

## Guide to the Code of Assessment – 1

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

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## 1.1 Courses and course credits

§16.1 Each approved course<sup>1</sup> 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).<sup>2</sup> 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 assessment 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?

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<sup>1</sup> 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.]

<sup>2</sup> Information about the SCQF may be obtained at: <https://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 Assessment methods and Intended Learning Outcomes (ILOs)

There are two important types of assessment: [formative](#) and [summative](#). Formative assessment is an unmarked assessment that allows the students to practise the skills needed for the summative assessment. Formative assessments carry zero credit weighting toward the final mark and can sometimes be completed several weeks before a summative deadline. Formative assessments are the best chance for students to get feedback on their work and use that feedback towards improvement on future work. Summative assessment is a marked assessment that helps determine the final mark on a course. Summative assessments are often completed at the end of a course but may take place throughout.<sup>3</sup>

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.

Information on effective assessment and ILO design can be found at the [Assessment & Feedback Resources Hub](#).

### 1.4 Components of assessment

Components of assessment will be the individual assessments described in the Course Specification for the course, e.g. individual exams and other types of assessment. 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 or a series of weekly quizzes. These individual events will be sub-components of the component of assessment.

§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 assessment shall not be regarded as sub-components.

### 1.5 Assessment information, including rules on Moderation and Second Marking

§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, second marking), procedures for moderation of summative assessment, 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;
- d) candidates shall be supplied with relevant information on assessment criteria and on schemes for grading, classification and aggregation.

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<sup>3</sup> 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.

The Code highlights the importance of explaining to students how they will be assessed. This includes providing information on how assessed work will be marked and moderated.

### *1.5.1 Moderation and Second Marking of Summative Assessment*

It is recognised that there is currently a variety of practice (and of nomenclature) around moderation and second or double marking within the University. To aid consistency, the following guidance should be applied to the approach to summative assessments. (Guidance on formative assessments is provided at the end.)

#### *a) Definitions*

##### *i. Double marking*

All assessments are independently marked by more than one marker; neither has access to the grades or the comments of the other.

##### *ii. Second marking*

This involves independent marking of an assessment by more than one marker. The second marker will have access to the comments of the first marker and to the grades awarded by that marker.

Both double marking and second marking may require some additional procedures to be specified e.g. in respect of resolving differences between the grades assigned by each marker.

##### *iii. Moderation*

This is really a process of review to check consistency of grades awarded for an assessment, normally through sampling the assessment. This may involve some second marking of individual assessments and thus may require some additional procedures to be specified e.g. in respect of selecting the sample of assessments that are to be moderated, resolving differences between the grades assigned by the marker and moderator, and/or implementing procedures to address where grade differences are seen across a number of moderated scripts.

#### *b) QAA Guidance*

The [QAA UK Quality Code<sup>4</sup> for Higher Education Advice and Guidance on Assessment](#) contains some general advice in relation to marking and moderation which informs the remainder of this guidance note.

The QAA UK Quality Code states that:

“(p)rocesses for marking assessments and for moderating marks should be clearly articulated and consistently operated by those involved in the assessment process.

Internal moderation is a process separate from marking and provides assurance that assessment criteria have been applied appropriately, reflecting the shared understanding of the markers.

Moderation focuses on the marks awarded to the full set of assessed work for an assessment, course or programme, in the context of the academic standards for the award. It is therefore separate from the question of how differences in marks between two or more markers are resolved<sup>5</sup> and is not about making changes to an individual student's marks.

Staff [should be] clear how moderation will be conducted – for example, through sampling assessed work, reviewing all the marks awarded, and providing opportunities for discussion between moderators to develop shared understandings.”

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<sup>4</sup> References are to the Quality Code 2018, pending publication of Advice and Guidance on the Quality Code 2024.

<sup>5</sup> Guidance in relation to how such disagreements can be resolved is provided in **d**).

### c) *Second Marking and Moderation: General Points*

The aims of moderation and second/double marking are to ensure that appropriate standards are being applied in assessment and that they are being applied consistently across the cohort of students being assessed.

In some cases, it may be possible to achieve these aims without the processes of moderation or second/double marking, as set out in **d) i. - v.** below. Exceptions where this is the case might include multiple choice examinations or assessments where it is possible to use highly prescriptive marking schemes. There may also be cases where the contribution of an individual assessment to the overall course grade is very small, and the resource required to carry out processes of moderation and second/double marking would be disproportionate. See **d) vi.** for guidance on the appropriate quality assurance steps that should be taken in these cases.

Regardless of whether moderation or second/double marking is carried out, processes must be in place for ensuring that grades are accurately recorded and that any calculations involved in arriving at a grade have been correctly carried out.

### d) *Marking and Moderation Practice*

#### i. Non-honours undergraduate assessments

Individual summative assessment components which form part of the assessment scheme for a non-honours undergraduate course do not require to be second/double marked but must be **moderated**.<sup>6</sup>

The process of moderation will depend to some extent on the particular marking arrangements for the work that has been submitted. Where all the submitted assessments have been marked by the same marker, then a sample of the marked assessments should be reviewed by another marker, who should also have access to a complete list of the grades awarded for the assessment. The sample should consist of 10% of the marked assessment (subject to a minimum of 10 and a maximum of 25) **plus** all those assessments which have been graded at E1 or below. The sample should cover the whole range of grades awarded by the initial marker.

Where marking of the same piece of work (e.g. the same essay or exam question) is shared between two or more different markers, moderation should involve two processes. First there should be an initial discussion involving those who are undertaking the marking. This could take place before marking has started and be focussed on an outline answer and marking plan. Alternatively, the meeting could take place after a small number of assessments have been graded by each marker and considered by the person with overall responsibility for marking the assessment.

The second stage in the moderation process will involve the moderator considering a sample of the assessments drawn as before. This sample should include assessments marked by each of the initial markers.

As was noted in **b)**, moderation is not generally about making changes to an individual student's marks. However, both processes of moderation described above can result in disagreements between the initial marker and the moderator:

- A **minor disagreement** is where there is a difference of no more than two secondary bands<sup>7</sup> in the grades awarded for an individual question or (consequential to differences in individual question grades) in the grade for the assessment as a whole.

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<sup>6</sup> Separate to the moderation process, a marker may ask for a particular assessment to be second marked where the first marker indicates that they would benefit from further comments and discussion about the assessment e.g. if it is adjudged to be very close to a borderline.

<sup>7</sup> This applies to work marked under Schedule A. Even if the disagreement goes across a primary band boundary, e.g. B1 and A4 would still constitute minor disagreement.

- Where the difference is more than two secondary bands, this is referred to as a **major disagreement**.<sup>8</sup>
- Differences between the initial marker and moderator are **consistent** if they show a consistent pattern across the whole moderation sample – i.e. where the moderator would consistently have marked differently across the entire sample.
- Differences between the initial marker and moderator are **not consistent** if they do not show a consistent pattern – i.e. the initial marker's grade is sometimes higher and sometimes lower than the moderator with no clear tendency to lie in one direction or another.

Disagreements between the initial marker and moderator should be addressed as follows:

#### **Differences which are consistent**

- Where there are only **minor disagreements** between the marking of the moderator and that of the initial marker, an attempt should first be made to resolve each disagreement by discussion between the initial marker and moderator. Where this does not resolve the disagreements, a further sample of the assessments should be selected and reviewed by another moderator.<sup>9</sup> If the view of the second moderator aligns with that of the first moderator, all the grades awarded by the initial marker must be reconsidered by the initial marker in the light of the feedback from the two moderators. If, however, the view of the second moderator aligns with that of the initial marker, an attempt should be made to resolve the disagreement by discussion amongst all three parties.
- Where there are **major disagreements** between the marking of the moderator and that of the initial marker, again a further sample of the assessments should be selected and reviewed by another moderator. Again, if the view of the second moderator aligns with that of the first moderator, all the grades awarded by the initial marker must be reconsidered by the initial marker in the light of the feedback from the two moderators. Again, if the view of the second moderator aligns with that of the initial marker, an attempt should be made to resolve the disagreement by discussion amongst all three parties.

#### **Differences which are not consistent**

- Where there are only **minor disagreements** across the sample, there should be a discussion between the moderator and the initial marker about each disagreement. Following this discussion, in individual cases the initial grade (and, where appropriate, the feedback provided to the student) may be adjusted – with the basis for the agreement on the mark awarded being noted in each case.
- Where there are **major disagreements** between the marking of the moderator and that of the initial marker, an attempt should first be made to resolve each disagreement by discussion between the initial marker and moderator. Where this does not resolve the disagreements, a further sample of the assessments should be selected and reviewed by another moderator. If the view of the second moderator aligns with that of the first moderator, all the grades awarded (and the feedback provided) by the initial marker should be reconsidered by the initial marker in the light of the feedback from the two moderators. If, however, the view of the second moderator aligns with that of the initial marker, an attempt should be made to resolve the disagreement by discussion amongst all three parties.

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<sup>8</sup> Where work is marked on Schedule B, all differences between markers should be considered major disagreements.

<sup>9</sup> For example, the course coordinator, if not already involved in marking or moderation, or another marker.

Where, following any of the above moderation processes, there is a continued disagreement between the initial marker and the moderator(s), further steps may be taken to resolve this disagreement, as set out in **d) iv**.

ii. Honours and taught postgraduate assessments

Unless these assessments take the form of closed, automatically-marked formats<sup>10</sup> such as multiple-choice examinations (see also c) above), all summative assessments for Honours and taught postgraduate courses must involve some degree of **second** or **double marking**. Following completion of second/double marking, any subsequent moderation would be carried out as described in **d) i**.

In the case of coursework and examinations, as a minimum this should involve **second marking** of a sample of the work. This sample should constitute at least 10% of the assessments (or at least 10, where the student cohort is less than 100) and should include, for Honours and postgraduate certificate/diploma courses all assessments graded at E1 or below, and for postgraduate taught masters courses all assessments graded at D1 or below.<sup>11</sup> Care must also be taken, in selecting the sample, to ensure that no student is (dis)advantaged through initially (not) being selected for second marking – e.g. compared with another student whose assessment **is** selected for second marking and, as a result, whose grade is adjusted. For example, where a **consistent** pattern of disagreements between the first and second markers is identified, a further sample should be selected for second marking, or all relevant work<sup>12</sup> should be second marked.

Where a single piece of assessment constitutes the whole assessment for a particular course, or where the course constitutes the independent work required for the award of an Honours or masters degree, all of the assessments should be second marked, i.e. with a 100% sample,<sup>13</sup> or (preferably) double marked.

Where there is disagreement between the first and second markers, an attempt should first be made to resolve this disagreement by discussion between the two markers. Where this does not resolve the disagreement, further steps may be taken to do so, as set out in **d) iv**.

In addition to second/double marking of assessments, a process of moderation may also be appropriate to check the overall consistency of the grades awarded for the assessment. See **d) iii**. for further guidance on this point.

Where appropriate, GTAs and adjunct staff may be involved in (first or second/double) marking work that counts towards a student's final award, such as at Honours level or, exceptionally, on PGT programmes.<sup>14</sup> In this situation, the provision of appropriate guidance and support is particularly important.<sup>15</sup> In determining whether such involvement is appropriate, relevant considerations will include a GTA's previous marking experience and the nature and level of detail of the marking rubric.

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<sup>10</sup> These automatically-marked formats should, nevertheless, still be subjected to spot checks to validate their accuracy.

<sup>11</sup> Exceptional cases, where 100% of the assessments should be second/double marked are highlighted in the next paragraph.

<sup>12</sup> "Relevant work" here means the only part of an assessment (e.g. an individual question or essay topic) where the consistent pattern of disagreements is observed. It would not be necessary to second mark *all* parts of an assessment if moderation identifies that a consistent pattern of disagreements is identified in only one part of the assessment.

<sup>13</sup> It is recognised that second marking of a 100% sample differs from double marking only insofar as the second marker will have access to the comments of the first marker and to the grades awarded by that marker.

<sup>14</sup> Further policy guidance is available concerning '[Postgraduate Students \(GTAs\) Who Teach](#)'.

<sup>15</sup> For example, when a GTA carries out Honours or PGT marking for the first time, best practice would be for all the assessments to be second marked by a more experienced marker.

### iii. Second marking versus moderation?

**D) i. and ii.** presented guidance on the practice of moderation and second marking in the context of non-Honours and Honours/PGT assessments respectively. The question then arises: where an assessment has been second or double marked, is moderation still required? In principle the answer may still be “yes”, since (as was noted in **b)**, quoting from the QAA guidance) internal moderation is in principle a separate process from marking, designed to provide assurance that assessment criteria have been applied appropriately.

If, however, there is broad agreement between the grades assigned by first and second markers for an assessment, this already provides an indication that the assessment criteria have indeed been applied correctly – although an additional, objective calibration via internal moderation of a sample of the assessments, e.g. following the steps set out in **d) i.**, may still be useful. Such an approach could be particularly useful where an assessment has been second or double marked, but with each pair of markers only marking a subset of the student cohort. The value of an additional moderation step would, then, principally be to verify the consistency of the marking across those different subsets, each marked by a different pair of markers.

In summary:

- Where all assessments have been second/double marked, and the first and second markers have marked **every** student’s assessment, an additional moderation step is not obligatory but may still be advisable where there are consistent disagreements between the first and second marks initially awarded for a significant number of the assessments.
- Where all assessments have been second/double marked, but with different pairs of first and second markers assessing different subsets of the student cohort, an additional moderation step may be useful to verify the consistency of the marking across the cohort.
- Where a subset of the assessments has been second marked, an additional moderation step may again be useful to verify that the sample of assessments for second marking is appropriately representative of the cohort as a whole and that the assessment criteria have been applied appropriately.

### iv. Resolving disagreements

Where the process of second (or double) marking or moderation results in a disagreement between the grades awarded, there should be an initial discussion between the marker(s) or moderator(s) to resolve differences and to agree on a mutually acceptable grade and, where appropriate, the feedback to be provided to the student. If no agreement is possible following this discussion, the course coordinator<sup>16</sup> should intervene and seek to establish agreement or, should this still not be possible, to take a decision on which grade should be awarded.

Where there are such cases, the sample of assessments reviewed by the external examiner should include some of those assessments where there was disagreement, and the external examiner should be asked for their view on the resolution adopted. The final decision on the grades awarded is, of course, a matter for the Board of Examiners in the light of the advice from the external examiner.

### v. Recording of the moderation process

It is important for a record of moderation to be kept which will confirm, for each assessment:

- who moderated the work,

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<sup>16</sup> Or, if the course coordinator is one of those involved in the marking or moderation process, the Head of School or their nominee.



- that the number and percentage of items moderated was in line with this guidance,
- details of any outcomes of the moderation process, e.g. resolving of disagreements.

Where there is disagreement, this should be recorded, as should the process by which the disagreement was resolved and the outcome of that process. If agreement was ultimately not possible the steps taken, for example referral to the external examiner, should be recorded. This record should be retained and made accessible to the Board of Examiners if required.

With the exception of cases where there is disagreement, Schools should not routinely keep a record of which items were moderated or of the individuals whose work was moderated.

vi. Exceptions to the use of moderation and second marking

**Where a decision is taken that the form of assessment used, and the approach to marking it, means that appropriate standards of marking and consistency can be achieved *without* using the processes described in d) i. - v., there must be a clear rationale for this decision.**

There may be cases where it is difficult to carry out second marking and/or moderation, for example in the assessment of presentations, live performances or work carried out in laboratories or tutorials. However, even in such cases, wherever it is possible to involve more than one marker in the process of assessment – for example, by involving a second marker in assessing a student presentation – then this should be done, and an agreed mark reached for the assessment. (It may also, in some cases, be practicable e.g. to make a recording of all, or a sample, of a particular type of assessment which can then be used afterwards in the process of moderation.)

Where second/double marking and/or moderation (in the sense of reviewing a sample of the work assessed) is deemed to be impossible or impractical, then the following three steps should nevertheless be taken:

- Firstly, the rationale for **not** carrying out second/double marking and/or moderating a sample of the assessed work should be considered and agreed by the Head of School or nominee and communicated to students through course documentation.
- Secondly, the criteria for marking the assessment should be clearly articulated and discussed with an external examiner before the assessment is undertaken for the first time and communicated to students, ideally through course documentation. Ideally, before marking is undertaken, those involved in marking the assessment should meet to arrive at a shared understanding of the criteria and how they should be applied. The use of marking rubrics, which should also be made available to the external examiner(s) and students is strongly recommended.
- Thirdly, where assessments are marked by more than one marker, after the grades for the assessment have been received the course coordinator should review the grades awarded by each marker. Where these appear to be significantly out of line<sup>17</sup> with grades awarded by other markers the course coordinator should discuss this with the marker concerned<sup>18</sup> and then make any necessary adjustment to the grades.

### **1.5.2 Purely Formative Assessment**

Where purely formative assessments are marked by more than one person it is important that processes are put in place to ensure consistency of marking and of feedback so that: (a) students are reassured as to the reliability of the grade awarded; and (b) students are treated fairly in terms of quality of feedback.

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<sup>17</sup> Guidance on what would constitute a major, as opposed to a minor, difference is provided in d) i.

<sup>18</sup> It is understood that there may be instances where the course coordinator is the sole marker of the assessed work. In this case, another identified person should be involved in the process.

## 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 & Feedback Resources Hub](#) contains extensive guidance regarding the provision of valuable feedback to students. Students should be made aware that assessment outcomes remain provisional until they are confirmed or otherwise by the appropriate Exam Board.

A separate University policy is available 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 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 Honours programme involves two or more subjects, the way in which the results of assessment are to be aggregated, averaged or profiled to produce an overall classification of the degree should be agreed when the degree is approved.

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 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 delivered directly from Schools to students rather than reported to the Registry.<sup>19</sup> (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 familiarise themselves 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

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<sup>19</sup> Schools need to be aware of the privacy protection rights of students under data protection legislation, and advice may be obtained from the [Data Protection and Freedom of Information Office](#).

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 imply the student's qualification to graduate. As there are circumstances (e.g. where a Progress Committee has exceptionally 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. Results will not be published for any student who has a tuition fee outstanding. The Registry can be contacted for further guidance on this.

Results deadlines, by which Schools must submit results for each of their courses, are published on the Registry website for student use.

## 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 Provision for disabled students

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

- 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](#));

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 the needs of disabled students as well as promoting disability equality within their School. While arrangements for extended examination times and separate accommodation for any on-campus exams are largely dealt with centrally, Schools should ensure that needs relating to course documentation, in-course assessment and online exams 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 other medical condition, are covered under the Equality Act and should be encouraged to seek advice at an early stage from the Disability Service. The Service also 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.

### 1.11 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, and the Exam Board determines the correct 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 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.

### 1.12 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.

### 1.13 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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## 2.1 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. Documentation relating to courses and programmes shall indicate where [Schedule A](#) and [Schedule B](#) verbal descriptors shall apply.

§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.

Unless changes are approved through the course approval process, the same assessment methods will be used every year a course is delivered. However, the actual tasks set for students may vary from year to year. In particular, examination questions should vary from year to year; assessments such as 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:

- 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. For example, 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 [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.

On professional programmes, students are typically required to obtain at least grade D0 in each competency assessment.

## 2.2 Submission of Summative Assessment

### 2.2.1 Assessment (other than examinations): Penalties for late submission

§16.25 Deadlines for the submission of work 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.

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

§16.26 Except as modified by §16.27, the primary grade and secondary band awarded for work 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 within 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 online assessment submission:* Where an online assessment 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. 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. Any corrected submission received after the assessment deadline will be subject to a late penalty in line with §16.26.

§16.26(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. As the University's 'working days' are Monday to Friday, submission deadlines should not be set on a Saturday or Sunday.

#### *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 assessment are subject to penalties for late submission in the same manner as full assessment 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 until after 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 or project. 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 some 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.

*When does 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. The default position is 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. In the case of online assessment submissions, this may be managed through publication of the date after which the submission portal will have closed, meaning that no further submissions will be accepted after that date. §16.26 a) ii) also notes that in those cases where feedback is returned to the class quickly (not more than five working days after the submission deadline), if a student submits after feedback has been returned but still within five working days of the deadline, the work should be graded H rather than being treated as a non-submission.

### 2.2.2 Assessment (other than examinations): Deferral of deadlines

§16.27 A candidate who is unable to submit the assessment 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 §16.26 (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<sup>1</sup> or less:

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<sup>1</sup> For the purposes of this Code, Monday to Friday are counted as working days except when the University is closed for a [public or other Holiday](#). Saturdays and Sundays are not counted as working days.

- i) The application will be submitted to,<sup>2</sup> and considered by, the person (normally the course convener) identified in course documentation as responsible for the assessment.<sup>3</sup>
- ii) The outcome of the application will be determined at the discretion of the person responsible for the 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.<sup>4</sup>
- 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).<sup>5</sup>
- ii) The Head of School<sup>6</sup> 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 the assessment in accordance with the published date, deferral of the submission deadline will be granted<sup>7</sup> 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 assessment in accordance with the published deadline, the

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<sup>2</sup> Candidates will be advised of the process in operation locally for making such an application. [Footnote in the Code.]

<sup>3</sup> 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 for ensuring that relevant information is passed to appropriate colleagues in order for extensions to be considered. [Footnote in the Code.]

<sup>4</sup> Where in accordance with §16.26(a)(ii) feedback on assessed work is returned within 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.]

<sup>5</sup> In the event that this facility is not available, the candidate should contact the Head of School 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 for ensuring that relevant information is passed to appropriate colleagues in order for extensions to be considered. [Footnote in the Code.]

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.]

<sup>6</sup> The nominee of the Head of School with responsibility for considering such claims shall be indicated in the programme documentation. 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.]

<sup>7</sup> 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.]

candidate will be informed<sup>7</sup> that the published deadline will apply and if the candidate fails to submit by the deadline late penalties will be imposed in accordance with §16.26.

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

#### *Extensions for undergraduate dissertations*

Extensions claimed through Good Cause might only be slightly longer than five working days but they could also cover the situation where a significantly longer extension is necessary. One such situation is where a critical period in the student's preparation of their undergraduate dissertation is impacted by adverse personal circumstances or illness. While such disruption might in time only result in the need for an extension of a couple of weeks, it is also possible that the disruption is so significant that staff consider the most appropriate response to be an extension that allows the student to put on hold their work on the dissertation and return to it after completing the April/May assessment diet. While such a lengthy extension may be necessary, there are a number of factors that make it less than ideal: the fact that the student's graduation will be delayed from July to November/December; the possibility that availability of appropriate supervisory staff after the assessment diet is limited; the fact that a student might lose momentum with the dissertation, needing to return to it after the rest of their cohort have completed their studies. In light of these factors, there may be a period when adverse circumstances have come to light and staff wish to reserve judgment on the extension that will work in the student's best interests. Supportive discussions with the student at this time will be important. However, it is appropriate that a long extension should be confirmed as soon as the need for it has been agreed.

Students must complete their undergraduate dissertation prior to the end of their Senior Honours academic session. Where a long extension is granted for the undergraduate dissertation, the final submission deadline must be no later than the formal end of the academic session. If an extension beyond the end of the session is required, approval must be sought from the Clerk of Senate. Staff should be aware that approval would normally only be granted if it was deemed a reasonable adjustment made in light of a student's disability.

**Note:** In relation to the undergraduate honours dissertation, it is particularly important that students raise any difficulties in good time, allowing an extension to be granted where appropriate. The requirement for at least a D3 to be achieved in the dissertation cannot be set aside through a Good Cause claim. Similarly, a Good Cause claim for 'affected performance' cannot be made in relation to the dissertation. (In other words, a student who has submitted the dissertation cannot submit a Good Cause claim seeking an opportunity to resubmit at a later date.)

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.

### 2.2.3 Online Examinations and Late Submission

16.28 (a) Information regarding the format and submission timings of online examinations will be provided to candidates in advance of the relevant examination diet.

b) It is the candidate's responsibility to ensure that the correct version of their online examination is submitted.

c) In the event that a candidate does not submit by the end of the scheduled examination time<sup>8</sup> the following will apply:

- i) where a late submission window is available for the examination and the candidate submits within that window a late penalty will be applied: the submission will be graded H;
- ii) where a late submission window is available and the candidate does not submit by the end of that window, the examination will be treated as a non-submission;
- iii) where no late submission window is available the examination will be treated as a non-submission.

d) A candidate who is unable to submit an online examination by the end of the scheduled examination time due to good cause, as defined in §16.45(a) Incomplete Assessment resulting from Good Cause, may make an application under the procedures set out in §16.45 - §16.53:

- i) for a waiver of the late penalty described in §16.28 (c) (i); or
- ii) where in accordance with §16.28 (c) (ii) or (iii) the examination is treated as a non-submission, for the outcome described in §16.50 to be applied.

Different categories of exam have different scheduled exam times. These will be stated when the exam timetable is published. Any exam submitted after the end of the scheduled exam time will be 'LATE' and will be graded 'H' (zero grade points). Examples of the different categories of exams and their scheduled timings are given in the [Appendix](#).

§16.28 (b) states that it is the student's responsibility to submit the correct version of their answers:

- A blank or unreadable submission will be graded 'H'.
- The same will apply where the student fails to follow the instructions on uploading their answers (e.g. providing a link to a SharePoint site rather than uploading a file).
- A submission that the student subsequently claims was a draft or incorrect version will still be the version that is marked.
- For exams where it is possible to make more than one submission, the final submission will be taken as the student's attempt and will be marked. If the final submission is late, the exam submission will be counted as late (earlier submissions cannot be counted even if they were submitted before the end of the scheduled exam time). In an exam which includes different parts which are submitted separately, the final submission of each part is the one that will be marked. Exam instructions will indicate whether it is possible to make more than one submission.

#### *Late submissions*

Students are responsible for monitoring and managing the time scheduled for an exam. For most online exams it will be possible to submit late, but there is some variation in how this works. For each exam, the exam front page will explain the situation for that exam. A submission received after the end of the scheduled exam time will be regarded as late. For most online timed exams, the

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<sup>8</sup> Illustrations of the different formats of online examinations and their submission windows are given in the [Guide to the Code of Assessment](#). [Footnote in the Code.]

scheduled exam time will include a specified period of time to complete the exam and then a further 30 minutes for the upload of answer file(s).<sup>9</sup>

For example, for a 'two hour' exam students will have two hours for completion of the exam and an additional 30 minutes for the upload of answers, i.e. the 'scheduled exam time' is a total of two and a half hours. For students who have been assessed by the Disability Service as requiring extra time, the scheduled exam time will be increased by the appropriate amount (see examples in the [Appendix](#)).

For most online exams, technically it will be possible for students to make a late submission in Moodle up to two hours after the end of the scheduled exam time. After two hours, submission will not be possible and the exam will be treated as a non-submission.

A late submission will be graded 'H'. This means it will carry zero grade points but will be treated as a 'submission' for the purposes of the award of credit. A submission received immediately after the end of the scheduled exam time will be treated in the same way as one submitted up to two hours late.

### *Exceptions*

1. *Timed exam within 24 hours, where the student is required to upload their completed answers.*  
At the end of each student's scheduled exam time Moodle will 'auto-submit' the uploaded file(s). Students will have no further access to the exam and will no longer be able to submit their completed answers to Moodle. In order to facilitate a 'late period', students who have not submitted their completed answers by the end of the scheduled exam time will be able to submit by e-mailing their file(s) to the School in accordance with instructions on the front sheet of the exam. Submissions made direct to the School in the two hours following the end of the scheduled exam duration will be treated as 'late' and graded 'H'. Any submissions made after this time will be treated as a non-submission.
2. *Any online exams where answers are input directly into Moodle by the student* (as opposed to online exams where students are required to upload their own document(s) once their answers are complete). The sorts of exams where this will apply include:
  - multiple choice papers, where students answer in Moodle by selecting an answer using a radio button; and
  - short answer papers, where students enter a short answer into text boxes in Moodle.

On these exams, no period for late submission will be available. Moodle will save all answers as they are input by the student, and at the end of the scheduled exam time Moodle will 'auto-submit' all saved answers. (Alternatively, students have the option to confirm submission within the scheduled exam time as soon as their answers are complete.) After the end of the scheduled exam time, students will have no further access to the exam. In the event that the student has completed no answers within the scheduled exam time, the exam will be treated as a non-submission.

### *Request to have 'late' grade 'H' waived*

Where an exam is submitted late and the student has been prevented from submitting on time, they may submit a Good Cause claim in MyCampus within five working days of the exam. (Any submission to Moodle received after the end of the scheduled exam time will be flagged to the student as having been submitted late. Students should check their email folders including 'Junk email'.) For the claim to be accepted, the student must show that they were prevented by illness or other adverse circumstances beyond their control from submitting the exam on time. If the Good Cause claim is accepted the submission will not be graded 'H' but will be marked as normal.

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<sup>9</sup> 30 minutes is the standard upload time for exams with five or fewer answer files. Where, exceptionally, an exam has more than five answer files staff should determine the time required for students to successfully upload the number and type of files, and this time will be clearly indicated on the exam front page.

### *Good Cause for non-submissions*

A non-submission is where the student does not attempt the exam or does not attempt to submit until after the end of the 'late' period (where a late period is available). This is important because the award of credit depends on enough assessment being submitted for the course or the programme as a whole. In the event that a student has been unable to submit the exam, due to illness or other adverse circumstances beyond their control, they may submit a Good Cause claim in MyCampus within five working days of the exam. If the Good Cause claim is accepted, the most common outcome is that the assessment will need to be completed at a later date. This will usually be at the resit diet, which takes place during the summer vacation. In some cases (e.g. in the final year of some honours or integrated masters programmes), some assessment missed with Good Cause may be disregarded.

### *Technical difficulties experienced while taking an online exam*

A student who experiences technical difficulties with accessing, completing, checking or submitting an exam are advised to immediately contact the IT Helpdesk, using the contact details provided on the exam front page. (In the event of submitting a Good Cause claim for late or non-submission due to technical issues, students could support their claim with reference to an IT Helpdesk Incident number, if they have logged the issue with the IT Helpdesk.)

## **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.<sup>10</sup> 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. Results for the components of assessment must be **aggregated** to determine a student's result for the course as a whole. For each assessment component, the grade awarded maps onto a grade point number (an integer) (Table 2.1) and these grade points are used to aggregate the results. The course's assessment scheme specifies the weightings of the components of assessment.

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<sup>10</sup> 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.]

**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		
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

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

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

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 by each Board of Examiners 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. There is therefore no single



conversion scheme determined by the Code of Assessment, but each Board of Examiners must approve a scheme appropriate to the courses being assessed.

### Example 2.F

For 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. 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:

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

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:



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

(from Schedule B)

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:

- 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.<sup>11</sup> The result for the course shall be reported as the primary grade and secondary band equivalent to that integer shown in Schedule A.
- 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:

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

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.

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

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.

<sup>11</sup> 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.]

## 2.4 Aggregation across a 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 courses of the programme after each intermediate diet and the overall award after the final diet.

Provisional results should be released to students as soon as they are available but must be ratified by a Board of Examiners after each diet. In most cases, this means that there should be formal meetings of the Board of Examiners after semester 1 as well as after semester 2.

§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.

The following sections describe how to calculate the relevant grade point average required for different types of awards: ordinary/designated degree; honours/integrated masters degree; and postgraduate taught masters degree. (It is important to ensure that the correct credits and weightings are applied in these calculations. Some GPA values are displayed in MyCampus but as these are calculated automatically in the system, they may not take account of the relevant credits or weightings, and caution should therefore be exercised in the way that any such values are used.)

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 requirement<sup>12</sup> 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:

$$= 13.7$$

<sup>12</sup> This is expressed in the [generic undergraduate degree regulations](#).

Darren has comfortably exceeded the minimum GPA of 9.0. 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

§16.36 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)).

§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. Any departure from 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.

c) Where the grade point average (as determined in §16.34 and §16.37 (a) and (b) falls within one of the following ranges, the Board of Examiners shall award the classification stated:

17.5 to 22.0	First class honours
14.5 to 17.0	Upper second class honours
11.5 to 14.0	Lower second class honours
8.5 to 11.0	Third class honours
0.0 to 8.0	Fail

d) Where the grade point average falls between two of the ranges defined in §16.37(c), the classification to be awarded by the Board of Examiners will be determined by the weighted profile of the course grades contributing to the honours classification. The course grade profile must be weighted to reflect the relative credit weightings of the courses and the relative weightings given to the different years of the programme (as referred to in §16.37 (a) and (b)).<sup>13</sup> The classifications awarded in the following grade point average ranges will be:

17.1 to 17.4	First class honours: where at least 50% of the weighted course grade profile comprises A grades
	Upper second class honours: where less than 50% of the weighted course grade profile comprises A grades
14.1 to 14.4	Upper second class honours: where at least 50% of the weighted course grade profile comprises B grades or above
	Lower second class honours: where less than 50% of the weighted course grade profile comprises grades of B or above
11.1 to 11.4	Lower second class honours: where at least 50% of the weighted course grade profile comprises grades of C or above
	Third class honours: where less than 50% of the weighted course grade profile comprises grades of C or above
8.1 to 8.4	Third class honours: where at least 50% of the weighted course grade profile comprises grades of D or above
	Fail: where less than 50% of the weighted course grade profile comprises grades of D or above.

<sup>13</sup> Illustrations of weighted course grade profiles are given in the [Guide to the Code of Assessment](#). [Footnote in the Code.]

An **Honours** programme is four years long, but only courses taken in the 3<sup>rd</sup> year (Junior Honours) and 4<sup>th</sup> 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 or GPA – is used to determine the final award. The final GPA is calculated to one decimal place.

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.

Note: As a result of a change introduced in 2021-22, the award of Honours classifications can no longer be determined by the exercise of Exam Board discretion.

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

#### *Example 2.K*

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:

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

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

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

Eliza's Honours GPA lies within the range 11.5 – 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 GPA of 16.9 and a Senior Honours GPA of 18.15. His overall Honours GPA is calculated as follows:

$$\begin{aligned}\text{Honours GPA} &= (0.4 \times 16.9) + (0.6 \times 18.15) \\ &= 17.65 \\ &\approx 17.7 \quad (\text{rounded to 1 decimal place})\end{aligned}$$

Felipe's Honours GPA lies within the range 17.5 – 22.0, so the Board of Examiners will award him a first class Honours degree.

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 GPAs are then aggregated and usually weighted 50:50.

### Example 2.L

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 GPAs of 16.0 and 16.75 in subject X, and GPAs of 14.1 and 13.275 in subject Y. His Joint Honours GPA is calculated as follows:

$$\begin{aligned}\text{X Honours} &= (0.4 \times 16.0) + (0.6 \times 16.75) \\ &= 16.45 && (\text{unrounded}) \\ \text{Y Honours} &= (0.5 \times 14.1) + (0.5 \times 13.275) \\ &= 13.6875 && (\text{unrounded}) \\ \text{Joint Honours GPA} &= (0.5 \times 16.45) + (0.5 \times 13.6875) \\ &= 15.06875 \\ &\approx 15.1 && (\text{rounded to 1 decimal place})\end{aligned}$$

Gert's Joint Honours GPA lies within the range 14.5 – 17.0, so the Board of Examiners will award him an upper second class Honours degree. Note that his individual subject GPAs correspond to upper and lower second class, respectively, but only the joint GPA matters.

An **integrated masters** programme is five years long, where the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> years count towards the final award.

### Example 2.M

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

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

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

Hilda's final GPA lies within the range 14.5 – 17.0, so the Board of Examiners will award her an upper second class integrated masters degree.

## Grade profile

As stated in §16.37(d), where the final GPA lies in the following ranges, the classification will be determined by the student's weighted course grade profile: 17.1 – 17.4; 14.1 – 14.4; 11.1 – 11.4; 8.1 – 8.4.

### Example 2.N

An Honours programme with JH : SH weighting of 40 : 60

In this case Yifan has a programme GPA of 14.3 so will be awarded a 2.1 if he has a weighted course grade profile with at least 50% of course grades at B or above.

Course grades achieved:

JH	Course grades of B or higher	Course grades below B	SH	Course grades at B or higher	Course grades below B	
Course 1 (20 credits)	B3		Course 6 (15 credits)		C1	
Course 2		D1	Course 7		C3	

(20 credits)			(15 credits)			
Course 3 (20 credits)	B3		Course 8 (15 credits)	A5		
Course 4 (30 credits)		D2	Course 9 (15 credits)		C1	
Course 5 (30 credits)		C2	Course 10 (40 credits)	B2		
			Course 11 (20 credits)	B1		
<b>Total credits</b>	40	80		75	45	
<b>JH</b>	120		<b>SH</b>	120		
				<b>Honours programme</b>		240

Proportion of weighted grade profile comprised of grades B or above:

$$= \left[ \frac{\text{No. of JH credits} \geq B \times \text{JH weighting}}{120} \right] + \left[ \frac{\text{No. of SH credits} \geq B \times \text{SH weighting}}{120} \right]$$

$$= \left[ \frac{40 \times 0.4}{120} \right] + \left[ \frac{75 \times 0.6}{120} \right]$$

$$= 0.508, \text{ or } 51\%$$

The weighted grade profile has 51% of course grades at B or above so Yifan qualifies for an upper second class honours degree. This is despite the fact that the actual grade profile has 115 out of the 240 credits at grade B or above, i.e. less than 50%.

## 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.

Most **taught postgraduate** programmes consist of taught courses and a dissertation or project, totalling 180 credits. Typically the taught courses are worth 120 credits and the dissertation or project 60 credits. Each student's results in the taught courses are aggregated to determine whether they are eligible to progress to the dissertation or project, or are eligible to be awarded the Postgraduate Diploma (PgDip). Most taught postgraduate programmes are covered by [generic \(University-wide\) regulations](#) and the rest have their own programme-specific regulations.

The requirements for award of the Masters degree are expressed in the generic PGT regulations (rather than in the Code of Assessment) and are as follows:

§9.1 A candidate will be eligible for the award of the degree on obtaining a grade point average<sup>5</sup> of at least 12.0 in the taught courses described in §4, with at least 75% of these credits at grade D3 or above, and all credits at grade F3 or above, and obtaining a grade D3 or above in the substantial independent work.

### Example 2.O

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:

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

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 courses grade point average is calculated as follows:

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

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.

On taught postgraduate programmes the degree may be awarded with Merit or with Distinction.

In the generic PGT regulations the requirements for these classifications are expressed as follows:

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

- a) a grade point average of at least 14.5 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 C1 or above in the substantial independent work.

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

- a) a grade point average of at least 17.5 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 B1 or above in the substantial independent work.

Where the overall programme GPA (combining taught courses GPA and the dissertation/project grade) falls into the ranges 14.1 – 14.4 and 17.1 – 17.4 the classification is determined by overall course grade profile:

§9.2 §9.4 and §9.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the 180 or more credits completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.<sup>14</sup>

§9.4 Where a candidate has satisfied the requirements set out at §9.3 (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 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

§9.6 Where a candidate has satisfied the requirements set out at §9.5 (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 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

For programmes governed by other degree regulations, the specific requirements for award of Merit and Distinction will be set out in those regulations.

<sup>14</sup> Illustrations of weighted grade profiles are given in the [Guide to the Code of Assessment](#). [Footnote in the Code.]

### Example 2.P

In this example Catriona has an overall programme GPA of 17.4, a taught courses GPA of 17.6 and a project course grade of B1. She will be eligible for the award of Distinction if she has a weighted course grade profile where at least 50% of course grades are at grade A.

In considering the weighted grade profile, all course results are used, including the dissertation/project, and the credit weighting of the various courses is taken into account.

	Course grades at A	Course grades below A
Course 1 (20 credits)	A4	
Course 2 (20 credits)		C1
Course 3 (20 credits)	A3	
Course 4 (30 credits)		B1
Course 5 (15 credits)	A5	
Course 6 (15 credits)	A5	
Course 7 - Project (60 credits)		B1
Total credits	70	110

The grade profile has 70 out of 180 credits at course grades of A, i.e. less than 50%, so Catriona qualifies for award of the degree with Merit, not Distinction.

## 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 Abolition of Exam Board Discretion when determining final Honours degree classifications, and the awards of Merit and Distinction on postgraduate taught programmes

Prior to session 2021-22, Boards of Examiners were permitted to exercise discretion in determining the final awards in borderline cases for Honours degrees and taught Masters degrees. All such awards must now be determined solely by the rules described in sections 2.5 and 2.6 above. There is no scope for Exam Boards to apply any additional or alternative criteria.



## SCHEDULE A

Primary Grade	Gloss	Secondary Band*	Grade Point	Primary Verbal Descriptors for Attainment of Intended Learning Outcomes
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
		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
		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
		C2	13	
		C3	12	
D	Satisfactory <sup>†</sup>	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
		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
		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.

<sup>†</sup> 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 documentation for the grades they require to progress to specific awards.

Where, exceptionally, an Exam Board is unable to confirm the result, e.g. as some information is missing at the time of the Board meeting, '7' should be returned as a temporary grade.

## 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
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
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
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
D0	Satisfactory	9 – < 12	11	Adequate independent performance of required skill, displaying underpinning knowledge, adequate judgement and appropriate professional values, suitable to routine contexts
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
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

Where, exceptionally, an Exam Board is unable to confirm the result, e.g. as some information is missing at the time of the Board meeting, '7' should be returned as a temporary grade.

## Grades used in addition to those set out in Schedules A and B

Overall course results will appear on a student's MyCampus record. These should be grades from Schedule A or Schedule B unless the Clerk of Senate has approved use of an alternative assessment scale, e.g. Satisfactory / Not Satisfactory.

The following are other grades to be used in the circumstances described.

OTHER CODES	DESCRIPTION
MV	Incomplete Assessment (e.g. medical, compassionate or other approved Good Cause). In most cases the assessment will be required to be completed at a later date, usually during the summer vacation. At the end of Senior Honours or the final year of an integrated Masters programme, a limited amount of assessment may be set aside (i.e. the assessment will not need to be completed at a later date). (See <a href="#">Chapter 5</a> of this Guide.)
7	Deferred Result. At the time of the meeting of the Board of Examiners some information was not available. The 7 will be replaced by the course result once the information is available.
AU	Audit Only. The course was taken on a non-credit bearing basis, meaning that no summative assessment was completed.
CA	Credit Awarded. While the student took the course and credit was awarded, some aspect of the assessment for that course was disrupted so no overall course grade was available on the usual grading basis.
CR	<p>Credit Refused. Minimum requirements for the award of credit have not been satisfied and no further opportunities exist to meet those requirements on this occasion of taking the course. A further opportunity to take the course may be available in certain limited circumstances.</p> <p>The minimum requirements for the award of credit relate to the amount of assessment completed on the course but may include other requirements such a minimum level of attendance. (See <a href="#">Chapter 4</a> of this Guide.)</p>
CW	<p>Credit Withheld.</p> <p>In most cases, CW indicates that while the requirements for the award of credit have not yet been satisfied, a further opportunity exists to meet those requirements. CW will show as the permanent result for the first diet. Following the further assessment opportunity, the second diet result will either be a credit-bearing grade or CR (if the requirements for credit have still not been met).</p> <p>For a <b>course contributing to an honours classification</b> (i.e. where in most cases, no further assessment opportunity is available) the following applies: CW will be returned by an interim Board of Examiners where any assessment has been missed on that course without Good Cause. The final honours Board of Examiners will consider whether the requirements for credit have been met across the honours programme as a whole, and, if they have, the CW will be <b>replaced</b> with the appropriate grade for that course. If the requirements have not been met across the programme as well as on the course then</p>

	credit for the course will be refused and the CW will be <b>replaced</b> with CR.
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## 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.
- 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.
- Students must also be made aware, prior to leaving for study abroad, how their grades will be reported in MyCampus and used in determining their degree classification. On some programmes, results achieved across all of the courses are recorded in MyCampus as one aggregated grade (carrying 120 credits for a session abroad or 60 credits for a semester). On others, individual course results will be published. Whichever way results are

published, this is the way that they must be used in determining the student's final GPA and degree classification. For example, if one aggregated grade is published for the 120 credits taken on a full year abroad, that value will be fed into the final grade point average. For the purposes of course grade profile, this will count as 120 credits at that grade. The Board of Examiners should not look back at individual course results reported by the host institution to inform an honours classification decision concerning grade profile.

- Work assessed during a period of study abroad must not be reassessed by Glasgow staff after the student returns.
- 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) states 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. Proposals for changes to the tables should be submitted to the Translation of Grades from Study Abroad Sub-Committee for approval and publication in the University's Consolidated Conversion Tables.

*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.

## Appendix: Examples

**Example 1:** Open exam within 24 hours: Students should aim to spend no more time than indicated on the exam paper. All students must upload and submit answers within the 24-hour period.

**Exam date 26/04 Exam start time 09:30. Expected exam duration 02:00.**

All students must submit by 09.30 on 27/04. The exam may be submitted late in Moodle.

Exam submitted from 09.30 26/04 and up to 09.30 on 27/04	Exam submitted between 09.30 and 11.30 on 27/04	11.30 27/04 onwards
<b>Within scheduled time</b>	<b>Late</b>	<b>Not possible to submit</b>
<b>Graded as normal</b>	<b>Graded 'H' – zero grade points, but counts towards the award of credit</b>	<b>Treated as a non-submission: may result in Credit Withheld/Credit Refused (CW/CR)</b>

**Example 2A:** Timed exam within 24 hours, completed file(s) to be uploaded to Moodle. The exam can be started at any time during the 24 hour period. Students should aim to spend no more time than indicated on the exam paper. An additional 30 minutes is available for upload of completed answer file(s). Students must complete and upload answers within the 24 hour period.

**Exam date 28/04. Exam start time 09:30. Expected exam duration 02:00.**

Student elects to start exam at 10.15 on 28/04. As it is a two hour exam, a two and a half hour window is available: two hours for completing the exam and 30 minutes for file(s) upload. The scheduled exam time therefore ends at 12.45.

If the student has been assessed by the Disability Service as requiring extra time, their scheduled exam time will be extended by the appropriate amount of time.

Exam submitted from 10.15 and up to 12.45 on 28/04	After 12.45, no further upload to Moodle possible. Completed answers submitted direct to School between 12.45 and 14.45 on 28/04	Completed answers submitted to School from 14.45 onwards on 28/04
<b>Within scheduled time</b>	<b>Late</b>	<b>Outwith late period</b>
<b>Graded as normal on the basis of what is submitted by student during the scheduled time or what is 'auto-submitted' by Moodle at the end of the scheduled time.</b>	<b>Graded 'H' – zero grade points, but counts towards the award of credit</b>	<b>Treated as a non-submission: may result in Credit Withheld/Credit Refused (CW/CR)</b>



For a student who has been assessed by the Disability Service as requiring 25% extra time, i.e. an additional 15 mins per hour, the scheduled end time for the exam is 13.15 (two hours + an additional 30 minutes + 30 minutes upload time). If the exam is submitted by 13.15 it is submitted on time and will be graded normally. If it is submitted to the School/RI between 13.15 and 15.15 it is treated as submitted late and will be graded H (zero grade points). If the exam is submitted after 15.15 it will be treated as a non-submission. Instructions on how to submit the exam will be included on the exam front sheet.

**Example 2B:** Timed exam within 24 hours - The exam can be started at any time during the 24 hour period. Students should aim to spend no more time than indicated on the exam paper. Students must complete and upload answers within the 24-hour period.

**Exam date 28/04. Exam start time 09:30. Expected exam duration 02:00.**

Student doesn't start the exam until 07.45 on 29/04. As it is a two hour exam, a two and a half hour window would normally be available for completion of the exam and file(s) upload. The scheduled exam time for that student would therefore end at 10.15. However, the 24 hour window for completing the exam closes at 09.30 on 29/04 so the student must upload by then to be within the scheduled exam time.

For a student who has been assessed by the Disability Service as requiring 25% extra time for completion of the exam, while they are entitled to a three hour scheduled exam time **within** the 24 hour window, the window will still close at 09.30 on 29/04 so they must upload by then.

Exam submitted from 07.45 and up to 09.30 on 29/04	After 09.30, no further upload to Moodle possible. Completed answers submitted direct to School between 09.30 and 11.30 on 29/04	Completed answers submitted to School from 11.30 onwards on 29/04
<b>Within scheduled time</b>	<b>Late</b>	<b>Outwith late period</b>
<b>Graded as normal on the basis of what is submitted by student during the scheduled time or what is 'auto-submitted' by Moodle at the end of the scheduled time.</b>	<b>Graded 'H' – zero grade points, but counts towards the award of credit</b>	<b>Treated as a non-submission: may result in Credit Withheld/Credit Refused (CW/CR)</b>

Example 2C: Timed exam within 24 hours, all answers completed directly in Moodle (e.g. Multiple Choice or short answer paper). The exam can be started at any time during the 24 hour period. The amount of time expected to complete the paper is the same as the amount of time available.

**Exam date 11/05. Exam start time 09:30. Exam duration 02:00.**

Student elects to start exam at 11.20 on 11/05. As it is a two hour exam, with no file(s) upload required, only the two hour window is available for completion of the exam. The scheduled exam time for that student therefore ends at 13.20.

If the student has been assessed by the Disability Service as requiring extra time, their scheduled exam time will be extended by the appropriate amount of time.

Exam submitted from 11.20 and up to 13.20 on 11/05	13.20 onwards on 11/05
<b>Within scheduled time</b>	<b>Not possible to submit – no further access to exam</b>
<b>Graded as normal on the basis of what is submitted by student during the scheduled time or what is ‘auto-submitted’ by Moodle at the end of the scheduled time.</b>	<b>If no answers have been completed by the end of the scheduled exam time the exam will be treated as a non-submission: may result in Credit Withheld/Credit Refused (CW/CR)</b>

For a student who has been assessed by the Disability Service as requiring, for example 50% extra time to complete the exam, the scheduled exam time will end at 14.20 (two hours + one additional hour). If the exam is submitted by 14.20 it is submitted on time and will be graded normally. No further submission beyond this time is possible and if no answers have been completed by then the exam will be treated as a non-submission.

Example 3: Timed exam – fixed start time: The exam will have a fixed start time and duration. Students must upload and submit answers within the scheduled time.

**Exam date 04/05. Exam start time 09:15. Expected exam duration 01:30.**

As the exam has an expected duration of one and a half hours, a two hour window is available for completion of the exam and file(s) upload. This starts at the exam start time. The scheduled exam time therefore ends at 11.15. The exam may be submitted late in Moodle.

If the student has been assessed by the Disability Service as requiring extra time, their scheduled exam time will be extended by the appropriate amount of time.

Exam submitted from 09.15 and up to 11.15 on 04/05	Exam submitted between 11.15 and 13.15 on 04/05	13.15 on 04/05 onwards
<b>Within scheduled time</b>	<b>Late</b>	<b>Not possible to submit</b>
<b>Graded as normal</b>	<b>Graded 'H' – zero grade points, but counts towards the award of credit</b>	<b>Treated as a non-submission: may result in Credit Withheld/Credit Refused (CW/CR)</b>

For a student who has been assessed by the Disability Service as requiring, for example 25% extra time to complete the exam, the scheduled exam time will end at 11.37 and 30 seconds (one and a half hours + 22 ½ additional minutes + 30 minutes upload time). If the exam is submitted by 11.37 and 30 seconds it is submitted on time and will be graded normally. If it is submitted between 11.37 and 30 seconds and 13.37 and 30 seconds it is treated as submitted late and graded H (zero grade points). After 13.37 and 30 seconds it is not possible to submit and will be treated as a non-submission. Instructions on how to submit the exam will be included on the exam front sheet.

Example 4: Seen exam – 24 hours to submit: The questions will be released prior to the date of the exam, as advised by the School/RI. Students then have the entirety of the 24 hour period on the scheduled date of the exam to upload and submit their answers.

**Exam date 12/05. Exam start time 14:00. Expected exam duration 02:00.**

There is a 24 hour period available for submission of the exam by all students, starting at the exam start time.

Exam submitted from 14.00 on 12/05 and up to 14.00 on 13/05	Exam submitted between 14.00 and 16.00 on 13/05	From 16.00 on 13/05 onwards
<b>Within scheduled time</b>	<b>Late</b>	<b>Not possible to submit</b>
<b>Graded as normal</b>	<b>Graded 'H' – zero grade points, but counts towards the award of credit</b>	<b>Treated as a non-submission: may result in Credit Withheld/Credit Refused (CW/CR)</b>

## **Guide to the Code of Assessment – 3**

### **Reassessment**

#### **Contents**

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### 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 taught masters degree programmes and for postgraduate certificate and diploma programmes, grade C.

The following regulations make use – for the sake of succinctness – of a so-called 'threshold grade'. Students achieving this course 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.<sup>1</sup>

### 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.<sup>2</sup> 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 the 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 assessment for the purpose of reassessment. This situation may arise from the nature of the assessment, 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 an assessment must be approved by the Head of School and details of the assessment for 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 not met the threshold course 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 – for example to satisfy professional requirements – only the original (first diet) grade will contribute to the Honours classification.

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

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<sup>1</sup> Students who have not attained the threshold grade include those awarded Credit Withheld ('CW').

<sup>2</sup> This includes offering reassessment in sub-components. [Footnote in the Code.]

- 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 taken up.

The right of students to resubmit an assessment, or to submit it at a later date, may, for the reasons given in §16.9, be constrained. Any such limits must be published in course documentation. It may, for example, be impracticable for students to have access to laboratory facilities for a later attempt at experiments, and in most cases contributions to group work must necessarily be submitted as part of the group submission. In 'exceptional' cases, therefore, a course may adopt a policy of not offering reassessment on a particular component or components of assessment. However, the Head of School 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 responsible for the course, to make appropriate preparation for that assessment.

While the regulation places a primary responsibility on individual students, Schools 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 the course Moodle.

#### *The nature of reassessment (for assessments other than examinations)*

Normally a student being reassessed on a component of assessment will be required to complete a fresh piece of work rather than revising the original submission. It would not be appropriate to permit submission of revised work for 'standard' essay assignments in which students choose a question from a list presented by the lecturer, as all students in the cohort would have received grades/feedback on their essays before the re-assessment period. This also applies to non-submission, i.e. where a student did not submit at all in the previous diet they must complete a fresh assessment. For some types of assessment, however, the practice of permitting re-assessment by re-working an original submission may be appropriate. For example, where the assignment was a student-chosen research topic, or an exercise involving personal reflection (such as a learning log).

Group work is normally identified on the course specification document as not suitable for re-assessment. However, there may be cases where group work leads to a wholly individual assessment submission (or a clearly defined sub-component which is individual). In these exceptional cases, re-assessment involving re-working of the original submission might be appropriate where the student had in fact engaged with the groupwork activity that led to completion of the individual submission.

#### *Timing of reassessment*

Eligibility for reassessment depends on knowing the ratified overall course grade. Normally this means that resit exams will take place at the August diet and reassessment of other assessments will take place over the summer. However, the format of assessment may, in some cases, mean that that timescale is not appropriate and that it would be preferable for the reassessment to take place before the overall course grade has been confirmed. For example, where a small component of a course's assessment comprises a series of weekly class quizzes, it is acceptable to offer a second attempt at a quiz on a very short timescale in order to promote consolidation of the student's learning. For example, where a quiz is released on a

weekly basis, to be submitted by noon on Monday, with the result issued on the Tuesday, the reassessment version of the quiz could be released for completion by noon on the Thursday. Students should be advised how their eligibility for the reassessment will be determined and how they will be informed that they should take that reassessment. Where any such non-standard arrangements apply in relation to small components or sub-components of assessment, those arrangements must be explained in the course handbook.

### *Reassessment and PGT progression to the substantial independent work*

§7.1 of the current Generic Regulations for Taught Masters Degrees sets out that, exceptionally, students may be permitted to progress to the substantial independent work where it is judged that their performance offers a reasonable prospect of them being able to reach the standard required for the award of the Masters Degree following any outstanding assessment opportunities. To aid transparency and objective decision making, Schools should publish, at the start of the academic session, the objective criteria by which they will judge whether a student has demonstrated that they have a reasonable prospect of meeting that standard. These criteria could include a maximum proportion of reassessment pending or a minimum current GPA, or other relevant criteria which should be met in order for any given student to be permitted to commence work on the substantial independent work. For example, the School might determine that it will not permit students to progress to the substantial independent work should there be more than 25% of taught assessment pending for that student.

### **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 assessment 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 taught masters degree programmes, for postgraduate certificate and diploma programmes, and where a taught Masters level course is taken as part of a doctoral programme, 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' (§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 level 2 course where there is an exam (weighted at 50% of the assessment) and essay (also weighted at 50%), Karen achieves the following results:

Diet 1: exam F1 (5 grade point equivalent); essay 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); essay 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 essay 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 overall 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 (except where degree regulations specify otherwise): the score derived from reassessed courses on 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 (non-Honours) 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 was 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.<sup>3</sup>

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.<sup>4</sup>

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 to the calculation of her GPA.

### *Example 3.C*

Peter achieved the same marks as Pam for his essay 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 written assignments) 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 non-honours 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

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

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



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 other 20 credit 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 §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 §16.8 or §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 the portfolio for course X (as permitted by §16.13(a)), and to resit the exams for courses Y and Z (as permitted by §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**

**Contents**

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## 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%<sup>1</sup> by weight of the course's summative assessment. Schools may specify further requirements such as monitored attendance at classes and examinations. All such requirements shall be specified by the School 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 programme<sup>2</sup> or where the course forms part of the Honours curriculum.<sup>3</sup>

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 a written assignment and 60% in the form of a final examination. If the student took the examination but failed to submit the written assignment (or vice versa), they would not meet this requirement.

### *What is a submission?*

Schedule A of the Code of Assessment includes the credit-bearing grade 'H' which is described as 'No convincing evidence of attainment of intended learning outcomes. Such treatment of the subject as is in evidence being directionless and fragmentary'. In other words, a very poor effort is still treated as a submission. Where there is no evidence of meaningful engagement with the task or assignment it should be treated as a non-submission.

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

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<sup>1</sup> 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.]

<sup>2</sup> Generic Regulations for Taught Masters Degrees – [College of Arts & Humanities](#); [College of MVLS](#); [College of Science & Engineering](#); [College of Social Sciences](#).

<sup>3</sup> [Section 16.5](#) Generic Undergraduate Regulations.

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 the assessment 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 included in written course documentation and also communicated clearly to students *at the beginning of the course*.**

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.

For example, 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 by the end of the first assessment diet or fails to comply with other requirements specified in writing by the School, 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 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 Instructions.
- b) Where a candidate has not submitted at least 75% by weight of the course's summative assessment 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.

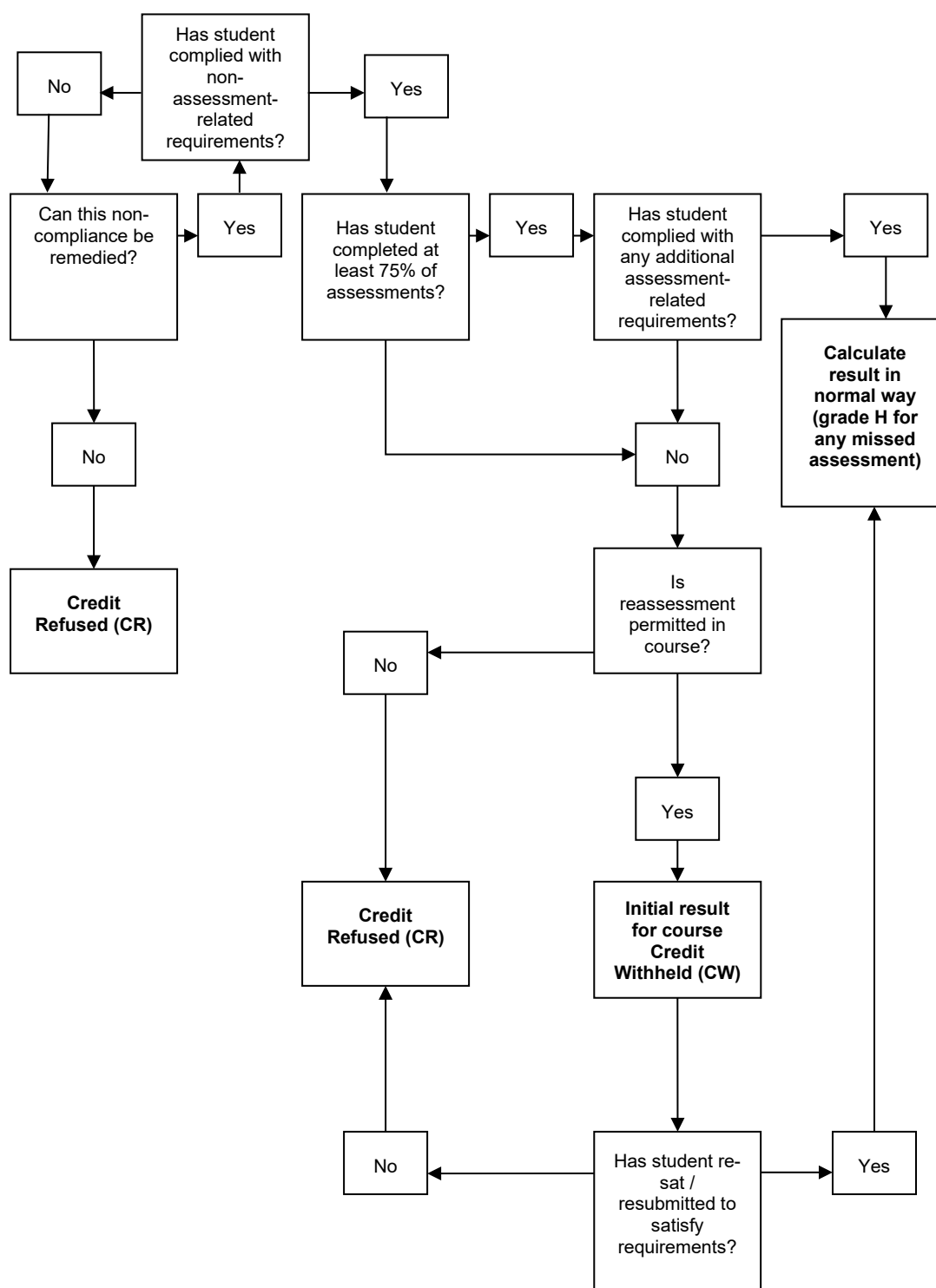
For undergraduate non-honours courses and postgraduate taught courses, determining whether the student has completed 75% of the assessment will normally be straightforward. After completion of the course assessment four questions will have to be addressed:

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 in order 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 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 an overall 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’.

Where the outcome is ‘Credit Withheld’ the grade ‘CW’ will appear on the MyCampus record and on the student transcript.

Where the outcome is ‘Credit Refused’ the grade ‘CR’ will appear on the MyCampus record and on the student transcript.

This process is set out in the following diagram



#### Example 4.A

Alan is taking a Level 1 course. 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. 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 overall course grade calculated accordingly.

#### Example 4.C

Jimmy 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 course. The assessment includes a written assignment and an examination, respectively two sevenths (28.6%) and five sevenths (71.4%) of the final grade. Jackie completes the written assignment but does not sit the examination. Because she has completed less than 75% of the assessment 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 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 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 determine 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 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 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 submission of assessment across the Honours programme as a whole, as outlined above, will not be possible. Where a student has failed to submit work or take an exam 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 final exams, but has failed to submit any written assignments for two of the eight Honours courses she took (all courses weighted at 30 credits). In each case the written assignment 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 work and the grade for each of the courses calculated accordingly. She will be able to graduate with an Honours degree, but her classification may be affected by the H grades.

#### *Example 4.F*

Hugh has come to the end of his final exams. However he failed to sit one exam which contributed 75% of the assessment for that course and failed to submit reports in a further four of his eight courses (all courses weighted at 30 credits). The report 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 for the three courses where he submitted only 50% of the assessment. He will have a grade H for the report 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 apart from an essay worth 10% on 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 across the Honours programme he will then be awarded a grade H for the essay and his grade for the course calculated as usual.

## **Guide to the Code of Assessment – 5**

### **Incomplete assessment resulting from Good Cause**

#### **Contents**

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## 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 assessment at or by the due time,<sup>1</sup> or
- submit an online examination within the scheduled examination time,<sup>2</sup> or
- otherwise satisfy the requirements of the scheme of assessment appropriate to their programme of studies; or,

ii) manifest prejudice to the candidate's performance in summative except where that assessment is the independent work required for the award of a classified honours degree or a postgraduate taught masters degree.<sup>3</sup>

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.<sup>4</sup> 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.<sup>5</sup> 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 an assessment deadline or doesn't meet some other requirements of the course's scheme of assessment, or
- b) reports that they have submitted an impaired performance in an assessment.

These regulations apply when the student reports formally through a Good Cause claim that they were prevented by illness or other adverse personal circumstances from attending an examination or completing other assessment, 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 minor occurrences which have merely hindered the student.

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<sup>1</sup> §16.26 sets out penalties for late submission of assessment; if –in accordance with §16.27 a candidate is permitted to defer submission of the assessment, the 'due time' hereafter in these regulations will be the later time permitted. [Footnote in the Code.]

<sup>2</sup> §16.28 sets out how failure to submit an online examination within the scheduled examination time will be treated.

<sup>3</sup> The 'independent work' includes: (a) for a classified honours degree, the piece of independent work worth at least 20 credits referred to at §16.1 and §17.1 of the Generic Undergraduate Regulations (GUR), and the equivalent in degree regulations not subject to the GUR, and (b) for a postgraduate taught masters degree, the 60 credit (or more) substantial independent work referred to in the degree regulations, taking the form of a dissertation or project.

Where a candidate believes that their performance in this assessment is being or has been affected by adverse circumstances, before submitting the work they should seek advice on requesting a deferred deadline within their period of study. [Footnote in the Code.]

<sup>4</sup> 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. [Footnote in the Code.]

<sup>5</sup> The [Student Absence Policy](#) is available online. [Footnote in the Code.]

Trivial events or ailments that might have a marginal impact on a student's performance are not relevant in this context. The regulations are concerned only with more serious circumstances – called 'Good Cause' – which justify the student's missing an examination or other assessment 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 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 from their Adviser of Studies/Advising Office about the possible courses of action, such as repeating affected courses. Footnote 4 (which appears as footnote 21 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 appropriately 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 should be accompanied by a report from an appropriate medical practitioner. Supporting evidence might be a hospital report; a doctor or other medical professional's report; a doctor's "Fit Note"; a formal notification of a hospital or clinic appointment, or hospital discharge letter. Examples of other forms of supporting evidence are given in the [Student FAQs on Good Cause](#), including where the circumstances are not health related and where a member of staff was alerted to the circumstances at the time.

Where there has been a **short-term worsening of a long-term (chronic) condition** a student might submit a supporting letter from a relevant service such as the Counselling & Psychological Services (CAPS), their GP, mentor or other support worker. For students registered at the Disability Service with a relapsing and remitting condition, the Service will provide a letter confirming the condition, and the student can submit this as supporting evidence for any Good Cause claims associated with a short-term worsening or 'flare-up' of that condition.

For **personal circumstances which are not health related**, a student might provide a letter or document from an independent responsible person (or organisation), vouching for the circumstances they are reporting, such as a support service (e.g. a social worker, Citizen's Advice Bureau or other support organisation) or a member of staff who was alerted to the circumstances at the time. Letters of support from personal friends or family members might also be submitted in relation to any circumstances, but these carry less weight in supporting a Good Cause claim and the student should explain why this is the best evidence available to them. More information on types of supporting evidence is given in the [FAQs for students](#).

Repeated Good Cause claims from the same student may signal a wider issue, which may or may not be evident from the circumstances described in the claims. Follow up by the Adviser/Advising Office may be appropriate.

## 5.2 Procedure

§16.46 It shall be the responsibility of the candidate to make relevant good cause circumstances known to the School responsible for the assessment by submitting a claim to MyCampus, which must be supported by appropriate evidence.<sup>6</sup> 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 (including provisional 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 Good Cause claim in MyCampus. The claim must be submitted, together with the supporting evidence, not later than five working days after the missed examination(s) or other assessment 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.) Any claim submitted after results have been published – even if they are only provisional – should not be considered. A student wishing to raise adverse circumstances at that stage would need to use the academic appeals process.

This concept is illustrated in this example of a [timeline for the submission of a Good Cause claim and academic appeals](#) for an assessment deadline in Semester 1.

§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 assessment submission date, the Head of School or nominee<sup>7</sup> 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 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' claim being accepted. 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 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 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

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<sup>6</sup> The mechanism for notifying the Head of School is MyCampus. In the event that this facility is not available, the candidate should contact the Head of School 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 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 an assessment 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.]

<sup>7</sup> The nominee of the Head of School with responsibility for considering such claims shall be indicated in the programme documentation. 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.]

Assessment Officer. The 'decision makers' are therefore the Head of School (or nominee) and Assessment Officer.

Given the volume of claims that are made, Schools are advised to manage this activity through a 'Good Cause Committee' to better enable an objective approach to supporting students in a fair and consistent manner.

### **Good Cause Committees**

It is recognised that there is wide variation across the University in terms of how the Good Cause process is implemented at local level, ranging from who is involved in the process to how decisions are made. While the University strongly encourages harmonisation, the following guidance for the management of Good Cause claims is deliberately not prescriptive, instead aiming to provide a broad framework based on good practice. Where there are reasons at local level for deviating from this good practice, Schools should consider documenting these reasons.

Where established, Good Cause Committees are responsible for considering Good Cause claims and making specific recommendations to the relevant Board of Examiners, based on the evidence that has been provided to them. Good Cause Committees should be empowered to assess the validity of claims and essentially determine whether:

- The claim is not accepted because either:
  - the grounds are not deemed to be within the scope of the Good Cause process.
  - the evidence provided does not cover the relevant period.
  - the evidence provided is either not of sufficient weight or from an approved source.
  - the evidence provided is insufficient to support the claim of serious impact.
- The claim is accepted because there are sufficient grounds for believing that the student's ability to perform in the relevant assessment(s) has been adversely affected by Good Cause.

The potential outcomes resulting from the Good Cause Committee's deliberations are set out in more detail in section 5.3 below.

### **Membership and Quorum**

Schools and Subjects differ in terms of their size and organisational structure, and it is likely that the membership of the Good Cause Committee will vary accordingly. It is suggested that its membership should comprise at least three members of School or Subject staff. As a minimum, the Code of Assessment requires the involvement of the Head of School (or delegated nominee) and the Assessment Officer<sup>8</sup> and they are considered the key decision makers. Good Cause decisions should never be made by a single member of staff. Schools may also wish to consider the appointment of a School Good Cause Committee Coordinator (or similar), with a view to further developing staff expertise around Good Cause. This is important so that members with appropriate expertise can act as alternate Head of School nominees or can be named as additional Assessment Officers. Where there are multiple Assessment Officers for a course or programme, the officer responsible for Good Cause should be identified at the start of the year, and the other officers identified as possible deputies in case the responsible Assessment Officer is unavailable.

The Good Cause Committee membership may also include a Senior Adviser of Studies, Year Head/Course Convener, Examination Board Chair(s), and other academic or professional services staff as appropriate.

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<sup>8</sup> Sometimes referred to as School Exam Officer.

At the start of the academic session, each Good Cause Committee should determine the minimum viable number of people required to support consistent decision making, based on the size of its membership. As the key decision-makers in the process, the Head of School (or delegated nominee) and the Assessment Officer, should automatically be included in any agreed quorum.

Members should normally have had no significant prior involvement with the student that might influence their decision. Unless claims have been suitably anonymised, where a Committee member is perhaps the Adviser or supervisor of a student making a claim, they should not take part in the decision-making. However, if asked by the student, they may provide the student with a statement to be included with the claim as supporting evidence, if appropriate.

It is recommended that the Head of School (or delegated nominee) convene the committee. For the avoidance of doubt, the Assessment Officer may never be a delegated nominee. The Convener is expected to ensure that the Good Cause Committee undertakes its responsibilities in a fair, transparent, and impartial manner and in accordance with relevant University and programme regulations and procedures. The Convener should also ensure that all members are encouraged to contribute to discussions and that business is conducted collegially.

### *Member Training and Development*

Good Cause Committee members should be suitably trained and have a good understanding of the University's processes, including the regulations that apply to the student's degree programme. Heads of Schools are responsible for ensuring that appropriate training and guidance is provided to all staff involved in considering Good Cause claims. This may include annual briefing sessions at the start of the academic year and/or issuing locally prepared guidance explaining School-based processes (which should be used to supplement rather than replace the central guidance provided by Academic Policy & Governance). New members should be signposted to the [Code of Assessment](#) and [Good Cause](#) process, and should also link to centrally provided information (e.g. [Good Cause FAQs](#)).

Heads of Schools might consider providing Good Cause Committee members with access to appropriately anonymised previous decisions with a view to aiding consistency of decision making. Good Cause Committees might also be encouraged to involve staff from other schools (both within or outwith their College) in quality-checking decisions. At College-level, the establishment of forums or spaces where Good Cause Committee members can meet to discuss issues relating to Good Cause should be encouraged. Bringing such staff together, at College-level, presents valuable opportunities for sharing best practice.

### *Evidence and Access to Evidence*

Schools should only process the data that they need to determine the outcome of the student's Good Cause claim. A student's Good Cause information should only ever be available to those that require to access it either to manage the process or to make a decision about a claim. For the avoidance of doubt, this means the smallest number possible required to take an objective decision and with the greatest possible respect to the privacy of the student. Evidence should not be shared widely as a routine approach. Regardless of the potential wider membership of the Good Cause Committee, only the decision makers (the Head of School or nominee and the Assessment Officer, as referenced above) should routinely be given access to the supporting evidence provided for each individual claim in order to determine the veracity of the evidence.<sup>9</sup> In rare cases where some aspect of the evidence is doubtful, the decision makers may engage with relevant experts, with any details shared in an anonymised format. The wider membership of the Good Cause Committee should, thereafter, provide broader views in relation to consistency of outcome and approach, with the decision makers providing oral

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<sup>9</sup> This refers to access over and above the standard access afforded to the six individuals per course who have access permissions in MyCampus for processing purposes.



overviews of individual cases where necessary. This balanced approach of limiting access better protects students' privacy and serves to shield more staff from having to engage unnecessarily with potentially traumatic materials. In rare cases, there may be highly sensitive personal information that a student believes is pertinent to their case but which they might be reluctant to disclose. The Code of Assessment makes allowance for this by directing the student to contact their Head of School to discuss arrangements for sufficient but restricted information to be passed to appropriate colleagues so that the claim can be considered. In such cases, students must still submit a claim in MyCampus, indicating who they have shared these details with, but would not need to submit the evidence, on the basis that they have already shared this with the staff member supporting their claim. That staff member will, in turn, be able to provide confirmation that there are significant adverse circumstances relevant to the claim, when the student's claim is considered.

Information provided in Good Cause claims and its supporting evidence is often highly sensitive and must be treated in strictest confidence. Schools must ensure that any information downloaded from the claim is stored and shared securely. How this is operationalised varies across the University, and Schools have flexibility to decide how to present the relevant information to its Good Cause Committee (data must be stored and shared only using the University's standard hosting services and software applications such as Outlook, OneDrive/SharePoint, its IT Helpdesk system (Ivanti), its virtual learning environment (Moodle) and its student records system (MyCampus), with access limited to those either administering and/or contributing related information for consideration by the relevant decision-making individuals or committee). When designing their process, Schools should consider ways to preserve anonymity where possible and prevent potential conscious or unconscious bias in considering requests, as a minimum using the student's student number rather than their name. For example, the Adam Smith Business School routinely replaces student names and student numbers with case numbers.

Note: a Privacy Notice specific to information submitted in a Good Cause claim is in development and further information on this will follow, including implications for the retention of relevant data.

**Good Cause and Safeguarding:** What to do if the content or evidence provided in the Good Cause claim gives rise to safeguarding concerns.

**Where there are concerns for a student which do not require immediate attention but suggest they may in the future present a risk of harm to themselves or others** a referral should be made to the Safeguarding team via email [safeguardingteam@glasgow.ac.uk](mailto:safeguardingteam@glasgow.ac.uk) (9:00 am – 5:00 pm Monday to Friday) or University Security team out with these hours. (In these circumstances, the University Security team would deal with any immediate concern and would pass any follow up to the Safeguarding team.) Examples of this type of situation might be where a student has experienced some significant mental health difficulties or where a student reports to be feeling overwhelmed but has not mentioned feeling currently suicidal. The Safeguarding team will risk assess and signpost the student as appropriate. Where there is deemed to be no immediate risk of harm to the student, but the student may benefit from support, the Safeguarding team may ask you to seek permission from the student for the Safeguarding team to contact them. If you are in doubt, you should always refer to Security in the first instance. The Security team will redirect concerns to the Safeguarding team as appropriate.

**Where there is no ongoing indication of current risk but there are signs that the student may require support**, consent should be sought from the student to make a referral to the Safeguarding team via email. The Safeguarding team can offer support and guidance to the student in such circumstances. For example, a student might describe in their claim, a previous attempted suicide or serious self-harm behaviours, a period of significant poor mental or physical health or being a victim of a crime.



**There is no expectation that Good Cause claims are considered immediately on receipt, however, for completeness the following information is provided:**

**If you believe the student may present a risk of harm to themselves or others and where there is information to suggest that the student may need immediate attention,** in such an emergency call 999- this will take you through to Security from a University phone. Then call Security. If you haven't already told Security what's happening, you can contact them on: Gilmorehill: 4444 (0141 330 4444); Garscube: 2222 (0141 330 2222); Off campus: +44 (0)141 330 4444. Security will monitor the situation and liaise with emergency services.

Examples of this type of situation would be where a student has been hospitalised (serious illness/mental health crisis), is at risk of suicide/in mental health crisis; or has been subject to crime. The Security team will ensure the appropriate response is taken, which may include their staff dealing with immediate risk and/ or referring on to the Safeguarding team.

Staff should also be aware that if a student reports an incident of sexual violence or harassment through their Good Cause claim, a report should be submitted via the [University reporting tool](#). This report may be made by the student, or where the student prefers, by the member of staff. The student can make their report anonymously, or if the student does not give consent for staff to share details, staff are asked to submit an anonymous report that does not identify the student. The student should be advised of this and reassured they cannot be identified by the report.

### *Operation of the Good Cause Committee*

It is expected that Good Cause Committees will normally be supported by a clerk or note-taker who is not part of the Committee. The clerk should keep a record of the Committee's proceedings. The format of these records should be agreed locally at School-level and in many cases that may take the form of a spreadsheet. The purpose of the records is to document outcome decisions and in circumstances where it is necessary to capture further detail (for example to establish precedents) a concise summary should be provided. Decisions must be recorded in the student's Good Cause claim in MyCampus. As well as ensuring that students receive the outcome, this also enables the capture of data which can be used to identify trends or areas of concern.

Good Cause Committees should be scheduled with reference to the programme's assessment calendar and at least once prior to each meeting of the relevant Boards of Examiners. Given the volume of claims that are made, Good Cause Committees may meet on a regular basis through the semester once assessments are being submitted, in some cases perhaps on a weekly basis. (See also below in relation to expected timescales for notifying students of the decision on their claim.)

In line with University policy, the work of a Good Cause Committee may be undertaken synchronously or asynchronously. Where the committee meets synchronously and online, this should only take place using University-approved video conferencing software such as Teams or Zoom. Staff should login to these platforms using their University email address. Further, Committee members should ensure that they are able to work in a space which will allow for confidentiality when discussing student cases. The meeting should not be digitally recorded in any way. Where the committee undertakes its work asynchronously this must be by a University-approved collaboration tool, and in all cases, members should have due regard to the sensitive information being discussed and data protection considerations, including the potential for subject access requests. While there is no set timescale for considering a claim, it is good practice for decisions to be communicated to students as soon as practicable and it is expected that decisions will normally be communicated within ten working-days. Decision points (be they in-person/online meetings or by correspondence) should be held at such frequency as required to manage the volume of claims and meet the ten working-day timescale for responding. It is recommended that students are given an indication of the likely timescale for claims made in their School via their course or programme documentation and where

circumstances lead to a delay in this timescale, students should be notified perhaps through an announcement on Moodle.

It is important to remember that all outcomes are provisional until they are ratified by the Board of Examiners (meaning that a student cannot appeal against a Good Cause decision until after the Examination Board meets). Depending on the type of claim, some decisions require consideration by the relevant Examination Board (e.g. for 'affected performance'). In these circumstances, students should be notified whether their Good Cause circumstances have been accepted or not, even if they have to then await a judgement on affected performance by the Examination Board.

### *Consideration of the Claim*

The question to be answered is: if the student hasn't attended an examination or submitted work for assessment, was there good reason for this given the circumstances described in the claim? 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?

These regulations exist with the object of providing some relief for students who have been ill or affected by 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. Decisions must be fair and should not undermine the standard of the University's awards.

The regulations deliberately avoid describing cases that might be cited as examples of Good Cause and Boards of Examiners, Heads of Schools and/or Good Cause Committees should apply their 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 claim should indicate clearly the relevant circumstances and set out how they affected the student. If it does not do this the claim must be refused.
- A distinction is made between circumstances affecting preparation for assessment and those which impact directly on performance in assessment. The timing and duration of the circumstances are therefore of critical importance. Comparatively minor health issues (particularly those of a gastro-intestinal nature) may have no significance for assessment consisting of an essay, for example, but could be critically important if coinciding with an examination.
- Students are expected to accommodate 'every-day' disruption in their preparation for assessment, e.g. in making reasonable travel arrangements for attending an on-campus exam.
- When looking for evidence of a deterioration in performance coinciding with the reported circumstances, 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 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 must include relevant dates to show how the circumstances impacted on the assessment(s) in question. Further information about supporting evidence is provided in section 5.1 and in the [Good Cause FAQs](#).

While §16.48 (b) (ii) refers to fairness to all candidates, it should be noted that the needs of disabled students are assessed by the Disability Service, which may mean that distinctive arrangements for exams and/or other assessments are put in place. In such cases, Good Cause claims will be considered in relation to all the relevant circumstances.

#### *'Manifest prejudice' to submitted work*

Where a student claims that submitted work was significantly affected ('manifestly prejudiced') by Good Cause, the Board of Examiners must not speculate as to the extent to which a submitted piece of work may have been affected and attempt to determine an appropriate compensation. If the student's performance is judged to have been significantly impacted by the circumstances described in the Good Cause claim, the affected script or other material must be set aside as it cannot be used with confidence as an indicator of the student's attainment of relevant intended learning outcomes.

Judgement on whether the relevant circumstances have had a significant negative impact on 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. This 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 course exam, the Examination Board might have only a class test or piece of assessment 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 course 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 Examination Boards are faced with difficult decisions they should carefully scrutinise all the available evidence but exercise doubt in favour of the student.

Note that §16.45 (a) (ii) excludes the independent work required for the award of a classified Honours degree or a postgraduate taught masters degree from a claim of manifest prejudice.

### **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 Good Cause claim for consideration under the 'Good Cause' provisions is not accepted, the outcome is the same as if no such claim had ever been made. 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 grade 'MV' will be returned for the course and will appear on the MyCampus record and on the transcript for that diet. (See below for one exception that applies in relation to Honours assessment, §16.52 (d) (iv)). The University's default expectation is that the student is required to complete all components of the assessment, even when such components carry a small weighting. This provides students with the fullest possible evidence base of their achievement as well as providing them with essential learning which takes place as part of their assessment. This may mean a new date for submitting the assessment, 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 should consider a special replacement examination for the student. It would not normally be acceptable for significant amounts of reassessment to be removed from a candidate for reasons of assessment burden, and instead a route should be found for students to complete their assessment in a way which does not put them under undue time pressure. For example, should a Head of School consider a student would be unreasonably burdened by too much reassessment being offered, consideration should instead be given to whether the student requires a repeat year or other special arrangements. Before reaching such a decision the Head of School is entitled to consider the costs and practicalities. Note that for students coming to the end of their Honours programme the 'period of study' finishes at the end of the Senior Honours academic session, so all required assessment must be completed by then. (See below for the special rules relating to incomplete assessment in Senior Honours.)

Following an accepted Good Cause claim, a 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.

If the Good Cause Committee feels that the information the student has provided suggests they would benefit from further support, the Committee may decide to refer them to a member of staff in the School or College (e.g. Adviser of Studies, Student Support Officer), who may then contact the student to offer support and/or suggest referral to support services provided by the University (such as Counselling & Psychological Services, or the Safeguarding team), or other external support agencies. In this instance, detailed information and supporting evidence should not be passed on without the student's consent.

Note: Once the Good Cause claim has been accepted it cannot be withdrawn by the student, i.e. a student whose claim in relation to a completed piece of work is accepted and is asked to

repeat the assessment cannot later 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 determine the outcome on the basis of the work completed and make the relevant award.
- 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 a classified 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, they will have completed 80% of the assessment.

If the student misses component A, they will have completed only 50% of the course assessment and if there is no possibility of further assessment they will be regarded as not having taken that course.

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:

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

The rules here are a little more complex.

If the student has completed at least 75% of the overall Honours assessment, and if what they have submitted is considered by the Board of Examiners to be of Honours standard, a classified Honours degree may be awarded. The classification will be determined by the results available for the assessment not affected by Good Cause. Example 5.C shows how to calculate the final GPA taking account of results missing due to Good Cause.

If the student has completed at least 30% of the overall Honours assessment (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 may 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 in the following session 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 in the following session with the results of any previous attempts entirely discounted.

#### 5.4 Aggregation and course grade profile where assessment is missing due to Good Cause

Chapter 2 describes the process of aggregation to arrive at a programme grade point average (GPA) and the use of course grade profile where the GPA alone does not determine the final outcome. Example 5.C below illustrates the process where some components have been missed with Good Cause and there is no further opportunity for the student to complete those components.

##### Example 5.C

An Honours programme with JH : SH weighting of 40 : 60

Course grades achieved:

JH		SH	
Course 1 (20 credits)	B3	Course 6 (15 credits)	B2
Course 2 (20 credits)	A5	Course 7 (30 credits)	C3
Course 3 (20 credits)	B3	Course 8 (30 credits)	C2
Course 4 (30 credits)	C1	Course 9 (20 credits)	C1
Course 5 (30 credits)	C2	Course 10 (15 credits)	Exam (50%) MV Essay (50%) B2
		Course 11 (10 credits)	Essay (75%) B1 Class test (25%) MV

Junior honours assessment (120 credits), carrying an overall programme weighting of 40%, is complete. GPA = 14.75.

Senior honours (120 credits) carries a 60% programme weighting, and two components have been missed with Good Cause (MV):

Course 10: 15 credit course, 50% weighted exam.

Course 11: 10 credit course, 25% weighted class test.

The contribution of senior honours assessment to calculation of the overall GPA must therefore be reduced by the proportion of senior honours assessment that is missing.

$$\text{Proportion of missed SH assessment} = [(0.5 \times 15) + (0.25 \times 10)] / 120 \\ = 10 / 120$$

$$\text{Reduced weighting for SH} = 60 \times (110/120) = 60 \times 0.917 = 55$$

##### SH GPA

		Grade points
Course 6: B2 x 15 credits	16 x 15	240
Course 7: C3 x 30 credits	12 x 30	360
Course 8: C2 x 30 credits	13 x 30	390
Course 9: C1 x 20 credits	14 x 20	280
Course 10: B2 x 15 credits x 0.5 (50% component missing)	16 x 15 x 0.5	120

Course 11: B1 x 10 credits x 0.75 (25% component missing)	17 x 10 x 0.75	127.5
	Total grade points	1517.5

The two missing components carry the equivalent of credits:  $(15 \times 0.5) + (10 \times 0.25) = 10$

**SH GPA** = grade points / credits

$$= 1517.5 / (120 - 10)$$

$$= 13.795 \text{ (unrounded)}$$

### Final programme GPA

The missing components of assessment give a revised weighting of 40 : **55** rather than 40 : 60.

For the purposes of the calculation, JH will therefore carry a weighting of  $(40 / 0.95) = 42.1\%$  and SH will carry a weighting of  $(55 / 0.95) = 57.9\%$ . The effect is that junior honours assessment will carry a slightly higher weighting than if the two components of assessment hadn't been missed in senior honours.

Final GPA = weighted JH GPA + weighted SH GPA

$$= (14.75 \times 0.421) + (13.795 \times 0.579)$$

$$= 6.210 + 7.987$$

$$= 14.197 \text{ rounded to } \mathbf{14.2}$$

This GPA puts the student in the range where final Honours classification (in this case, Either a 2.1 or a 2.2) is determined by course grade profile. If at least 50% of the weighted course grade profile comprises B grades or above an upper second class honours degree will be awarded. If less than 50% of the weighted course grade profile comprises grades of B or above a lower second class honours degree will be awarded.

### Course grade profile

Course grades are weighted in the profile by number of credits.

Any course for which, due to Good Cause, less than 75% of assessment was completed should not be included in the profile.

Any course where, despite some assessment being missed through Good Cause, 75% or more of assessment was completed should be included and given full credit weighting.

Course grades achieved:

JH	Course grades of B or higher	Course grades below B	SH	Course grades at B or higher	Course grades below B	
Course 1 (20 credits)	B3		Course 6 (15 credits)	B2		
Course 2 (20 credits)	A5		Course 7 (30 credits)		C3	
Course 3 (20 credits)	B3		Course 8 (30 credits)		C2	
Course 4 (30 credits)		C1	Course 9 (20 credits)		C1	
Course 5 (30 credits)		C2	Course 10 (15 credits)	-	-	<75% complete
			Course 11 (10 credits)	B1		75% complete
<b>Total credits</b>	60	60		25	80	
<b>JH</b>	120		<b>SH</b>	105		225 of 240



Proportion of weighted grade profile comprised of grades B or above:

$$= \frac{[\text{No. of JH credits} \geq \text{B} \times \text{JH weighting}]}{120} + \frac{[\text{No. of SH credits} \geq \text{B} \times \text{SH weighting}]}{105}$$

$$= \frac{60}{120} \times 0.421 + \frac{25}{105} \times 0.579$$

$$= 0.211 + 0.138$$

$$= 0.349, \text{ or } 35\%$$

The weighted grade profile has 35% of course grades at B or above so the student qualifies for a lower second class honours degree.

§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.

Any queries regarding the Good Cause process or its application can be directed to [apg-academic-regulations@glasgow.ac.uk](mailto:apg-academic-regulations@glasgow.ac.uk) in Academic Policy & Governance.

## Guide to the Code of Assessment – 6

### Responsibilities of Head of School, Assessment Officers and other examiners

#### Contents

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## 6.1 Head of School

§16.54 Overall responsibility for management of the assessment scheme shall rest with the relevant Head of School.<sup>1</sup>

§16.57 The Head of School 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, second marking) and moderation procedures shall be made clear to candidates by the School.

§16.69 The Head of School 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 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 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;<sup>2</sup>
- 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 an assessment at the time of its submission, and for safe keeping of such records, the anonymity of submitted 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, the agreed marking and moderation procedures to be followed, 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);

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

<sup>2</sup> The Senate's requirements are not published in the *University Regulations* but are set out in *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 and approved by the College (or by the Education Policy & Strategy Committee in the case of Associated Institutions).

b) At least one External Examiner shall be appointed by Court on the recommendation of the Head of School 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 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 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 their nominee), an 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 decisions on classifications of the honours degrees for the programme shall normally be taken at whichever of the subject Board of Examiners meetings 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 equal weighting in decision making 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.

Subject to the agreement of the conveners of both subject Boards of Examiners, and subject to the conditions set out in the Guide to the Code of Assessment being met, the decisions on classifications of joint or combined honours degrees for the programme can be taken via correspondence between the Boards of Examiners.

Exam Board meetings will normally take place synchronously – i.e. via a meeting that is held at a specific time in person or remotely or on a hybrid basis. The arrangements for a synchronous meeting should be noted on the [minute](#) from the meeting.

While the Code limits the number of people who should be present at a synchronous meeting of the Board of Examiners, it is acceptable to invite observers (such as School 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 practicable, 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.
- 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 equal weighting in decision making.

Regulation 16.66(b) also indicates that, subject to certain conditions being satisfied, joint/combined honours Exam Board meetings may be held asynchronously – i.e. via correspondence. These conditions are:

- there are no complex Good Cause or other special circumstances to be discussed about any of the students,
- there are no issues that have been raised by the External Examiners of the programme that require to be discussed,

- there are no proposals under development for any changes to the Programme that would benefit from discussion at a synchronous meeting,
- the conveners of both subject Boards of Examiners agree that an asynchronous Exam Board is appropriate.

If one or more of the above conditions is not met, then the joint/combined honours Exam Board meeting should be held synchronously. It is to be expected that where numbers grow, the likelihood is that the meeting will be held synchronously, and Schools/Subjects may wish to schedule synchronous meetings in case these are required.

Where a joint/combined honours Exam Board meeting is held via correspondence, a full minute of the discussion that takes place via correspondence should be recorded. The correspondence should include an opportunity for members of the subject Exam Boards to reflect on the success of the programme (e.g. the profile of results awarded, the number of students enrolled and any changes to the programme that might be considered helpful).

§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 ([Regulation 32](#)) or Code of Student Conduct ([Regulation 33](#)), 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 at least one meeting of the Board per academic session.

§16.68 Academic Policy & Governance shall forward External Examiners' reports to Schools within eight weeks of receipt identifying points to which a response is required. The Head of School shall arrange for External Examiners' reports to be considered by a School 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 Academic Policy & Governance 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 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 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. Academic Policy & Governance 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 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<sup>3</sup>

§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. The available durations for individual examinations are 60, 90, 120, or (only in the spring examination period) 180 minutes, all of these durations being inclusive of reading time.

§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.

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<sup>3</sup> §16.14-§16.21 relate to timed examinations taking place in exam halls on-campus or at other approved venues. While the provisions do not directly apply to online examinations, in determining the duration of the latter note should be taken of the principles set out in these provisions. [Footnote in the Code.]

§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 §24.9 - §24.10 to allow extra time to disabled candidates.

#### **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:

$$0.6 \times 150 \text{ minutes} \\ = 90 \text{ minutes.}$$

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

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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:

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

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.

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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:

$$0.5 \times 240 \text{ minutes}$$

$$= 120 \text{ minutes}$$

§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, determine a suitable date and time for the examination;<sup>4</sup> and for examinations held on campus:

- a) allocate adequate accommodation, scripts and other materials as appropriate for the number of candidates to be examined;
- b) 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.

On-campus examinations generally place Schools 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 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 an on-campus written examination to an alternative form of assessment such as an online exam.

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

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<sup>4</sup> 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.]