusing given that such grades reflect grade points being rounded to an integer. Such references have therefore been removed.

The examples cited now appear in the following form:

'The candidate must have obtained 240 credits at a GPA of 9.0.'

'The candidate must have achieved a GPA of 15.0 in the 180 credits completed on the programme.'

2. Generic Regulations for Postgraduate Programmes delivered by Online Distance Learning

A new set of [generic degree regulations](#) has been introduced to cover programmes delivered by Online Distance Learning. The requirements for progress and award largely mirror the requirements incorporated in the existing generic regulations for Taught Masters Degrees and Postgraduate Certificates and Diplomas, but there are some differences reflecting the distinctive features of ODL delivery. It is therefore important to refer to the correct set of regulations for the programme of study in question.

A reminder of areas where there were changes for 2018-19:

1. Penalties for the Late Submission of Coursework – §16.25-16.28

The Code previously permitted extensions for late submission (or exemption from late penalties) to be approved by the course convener or equivalent where the delay in submission was up to three working days. This was amended in 2018-19 so that deferrals

of up to FIVE working days can now be approved locally. While this is a significant change, the regulations are explicit in requiring the length of any deferral to be 'commensurate with the nature of the relevant circumstances'. A deferral of five days should not therefore be regarded as a 'default' position and each request should be treated on a case by case basis.

Where the requested deferral in submission is more than five working days students are required to submit a full Good Cause claim, supported by appropriate documentary evidence. Such claims will be considered by Head of School (or nominee such as Honours Convener, Head of Year, Programme Convener, or the holder of another similar senior role) and Assessment Officer. A facility specifically geared towards such claims is now available in MyCampus, but the advice remains that students should alert a member of staff such as their Adviser of Studies/Advising Team or Assessment Officer to the claim so that it may be considered promptly. The regulations note that students should make claims as soon as possible and that: 'Where a claim is submitted shortly before the submission deadline it may not be possible for the candidate to be advised of the outcome of the claim before that deadline.' No specific timescale has been given for claims to be considered but the 'outcome shall be notified to the candidate as soon as reasonably practicable'.

2. *Incomplete Assessment and Good Cause §16.46*

The regulation includes the following statement: 'Good cause refers to the sudden onset of illness or adverse circumstances affecting the candidate. It is not intended to apply to chronic or persistent illness or to long-term adverse personal circumstances. Where there is a chronic medical condition good cause shall only be established where the candidate's performance in assessment has been compromised by a sudden severe episode of the illness.'

An additional footnote has been included in this section sign-posting that where the circumstances do not fall under the definition of Good Cause alternative procedures or sources of support should be considered:

'A candidate experiencing chronic or persistent illness or long-term adverse personal circumstances is encouraged at as early a stage as possible to contact appropriate sources of support such as their Adviser of Study/Advising Team and the Disability Service. The Fitness to Study Procedure may be used to consider how best to support any such candidate in their studies.'

3. *Award of Merit and Distinction on PGT Masters programmes*

The Guide sets out the guidelines for the operation by Boards of Examiners of discretion in awarding merit and distinction for Masters degrees. The Guidelines themselves have not changed. However, the rules concerning whether students should come within discretionary consideration have changed. These are set out in the generic Masters degree regulations ([College of Arts](#); [College of MVLS](#); [College of Science & Engineering](#); [College of Social Sciences](#)).

Eligibility for the award of merit and distinction is now defined primarily by reference to a combined grade point average calculated across the taught courses and independent work. However, minimum standards still also apply to both the taught courses grade point average and the grade achieved in the independent work. The changes allow awards to be made to students who have demonstrated strong performance across the programme as a whole but whose performance in either the taught courses or the independent work has fallen marginally short of the previous standard. Eligibility for discretionary consideration similarly depends on a combined grade point average across the taught courses and independent work.

The amended regulations took effect for all award decisions made from session 2018-19 onwards.

Other assessment regulations

The 'University Fees and General Information' chapter of the *University Regulations* contains further Regulations relevant to assessment which are not part of the Code and are therefore not included in this Guide. These Regulations are:

- Instructions to candidates on their conduct in written examinations ([Regulation 17](#))
- Use of a computer in an examination ([Regulation 18](#))
- Use of dictionaries by students in examinations ([Regulation 19](#))
- Use of electronic calculators by students in examinations ([Regulation 20](#))
- Invigilation ([Regulation 21](#))
- Rules of invigilation ([Regulation 22](#))
- Appointment of external examiners for taught courses at undergraduate and postgraduate level ([Regulation 23](#))
- Examination and other assessment arrangements for disabled students ([Regulation 24](#))
- Code of practice for exceptional international examination arrangements ([Regulation 25](#))

The essence of the Code

Assessment is an integral part of the process by which the University makes awards to students who have completed their programmes. The regulations which comprise the Code of Assessment are intended to deliver transparently fair and consistent outcomes in all student assessment. It is the pursuit of transparency which has imposed most demands on the design of the Code and on examiners.

Consider the case of an able and hard working student who received a mark of 67% for a very good essay. We may take for granted that this mark was fair and reflective of consistent standards. We therefore assume that students who had performed as well in previous years might also have got 67%, and, within this student's own cohort, those students whose essays were less good were awarded less than 67% and those (very few) who had written better essays achieved marks (only a little) higher than 67%. But this model of fairness and academic rigour has two weaknesses:

- Its range of consistency is very limited – students in other subjects who had demonstrated as thorough a grasp of their course content might have scored 87% or even more.
- It is meaningless beyond the function of ranking students – the essay was a very good one and yet it scored only two thirds of the way up the implied scale of 0 to 100.

The object of the Code of Assessment is to make assessment outcomes as consistent as possible across all taught disciplines within this University, and to provide a clear statement of the learning that each student has demonstrated.

Chapter 1 of this Guide discusses intended learning outcomes (ILOs). ILOs tell students what they are expected to learn, and all universities are required to publish these. One of the things the Code of Assessment does is make an explicit connection between ILOs and the assessment of each student's performance. Thus employers (and anyone else) may determine what the grades reported in a student's transcript actually mean.

Chapter 2 explains how this connection is made by a set of grade descriptors, in which each grade is described in terms of a student's achievement of ILOs. What the examiner has to do is determine which grade descriptor best matches the student's performance. The University's main assessment schedule (Schedule A) uses eight grades, A to H, and the bands into which these grades are divided allow the marker 23 discrete scores from A1 to H. The chance awkwardness of this number confirms that a student's performance is being assessed against grade descriptors, not as a ratio of right answers to questions asked.

University awards are not made on the basis of a single assessment. The Code must, therefore, provide a way of aggregating grades from all summative components. The simplest and most readily transparent method of combining grades is to convert them into numbers, and Chapter 2 explains how this should be done and how the final score should be translated to a course result or a classified degree. The Code acknowledges the danger that these calculations will suggest a precision which may be deceptive. For Honours and Taught Masters Degree classification it therefore requires that Examination Boards look afresh at the position of students for whom the aggregation process delivers a marginal result (the Code defines these 'zones of discretion').

Other aspects of the Code

As noted, it is an objective of the Code to deliver fair and consistent outcomes in all student assessment. Consistency across the University requires regulation; fairness calls for sensitivity, on the one hand, to the individual student – recognising when their circumstances justify special provision – and, on the other, to the integrity of the University's awards. These issues are never far from the surface in the rules governing reassessment ([Chapter 3](#)) and incomplete assessment resulting from good cause ([Chapter 5](#)). Course credits represent a transferable currency – this University will recognise credits gained by students in other institutions just as other institutions will recognise the value of credits awarded here – and students must accumulate course credits in order to qualify for a certificate, diploma or degree. [Chapter 4](#) is concerned with setting minimum standards for the award of credits. [Chapter 6](#) is about making the whole thing work, and sets out the responsibilities of Heads of Schools and Research Institutes, assessment officers and examiners, both internal and external.

Guide to the Code of Assessment – 1

Intended learning outcomes and the design of a course's scheme of assessment

1.1 Courses and course credits

1.2 Schemes of assessment

1.3 Intended learning outcomes and the choice of assessment method

1.4 Components of assessment

1.5 Rules, including rules on provision for disabled students

1.6 Feedback to students

1.7 Joint and Combined Honours

1.8 Collection and publication of exam results

1.9 Appeals

1.10 Errors and corrections

1.11 Student transcripts

1.12 Infringements of the Code

1.1 Courses and course credits

§16.1 Each approved course¹ contributing to an award of the University shall have a credit rating based upon the notional learning hours required for its completion, and determined in accordance with the Scottish Credit and Qualifications Framework (SCQF)². Regulations governing awards of the University may express the criteria for making such awards directly or indirectly in terms of accumulated credit points. The minimum requirement for the award of credits is addressed in §16.40 - §16.44.

Nearly all courses in the University are rated at 10, 15, 20, 30, 40, or 60 credits.

1.2 Schemes of assessment

§16.2 a) Each such course will incorporate a scheme of assessment which:

- i) assesses candidates' performance against the intended learning outcomes of the course;
- ii) includes an appropriate combination of formative and summative elements;
- iii) deploys forms of assessment appropriate to the intended learning outcomes of the course, taking due account of its credit rating;
- iv) where re-assessment is provided for in the degree regulations, makes provision for the re-assessment of candidates in accordance with the regulations;
- v) may be changed only through procedures approved by Senate;
- vi) may be varied exceptionally in a given session in response to specific circumstances subject to the approval of the Clerk of Senate;
- vii) is as far as practicable anonymous.

b) Each scheme of assessment will set out the individual components of assessment and their respective weighting in the calculation of the final grade for the course.

- i) 'Component of assessment' means each of the weighted assessments set out in the course specification document.
- ii) Each component of assessment may include sub-components except that individual questions in an examination or other piece of coursework shall not be regarded as sub-components.

Assessment here is the measurement of student attainment in respect of:

- Knowledge and understanding;
- Skills and other attributes consisting of:
 - Subject specific and/or practical skills
 - Intellectual skills
 - Transferable/key skills.

Assessment is an integral part of any academic programme or course of study but to be effective it needs to be thoughtfully designed to reflect the [principles](#) which underpin good practice. When designing a scheme of assessment three questions must be addressed:

- What is the purpose of the assessment?
- What is being assessed?
- What method of assessment is most appropriate?

¹ The term 'course' refers to a self-contained unit of study on a particular topic with defined level, credit value, aims, intended learning outcomes, mode(s) of delivery, scheme of assessment and possibly also pre- and co-requisites. [Footnote in the Code.]

² Information about the SCQF may be obtained at: www.scqf.org.uk/ [Footnote in the Code.]

These questions apply to the entire scheme as well as to the individual components of assessment within it.

1.3 Intended learning outcomes and the choice of assessment method

What is the purpose of the assessment?

There are two major aspects of assessment: **formative** and **summative**. Formative assessment provides material for feedback to students and teachers, while summative assessment should result in evidence of achievement and will be used to make decisions about progress or qualification.³ Further discussion of these and other terms may be found in *An Introduction to Assessment: McCulloch, M.: 2007*.

What is being assessed?

Intended Learning Outcomes (ILOs) describe what a student should know and be able to demonstrate at the end of a programme or course. They are a required component of Programme Specifications and Course Specifications. Explicit expression of ILOs serves a number of important purposes:

- to direct student learning,
- to make clear what aspects of student learning may be assessed, and
- to point the way towards appropriate methods of assessment.

Accordingly, we must **devise and use assessments that allow the student to demonstrate the extent to which they have achieved the required knowledge, understanding and skills**. The process of linking ILOs, teaching and learning, and assessment, is known as 'constructive alignment'.⁴

What methods of assessment are most appropriate?

Validity: This question makes the assumption that some methods may be more appropriate than others, and the choice of method will depend upon the nature of the ILO being assessed. An obvious example is that, in order to demonstrate the acquisition of some practical skill, the student must perform it - simply to write about it would be insufficient. However, the situation is not always so clear cut. Multiple Choice Questions can be used to assess factual recall and, to some extent, problem solving and interpretation. Longer written answers are better suited to the assessment of skills such as analysis, synthesis and evaluation. Therefore the way in which ILOs are expressed is extremely important. They should be explicit enough to allow students to understand exactly what is expected of them, and to allow teachers to design valid assessments.⁵

Reliability: The range and depth of attainment of ILOs in individual assessments and over a scheme of assessment may be expressed in terms of a grade, and this link to ILOs is made explicit in Schedules A and B of the Code of Assessment. Such determinations are, however, rarely straightforward or entirely objective and academic judgement is likely to be required at some stage in the process. The reliability of an assessment is the extent to which its outcomes are reproducible: if two or more examiners assessed the same piece of work, would they award the same grade? A number of factors impact upon this: the objectivity of the questions, the

³ The two purposes are not mutually exclusive but there will be circumstances where it is desirable to separate them, particularly in the mind of the student. For instance, summative assessment can, and often should, have a formative function, but students should always be made aware of assessments that are intended to be purely formative and the results of these should never be used to make summative decisions.

⁴ Biggs J. (1996) Enhancing teaching through constructive alignment. *Higher Education* 32, 347-364, and Rust C. (2002) The Impact of Assessment on Student Learning. *Active Learning in Higher Education*, 3 (2) 145-158.

⁵ Guidance on the writing of Intended Learning Outcomes can be found at: https://www.gla.ac.uk/media/Media_488795_smxx.docx (see section 4, p.8). Further useful information and discussion can be found in the guidance on Programme Specifications: https://www.gla.ac.uk/media/Media_106193_smxx.pdf.

internal consistency of markers, consistency between markers, and sampling error. Mary McCulloch's *Introduction* cited above includes a discussion of various aspects of assessment reliability.

Blueprinting: For any scheme of assessment then, it is necessary to ensure adequate coverage of the Intended Learning Outcomes and that appropriate assessment methods have been used for each individual outcome. "Blueprinting" is a means by which those responsible for assessment schemes can be reassured that both of these objectives have been met. An assessment blueprint is a table in which the ILOs are listed on one axis and the methods of assessment on the other.

Example 1.A.

	Examination Paper – Essays	Examination Paper – MCQ's	Assignment	Practical Test
ILO1	Questions 3 & 6		Assignment 1	
ILO2		Questions 17-25		
ILO3			Assignment 2	
ILO4				Yes
ILO5		Questions 30-41		

This represents a selection from a larger table in which all the ILOs would be listed with the methods used to assess them. It can be seen that it is possible to confirm, firstly that all the ILOs have been assessed (if not at a single diet then, by collating information from multiple blueprints, over the course of a number of diets) and secondly that the ILOs are matched against appropriate methods of assessment.

1.4 Components of assessment

Components of assessment will typically be the individual assessments described in the Course Specification for the course, e.g. individual exams and coursework. They may also be assessments which include a number of different events, e.g. a grade for laboratory work based on a number of labs. These individual events will be sub-components of the component of assessment. The definition of components and sub-components is particularly relevant in the context of reassessment (see [chapter 3](#)). The need to have clear components of assessment will need to be considered in creating the Course Specification.

§16.2 b) Each scheme of assessment will set out the individual components of assessment and their respective weighting in the calculation of the final grade for the course

- i) 'Component of assessment' means each of the weighted assessments set out in the course specification document.
- ii) Each component of assessment may include sub-components except that individual questions in an examination or other piece of coursework shall not be regarded as sub-components.

1.5 Rules, including rules on provision for disabled students

§16.3 The scheme will be implemented in accordance with the following requirements:

- a) the scheme shall be fully described in the School Instructions issued in written or electronic form to all students enrolled in the course (at the beginning of the course, or as soon as practicable thereafter), with particular regard to dates, deadlines and formats of required work, weights of components of the assessment scheme, the method of marking (e.g. single marking, blind double marking, etc.), procedures for informing students of results and the

returning of work, requirements for progression in the relevant programme and provisions for appeal;

- b) due notice shall be given of dates, times and places of written and oral examinations and other assessment events;
- c) appropriate provision shall be made for candidates with a formally recognised permanent or temporary disability (see Examination and other Assessment Arrangements for Disabled Students, [Regulation 24](#));
- d) candidates shall be supplied with relevant information on assessment criteria and on schemes for grading, classification and aggregation.

The University has a validated, quality assured system to support disabled students. A needs assessment interview is conducted with a Disability Adviser in which disability related needs are identified and recommendations for support and access arrangements are made. These are communicated to the Registry and to Schools via MyCampus. Each School has a Disability Co-ordinator who is responsible for addressing and promoting the needs of disabled students within their School. While arrangements for extended examination times and separate accommodation are largely dealt with centrally, Schools should ensure that needs relating to course documentation and in-course assessment are met. The [Accessible & Inclusive Learning Policy](#) provides further information on this. Such provision includes online availability of the ILOs and scheme of assessment, and access to a computer if required. Tutors may also need to make reasonable adjustments to group work assessments where groups might include disabled students, for example students with hearing impairment or those with Asperger's Syndrome.

Teaching staff should be aware that students with a chronic illness, whether a mental health or medical condition, are covered under the Equality Act and should be encouraged to seek advice at an early stage from the Disability Service which publishes [advice for staff](#). [Regulation 24](#) of the 'University Fees and General Information for Students' chapter of the *University Regulations* describes procedures to be followed and the range of provision available to students with disabilities or specific learning difficulties.

1.6 Feedback to students

§16.4 The scheme shall describe how candidates will receive feedback to guide their subsequent learning. That feedback may include the results of summative assessment. Where these are provided they will be provisional until they are confirmed or amended by the appropriate Board of Examiners.

The timing and content of assessment feedback to students constitutes part but only part of the much larger topic of how assessment may contribute to the effectiveness of teaching and enhancement of the learning experience. To support this, the University's [Assessment and Feedback Toolkit](#) contains [extensive guidance regarding the provision of valuable feedback](#) to students. Recent interest in this topic has generated an extensive literature. The following sources may be of interest:

[Nicol, D. J. & Macfarlane-Dick \(2006\), Formative assessment and self-regulated learning: A model and seven principles of good feedback practice, *Studies in Higher Education*, 31\(2\), 199-218.](#)

[Resources from the Higher Education Academy](#)

[Hounsell, D., McCune, V., Hounsell, J., and Litjens, J. \(2008\) The quality of guidance and feedback to students. *Higher Education Research and Development*, 27\(1\), 55-67.](#)

[Weaver, M.R. \(2006\) Do students value feedback? Student perceptions of tutors' written responses. *Assessment & Evaluation in Higher Education*, 31\(3\), 379-394.](#)

The grades awarded in summative assessment may be reported to students, but reports must acknowledge the primacy of the Board of Examiners, and students should be made aware that

assessment outcomes remain provisional until they are confirmed or otherwise by the appropriate Board.

Further information regarding feedback to be provided to students is given in the [University's Assessment Policy](#).

In addition, the University's Learning & Teaching Committee has developed a policy concerning [feedback following summative examinations](#). The provision of individual feedback to all students after exams is not expected to be the norm. However, the policy requires each School and Research Institute to establish a series of minimum standards of feedback to be applied on all courses for which it is responsible.

1.7 Joint and Combined Honours

§16.5 Where an examination at Honours level involves two or more subjects, the way in which the results of individual papers or units of assessment are to be aggregated, averaged or profiled to produce an overall classification of the degree should be agreed either when the degree is approved or by the time the written papers are set.

Where the responsibility for assessment of a programme is shared by two or more Schools, as in the case of Joint or Combined Honours, the description of the scheme should include reference to the agreed procedure for combining results into a single programme outcome. This is discussed fully in [Chapter 2](#) of the Guide.

1.8 Collection and publication of exam results

§16.73 The Head of Registry shall:

- a) provide lists of candidates upon which the official return of the results shall be made by the Assessment Officer;
- b) prescribe the way in which each result shall be recorded and the completed lists returned;
- c) reject any returned list which does not conform to the prescription;
- d) authenticate the accepted lists for releasing the results.

Schools must seek to reconcile their own candidate lists with those generated from MyCampus to ensure that examination lists delivered to Boards of Examiners are as accurate as possible. All changes to student course records are the responsibility of Advisers of Studies and accordingly all discrepancies found by Schools should be reported to the relevant Adviser. If there are any difficulties resolving discrepancies then the relevant Chief Adviser should be contacted. Students should be encouraged to check their own MyCampus record to confirm its accuracy. Results of assessment undertaken before the end of the course are generally delivered directly from Schools to students rather than reported to the Registry.⁶ (As noted above (§16.4) Schools must make clear to students where such results are subject to ratification by the Exam Board.) This division of responsibility for results should not be used to sanction the release of overall course or programme results by Schools prior to their authentication by Registry on behalf of Senate.

The Assessment Officer should be wholly conversant with Registry instructions and deadlines for the return of assessment results and should ensure that the Board of Examiners meets in time. A late or missing return from the winter diet may cause difficulties in preparing transcripts required by visiting students' home institutions, while a late return from the spring diet may prevent a student from graduating in summer.

The return to the Registry of a student's final Honours classification will normally imply the student's qualification to graduate. As there are circumstances (e.g. where a Progress

⁶ Schools need to be aware of the privacy protection rights of students under the Data Protection Act and advice may be obtained from the Data Protection and Freedom of Information Office - see <https://www.gla.ac.uk/myglasgow/dpfoioffice/guidanceforstaff/>

Committee has authorised the 'carrying' of a non-Honours course in the final year), where the Honours results will not necessarily qualify the student for graduation, care should be taken by Schools to identify such students and to ensure that Honours results are deferred until other requirements have been met.

§16.74 Responsibility for releasing the results on behalf of Senate shall rest solely with the Head of the Registry who shall determine and administer, subject to the approval of Senate, appropriate procedures for processing the overall assessment results provided by the Assessment Officer(s) for a course to enable:

- a) the publication of results via any internet-enabled computer either on or off-campus;
- b) the recording of results on the candidates' central records maintained by the Registry.

Candidates, nonetheless, are responsible for informing themselves of the results.

All assessment results are published via MyCampus. Examination results will not be published for any student who has a tuition fee outstanding. The Registry can be contacted for further guidance on this.

Schools should ensure that they respond to Registry requests for details of the dates on which they expect to submit results for each of their courses, as this information is published on the Registry website for student use. Accurate information on the website as to when students may expect to find their results announced should reduce unnecessary enquiries to School offices and to the Registry.

1.9 Appeals

§16.59 The Head of the College shall ensure that appeals against the outcomes of assessment are considered in accordance with the relevant provisions of the prevailing [Appeals Code](#).

1.10 Errors and corrections

§16.75 It shall be stated that all released results are subject to correction in the event of detection of an error.

§16.76 If an error is detected in the return made to the Registry or in the published result then:

- a) where the erroneous result is less advantageous than the result to which the candidate is entitled, the Clerk of Senate shall be informed and shall authorise the Head of Registry to correct the result;
- b) where the erroneous result is more advantageous than the result to which the candidate is entitled, the School will inform the candidate of the error and also the Head of Registry, who in turn will immediately alert the Clerk of Senate. The Clerk of Senate shall initiate a reconsideration of the result in conjunction with the relevant Head of College and Head of School or Research Institute and the Head of Registry; they may decide to sustain or correct the result in the light of all the factors known to them and shall communicate their decision forthwith to the Head of Registry.

In either case the Head of Registry shall communicate the outcome to the candidate in writing and shall correct if necessary the candidate's record. Any decisions regarding further progression or award dependent on the incorrect result shall be null and void, and the candidate reconsidered on the basis of the correct result.

1.11 Student transcripts

§16.77 The Registry shall produce and make available a transcript of the results obtained by each candidate which shall conform in scope and layout to principles agreed by Senate.

All graduating students receive a copy of their transcript of results along with their degree parchment. Further copies are available from the Registry on request (via MyCampus) and payment of a fee. Current students may request an interim transcript at any time. The University supports the European Diploma Supplement which records attainment in terms of the European Credit Transfer System.

1.12 Infringements of the Code

§16.78 Exceptionally when on an occasion some provisions of this Code have not been followed, the assessment results shall remain valid provided that the Head of the Registry, in consultation with the Clerk of Senate, is satisfied that the assessment has been conducted substantially in accordance with the Code.

Guide to the Code of Assessment – 2

Grading student performance

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2.10 Assessment of visiting students

2.1 Intended learning outcomes, assessment, grades, and bands

§16.22 The standard achieved by a candidate in all summative assessments required by a course shall be judged by the relevant Board of Examiners in terms of the candidate's attainment of the stated intended learning outcomes for that course.

§16.23 Judgement shall be expressed in terms of the primary grades and secondary bands set out in Schedule A, or in terms of the grades set out in Schedule B.

§16.24 Judgement shall be made through direct reference to the primary verbal descriptors for intended learning outcomes and the primary verbal descriptors for professional, practical or clinical competence set out in Schedules A and B. Reference shall also be made to such subsidiary information as Schools may prepare to amplify the primary verbal descriptors in terms specific to a particular field of study. Where the outcome of the chosen mode of assessment is a proper percentage score it shall, before being reported to students, be converted into a primary grade and secondary band by reference to a conversion scheme determined by the Board of Examiners as appropriate for the assessment in question and subordinate to the relevant grade descriptors.

Chapter 1 stressed the importance of a course's intended learning outcomes (ILOs) and assessment scheme. The assessment scheme defines the assessment methods (such as examinations, essays, and practicals), which are used to measure each student's attainment of the ILOs. The assessment scheme also specifies the weighting of each assessment.

Although the same assessment methods will be used every year a course is delivered, the actual tasks set for students may vary from year to year. In particular, examination questions should vary from year to year; coursework tasks like essays and practicals should also be varied where feasible. The course coordinator should ensure that each year's tasks taken together cover the course's ILOs fairly. There are two cases to consider:

- If the course has a sufficiently small number of ILOs, each year's tasks should cover all ILOs.
- If the course has a larger number of ILOs, each year's tasks should cover a representative sample.

Assessment of a student's work in a particular task is a judgement of the extent to which the student has attained the ILOs covered by that task. This judgement is expressed in terms of a **primary grade** – A, B, C, D, E, F, G or H.

The meanings of the grades are defined by verbal **grade descriptors**, which are set out in [Schedules A and B](#) of the Code of Assessment. For instance, in Schedule A work that demonstrates "exemplary range and depth of attainment of ILOs ..." should be awarded grade A, whilst work that demonstrates "conclusive attainment of virtually all ILOs ..." should be awarded grade B. At the other end of the scale, work that demonstrates "no convincing evidence of attainment of ILOs ..." should be awarded grade H.

Note that the ILOs for a higher-level course will be more demanding than the ILOs for a lower-level course. Thus the award of grade A (for instance) in a higher-level course signifies higher attainment than the award of grade A in a lower-level course.

In Schedule A the eight grades alone support only coarse judgements, so each grade (except H) is subdivided into **secondary bands**. The available bands are A1, A2, A3, A4, A5, B1, B2, B3, C1, C2, C3, D1, D2, D3, E1, E2, E3, F1, F2, F3, G1, G2, and H. In each grade above G the examiner should select the middle band by default, but may adjust the mark to an upper or lower band according to how securely the student's performance is thought to belong within the selected grade as opposed to the one above or below. Thus, grade B ("conclusive attainment of virtually all ILOs ...") is subdivided into three bands: B1 denotes slightly more conclusive attainment than B2, and B3 slightly less conclusive attainment.

Grade A is subdivided into five bands – this on the advice of internal and external examiners who found that in practice three bands provided insufficient encouragement, either to use the middle band as default for work deserving an A grade, or to give appropriate recognition to work justifying something higher than the default band. The mechanisms for aggregating grades require scope for

discrimination at both ends of the scale, and the five bands in grade A complement the provision made for distinguishing levels of performance below the pass-fail line.

There is, in any event, a tradition in some marking schemes for a relatively wide range of possible scores to be mapped to the highest grade or class. The five bands acknowledge the difficulty of defining upper limits to the performance that an exceptionally able student might deliver. It should, however, be remembered that grade A is intended to recognise excellence. It should not be reserved for cases of absolute perfection, rather the question is whether the answer can be appropriately covered by the description in Schedule A to the Code of Assessment:

Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures.

Although band A1 is likely to be awarded infrequently, it should be achievable and awarded without hesitation if justified.

Schedule A summarises the grades, bands, and grade descriptors. These grade descriptors are inevitably generic, i.e., expressed in abstract terms applicable to any subject and to any course at any level. Each School is encouraged to develop more specific grade descriptors for its own courses, taking care to ensure that its specific grade descriptors are consistent with the generic ones. For example, a suitable grade A descriptor for an engineering design-and-build project might be “excellent design and construction, expertly deploying suitable technologies, together with a literate scientific report and a convincing demonstration”.

The Student Guide to the Code of Assessment [Understanding our Marking System](#) includes a listing of the characteristics that tend to distinguish work at different grades used under Schedule A.

Assessment of practical **competencies** is a prominent feature of some programmes (particularly Dentistry, Education, Medicine, Nursing, and Veterinary Medicine). Assessment here is a judgement of the extent to which each student has demonstrated the required competencies, using a simplified system of grades. This judgement is expressed in terms of a **grade**, which is A0, B0, C0, D0, E0, F0, G0 or H. The meanings of the grades are defined by verbal **grade descriptors**, which are set out in Schedule B. For instance, “exemplary and polished demonstration of the required skill(s) ...” should be awarded grade A0, while “efficient and confident display of the required skill(s) ...” should be awarded grade B0. Further down the scale, “presently inadequate independent performance of the required skill(s) ...” should be awarded grade F0.

Students are typically required to obtain at least grade D0 in each and every competency assessment.

2.2 Penalties for late submission of coursework

§16.25 Deadlines for the submission of coursework which is to be formally assessed will be published in course documentation, and work which is submitted later than the deadline will be subject to penalty as set out below.

§16.26 Where the work in question is a piece of independent work for which, in order to qualify for the honours degree, a minimum grade is prescribed, any late penalty will be discounted for the purpose of determining whether that prescription has been met.

§16.27 Except as modified by §16.28, the primary grade and secondary band awarded for coursework which is submitted after the published deadline will be calculated as follows:

a) In respect of work submitted not more than five working days after the deadline:

- i) the work will be assessed in the usual way, and the primary grade and secondary band so determined will then be reduced by two secondary bands for each working day (or part of a working day) the work was submitted late;
- ii) where work is submitted after feedback on that work (which may include grades) has already been provided to the student class, grade H will be awarded. Feedback may be provided to the student class less than five working days after the submission deadline in relation to no more than 25% by weight of a course’s summative assessment.

b) Grade H will be awarded where work is submitted more than five working days after the deadline.

These provisions apply to all taught students and ensure that students following different courses are treated equally.

Error in on-line submissions: Where an on-line submission is found to be incorrect, e.g. a blank document or a file that cannot be opened, it will be considered as not submitted. Any corrected submission received after the coursework deadline will be subject to a late penalty in line with §16.27. Staff are under no obligation to check submissions before marking but should take steps to alert students to any difficulties as soon as they are identified.

§27(a) refers to 'working days' so that in the calculation of penalties for late submission, Saturdays and Sundays are disregarded. For the purposes of the calculation, however, a 'part day' is rounded up to a whole day. Where work is submitted not more than five 'working days' after the relevant submission deadline, the penalty is calculated as two secondary bands for every day by which the submission is late.

Example 2.A

Dominic's essay is due in by 10 am on Monday but he does not submit it until 11 am the following day.

The essay is, therefore, one day plus one part day late, incurring a penalty of four secondary bands.

The essay is marked and, had it been on time, a grade of C1 would have been awarded.

The penalty reduces the grade to D2.

If Dominic had submitted the essay at 9.30 am on Tuesday, it would have been one part-day (i.e. less than 24 hours) late and would therefore have incurred a penalty of only two secondary bands, resulting in a grade of C3.

Example 2.B

Danielle has to submit a lab book for assessment by 4 pm on Friday but fails to deliver it until 10 am on the following Monday.

The assignment is, therefore, one part working day late (Saturday and Sunday are disregarded, as non-working days) incurring a penalty of two secondary bands.

The work is graded as B3 but the penalty reduces this to C2

If work is submitted more than five days late it is graded as H.

Schools may prefer to avoid setting a submission deadline on a Friday so that students do not have the option of handing in work on the following Monday (three calendar days late) and being subject only to a one day penalty.

Sub-components of coursework are subject to penalties for late submission in the same manner as full coursework components – essentially a two secondary band deduction per day with a cut-off at five days after which the submission will receive a grade H. In cases where sub-components are marked in percentages, an equivalent reduction of 10% per day should be applied, with a cut-off at five days following which the grade awarded will be zero.

Example 2.C

Weekly exercises, which in total are worth 20% of the course assessment, are set in Moodle. The deadline each week for completion of the exercise is 5 pm on Monday and feedback is released at 12 pm on Wednesday. This quick return of feedback helps students to prepare for the following week's exercise. In week 3 Stewart does not submit his completed exercise by 12 pm on Wednesday. Whereas the normal position is that a reduced grade would be awarded for work submitted up to five days after the deadline, Stewart's grade for the week 3 exercise will be H.

Section 2.2 (a)(ii) of the Code allows up to 25% of a course's assessment to set a date for the return of feedback to students within five working days of the submission deadline.

Students are required to attain at least Grade D3 in the dissertation or similar independent work if they are to be awarded an Honours degree. If the dissertation is submitted late, and a penalty is imposed, that penalty will be ignored when determining whether the student has submitted a dissertation meeting the standard required for the award of an Honours degree. Thus, if the penalty has the effect of reducing the grade awarded for the dissertation below Grade D3, this will not in itself prevent the student from receiving an Honours degree. However, the penalty will apply to the student's grade point average, and as a result, possibly affect the class of degree awarded.

Example 2.D

Duke submits his Honours dissertation two days late.

It is graded as C3 but the penalty of four secondary bands reduces this to E1.

Although this is below the minimum requirement for the award of an Honours degree, the requirement is deemed to have been met by virtue of the dissertation being awarded C3 before the penalty was applied.

In calculating Duke's grade point average, however, (see examples below) the dissertation will contribute 8 grade points rather than 12.

Note that this waiver only applies to Honours dissertations. On postgraduate taught programmes, in order to qualify for award of the degree students must achieve at least a grade D3 in a 60 credit dissertation. Any penalty applied for late submission will NOT be disregarded in relation to this requirement. The grade after application of any such penalty must be D3 or above.

Schedule B On a small number of programmes submissions may be assessed under Schedule B (e.g. professional portfolios). In such cases, the way in which late penalties will be applied must be set out to students in advance in programme documentation.

Academic Standards Committee has considered the question of when an overdue submission becomes a **non-submission**. This is an important issue as non-submission of assessments affects the fulfilment of the requirements for course credit. Academic Standards Committee has agreed that the default position should be that assessments will be counted as non-submissions if they have not been handed in by the time assessment feedback is presented to the rest of the cohort. However, course teams may make alternative arrangements and set non-submission deadlines differently. In such cases the alternative position should be stated in the course documentation to ensure that students are fully aware of the consequences of delaying submission.

Deferral of deadlines

§16.28 A candidate who is unable to submit coursework by the published deadline, or who anticipates being unable to so submit, may apply for a deferral of the deadline, or exemption from the penalties set out in §16.27 (a). Any such application will be considered in accordance with the following:

- a) Where the actual or anticipated delay in submission is five working days or less:
 - i) The application will be submitted to, and considered by, the person (normally the course convener) identified in course documentation as responsible for coursework assessment.¹
 - ii) The outcome of the application will be determined at the discretion of the person responsible for coursework assessment who will require to be satisfied that the candidate submitting the application has been prevented by circumstances beyond their control from submitting the relevant work on time.
 - iii) Deferral of the submission deadline, or exemption from a late penalty, will be commensurate with the duration of the circumstances causing the late submission.²

¹ In cases where candidates present sensitive personal information which they are reluctant to discuss with more than one or two members of staff, a member of staff should be given responsibility by the Head of School or Research Institute for ensuring that relevant information is passed to appropriate colleagues in order for extensions to be considered. [Footnote in the Code.]

² Where in accordance with §16.27(a)(ii) feedback on assessed work is returned less than five working days after the submission deadline, the limit to deferral of a candidate's submission deadline or exemption from late penalty will be the time at which feedback on the work is provided to the class. [Footnote in the Code.]

iv) Where the application is not submitted until after the deadline for submission of the work itself, relief from a late penalty will normally be granted only where the circumstances preventing the candidate from submitting work on time have also prevented application for a deferral of the deadline for submission.

b) Where the actual or anticipated delay in submission is more than five working days the candidate shall apply for deferral of the submission deadline or exemption from penalties by making a claim in accordance with the procedures set out in §16.45 - §16.53 Incomplete Assessment resulting from Good Cause:

i) The application must be made by submission of a claim to MyCampus and must show that the delay in submission is the consequence of good cause as defined in §16.45(a) and must be supported by evidence as defined in §16.45(b).³

ii) The Head of School or Research Institute or nominee⁴ shall determine the outcome of such an application in consultation with the relevant Assessment Officer. The outcome shall be notified to the candidate as soon as reasonably practicable.

iii) In considering such applications:

- the evidence provided by the candidate claiming good cause shall be scrutinised;
- fairness to the individual candidate claiming good cause must be balanced with fairness to other candidates and the integrity of the assessment as a whole;
- it shall be determined whether the requested deferral of submission deadline is justified by good cause.

iv) Where it is determined that the evidence presented supports the candidate's claim that they will be unable to submit coursework in accordance with the published date, deferral of the submission deadline will be granted⁵ commensurate with the nature of the relevant circumstances.

v) Where it is determined that the evidence presented does not support the candidate's claim that they will be unable to submit the coursework in accordance with the published deadline, the candidate will be informed⁵ that the published deadline will apply and if the candidate fails to submit by the deadline late penalties will be imposed in accordance with §16.27.

A late submission penalty of up to 10 secondary bands may be waived – or a student may be permitted to submit work up to five working days after the published deadline – if the course convener (or other authorised person) is satisfied that the student has been prevented by circumstances beyond his or her control from submitting the work on time. When work is submitted after the due date without the student having previously requested an extension, the penalty will normally be waived only where the course convener is satisfied that the circumstances which prevented submission on time have also prevented the student applying for a later submission date.

The regulations require that deferral of a submission deadline should be commensurate with the duration of the relevant circumstances. Requests must therefore be considered on a case by case basis, and a five day deferral should not be regarded as a 'default' position.

Requests to submit work more than five working days after the published deadline must be handled in accordance with the good cause procedure set out at §16.46 – §16.48 (see [Chapter 5](#) of this Guide). Students should request such an extension by submitting a good cause claim as soon as they become aware that an extension will be required, and should bring the claim to the attention of a member of staff such as Adviser of Studies or Assessment Officer to ensure that it is dealt with

³ In the event that this facility is not available, the candidate should contact the Head of School/Research Institute or their nominee directly. In cases where candidates present sensitive personal information which they are reluctant to discuss with more than one or two members of staff, a member of staff should be given responsibility by the Head of School/Research Institute for ensuring that relevant information is passed to appropriate colleagues in order for extensions to be considered.

In addition to submitting a claim to MyCampus the candidate is also advised to alert a member of staff such as their Adviser of Studies/Advising Team or Assessment Officer to the claim in order that it may be considered promptly. [Footnote in the Code.]

⁴ The nominee of the Head of School or Research Institute with responsibility for considering such claims shall be indicated in the programme handbook. Such a nominee will typically be an Honours Convener, Head of Year, Programme Convener, or the holder of another similar senior role. [Footnote in the Code.]

⁵ A candidate wishing to apply for deferral of a submission deadline should submit a claim as soon as they become aware of the relevant circumstances. Where a claim is submitted shortly before the submission deadline it may not be possible for the candidate to be advised of the outcome of the claim before that deadline. [Footnote in the Code.]

promptly.) These claims should be determined by the Head of School/RI or nominee and the Assessment Officer.

There is an overlap between the power to grant an extension for up to five working days and the good cause regulations. The basis for an application to defer the submission date for up to five days might be something which would be recognised as good cause, for example an illness preventing submission on the due date. However there will also be cases that might be considered to merit a shorter extension but would not constitute good cause. (A specialist IT lab having been out of action for some days leading up to a submission deadline might be accepted to merit, say, a two-day extension but would not be accepted as good cause.) In such cases there must be a sound basis for granting an extension, and appropriate evidence will be required. Cases not involving good cause will, as the example cited indicates, involve some event or sequence of events which is outwith the control of the individual student.

2.3 Aggregation of assessment across a course

§16.29 Where the assessment scheme of a specific course or programme requires aggregation across two or more components to obtain an overall outcome, the grade points set out in Schedule A and Schedule B shall be employed.

§16.30 Aggregation to establish a result for a course shall require the computation of the mean of the relevant grade points achieved in the component assessments. In computing the mean, 0 [zero] grade points shall be applied to non-submissions. All assessment components which are summative must be included and where appropriate the computation shall employ weights as specified in the course documentation.

§16.31 In order to determine the overall grade to be reported for a course the following shall apply:

- a) For a course where Schedule A is employed in relation to 50% or more by weight of the course's assessment, the mean of the relevant grade points calculated in accordance with §16.30 shall be rounded to an integer value.⁶ The result for the course shall be reported as the primary grade and secondary band equivalent to that integer shown in Schedule A.
- b) For a course where Schedule B is employed in relation to more than 50% by weight of the course's assessment, the mean of the relevant grade points calculated in accordance with §16.30 shall not be rounded and the result for the course shall be reported as the grade shown in Schedule B that has the range in which the mean of grade points lies.

§16.32 The grade points associated with the reported course grade shall be carried forward to subsequent aggregation required to determine the programme award (See §16.34 - §16.39.)

Most courses include two or more assessments. Section 16.30 of the Code of Assessment requires each assessment component to produce a grade point number that is an integer derived from the grade awarded for that component. Results for components of assessment must be **aggregated** to determine a student's result for the course as a whole. The course's assessment scheme specifies the weightings of the components of assessment.

For the purposes of aggregation, each grade has an equivalent **number of grade points** in the range 0 – 22, as shown in Table 2.1.

Table 2.1 Grades and equivalent grade points (taken from Schedules A and B)

Schedule A	Grade points	Schedule B	Grade points	Schedule A	Grade points	Schedule B	Grade points
A1	22	A0	22	D1	11	D0	11
A2	21			D2	10		
A3	20			D3	9		

⁶ A grade point mean should be rounded in accordance with the following example: 15.5 and all higher values less than 16.5 should become 16. [Footnote in the Code.]

A4	19			E1	8	E0	8
A5	18			E2	7		
B1	17	B0	17	E3	6		
B2	16			F1	5	F0	5
B3	15			F2	4		
C1	14	C0	14	F3	3		
C2	13			G1	2	G0	2
C3	12			G2	1		
				H	0	H	0

As shown in the examples below, the method of calculating the final result for the course depends on whether grades under Schedule A or Schedule B or a combination of both are used.

2.3.1 Courses assessed only under Schedule A

Example 2.E

Consider a course in which there are two in-course assessments each weighted 12.5% and an end-of-course examination weighted 75%. Suppose that Ayesha's results in these assessments are D1 and C3, and B1, respectively. Her course result will be calculated as follows:

$$\begin{aligned}
 \text{course result} &= (0.125 \times D1) + (0.125 \times C3) + (0.75 \times B1) \\
 &= (0.125 \times 11) + (0.125 \times 12) + (0.75 \times 17) && \text{(from Schedule A)} \\
 &= 1.375 + 1.5 + 12.75 \\
 &= 15.625 \\
 &\approx 16 && \text{(rounded to an integer)} \\
 &= B2 && \text{(from Schedule A)}
 \end{aligned}$$

Suppose also that Bert's results in the same assessments are D3 and C2, and D2, respectively. His course result will be calculated as follows:

$$\begin{aligned}
 \text{course result} &= (0.125 \times D3) + (0.125 \times C2) + (0.75 \times D2) \\
 &= (0.125 \times 9) + (0.125 \times 13) + (0.75 \times 10) && \text{(from Schedule A)} \\
 &= 1.125 + 1.625 + 7.5 \\
 &= 10.25 \\
 &\approx 10 && \text{(rounded to an integer)} \\
 &= D2 && \text{(from Schedule A)}
 \end{aligned}$$

Percentage marking is permissible in some courses (particularly in the Sciences and Engineering) but only where it is feasible to set assessment tasks that can be marked objectively and consistently for all students. In this case, a **conversion scheme** must be employed to translate percentage marks to bands. The conversion scheme should be constructed with reference to the design of these assessment tasks and their relation to ILOs. The scheme need not necessarily be linear (with ranges of equal length mapped to each band), but should be driven by the verbal descriptors associated with the grades in Schedule A.

Example 2.F

Consider a course in which there is a single in-course assessment weighted 30% and an end-of-course examination weighted 70%, both marked in percentages. Suppose that the illustrative conversion scheme shown in Table 2.2 is used for both assessments.

Carron's results in this course are 65% and 42%, respectively.

As required by §16.24 of the Code, the result for each assessment must be converted to an alphanumeric grade before aggregating to establish the overall course result. Referring to Table 2.2, the in-course assessment result of 65% will be recorded as a B2 and the examination result of 42% as a D3.

However, these are only provisional results. The Code of Assessment requires that the conversion scheme is “determined by the Board of Examiners as appropriate for the assessment in question and subordinate to the relevant grade descriptors”. After reviewing the assessment and the students’ marks profiles for the exam the Board of Examiners could decide, for example, that exam marks in the range 49–58% (rather than 50–59%) actually demonstrate “clear attainment of most of the ILOs”, as required for grade C. Consequently, the Board of Examiners would promote any students who had achieved 49% in the exam from D1 to C3 for that exam.

Assuming that the Board ratifies Carron’s marks of B2 and D3, her course result will be calculated as follows:

$$\begin{aligned}
 \text{course result} &= (0.3 \times B2) + (0.7 \times D3) && \text{(from Table 2.2)} \\
 &= (0.3 \times 16) + (0.7 \times 9) \\
 &= 4.8 + 6.3 \\
 &= 11.1 \\
 &\approx 11 && \text{(rounded to an integer)} \\
 &= D1 && \text{(from Schedule A)}
 \end{aligned}$$

D1 is Carron’s overall result for the course.

Table 2.2 An illustrative conversion scheme for percentage marking.

Percentage	0–9%	10–14%	15–19%	20–23%	24–26%	27–29%
Band	H	G2	G1	F3	F2	F1
Percentage	30–33%	34–36%	37–39%	40–43%	44–46%	47–49%
Band	E3	E2	E1	D3	D2	D1
Percentage	50–53%	54–56%	57–59%	60–63%	64–66%	67–69%
Band	C3	C2	C1	B3	B2	B1
Percentage	70–73%	74–78%	79–84%	85–91%	92–100%	
Band	A5	A4	A3	A2	A1	

2.3.2 Courses assessed only under Schedule B

§16.31 b) For a course where Schedule B is employed in relation to more than 50% by weight of the course’s assessment, the mean of the relevant grade points calculated in accordance with §16.30 shall not be rounded and the result for the course shall be reported as the grade shown in Schedule B that has the range in which the mean of grade points lies.

Example 2.G

Fatima takes a course with two assessed components, a portfolio submission (weighted at 65%) and a practical presentation (weighted 35%), both assessed under Schedule B.

She achieves a grade of B0 for the portfolio and a grade of D0 for the presentation. Her course result will be calculated as follows:

$$\begin{aligned}
 \text{Course result} &= (0.65 \times B0) + (0.35 \times D0) \\
 &= (0.65 \times 17) + (0.35 \times 11) \\
 &= 11.05 + 3.85 \\
 &= 14.9 \\
 &= C0 && \text{(from Schedule B)}
 \end{aligned}$$

No rounding is applied to the aggregated value. It falls within the range 12–<15 which equates to grade C0 on Schedule B, so Fatima’s overall course result is C0.

2.3.3 Courses using component grades from Schedule A and Schedule B

§16.31 In order to determine the overall grade to be reported for a course the following shall apply:

- a) For a course where Schedule A is employed in relation to 50% or more by weight of the course’s assessment, the mean of the relevant grade points calculated in accordance with §16.30 shall be rounded to an integer value.⁷ The result for the course shall be reported as the primary grade and secondary band equivalent to that integer shown in Schedule A.
- b) For a course where Schedule B is employed in relation to more than 50% by weight of the course’s assessment, the mean of the relevant grade points calculated in accordance with §16.30 shall not be rounded and the result for the course shall be reported as the grade shown in Schedule B that has the range in which the mean of grade points lies.

Example 2.H

Gary takes a course with three assessed components, an exam (weighted 40%), an essay (40%) and a presentation (20%). The exam and essay are assessed using Schedule A and the presentation using Schedule B. Gary achieves D2 in the exam, B2 in the essay and C0 in the presentation. His course result is calculated as follows:

$$\begin{aligned}\text{Course result} &= (0.4 \times \text{D2}) + (0.4 \times \text{B2}) + (0.2 \times \text{C0}) \\ &= (0.4 \times 10) + (0.4 \times 16) + (0.2 \times 14) \\ &= 4 + 6.8 + 2.8 \\ &= 13.2 \\ &\approx 13 \quad (\text{rounded to an integer}) \\ &= \text{C2} \quad (\text{from Schedule A})\end{aligned}$$

As 50% or more of the course assessment is conducted under Schedule A, the grade point value of 13.2 is rounded to the nearest integer, which is 13, giving an overall course result of C2.

Example 2.I

Johanna takes a course with two components, an in-course test (weighted 35%) and a group project (weighted 65%). The test is assessed under Schedule A and she achieves E2, and the project is assessed under Schedule B and she achieves C0.

$$\begin{aligned}\text{Course result} &= (0.35 \times \text{E2}) + (0.65 \times \text{C0}) \\ &= (0.35 \times 7) + (0.65 \times 14) \\ &= 2.45 + 9.1 \\ &= 11.55\end{aligned}$$

As more than 50% of the course assessment is conducted under Schedule B, the final course grade is awarded under Schedule B, and 11.55 falls within the range 9–<12 which equates to grade D0 on Schedule B, so Johanna’s overall course result is D0.

2.4 Aggregation across an undergraduate non-Honours programme

§16.33 Where there is provision for assessment to be split between examination diets, a Board of Examiners shall determine and report the results for the individual components of the programme after each intermediate diet and the overall award after the final diet.

⁷ A grade point mean should be rounded in accordance with the following example: 15.5 and all higher values less than 16.5 should become 16.

§16.34 A candidate's grade point average over a set of courses is the weighted sum of the grade points achieved by the candidate in these courses. The grade point average shall be calculated by taking the product of each course's weight and the candidate's grade points, and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average shall be expressed to one decimal place.

An **ordinary** or **designated** degree programme consists of courses totalling at least 360 credits, including at least 60 credits at level 3. To be eligible for the award of an ordinary or designated degree, a student must meet both generic (University-wide) requirements and additional degree-specific requirements.

The first generic requirement⁸ is a grade-point average (GPA) of at least 9.0. For each course completed by the student, their grade is converted to the number as shown in [Schedules A and B](#) of the Code of Assessment, and that number is multiplied by the course's credit value to determine the number of grade points the student has earned in that course. The student's GPA is determined by adding up their total grade points and dividing by their total number of credits.

Another generic requirement is that at least 280 of the credits must be at grade A–D, and these must include at least 60 credits at level 3.

Example 2.J

Darren has completed:

seven level 1 / 2 courses, each worth 40 credits (with results A3, B2, A5, C1, B1, B3, E2),

one level 3 course worth 20 credits (with result E3)

a level 3 project worth 60 credits (with result D3) (All courses assessed under Schedule A)

His GPA is calculated as

$$(40 \times A3 + 40 \times B2 + 40 \times A5 + 40 \times C1 + 40 \times B1 + 40 \times B3 + 40 \times E2 + 20 \times E3 + 60 \times D3) / 360$$

Substitute grade point values from Schedule A

$$= (40 \times 20 + 40 \times 16 + 40 \times 18 + 40 \times 14 + 40 \times 17 + 40 \times 15 + 40 \times 7 + 20 \times 6 + 60 \times 9) / 360$$

$$= 4940 / 360$$

$$= 13.72222$$

The result is rounded to one decimal place (§16.34 CoA), thus Darren's GPA is:

$$= 13.7$$

Darren has comfortably exceeded the minimum GPA of 9.0. Moreover, he has 300 credits at grade A–D, and these include 60 credits at level 3. Therefore he qualifies for an ordinary degree (provided that he has also satisfied any degree-specific requirements).

2.5 Aggregation across an Honours or integrated masters programme

§16.33 Where there is provision for assessment to be split between examination diets, a Board of Examiners shall determine and report the results for the individual components of the programme after each intermediate diet and the overall award after the final diet.

§16.36 a) There shall be four classes of honours: first, upper second, lower second and third. A candidate who is not placed in one of the four classes shall have failed the honours programme. (This shall not prevent the award of an unclassified honours degree within the terms of regulation §16.52(d)(i)).

⁸ This is expressed in the [generic undergraduate degree regulations](#).

- b) The honours class awarded shall be that shown in Schedules A and B as having the range in which the grade point average lies, except that a Board of Examiners shall have discretion as defined in the [Notes on the Schedules](#).

§16.37 a) The weighting of courses for the calculation of an Honours classification for an undergraduate Honours degree should normally follow the credit weighting of those courses in the third and fourth years of the Honours programme. These weightings must be set out in the programme specification.

- b) The weighting of assessments for the calculation of an Honours classification for an integrated Masters degree should normally give weight to the third, fourth, and fifth years of the programme, with the assessment in the fifth year counting for at least 50% of the calculation. These weightings must be set out in the programme specification, and should normally fall within the range of 10:20:70 to 20:30:50.

An **Honours** programme is four years long, but only courses taken in the 3rd year (Junior Honours) and 4th year (Senior Honours) count towards the final award. The programme's assessment scheme must specify the weighting of each Junior and Senior Honours course. Each student's course results are aggregated, using these weightings, and the resulting score – the grade point average – is used to determine the final award, according to Table 2.3.

Usually the course weightings within each year correspond to their credit values and the Junior Honours and Senior Honours years are equally weighted. On some programmes, where a case has been made, the Senior Honours year as a whole may be weighted more than the Junior Honours year as a whole. The final GPA is calculated to one decimal place.

Table 2.3 Classification of Honours degrees (taken from Notes on Schedules).

Honours GPA	Honours classification
18.0 – 22.0	first class
17.1 – 17.9	<i>either first or upper second class (discretion)</i>
15.0 – 17.0	upper second class
14.1 – 14.9	<i>either upper second or lower second class (discretion)</i>
12.0 – 14.0	lower second class
11.1 – 11.9	<i>either lower second or third class (discretion)</i>
9.0 – 11.0	third class
8.1 – 8.9	<i>either third class or fail (discretion)</i>
0.0 – 8.0	Fail

See Section 2.8 below for guidelines for Boards of Examiners on the operation of discretion.

In a **Single Honours** programme, courses are usually in a single subject. Aggregation is straightforward.

Example 2.K

Consider a Single Honours programme in which the Junior and Senior Honours years are weighted 40:60. Within each year, the courses are weighted according to their credit values.

Eliza has completed four 30-credit Junior Honours courses (with results B2, B3, C0 [course assessed under Schedule B], C2), followed by two 30-credit Senior Honours courses (with results C2, E3) and a 60-credit Senior Honours dissertation (with result D1). Her Honours GPA is calculated as follows:

$$\begin{aligned}
 \text{Junior Honours} &= \left(\frac{30}{120} \times B2\right) + \left(\frac{30}{120} \times B3\right) + \left(\frac{30}{120} \times C0\right) + \left(\frac{30}{120} \times C2\right) \\
 &= \left(\frac{30}{120} \times 16\right) + \left(\frac{30}{120} \times 15\right) + \left(\frac{30}{120} \times 14\right) + \left(\frac{30}{120} \times 13\right) \quad (\text{from Schedules of Assessment}) \\
 &= 14.5 \quad (\text{unrounded})
 \end{aligned}$$

$$\begin{aligned} \text{Senior Honours} &= \left(\frac{30}{120} \times C2\right) + \left(\frac{30}{120} \times E3\right) + \left(\frac{60}{120} \times D1\right) \\ &= \left(\frac{30}{120} \times 13\right) + \left(\frac{30}{120} \times 6\right) + \left(\frac{60}{120} \times 11\right) \\ &= 10.25 \end{aligned} \quad (\text{unrounded})$$

$$\begin{aligned} \text{Honours GPA} &= (0.4 \times 14.5) + (0.6 \times 10.25) \\ &= 11.95 \\ &\approx 12.0 \end{aligned} \quad (\text{rounded to 1 decimal place})$$

Eliza's Honours GPA lies within the range 12.0 – 14.0, so the Board of Examiners will award her a lower second class Honours degree.

In the same Single Honours programme, Felipe has a Junior Honours score of 16.5 and a Senior Honours score of 17.75. His overall Honours GPA is calculated as follows:

$$\begin{aligned} \text{Honours GPA} &= (0.4 \times 16.5) + (0.6 \times 17.75) \\ &= 17.25 \\ &\approx 17.3 \end{aligned} \quad (\text{rounded to 1 decimal place})$$

Felipe's Honours GPA lies within the range 17.1 – 17.9, so the Board of Examiners will have discretion to award him either a first class or an upper second class Honours degree. (See section 2.8 below for guidelines on the operation of discretion.)

In a **Joint Honours** programme, each year is divided between two subjects. Aggregation is carried out as above for each subject separately. The two subject scores are then aggregated and usually weighted 50:50.

Example 2.L

Consider a Joint Honours programme in subjects X and Y. In subject X the Junior and Senior Honours years are weighted 40:60. In subject Y the Junior and Senior Honours years are weighted 50:50. The two subjects are weighted 50:50.

Gert has Junior and Senior Honours scores of 16.0 and 16.75 in subject X, and scores of 14.1 and 13.275 in subject Y. His Joint Honours GPA is calculated as follows:

$$\begin{aligned} \text{X Honours} &= (0.4 \times 16.0) + (0.6 \times 16.75) \\ &= 16.45 \end{aligned} \quad (\text{unrounded})$$

$$\begin{aligned} \text{Y Honours} &= (0.5 \times 14.1) + (0.5 \times 13.275) \\ &= 13.6875 \end{aligned} \quad (\text{unrounded})$$

$$\begin{aligned} \text{Joint Honours GPA} &= (0.5 \times 16.45) + (0.5 \times 13.6875) \\ &= 15.06875 \\ &\approx 15.1 \end{aligned} \quad (\text{rounded to 1 decimal place})$$

Gert's Joint Honours GPA lies within the range 15.0 – 17.0, so the Board of Examiners will award him an upper second class Honours degree. Note that his individual subject scores correspond to upper and lower second class, respectively, but only the joint GPA matters.

An **integrated masters** programme is five years long, where the 3rd, 4th, and 5th years count towards the final award. Aggregation is straightforward.

Example 2.M

Consider an integrated masters programme in which the 3rd, 4th, and 5th years are weighted 20:30:50. Within each year, the courses are weighted according to their credit values.

Hilda has a 3rd year score of 18.25, a 4th year score of 15.7, and a 5th year score of 16.15. Her overall masters GPA is calculated as follows:

$$\begin{aligned} \text{Masters GPA} &= (0.2 \times 18.25) + (0.3 \times 15.7) + (0.5 \times 16.15) \\ &= 3.65 + 4.71 + 8.075 \\ &= 16.435 \\ &\approx 16.4 \end{aligned} \quad (\text{rounded to 1 decimal place})$$

Hilda's masters GPA lies within the range 15.0 – 17.0, so the Board of Examiners will award her an upper second class integrated masters degree.

2.6 Aggregation across a taught postgraduate programme

§16.39 The regulations of each award shall state:

- the minimum grade point average required for the award;
- the minimum grade required in any component or components of the programme, and such limitations on the permitted extent of compensation of performance below such minimum;
- the minimum grade point average and any other criteria, required for identified categories of the award such as with Merit or Distinction.

A **taught postgraduate** programme consists of taught courses and a dissertation, totalling 180 credits. Typically the taught courses are worth 120 credits and the dissertation 60 credits. Each student's results in the taught courses are aggregated to determine whether they are eligible to progress to the dissertation, or eligible to be awarded the Postgraduate Diploma (PgDip).

Most taught postgraduate programmes are covered by generic (University-wide) regulations. To be eligible for a PgDip, the student must achieve a grade point average of at least 9.0 in the taught courses, with at least 80 of the credits at grade A–D. To be eligible to progress to the dissertation, the student must achieve a grade point average of at least 12.0 in the taught courses, with at least 75% of credits at grade D3 or above and none of the credits at grade G–H. To be eligible for the masters degree, the student must go on to achieve at least grade D3 in the independent work (dissertation or project).

Examiners have an element of discretion in the award of Merit and Distinction, and this is discussed at section 2.8 below.

Example 2.N

Consider a taught postgraduate programme consisting of taught courses totalling 120 credits followed by a dissertation worth 60 credits. The courses are weighted according to their credit values.

Jana has completed four 20-credit courses (with results B2, A3, D2, C3) and a 40-credit course (with result D1) (all course results taken from Schedule A). Her grade point average for the taught courses is calculated as follows:

$$\begin{aligned}\text{taught GPA} &= \left(\frac{20}{120} \times B2\right) + \left(\frac{20}{120} \times A3\right) + \left(\frac{20}{120} \times D2\right) + \left(\frac{20}{120} \times C3\right) + \left(\frac{40}{120} \times D1\right) \\ &= \left(\frac{20}{120} \times 16\right) + \left(\frac{20}{120} \times 20\right) + \left(\frac{20}{120} \times 10\right) + \left(\frac{20}{120} \times 12\right) + \left(\frac{40}{120} \times 11\right) \text{ (from Schedule A)} \\ &= 13.33333 \\ &\approx 13.3 \qquad \qquad \qquad \text{(rounded to one decimal place)}\end{aligned}$$

Jana is eligible to progress, or to be awarded the PgDip if she prefers. If she chooses to progress, and subsequently achieves at least grade D3 in the dissertation, she will be awarded the masters degree.

In the same programme, Kurt has completed four 20-credit courses (with results D2, B3, E3, E1) and a 40-credit course (with result D3). His taught score is calculated as follows:

$$\begin{aligned}\text{taught score} &= \left(\frac{20}{120} \times D2\right) + \left(\frac{20}{120} \times B3\right) + \left(\frac{20}{120} \times E3\right) + \left(\frac{20}{120} \times E1\right) + \left(\frac{40}{120} \times D3\right) \\ &= \left(\frac{20}{120} \times 10\right) + \left(\frac{20}{120} \times 15\right) + \left(\frac{20}{120} \times 6\right) + \left(\frac{20}{120} \times 8\right) + \left(\frac{40}{120} \times 9\right) \text{ (from Schedule A)} \\ &= 9.49999 \\ &\approx 9.5 \qquad \qquad \qquad \text{(rounded to one decimal place)}\end{aligned}$$

Ignoring for the present the possibility that he improves his performance at resit (see Chapter 3 of this Guide) Kurt is not eligible to progress. However, he is eligible to be awarded the PgDip, since his GPA for the taught courses exceeds 9.0 and he has 80 credits at grade A–D.

2.7 Aggregation across a professional programme (BDS, BVMS, MBChB)

§16.38 a) There shall be three categories of award: honours, commendation and pass. A candidate who is not placed in one of the three categories shall have failed the programme.

b) The regulations of each award shall state the requirements for the award and for the individual categories of award.

These **professional** programmes are five years long, typically highly integrated, and invariably require students to demonstrate a number of practical competencies in order to show fitness to practise.

The regulations for a particular professional programme may require aggregation of a student's results over the whole programme, or over the last few years of the programme, in order to classify the degree award, and details will be set out in the programme documentation. Students should be reminded, however, that the award of the degree does not depend only on any such aggregation but also on satisfying all the relevant component requirements at each stage. This will include achieving satisfactory performance for clinical competencies as well as in written examinations.

2.8 Guidelines on the application of Discretion when determining final Honours degree classifications, and the awards of Merit and Distinction on taught Masters degrees

The University has harmonised the ways in which Boards of Examiners are permitted to exercise discretion in determining the final awards for Honours degrees and taught Masters degrees. It should be noted that while factors which can be taken into account by Boards in the exercise of discretion have been specified (and a number of factors excluded), Boards have latitude within the set parameters as detailed in the guidance below. These guidelines must be applied by all Boards of Examiners.

The zones of discretion for Honours degree classifications are defined in the Code of Assessment, and Boards are only permitted to consider alternative classifications when a candidate's overall GPA for the award falls within these zones (see [Table 2.3 above](#)). Similarly, generic regulations for taught Masters degrees,⁹ set out the zones of discretion from which Boards are permitted to consider promotion to Merit or Distinction:

§9.2 A candidate will be eligible for the award of Merit on achieving at the first attempt:

- a) a grade point average of at least 15.0 in the 180 or more credits completed on the programme, and
- b) a grade point average of at least 14.0 in the taught courses, and
- c) a grade of at least C1 in the substantial independent work.

§9.3 Where a candidate has satisfied the requirements set out at §9.2 (b) and (c), and their grade point average for the 180 or more credits completed on the programme at the first attempt falls within the range 14.1 to 14.9 the Board of Examiners shall have discretion to make the award with Merit.

§9.4 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

- a) a grade point average of at least 18.0 in the 180 or more credits completed on the programme, and
- b) a grade point average of at least 17.0 in the taught courses, and
- c) a grade of at least B1 in the substantial independent work.

§9.5 Where a candidate has satisfied the requirements set out at §9.4 (b) and (c), and their grade point average for the 180 or more credits completed on the programme at the first attempt falls within the range 17.1 to 17.9 the Board of Examiners shall have discretion to make the award with Distinction.

⁹ See *University Regulations 2019-20* [College of Arts](#); [College of MVLS](#); [College of Science & Engineering](#); [College of Social Sciences](#).

Guidelines

2.8.1 Criteria which cannot be used

The following **must not** be used to determine whether a candidate may be awarded a higher classification:

- GPA alone (i.e. automatic promotion for all students whose GPA is above a specified threshold);
- Rank order (i.e. the position of the candidate relative to other candidates (as ranked by GPA));
- Elimination of outlying grades (i.e. disregarding the highest and the lowest grades irrespective of how far they lie from the relevant borderline);
- Applying additional weight to the performance in any one or more component(s) of the assessment scheme, such as the dissertation/independent project.

2.8.2 A note on Good Cause

Personal circumstances/good cause claims have never been a permitted criterion in the exercise of discretion for final awards, and this position remains. The University's procedures which allow adverse circumstances to be considered and taken into account in the assessment process are detailed in §16.45 – §16.53 of the Code of Assessment (see [Chapter 5](#) of this Guide). These circumstances can only have the effect of setting aside affected elements of assessment or allowing fresh assessment attempts. If an element (or elements) of assessment have been set aside then this will be reflected in the student's GPA. So, at the stage when discretion is applied, the impact of the adverse circumstances will already have been taken into account. University procedures do not allow speculation over a candidate's achievement of ILOs in the absence of sound assessment. Using the Code of Assessment, Boards have to determine whether the candidate has undertaken a sufficient proportion of the total honours assessment, which has not been affected by adverse circumstances, to be able to judge their standard of achievement. Where not enough assessment has been completed, candidates cannot be considered for a final Honours or PGT award at this stage.

2.8.3 Applying Discretion

In the interests of transparency, the criteria to be applied by each Exam Board in the exercise of discretion should be publicised in advance, e.g. in the programme handbook.

In addition, Boards must always record in their minutes which criteria have been applied.

Note that for subject areas that have Joint Boards with other subject areas, the criteria used by the Joint Boards may be different from those applied for Single Honours awards, and it is important to have clarity on which criteria will be applied in which context.

2.8.3 (a) Permitted criteria for the application of Discretion by Boards

Where a candidate's overall GPA falls within one of the zones of discretion determined in Note 3 of the Code of Assessment (see Table 2.3), or in regulations 9.2 to 9.5 of the generic Masters regulations, Boards should consider the following:

First:

Course grade profile.

The course grade profile of the candidate should be reviewed – taking account of course credit weighting - and if 50% or more of credit falls in the higher classification, the candidate's degree classification may be promoted.¹⁰ Weighting of grades: some degree regulations provide that in calculating a student's GPA, course grades from different years should carry different weightings.

¹⁰ On PGT programmes the credits associated with the independent work (dissertation/project) should be included when considering grade profile.

(E.g. the Code of Assessment states that for five year integrated masters programmes, the weighting applied to the final three years should be set within the range 10:20:70 to 20:30:50.) In determining whether 50% or more of course grades lie in the higher degree classification, Boards may elect to apply the same weighting to the course grades as adopted in the calculation of GPA. On the other hand, Boards may elect to disregard any such weighting and consider all course grades equally. Whichever approach is taken, each Board must be consistent for all candidates.

Having established whether 50% or more of the grades are at the higher classification, Boards may choose to promote all such candidates. Alternatively, Boards may make the judgment that such a profile does not justify promotion of any candidates.

Another permitted course of action is to consider further aspects of the grade profile, and establish specific rules which determine which candidates to promote:

Example 1. Irrespective of the number of grades in the higher classification, any grade more than one classification below those under consideration will determine that the candidate is not promoted.

E.g. A candidate in the discretionary zone for possible promotion from 2.1 to 1st class (assuming equally weighted course grades):

A3 A5 B2 A4 B2 A3 D1 A5: at least 50% of the grades are above the borderline so the student could be promoted to a first. However, the D grade determines that the candidate is not promoted.

Example 2. If grade profile is divided equally below and above the relevant borderline, a course grade in the classification either above or below the classifications under consideration will determine the outcome:

E.g. A candidate in the discretionary zone for possible promotion from 2.2. to 2.1 (assuming equally weighted course grades):

B2 B1 C2 B2 C3 D1 C3 B1: There are an equal number of grades above and below the relevant borderline but the D grade determines that the candidate is not promoted. The Board might have the rule that an A grade in the profile would balance the D grade and would therefore allow for promotion.

Note: These are only examples. Each Board may adopt its own rules in relation to grade profile, but these rules must be applied consistently to all candidates being considered by the Board.

Where the candidate is not promoted using grade profile the Board may choose to consider the following:

Review of **mean scores**.

Whilst the mean score (GPA) itself cannot be used to determine the outcome where a candidate is in the discretionary zone, it can be considered in the context of the grade profile in deciding whether or not to promote a candidate. Within a discretionary zone there might be different rules depending on the mean, for example:

For all students in the cohort whose GPA places them in the discretionary zone for possible promotion to 1st class:

Where GPA ≥ 17.5 , grade profile of $\geq 50\%$, promote to 1st class.

Where GPA < 17.5 , grade profile of $\geq 50\%$, promote to 1st class where no grades below C.

In this example, the important point is that the GPA is not being used on its own to take the discretionary decision.

Unrounded mean

The aggregation process for calculating an overall course grade may involve rounding in the process of calculating the grade point scores and weightings of individual components of assessment. Worked examples of these calculation processes are provided in [section 2.3](#) above (see Examples 2.E and 2.F).

For courses assessed primarily under Schedule A, aggregated grade scores falling below .5 are rounded down to give the final course grade (e.g. in Example 2.E the aggregation of Bert's results

for his assessment components gives 10.25 which is rounded to 10 to provide a D2 course result). Boards may decide to calculate a GPA using the unrounded grade point scores for each course¹¹ to see what effect this calculation would have on the overall GPA.

Example 2.O

Angus is a final year Honours student who achieved the following results in his Honours assessments:

Honours Course	Unrounded Course Score	Grade	Credits	Grade Points (grade score x credits)	Unrounded aggregation score (unrounded course score x credits)
A	14.2	C1	30	14x30 = 420	426
B	14.48	C1	30	14x30 = 420	434.4
C	14.49	C1	20	14x20 = 280	289.8
D	14.41	C1	20	14x20 = 280	288.2
E	15.45	B3	20	15x20 = 300	309
F	14.49	C1	20	14x20 = 280	289.8
G	15.4	B3	20	15x20 = 300	308
H	15.3	B3	20	15x20 = 300	306
I	16	B2	20	16x20 = 320	320
J	15.48	B3	10	15x10 = 150	154.8
K	14.49	C1	10	14x10 = 140	144.9
L	16.49	B2	20	16x20 = 320	329.8
Totals			240	3510	3600.7

His GPA is **14.6** and therefore falls in the discretionary zone for consideration of either upper or lower second class honours. Total Grade Points/Total Credit [3510/240 = 14.63]

Fewer than 50% of the credits are in the higher classification (130 credits at C1 and 110 at B2/B3).

If the Board chooses to refer to the unrounded course scores, the GPA is recalculated (see unrounded aggregation score in final column above) – 3600.7/240 = **15.0**

There is a marked difference between rounded and unrounded grades which the Board should take into account in exercising its discretion. In this case the candidate would be promoted as, despite the grade profile, the unrounded mean lies above the discretionary zone.

In such cases where Boards decide to promote candidates to the higher classification after consideration of the unrounded scores, **the formally calculated GPA using the rounded course results must remain as the final GPA score on the candidate's record** and the minutes of the Board meeting should explain how discretion was applied by reviewing the unrounded course results.

In a case where there is a marked difference between GPA and unrounded mean but the unrounded mean remains below the upper threshold of the discretionary zone (e.g. GPA 14.4; unrounded mean 14.8), the Board may not promote the candidate on this basis alone, but may wish to refer to the unrounded value in combination with one or more of the other permitted criteria.

Example 2.P

Example 2.O above illustrates an extreme case where the rounding of the course aggregation scores has consistently deflated the grade point scores and therefore the GPA. A more usual grade profile is provided in this example. Alexandra is a final year student on the same Honours programme as Angus, her results are as follows:

¹¹ Unrounded course grade point scores will not be available on central University records systems. Boards that elect to consider this criterion will therefore be reliant on local records of the aggregation of results.

Honours Course	Unrounded Course Score	Grade	Credits	Grade Points (grade score x credits)	Unrounded aggregation score (unrounded course score x credits)
A	14.2	C1	30	14x30 = 420	426
B	13.60	C1	30	14x30 = 420	408
C	14.49	C1	20	14x20 = 280	289.8
D	14.10	C1	20	14x20 = 280	282
E	15.10	B3	20	15x20 = 300	302
F	13.89	C1	20	14x20 = 280	277.8
G	15.4	B3	20	15x20 = 300	308
H	15.82	B2	20	16x20 = 320	316.4
I	14.89	B3	20	15x20 = 300	297.8
J	16.20	B2	10	16x10 = 160	162
K	13.70	C1	10	14x10 = 140	137
L	16.55	B1	20	17x20 = 340	331
Totals			240	3540	3537.8

Alexandra's GPA of **14.8** is in the discretionary zone for consideration of either upper or lower second class honours. Total Grade Points/Total Credit [3540/240 = 14.75]

Fewer than 50% of the credits are in the higher classification (130 credits at C1 and 110 at B1/B2/B3).

Using the unrounded course scores, the GPA is recalculated (see unrounded aggregation score in final column above) – 3537.8/240 = 14.74.

In this case there is little difference between rounded and unrounded GPA, and this should be taken into account by the Board in exercising its discretion.

2.8.3 (b) Further options that can be used

Boards may also elect to use the following criteria in their consideration of candidates with an overall GPA which falls within one of the zones of discretion:

Borderline Vivas

A small number of areas of the University have traditionally used borderline vivas. Continuation of this practice is permitted, and vivas may be arranged for all students falling within discretionary zones subject to them:

1. Being clearly structured, with guidance published to students in advance; and
2. Only being used as a possible means of promotion from borderline zones.

Exit Velocity

Exit velocity, which is the principle that students build up competence throughout their studies thus performing to a higher standard in their final assessments, is recognised in some Subject areas and is sometimes considered as a factor when determining borderline cases. In some Subjects the potential impact of exit velocity on the overall result for the final award is taken into account systematically by placing a greater weighting on later results (e.g. final Honours year results) in the calculation of the overall GPA. (Where this weighting applies, it must have been set out clearly in course documentation.) This allows all students to have an improving performance taken into account in their final results, rather than only applying the principle to borderline cases.

Where exit velocity is **not** factored into the assessment procedure through heavier weighting of later assessments, Boards may consider it for candidates who are within a zone of discretion.

2.8.4 The role of the External Examiner

In some areas External Examiners play a key role in determining the final classification of candidates in the discretionary zone by reviewing the full range of the candidate's assessments and making an overall judgement on the standard of the work.

In advance of the Board a small number of candidates might be identified who would not be promoted using the discretionary criteria adopted by the relevant Board of Examiners, but whose overall performance puts them very close to promotion (see the later example). It is essential that clear criteria are articulated which set out the circumstances in which a candidate will be regarded as being close enough to promotion to justify referral to the External Examiner. For each of the candidates identified by application of these criteria, the External Examiner may then be invited to review the assessed work contributing to their Honours classification. This review is undertaken in the context of the role of the External Examiner of safeguarding the consistency of academic standards across the sector and applying their knowledge of the standards applied by the relevant subject area at comparable institutions. The External Examiner should be asked to make an academic judgment on the assessed work. They may reach the view that the overall performance demonstrated across the body of assessed work justifies promoting the student to the higher classification.

For example, a candidate with a GPA of 17.9, and a grade profile of 48% in the higher classification and 52% in the lower classification cannot be promoted to a first class degree under the criteria listed above. (This kind of grade profile may arise on programmes where there are a large number of courses contributing to the final classification.) As the candidate's profile is very close to that required for a first class degree, the External Examiner may be asked to review the overall performance to ensure that the appropriate outcome is achieved. As this is an exercise in academic judgment it does NOT follow that where one candidate is promoted, all candidates with a similar profile must also be promoted. As in all other discretionary decisions, the reasons for the decisions must be clearly recorded in the Exam Board minutes.

Boards must ensure that external examiners are asked to judge the standard of the work without reference to any of the criteria detailed in section 2.8.1 above, or by giving emphasis to any particular assessment (such as the dissertation), and ensuring that any assessments judged to have been affected by adverse circumstances are dealt with in accordance with the procedures laid out in the Code of Assessment.

2.8.5 Consistency of criteria used in different discretionary zones

Academic Standards Committee has confirmed that the criteria adopted for *each* discretionary zone within a cohort must be equivalent. It is not acceptable to have additional criteria applying in one or more zones, as in the following example:

1st/2.1 borderline: promote if 50% or more of grade profile graded A or above, with no individual grades below C.

2.1/2.2 borderline: promote if 50% or more of grade profile graded B or above, with no individual grades below D.

2.2/3rd borderline: promote if 50% or more of grade profile graded C or above.

In this example the 2.2/3rd borderline should also refer to the individual grades permitted. Alternatively, the 1st/2.1 and 2.1/2.2 borderlines should make no reference to individual grades.

SCHEDULE A

Primary Grade	Gloss	Secondary Band*	Grade Point	Primary Verbal Descriptors for Attainment of Intended Learning Outcomes	Honours Class
A	Excellent	A1	22	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures	First
		A2	21		
		A3	20		
		A4	19		
		A5	18		
B	Very Good	B1	17	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding	Upper Second
		B2	16		
		B3	15		
C	Good	C1	14	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding	Lower Second
		C2	13		
		C3	12		
D	Satisfactory [†]	D1	11	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure	Third
		D2	10		
		D3	9		
E	Weak	E1	8	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations	Fail
		E2	7		
		E3	6		
F	Poor	F1	5	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions	
		F2	4		
		F3	3		
G	Very Poor	G1	2	Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation	
		G2	1		
H			0	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary	
CR	CREDIT REFUSED			Failure to comply, in the absence of good cause, with the published requirements of the course or programme; and/or a serious breach of regulations	

* The Secondary Band indicates the degree to which the work possesses the quality of the corresponding descriptor.

[†] This gloss is used because it is the lowest grade normally associated with the attainment of an undergraduate award. Undergraduate students should be aware that progress to most honours programmes require a grade above D in certain courses. Postgraduate students should be aware that on most programmes an average above D in taught courses is required for progress to the dissertation at Masters level. Students should consult the appropriate degree regulations and course handbooks for the grades they require to progress to specific awards.

SCHEDULE B

Grade	Gloss	Range of Mean Grade Points	Grade Points for Aggregation	Verbal Descriptors for Attainment of Intended Learning Outcomes Relating to Professional, Practical or Clinical Competence	Honours Class
A0	Excellent	18 – 22	22	Exemplary and polished demonstration of the required skill(s), displaying underpinning knowledge, sound judgement and appropriate professional values, as evidenced by focussed sensitivity to the context, the needs of any subject, and the wider implications of the candidate's actions	First
B0	Very Good	15 – <18	17	Efficient and confident demonstration of the required skill(s), displaying underpinning knowledge, sound judgement and appropriate professional values, as evidenced by an evident appreciation of the possible implications of the candidate's actions, demonstrating initiative and flexibility of approach	Upper Second
C0	Good	12 – < 15	14	Clear demonstration of attainment of the required skill(s), displaying underpinning knowledge, good judgement and appropriate professional values, as evidenced by familiarity with how to proceed in a range of contexts	Lower Second
D0	Satisfactory	9 – < 12	11	Adequate independent performance of required skill, displaying underpinning knowledge, adequate judgement and appropriate professional values, suitable to routine contexts	Third
E0	Weak	6 – < 9	8	Adequate independent performance of some but not all required skills. Some knowledge, judgement and professional values that indicate an awareness of personal limitations	Fail
F0	Poor	3 – < 6	5	Presently inadequate independent performance of the required skill. Knowledge, judgement and professional values are at least sufficient to indicate an awareness of personal limitations	
G0	Very Poor	1 – <3	2	Wholly inadequate performance of the required skill, lacking in secure base of relevant knowledge and poor use of such knowledge, showing fundamental misunderstanding and misinterpretation. Evidence of poor judgement and professional values	
H		0 – <1	0	Not presently capable of independent performance of the required skill, lacking self-awareness of limitations, and prone to errors of judgement and faulty practice	
CR	CREDIT REFUSED			Failure to comply, in the absence of good cause, with the published requirements of the course or programme; and/or a serious breach of regulations	

Notes on Schedules

1 Verbal Descriptors

Documentation relating to courses and programmes shall indicate where Schedule A and Schedule B verbal descriptors shall apply.

2 Discretion of Boards of Examiners for Classified Honours Programmes¹²

a) Where the grade point average (as determined in §16.34) falls within one of the following ranges, the Board of Examiners shall recommend the award stated:

18.0 to 22.0	first class Honours
15.0 to 17.0	upper second class Honours
12.0 to 14.0	lower second class Honours
9.0 to 11.0	third class Honours
0.0 to 8.0	fail

b) Where the grade point average falls between two of the ranges defined in 2(a), the Board of Examiners shall have discretion to decide which of the alternative awards to recommend:

17.1 to 17.9	either first or upper second class Honours
14.1 to 14.9	either upper or lower second class Honours
11.1 to 11.9	either lower second or third class Honours
8.1 to 8.9	either third class Honours or fail

2.9 Assessment of study abroad

§16.79 a) A candidate may undertake a period of study at another institution as part of their degree programme provided that this has been approved according to the process established for that programme.

- b) Grades achieved at, and reported by, that other institution must be converted into grades as set out in Schedule A or Schedule B (as appropriate) and taken account of in determining the candidate's final degree.
- c) Before commencing the period of study at another institution candidates must be informed of the process by which their grades from that other institution will be converted as set out in (b) and should normally be provided with a conversion table showing the equivalences between grades awarded at the other institution and the grades set out in Schedule A or Schedule B. The process must normally incorporate the possibility of the candidate making representations to the coordinator or committee which is charged with converting grades.
- d) The processes adopted within each programme and the conversion tables must be notified to the appropriate College Dean(s) of Learning & Teaching.
- e) In carrying out the conversion of grades the conversion table may be departed from in light of additional relevant information available to the coordinator or committee which performs the conversion.
- f) The converted grades must be approved by the appropriate Board of Examiners.
- g) Assessed work completed and assessed at another institution must not be reassessed at the University of Glasgow.

¹² Guidelines for Boards of Examiners on the exercise of discretion are available at: https://www.gla.ac.uk/media/Media_124293_smxx.pdf#page=15&view=fitH,280 [footnote in the Code]

h) Appeals may be made in accordance with the terms of the prevailing Appeals Code.

This regulation sets out a number of principles regarding study abroad and conversion of grades achieved during periods of study abroad.

Some of the requirements are mandatory, but in respect of others Subjects and Schools are left with considerable discretion. The mandatory requirements are:

- Study abroad requires approval from the Subject(s) which the student is taking to ensure that the courses being taken are appropriate and at the appropriate level and that the student's workload is appropriate. It is good practice for a written agreement to be signed by the student and the appropriate member of staff setting out the subjects to be taken.
- Grades achieved while studying abroad must be converted into Glasgow grades and then used in the same way as grades achieved at Glasgow in arriving at a student's final Honours classification.
- Students must be informed of the process by which their grades will be converted before leaving for study abroad.
- Work assessed during a period of study abroad must not be reassessed by Glasgow staff after the student returns. Academic Standards Committee has also confirmed that assessments completed abroad should not form part of the material considered by an External Examiner when making discretionary decisions determining the award of Honours classification (see [section 2.8.4](#) above).
- Final approval of the converted grades is the responsibility of the Board of Examiners.

Subjects have discretion in how the process of conversion is carried out and who is involved in the process of conversion. The regulation permits conversion to be undertaken by a single individual or by a committee. Subjects will need to consider what process will work best for them and, in doing this, will need to consider:

- The need for transparency and fairness to students.
- The requirement to allow a student to make representations about the conversion, for example regarding atypical marking on a particular course.
- The number of students with grades to be converted.
- The desirability/practicability of involving an external examiner in the conversion process.
- The need for consistency of treatment across subjects.

There is no specific approval process for the conversion process, but it should be notified to the appropriate Dean of Learning & Teaching. Deans will be expected to scrutinise these processes and resolve any concerns with the Subject.

Subsection (c) suggests that students should be provided with an indicative conversion table before they set off to study abroad, so that they can get a sense of how grades achieved abroad will be converted on their return. It is recognised, however, that this will not always be possible, for example in the case of an entirely new exchange. Provision of such guidance should, however, normally be possible where there is previous experience with the partner institution. Any conversion tables may, however, be departed from in light of fresh information, either as regards a particular course or more generally, and this should be made clear to students. Conversion tables should also be reviewed periodically. There is no formal approval process for conversion

tables, but these, and any changes to them, must be notified to the appropriate Dean of Learning & Teaching. The Dean will be expected to ensure that conversion tables across different Subjects are consistent.

Semester 2 Study Abroad: In some cases study abroad may be for one semester only. Where students are away from Glasgow for semester 2, assessment from semester 1 courses may remain outstanding (e.g. where an exam is scheduled for the April/May diet) and it will be impracticable for the student to return to Glasgow for this. For non-Honours courses, the assessment may be taken at the August resit diet. For Honours courses, where no assessment is set for the August diet, students may complete the assessment at the next opportunity (e.g. at the April/May diet in the following year) unless an alternative form of assessment, which can be completed at the end of semester 1, has been arranged.

2.10 Assessment of visiting students

§16.80 A visiting candidate is a candidate undertaking a period of study at the University of Glasgow as part of their degree programme at another institution.

A visiting candidate may be permitted to take any course at the University of Glasgow, including those which normally contribute to an honours programme.

The scheme of assessment for a course shall normally be the same for a visiting candidate as for a University of Glasgow candidate, though this scheme may be varied in the event that the visiting candidate is required to return to their home institution before all course assessment has been completed. In considering variation of the scheme of assessment and the components of a varied scheme of assessment for a visiting candidate:

- a) Requirements of the visiting candidate's home institution shall be taken into account
- b) A visiting candidate may be required to complete an alternative component or components of assessment before leaving Glasgow or may be required to complete outstanding components of assessment at their home institution.
- c) Where a course's scheme of assessment includes a component taken under examination conditions, the varied scheme shall normally include a component of assessment under examination conditions.

A visiting candidate who attends the University of Glasgow for less than the full duration of a course shall be awarded credit in proportion to the amount of teaching time attended.

Course results for a visiting candidate must be confirmed by a University of Glasgow Board of Examiners. Where a visiting candidate finishes their studies at Glasgow before the scheduled meeting of the Board of Examiners, provisional results must be provided to the visiting candidate as soon as practicable. Where the candidate's home institution requires a confirmed result prior to the scheduled meeting of the University of Glasgow Board of Examiners, an interim Board must be convened.

This regulation is intended to provide a cross-University framework for the assessment of students who spend part of their time studying in Glasgow, for example as part of an exchange or Junior Year Abroad. In some cases the student will be here for the whole of the course and will be assessed in the normal way, for example a student taking a semester 1 course will normally still be here for the exam period in December. In some cases, however, the student will not be in Glasgow when final assessment for the course takes place. This may be because they were only taking part of a course (for example, the first semester of a whole year course) or where the student has to return to their institution before the exam diet in April/May. In the latter case it may, of course, be possible to arrange for the exam to be undertaken at the home institution, and it would only be where that is difficult or impossible that this regulation would apply.

The general principles set out in the regulation are that:

- Visiting students may undertake any course offered at the University, though Schools/Subjects may impose restrictions on access.
- Normally the visiting student is assessed in the same way as other students, using the normal scheme of assessment for the course. Note that this means reassessments may not always be available to visiting students (e.g. where they are taking Honours courses).
- Where assessment by the normal scheme is not possible then the course convenor has discretion to set a suitable *alternative* form of assessment. (It would not be appropriate to award a course grade solely on the basis of the standard assessment components completed by a student. E.g. for a semester 1 visiting student who takes a course that has a 50% weighted exam at the April/May diet, a grade should not be awarded solely on the basis of the remaining 50% weighted components completed during the semester. It will be a question of academic judgment as to what alternative assessment would be suitable to ensure demonstration by the visiting student of the Intended Learning Outcomes that would have been covered at the April/May exam.) The only restriction on the alternative assessment is that if the normal scheme includes an exam then the amended assessment scheme must include an assessment taken under exam conditions. This need not be an exam, but could, for example, be an essay written under exam conditions where the topic has been given to the student in advance.

Alternative assessment arrangements must be made clear to visiting students, but do not need to appear in the Course Catalogue/Course Specification.

In some cases home institutions will need to be provided with a grade before the relevant Board of Examiners for the subject meets. In such cases, an interim Board of Examiners must be convened, though this could take the form of a virtual Board of Examiners, and the appropriate External Examiner must be involved.

Guide to the Code of Assessment – 3 Reassessment

3.1 Normal provision for reassessment

3.2 Opportunities for reassessment and exceptions to normal provision

3.3 Outcomes of reassessment

3.4 Completing a graduating curriculum

3.1 Normal provision for reassessment

§16.6 In §16.7 - §16.8, the 'threshold grade' shall, unless otherwise specified in the regulations for a particular programme, be:

- a) for undergraduate programmes, grade D;
- b) for programmes governed by the generic regulations for taught masters degrees and for programmes governed by the generic regulations for postgraduate certificates and diplomas, grade C.

The following regulations make use – for the sake of succinctness – of a so-called 'threshold grade'. Students achieving this grade will not normally be entitled to retake an assessment while students not achieving this grade will – subject to the exceptions set out below – expect an opportunity to resit an examination and/or otherwise resubmit work for assessment. The threshold grade on undergraduate programmes is D, and on taught masters and postgraduate certificate and diploma programmes it is C.¹

3.2 Opportunities for reassessment and exceptions to normal provision

§16.7 A candidate who, by the end of the course, has failed to attain the threshold grade in that course shall normally be afforded the opportunity described in §16.8 to improve that assessment result. There shall be no such opportunity in respect of courses which contribute to the candidate's honours classification except where permitted under the regulations governing a particular award; in such cases the original grade only shall contribute to the honours classification.

§16.8 A candidate who has failed to attain the threshold grade shall, subject to the provision of §16.9, be permitted one further opportunity to attempt each component of the assessment.² This opportunity will be afforded within the same session as the first attempt at the component. In respect of each component, the assessment offered at this opportunity must be in essentially the same form as the assessment attempted by the candidate at their first attempt and must carry the same weighting within the scheme of assessment for the course as that first attempt. A second further opportunity to attempt the component of assessment shall not be available as a matter of right but may be permitted at the discretion of the College responsible for the programme in accordance with its policies and procedures which shall be published in the relevant course documentation.

§16.9 Exceptionally, the opportunity to submit coursework for assessment provided for in §16.8 may not be available to a candidate. This will only be the case where it is not possible to replicate the coursework for the purpose of reassessment. This situation may arise from the nature of the coursework, the context in which it may be generated, and the integrity of the assessment as a whole. The decision that it is not possible to replicate coursework must be approved by the Head of School or Research Institute and details of coursework in which it is considered to be impossible to generate a reassessment must be clearly set out in the relevant course documentation.

§16.10 Where, under §16.45 - §16.53, a Board of Examiners is satisfied that a candidate has been prevented by good cause from completing an assessment, that assessment shall not be counted as an attempt made by, or available to, the candidate.

The right to reassessment extends to all assessments in any course in which the student has failed to attain the threshold grade and not only to those assessments in which the student has achieved a result below this grade.

Honours students may not normally resit an Honours examination or resubmit work which will contribute to their Honours classification. Where there is special provision for resubmitting work

¹ Students who have not attained the threshold grade include those awarded 'CW' because of a failure to satisfy minimum assessment submission requirements.

² This includes offering reassessment in sub-components. [Footnote in the Code.]

– for example to satisfy professional requirements – only the original (first diet) grade will contribute to the Honours classification.

Non-Honours students will normally be allowed to resit each examination or resubmit a particular assignment for reassessment only once. However:

- Colleges may, as a matter of policy, and if so published in course information documents, permit students two reassessment opportunities.
- The calculation of the number of ‘attempts’ made by a student will not include any that a Board of Examiners has discounted on grounds of ‘good cause’ but will include any opportunity for reassessment that the student has not availed themselves of.

The right of students to resubmit coursework, or to submit it at a later date, may, for the reasons given in §16.9, be closely constrained. Any such limits must be published in course documentation. It may, for example be impracticable for students to have the access to laboratory facilities they would require if they were allowed a late attempt at an experiment, and contributions to group work must necessarily be submitted as part of the group submission.

Where there are such constraints, course teams should consider whether it is possible to offer an alternative form of reassessment which would assess the same ILOs as the original work. In ‘exceptional’ cases a course may adopt a policy of not offering any opportunity to be reassessed in coursework. However, the Head of School or RI is required to endorse such a policy at the stage of course approval. On such courses, students should be made aware that the grade achieved at their first attempt will be counted when aggregating to establish the overall course grade.

§16.11 Exceptionally, where a second or permitted subsequent attempt at an assessment is not available to the candidate until a subsequent academic session, the candidate shall not be entitled to assume that the content of the course will be unchanged, and it shall be the responsibility of the candidate, in conjunction with the School or Research Institute responsible for the course, to make appropriate preparation for that assessment.

While the regulation places a primary responsibility on individual students, Schools and RIs should be aware of any students who have registered for a course on an ‘exams only’ basis. These students should be informed of any changes to course content and advised of its timetable so that they might attend class meetings if they wish to do so. They should be permitted access to any associated Moodle provision and allowed to collect course handouts.

3.3 Outcomes of reassessment

§16.12 a) Unless otherwise specified in the regulations for a particular programme, the final grade awarded for a course following reassessment shall be calculated as follows:

- i) The best grades for each component of assessment will be used, and
- ii) Where any coursework cannot be replicated the original grade for that component shall be used in the calculation.

b) The grade so calculated will be published by Registry subject to the following provisions:

- i) for undergraduate programmes, the number of grade points derived from the final result for a course following reassessment shall be not more than 9;
- ii) for programmes governed by the generic regulations for taught masters degrees and for postgraduate certificates and diplomas, the number of grade points derived from the final result for a course following reassessment shall be not more than 12; there shall be no capping in relation to reassessment of a Masters dissertation or other substantial independent work.

The ‘final grade awarded’ (s. 16.12 a) will be that calculated when the best performances in each component of assessment are combined. This is what should be reported following the

reassessment diet. Thus if a student performs worse in any component of assessment at the reassessment diet, the result from that component will never be reflected in what is reported to Registry. It also follows that the final course grade awarded will never be lower than that reported at the first diet, though it may be the same.

Example 3.A

In a course where there is an exam (weighted at 50% of the assessment) and coursework (also weighted at 50%), Karen achieves the following results:

Diet 1: exam F1 (5 grade point equivalent); coursework D1 (11 grade point equivalent). Her overall course grade returned to Registry for her first diet is E1 $((5 + 11)/2 = 8)$. Karen has failed to achieve the D3 threshold so is eligible for reassessment and elects to retake both components.

Diet 2: exam C2 (13 grade point equivalent); coursework D3 (9 grade point equivalent).

The Code of Assessment says that the final course grade should be calculated using the best performance from each component of assessment. For Karen these are as follows: Exam C2 (from 2nd diet) and coursework D1 (from 1st diet). The final course grade to be reported to Registry is therefore C3 $((13 + 11) / 2 = 12)$

Capping

A limit is placed on the extent to which the performance carried forward for calculation of programme outcomes may be improved as a result of reassessment and we refer to this process as capping. Performance in undergraduate assessments is capped at the equivalent of Grade D3 and in postgraduate assessments at the equivalent of Grade C3: the score derived from reassessed courses for undergraduate programmes is capped at 9 grade points, as per Schedule A of the Code, and this will be factored into the calculation of any undergraduate programme grade point averages; in taught postgraduate programmes, the score contributing to the grade point average required for final award or progression will be capped at 12 grade points as per Schedule A of the Code.

Example 3.B

In one of her 20 credit level 1 courses Pam is awarded grade D1 for her essay (30% of the course assessment) and E2 in the examination which made up the remainder of the assessment. Her course grade was, therefore, E1.³

As Pam has failed to achieve the course threshold grade of D3, she is eligible to be reassessed in both the essay and the examination. She elects to be reassessed in the examination only. She achieves grade C2, thus raising her course grade to C3 which, according to Schedule A of the Code, corresponds to 12 grade points.⁴

Although this grade as well as the original will be recorded on Pam's transcript, the fact that it was achieved after reassessment means that she is allowed to take forward only 9 grade points per credit to the calculation of her GPA.

³ [Worked examples of the calculation of course grades](#) will be found in Chapter 2 of this Guide.

⁴ [Schedule A](#) and its application are discussed in Chapter 2 of this Guide.

Example 3.C

Peter achieved exactly the same marks as Pam for his course work and in the original examination. But, without being able to demonstrate good cause for failing to attend, he misses the resit examination. The final course grade awarded is the same as the grade reported at first diet and his original score is therefore retained, contributing 8 grade points to the calculation of his GPA.

Example 3.D

Qingling is following a masters programme consisting of a dissertation (60 credits) and four courses each of 30 credits. Her grades in these courses were C2, C3, D1 and D2 (with grade points of 13, 12, 11 and 10). She elects to resit the examinations (but not the coursework) in the courses in which she failed to achieve the threshold C3 and improves the course grades to B3 and C1 (grade points of 15 and 14). However capping is applied and, when Qingling's grade point average is calculated, the scores 13, 12, 12 and 12 will be used.

3.4 Completing a graduating curriculum

§16.13 a) Further to §16.7, a candidate who, by the end of the course, requires an improved assessment result in order to complete a minimum graduating undergraduate non-honours curriculum in that academic session, shall normally be afforded the opportunity described in §16.8 irrespective of the result obtained on completion of the course. This entitlement to reassessment in courses where the threshold grade has been achieved at the first attempt shall be limited to courses totalling no more than 60 credits.

b) Notwithstanding §16.12, such a candidate shall be awarded the number of grade points corresponding to the final course result following reassessment for a total of no more than 60 credits. This entitlement applies regardless of the basis on which the candidate was permitted reassessment.

Example 3.E

Rafael is hoping to graduate with an ordinary MA for which he must obtain 360 credits and achieve a GPA of at least 9.0.

Although he has been awarded grades of at least D3 for most of his courses, two 20 credit E2s reduced his GPA below 9.0. Despite having already achieved the normal threshold grade of D3 at the first attempt in each of two 20 credit History courses he may take the resit examinations. As a result, he is able to improve his grades in these courses to C2 and C1 which, according to Schedule A of the Code, correspond to grade points of 13 and 14.

In this case Rafael's grade points will not be capped – recalculating his GPA, the two C grades bring his overall GPA above 9.0, and he is able to complete his graduating curriculum.

s.16.13 (b) notes that if a student in this situation is reassessed in courses where they had achieved the threshold grade (in accordance with s. 16.13 (a)) as well as in courses where they had not achieved the threshold grade (in accordance with s. 16.8), the grade points for up to 60 credits will be uncapped irrespective of whether eligibility for reassessment arose under s. 16.8 or s. 16.13 (a).

Example 3.F

Adil needs to improve his grade point average in order to graduate with an ordinary degree. At first diet he achieved overall course grades of D3 and D2 for courses W and X, and overall course grades of F1 and E2 for courses Y and Z (all courses worth 20 credits). He elects to resit an exam for course W and to resubmit coursework for course X (as permitted by s. 16.13(a)), and to resit the exams for courses Y and Z (as permitted by s. 16.8). Following reassessment he achieves the following final course grades:

Course W – D1 Course Y – C2

Course X – B3 Course Z – D2

The uncapped grade points derived from the best 60 credits can now contribute to his final grade point average (11, 15 and 13 from courses W, X and Y respectively). In other words, in identifying which 60 credits can be used, it is irrelevant whether the course threshold grade had been achieved at the first attempt.

Guide to the Code of Assessment – 4
Minimum Requirement for the Award of Credits

4.1 General requirements

4.2 Non-Honours courses

4.1 General requirements

§16.40 a) References are made throughout §16.41 - §16.44 of these regulations to a candidate's failure to meet fully the submission requirements for their assessment in the absence of good cause. The means by which good cause may be determined and the provisions made in circumstances where good cause is established are addressed in §16.45 - §16.53.

b) Absence from up to 25% of any specified monitored attendance of classes shall not be deemed to be a breach of the minimum requirements for credit as set out in §16.41 where such absence is deemed to be due to illness or other adverse personal circumstances, except where otherwise specified in course or programme documentation.

§16.41 Except as modified by §16.44, the minimum requirement for the award of credits for a course is the submission of at least 75%¹ by weight of the course's summative assessment (including any examinations). Schools or Research Institutes may specify further requirements such as monitored attendance at classes and examinations. All such requirements shall be specified by the School or Research Institute concerned, and given to candidates in writing at the beginning of the course. Where the scheme of assessment for a course permits resits or reassessment, requirements involving submission of assessments or attendance at examinations must be fulfilled by the end of the academic year in which the course is taken subject to an exception in cases where a candidate misses an assessment with good cause.

Requirements for the award of a degree, diploma or certificate include the attainment of a prescribed number of credits. This section of the code is concerned with setting requirements which a candidate has to meet in order to attain credit for a course. The award of credit is a different process from the award of a grade for a course. No matter what grade is awarded for a course a candidate will be awarded credit for it which counts towards fulfilment of the credit requirements for an award. If credit is refused for a course then a candidate will only be able to obtain credit for that course if permitted to re-take it at a later date. However, re-taking a course is generally not permitted on a PGT programme² or where the course forms part of the Honours curriculum.³

The basic requirement which must be fulfilled before a student is awarded credit for a course is that they have completed at least 75% of the assessment for the course. This requirement cannot be reduced. An example would be a course with 40% of the assessment by way of coursework and 60% in the form of a final examination. If the student took the examination but failed to submit the coursework (or vice versa), they would not meet this requirement. The way in which the fulfilment of the 75% requirement is calculated and the consequences of failing to meet it are explained separately below for honours and non-honours (including taught masters) courses. Where reassessment in a course is permitted, the final decision on refusal of credit will be deferred until after the opportunity for reassessment has been taken or has lapsed. Interim procedures are described below.

These rules only apply to cases where failure to submit coursework or attempt other assessments is *not* explained by good cause. Where good cause is shown for failing to complete assessments the good cause rules explained in [Chapter 5](#) will apply.

Schools can set additional requirements for the award of credit. **It is essential that these requirements are embodied in written course documentation and also communicated clearly to students *at the beginning of the course*.**

¹ The College Board of Studies may authorise the setting of a higher percentage of submission in which event that higher percentage must be clearly set out in the School Instructions issued to all students enrolled in the course. [Footnote in the Code.]

² Generic Regulations for Taught Masters Degrees - [College of Arts](#); [College of MVLS](#); [College of Science & Engineering](#); [College of Social Sciences](#).

³ [Section 16.5](#) Generic Undergraduate Regulations.

These may be:

- a requirement to complete more than the minimum 75% of the assessment for a course;
- a requirement that a particular piece of assessment must be submitted, for example where this is dictated by external professional requirements;
- attendance requirements, for example, a requirement to attend a stated number or proportion of laboratory sessions or tutorials.

Including attendance as a requirement for the award of credit can be a legitimate means of promoting student attendance. However, this is difficult to justify unless attendance is deemed critical to the achievement and demonstration of ILOs. (Note that Academic Standards Committee has stated that it is not permissible to impose academic penalties for non-attendance, e.g. stipulating that a 10% component of the overall course grade awarded is dependent on the number of sessions attended.)

Section 16.40(b) permits up to 25% of any stated attendance requirement to be waived where it is established that absence is due to illness or other adverse personal circumstances. (The rules regarding assessment that has been affected by good cause are referred to in [Chapter 5](#).) Note that this is only relevant on courses where the award of credit is related to satisfying a specified level of attendance.

Thus on a course for which there is a requirement that at least eight out of 10 laboratory sessions must be attended for credit to be awarded, if a student attends six sessions but is able to show illness or other adverse personal circumstances in relation to two of the absences, they will still be eligible for the award of credit. But if the student attends five or fewer sessions, even where they have genuine grounds in relation to all the absences, credit will not be awarded.

On some programmes, attendance may be so critical to achieving the relevant ILOs (e.g. on professional programmes) that full attendance is required and the waiver set out in s. 16.40(b) will not be available. In such cases, this should be made clear in course/programme documentation or regulations.

4.2 Non-Honours courses

§16.42 For undergraduate non-honours courses and postgraduate taught courses, the following procedure shall be adopted. If, in the absence of good cause, a candidate fails to submit at least 75% by weight of the course's summative assessment (including any examinations) by the end of the first assessment diet or fails to comply with other requirements specified in writing by the School or Research Institute, and an opportunity exists to redress this situation by the end of the academic year in which the course is taken, the initial outcome shall be Credit Withheld and no grade shall be calculated. Thereafter:

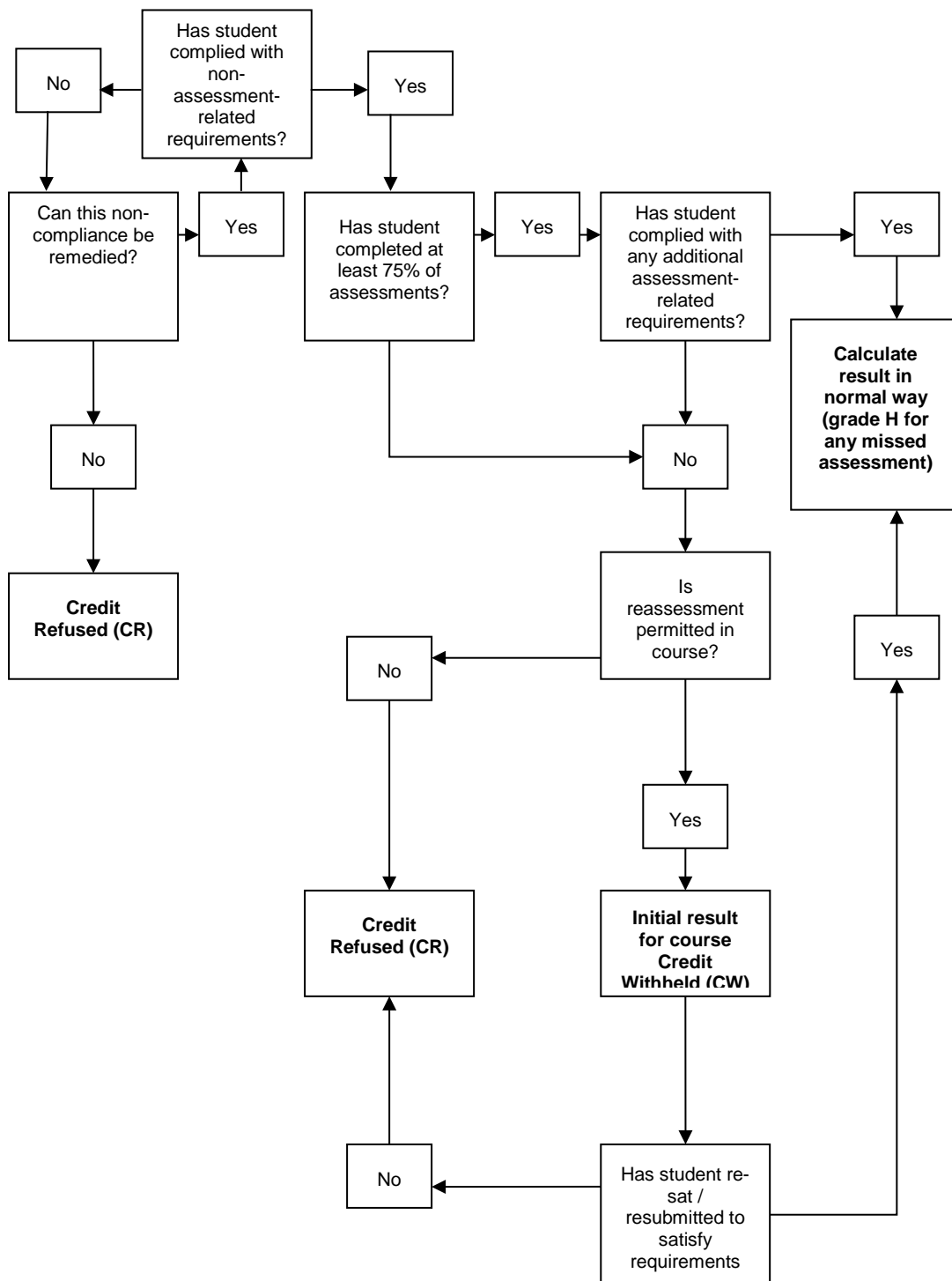
- a) Where a candidate has submitted at least 75% by weight of the course summative assessment (including any examinations) and/or has complied with the outstanding requirements for the award of credit by the end of the academic year in which the course is taken, the outcome following reassessment will be calculated in accordance with the scheme of assessment described in the School or Research Institute Instructions.
- b) Where a candidate has not submitted at least 75% by weight of the course's summative assessment (including any examinations) and/or has failed to comply with the outstanding requirements for the award of credit by the end of the academic year in which the course is taken, no grade shall be calculated and the outcome shall be Credit Refused for that course.

§16.43 Where, in the absence of good cause, a candidate has failed to comply with any mandatory requirement for the award of credit and this cannot be remedied by the end of the academic year in which the course is taken, no grade shall be calculated and the outcome shall be Credit Refused for that course.

For undergraduate non-honours courses and postgraduate taught courses, determining whether the student has completed 75% of the assessment will normally be straightforward. After completion of the course assessment four questions will have to be addressed:

1. Has the student complied with any non-assessment-related requirements for the award of credit, e.g. have they met any prescribed level of attendance? If the answer to this is yes then question 2 may be disregarded.
2. Can the student remedy any failure to comply with non-assessment-related requirements before the end of the current academic year? In some cases this may be possible – where, for example, each student may have a prescribed set of clinical procedures or mechanical constructions to complete – but in many cases it will not. Examples might be cases where the student has failed to comply with requirements involving laboratory or tutorial attendance. If the answer to this question is no, the student will be refused credit for the course and will have to (where permitted) repeat the course if they wish to obtain credit for it.
3. Has the student completed 75% of the assessment in the course (or any higher requirement specified) and complied with any other assessment-related requirements? If the answer to this is yes, the grade for the course will be calculated in the normal way and the student will be awarded a grade H for any work not submitted (unless good cause applies, see below). If the answer to this question is no, then the question 4 must be asked.
4. Is it possible to remedy the assessment deficiency in the current academic year? The answer to this will usually be yes and, if it is, the student will be recorded as 'credit withheld' pending completion of the assessment. If the student completes the assessment at the next diet then a grade will be awarded for this and a course grade calculated and returned to Registry. If the student does not complete the assessment – for example, does not attempt the 'resit' – then a result of 'credit refused' will be returned. In some cases it will not be possible for the student to comply with assessment submission requirements, for example where the assessment is tied to laboratory work which cannot be repeated (where this applies, students must be notified at the start of the course that there will be no reassessment opportunity). In that case the student's result will be recorded in the first instance as 'credit refused'.

This process is set out in the following diagram



Example 4.A

Alan is taking a Level 1 course in Chemistry. One of the requirements for the award of credit for this course is that a student must attend at least 75% of the twelve laboratory classes. However Alan has only ever attended two laboratory sessions. Despite having completed all the assessment for the course he will be refused credit for the course because he has failed to comply with this requirement and the failure cannot be made good (labs not running during the summer).

Example 4.B

Ronnie is taking a Level 1 course in Politics. The assessment for this course includes a presentation (10%), an essay (20%) and an examination (70%). Ronnie has a grade for her presentation and has taken the examination, but she has not submitted the essay. Because she has completed more than 75% of the assessment she will be given a grade H for the essay and her grade calculated accordingly.

Example 4.C

Jimmy is a Law student. He is taking a course where the assessment consists of a project (one third) and an examination (two thirds). Jimmy has only taken the examination. Because he has completed less than 75% of the assessment and has an opportunity to resubmit the project he is initially recorded as Credit Withheld. He submits the resit project by the deadline. The grade awarded contributes to the calculation of the final grade for the course.

Example 4.D

Jackie is taking a Level 1 language course. The assessment includes coursework and an examination, respectively two sevenths (28.6%) and five sevenths (71.4%) of the final grade. Jackie completes the coursework but does not sit the examination. Because she has completed less than 75% of the coursework she is recorded as 'Credit Withheld'. She does not take the resit. Her final result is returned as 'Credit Refused'.

4.3 Honours assessment

§16.44 Where the outcome of a course contributes to a final honours classification the following procedure shall be adopted. In all cases the references to non-submission are to non-submission in the absence of good cause which is defined in §16.45(a).

- a) The extent of submission of honours assessment shall be determined as a percentage of the totality of summatively assessed work, based on the published assessment weightings required by the honours assessment scheme approved by Senate. The calculation of this percentage shall take into account all components of assessment over all courses contributing to the honours assessment, rather than being carried out on a course by course basis.
- b) If by the end of an honours programme a candidate has:
 - i) submitted 75% or more of the honours assessment, and
 - ii) complied with other requirements set out in School or Research Institute Instructions, the grade for any course in which they have submitted less than 75% of the assessment shall be calculated by awarding a grade H for any missed assessment and the grade for the course calculated in accordance with the scheme of assessment described in the School or Research Institute Instructions. This grade will be used for the purposes of honours aggregation.
- c) If by the end of an honours programme a candidate has submitted less than 75% of the honours assessment they shall be refused credit for any course in which they have submitted less than 75% of the assessment.

- d) Where a candidate has not completed all of the assessment for a course examined before the final year of the honours programme the grade for that course shall be returned as Credit Withheld. On completion of the honours assessment the grade for any such course shall be calculated as above.

Thus, for Honours, if a student fails to complete a non-assessment requirement for the award of credit then credit should be refused for that course. The result of this will usually be that the student will be ineligible for the award of an Honours degree as they will have insufficient credits.

The main difference from non-Honours lies in how we should arrive at whether a student has completed 75% of the assessment. This involves looking at all of the assessments prescribed for the student across all their Honours courses in the same way as is done for incomplete assessment (see examples at the end of [Chapter 5](#)). There are two possibilities:

1. The student has completed at least 75% of all of their prescribed Honours assessments. In this case a grade H will be awarded for each assessment not completed. The grade for each course may then be determined prior to the degree class being calculated as described in [Chapter 2](#).
2. The student has completed less than 75% of all of their prescribed Honours assessments. In this case the student's course grades will be determined as in (1) above except that, if they have completed less than 75% of the assessment of any individual course, they will be given a result of 'Credit Refused' for that course. The consequence of Credit Refused for any course will be that the student is ineligible for the award of an Honours degree.

At the end of the Junior Honours year, the calculation of the overall submission of assessment as outlined above will not be possible. Where a student has failed to submit coursework for any course that year, the result for this course should be recorded as 'Credit Withheld' pending the Honours board meeting at the end of the final year.

Example 4.E

Alex is a final year Honours student who has completed her finals, but has failed to submit coursework for two of the eight Honours courses she took. In each case the coursework is 50% of the final assessment of the course. This means that Alex has completed 87.5% of the Honours assessment. She will be given a grade H for the two missing pieces of coursework and the grade for each of the courses calculated accordingly. She will be able to graduate with an Honours degree, but her classification will be affected by the H grades.

Example 4.F

Hugh has come to the end of his finals. However he failed to sit one examination which contributed 75% of the marks for that course and failed to submit coursework in a further four of his eight courses. The coursework was worth 50% in three courses and 25% in the remaining course. Hugh has completed only 68.75% of his Honours assessment. He will therefore be refused credit for the course in which he failed to sit the examination and the three courses where he submitted only 50% of the assessment. He will have a grade H for the coursework in the other course, with the grade for that course calculated accordingly. However, because of the refusal of credit he will only have a total of 360 credits and will not be eligible for the award of an Honours degree.

Example 4.G

Denis has come to the end of his Junior Honours year and has completed all of the assessment required in his Honours courses apart from an essay worth 10% in the assessment of one course. His result for this course will be recorded as Credit Withheld and will be revisited at the end of his final year. If this is the only missing assessment he will then be awarded a grade H for it and his grade for the course calculated as usual.

Guide to the Code of Assessment – 5
Incomplete assessment resulting from good cause

5.1 Scope and definitions

5.2 Procedure

5.3 Outcomes

5.1 Scope and definitions

§16.45 For the purposes of §16.46 – §16.53 of these regulations:

- a) 'Good cause' shall mean illness or other adverse personal circumstances affecting a candidate and resulting in either:
- i) The candidate's failure to
 - attend an examination, or
 - submit coursework at or by the due time,¹ or
 - otherwise satisfy the requirements of the scheme of assessment appropriate to their programme of studies; or,
 - ii) the candidate's performance in examination or other instrument of assessment being manifestly prejudiced.

Good cause refers to the sudden onset of illness or adverse circumstances affecting the candidate. It is not intended to apply to chronic or persistent illness or to long-term adverse personal circumstances.² Where there is a chronic medical condition good cause shall only be established where the candidate's performance in assessment has been compromised by a sudden severe episode of the illness.

- b) 'Evidence' shall mean a report descriptive of the medical condition or other adverse personal circumstances which are advanced by the candidate for consideration as amounting to good cause. Such a report should include a supporting statement from an appropriate person as defined in the Student Absence Policy.³ Where the report refers to a medical condition of more than seven days' duration the report must be completed by an appropriate medical practitioner.
- c) The events described in paragraphs (i) and (ii) of paragraph (a) of this regulation shall constitute incomplete assessment.

These definitions establish at the outset that the regulations in this section are concerned with events in which a student either:

- a) misses an examination or a coursework deadline or otherwise fails to comply with the requirements of the course's scheme of assessment, or
- b) reports that they have submitted an impaired performance in an assessment.

These regulations will be invoked when the student reports formally that they were prevented by illness or other adverse personal circumstances from attending the examination or submitting the coursework, or similarly reports that illness or other circumstances affected their performance. The choice of the verb 'prevented' is deliberate; the regulations are not concerned with occurrences which have merely hindered the student and, while more or less trivial events or ailments might have a marginal impact on a student's performance, they must necessarily be written off as irrelevant in this context. The regulations are concerned only with more serious circumstances – called 'good cause' – which justify the student's missing an examination or coursework or turning in a relatively poor performance.

Good cause is concerned with **assessment** that has been affected. It does not cover an on-going, or chronic, situation that affects a student's attendance at classes/lectures or their ability

¹ §16.27 sets out penalties for late submission of coursework; these will not be applied in the event of good cause being demonstrated. In the event of coursework being submitted not more than five days late as a result of circumstances beyond the control of the candidate, the candidate may apply for exemption from these penalties - see §16.28. If a candidate is so permitted to defer submission of coursework, the 'due time' hereafter in these regulations will be the later time permitted. [Footnote in the Code.]

² A candidate experiencing chronic or persistent illness or long-term adverse personal circumstances is encouraged at as early a stage as possible to contact appropriate sources of support such as their Adviser of Study/Advising Team and the Disability Service. The [Fitness to Study Procedure](#) may be used to consider how best to support any such candidate in their studies. [Foot note in the Code.]

³ The [Student Absence Policy](#) is available online at https://www.gla.ac.uk/media/Media_129312_smxx.pdf. [Footnote in the Code.]

to engage in the learning during semester. A student who has been ill for a number of weeks during term may have been unable to complete the required learning and is likely to need advice about the possible courses of action, such as repeating affected courses. Footnote 2 (which appears as footnote 12 in the on-line *University Regulations*) highlights the fact that where adverse circumstances described by a student do not fall under the definition of good cause alternative procedures or sources of support should be considered.

A student's statement that they were prevented from attending, submitting or performing in assessment must be substantiated. For this purpose supporting evidence must come from someone professionally qualified, and/or otherwise familiar with the circumstances and their effect on the student, to write a medical or other report supporting the student's claim. If the student has claimed that they have been ill for a period of more than seven days, that claim will only be considered if it is accompanied by a report from an appropriate medical practitioner. In the event of a short-term worsening of a long-term condition, it is possible for a Disability Advisor to provide a supporting statement if the student actually consulted the Disability Service during the period when the difficulties were occurring.

5.2 Procedure

§16.46 It shall be the responsibility of the candidate to make relevant good cause circumstances known to the School or Research Institute responsible for the assessment by submitting a claim to MyCampus, which must be supported by appropriate evidence.⁴ The outcome of any claim shall be notified to the candidate as soon as reasonably practicable.

§16.47 Where incomplete assessment may be the result of good cause, notification later than five working days after the examination, or after the date at which submission of the work for assessment was due, shall not be taken into account unless circumstances have prevented the candidate from submitting a claim within this time. A candidate may not retract a claim of good cause more than five working days after the examination or after the date at which submission of work for assessment was due, nor after the date of publication of the results of the assessment, whichever date was earlier.

It is the student's own responsibility to ask for consideration under these regulations by submitting a claim of good cause in MyCampus. The claim must be submitted, together with the supporting evidence, not later than five working days after the missed examination(s) or coursework submission date(s). No later claim will be considered unless the student can also demonstrate that they had been unable to submit the claim at an earlier date. (If supporting evidence is not immediately available, the student should submit the claim within five working days and indicate that the evidence is to follow as soon as possible.)

§16.48 a) The primary responsibility for determining claims of incomplete assessment due to good cause shall lie with the appropriate Board of Examiners. However, should a meeting of the Board of Examiners not be anticipated until some significant time after the relevant examination or coursework submission date, the Head of School or Research Institute or nominee⁵ shall determine the outcome of a claim of good cause in consultation with the relevant Assessment Officer. Any such decisions shall be reported to the Board of Examiners at the next available

⁴ The mechanism for notifying the Head of School or Research Institute is MyCampus. In the event that this facility is not available, the candidate should contact the Head of School/RI or their nominee directly.

In cases where candidates present sensitive personal information which they are reluctant to discuss with more than one or two members of staff, a member of staff should be given responsibility by the Head of School or Research Institute for ensuring that relevant information is passed to appropriate colleagues in order that their circumstances may be taken into account.

Where a candidate is seeking an extension of more than five working days to a coursework submission date they should submit a claim of good cause to MyCampus but they are also advised to alert a member of staff such as Adviser of Studies or Assessment Officer to the claim in order that it may be considered promptly. [Footnote in the Code.]

⁵ The nominee of the Head of School or Research Institute with responsibility for considering such claims shall be indicated in the programme handbook. Such a nominee will typically be an Honours Convener, Head of Year, Programme Convener or holder of another similar senior role. [Footnote in the Code.]

meeting. Although the Board of Examiners may pass comment on such decisions, it may not overturn a decision where this would cause detriment to the candidate.

The general rule is that the relevant Board of Examiners must determine whether the evidence presented by the student is strong enough to justify the 'good cause' regulations being invoked. However, in practice, decisions as to whether a student has demonstrated 'good cause' often cannot wait for the next meeting of the Examination Board; it is then the Head of School/RI who makes this assessment. Their decision must be reported to the Board of Examiners, who may only overturn it where this would be to the benefit of the student. The Head of School/RI may delegate decision-making in this respect to senior role holders such as Head of Subject, Programme Convener or Head of Year. Decisions must be made in consultation with the Assessment Officer.

The regulations deliberately avoid describing cases that might be cited as examples of good cause and Boards of Examiners and Heads of Schools/RIs are invited to apply their teaching experience with their general knowledge and understanding to determine whether something has happened to significantly impact on the assessment and to justify the student's input to that assessment being set aside. The following general points may, however, be taken into consideration.

- The report should indicate clearly the relevant circumstances, and set out how they affected the student. If it does not do this the application must be refused.
- A distinction will be made at the outset between events affecting preparation for assessment and those which impact directly on performance in assessment. The timing and duration of the event are therefore of critical importance. Thus, comparatively minor health issues (particularly those of a gastro-intestinal nature) may have no significance for the assessment of coursework but could be critically important if coinciding with an examination.
- Students should be expected to make reasonable provision for misadventure in their preparation for assessment, particularly in respect to travel arrangements.
- When looking for evidence of a deterioration in performance coinciding with the reported event, it is important that examiners look at the student's performance in all assessment, not just the assessment(s) they report to have been affected.
- The significance of a bereavement cannot be accurately defined by place in family alone, and the sudden death of a friend or relative might have more impact than the anticipated death of a much closer relation.

§16.48 b) In considering claims of good cause:

- i) the evidence provided by the candidate claiming good cause, and any relevant and available material submitted by them for assessment shall be scrutinised;
- ii) fairness to the individual candidate claiming good cause must be balanced with fairness to other candidates and the integrity of the assessment as a whole;
- iii) it shall be determined whether the failure to attend an examination or to submit work for assessment has been justified by good cause;
- iv) in the event of the candidate having submitted work for assessment by examination or otherwise and where the circumstances described in the claim are accepted as constituting good cause, it shall be determined whether such work has been manifestly prejudiced by good cause. If such prejudice is established the work affected shall be deemed not to have been submitted, and the procedure in §16.50 followed.

A number of things have to be taken into account before a decision can be made as to whether 'good cause' has been demonstrated. The evidence provided by the student in support of the claim will be examined, and so too will any examination scripts and/or coursework that they have submitted as part of the course assessment. The question that the Board or Head of School/RI has to answer is: if the student has failed to attend an examination or submit work for assessment, was that failure justified in the circumstances? Alternatively, if the student has

claimed that the standard of their submitted work was reduced by reason of illness or other circumstances, does the evidence support the claim?

If the answer to the second of these questions is yes, the examination script or other work submitted for assessment will be set aside and the student's position will be the same as if the work had not been submitted. The Examination Board must not speculate as to the extent to which a submitted script may have been affected and attempt to determine an appropriate compensation. The University's long held position in such circumstances is that the Board is not competent to embark on such a task, and that the safest action is to set the affected script or other material aside on grounds that it could not be used with confidence as an indicator of the student's attainment of relevant intended learning outcomes.

Judgement on whether there has been manifest prejudice to a student's assessment performance should always be made, irrespective of whether the student has achieved the threshold grade (or higher) for the course in question (D3 for undergraduate programmes, C3 for PGT programmes). Judgement should be made taking into account the student's overall profile. Identifying manifest prejudice can be difficult particularly during the early stages of a student's career at the University. If a student submits a good cause claim in relation to the end of year exam, the Exam Board might have only a class test or piece of coursework available as evidence of prior performance. There are reasons why these may not provide reliable information about how a student might be expected to perform in the end of year exam. In the first year of an undergraduate degree programme, when there is least available evidence of other performance, a grade of D3 or above is generally sufficient and therefore the lack of clear evidence of manifest prejudice to performance is less of an issue. In second year, when grades determine entry to Honours, some evidence of previous performance, including on other courses, will be available. The view of Academic Standards Committee is that where Exam Boards are faced with difficult decisions they should carefully scrutinise all the available evidence but exercise doubt in favour of the student.

These regulations exist with the object of providing some relief for students who have been ill or the victim of adverse circumstances at a particularly unfortunate time, but decisions in favour of a student claiming 'good cause' cannot be taken lightly. Many students will have had problems of various kinds to overcome during the course of their studies and in their preparation for assessment, and an over-generous decision to accept a 'good cause' claim may be unfair to others and undermines the standard of all of the University's awards.

5.3 Outcomes

§16.49 Where it is determined that the evidence presented does not support the candidate's claim that they were prevented by good cause from attending an examination or submitting work for assessment, the assessment or assessments in question shall be treated as non-submissions. Where it is determined that the evidence presented does not indicate that the candidate's performance in assessment was manifestly prejudiced by good cause, their work shall be assessed as though no claim of good cause had been received. The candidate's grade for the course as a whole shall be calculated accordingly.

If the student's application for consideration under the 'good cause' provisions is unsuccessful, the outcome is the same as if no such application had ever been made - there are no shades of grey. Thus, the consequences of missing the assessment will follow, and the marks awarded for submitted work will be the marks that would have been awarded had no good cause claim been made.

§16.50 In the event of incomplete assessment arising from good cause being established the candidate shall, subject to §16.52, normally be expected to complete their assessment by attending the examination at a subsequent diet, or submitting outstanding work for assessment, if an opportunity to do so occurs within their period of study. In considering whether this requirement should apply, the desirability of the candidate's assessment being conducted in full should be balanced with the practical considerations and financial costs to the candidate and the University of providing a later completion date. Consideration should also be given to the

candidate's other assessment commitments to ensure that they are not unreasonably burdened. In order to permit such completion:

- a) a special sitting of an examination may be arranged, or the candidate may be required to attend for examination at a scheduled diet; and/or,
- b) a date for completion of non-examination assessment may be set;

as appropriate in the circumstances. In any such event, that sitting or submission shall be regarded as the candidate's first attempt if the examination or assessment missed would itself have been their first attempt.

If 'good cause' is established, the preferred remedy is for the student to be given another opportunity to complete the missing assessment. This may mean a new date for submitting coursework, or the student being required to take the missed examination at a future diet. If retaking a missed examination isn't an option, the Head of School/RI should consider a special replacement examination for the student. Before reaching such a decision the Head of School/RI is entitled to consider the costs and practicalities as well as the increased assessment burden that the student would carry forward as a result. For the purposes of regulations governing rights to reassessment, the rearranged examination or revised submission date will count as the student's first attempt if the examination or missed assessment would itself have been their first attempt.

Note: Once the good cause claim has been accepted it cannot be withdrawn by the student, i.e. a student whose claim is accepted and is asked to repeat the assessment cannot then elect to take the grade that would have been awarded to the original assessment.

§16.51 If the outstanding work, in respect of which good cause is established, is identified in regulations as a requirement for the award of a degree, this work must be submitted for the candidate to qualify for the award of that degree.

§16.52 In respect of work for assessment not excluded by §16.51, where it is determined that the evidence presented supports the candidate's claim that they were prevented by good cause from completing that work on or by the due time, and where no means of substituting an alternative assessment may be found, the following regulations shall apply:

- a) The extent to which the candidate's assessment has been completed shall be determined as a percentage, taking into account the relative weights attributed to the components of a complete assessment as published in the relevant assessment scheme approved by the Senate. The extent of such completion at sub-honours levels and on taught postgraduate programmes shall be determined on a course by course basis; at honours, the extent of completion of assessment shall be determined across the whole honours assessment.
- b) The Board of Examiners shall make an overall judgement of the candidate's work submitted for assessment, using as far as possible the standards and criteria applied in respect of the work of other candidates.
- c) Where the candidate has completed 75% or more of the work required for assessment, the Board of Examiners shall recommend an award or other outcome on the basis of the work completed.
- d) In respect of honours assessment,
 - i) where the candidate has completed at least 30% but less than 75% of the work required for assessment, an unclassified honours degree may be recommended if the completed portion is of honours standard, or, if the completed portion is not of honours standard, no award shall be made and the candidate will be regarded as not having been presented for assessment in the senior honours year;
 - ii) for the purposes of the award of an unclassified honours degree a candidate's failure, due to good cause, to achieve a grade D3 or above in a piece of independent work worth at least 20 credits shall not prevent award of the degree in terms of §16.51;
 - iii) where the candidate has completed less than 30% of the work required for assessment they will be regarded as not having been presented for honours assessment;

iv) in respect of courses where good cause is established in relation to no more than 25% of the assessment, a course grade shall be returned on the basis of the completed assessment; in respect of courses where good cause is established in relation to more than 25% of the assessment, the course grade shall be returned as MV; notwithstanding the return of an MV course grade, all components of assessment unaffected by good cause shall be included in the determination of the candidate's award in accordance with §16.52(c).

e) In respect of sub-honours and taught postgraduate assessment, where the candidate has completed less than 75% of the work required for assessment they will be regarded as not having taken the course.

§16.53 Where the Board of Examiners decides to recommend an unclassified honours degree or to make no award under §16.52(d)(i), this outcome shall be communicated to the Clerk of Senate together with a reasoned case for the decision. If the candidate has been recommended for the award of an unclassified honours degree, and has not previously refused such an offer, the Clerk of Senate shall invite them to accept that award. In the event of the award being declined, the candidate shall be regarded as not having been presented for assessment in the senior honours year and, subject to the requirement to comply with the maximum duration of study prescribed for the degree, shall be eligible to repeat the full senior honours year.

If it is impossible, impracticable or unreasonable to give the student an opportunity to fill the gap in their assessment, then - unless the missing work is identified in regulations as a requirement for the award of the degree (e.g. the achievement of at least D3 in a dissertation or other independent work worth 20 credits or more for the award of an Honours degree) - the following rules are applied to determine the fairest outcome overall. Although there are similarities, the rules are different for Honours and non-Honours assessment. In each case the question to be answered is "How much of the assessment has the student completed?"

For sub-Honours and taught postgraduate students the percentages and decisions are determined discretely on a course by course basis, taking into account the weights attributed to each component of the assessment.

Example 5.A

If three components, A, B and C contribute 50%, 30% and 20% to a course assessment, and the student misses only component C, he or she will have completed 80% of the assessment.

For Honours students, the question to be answered is "What percentage of the whole Honours assessment has the student completed?"

Example 5.B

Pat's Honours curriculum consists of two courses (A and B) carrying 60 credits, and four (C, D, E and F) carrying 30 credits.

Pat misses the examination in course C which is worth 50% of the course assessment and misses the examination in course D which is worth 60% of the course assessment. If she completes all other components of the Honours assessment, the answer to the question of how much has she completed will be:

$$\begin{aligned} & 100 - (50 \times 30 / 240) - (60 \times 30 / 240) \% \\ & = 100 - (1500 / 240) - (1800 / 240) \% \\ & = 86.25\% \end{aligned}$$

In Honours, sub-Honours and PGT, if the student has completed at least 75% of the assessment, the Board of Examiners will try to determine a grade or degree classification based on the work that the student has submitted.

In sub-Honours and PGT assessment, if the student has not completed 75% of the course assessment they will be regarded as not having taken that course.

For Honours students the rules are a little more complex. If the student has completed at least 30% of the work (but less than 75%), and if what they have submitted is considered by the Board of Examiners to be of Honours standard, the Board may recommend to the Clerk of Senate that the student be invited to accept the award of an unclassified Honours degree. The Board must bear in mind that an unclassified Honours degree can only be offered where a student is considered to have substantially completed the learning for the degree and where assessment is incomplete due to good cause; a student who had been affected by longer term difficulties, resulting not only in missed assessment but also missed learning would not be covered by the rules on incomplete assessment and good cause, and would therefore not be eligible for the unclassified Honours degree. A student in such a situation should instead be considered for a possible repeat year or for an exit award such as the ordinary degree.

If an unclassified Honours degree is offered, the student is at liberty to decline the offer in which event they will be regarded as not having been presented for Senior Honours assessment. The advantage for the student of this outcome is that they may present for Senior Honours assessment at a later date with the results of any previous attempts entirely discounted.

If the student has completed less than 30% of the assessment, or if the work submitted is not of Honours standard, the student will be regarded as not having been presented for Honours assessment and so may present for Honours assessment at a later date with the results of any previous attempts entirely discounted.

§16.60 Any questions of principle or procedure regarding the operation of the regulations governing incomplete assessment and good cause shall be determined by the Academic Standards Committee or, in respect of any individual case, by the Clerk of Senate.

Guide to the Code of Assessment – 6

Responsibilities of Head of School, Assessment Officers and other examiners

6.1 Head of School

6.2 Assessment Officer

6.3 Examiners

6.3.1 Internal Examiners

6.3.2 External Examiners

6.4 Timing and duration of examinations

6.1 Head of School

§16.54 Overall responsibility for management of the assessment scheme shall rest with the relevant Head of School¹ or Research Institute.

§16.57 The Head of School or Research Institute shall ensure that:

- a) all Internal Examiners, and especially those who are not members of academic staff of the University, receive appropriate training and other preparation relevant to their role in the assessment procedure;
- b) each External Examiner has access to the necessary information and assessment material required to assist them in reaching a reasonable conclusion on assessment performance, and has the opportunity to attend oral examinations and presentations where practicable.

§16.63 The method of marking (e.g. single marking, blind double marking, etc.) shall be made clear to candidates by the School or Research Institute.

§16.69 The Head of School or Research Institute shall ensure that the assessment scheme and its operation are monitored through the Annual Course Monitoring Report on the course.

§16.70 The Head of School or Research Institute shall encourage staff to take advantage of opportunities provided by the University to develop their knowledge of assessment procedures and practices with a view to ensuring that assessment schemes are effective and appropriate.

§16.58 The Head of School or Research Institute shall, for each course, appoint a member of academic, or academic related, staff as Assessment Officer with the following delegated responsibilities:

6.2 Assessment Officer

§16.58 ... a member of academic, or senior administrative, staff ... with the following delegated responsibilities:

- a) to ensure, in conjunction with the Course Co-ordinator or equivalent, that the relevant course documentation accurately describes the assessment scheme and corresponding procedures;
- b) to oversee the preparation of the relevant forms of assessment under secure conditions and ensure compliance with Senate's requirements in respect of printing of examination papers;²
- c) to supervise the arrangements for the assessment procedure including: the preparation of lists of candidates entitled to be assessed; procedures for recording the receipt of coursework at the time of its submission, and for safe keeping of such records, the anonymity of written work, where practicable, throughout its assessment; and any arrangements for candidates with special needs;
- d) to maintain throughout the assessment period the security of examination papers, other materials to be assessed and records, including examination attendance slips, relating to the procedure;
- e) to confirm arrangements for the secure collection and delivery of the completed scripts where appropriate;
- f) to ensure that all Examiners are conversant with the learning outcomes of the course, the intentions of the forms of assessment and the appropriate grading or classification scheme in use, and are supplied with marking schemes or other guides where these are employed;
- g) to convey provisional results and other information pertaining to the course, the assessment and the candidates to the External Examiner(s);

¹ Head of School means the Head or Heads of School or Schools responsible for the course, or other equivalent officers. [Footnote in the Code]

² The Senate's requirements are not published in the *University Regulations* but are set out in a memorandum of *Guidelines* sent out annually to teaching departments.

- h) to collate the provisional results of the assessment procedure and take all steps necessary to ensure their accurate reporting to the Board of Examiners;
- i) to report to the Board of Examiners on the conduct of the assessment procedure, in particular drawing to its attention relevant information pertaining to the circumstances and conduct of individual candidates and any alleged deficiencies in respect of the operation of the procedure;
- j) to convey the results authenticated by the Board of Examiners to the Registry;
- k) to oversee the maintenance of appropriate records of assessment outcomes for the purposes of subsequent monitoring of courses.

An individual Assessment Officer may be responsible for more than one course. Similarly, some or all of the duties detailed above may be undertaken by one or more individuals at School level for some or all courses.

Particularly in larger Schools, a School Assessment Officer may be appointed to have oversight of assessment in all courses, providing advice and guidance to course Assessment Officers and acting as a single point of liaison between the School and the Registry.

6.3 Examiners

§16.55 The Examiners for the scheme shall comprise Internal Examiners and External Examiners.

a) The Internal Examiners shall be:

- i) all members of academic staff who teach on the programme;
- ii) other members of academic staff appointed by the Head of School;
- iii) other individuals whose services are to be employed in the assessment process (e.g. Honorary Lecturers, Research Fellows Category A, Graduate Teaching Assistants, staff from Associated Institutions, etc.); such individuals must be nominated by the Head of School or Research Institute through College (or through the Education Policy and Strategy Committee in the case of Associated Institutions) to the Clerk of Senate for approval on behalf of Senate.

b) At least one External Examiner shall be appointed by Court on the recommendation of the Head of School or Research Institute and in accordance with the criteria and procedures agreed by the Senate (see §16.64 (a) and (b)).

§16.56 The Examiners, and the appropriate Assessment Officer(s) under the convenership of the Head of School or Research Institute (or their nominee), shall constitute a Board of Examiners for the purpose of determining the results of the assessment procedure.

§16.61 Examiners shall be responsible for the assurance of standards through the exercise of their academic judgement both directly in the assessment of candidates' work and indirectly in the design of specific forms of assessment involving mechanical grading operations.

§16.65 All examiners shall maintain the security of examination scripts and other materials to be assessed. Throughout the assessment process examiners must ensure that the identity of any candidate is not disclosed through any form of communication, including e-mail. Examination scripts and other assessed materials must be retained by Schools and Research Institutes for the periods [prescribed by Senate](#).

§16.66 a) Meetings of the Board of Examiners in respect of a particular course or programme shall be formally called and constituted, separately from other meetings such as School meetings. Subject to (b), all Examiners shall be members of the Board of Examiners and shall be invited to all meetings of the Board: the quorum shall comprise the Head of School or Research Institute (or their nominee), the Assessment Officer, an Internal Examiner and an External Examiner. If no External Examiner is present then written confirmation of the discharge of the functions of the External Examiner may be considered as equivalent to attendance. No person other than Examiners and others with direct responsibilities for examining and related administrative and clerical matters shall attend or observe meetings of the Board of

Examiners. The business of the Board of Examiners shall be minuted and particular records kept of the External Examiner's adjudications, comments and recommendations, as well as particular decisions made by the Board in respect of incomplete assessment, good cause and disciplinary matters. Returns of results shall be completed, checked by two persons and confirmed at the meeting of the Board of Examiners.

- b) In the case of joint or combined honours degrees the decision on classification of the honours degree for the programme shall be taken at a meeting of the subject Board of Examiners which takes place later. At such meetings the Board may be composed as set out in (a) for that subject or may involve a smaller number of members selected by the Board for that subject and representing that Board with power to agree a final classification on its behalf. The other subject will be represented by a number of members of the Board of Examiners for that subject. These representatives will have authority to agree the final classification to be awarded for the joint/combined honours degree and will convey the views of the earlier Board of Examiners, including those of External Examiner(s) present, to the later meeting. At the later meeting each of the subjects will have an equality of votes in determining the final degree classification. Where practicable the unapproved grades for the subject which has the later Board of Examiners meeting will be made available to the earlier Board of Examiners to enable it to discuss the final classification appropriate in light of these.

While the Code limits the number of people who should be present at a meeting of the Board of Examiners, it is acceptable to invite observers (such as School or RI Learning & Teaching Convener) with a view to promoting best practice in the conduct of Exam Board meetings.

Regulation 16.66(b) deals with the conduct of honours boards in the case of students taking joint/combined honours programmes. For example a student taking joint honours in Politics and Philosophy. In such cases the boards for the two subjects are unlikely to meet on the same day or to be able to meet together as a single joint board. In such cases the regulation sets out the following procedure, assuming that the Politics board meets first:

- a) Philosophy will, if not impracticable, pass on the unconfirmed student grades so that these can be considered by the Politics board.
- b) The Politics board will consider all of the student's grades and form a view on the outcome, though this might be constrained if the student's GPA is within the bands where the board has no discretion.
- c) Representatives of the Politics board will be identified and will have authority to attend the Philosophy board and agree a classification.
- d) Attendance at the Philosophy board may involve attendance at a meeting of the whole Philosophy board or it may involve meeting with representatives of the Philosophy board, who will have power to agree a classification on behalf of that Board.
- e) Regardless of the format of the meeting the two subjects have an equality of votes if a vote is required.

§16.67 If a Board of Examiners suspects, on the basis of evidence before it, that a disciplinary offence has been committed by a candidate in respect of the assessment, the Board shall invoke the provisions of the Statement on Plagiarism (see [Regulation 32](#)) or [Code of Student Conduct](#), as appropriate.

6.3.1 Internal Examiners

§16.62 Internal Examiners shall:

- a) have access to the relevant course documentation, possess an appropriate level of knowledge of the subject matter of the course, the course aims and the learning outcomes and the corresponding course materials;
- b) be provided with guidance as to how the grading or classification scheme is to be applied in the context of the particular assessment.

6.3.2 External Examiners

§16.64 External Examiners shall:

- a) hold an academic or professional post of an appropriate level of seniority;
- b) possess substantial prior experience of assessment at equivalent levels on behalf of institutions judged to be delivering and making awards of comparable standards. Exceptionally a professional nominee who lacks the required prior experience may be appointed provided at least one experienced External Examiner is also appointed for the same course;
- c) be appointed in accordance with the University's agreed procedures (see Appointment of External Examiners for Taught Courses at Undergraduate and Postgraduate Level [Regulation 23](#));
- d) have no potential conflict of interest or other impediment to the impartial discharge of the functions of external examining;
- e) discharge the following functions:
 - i) in respect of the design of the assessment scheme:
 - comment on the syllabus, learning outcomes and assessment scheme of the course and its delivery mechanism in the light of experiences of candidates' learning outcomes, comparable courses and awards elsewhere and developments within the discipline or field;
 - be consulted regarding proposals for the introduction or modification of a course;
 - ii) in respect of a given assessment diet:
 - comment on, in advance, all summative assessment instruments (or, in cases involving a high volume of continuous assessment, a sample may be provided for advance comment);
 - report on the overall standards achieved by candidates and in particular on the comparability of these standards with those of candidates on similar courses or programmes in other UK Higher Education institutions;
 - report on the relationship between these overall standards, programme specifications and published national subject benchmark statements;
 - assess the soundness and fairness of the implementation of the assessment process;
 - adjudicate where necessary, subject to the authority of Senate, over the grade to be awarded to any particular candidate;
 - certify contentment with the assessment outcomes prior to their publication;
 - provide an annual written report to the Principal as required by the University.
 - iii) in respect of meetings of the Board of Examiners:
 - attend in person at least one meeting of the Board per academic session.

§16.68 The Senate Office shall forward External Examiners' reports to Schools within eight weeks of receipt identifying points to which a response is required. The Head of School or Research Institute shall arrange for External Examiners' reports to be considered by a School or

Institute meeting and for appropriate responses to be made to specific recommendations made by the External Examiner: such responses to be conveyed within three months of receipt to the Senate Office.

§16.72 The Senate Office shall determine and administer procedures to be followed in respect of the appointment, reporting, remuneration and payment of expenses of External Examiners. Procedures shall include provision for the instruction of individual External Examiners to ensure that they understand and can fulfil their responsibilities.

School/RI procedures to identify and select appropriate individuals to perform the role of External Examiners frequently rely on personal contacts and direct, informal communication. External Examiners must, however, be formally appointed prior to their assuming responsibilities, including submission of advice in respect of syllabus and curriculum. Schools/RIs should be familiar not only with the appointment procedures to be followed but also with the conditions determined by Senate which must be satisfied prior to appointment. Schools should also be aware of the University's terms and conditions of employment of External Examiners. The Senate Office web pages include extensive [guidance for External Examiners](#) and [nomination and report forms](#).

In order to ensure continuity of cover, attention should be paid to the duration of appointments of External Examiners, and steps taken in good time to recruit successors. Specific responsibilities, and how they should be fulfilled, should be clearly set out and discussed prior to appointment. In addition, Schools/RIs should provide External Examiners with all relevant information relating to the courses in which they will have an interest.

6.4 Timing and duration of examinations

§16.14 Where all or part of a course's scheme of assessment consists of an 'end of course' examination, that examination shall normally be held within the academic session in which the course has been taught.

§16.15 The duration of an examination which occurs within the main examination diets, and which forms all or part of a course's summative assessment, is subject to a limit determined by the level at which the course is taught, its credit rating, and the extent to which the examination contributes to the summative assessment of the course as a whole.

§16.16 Where more than one such examination for the same course occurs within the main examination diets, the maximum duration prescribed in §16.17 - §16.18, and the references in the same clauses to 'examination', shall apply to these examinations in combination.

§16.17 The duration of an examination as defined in §16.15 where it contributes 100% of the course's summative assessment, may not, subject to §16.19, exceed the number of minutes prescribed in Schedule D.

§16.18 Where such an examination accounts for less than 100% of the course's summative assessment, the maximum duration of such an examination shall be determined by the product of that percentage (expressed as a decimal fraction) and the number of minutes appropriate to credits and level indicated in Schedule D. Where the result of this calculation is less than 60 minutes, the minimum duration shall be rounded up to 60 minutes and, otherwise, subject to §16.19, the result shall be rounded to the nearest multiple of 30 minutes.

§16.19 Where the calculated maximum duration is 60 minutes or 90 minutes, the College in which responsibility for the examination lies may approve an extension of 30 minutes where such an extension is justified by the nature and content of the examination.

§16.20 The examination duration determined by these regulations may be allocated to two or more individual examinations which may be 60, 90, 120, or (only in the spring examination period) 180 minutes in length, all of these durations being inclusive of reading time.

§16.21 The maximum durations prescribed in §16.17 - §16.19 shall not limit the provision in §24.7 - §24.9 to allow extra time to examination candidates with disabilities.

SCHEDULE D

Credits	Levels 1 & 2	Levels 3, H and M
10	90 minutes	120 minutes
15	120 minutes	150 minutes
20	150 minutes	180 minutes
30	240 minutes	240 minutes
40	330 minutes	330 minutes
60	480 minutes	480 minutes

Example 6.A

The end of course examination for a 20 credit level 1 course accounts for 60% of the course assessment. The maximum duration allowed for that examination is found by multiplying the number of minutes read from Schedule D by 0.6. Thus:

$$\begin{aligned} &0.6 \times 150 \text{ minutes} \\ &= 90 \text{ minutes.} \end{aligned}$$

In accordance with §16.19, the College may increase this by 30 minutes if appropriate.

The end of course examination for a 40 credit masters course accounts for 80% of the course assessment. The maximum duration for that examination is determined by multiplying the number of minutes obtained from Schedule D by 0.8. Thus:

$$\begin{aligned} &0.8 \times 330 \text{ minutes} \\ &= 264 \text{ minutes} \\ &\approx 270 \text{ minutes (rounded to the nearest multiple of 30)} \end{aligned}$$

In accordance with §16.20, this may be divided into two examinations of, say, 90 and 180 minutes (main spring diet) or three of, say, 60, 90 and 120 minutes.

The assessment for a 30 credit Honours course consists of a written test conducted in class time (20%), an essay (30%) and an end of course examination (50%).

The class test does not reduce the time available for the examination whose duration is determined by multiplying the number of minutes obtained from Schedule D by 0.5. Thus:

$$\begin{aligned} &0.5 \times 240 \text{ minutes} \\ &= 120 \text{ minutes} \end{aligned}$$

§16.71 Where an examination is a component of a summative assessment scheme the Head of the Registry shall, in conjunction with the Assessment Officer responsible for the course:

- a) determine a suitable date and time for the examination;³
- b) allocate adequate accommodation, scripts and other materials as appropriate for the number of candidates to be examined;
- c) provide for secure delivery of the examination paper(s) to the accommodation.

The Head of Registry may delegate all or part of this to the Assessment Officer responsible for the course.

³ In scheduling examinations, the Registry shall take reasonable steps to ensure that no candidate is normally required to sit more than three examinations in two days and shall avoid, as far as possible, a candidate sitting a morning examination the day after an evening examination. [Footnote in the Code.]

Written examinations generally place Schools/RIs in competition with each other for suitable accommodation. Students should have adequate time for preparation between the end of teaching and the end-of-course assessment but this can be jeopardised by other timetabling constraints. In order to minimise waste and inefficiency in the timetabling process the information exchanged between the Registry and Schools/RIs should be as accurate as possible. Incorrect candidate lists lead to waste of space and time, and generate uncertainty for invigilators. Effective communication should be established and maintained between Assessment Officers, Advisers, Disability Co-ordinators and the Examinations Section of the Registry.

The constraints on examination accommodation should be taken into account during the design of schemes of assessment if there is no compelling reason for preferring a long written examination to a shorter one or to an alternative form of assessment.

The centralised system for delivery of examination papers and appropriate script books requires that Schools/RIs respect printing and information return deadlines and, to that end, maintain efficient control of preparatory proof reading and correspondence with External Examiners.